



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN



TITLE

USING VIDEOS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT "MUSHUK RIMAK" EDUCATIVE UNIT. ACADEMIC PERIOD 2013-2014.

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

AUTHOR:

José Emiliano Saca Minga

1859

THESIS ADVISOR:

Rosa Virginia Gonzalez Zúñiga, Mg. Sc.

LOJA – ECUADOR
2015

CERTIFICATION

ROSA VIRGINIA GONZALEZ ZÚÑIGA, Mg. Sc.
PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled **USING VIDEOS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT “MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD 2013-2014.** Is the responsibility of the undergraduate student: José Emiliano Saca Minga

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

Dated this day: July 30th 2015



ROSA VIRGINIA GONZALEZ ZÚÑIGA, Mg. Sc.
THESIS ADVISOR

AUTORÍA

Yo, José Emiliano Saca Minga declaro ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autor: José Emiliano Saca Minga

Firma: 

Cédula: 1104140304

Fecha: Diciembre de 2015

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, José Emiliano Saca Minga declaro ser autor de la tesis titulada: **USING VIDEOS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT “MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD 2013-2014;** como requisito para obtener el grado de Licenciado en Ciencias de la Educación, Mención: Idioma Ingles; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

Para constancia de esta autorización, en la ciudad de Loja, a los 10 días del mes de diciembre del 2015, firma el autor.


Firma:

Autor: José Emiliano Saca Minga

Cédula: 1104140304

Dirección: Calle Vicente Paz y José María Riofrío

Correo electrónico: www.jsacautpl@yahoo.es

Celular: 0988489192

DATOS COMPLEMENTARIOS

Director de tesis: Rosa Virginia Gonzalez Zúñiga, Mg. Sc.

Tribunal de grado

Dra. Mg. Sc. Silvana Isabel Trujillo Ojeda

PRESIDENTA

Licda. Mg. Sc. Diana del Cisne González Sarango

VOCAL

Licdo. Mg. Sc. Jhimi Bolter Vivanco Loaiza

VOCAL

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Career and all the staff members who helped to complete this research work.

Furthermore, I would like to acknowledge the crucial role of "Mushuk Rimak Educative Unit", for giving me the opportunity to practice and collect the data for this research. Last but not least, many thanks go to all students and teachers who facilitated and contributed with their time and knowledge during this research.

I wish to acknowledge Lic. Rosa Virginia Gonzalez, whose contribution with stimulating suggestions and encouragement, helped to complete my research work and especially with the writing of this thesis.

THE AUTHOR

DEDICATION

To my wife and son, who have been a constant support and encouragement during the challenges of university studies and life. I am truly thankful for having you in my life. This work is also dedicated to my grandparents, José and Rosa Minga (+), who have always loved me unconditionally and whose good examples have taught me to work hard to reach the goals that I want to achieve. Finally, I am thankful to my mother, Balvina, who gave me the life and the opportunity to know the world.

JOSÉ EMILIANO

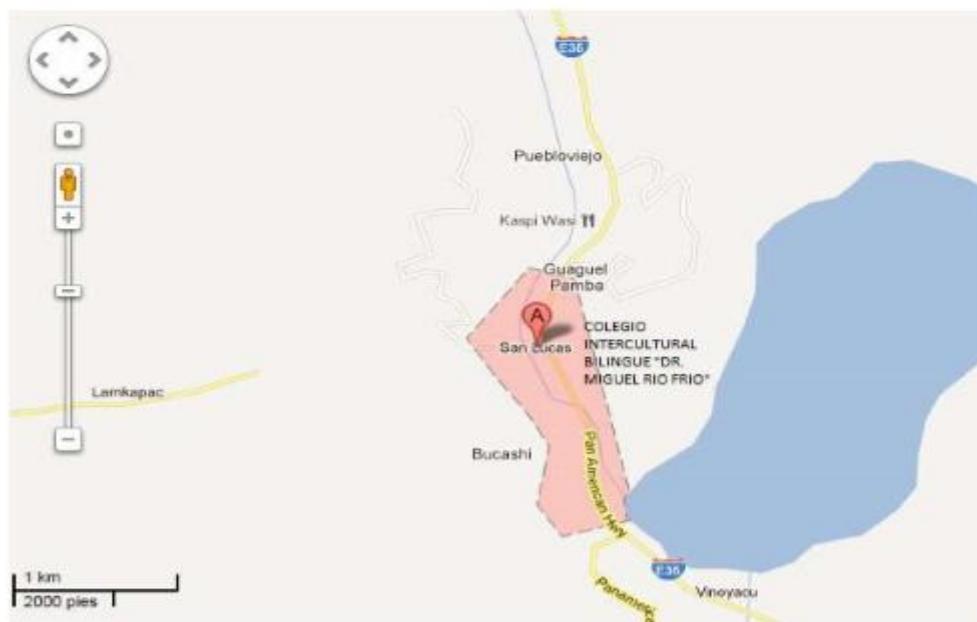
MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
Tipo de documento	Autor y Nombre del Documento	Fuente	Fecha/año	ÁMBITO GEOGRAFICO						Otras desagregaciones	Notas observaciones
				Nacional	Regional	Provincial	Cantonal	Parroquial	Barrios comunidad		
TESIS	José Emiliano Saca Minga USING VIDEOS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT “MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD 2013-2014.	UNL	2015	Ecuador	Zona 7	Loja	Loja	San Sebastián	San Sebastián	CD	Licenciado en Ciencias de la Educación , mención: Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS



CROQUIS



THESIS SCHEME

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS SCHEME
 - a. TITTLE
 - b. RESUMEN
 - ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
- PROJECT
- INDEX

a. TITLE

USING VIDEOS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT “MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD

2013-2014

b. RESUMEN

Este estudio basado en investigación acción se enfocó en el uso de videos para mejorar la comprensión auditiva de diez y ocho estudiantes del décimo año de la Unidad Educativa Intercultural Bilingüe “Mushuk Rimak”. Se condujo cinco talleres para mejorar la comprensión auditiva. El investigador aplicó pruebas iniciales y finales para medir el progreso de los estudiantes y cuestionarios para conocer la percepción que ellos tenían acerca del uso de los videos. Se utilizó un diario de campo para monitorear el avance de los estudiantes. Los resultados indicaron que el uso de los videos facilitó el mejoramiento de la comprensión auditiva lo cual se reflejó en el notable incremento de las notas en la prueba final y el mejoramiento de los estudiantes después del periodo de intervención. Las respuestas de los cuestionarios también confirmaron una actitud positiva hacia las actividades para desarrollar la comprensión auditiva. Es importante mencionar que este estudio ayudo a los estudiantes a mejorar su comprensión auditiva, al investigador a perfeccionar sus destrezas docentes y a la comunidad a contar con profesores bien preparados.

ABSTRACT

This action research study was focused on the use of videos in the improvement of the listening skill with 18 tenth-year students at Unidad Educativa Intercultural Bilingüe "Musuk Rimak". Five workshops were carried out to improve the listening skill. The researcher applied pre and post tests to measure the students progress and questionnaires to know the students perception of the use of videos. A Researcher field diary was used to monitor the students' progress. The results indicated that the use of videos facilitated the improvement of listening skills, which were reflected in the noticeable increase of the post-test scores, and students' improvement after the intervention period. The answers provided in the questionnaires also confirmed the positive attitude toward listening activities. It is important to mention that this study helped the students to improve their listening skill, the researcher to sharpen his teaching abilities and the community to have well-prepared candidate teachers.

c. INTRODUCTION

This descriptive study was focused on the use of videos to improve the listening skill with students from fourteen to fifteen years old in a multicultural bilingual public school. These students had English classes five hours a week without the support of resources and activities that help and facilitate the learning of it. The study examined the use of videos as a strategy through the question: *Are videos useful to improve listening skill with students of 10th year of Basic Education at “Mushuk Rimak” Educative Unit, academic period 2013-2014?*

This research is considered as an action research because it allows the researcher to have a real professional practice development through the emerging evidence-based outcomes. It was developed by collecting data systematically in order to draw the conclusions that allow the stakeholders to follow a self-reflective cycle of identifying the problem, planning a change and observing all the process to make a re-planning. According to this design, the researcher collected the necessary information to set some modifications to improve the students' language learning. Finally, the researcher proposed some strategies to be applied in order to solve students listening' limitations so that they can meet their listening level according to their grade. The current study worked with a sample of 18 tenth year students in a rural school. The action research work involved a pre and a post test, pre and post questionnaire and a field dairy during the intervention. The intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enabled students to master the listening skill.

The present report is organized in 5 sections: *Literature review*, *Materials and Methods (methodology)*, *Results*, *Discussion*, *Conclusions and Recommendations*. The *Literature Review* section describes the variables: *Listening Skill and Videos*. Most of the *listening literature* is based on information given by Vandergrift (1999), (Brown) 2006, Saha (2008), Harmer (2001), Celik (1999) and contributions of works by similar researches. *Videos literature* is based on information given by Gallacher (undated), Van Duzer (1998), Gonzales Moncada (2006) and contributions of works of similar researches.

The *Materials and Methods* section details the design of the investigation, and the methods that helped to carry out this study.

In the *Results Section*, the researcher details the progress of the students' listening skills obtained in the pre-test and the post-test. And analyzes the students perception in the pre and post questionaries.

In the *discussion section* the major findings of the research are presented and deliberated, and explain how the result related to the researcher expectation and to literature on the field of study. Finally, the *conclusions and recommendations section* the major findings are stated, the research questions are answer and specific suggestions are given to teachers, students and future researchers for further improvement.

The goal of this study was to improve the listening skill by using videos. In order to reach this goal the researcher investigated theoretical references about videos as a

strategy to improve listening skill learning. Then, the researcher diagnosed the negative factors that limited the listening skill learning in the target population.

The researcher selected the most appropriate videos to improve the listening skill learning in the English Language. After that, he used these videos as part of classroom activities in an intervention plan in order to ameliorate the limitations in the listening skill learning.

During the evaluation of the intervention plan, the researcher found some strengths in the group students were enthusiastic, participatory, interested and respectful with each other. Also, they cooperated in the activities assigned inside the classroom and outside too, besides that, they were very punctual. Finally, the school had all kind of teaching resources such as posters, CD player, projector, internet connection, Tv, Cds, English lab, speakers, and other accessories to facilitate the teaching-learning process.

This research work had a successful impact on students. They were motivated to learn English by using videos and they got self-confidence which is essential in learning. Students were active and participatory, they learned new works by watching videos and they were able to remember, pronounce, understand meaning and try to use them in their real context.

d. LITERATURE REVIEW

Listening is the most essential skill of language learning as virtually all children learn to listen as part of their first language (L1) acquisition process. Just as the fundamental role listening plays in L1 acquisition, it is by no means less important in second language (L2) learning (Rost, 2002). Due to the growing emphasis on communicative competence in language learning and teaching in recent decades, more and more studies were carried out to enhance the teaching and learning of listening. Along the same vein, much research effort has been devoted to exploring the process of listening comprehension (e.g., Anderson, & Lynch, 1988; Lynch, 1998; Rost, 1990, 2002), identifying the factors that affect listening comprehension (Brindley, & Slatyer, 2002; Chiang, & Dunkel, 1992; Flowerdew, 1994; Shohamy, & Inbar, 1991; Teng, 2002), and finding efficient teaching approaches of listening (Berne, 2004; Hinkle, 2006; Mendelsohn, 1998; Vandergrift, 1999).

At the same time, with the rapid development of technology, computers and the World Wide Web have been applied to language courses in various ways. In terms of the teaching of listening, the computer technology has brought several benefits to the teaching and learning of listening. First of all, the access to listening materials increases substantially; this, in turn, creates considerable chances for the learners to learn and practice. In addition, availability of various websites also makes it much easier for instructors to get supplementary listening materials. Secondly, listening materials become more authentic, more reflective to the real-world spoken language.

What is listening?

From the skill-building perspective, listening is defined as a collection of micro-skills, including phonics, vocabulary, grammar, etc. According to Richards and Schmidt (2002). Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g., phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic.

Listening is conceived of as an active process in which listeners select and interpret information, which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. (Rubin, 1995).

In developing classroom activities and materials for teaching listening comprehension, a clear understanding is needed of the nature of top-down and bottom-up approaches to listening and how these processes relate to different kinds of listening purposes. (Richards, 1990, p. 65) L2 listening is not just a "bottom-up" skill in which the meaning can be derived from perception or comprehension of the sum of all discrete sounds, syllables, words, or phrases (Ur, 1984). Listening does indeed involve some "bottom-up" processing, but at the same time it requires substantial amounts of "top-down" processing in which meaning is inferred from broad contextual clues and background knowledge (Richards, 1983). (Oxford, 1993).

The importance of listening

There are a number of reasons why listening is important for first and second language learners. Firstly, and most importantly, listening is an essential prerequisite for oral communication to take place (Benson and Hijett, 1980).

Secondly, it influences the development of reading and writing (Scarcella and Oxford, 1992), and helps to enlarge students' vocabulary (Rubin, 1982). Thirdly, it plays a central role in academic success because the lecture remains the most widely used method for instruction at all levels (Dunkel, 1991; Powers, 1985).

For those reasons listening is probably the most important skill that people need to develop to acquire a second language since it is the principal means by which learners receive linguistic input.

However, it is found that this skill presents the highest level of difficulty in teaching English as a foreign language specially to elementary grades. Many authors emphasize that listening skills play a crucial role in communication. Moreover, Oxford (1993) says that "listening is perhaps the most fundamental language skill"

The teaching and learning of listening

In skills-based classrooms, the teaching of listening emphasizes the mastery of the subskills involved in listening for hope that students themselves would put these

subskills together and become proficient listeners. These subskills include identifying isolated speech sounds, recognizing words with reduced syllables, recognizing the stress patterns of words, distinguishing between similar sounding words (as between cat and cut), recognizing reduced forms of words, discriminating between intonation contours in spoken sentences, recognizing typical Word order patterns, etc. These subskills and many others are mastered individually through direct explanation, modeling and repetition. The mastery of each subskill is then measured by means of a discrete point test before moving to the next.

The Listening Process

Listening is elusive; in fact, teachers often do not know whether listening has occurred until they ask students to apply what they have listened to through discussions, projects, and other assignments. Even then, there is no guarantee that the students' responses indicate that they have listened, because they may have known the material before listening or may have learned it from someone else at about the same time. Listening, like the other language arts, involves a process. It is more than just hearing, even though we often use the terms hearing and listening synonymously (Lundsteen, 1979). Actually, hearing is only one-step; the crucial part is comprehending what was heard.

The listening process has three steps: **receiving, attending, and assigning meaning** (Wolvin & Coakley, 1995). In the first step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. Next, listeners focus

on important stimuli while ignoring other, distracting stimuli. Because so many stimuli surround students in the classroom, they must attend to the speaker's message, focusing on the most important information in that message. In the third step, listeners comprehend or assign meaning to the speaker's message. Responding to the message is not considered part of the listening process; the response occurs afterward, and it sets another communication process into action in which the listener becomes the message sender.

The second step of Wolvin and Coakley's listening process model can be called the "paying attention" component. Teachers spend a great deal of instructional time reminding students to pay attention; unfortunately, however, children often do not understand the admonition. When asked to explain what "paying attention" means, some children equate it with physical behaviors such as not kicking feet or cleaning off desks. Learning to attend to the speaker's message is especially important because researchers have learned that students can listen to 250 words per minute two to three times the normal rate of talking (Foulke, 1968). This differential allows listeners time to tune in and out as well as to become distracted during listening.

How important is listening?

Listening is often called the most important language art because it is the one we use the most. Researchers report that people spend as much time listening as they do reading, writing, and talking combined (Pinnell & Jaggar, 2003). Both children and adults spend approximately half of their communication time listening. Language

researcher Walter Loban described the importance of listening this way: “We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year” (cited in Erickson, 1985, p. 13). Minute two to three times the normal rate of talking (Foulke, 1968). This differential allows listeners time to tune in and out as well as to become distracted during listening.

Furthermore, the intensity of students’ need to attend to the speaker’s message varies with their purpose for listening. Some types of listening require more attentiveness than others. Effective listeners, for example, listen differently to directions on how to reach a friend’s home than they do to a poem or story being read aloud.

Listening objectives

Demonstrate basic understanding of spoken discourse:

- Understand and use basic words and expressions prevalent in classroom language.
- Respond to instructions, commands, directions, and questions physically or verbally.
- Identify the main points and supporting details.
- Match spoken language to print or pictures.

Demonstrate critical understanding of spoken discourse:

- Draw inferences related to themes, characters, actions, and events.

- Recognize and describe attitudes and emotions.
- Make predictions about the conclusion of a story or the results of an experiment.
- Distinguish between fact and opinion.
- Classify and categorize elements in discourse.
- Relate information to personal experience and/or prior knowledge.

Demonstrate enjoyment and interest in spoken discourse:

- Memorize and recite poems, jokes, riddles, tongue twisters, etc.
- Sing along with songs and rhymes.
- Ask for repetitions, clarifications, and explanations.

Demonstrate awareness of the linguistic and organizational features of spoken discourse:

- Identify dialectal features (syntax, vocabulary choice, and accent).
- Identify style and register markers.
- Identify key terms emphasized, transitional used, and turning points.
- Identify methods of development (narration, description, definition, argumentation, etc.).

How to teach listening skill

Listening is a component of the four basic language skills that consist of listening, reading, speaking and writing. Listening and reading are receptive skills and speaking and writing are productive skills.

Listening is a very important skill that has to be further developed. By hearing students can learn new vocabulary or establish their understanding of grammar. Usually tape-listening is not very popular among students. They feel that they have to hear and understand every word, which is not necessary. In fact, teachers should show students how to focus on catching the bits that are important to hear and how to become effective listeners.

Teaching Listening

As communicative competence has been underscored in language teaching and learning, listening has received increasing attention in language classrooms. The note from Morley below can describe the change of the status of listening in language learning and teaching: At one time, listening was assumed a passive activity, meriting little classroom attention. Now listening is recognized as an active process, critical to L2 acquisition and deserving of systematic development as a skill in its own right. (Morley, 1999, cited in Vandergrift, 2004) As the role of listening changed, so did the approach applied to teach listening. From the “listening to repeat” audio-lingual approach, “question-answer” comprehension approach, to “real-life listening” communicative

approach, listening instruction has become to underscore the ‘process’ (learning to listen) instead of the ‘product’ (listening to learn) of listening (Vandergrift, 2004).

In the 1970s, listening instruction largely emphasized learners’ development of the bottom-up process, that is, the ability to identify words, sentence boundaries, individual sounds, and sound combination. Then, in the following decade, because of the shifted view of second language listening from language-based to schema-based, the teaching of listening changed its focus to learners’ development of top-down process, namely, activating their background knowledge such as topic familiarity, discourse clues, and pragmatic conventions. However, none of these two teaching foci was proved to obtain successful consequences by itself. In recent years, listening pedagogy has come to underscore the instruction of learners’ use of strategies to enhance their learning process (Hinkel, 2006).

Listening Strategies

Since the early 1990s, research on strategy training of second language learners has become very active. Oxford (1990), for example, identified and categorized the general language learning strategies. The strategies are classified to two groups: direct strategies and indirect strategies. On the other hand, O’Malley and Chamot (1990) had different categorizations: cognitive strategies, metacognitive strategies, and socio-affective strategies. Regarding listening strategies, many researchers have tried to identify efficient and beneficial strategies used by more proficient listeners in order to

enhance strategy-based listening instruction (e.g., Berne, 2004; Smidt, & Hegelheimer, 2004; Teng, 1998).

Rost (2002), for example, summarized five most commonly recognized strategies used by successful second language listeners: predicting, inferencing, monitoring, clarifying, responding, and evaluating. As the strategy-based approach has become more active in language teaching, more and more studies started to highlight the importance of strategy teaching in listening courses (e.g., Mendelsohn, 1995, 1998; Vandergrift, 1999, 2004; Vogely, 1995).

Listening Skills

Listening is perceive as a complex and multidimensional process. To understand the complex process, a number of theorists have attempted to describe listening in terms of taxonomies of skills (Buck, 2001). One common taxonomy is dividing listening into two stages: comprehending and application (Carrol, 1972; Clark & Clark, 1977). At the first stage, the learners process the linguistic information in the message, and in the second stage, they utilize the information in a communicative context. Given the growing interest in the communicative approach in language teaching, there are also many taxonomies of listening skills described in communicative terms.

Compared to the available taxonomies to date, Weir's classification (1993) seems to be more comprehensive. While many of the components in the taxonomies are essential in listening, there has not been evidence suggesting that any of the taxonomies

contains a complete description of listening process. These taxonomies are important because they tell us what are considered important in listening comprehension, and hence shed light in the teaching of listening.

A list of listening skills (Weir, 1993, cited from Buck, 2001) direct meaning comprehension.

Listen for gist

Listening for main idea(s) or important information; and distinguishing that from supporting detail, or examples

Listening for specifics, including recall of important details

Determining a speakers' attitude or intention towards a listener or a topic

Inferred meaning comprehension

Making inferences and deductions

Relating utterances to their social and situational context

Recognizing the communicative function of utterances

Deducing meaning of unfamiliar lexical items from context

Contributory meaning comprehension

Understanding phonological features Understanding grammatical notions such as comparison, cause, result, degree etc.

Understanding discourse markers
Understanding the main syntactic structure of clauses or idea units
Understanding cohesion, especially reference

Understanding lexical cohesion, especially lexical set membership and collocations
Understanding lexis

Listening and taking notes

Ability to extract salient points to summarize the text

Ability to select relevant key points

Stages in teaching listening activities

- **Pre – listening stage**
- **While - listening stage**
- **Post - listening stage**

Pre – listening stage

- the most important thing is an appropriate task
- preparation for the task that is going to be performed
- motivation (showing pictures, going through the questions, discussing topics, etc.)

While listening stage

- the listening itself

- performing the task
- the listening stage should consist of two listening (after the first listening very simple questions should be asked – who was talking, how many people, were they English, etc.)

Post listening stage

- checking answers (don't ask individuals, let students check in pairs or groups)
- pointing out what has just been learnt

Listening activities: basic principles

The task should always be set before the listening.

- It is important to start with a PRE-LISTENING ACTIVITY – to set up the context and the topic (by eliciting from the students), to introduce it, to lead in, to arouse interest.
- To organize or arrange the class so that the students could hear well + the position of the recorder + the quality of the tape
- The task should be aimed at the weakest student in a group – the first listening is like “getting to know the text”. All the students should be able to answer (questions such as “How many speakers are there? Are they English?”). Then more difficult tasks come. ⇒ GRADING THE TASKS is very important.
- CHECKING THE ANSWERS – first students check in pairs – it gives them opportunity to speak, they are not stressed – then the T asks –

encourages, gives support – listening is very much about psychology (Ss should not feel stressed). We should encourage the students to use all possible strategies to complete a task.

- EXTENSION – to use the text for some other activities (role-plays or exploiting the tapescript, eg. “underline . . . ”).

How to organize listening activities

Lead in: Pre-activities

Why? To introduce the topic

To motivate the learners

To pre-teach key vocabulary

To set up the scene

How? Visual clues

Key words, titles – prediction

True x false

Matching, ordering

Brainstorming

Discussion

Comprehension tasks: While-activities

Why? To practice various subskills

How? Questions (Yes/No, Why-questions, multiple-choice . . .)

Spot the mistakes, differences

Matching, ordering pictures

Information transfer (charts, grids . . .)

Gap-filling

Summarization

Jigsaw

Titles, topic sentences

Follow up: Post-activities

Why? To work on the language

To exploit the topic

How? Role-plays

Projects

Writings

Some basic tips to consider

- to give clear instructions what to do
- to grade the tasks, a very easy one to start with
- to get the learners to check their answers in pairs first
- to exploit the texts as much as possible
- to release the stress in listening comprehension lessons

- to choose interesting topics
- to speak naturally in the lessons (of course, in English) – use own voice and use as much target language as possible – talk students often as you and your voice are very useful!. (sheen, R. 1994).

How to improve listening skill

Why is listening comprehension so important?

Students learn a lot of vocabulary and grammar from listening activities. Listening is one of the most difficult skills to learn because students must listen at someone else's pace. It is the only skill over which they have little or no control. Students communicate better in the target language when they understand. If they cannot understand, there is no communication-taking place.

How do you teach students to become effective listeners?

First, help students understand by teaching effective listening comprehension strategies. Next, plan effective listening activities that include: Pre-listening activities during listening activities Post-listening activities listening assessment have students keep a listening journal to record listening practice outside of the classroom. This can include any conversations they overhear or have with English speakers, music they hear in English, English heard in movies or TV shows, etc. Assign listening activities for homework such as: Interview a native English-speaker Listen to audio clips on a tape, CD, or online listen to English radio, Watch English TV.

Negative issues that limit the development of listening skill.

What are some listening problems?

The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting.

The Message Content. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized.

In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc.

Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation, it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

Linguistic Features. Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrIndZ/) and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /sp@uz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations, people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

The Speaker

Ur (1984) points out that “in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know.” This redundancy is a

natural feature of speech and may be either a help or a hindrance, depending on the students' level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to "tune in" to the speaker's voice and speech style.

Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

The Listener

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that rosy often collocates with cheeks nor to predict the last word will be something like rage when they hear the phrase he was in a towering. . . . This is a major problem for students.

Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch 1988).

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Even our college students majoring in English have no more than four hours' regular training per week.

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

Other issues limit the development of listening skill

- Lack of teaching materials;
- Lack of equipment;
- Lack of English teacher;

- Lack of training in how to use the equipment;
- Listening is not included on many important tests;
- Lack of real-life situations where language learners need to understand spoken English;
- Lessons tend to test rather than to train student' listening skills.

What can teachers do to help students master the difficulties?

Kristina (2009) Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. S/he can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies.

Here are a few helpful ideas:

The Message

1. Grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semi-

authenticity that displays most of the linguistic features of natural speech to total authenticity, because the final aim is to understand natural speech in real life.

2. Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously. As Ur (1984) has said, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding." She has suggested some such tasks: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Compared with traditional multiple-choice questions, task-based exercises have an obvious advantage: they not only test the students' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.

3. Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

Brown and Yule (1983) categorize spoken texts into three broad types: static, dynamic, and abstract. Texts that describe objects or give instructions are static texts; those that tell a story or recount an incident are dynamic texts; those that focus on someone's ideas and beliefs rather than on concrete objects are abstract texts. Brown and Yule suggest that the three types of input should be provided according to the difficulties they present and the students' level. They draw a figure, in which difficulty

increases from left to right, and, within any one type of input, complexity increases from top to bottom.

4. Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

The Speaker

1. Give practice in liaisons and elisions in order to help students get used to the acoustic forms of rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask students to imitate native speakers' pronunciation.

2. Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation, native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in extensive listening.

3. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. It has been reported that elementary-level students are not capable of interpreting extra information in the redundant messages, whereas advanced listeners may benefit from messages being expanded, paraphrased, etc. (Chaudron 1983).

The Listener

1. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.

2. Give, and try to get, as much feedback as possible. Throughout the course, the teacher should bridge the gap between input and students' response and between the teacher's feedback and students' reaction in order to keep activities purposeful. It is important for the listening-class teacher to give students immediate feedback on their performance. This not only promotes error correction but also provides encouragement. It can help students develop confidence in their ability to deal with listening problems. Student feedback can help the teacher judge where the class is going and how it should be guided.

3. Help students develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, listening for intended meaning, listening for attitude, etc., by providing varied tasks and exercises at different levels with different focuses.

A typology of activities for a listening lesson

Researchers suggest a variety of exercises, tasks, and activities appropriate to different stages of a listening lesson (pre-listening, while listening, and post-listening). Good classroom activities can themselves be effective solutions to listening problems.

The list covers a wide range of listening activities from simple to more sophisticated. Some teachers, accustomed to following exactly the exercises and tasks provided in the textbook without thinking about whether they are suitable for their students or not, might look on these activities as extra work and a burden. I would like to point out that it is a pleasure and a positive experience to try various exercises, tasks, and classroom activities, for successful lessons depend on the teacher's knowing and using a variety of teaching methods. Teachers should have at their fingertips a set of exercises, tasks, and activities that they can use with their classes whenever they may be needed.

Conclusion

Some researchers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve. This contradiction tells us that there are some things about teaching listening that need to be explored. Perhaps those who say it is "the easiest to teach" mean that it does not require much painstaking lesson preparation and all they need to do is play the tapes and test the students' comprehension. But is there nothing more to teaching listening than testing? We must find out all we can about how listening can be improved and what activities are useful to this end and then use this knowledge and these activities in our own classrooms.

Videos to improve listening skill

Definition

Videos are important tools to make possible the learning of a language, used by teachers as Ramirez, cited by Gonzales Moncada (2004) declare. Materials are tools designed to teach English in order to master the English language, which can be applied for English as a second language, and English as a foreign language learners depending on the lesson and orientation of the course.

The application of video materials is an extraordinary learning tool, since students are provided with a lot of advantages when learners are used in combination with an active learning strategy. Applying television or videos in the classroom always allows that the learners can access to more information when listening. That is, the students can listen and see what is happening at the same time. For that, reason movies are a chance for students to increase their knowledge of the English language.

William & Lutes (undated) claims that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes (undated) conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Importance of video

Videos have become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading, and writing, can be instructed with

videos. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. According to Chu, videos can motivate students to engage in language learning. Students will not only have lessons with videos; they will also use videos to learn language. Teaching listening with videos will be the primary examination of the use of technology in language teaching.

To support this Mckinnon (undated) points out that videos as a listening tool can enhance the listening experience for our students. However, we can add a completely new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video and provide an important visual stimulus for language production and practice.

In other hand, video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Gallacher (undated) affirms, “A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said”. Selected English TV series, movies, advertising, could increase student´s motivation, as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Consequently, we made a very good selection of video materials to expose learners to suitable materials that facilitate their learning. In addition, video materials adequately chosen, can promote the integration of language skills, and change the class routines as Hinkel (cited by Gonzales Moncada, 2006).

Why use video

- Students need large amounts of comprehensible input
- Video(movies, sitcoms, soap operas) provides a rich source of listening input
- The narrative/paraphrase technique allows the teacher to make this input comprehensible to a wide range of abilities
- A dramatic storyline keeps learners engaged
- With Internet connection, streaming video is always available and free.

Types of videos

Music

News

Animations

Movies

Commercials

Home videos

Stories

Tv shows

Interviews

Educational

Instructional

Screencast

Advantages of using videos in the classroom

- The use of instructional videos, like the use of any type of instructional method, has distinct advantages. Videos are a familiar medium that can be used effectively as a motivational tool (Instructional Television, 1995). Norum (1997) describes how video and other visuals can be shown to an entire class; she explains how actions and related vocabulary items, otherwise difficult or impossible to illustrate in a classroom setting, can be shown easily if recorded ahead of class time. Visual imagery may enhance student learning (Morris, 2000). Video, in particular, have been shown to be superior to still pictures or word definitions alone for vocabulary acquisition.

- "Video can present a communicative transaction in its totality. The learners can see the people and the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the language within the situation. They can appreciate cross-cultural relationships by asking themselves if this piece of business would be conducted in the same way in their country. They will become aware of other cultural aspects, such as the gestures used and the distance maintained between the people involved. It is a replica of natural conversation in the real world" (Finocchiaro, 1989, p. 151).

- "Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. And more realistically too" (Stempleski&Tomalin, 1990, p. 3).
- A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston, 2000; Sherman, 2004) . Since dual coding has been proven to enhance encoding by learners, video materials are an effective delivery system because they contain a combination of visual and aural information.
- Similarly, Harmer (2001) points out that other advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and images, which help them to analyze their own, use of the language or even to learn new language.

- Finally according (Reyes) “Videos materials containing native speaker's voices should be exploited as much as possible, and schools should be equipped with such materials.”

Objectives of videos

Why use video in the classroom

Teachers, who use instructional video report that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom.

Video is uniquely suited to:

- take students on impossible field trips--inside the human body, or off to Jupiter
- take students around the globe, to meet new people and hear their ideas
- illustrate complex, abstract concepts through animated, 3-D images
- show experiments that can't be done in class
- bring great literature, plays, music, or important scenes from history into the room
- help students practice media literacy and critical viewing skills
- provide a common experience for students to discuss. (“Ntti”, n.d)

Using videos in the classroom

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only cannot. Nowadays, students are very much visual learners. Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical knowhow and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It is an exciting time to be both a teacher and a student. The world is our classroom.

Some tips for using video In Class

Keep the Video Short (2-4 minutes) attention spans are limited when watching visual content. Chunk up and divide videos with focused activities.

- Watch the whole video first.**

Students need to "have a try" first and watch to get the "big picture". This provides students with the chance to deal with the "ambiguity" of language. Give students one simple task while watching the whole video – to keep them focused.

- Always preview the video.**

Be sure to watch the whole video yourself before using it in class. You never know what content might be inappropriate or hurtful to your students. You, the teacher, know your students best. Best to be safe!

- **Make it available outside the classroom.**

Provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence.

- **Use videos your students want.**

This may seem obvious but many teachers forget to survey their students and show video content they definitely know their students will be “into”. However, use your best judgment and find a balance between videos that highly motivate and those that are strongly educational. Many times you can do both!

Purposes of listening video

Whether we are listening for enjoyment, to gain knowledge, or simply to be a good friend, our purposes for listening can influence various aspects of receiving a message. Identifying and understanding this purpose can focus our attention on the skills needed to become an effective listener. Listening skills can be categorized according to various purposes (Wolvin&Coakley, 1993, 1996), and instruction and experiences with each type of listening give students opportunities to reinforce, improve, or change their listening behaviors. This model of listening consists of five basic listening purposes:

- 1. Discriminative**
 - 2. Comprehensive**
 - 3. Critical**
 - 4. Therapeutic**
 - 5. Appreciative**
- ***Discriminative listening*** involves distinguishing one sound from another, one word from another, or one message from another. These sounds are sometimes accompanied by visual cues, and the listener's interpretation serves as the foundation for the other four listening purposes.

Students develop discriminative listening skills by identifying rhyming words, reading and writing poetry, segmenting a word into sounds during phonemic awareness activities, creating words through onomatopoeia and alliteration, and listening to literature read from various dialects. Following are additional activities for developing discriminating listening.

- ***Comprehensive listening***, also known as precise listening (Opitz&Zbaracki, 2004), involves listening to understand the message. Through comprehensive listening, the listener gains knowledge. A listening event is successful if the message received by the listener is as identical as possible to the speaker's intent. Comprehensive listening is strongly influenced by the listener's ability to remember the message and recall it for future use; for example. Listeners should understand why the speaker is giving the message and the main ideas and important details, which they

relate to their own knowledge. Comprehensive listening plays a critical role in elementary schools because much information is shared through oral directions, direct instruction, class discussions, and instructional media.

- ***Therapeutic listening***, occurs when we lend an ear to a troubled friend or relative, or listen for the purpose of strengthening a social connection. People of all ages need someone to listen to their fears, hopes, and problems. Although young people should not take the weight of the world upon their shoulders, they can become empathetic listeners to their friends, who may have problems as simple as an unfair kickball game or as emotional as the loss of a parent. The therapeutic listener uses a wide collection of listening skills, drawing from both discriminative and comprehensive listening skills along with skills that encourage the sharing of personal or sensitive information. Therapeutic listening is enhanced by
 - Focusing attention on the speaker by removing distractions.
 - Maintaining eye contact and receptive body language (for example, leaning toward the speaker).
 - Choosing a setting where the speaker feels comfortable and free to express himself.
 - Listening with empathy by feeling and thinking with the speaker.
 - Responding in a way that gives the speaker the opportunity to talk through troubles.
- ***Critical listening*** is for the purpose of making a judgment regarding a message, or being persuaded to some degree by a message. Skilled critical listeners scrutinize speech, looking for faulty logic, insufficient evidence, or overt opinions and

distinguishing them from the facts. They judge a message objectively and are not biased by their feelings. School-aged children are not too young to begin learning how to listen critically and to recognize a persuasive rather than a factual message by asking the following questions:

- Who created the message?
- What creative techniques are effectively used in the message or the media used to convey it?
- What values are embedded in the message?
- Why is the message being sent?

As they become productive members of our society, these same young people will be called upon to make judgments about messages from the media, politicians, sales personnel, religious leaders, medical experts, and many others. Similar thought processes are utilized for both critical listening and critical thinking, including analysis, inference, and evaluation. Critical listening and critical thinking help the listener understand another person's point of view, which may help broaden his or her own point of view. This acrostic poem communicates the idea of critical listening in a simple, yet effective format (O'Keefe, 1999, p. 21):

- **I**nterrupting
- **L**isten without
- **I**nterrupting
- **T**o hidden messages

- Stay attentive
- Send feedback.
- Noting all the facts, and
- Evaluate after

Critical listening activities in school may include listening to election speeches for class or school officers, listening to persuasive arguments during a class debate, or listening to a book talk and deciding whether or not to read the book. Following are additional activities for developing critical listening.

- *Appreciative listening* is for gaining enjoyment through receiving creative works of others. This type of listening is perhaps the most personal, based on each person's unique and individual preferences. The listener comprehends and interprets spoken, nonverbal, or musical language based on his experiences, background, motivation, and interest. The appreciative listener attends to the eloquence in the language and music. The listener of oral presentations appreciates the ease and conciseness, vividness, and liveliness of the language. An appreciation of music involves responses that are sensual, emotional, and intellectual.

Videos to teach listening skill in the english language

According (Kathleen S, 1998) “teaching with videos is a way to help students understand their target language because videos provide sounds and images with the

target language. Students can guess meanings of new words and meanings with visual support while learning. Viewing videos can be done with playing only certain clips or scenes, and teachers can have their students do activities with them. Students can listen and watch themselves when they speak their target language. Students will use the target language to complete activities, such as summarizing what they see, what they hear, and what they think will happen in the video etc. This can help them to pay attention to their pronunciation, intonation, loudness, and mistakes, etc. In short, teaching with videos can make language learning more efficient”.

How to use video

Videos can be used in many ways other than just one student at a computer. They should also be used as a “shared experience” and an in class teaching aide. Teachers should play video in the classroom and share it, as you would a book or any print item.

Don’t be afraid to pause, rewind, fast forward the video. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom material for learning.

Generally video activities are divided into 3 main types or stages:

- 1. Pre-viewing.** Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.

2. Viewing: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.

3. Post Viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role play or complete exercises during this stage.

Here are lists of practical ways to use English Central videos in class. Try some and find what works best with your own students and for your own teaching situation.

The following three-step guide to creating a video lesson.

- **Step One: Pre-viewing Tasks**

Reading (summary, article about the video etc)

Class discussion (brainstorming)

Vocabulary and dictionary consultation (learn necessary vocabulary)

Silent previewing of video

Previewing questions

- **Step Two: While-viewing Tasks**

Chart completion

Note-taking

True/False questions

Fill in the blanks

Guessing what will happen next

- **Step Three: Post-viewing Tasks**

Writing a summary

Discussing

Debating

Reviewing unknown vocabulary, grammar and expressions.

Lesson Plan and Classroom Activities

Teachers should think of using as a three-part lesson, including pre-viewing, viewing, and post-viewing activities to increase the listening skill into the English class.

- Before presenting the video, the teacher must engage the learners' interest in what they will be doing, and prepare them to do it successfully.
- While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them.

- After the viewing, the teacher should review and clarify complex points, encourage discussion, explain, and assign follow-up activities.
- It is also helpful to ensure the suitability, length, clarity, and completeness of the videotaped tool. Tomalin (1991) think that “the ideal video clip ... tells a complete story or section of a story”.

Previewing Activity

A. Rationale:

A previewing activity is meant to acquaint learner with the material that they are going to view and facilitate easier and better comprehension, thus achieving successful results in English language teaching. Therefore, the teacher may design this activity to facilitate students with their language skills. Indeed, it is obvious for both the teacher and learners to work cooperatively, deliberately, and simultaneously with the intention of developing the four skills (Dublin & Olshtain, 1991).

B. Procedure:

Use the following sample brainstorming questions and hints about what students expect to view:

Teacher: What are we going to do now? (Fixing video equipment)

Learner 1: I think we are going to watch a video.

Teacher: Good, what would you do when you lose your way?

Learner 2: I use a map.

Teacher: O.K. But what if you don't have a map?

Learner 3: I will ask somebody in the street.

Teacher: Very good. Now we are going to watch a woman asking somebody in the street to find her way. Please, watch and listen carefully as the next activity going to be based on the videotaped material.

While-viewing Sample Activity:

(Sound off) Teacher asks some questions such as:

Where does this conversation take place?

Who do you think the woman is?

What do you think is she looking for?

Where do you think the man is going?

Post-viewing Sample Activity:

(Sound and Picture)

There are others post-viewing activities to apply in listening lesson such as: Discussion Group Activity, Writing Task activity and Combined with Role-Playing activity, in order to improve listening skill.

Here are some activities with post-viewing.

Post-viewing Discussion Group Activity:

After the students have already viewed and listened to the segment, the teacher will ask them to sit in groups of four or five and discuss their reaction to the man's and woman's interaction. For example, they can discuss the woman's behavior when she stopped the man to ask for directions. Was her behavior culturally and linguistically appropriate? How did the man react? Was he helpful? What verbal and non-verbal language behaviors were employed? Etc.

Post-viewing Activity: Writing Task

The teacher can ask his students to write an outline description of the man and woman's use of phrases in the course of the interaction. For instance, what polite expressions, compliments, and accompanying non-verbal gestures are expected to be employed in similar situations.

Post-viewing Activity: Writing Task Combined with Role-Playing

The teacher can ask two students to role-play similar situations to the ones they have just viewed and simultaneously the rest of the class to write down an outline direction like the one presented in the video segment.

Skimming and scanning are two important skills that we need to learn in order to understand and get the information from a passage in a short time. Finally, the teacher apply listening techniques such as skimming and scanning. Skimming and scanning are two techniques that help students to learn listening skill and reading.

Skimming; is one of the tools that teacher can use with students in order to read or listening more in less time. Skimming refers to looking only for the general or main ideas. With skimming, your overall understanding is reduced because you do not read everything or listening. You listen only what is important to your purpose. Skimming takes place while listen and allows you to look for details in addition to the main ideas.

Examples of texts we often read / listen to in this way: timetables, dictionaries, airport announcements etc.

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a fact or piece of information without listening everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read or listening so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Examples of texts we often read / listen to in this way: contracts, poems, witness statements etc.

e. MATERIALS AND METHODS

In this section by materials and methods, it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

Design

Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, a methodological technique connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated him reflected upon his teaching and improved his students' situation.

Context

Unidad Educativa Intercultural Bilingüe “Mushuk Rimak” public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to teach as part of his teaching practice; therefore he has an insight of the spectrum of English teaching within the school. Unidad Educativa Intercultural

Bilingüe "Mushuk Rimak" is located in San Lucas village and it is organized according to Ecuadorian School System requirements for a complete education school. Students attending this rural public high school live under the social surroundings, which characterizes developing communities in Latin American countries as Ecuador; And more specifically within a Saraguro community, the ethnic group which is the major component of the population in this geographical area.

Having English as a subject within curriculum in Ecuadorian public high schools is compulsory. In the case of Unidad Educativa Intercultural Bilingue "Mushuk Rimak", the treatment of English as a subject with the curriculum of the high school is compulsory and each week the students have five class periods devoted to the teaching of this foreign language. At the Mushuk Rimak high school, there are two English teacher as part of its teaching staff.

Participants

The participants who were part of this action research were 18 students (11 men and 7 women) of the tenth year of basic education. There were males and females whose ages ranged from 14 to 16 years old. These students received English as a compulsory subject; furthermore, they had five class academic periods of 45 minutes per week. They had English textbooks, English lab with internet connection, software and audio Cds to learn this language.

Methods

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The Scientific method assisted the study of the use of videos applied in the developing of listening skill. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The *analytic-synthetic method* was used to analyze the obtained results through the tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The statistic method made possible the quantitative statistical analysis of data derived from the test and the qualitative text analysis of the data received from the observation guide and field diary and notes.

Techniques

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading

was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

Data collection instruments

Questionnaires, interviews, conversations, students' grades, students' works (documentary evidence) field diaries & notes, systematic observations, (video recordings) and researcher's-made tests were used to gather the information.

Material

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the students of tenth year of Unidad Educativa Intercultural Bilingüe “Mushuk Rimak” school; The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

The personal computer, internet, removable memory stick, and multimedia were the technological resources used. And the office supplies like handouts, flashcards, videos, textbooks and bibliography made it possible.

Procedure

The study started with observations to the students who were part of this research in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on listening skill and the use of videos was done to support the questions raised along the observation received.

An intervention plan, organized in five lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data were collected using the instruments mentioned above.

After, the data gathered were tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

f. RESULTS

QUANTITATIVE DATA ANALYSIS

Pre-Test Results

The quantitative data came from the listening pre-test applied to 18 students of tenth year of Basic Education at the Unidad Educativa Intercultural Bilingüe “Mushuk Rimak” at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 2 parameters which describe the learning of listening skill in a foreign language and reveal the students’ listening level in two listening sub skills, *listening for gist* and *listening for details*.

The data of the pre-test scores is showed in chart 1.

Chart 1: *Listening Pre-Test Scores*

STUDENTS' CODE	LISTENING FOR GIST (4)	LISTENING FOR DETAILS (6)	TOTAL SCORE	%
UEMR 1	4	5	9	90
UEMR 2	2	1.7	3.7	37
UEMR 3	2	0.8	2.8	28
UEMR 4	2	0	2	20
UEMR 5	0	1.3	1.3	13
UEMR 6	2	4.3	6.3	63
UEMR 7	2	2.3	4.3	43
UEMR 8	2	2.9	4.9	49
UEMR 9	2	3	5	50
UEMR 10	2	3.3	5.3	53
UEMR 11	2	3.8	5.8	58
UEMR 12	2	0.8	2.8	28
UEMR 13	2	2	4	40
UEMR 14	4	2.2	6.2	62
UEMR 15	4	2.6	6.6	66
UEMR 16	4	1.2	5.2	52
UEMR 17	2	0.8	2.8	28
UEMR 18	2	3.7	5.7	57
TOTAL	42	41,7	83.7	
M	2.33	2.32		
%	58,33	38.98		

Source: *Listening Pre-Test Scores*

Researcher: Jose Emiliano Saca Minga

Analysis:

From the 18 participants who were tested, only one student obtained a high score (9) which is above the passing grade (8) adopted for this study, while 17 students got lower scores than the passing grade. 4 students got the lowest grades, which went from 1.3 to 2.8. These results indicated that most of the students have problems with the listening skill, specially listening for details for that reason they have lowest scores in the second section.

Once analyzing the data provided in the pre-test taken to the participants who were part of this research, it can say that most of the students had difficulties in the listening skill, thus 94,45% of students obtained lower scores than the passing grade and only a 5,55% got a high grade. Furthermore, the majority of students had difficulties in the listening for details section, they reached 38,89% of correct responses while in the listening for gist section they got 58,33% of correct answers. According to this result, it can conclude that the students had problems in developing the listening ability. This situation may be affected by the fact that these students did not have listening for gist and listening for details activities during the classes, in the same way the students said that the teacher never used videos or visual materials to teach listening.

Post-test results

The quantitative data came from the listening post-test applied to 18 students of tenth year of Basic Education at the Unidad Educativa Intercultural Bilingüe “Mushuk Rimak” at the end of the intervention period. Participant performance was measured in terms of percentage of correct responses to two parameters, which describe the learning of the listening skill in a foreign language, and reveal the students’ listening level in two listening sub-skills sections: *listening for gist* and *listening for details*.

After conducting 5-session intervention period. The data of the post-test scores is showed in chart 2.

Chart 2: *Listening Post-Test Scores*

STUDENTS' CODE	LISTENING FOR GIST (4)	LISTENING FOR DETAILS (6)	TOTAL SCORE	%
UEMR 1	4	5	9	90
UEMR 2	4	3,8	7,8	78
UEMR 3	4	4,1	8,1	81
UEMR 4	4	5,1	9,1	91
UEMR 5	4	5,1	9,1	91
UEMR 6	4	5,5	9,5	95
UEMR 7	4	5,5	9,5	95
UEMR 8	4	6	10	100
UEMR 9	4	5,1	9,1	91
UEMR 10	4	5,2	9,2	92
UEMR 11	4	6	10	100
UEMR 12	4	5,6	9,6	96
UEMR 13	4	5,6	9,6	96
UEMR 14	4	6	10	100
UEMR 15	4	6	10	100
UEMR 16	4	5,1	9,1	91
UEMR 17	4	5	9	90
UEMR 18	4	5,6	9,6	96
TOTAL	72	95,3		
M	4	5,29		
%	100	88,24		

Source: *Listening Post-Test Scores*

Researcher: José Emiliano Saca Minga

Analysis:

Once analyzing the data provided in the post-test taken to the participants who were part of this research, it is important to outline that 100% of the students obtained the highest score in the listening for gist section and the majority of the students got a high score (88,24%) in the listening for details sections.

According to the total scores, 4 students reached the highest grade (10) this represent a 22,22%, which is consider great. 13 students reached high grades (81- 96), this result represent a 72,22% of the students, and only one student that represent a 5,56% got a

score that is considered low (7,8) because it is under the passing grade adopted to this research.

The high results in the post-test are very significant. They demonstrate that students could develop the listening skill and learned this ability easily when the researcher used videos. These results agree with the post-questionnaire that the researcher applied where students said that they used the videos to learn the ability to listen, but they were referred to the researcher, because the school teacher had never applied videos in teaching listening skill. Since some students need to improve a bit on the ability of listening for detail, the teacher should implement more activities in order to improve this parameter using the videos.

This intervention plan was a good opportunity to use videos in teaching in order to develop the listening ability and it revealed videos as a powerful material to teach English. For that reason, some EFL theorists have long held that images enhance comprehension, storage, and recall of information (Pavio, 1965). In the language classroom, the use of visual material of all kinds has been a predominant tool for instruction for quite some time.

Video materials enhance listening comprehension since learners are able to derive meaning from what they are watching and hearing, thanks to the comprehensible input provided by the environment in which the video takes place. To conclude, a study made by Tao (2003), suggests that people from this period of time prefer and respond positively to the visual stimuli than to only listening without having the visual support.

Comparing test results

In comparing test results, the researcher's intention is to demonstrate the degree of knowledge skill gained from the experience.

The statistical measure adopted to analyze the relationship between values is the Pearson coefficient. The statistical finding in the pre-test and post-test show that students had an improvement in listening skill. As it can be seen the Pearson coefficient is 0,44 which suggests a positive correlation among the variables being investigated.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2] - [\sum Y^2 - (\sum Y)^2]}}$$

$$r = 0,44$$

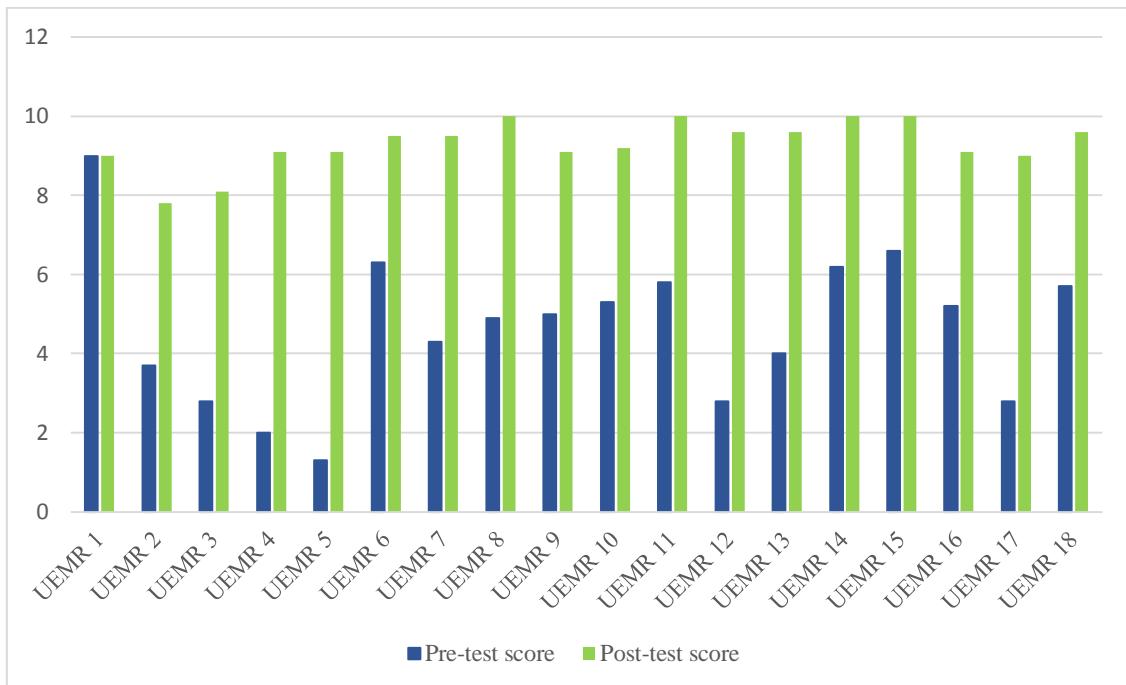
Chart 3. *Pre and Post results contrast*

Students' code	Variable x	Variable y	X ²	Y ²	XY
	Pre-test score	Post-test score			
UEMR 1	9	9	81	81	81
UEMR 2	3,7	7,8	13,69	60,84	28,86
UEMR 3	2,8	8,1	7,84	65,61	22,68
UEMR 4	2	9,1	4	82,81	18,2
UEMR 5	1,3	9,1	1,69	82,81	11,83
UEMR 6	6,3	9,5	39,69	90,25	59,85
UEMR 7	4,3	9,5	18,49	90,25	40,85
UEMR 8	4,9	10	24,01	100	49
UEMR 9	5	9,1	25	25	45,5
UEMR 10	5,3	9,2	28,09	84,64	48,76
UEMR 11	5,8	10	33,64	100	58
UEMR 12	2,8	9,6	7,84	92,16	26,88
UEMR 13	4	9,6	16	92,16	38,4
UEMR 14	6,2	10	38,44	100	62
UEMR 15	6,6	10	43,56	100	60,06
UEMR 16	5,2	9,1	27,04	82,81	47,32
UEMR 17	2,8	9	7,84	81	25,2
UEMR 18	5,7	9,6	32,49	92,16	54,72
N	$\Sigma x 83,7$	$\Sigma y 167,3$	$\Sigma x^2 450,35$	$\Sigma y^2 1503,5$	$\Sigma xy 779,11$

Source: *Listening Pre and Post Tests Contrast*

Researcher: José Emiliano Saca Minga

Graphic 1. Bar graph showing pre-test and post-test scores in listening skill



Source: *pre-test and post-test scores*

Researcher: José Emiliano Saca Minga

The pre-test and post-test comparison graph showed a significant improvement in the listening skill learning specially in *listening for gist*.

This value is significant and it means that there is a positive relationship between both variables videos and listening skill. In other words, there has been an increase in the values of the variable under study, although it is not certain that this variation could be the result of the implementation of the strategy. This statistical measure confirms which is been showed in Table 3. The strategy applied during the intervention period has a positive influence on the results obtained.

Qualitative data analysis

In this section, a comparison of the students' perception toward listening skill is included in the form of tables constructed around students' answers to the pre and post questionnaire.

1. Do teachers use videos in teaching English?

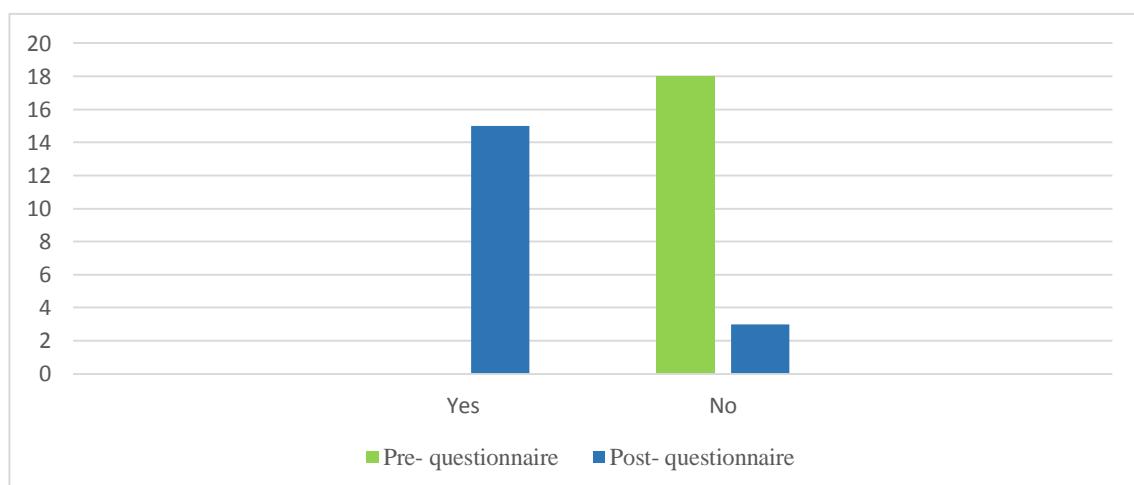
Chart 4. *Student's opinion about the use of videos in teaching English*

VARIABLE	Pre- questionnaire	Post- questionnaire
Yes	f	f
No	0	15
TOTAL	18	3
	18	18

Source: *Student's opinion about the use of videos*

Researcher: José Emiliano Saca Minga

Graphic 2. Bar Graph showing students' opinions about the use of videos in the teaching process



Source: *Student's opinion about the use of videos*

Researcher: José Emiliano Saca Minga

Analysis and interpretation of data

Findings in the pre-questionnaire show that 18 of the students said that teachers don't use videos in their teaching and the findings in the post-questionnaire shows that only 3 of the students reported the above situation.

This change in students' opinions clearly show that the use of videos as a resource was not part of their daily teaching routine prior the intervention. Thus, the experience using videos within the classroom was completely new for students and for the teacher who was present in the classroom during the whole event.

2. Do you prefer to work in pair or in groups?

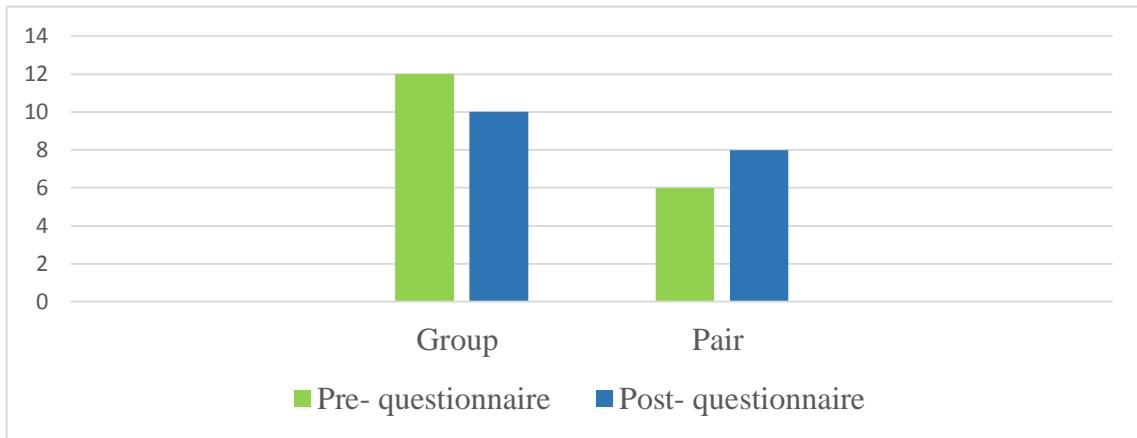
Chart 5. Students preferences toward class work grouping in the classroom

	Pre- questionnaire	Post- questionnaire
VARIABLE	f	f
Group	12	10
Pair	6	8
TOTAL	18	18

Source: *Students preferences toward class work*

Researcher: José Emiliano Saca Minga

Graphic 3. Bar Graph showing class organization Preferences



Source: *class organization preference*

Researcher: José Emilio Saca Minga

Analysis and interpretation of data

Findings in the pre- questionnaire show that 12 students prefer to work in groups while 6 students prefer to work in pairs and in the post- questionnaire show that 10 students prefer to work in groups and 8 students prefer to work in pairs.

According to these results, most of the students demonstrate their interest in working in groups more than in pairs.

3. Do you think that the videos help keep the class active?

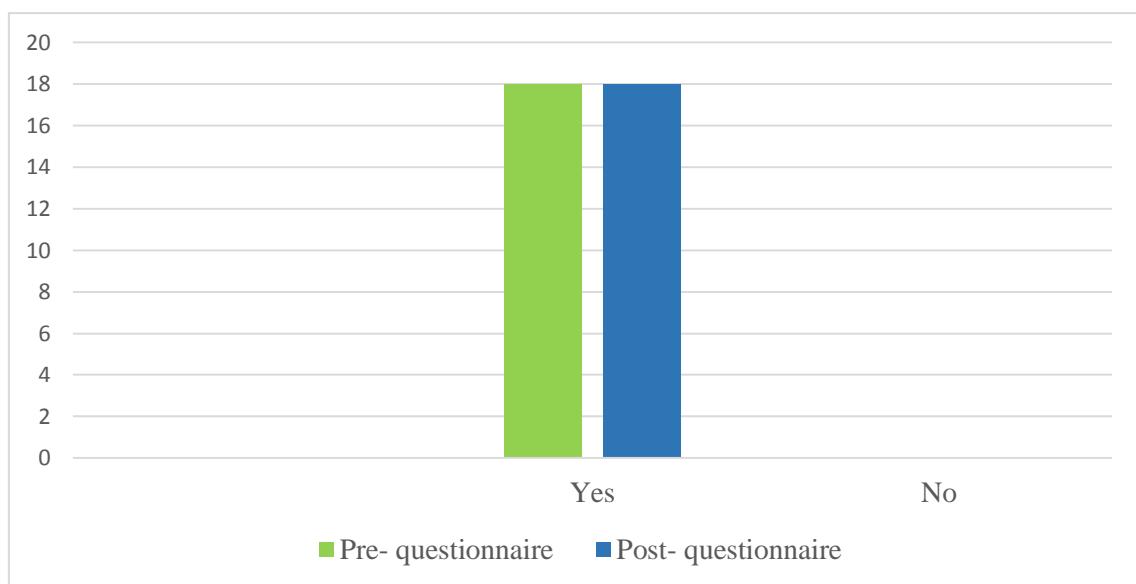
Chart 6. *Student's opinion about the use of videos to keep class active*

VARIABLE	Pre- questionnaire	Post- questionnaire
Yes	18	18
No	0	0
TOTAL	18	18

Source: *Student's opinion about the use of videos*

Researcher: José Emiliano Saca Minga

Graphic 4. Bar Graph showing students' opinions on video uses to keep class more active.



Source: *students' opinions on video uses to keep class more active.*

Researcher: José Emiliano Saca Minga

Analysis and interpretation of data

It can be seen from the pre-questionnaire that 18 students believe that the use of the videos help to keep class active. This opinion did not change after the application of the intervention period as can see from the information on table 6 figure 4.

These findings suggest that students in general have a positive perception about the use of videos to improve the listening skill. They believe that videos are very enjoyable, keep the students attention and help them to have an active participation in class.

4. What kind of resources does the teacher use in the classroom?

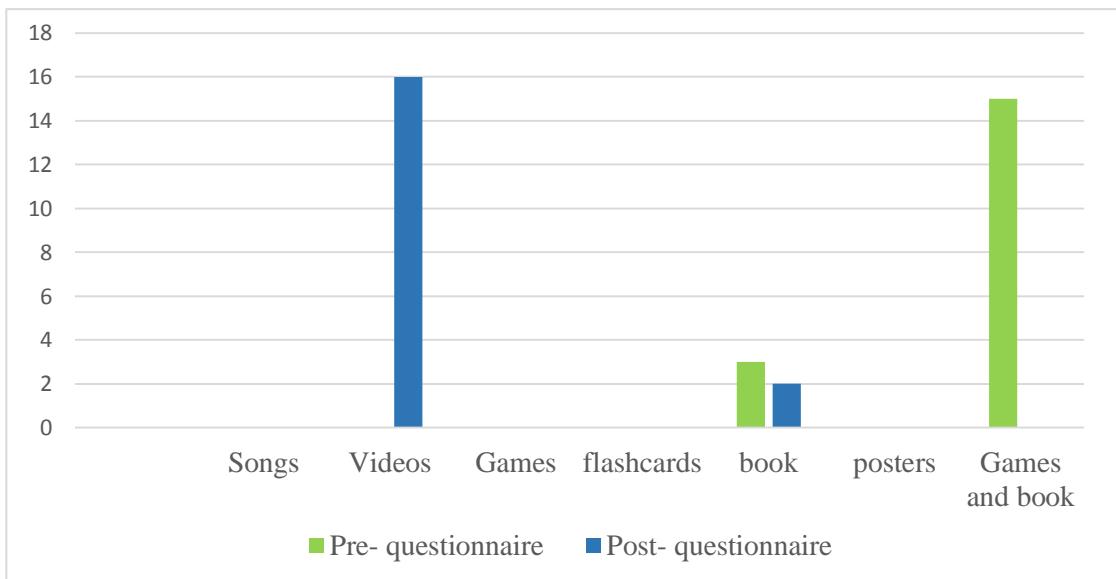
Chart 7 Students' opinions about the kind of resources that teacher uses in the classroom

	Pre- questionnaire	Post- questionnaire
VARIABLE	f	f
Songs	0	0
Videos	0	16
Games	0	0
flashcards	0	0
book	3	2
posters	0	0
Games and book	15	0

Source: *Students' opinions about the kind of resources*

Researcher: José Emiliano Saca Minga

Graphic 5. Bar Graph showing resources used by the teacher during a class lesson.



Source: *resources used by the teacher during a class lesson*

Researcher: José Emiliano Saca Minga

Analysis and interpretation of data

In the pre-questionnaire figure 6 shows that 3 students indicate that the teacher uses books as resource in the classroom and 15 students affirm that the teacher uses games and books. On the other hand, in the post questionnaire 16 students affirm that the teacher use videos in class and only 2 students say that he uses books.

The difference of results between the pre and post questionnaire in relation to the use of videos, demonstrates that the researcher used these resource to teach English listening during the intervention period. These findings contrast with the opinions of most of the students who affirmed in the pre questionnaire, that the teacher used games and books in class.

5. Do you like your teacher implement videos in the English lesson?

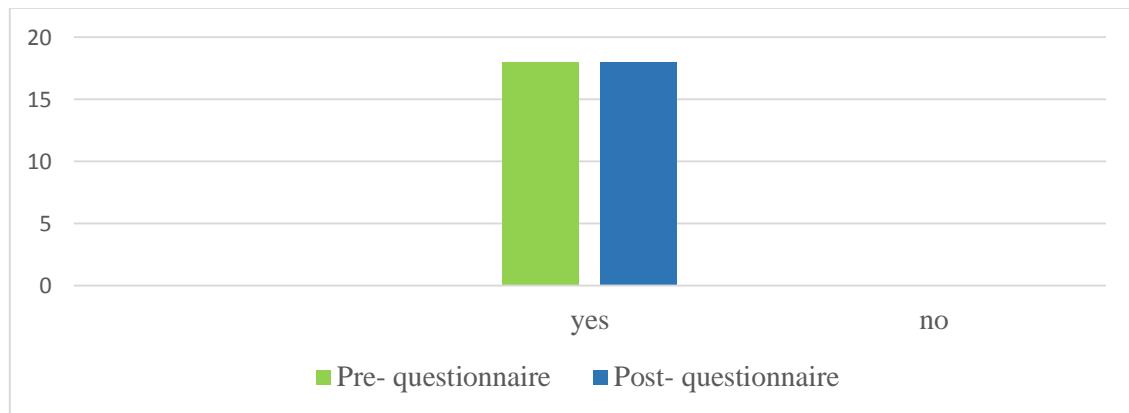
Chart 8. *Students' opinions toward video implementation in the English classroom.*

	Pre - questionnaire	Post - questionnaire
VARIABLE	f	f
yes	18	18
no	0	0
TOTAL	18	18

Source: *Students' opinions toward video implementation*

Researcher: José Emilio Saca Minga

Graphic 6. *Bar Graph showing students' opinions about videos implementation in the English class.*



Source: *resources used by the teacher during a class lesson*

Researcher: José Emilio Saca Minga

Analysis and interpretation of data

Finally, from the students' pre -questionnaire it was found that 18 students would like that teacher implements videos in English class; in the same way in the post-survey all of the students express that they would like that the teacher implements videos in the lessons. This reveals the good disposition that students had toward the use of videos in English lessons which was reflected in their cooperative attitude and response to the whole experience.

g. DISCUSSION

This study determined the relationship between videos and development of listening skill during the application of five workshops with students of 10th year of basic education at Unidad Educativa Intercultural Bilingue “Mushuk Rimak”. To perceive this relationship, a pre and post test that were conducted before and after the intervention period. The expectation was that if there would be an improvement in listening skill by implementing videos during the classes. The findings support research question: *are videos useful to improve listening skill with students of 10th year of basic education at mushuk rimak educative unit?*. In other words, the findings are consistent with the implementation of this technique. When the teacher used a video, the students were exposed to both audio and visual inputs; which really helped in the improvement of their listening skills. This confirms what Esseberger, (2002) claims about videos being used in a diverse way in a language classroom since they are an exceptional medium of learning. In the same way, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it.

In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Learners can also see the language in use from natural contexts; they can make connection between words and images which help them to analyze their own use of the language or even to learn a new language.

The data measured through the Pearson coefficient pointed out an important increase in the listening skill learning after the experience. It seems that the intervention plan generated positive results especially in the parameter of listening for gist, which stepped up from 46,5 % in the pre-test to 92,94 % in the post-test.

Concerning the working environment it is important to point out that it was a great group because they were cooperative, enthusiastic, interested and respectful to each other. Another strength was the classroom teacher and the school director who let me carried out the intervention. They were friendly, communicative and collaborative. During the intervention, the researcher did not have any restrictions: the classroom size was appropriate which facilitated the teaching-learning process. Another one was that the school had all essential materials such as CD player, Cds, projector, speakers, internet connection and English lab in order to learn a foreign language.

Based on the quantitative data gathered from the two-tests, checklist, field diary and questionnaires, it can be concluded that the use of videos proved to be an effective technique for teaching listening skill. In this intervention plan, the researcher put into practice the 3 main types or stages to teach listening such as: *pre-viewing, viewing and post viewing*. Also students worked in cooperative groups using flashcards, sheets of papers, videos and worksheets related to the video.

The pre-viewing activities were done before watching the video because they helped prompt student schema and background knowledge. Then viewing activities were done while watching the video, they helped to perform tasks and activities during

the video, either with or without the teacher pausing the video. Finally, the researcher applied post-viewing activities, after watching the video, here the students practiced the language forms and vocabulary encountered in the video. Students might discuss, retell, role-play or complete exercises during this stage.

As a conclusion, videos activities got attention from students by providing them the development of the following sub-skills such as, *listening for gist and listening for details*. In addition, students worked in cooperative groups using flashcards, sheets of papers, videos and worksheets, related to the video content.

This action research study was a great practice for the researcher not only to fulfill a requirement but also for gaining experience as a future qualified teacher. During the intervention, the researcher experimented how videos can help students to improve their listening skill. This kind of work helped the researcher and may help other prospective teachers to think about the importance of making practice using specific strategies before starting as professionals. Making action research is an important practice that should be done for gaining experience as a teacher to develop the strategies that are necessary to use in the teaching-learning process.

h. CONCLUSIONS

- ❖ Results overall showed a significant improvement in the ability to understand videos in the foreign language learning after the implementation of these resources to develop the listening skill.
- ❖ The impact that videos produced in the intervention period is demonstrated in the difference of scores between the pre-test and the post-test. The findings suggest that there is a positive relation between the use of videos and the improvement of the listening skill.
- ❖ The low results obtained from the pre-test showed some weaknesses in the students' ability to recognize details during the listening activities. This difficulty is related to the lack of the use of videos during the class, as the students indicated in the pre questionnaire.
- ❖ The use of videos helped students to develop the listening skill, as a result, they are now ready to make connections between words and images, recognize vocabulary and understand the message and details in a natural meaningful context.
- ❖ The findings of this research showed that the use of videos influences positively in the students motivating to learn the language in an enjoyable way during the listening learning process.
- ❖ The experience gained during this action research project development has been a great opportunity to get a personal and professional development. This study has conducted the researcher through a process of planning, acting, observing and reflecting in order to get better teaching resources.

i. RECOMMENDATIONS

- ❖ Since the implementation of videos was successful in improving students' listening skills, especially in listening for gist and listening for details, it is suggested for English teachers to use this resource as an important technique in their daily teaching activities.
- ❖ These tools can be used not only in teaching listening skill but also to develop some other kinds of subskills such as listening for details, listening for main idea, listening for the gist, etc.
- ❖ It is also recommended for teachers to adjust the appropriate videos to the level and characteristics of students. It is also necessary for the teacher to select the appropriate teaching technique before implementing the teaching and learning activities by using these resources. For school principals, it is suggested to provide facilities to support the English teachers with the implementation of videos, LCD projector, computer/laptop, and loudspeaker.
- ❖ Finally, it is recommend for the future researchers to develop the application of videos to teaching and learning the English language.

j. BIBLIOGRAPHY

- Anderson, Ann, & Lynch. (1991) Listening. Oxford: Oxford University Press.
- Andrea, A. (2012). the listening process.
- Brown, G. (1995). Dimensions of difficulty in listening comprehension. In D. Mendelsohn and J, Rubin (Eds.), A guide for the teaching of second language listening. (pp. 59-73). San Diego, CA.: Dominie Press.
- Brown, S. (2006). The Teaching Listening. New York , NY : Cambridge University Press.
- Beare, K. (2008). Choosing props for the ESL/EFL classroom, props in class. Retrieved May 5, 2014.
- Brian, T. (1984). Definition of listening.
- Carrier, K. A. (2003). Improving high school English language learners' second language listening through strategy instruction. *Bilingual Research Journal*, 27(3), 383-408.
- Dublin, F. & Olshtain, E. (1991). Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge University Press.
- Derrington, C. & Groom, B. (2004). Different types of listening.
- Eva. M. (2009) teaching listening. Masaryk University Brno.
- Esseberger, J. (2000). Notes on using video in the language classroom.
- González, M. (2006). On materials use training in EFL teacher education: some reflections.
- Hedge, T. (2000).Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.
- Harmer, J. (2001). Teaching with video. In Pearson Education Limited.
- Irshad, A. (2013) Student at Anna university Types and barriers to listening.
- Jack, L. (1992). Video in Language Teaching. Cambridge: Cambridge University Press.
- Jeremy, H. (1991). The Practice of English Language Teaching. New ed. New York: Longman.

Kathleen, S. (1986). Teaching Listening with video, difficulties and strategies in listening comprehension.

Kerridge, D. (1982). The use of video films. In M. Geddes & G. Sturridge (Eds.), *Video in the Language Classroom* (pp. 107-121). London: Meineman.

Kathleen, C.(1986).Teaching Listening with Video: BBC British Council.

Mendelsohn, D. (1998). Teaching Listening. *Annual Review of Applied Linguistics* 18:81-101.

Miller L. (2003). Developing Listening Skills with Authentic Materials. *ESL Magazine*

Margaret, J. (1988). *Communication Arts: The Teaching of Listening*. The Macmillian Company. New York.

Mary, U. (1989). *Teaching Listening*. New York: Longman.

Penny, U. (1984).*Teaching Listening Comprehension*. Cambridge: Cambridge University Press. *Practice of English language teaching* (pp. 282). England: Editorial Logman.

Rost, M. (2002). *Teaching and Researching Listening*. London, UK: Longman.

Rost, M. (1994). *Introducing Listening*. Harmondsworth: Penguin.

Rixon, S.(1986) *Developing Listening Skills*.London: Macmillan.

Stempleski, S., & Arcario, P. (Eds.) (1992). *Video in second language teaching: using selecting and producing video for the classroom*. NY: TESOL, Inc.

Tomalin, B. (1993). *Teaching young children with video*. In Stempleski, S. & Arcario, P. (Eds.).

Tomlinson, P. (1981). *Understanding teaching: interactive educational psychology*, Maidenhead: McGraw-Hill.

Yi, J. (2013). *A Study of English Listening Strategies Applied by Technological University Students*.

INTERNET RESOURCES

British council. (2010). Videos for the English classroom. Retrieved from <https://www.teachingenglish.org.uk/article/video-english-classroom>

Ericdigest.org. (1999). Using videos with english language learners. Retrieved from <http://www.ericdigests.org/2000-2/videos.htm>

Linguística aplicada. (2004). The use of video in the foreign language classroom. Retrieved from http://relinguistica.azc.uam.mx/no002/articulos/Reling-02_UseOfVideo.pdf

One stop english. (2010). Teaching technologies: teaching English using video. Retrieved from <http://www.onestopenglish.com/support/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527.article>

The National Capital Language Resource Center.(2004). Teaching Listening Strategies for Developing Listening Skills. Retrieved from <http://www.nclrc.org/essentials/listening/stratlisten.htm>

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN



Thesis project as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR:

JOSÉ EMILIANO SACA MINGA

1859

Loja – Ecuador

2014

a. THEME

**USING VIDEOS TO IMPROVE THE SKILL IN THE ENGLISH LANGUAGE
LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT
“MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD 2013- 2014.**

b. PROBLEM

1. BACKGROUND

The present research work will be developed at “Mushuk Rimak” Educative Unit, for that reason it is important to make a brief background of it.

At the beginning the educative institution was called “Dr. Miguel Riofrio” High School. But nowadays, this name was changed by “Mushuk Rimak” Educative Unit. It is located in San Lucas Village of the Loja province, and it was founded in 1985 with the purpose of sharing knowledge with children and providing education of quality based on the development and encouraging human values. The school started with 40 students and 6 teachers.

Its vision is to deliver a comprehensive education with an intercultural approach, where the student demonstrates the ability to be a leader and entrepreneur, with a high cultural and academic development. Make use in their teaching and learning of methodologies and techniques, shared learning between students and teachers as facilitators in all environments in order to foster the development of cultural identity based on the management of the Kichwa language, economic empowerment, political and scientist to serve the growing families and communities of the parish of San Lucas.

Its mission is to offer a comprehensive education and training environments in a cozy context. It counts with specialist teachers in several areas who belong to the same

ethnic group of culture Saraguro and Latin America. Classes are taught with the support of several teaching materials and technology to achieve significant process and experiential learning.

Nowadays this educational unit works with 22 teachers and 360 students from 1st year of Basic Education until 3rd year of “Bachillerato”. It offers the basic education according to the National Curriculum guidelines and the Bachillerato in basic sciences. It is bilingual where students learn the kichwa and Spanish as main languages that are part of their town culture. But also the English language as a complementary subject.

2. CURRENT SITUATION OF THE RESEARCH PROJECT.

The students who will be part of this study are teenagers who are 14 years old. They belong to 10th year of basic education and they are from both groups, indigenous and mestizos ethnic groups. Regarding to the English level, they receive it, as a subject during 5 class periods per week. It has been detected that there are some students who have some limitations in listening skills because their competences do not match their level in their grade. They are 14 years old and the groups are conforming by 18 students of general basic education. They know a little about English but they have more problems with listening and it is their real limitation.

According to what has been taught and observed, it has been noticed that one of the main students' issues is listening skill, when they want to speak in each English lesson, students cannot participate because they never do a pre-listening activities

before start English lesson. Also students do not have any idea about skimming and scanning, which is the reason that students are not able to identify main ideas neither can listening for specific information. They are frightened to participate, because they do not know a basic vocabulary that help them to understand some listened information.

Due to students' limitations at listening skill, it is important to do action research, in order to change students' mind and teach them how to improve listening skill that will help them to be successful in the English language classroom. It will be a big contribution for them because through this intervention they will have the opportunity to develop more specific listening skills which will allow them to become more active and participative students into the English language class.

Skimming and scanning are two important subskills from the listening one, but most students even do not know what they are them, neither that they have to work on them while listening any information in English. When, students have to identify details in a short listening activity it is necessary to play the tape a lot of times so they can understand only 10% of the details. What is worse, most of students are get used to work with videos; so that they feel amazed and weird when they have an activity of this type.

3. RESEARCH PROBLEM

How to use videos to improve listening skill in the English language learning?

4. DELIMITATION OF THE RESEARCH

The present research work will be performed with the students of 14 year old of basic education at the Mushuk Rimak Educative unit.

i. TEMPORAL

This research work will be carried out in the academic period February 2014.

ii. SPATIAL

This research will be carried out at the Mushuk Rimak Educative unit.

iii. OBSERVATION UNITS

The people that will part of the present researching work are the following: the researcher and students of 10th year of Basic Education.

5. SUB PROBLEMS

- What kind of theoretical references about listening are effective to improve the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.

- Which are the negative issues that limit the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.
- Which videos are useful to enrich the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.
- How do videos as part of the classroom activities improve the limitation in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.
- How effective was the application of videos in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.

c. JUSTIFICATION

This project is important because the researcher is going to be part of an action-research who as a student of the English Language Career from the Universidad Nacional de Loja, is able to implement a new practice in order to improve student's limitations in the English Language learning.

From the educational point of view, it is necessary to implement this project because the researcher has found some strategies to be applied in order to solve students listening limitations and therefore students can meet their listening level according to their grade. It will facilitate the students group to insert in the normal English language class and be a participative student inside it. And they will have the opportunity of sharing new ideas in different contexts and cultures so they can know other ideas about learning English.

Considering the social point of view, it is important to develop the present project because in the researched context students do not have the opportunity of practicing the English language. Therefore, the group of students will be benefited with this quasi-experimental research, which will help them to learn the listening process by watching videos entertainly.

It is also relevant because students will learn not only two languages but they will become trilingual and this will help them to be formed into a multicultural system by

knowing and being involved in other different cultures that are essential not only for their context, but also in any other settings of their futures lives.

Considering the scientific point of view, the importance of understanding and applying videos to improve communication is so fundamental for the development of people in our current society. And this research will be useful to students because all content is based in scientific resources which have been checked and proved in other settings previous to be applied in our context. And some teaching and learning strategies that can help students' to overcome their problems in the listening skill according to their needs and pace. Finally, it is a requirement to get the Bachelor in Arts Degree in Sciences of Education, English Language Specialization. The researcher as undergraduate of the English Language Career is able to develop it and counts with enough resources to carry it on in the stated period of time.

d. OBJECTIVES

1. GENERAL

Are videos useful to improve listening skill with students of 10th year of Basic Education at Mushuk Rimak educative unit.

2. SPECIFICS

- To investigate the theoretical references about listening as strategy to improve the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.
- To diagnose the negative issues that limits the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.
- To select the appropriate videos to improve the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic Period 2013-2014.
- To apply the most effective videos as a part of the classroom activities in order to solve limitations in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.

- To reflect about the effectiveness that the videos had on the listening skill with students of 10th year of basic education at the Mushuk-Rimak educative unit.

Academic period 2013-2014.

e. THEORETICAL FRAMEWORK

1. LISTENING SKILL

1.1. DEFINITION

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Woven and Coakley (1985) hold the different idea. Both see the listening skill as "the process of receiving, attending to and assigning meaning to aural stimuli". This definition indicates that listening is a complex process which students have to deal with. The task of listening is not only perception of sound, but it also requires comprehension of meaning. To support that Bulletin (1952) in Naizhao Guo's journal, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is the act of hearing attentively. Research shows that 45% of our time is spent on listening. We listen more than speak. If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited. The International Listening Association) defines *listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages* (1996). Because we cannot physically shut down our

auditory perceptions, it might be easy to assume that we are always in a state of listening.

Individuals, however, have the ability to appear to be listening when they are actually just hearing. To support that (Nordquist) says listening is the active process of receiving and responding to spoken (and sometimes unspoken)

Listening skill can be defined as, “Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. According (Thomlison, 1984) listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”.

Finally listening skill makes you successful in workplace, family and in the society. Good listening skill is mandatory to get into a profession in communications, management, planning, sales, etc. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response. Good listening skills include the understanding ability. Body language is also a part of listening skill. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.

1.2. PROCESS OF LISTENING

Understanding Learning, Remembering Recalling, Evaluating Judging, Receiving
Hearing, Responding Answering

- **Receiving.** It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response. Understanding It is the stage at which you learn what the speaker means-the thoughts and emotional tone.
- **Remembering.** It is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. But just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- **Evaluating.** It consists of judging the messages in some way. At times, you may try to evaluate the speaker's underlying intentions or motives. Often this evaluation process goes on without much conscious awareness. Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received. This stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Types of listening

- **Superficial Listening.** In this type of listening, the listener has little awareness of the content what is being said. The output in this type of listening is zero

because the listener tends to ignore the message, and is not able to concentrate on the theme, main points and supporting details of the message.

- **Appreciative listening.** The main purpose of appreciative listening is to get enjoyment and pleasure. The output may be taking part in the entertainment process.
- **Focused Listening.** It involves listening for specific information. This is the most common type of listening that we practice in non – formal oral communicative situations.
- **Evaluative Listening.** It involves evaluation of the oral message or commentary and developing a line of thought. ü The listener interprets and analysis what he or she listens to in order to understand both the explicit as well as implicit meaning of the oral message. Thus the main purpose of evaluative listening is to evaluate the content of the oral message to select appropriate information.
- **Attentive Listening.** It demands the complete attention of the listener. It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews and so on. The listener pays attention to all parts of the message, that is, the central idea, main points, supporting details, examples and illustrations.
- **Content Listening.** It is to understand and retain the speaker's message. You may ask questions, but basically information flows from the speaker to you. It doesn't matter that you agree or disagree, approve or disapprove-only that you understand.

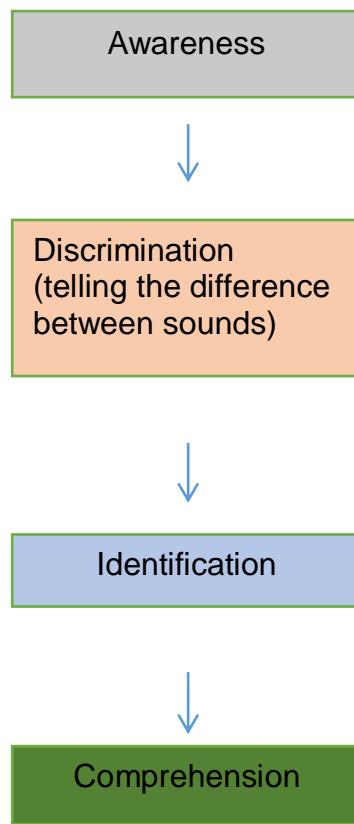
- **Critical Listening.** It is to understand and evaluate the meaning of the speaker's message on several levels. When the purpose is to accept or reject the message or to evaluate it critically. For example: listening to a sales person before making a purchase involves critical listening. Similarly, when you read a book with the objective of writing book review.
- **Empathetic Listening;** When we listen to a distressed friend who wants to share his feelings, we provide emotional and moral support in the form of Empathetic Listening. When psychiatrists listen to their patients, their listening is classified as empathetic listening.

Objectives of Listening

- To learn
- To increase one's understanding
- To advise or counsel
- To relieve one's boredom (listening to music)

1.3. LISTENING SKILL DEVELOPMENT

Listening is a skill that develops in stages or levels, starting from the easiest to the most difficult. There are four levels of listening:



Example 1

Awareness

Phone rings. Child hears

a sound and may turn around

(clear responses may not be given).

Discrimination

Phone rings. Child can tell

→ this sound is different to the
sound the doorbell makes

but still not sure which is which.

Identification

→ Phone rings. Child knows
that it is the phone.

Comprehension

→ Phone ring. Child knows
that someone is calling to
speak to mum or dad.

1.4. HOW TO IMPROVE LISTENING SKILL

Why is listening comprehension so important?

Students learn a lot of vocabulary and grammar from listening activities. Listening is one of the most difficult skills to learn because students must listen at someone else's pace. It is the only skill over which they have little or no control. Students communicate better in the target language when they understand. If they cannot understand there is no communication taking place.

How do you teach students to become effective listeners?

First, help students understand by teaching effective listening comprehension strategies. Next, plan effective listening activities that include: Pre-listening activities

during listening activities Post-listening activities listening assessment have students keep a listening journal to record listening practice outside of the classroom. This can include any conversations they overhear or have with English speakers, music they hear in English, English heard in movies or TV shows, etc. Assign listening activities for homework such as: Interview a native English-speaker Listen to audio clips on a tape, CD, or online listen to English radio, Watch English TV.

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING SKILL.

- Barriers to Effective Listening**

Many people daydream when they are supposed to be listening. Instead of focusing on the speaker and attempting to learn something -- or even mentally composing a response to what is being said -- they will think about a party from last weekend or an upcoming camping trip. Daydreaming effectively closes down the possibility of retaining information. If the speaker is being paid to present information to you, time and money is being wasted.

- Mentally Arguing with the Speaker**

Instead of listening to what someone is saying, a poor listener will disagree mentally and think about a rebuttal. People will actually play out a complete argument in their own mind at the same time they should be paying attention to what the other person is really trying to say. This kind of mental arguing is very damaging to the communication process and will often lead to misunderstanding and conflicts between people. The

effective listener will wait until the speaker is totally finished with his or her statement before making an evaluation or judgment prior to responding.

- **Desire to Talk**

The most common barrier to effective listening is jumping into a conversation before the other person has finished. This includes talking loudly to others in the audience. This is conversational bad manners. It is intrusive and disruptive. Granted, most of us feel more involved and active when we are talking. Even so, it's always good manners to remember that listening is just as important as talking.

- **Lack of Interest**

Lack of interest in the speaker's topic does create a difficult situation. How does the saying go? Deal with it. Good listeners try to find useful information in any presentation or message. A listener with a negative attitude about the message or the speaker will have a tough time being effective as a listener. A good way to increase listening effectiveness is to maintain a positive attitude about the speaker and really work at listening for useful information.

There are other issues that limit the development of listening skill

- Lack of teaching materials;
- Lack of equipment;
- Lack of training in how to use the equipment;
- Listening is not included on many important tests;
- Lack of real-life situations where language learners need to understand spoken English;

- Lessons tend to test rather than to train student' listening skills.

2.1 DIFFICULTIES IN LISTENING SKILL.

A great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand students, who learn from what they hear, usually achieve better results at listening. Underwood argues that students whose mother tongue contains similar or same intonation and stress patterns have fewer problems in comparison with students whose mother tongue is based on different rhythms.

According to Anderson and Lynch the first thing that learners have to develop is an ability that will enable them to identify the topic of the conversation and help them to find a relevant reaction. Secondly, learners should also develop an ability to predict the development of the topic as this ability will help them to prepare a suitable response in advance. Thirdly, they ought to recognize and also indicate when they do not understand enough to make a relevant response. Learners have to learn how to cope with problems of the topic clarification by using expressions such as “excuse me?”, pardon? or Sorry, I do not understand?” or simply by repeating the speaker’s words to show that they are having problems.

As students encounter a lot of problems during listening I provided a list of the most common ones.

Problems caused by pronunciation

One of the most common problems encountered by students is the way English words are pronounced but unfortunately this aspect of English cannot be overlooked as pronunciation of English can cause students problems in recognition, and therefore in comprehension(Rixon 1986: 38).

Firstly, students can find it difficult to comprehend with the fact that there are different ways how to pronounce the same sound. For example there are two ways how to pronounce sound /t/. In so called BBC English one of the ways engages aspiration, a hissing sound, this happens if the /t/ is placed at the beginning of the syllables. Students who have no experience with aspiration in their mother tongue can hear /st/ (Rixon).

Secondly, learners can encounter a difference between sound and spelling. As there is a difference between the spoken and written form of words in English students can fail to identify the pronounced form of words they know in written form.

Thirdly, learners must be aware of the fact that words are not pronounced in isolation. The way they are used is called connected speech and this aspect of English can cause students problems to recognize individual words. In natural speech listeners can encounter three main types of a change in sound involving weak form of vowels. This means that words that are in unstressed positions have different pronunciation in comparison with stressed vowels e.g. when to is said in isolation it is pronounced as /tu:/but on the other hand in connected speech the pronunciation changes into /tə/. Another factor of connected speech is called elision. This means a loss of sounds

appearing in natural speech e.g. the word probably is pronounced /probli/. The third factor of connected speech is called assimilation. Assimilation means that a pronunciation of a letter can be influenced by the letter before or after it so that it changes its sound e.g. ten bikes can be pronounced /tem baiks/ (Rixon). Finally, students can deal with the rhythm of English. English belongs among stressed timed languages this means that stressed syllables occur in regular rhythms also in case when there are a different number of syllables between the stresses. This fact can cause that listeners can fail to hear unstressed syllables (Rixon).

Problems caused by the lack of control of a speaker's speech speed

Many students feel that one of the greatest difficulties they have to deal with during listening exercises in comparison with reading exercises is the lack of possibility how to control the speed of speakers' speech. Students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. Some students can be busy with the meaning of certain words from the first part that they miss important information from the second part or they can stop listening as they are not able to select the correct information so quickly (Underwood). According to Ur students can ask their teacher to speak clearly and slowly but if the teachers decide to do this they will not help their students to cope with the everyday speech. Ur suggests that students should be exposed to as much as natural informal speech as they are able to understand.

Problems caused by the inability to get things repeated

Another problem connected with listening is the fact that listeners cannot always make the speaker repeat what they have just said. If the recordings are under the students' control they can be played over and over again but this is not possible in everyday classroom environment where the teacher decides whether they will listen to the recording again or not (Underwood). Ur argues that learners should be exposed to the recording more than once in order to understand the discourse.

Problems caused by the listeners' limited word stock

For listeners who do not know all vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning and as a result of this they miss the following information. Ur claims that learners believe that everything that is said on the recording is equally important to the main meaning and their efforts to understand everything lead in ineffective listening and can also cause that students feel that they did not succeed. Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it in their mother tongue since this strategy will help them to be more successful (Underwood).

Problems caused by the failure to concentrate

There are many factors influencing learners concentration e.g. selection of a good topic is very important as it is easier for students to concentrate if the topic is appealing for them. The length of the listening exercise plays an important role as well.

According to Ur if the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers. Listeners can also lose their concentration if the recording is in a poor quality or they are disturbed by outside noises (Underwood).

Problems caused by the students' learning habits

Underwood claims that teachers think that their students must understand everything in their lessons so that is why they pronounce words carefully and repeat everything over and over again. But because of this approach students can become worried if they do not understand every word or phrase and only when learners accept the factthat they do not or probably cannot understand everything they are prepared to work with partial understanding (Underwood 1989: 19)

2.1.1. DEFICIENCIES

Common Barriers to Listening

There are many things that get in the way of listening and you should be aware of these barriers, many of which are bad habits, in order to become a more effective listener. Barriers and bad habits to effective listening can include:

Trying to listen to more than one conversation at a time, this includes having the television or radio on while attempting to listen to somebody talk; being on the

phone to one person and talking to another person in the same room and also being distracted by some dominant noise in the immediate environment.

You find the communicator attractive/unattractive and you pay more attention to how you feel about the communicator and their physical appearance than to what they are saying. Perhaps you simply don't like the speaker - you may mentally argue with the speaker and be fast to criticize, either verbally or in your head.

You are not interested in the topic/issue being discussed and become bored.

Not focusing and being easily distracted, fiddling with your hair, fingers, a pen etc. or gazing out of the window or focusing on objects other than the speaker.

Feeling unwell or tired, hungry, thirsty or needing to use the toilet.

Identifying rather than empathizing - understanding what you are hearing but not putting yourself in the shoes of the speaker. As most of us have a lot of internal self-dialogue we spend a lot of time listening to our own thoughts and feelings - it can be difficult to switch the focus from 'I' or 'me' to 'them' or 'you'. Effective listening involves opening your mind to the views of others and attempting to feel empathetic.

Sympathizing rather than empathizing - sympathy is not the same as empathy, you sympathize when you feel sorry for the experiences of another, to empathize is to put yourself in the position of the other person.

You are prejudiced or biased by race, gender, age, religion, accent, and/or past experiences.

You have preconceived ideas or bias - effective listening includes being open-minded to the ideas and opinions of others, this does not mean you have to agree but should listen and attempt to understand.

You make judgments, thinking, for example that a person is not very bright or is under-qualified so there is no point listening to what they have to say.

Previous experiences – we are all influenced by previous experiences in life. We respond to people based on personal appearances, how initial introductions or welcomes were received and/or previous interpersonal encounters. If we stereotype a person we become less objective and therefore less likely to listen effectively.

Preoccupation - when we have a lot on our minds we can fail to listen to what is being said as we're too busy concentrating on what we're thinking about. This is particularly true when we feel stressed or worried about issues.

Having a Closed Mind - we all have ideals and values that we believe to be correct and it can be difficult to listen to the views of others that contradict our own opinions. The key to effective listening and interpersonal skills more generally is the ability to have a truly open mind - to understand why others think about things differently to you and use this information to gain a better understanding of the speaker.

3. VIDEOS TO IMPROVE LISTENING SKILL

3.1 DEFINITION

Videos are important tools to make possible the learning of a language, used by teachers as (Ramirez, cited by Gonzales Moncada, 2004) declare. Materials are tools

designed to teach English in order to master the English language, which can be applied for English as a second language, and English as a foreign language learners depending on the lesson and orientation of the course.

The application of video materials is an extraordinary learning tool, since students are provided with a lot of advantages when learners are used in combination with an active learning strategy. Applying television or videos in the classroom always allows that the learners can access to more information when listening. That is, the students can listen and see what is happening at the same time. For that reason movies are a chance for students to increase their knowledge of the English language.

William & Lutes (undated) claims that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes (undated) conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

3.2 IMPORTANCE OF VIDEO

Videos have become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading, and writing, can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. According to (Chu), Videos can motivate students to engage in language learning. Students will not only have lessons with videos; they will also use videos to learn language. Teachers can design activities with the use of videos, such as producing a film. Students will take charge of their own learning in the use of videos. Overall, videos are a great tool in language teaching.

Teaching listening with videos will be the primary examination of the use of technology in language teaching.

To support this, (McKinnon) points out, video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video and provide an important visual stimulus for language production and practice.

In other hand Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Gallacher (undated) affirms that "A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said". Selected English TV series, movies, advertising, could increase student's motivation, as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Consequently, we made a very good selection of video materials to expose learners to suitable materials that facilitate their learning. In addition, video materials adequately chosen, can promote the integration of language skills, and change the class routines as Hinkel (cited by Gonzales Moncada, 2006) claims.

Why use video

- Students need large amounts of comprehensible input
- Video(movies, sitcoms, soap operas)provides a rich source of listening input
- The narrative/paraphrase technique allows the teacher to make this input comprehensible to a wide range of abilities
- A dramatic storyline keeps learners engaged
- If you have an Internet connection, streaming video is always available and free.

3.3 TYPES OF VIDEOS

Music	News
Animations	movies
Commercials	home videos
Stories	Tv shows
Interviews	Instructional
Educational	Screencast

3.3.1 ADVANTAGES OF USING VIDEOS IN THE CLASSROOM

- "Video can present a communicative transaction in its totality. The learners can see the people and the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the language within the situation. They can appreciate cross-cultural relationships by asking themselves if this piece of business would be conducted in the same way in their

country. They will become aware of other cultural aspects, such as the gestures used and the distance maintained between the people involved. It is a replica of natural conversation in the real world" (Finocchiaro, 1989, p. 151).

- "Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. And more realistically too" (Stempleski&Tomalin, 1990, p. 3).
- A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston, 2000; Sherman, 2004) . Since dual coding has been proven to enhance encoding by learners, video materials are an effective delivery system because they contain a combination of visual and aural information.
- Similarly, Harmer (2001) points out that other advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and

images which help them to analyze their own use of the language or even to learn new language.

- Finally according (Reyes) “ Videos materials containing native speaker's voices should be exploited as much as possible, and schools should be equipped with such materials.”

3.4.2 OBJECTIVES OF VIDEOS

Why use video in the classroom

Teachers, who use instructional video report that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom.

Video is uniquely suited to:

- take students on impossible field trips--inside the human body, or off to Jupiter
- take students around the globe, to meet new people and hear their ideas
- illustrate complex, abstract concepts through animated, 3-D images
- show experiments that can't be done in class
- bring great literature, plays, music, or important scenes from history into the room
- help students practice media literacy and critical viewing skills
- provide a common experience for students to discuss

3.4.3. USING VIDEOS IN THE CLASSROOM

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only cannot. Nowadays, students are very much visual learners. Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical knowhow and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It's an exciting time to be both a teacher and a student. The world is our classroom.

Some tips for using video In Class

Keep the Video Short (2-4 minutes) attention spans are limited when watching visual content. Chunk up and divide up videos with focused activities.

- Watch the whole video first.**

Students need to "have a try" first and watch to get the "big picture". This provides students with the chance to deal with the "ambiguity" of language. Give students one simple task while watching the whole video – to keep them focused.

- Always preview the video.**

Be sure to watch the whole video yourself before using it in class. You never know what content might be inappropriate or hurtful to your students. You, the teacher, know your students best. Best to be safe!

- **Make it available outside the classroom.**

Provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence.

- **Use videos your students want.**

This may seem obvious but many teachers forget to survey their students and show video content they definitely know their students will be “into”. However, use your best judgment and find a balance between videos that highly motivate and those that are strongly educational. Many times you can do both!

Purposes of listening video

Whether we are listening for enjoyment, to gain knowledge, or simply to be a good friend, our purposes for listening can influence various aspects of receiving a message. Identifying and understanding this purpose can focus our attention on the skills needed to become an effective listener. Listening skills can be categorized according to various purposes (Wolvin&Coakley, 1993, 1996), and instruction and experiences with each type of listening give students opportunities to reinforce, improve, or change their listening behaviors. Wolvin and Coakley believe listening skills can be developed when the listener identifies the purpose for listening and applies the associated skills through repeated practice and reinforcement until they become natural listening habits. This model of listening consists of five basic listening purposes:

1. Discriminative
2. Comprehensive

- 3. Critical**
 - 4. Therapeutic**
 - 5. Appreciative**
- ***Discriminative listening*** involves distinguishing one sound from another, one word from another, or one message from another. These sounds are sometimes accompanied by visual cues, and the listener's interpretation serves as the foundation for the other four listening purposes.

Students develop discriminative listening skills by identifying rhyming words, reading and writing poetry, segmenting a word into sounds during phonemic awareness activities, creating words through onomatopoeia and alliteration, and listening to literature read from various dialects. Following are additional activities for developing discriminating listening.
 - ***Comprehensive listening***, also known as precise listening (Opitz&Zbaracki, 2004), involves listening to understand the message. Through comprehensive listening, the listener gains knowledge. A listening event is successful if the message received by the listener is as identical as possible to the speaker's intent. Comprehensive listening is strongly influenced by the listener's ability to remember the message and recall it for future use; for example. Listeners should understand why the speaker is giving the message and the main ideas and important details, which they relate to their own knowledge. Comprehensive listening plays a critical role in elementary schools because much information is shared through oral directions, direct instruction, class discussions, and instructional media.

- ***Therapeutic listening***, occurs when we lend an ear to a troubled friend or relative, or listen for the purpose of strengthening a social connection. People of all ages need someone to listen to their fears, hopes, and problems. Although young people should not take the weight of the world upon their shoulders, they can become empathetic listeners to their friends, who may have problems as simple as an unfair kickball game or as emotional as the loss of a parent. The therapeutic listener uses a wide collection of listening skills, drawing from both discriminative and comprehensive listening skills along with skills that encourage the sharing of personal or sensitive information. Therapeutic listening is enhanced by
 - Focusing attention on the speaker by removing distractions.
 - Maintaining eye contact and receptive body language (for example, leaning toward the speaker).
 - Choosing a setting where the speaker feels comfortable and free to express himself.
 - Listening with empathy by feeling and thinking with the speaker.
 - Responding in a way that gives the speaker the opportunity to talk through troubles.
- ***Critical listening*** is for the purpose of making a judgment regarding a message, or being persuaded to some degree by a message. Skilled critical listeners scrutinize speech, looking for faulty logic, insufficient evidence, or overt opinions and distinguishing them from the facts. They judge a message objectively and are not biased by their feelings. School-aged children are not too young to begin learning how to listen critically and to recognize a persuasive rather than a factual message by asking the following questions:

- Who created the message?
- What creative techniques are effectively used in the message or the media used to convey it?
- What values are embedded in the message?
- Why is the message being sent?

As they become productive members of our society, these same young people will be called upon to make judgments about messages from the media, politicians, sales personnel, religious leaders, medical experts, and many others. Similar thought processes are utilized for both critical listening and critical thinking, including analysis, inference, and evaluation. Critical listening and critical thinking help the listener understand another person's point of view, which may help broaden his or her own point of view. This acrostic poem communicates the idea of critical listening in a simple, yet effective format (O'Keefe, 1999, p. 21):

- Listen without
- Interrupting
- Stay attentive
- To hidden messages
- Evaluate after
- Noting all the facts, and
- Send feedback.

Critical listening activities in school may include listening to election speeches for class or school officers, listening to persuasive arguments during a class debate, or listening to a book talk and deciding whether or not to read the book. Following are additional activities for developing critical listening.

- *Appreciative listening* is for the purpose of gaining enjoyment through receiving creative works of others. This type of listening is perhaps the most personal, based on each person's unique and individual preferences. The listener comprehends and interprets spoken, nonverbal, or musical language based on his experiences, background, motivation, and interest. The appreciative listener attends to the eloquence in the language and music. The listener of oral presentations appreciates the ease and conciseness, vividness, and liveliness of the language. An appreciation of music involves responses that are sensual, emotional, and intellectual.

4. VIDEOS TO TEACH LISTENING SKILL IN THE ENGLISH LANGUAGE

According Kathleen S. M. Chu “teaching with videos is a way to help students understand their target language because videos provide sounds and images with the target language. Students can guess meanings of new words and meanings with visual support while learning. Viewing videos can be done with playing only certain clips or scenes, and teachers can have their students do activities with them. Students can listen and watch themselves when they speak their target language. Students will use the target language to complete activities, such as summarizing what they see, what they hear, and what they think will happen in the video etc. This can help them to pay attention to their pronunciation, intonation, loudness, and mistakes, etc. In short, teaching with videos can make language learning more efficient”.

How to use video

Videos can be used in many ways other than just one student at a computer. They should also be used as a “shared experience” and an in class teaching aide. Teachers should play video in the classroom and share it, as you would a book or any print item.

Don’t be afraid to pause, rewind, fast forward the video. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom material for learning.

Generally video activities are divided into 3 main types or stages:

- 1. Pre-viewing.** Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.
- 2. Viewing:** Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.
- 3. Post Viewing:** After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role play or complete exercises during this stage.

Here are lists of practical ways to use English Central videos in class. Try some and find what works best with your own students and for your own teaching situation.

The following three-step guide to creating a video lesson.

- **Step One: Pre-viewing Tasks**

Reading (summary, article about the video etc)

Class discussion (brainstorming)

Vocabulary and dictionary consultation (learn necessary vocabulary)

Silent previewing of video

Previewing questions

- **Step Two: While-viewing Tasks**

Chart completion

Note-taking

True/False questions

Fill in the blanks

Guessing what will happen next

- **Step Three: Post-viewing Tasks**

Writing a summary

Discussing

Debating

Reviewing unknown vocabulary, grammar and expressions.

Lesson Plan and Classroom Activities

Teachers should think of using as a three-part lesson, including pre-viewing, viewing, and post-viewing activities to increase the listening skill into the English class.

- Before presenting the video, the teacher must engage the learners' interest in what they will be doing, and prepare them to do it successfully.
- While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them.
- After the viewing, the teacher should review and clarify complex points, encourage discussion, explain, and assign follow-up activities.
- It is also helpful to ensure the suitability, length, clarity, and completeness of the videotaped tool. Tomalin (1991: 50) think that “the ideal video clip ... tells a complete story or section of a story”.

Previewing Activity

C. Rationale:

A previewing activity is meant to acquaint learner with the material that they are going to view and facilitate easier and better comprehension, thus achieving successful results in English language teaching. Therefore, the teacher may design this activity to facilitate students with their language skills. Indeed, it is obvious for both the teacher and learners to work cooperatively, deliberately, and simultaneously with the intention of developing the four skills (Dublin & Olshtain, 1991).

D. Procedure:

Use the following sample brainstorming questions and hints about what students expect to view:

Teacher: What are we going to do now? (Fixing video equipment)

Learner 1: I think we're going to watch a video.

Teacher: Good, what would you do when you lose your way?

Learner 2: I use a map.

Teacher: O.K. But what if you don't have a map?

Learner 3: I'll ask somebody in the street.

Teacher: Very good. Now we're going to watch a woman asking somebody in the street to find her way. Please, watch and listen carefully as the next activity going to be based on the videotaped material.

While-viewing Sample Activity:

(Sound off) Teacher asks some questions such as:

Where does this conversation take place?

Who do you think the woman is?

What do you think is she looking for?

Where do you think the man is going?

Post-viewing Sample Activity:

(Sound and Picture)

Circle the correct number. Your answers should be based on the viewing and listening:

Post-viewing Sample Activity: (Sound and Picture) Circle the correct number. Your answers should be based on the viewing and listening: a) The man was... 1. angry 2. pleased 3. cooperative 4. in hurry b) The man looked... 1. old 2. young 3. middle-aged 4. sick c) The woman was... 1. polite 2. smiling 3. panting 4. scared d) The questions were 1. direct 2. formal 3. informal 4. funny			
--	--	--	--

There are others post viewing activities to apply in listening lesson such as:

Discussion Group Activity, Writing Task activity and Combined with Role-Playing activity, in order to improve listening skill.

Here are some activities with post-viewing.

Post-viewing Discussion Group Activity:

After the students have already viewed and listened to the segment, the teacher will ask them to sit in groups of four or five and discuss their reaction to the man's and woman's interaction. For example, they can discuss the woman's behavior when she stopped the man to ask for directions. Was her behavior culturally and linguistically appropriate? How did the man react? Was he helpful? What verbal and non-verbal language behaviors were employed? Etc.

Post-viewing Activity: Writing Task

The teacher can ask his students to write an outline description of the man's and woman's use of phrases in the course of the interaction. For instance, what polite expressions, compliments, and accompanying non-verbal gestures are expected to be employed in similar situations.

Post-viewing Activity: Writing Task Combined with Role-Playing

The teacher can ask two students to role-play similar situations to the ones they have just viewed and simultaneously the rest of the class to write down an outline direction like the one presented in the video segment.

Skimming and scanning are two important skills that we need to learn in order to understand and get the information from a passage in a short time.

Finally the teacher can use listening techniques such as: skimming and scanning.

Skimming; is one of the tools that teacher can use with students in order to read or listening more in less time. Skimming refers to looking only for the general or main ideas. With skimming, your overall understanding is reduced because you do not read everything or listening. You listen only what is important to your purpose. Skimming takes place while listen and allows you to look for details in addition to the main ideas.

Examples of texts we often read / listen to in this way: timetables, dictionaries, airport announcements etc.

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without

listening everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read or listening so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Examples of texts we often read / listen to in this way: contracts, poems, witness statements etc.

5. APPLYING THE VIDEOS IN ORDER TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING.

5.1. WORKSHOPS:

THEME: Where do you come from?	ACTIVITY DESCRIPTION
OBJECTIVE: Teacher <ul style="list-style-type: none">✓ To pre-teach vocabulary and grammar. Student <ul style="list-style-type: none">✓ At the end of the lesson the learners will be familiar with the new vocabulary and grammar and be able to use the vocabulary in a correct way.	LEAD IN ACTIVITY: food conversation. Students watch a video about food and then they will say the names of items in the video. In a list students checks the names of items they watched in the video.
CONTENTS: vocabulary stay, England, great time, food, spicy, company, best, bank teller, bank owner, I like, I don't like, I come	PRESENTATION <ul style="list-style-type: none">✓ Teacher introduce the new vocabulary such as: Professions (bank teller, bank manager) Adjectives (spicy food, bad time) using flash cards.
MATERIALS: <ul style="list-style-type: none">❖ Computer❖ Projector❖ speaker❖ Test papers❖ Video: where do you come from?	PRACTICE: <ul style="list-style-type: none">✓ Teacher asks some questions applying new vocabulary learned. Questions are: Are you a bank teller? What do you like to eat? Do you like spicy food? Where do you come from? Where do you work? Teacher gives worksheets to students and they have to complete and match the sentences.
TIME: 60 minutes	
LEVEL: Beginners.	
STUDENTS: 18	
SOURCE: http://www.youtube.com/watch?v=hSNThLsSO7c	ASSESSMENT: <ul style="list-style-type: none">✓ Teacher gives worksheets with some questions and where students have to choose the answer. 1. Where do you come from?

	a. Argentina b. tomorrow c. 26 years
	2. What do you like to eat? a. Spicy food b. spicy paper c. spicy chair
	3. Are you from England? a. Yes, I am b. no, I do c. yes, she is

THEME: Where do you come from?	
OBJECTIVES: Teacher <ul style="list-style-type: none"> ✓ To watch a video and listening for specific information. ✓ To apply the gist through the video and discuss with teacher and classmates. Student <ul style="list-style-type: none"> ✓ To be able to understand the specific information and learn to gist through the video. 	ACTIVITY DESCRIPTION LEAD IN ACTIVITY: <ul style="list-style-type: none"> ✓ Teacher asks questions in order to introduce a new theme for examples: do you like football?, are you having a great time learning English?, Are people very kind in San Lucas?. What kind of food do you like?, Do you like chicken?, Where is Rafael Correa from?, Is teacher Moises from China?, whrere does the world soccer cup will take place? ✓ Teacher writes the answers on the board and students have to choose the correct answer to each questions.
CONTENTS: you don't like football, I'm having a great time, and people are very kind.	PRESENTATION: <ul style="list-style-type: none"> ✓ Teacher introduce the gist and explain about it on the board. ✓ Teacher explains how to listen for specific information and explain briefly using a short conversation on a poster. PRACTICE: <ul style="list-style-type: none"> ✓ Teacher presents the video with the sound off and asks students some questions but before that teacher teaches how to apply gist. Questions are: the video is about (it
MATERIALS: <ul style="list-style-type: none"> ❖ Computerwith speakers ❖ Projector ❖ video ❖ Worksheet ❖ Poster ❖ recording script 	

TIME: 60 minutes LEVEL: Beginners. STUDENTS: 18 SOURCE: http://www.youtube.com/watch?v=i1_i2XkAADI	<p>is about a pet, about a person's origin, about a food or about a culture. Where does this conversation probably take place; (at a house, school, office or store).</p> <p>✓ Teacher plays the video again and ask students to listen for specific information where students have to tell if is true or false.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The woman is from England <input type="checkbox"/> The woman likes football <input type="checkbox"/> The woman is having a bad time <input type="checkbox"/> The woman likes food <input type="checkbox"/> People are very kind <input type="checkbox"/> Woman works in at house <input type="checkbox"/> The man is bank secretary <input type="checkbox"/> The woman works for a terrible company <input type="checkbox"/> The video is about a pet <input type="checkbox"/> the video take place in a hospital <p>ASSESSMENT:</p> <p>✓ Teacher puts students into pairs and give each pair a copy of the recording script. Tell them to practice the conversation with their partner.</p> <p>Teacher gives worksheets with some questions where students have to listening to gist and specific information.</p> <p>Watch the video and check correct answer.</p> <p>The video is about: person's origin, Saraguro's culture, American's traditions China's religion.</p> <p>Where do you think this conversation probably take place. At a restaurant, at a house, at a university.</p> <p>Listening for specific information. Woman loves Manchester United Football team (false), the man likes spicy food (false), the woman works in at bank (false), the man is a bank secretary (false), the woman likes all kind of food (true). The man is from England.</p>
--	---

5.2. ASSESSMENT OF THE EFFECTIVENESS OF VIDEOS ON THE LISTENING SKILL LEARNING

5.3. CHECKLIST

CHECKLIST

Date:.....

Content:.....

Activity:.....

	70-100%	50-70%	Less than 50%
Do students seem motivated?			
Draws reasonable conclusions from material heard			
Make effort to imitate features and traits			
Students are incomparating pronunciation from video charasters			
Students follow direction easily			
Paraphrase what the person has said to be sure you understand.			
retells the gist of a conversation			
Able to pick discriminate sounds (phonics)			
Focuses on the purpose of listening (e.g., to provide information, answer specific questions, give examples, et cetera)			
Listens to and gives detailed descriptions of a range of settings, people, places, objects			
Listens to oral presentation and summarises main points			
Students need repetition and clarification more than usual			
Students focuse on speaker's words			
Students identified the main ideas			

Achieved

In process

Nothing

6.1. DESING OF THE INVESTIGATION

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2).

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by (Kemmis,2000), since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

f. METHODOLOGY

In the present research work the following methods will be used:

To study the listening skill the researcher is going to use the comprehensive method which will serve in the following:

COMPREHENSIVE METHOD: This will be used as a means to study the listening skill in teenagers of fourteen years old and how it is developed or taught. It will also help to understand the importance that listening skill as a subskill of the English language learning process.

It is important to know that by analyzing the development of listening skill it will be possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve listening skill by the application of videos during a period of time that let the researcher get effective results.

To make a theoretical relation between videos with the development of listening the researcher will use the analytic and synthetic methods.

ANALYTIC METHOD: This method will help to know more about the benefits of videos to improve listening skill of the teenagers who will participate in the project.

According to Beare (2008), the videos support learners to become more conscious of their listening skill process. They allow the students to get an immediate feedback being videos more effective than “simple teacher correction”. To support that Esseberger (2000) claims that videos can be used in a diverse way or situations in English language classroom since they are a wonderful medium of learning listening skill.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how teenagers are improving in their listening skill into the English language process.

SYNTHETIC METHOD: It will help in the right understanding of the core problem in the listening skill in the students of fourteen years old, which will help the research to synthesize the models of videos that are appropriate and are useful to improve listening skill in teenager.

To determine the negative aspects that limit the development of listening skill in teenagers, the researcher will use the participative diagnostic method.

PARTICIPATIVE DIAGNOSTIC METHOD. It will let the real situation of listening skill of students of 14 years old in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this skill. It will let the researcher correct this reality by applying new strategies through listening skill as a possible solution that will help the teenagers into the English Language process.

To select the appropriate videos to improve listening skill the proactive method will be used:

PROACTIVE METHOD: This is useful to identify the difficulties that students have in listening skill and to determine the improvements that the application of videos have and which will help to solve the problem found in this skill. It will select the best models or alternatives that videos has in order to improve the students' limitations in the listening skill into the English language process.

WORKSHOPS METHOD: It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of videos, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in listening skill and they will let get better outcomes in the new strategies used in this intervention. Finally to assess the every workshop the researcher will use comprehensive assessment method:

COMPREHENSIVE ASSESSMENT METHOD: It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the videos strategies and it will be checked in the observation guide

which will include items that let the researcher specifically detect the students' improvements in the development of listening skill.

6.3. TECHNIQUES AND INSTRUMENTS

Data Collection

A pre-test, researcher's close observation of students' performance during class and two sets of structured questionnaires will be used to collect data in this study. Quantitative data come from the observation guide, test and field dairy. All the data will be triangulated to confirm validity.

Observation guide

The researcher will carefully observe students' performance during lessons. She/he will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end. This instrument will include indicators or items. This will be applied individually in each session, during all the process of the act stage.

Field Dairy and notes

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen. The objective of this instrument is to gather qualitative information.

To get this information, a sheet of paper will be given to each student to write some answers according to the basic questions that they will be asked.

Post-test

It will be the same pre-test that will be applied before starting with the treatment. The purpose of this instrument is to measure how the participants will developed their listening skill. This post-test will compare the advance since the beginning of the research until the end of the session of the action stage.

Portfolio

It will help to keep organized the activities that they are going to develop during the action stage.

6.4. PROCEDURES

The action research work process will include the following stages.

6.4.1. Investigate

The researcher is going to apply a pre-test using a video, which will include some activities. The first video that will be used is “Do you have a pet?” and the activity will consist in that the students have to listen to the video and do the following activities:

First activity will be listening and watch a part of the video and fill in the blanks on the sheets of paper.

Second activity is complete the spaces with a correct word after listen and watch the video.

Third activity will be applied are skimming and scanning in order to understand main ideas and details.

Fourth activity are answer questions, make summary, check new vocabulary learned, check pronunciation and make discussion using all vocabulary learned.

The participants have to listen to and watch video only three times and they have to complete it. The objective of this is to know students’ listening level and their abilities in the listening skill before start with the treatments.

6.4.2. Plan

This actions research will be done in twelve sessions, each session will be of sixty minutes, two sessions per week during two months. The researcher is going to apply one video per section and the video will be applied into three parts, before, while

and after listening. Finally the researcher will use the last ten minutes of each session in order to discuss with students about the video.

6.4.3. Act

This action research will be done in twelve sessions; each session will be of sixty minutes, two sessions per week during two months. This action will be divided into three steps; pre-listening, while listening and post-listening.

Pre-listening activity

- The researcher is going to write the title of video on the board and students will predict about it.
- Next the researcher shows the video to students and participants start watching video and familiarize with new vocabulary. Then they practice pronunciation with each other.
- Also researcher applies skimming in order to students learn to recognize the main ideas and details about the video.

While-listening activity.

- The participants will listen to the video once or the time that are necessary in order to understand the video. Researcher gives students some work sheets about the video and student have to fill in the blanks.
- After listening students start fill in the blanks the missing words and researcher will ask students to tell what was the general idea or details about the video.
- Finally in this step the researcher will start a discussion in order to reinforce student's listening skill.

Post-listening activity

- In order to check the student's comprehension level of the video, the researcher is going to ask students to summarize using the main ideas, details about the video.
- Finally the researcher will ask students for new vocabulary learned in an oral way and determine the student understands.

6.4.4. Observe

In this stage, the researcher using the different instrument is going to observe the activities that the participants are going to do in each section. The researcher are going to use especially a field diary where going to take notes about all the process that the participants will do in each step and also how students react or reflect about the video that will be given.

6.4.5. Reflect

At this stage the researcher will apply a post-test like the one that was applied at the beginning of the project. The purpose of the test is to evaluate and show the students' progress in listening skill; also that test will help to the researcher analyze, interpret and report the new finding and some student's weaknesses.

6.4.6. Demonstration

Finally, at the end of this period of intervention, the researcher is going to demonstrate the result, and the class will be applied in front of teachers and parents that are in order to socialize learners' improvement and report new findings and give them some recommendation and conclusions.

6.5 POPULATION

The students and the researcher will be the participants of the project.

GROUP OF TENTH YEAR OF BASIC EDUCATION	MEN	WOMEN	Nº POPULATION
14	4	6	10
15	3	1	4
16	2	0	2
13	2	0	2
Total	11	7	18

g. TIMELINE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation																	
	Correction																	
	Project approval																	
	Thesis Advisor																	
Intervention/	Revision of the instruments																	
	Plan the lessons																	
	Act observe																	
Thesis process	Data organization and tabulation																	
	Interpreting and Reflecting																	
	Writing up and reporting																	
	Presenting the thesis report																	
	Correction																	
	Private review																	
	Correction																	
	Copying and Filling																	
	Legal procedures																	
	Public presentation																	

h. BUDGET AND FINANCING

7.1. RESOURCES

7.1.1. Human

- Researcher.
- Project Coordinator.
- Thesis Coordinator.
- Teachers of “Mushuk Rimak Educative Unit”.
- Students of 10th Year of Basic Education at “Mushuk Rimak Educative Unit”.

7.1.2. Material

The materials used throughout this project are:

7.1.2.1. Technological material

Internet

Computer

Printer

Flash memories

Television

DVD.

7.1.2.2. Office material

Paper

Dictionary

Book

Copies

Markers

7.2. BUDGET AND FINANCING

Elaboration of the project	\$270.00
Copies and creation of the project	\$120.00
Elaboration of the thesis	\$300.00
Copies and creation of the thesis	\$250.00
Unforeseen	\$150.00
TOTAL	\$1090.00

7.3. FINANCING

The expenditures resultant from the development of this research work will be covered by the researcher.

i. BIBLIOGRAPHY

BOOKS

Anderson, Ann, Lynch.(1991) Listening. Oxford: Oxford University Press.

Anderson, Ann, Lynch. Listening. Oxford: Oxford University Press, 1991.

Aima. (2012) the listening process

A Study of English Listening Strategies Applied by Technological University

Students (Yi-JiunJou)

Chu, K. S. (s.f). *teaching kistening with video.*

Beare, K. (2008). Choosing props for the ESL/EFL classroom, props in class. Retrieved May 5, 2008

Bayanjargalp.(2011) How to improve listening skill

Bulletin (1952) listening is one of the fundamental language skills.

Tomlinson (1984) definition of listening.

Barriers to Effective Listening. <http://www.skillsyouneed.com/ips/ineffective-listening.html>

Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language. Thomson learning, 2001.

Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language. Thomson learning, 2001.

Common Barriers to Listening: <http://www.skillsyouneed.com/ips/ineffective-listening.html>.

Kathleen S. Chu. Teaching Listening with video

difficulties and strategies listen ing in listening comprehension (trinh vinh hien 03av4)<http://ed.lhu.edu.vn/139/662/>

Dublin, Fradia & Olshtain, Elite. (1991). Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge University Press.

Eva. M. (2009) teaching listening. Masaryk University Brno.

Hedge, Tricia. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press, 2000.

González- Moncada, A. (2006). On materials use training in EFL teacher education: some reflections. Retrieved August 22, 2008, from

Hedge, Tricia. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press, 2000.

Harmer, J. (2001). Teaching with video. In A. Pearson Education Limited. Practice of English language teaching (pp. 282). England: Editorial logman.

Howatt and Dakin (1974), The Teaching of Listening.

Kathleen S. M. Chu Teaching Listening with video

The use of video in the foreign language classroom

por lucila mendoza reyes (lingüística aplicada)

Listening Skills for Various Purposes

“Teaching Listening”. The National Capital Language Resource Center. 2004.

17 November 2008. <<http://www.nclrc.org/essentials/listening/liindex.htm>>.

Harmer, Jeremy. The Practice of English Language Teaching. New ed. New York: Longman, 1991.

Esseberger, J. (2000). Notes on using video in the language classroom. Retrieved April 26, 2008.

González- Moncada, A. (2006). On materials use training in EFL teacher education: some reflections. Retrieved August 22, 2008, from

González- Moncada, A. (2006). On materials use training in EFL teacher education: some reflections. Retrieved August 22, 2008, from

Irshad A.(2013) Student at Anna university Types and barriers to listening

Irshad A.(2013) Student at Anna university

LADY ARTEAGA P, EDWIN GUARÍN L. ANA LÓPEZ G.

Thesis: USING VIDEO MATERIALS AS A TEACHING STRATEGY FOR LISTENING COMPREHENSION

Rixon, Shelagh.(1986) Developing Listening Skills.London: Macmillan.

Rixon, Shelagh. Developing Listening Skills.London: Macmillan, 1986.

Stempleski, S., & Arcario, P. (Eds.) (1992). Video in second language teaching: using selecting and producing video for the classroom. NY: TESOL, Inc.

Strategies for Developing Listening Skills

The Listening Process Tomalin, B. (1993). Teaching young children with video. In Stempleski, S. & Arcario, P. (Eds.).

Thomlison (1984). <http://www.tutorvista.com/english/define-listening-skills>

Tomlinson, P (1981) Understanding teaching: interactive educational psychology, Maidenhead: McGraw-Hill.

Ur, Penny. Teaching Listening Comprehension.Cambridge: Cambridge University Press, 1984.

Underwood,(1989). Teaching Listening. New York: Longman.

INTERNET RESOURCES

<http://www.anglicancommunion.org/listening/whatis.cfm#sthash.iFGcnGsl.dpuf>

<http://repositorio.utp.edu.co/dspace/bitstream/11059/1936/1/371333A786.pdf>

<<http://ifa.amu.edu.pl/fa/files/ifa/papers/pospiesz.htm>>.

http://esl.about.com/od/englishlistening/a/listen_tips.htm

http://relinguistica.azc.uam.mx/no002/articulos/Reling-02_UseOfVideo.pdf

<https://www.inkling.com/read/teaching-language-arts-dobler-1st/chapter-7/7-5-listening-skills-forhttp://www.slideshare.net/Bayanjargalp/how-to-improve-listening->
<http://skill#btnPrevioushttp://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening>

<http://www.nclrc.org/essentials/listening/stratlisten>

ANNEX 2

RESEARCH MATRIX

THEME: USING VIDEOS TO IMPROVE LISTENING SKILLS IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT THE “MUSHUK RIMAK” EDUCATIVE UNIT. ACADEMIC PERIOD 2013-2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STAGES	TECHNIQUES AND INSTRUMENTS
GENERAL How to use videos to improve listening skill in the English language learning?	GENERAL Are videos useful to improve listening skill with students of 10 th year of Basic Education at Mushuk Rimak Educative Unit.	✓ LISTENING SKILL <ul style="list-style-type: none"> • Definition • Difficulties of listening skill • Barriers on listening skill. 	✓ Investigate Diagnostic the listening skill ✓ Plan Workshops ✓ Act/observe To use videos to improve listening skill ✓ Reflect Value videos in improving the listening skill	✓ Pre-test ✓ Lesson plan ✓ Observation guide ✓ field diary ✓ Post-test
ESPECIFIC ✓ What kind of theoretical references about listening are effective to improve the listening skill	ESPECIFIC To investigate the theoretical references about listening as strategy to improve the listening skill with students of 10 th year of basic education at the Mushuk Rimak educative unit. Academic	✓ VIDEOS <ul style="list-style-type: none"> • Definition • Importance • Process of 	✓ Plan ✓ Workshop ✓ Act Videos to improve listening ✓ Observe ✓ Reflect	

<p>with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013- 2014.</p> <p>✓ Which are the negative issues that limit the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013- 2014.</p> <p>✓ Which videos are useful to enrich the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013- 2014.</p>	<p>period 2013-2014.</p> <p>✓ To diagnose the negative issues that limits the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.</p> <p>✓ To select the appropriate videos to improve the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.</p> <p>✓ To apply the most effective videos as a part of the classroom activities in order to solve limitations in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014.</p>	<p>listening</p> <ul style="list-style-type: none"> • Benefits of using videos in the classroom • Videos to improve listening skill • How to teach applying videos to improve listening skill(workshops) • Assessment of the videos on listening skill 	<p>Value videos in teaching listening</p>	
---	---	---	--	--

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> ✓ How do videos as part of the classroom activities improve the limitation in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013- 2014.
 ✓ How effective was the application of videos in the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013- 2014. | <ul style="list-style-type: none"> ✓ To reflect about the effectiveness that the videos had on the listening skill with students of 10th year of basic education at the Mushuk Rimak educative unit. Academic period 2013-2014. | | |
|---|---|--|--|

RESEARCHER FIELD DIARY

Date:		Time:	
Objective :			
Content:			
Activity:			
Aspects to be observed	76%-100%	50% -75%	Less than 50%
Were students involved in the listening activity			
Was the listening activity appropriate for the class?			
Did students understand and follow the strategy being applied?			
Were the objectives of the listening activities accomplished?			
Were conditions favorable to the application of listening strategy?			
Comments			

In a great deal 76-100%

In a moderate degree 50-75 %

Not at all 50 %

ENGLISH LANGUAGE POST TEST

Name:.....

Date:

Teacher:

1. Watch and check the correct answer. The video is about.

- a. It is about a pet
- b. It is about a person's origin
- c. It is about food
- d. It is about culture

2. Where does this conversation probably take place?

- a. At a house
- b. At a school
- c. At an office
- d. At a store

3. Write T (true) or F (false).

- a. ----- The woman is from England
- b. ----- The woman likes football
- c. ----- The woman is having a bad time.
- d. ----- The woman likes food
- e. ----- The woman said that people are very kind.

4. Who says what?. Mark in the correct box.

	woman	man
a. Is the food too spicy for you?		
b. wao, I love spicy food. I eat spicy food every day		
c. How much longer will you stay here?		
d. I will stay two more days		
e. well, then you will go home		

5. Watch the video and circle the correct answer.

The woman works for.....

- a. a big company
- b. a small company
- c. a local company

Where does the man work.

- a. He works at home
- b. He works at bank
- c. He works at park

Choose the word and complete the sentence.

The man is the bank_____

- a._____ owner
- b._____ teller
- c._____ secretary

Check T (true) or F (false) according the video.

- a. the woman likes Manchester United football team. T_____
F_____
- b. Manchester city T_____
F_____

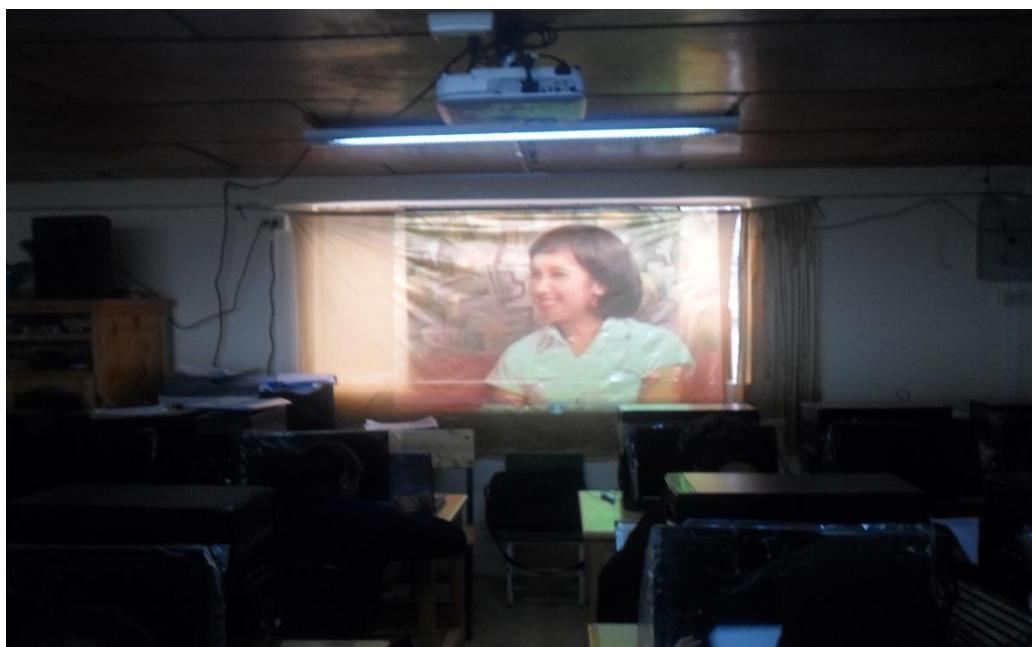
c. Mancherter united T_____
F_____

d. Mancherter T_____
F_____

ANNEX 3



Students with the researcher inside the classroom



Students watching a video inside the English lab



Students working in the English lab



Students doing an assignment after watching the video



Students completing worksheets in group

INDEX

COVER PAGE	i
CERTIFICATION.....	ii
AUTORÍA	iii
CARTA DE AUTORIZACIÓN.....	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS SCHEME	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
How to improve listening skill	22
Negative issues that limit the development of listening skill.....	23
Videos to improve listening skill	32
Definition	32
Advantages of using videos in the classroom	35
Using videos in the classroom.....	38

Purposes of listening video	39
Videos to teach listening skill in the english language.....	43
e. MATERIALS AND METHODS.....	51
f. RESULTS.....	56
g. DISCUSSION.....	71
h. CONCLUSIONS.....	74
i. RECOMMENDATIONS	75
j. BIBLIOGRAPHY.....	76
k. ANNEXES	79
a. THEME	80
b. PROBLEM	81
BACKGROUND	81
CURRENT SITUATION OF THE RESEARCH PROJECT.....	82
RESEARCH PROBLEM.....	83
DELIMITATION OF THE RESEARCH	84
TEMPORAL	84
SPATIAL	84
OBSERVATION UNITS	84
SUB PROBLEMS.....	84
c. JUSTIFICATION.....	86
d. OBJECTIVES	88

GENERAL	88
SPECIFICS	88
e. THEORETICAL FRAMEWORK.....	90
LISTENING SKILL	90
DEFINITION.....	90
PROCESS OF LISTENING.....	92
LISTENING SKILL DEVELOPMENT	94
HOW TO IMPROVE LISTENING SKILL	96
NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING SKILL.	
.....	97
Mentally Arguing with the Speaker.....	97
Desire to Talk.....	98
Lack of Interest.....	98
DIFFICULTIES IN LISTENING SKILL.....	99
Problems caused by pronunciation	100
Problems caused by the lack of control of a speaker's speech speed	101
Problems caused by the inability to get things repeated	102
Problems caused by the listeners' limited word stock	102
Problems caused by the failure to concentrate	102
Problems caused by the students' learning habits	103
DEFICIENCIES	103

Common Barriers to Listening.....	103
VIDEOS TO IMPROVE LISTENING SKILL	105
DEFINITION.....	105
IMPORTANCE OF VIDEO	106
ADVANTAGES OF USING VIDEOS IN THE CLASSROOM	108
USING VIDEOS IN THE CLASSROOM.....	111
Purposes of listening video	112
VIDEOS TO TEACH LISTENING SKILL IN THE ENGLISH LANGUAGE.....	116
LEAD IN ACTIVITY:.....	125
DESING OF THE INVESTIGATION.....	128
f. METHODOLOGY.....	129
TECHNIQUES AND INSTRUMENTS	131
PROCEDURES.....	132
POPULATION	135
g. TIMELINE	136
h. BUDGET AND FINANCING	137
i. BIBLIOGRAPHY	139
INDEX	153