

**THE EFFECT OF USING VIDEO IN LISTENING COMPREHENSION IN ELEVENTH
GRADE STUDENTS OF THE HIGH SCHOOL INSTITUTE TÉCNICO SUPERIOR
INDUSTRIAL MUNICIPAL.**

Juan Carlos Guevara Unigarro

Yhon Freddy Cuarán Cuarán

Submitted to the School of Human Sciences

Fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistic and Languages Department

English & French Program

University of Nariño

2018

**THE EFFECT OF USING VIDEO IN LISTENING COMPREHENSION IN ELEVENTH
GRADE STUDENTS OF THE HIGH SCHOOL INSTITUTE TÉCNICO SUPERIOR
INDUSTRIAL MUNICIPAL.**

Juan Carlos Guevara Unigarro

Yhon Freddy Cuarán Cuarán

Advisor

PhD. Jesus Alirio Bastidas

Submitted to the School of Human Sciences

Fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistic and Languages Department

English & French Program

University of Nariño

2018

NOTA DE RESPONSABILIDAD

Las ideas y conclusiones aportadas en el siguiente trabajo son responsabilidad exclusiva del autor.

Artículo 1ro del Acuerdo No 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

Nota de Aceptación

Jurado

Jurado

Acknowledgements|

This thesis is whole-heartedly dedicated to those who support me keep struggling to get better future: Dedicated to the memory of my mother, my dear brother, my beloved daughter and wife, and all people that have helped and supported me, “Thank you very much!”

Juan Carlos Guevara Unigarro

Dedicated first to God for giving life, my dear parents, my brother and my grandmother for their unconditional support and love. Also to my girlfriend and her family for helping me unconditionally as my family here in Pasto. All of you “a thousand thanks, God bless you all”

Yhon Freddy Cuarán Cuarán

RESUMEN

Este Trabajo de investigación está relacionado y encaminado al estudio y el análisis de “Mejorar la habilidad de escucha mediante la aplicación de materiales audiovisuales” se analizará en profundidad todo el esquema de usos y posibilidades que ofrecen como recurso didáctico en la enseñanza de un idioma. Dentro de este tema más amplio, se hará un estudio más detallado del uso de estos medios, concentrando nuestra atención en el uso de material audiovisual. Todo ello se llevará a cabo dentro de la contextualización de nuestro sistema educativo actual, tomando como primer punto de referencia y como fundamentación teórica, los niveles de referencia del Marco Común de Referencia Europeo para las Lenguas Extranjeras, en el que se nos habla del papel de los profesores, los alumnos y los medios audiovisuales en el aprendizaje y la enseñanza del Inglés. En este trabajo de investigación se tendrá en cuenta siempre la relación existente entre el uso de materiales audiovisuales en la educación y el grado de consecución de las competencias comunicativas concretamente de la competencia auditiva.

Palabras clave: Habilidad de escucha, materiales audiovisuales, competencia comunicativa y enseñanza del inglés.

ABSTRACT

This research is related and aimed at the study and analysis of "Improving Listening Skills Through the application of audiovisual materials "the whole scheme of uses and possibilities as a teaching resource in teaching a language is analyzed in depth. Within this broader issue, a more detailed study one of the means will be concentrating our attention on the use of audiovisual material. All this will take place within the contextualization of our current educational system taking as a first point of reference and theoretical basis, the reference levels of the Common European Framework for Foreign Languages, in which it talks about the role of teachers, students and audiovisual media in learning and teaching English. In this research provided the relationship between the use of audiovisual materials in education and the degree to which communication skills, specifically hearing is taken into account.

Key words: Listening Skills, Audiovisual materials, communication skills and teaching English.

Table of Contents

1. Table of Contents	8
2. CHAPTER I: The research problem	9
Introduction	9
Problem description.....	9
Research question.....	11
Objectives of the study	11
General Objective	11
Specific objective	11
Justification	12
3. Chapter II: Review of the literature	12
Antecedents	12
Literature review	13
Listening Comprehension.....	13
Audio-visual aids.....	14
Video:	15
Using Videos as a Listening Strategy	17
Using Videos for motivation.....	17
Using Videos in listening Comprehension.....	18
4. Chapter III: Methodology	18
Setting.....	18
Research tools:	19
Data Collection.....	19
Research Procedure	20
Procedure to analyze quantitative data.....	21
Data Analysis	21
Findings:.....	22
Evaluation of listening competency tests between pre-test and post-test scores of students	22
Conclusion.....	24
Validation criteria.....	25
Ethical issues	25
5. References:.....	26
6. References from internet:.....	27

CHAPTER I: The research problem

Introduction

This paper is intended to examine the effect of the use of video as a strategy to increase listening comprehension in the classroom. In the development of this chapter the different causes and consequences related to the acquisition of listening skills in eleventh grade students of the High school Institute Técnico Superior Industrial Municipal (Pasto) will be evidenced. In the first instance, the data was collected through observations, interviews and comprehension tests applied to the students, after sessions in which videos were used as a teaching strategy in the classroom. This project is focused on analyzing the impact that videos have on the ability to listen as well as the importance of the use and application of innovative and efficient strategies in a foreign language teaching process. For the analysis of this study, aspects such as data comparison, triangulation accompanied by a categorization of the obtained data were taken into account.

Problem description

The problem specifically deals with the low students' performance in listening comprehension. According to Cross (1998) says that: "without listening skill, no communication can be achieved" as for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skills"

Foreign language learners suffer serious problems in English listening comprehension due to listening skill is not seem as an important part in learning process, academic institutions pay more attentions to English grammar, reading and vocabulary.

For that reason many courses do not considered listening and speaking skills as an important part in learning a second language; they develop their curricula or course books without taking into account the two skills mentioned before when they design the lessons. Most of teachers consider these skills are learnt previously or in another cases they consider these skills are developed in the learning process (Hamouda, 2013, p.114)

Persulesy (1988) also states that: “one of the reasons for the opinion that listening is a skill that tends to be neglected is the feeling among language teachers that this skill is automatically acquired by the learner as he learns to speak the language”(p.50).

As Osada (2004) says: “Listening has not drawn much attention both teachers and learners, they are generally less aware of its importance” (p.115).

As Doff (1998) says: “Speaking skills cannot be developed unless we develop listening skills. Accordingly, students must understand what is said to them to have a successful conversation. When one person speaks, the other responds through attending by means of the listening process(p.9).

As Nguyen (2015) states “every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he or she cannot understand what is said. It means speaking is closely related to listening”(p.9).

Also, Hamouda (2015) says that:

Many students are unable to comprehend natural spoken English delivered at normal speed because they do not understand the spoken content of the lessons. Frequently such students lose all confidence as foreign language practitioners. Consequently, they have difficulty in concentration and maintaining attention for a long time. (p.115).

Technology has played an increasingly important role in the methods of instruction. One technology is video which offers instructors a wide variety of resource material to be employed in EFL classrooms to improve students' listening comprehension. This can greatly facilitate comprehension of pronunciation (Woottipong, 2013, p.201).

Keihaniyan (2013) states that:

The employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. As a result, the use of video material is widely employed as an instrument to practice listening skills in English language learning(p.201-202).

Research question

- What is the effect of the use of video on increasing listening skills in eleventh grade students of the High school Instituto Técnico Superior Industrial Municipal?

Objectives of the study

General Objective

- To identify the effect of using video on listening comprehension in eleventh grade students of the High school Instituto Técnico Superior Industrial Municipal.

Specific objective

- To diagnose the initial level in listening skills that the students of this institution have.

- To measure the effect on the listening ability after the video application in eleventh grade students of the High school Instituto Técnico Superior Industrial Municipal.

Justification

This proposal may be useful for teachers to use video in the classroom as a strategy to increasing listening comprehension ability in students. Moreover, this research may benefit students at any level, because they can have more opportunities to practice the target language and have a better understanding of the subject. Furthermore, it is possible to add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that students can observe in a video clip; provide an important visual stimulus for language production and practice. Finally, socially listening, students' social skills may increase, because they can study at a friendlier environment in which they can practice with their peers and have a better sense of working with others.

Chapter II: Review of the literature

In this chapter, reference is made to research related to this study, which will help to corroborate the theoretical framework.

Antecedents

This research project has selected some studies that can provide theoretical and experienced support for its realization. Tomalin (1995) expresses that “through video, the teacher will bring the outside world into the classroom, and thus, video can be a powerful stimulus to communication in class” (p.3).

Therefore, Obando (1996) also states that:

Video introduce the culture of the target language into the classroom and it is a powerful motivation, since students try to find in the video, an attractive way of learning something either in class or out of it; consequently, it makes learning a new language look amusing and motivating (p. 3-4).

Similarly Osejo (2009), refers to some technological learning strategies to improve listening skills “Given the importance of the New Technologies (ICTs) in English Language Teaching as a foreign language, its objective was to implement a pedagogical proposal based on the use of closed caption in order to improve the student’s listening skills”(p.11).

The study found that the percentage of students exposed to classes taught with the help of videos presented better results in their ability to listen comprehensively compared to students who received their classes in a traditional way.

Guzman (2010) examines the different factors immersed within the problematic educational system of "El Salvador “and focus on the lack of appropriate teaching to develop the listening skill. This study highlights the importance of the implementation of different academic tools such as video as a facilitator in the process of acquisition of a new perception; new strategies, techniques and materials for overcoming their learning obstacles, especially in relation to the improvement of listening comprehension ability.

Literature review

Listening Comprehension

For Vandergrift (2015) Listening comprehension is an active process of interpretation, where listeners have to discriminate sounds, identify vocabulary, grammatical structures and recognize accents, within a preset context.

second language (L2) listening comprehension is a mental process difficult to explain or describe, where top down, listening context and bottom up processes interact with each other, according to the purpose of listening, receiving what the speaker actually says.

Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know (p.7).

Gebhardt, (2004), focused on using movie trailers and previews in class. He studied first year university students, and let the learners watch and listen to trailers, do exercises to find out word meaning and use critical thinking. The results provided the students with current, meaningful and relevant content, and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction. Currently, audiovisual materials (interactive videodisc, CD-ROM, CD-I, etc.) as Meskill (1986) states that this kind of materials:

Become more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Audiovisual materials allow integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats (p.179).

Audio-visual aids

According to Rautrao (2012) audio-visual aids are instructional materials and devices for an effective teaching and learning. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced like: wall-charts illustrated pictures, pictorial materials and other two

dimensional objects. There are also audio-visual aids; these are teaching devices such as: radio, television, mobile phones. Also Rautrao (2012) states that

The teacher-learning situation can be changed if there were many types of audio-visual aids used in teaching English. Using audio-visual aids is an important factor to facilitate the comprehension of both written and spoken words in the teaching-learning situation. Also, by using the audio-visual aids, the teaching process, especially that of languages and for the English case can be upgraded and students would gain practical learning experiences in all phases of learning activities.

Diverse kinds of audio-visual aids can be helpful in the learning process since they are stimulators, motivators, and points of focus in which the learner's attention is concentrated. It is noteworthy that most of the qualified teachers and the professional training courses are able to rely on some of those learning aids. They apply them because their use has proved efficiency on learning outcomes and it is practiced consciously as revealed through the teaching process (p.9).

When teaching a class some of the most common elements that we can find in a classroom are the teacher, the board and marker. But there are some more advanced materials that allow capturing the attention of students and practice more effectively; we refer to audiovisual materials such as videos, movies and documentaries among others.

Video:

The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

Smaldino (2005) “Defines it as electronic storage of moving images. He adds that any electronic media format that employs “motion pictures” to present a message can be referred to as video”. Similarly, Çakir (2006) says that

The use of videos in language teaching ensures authentic language input to learners.

Besides, learners can concentrate on the use of contextual language in the video with non-verbal linguistic features that help them to have better understanding of the use of the target language.

Taking into account the benefits of using video, it provides stimuli to learners, when students watch a video this allows them to understand better having a clear idea about the background of the subject. (Cunning, 2001, para. 9)

Koksal (2004) claim that “Videos allow the learner to see both rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered”.(p.63).

Suarez, M. &Pujolà, J. (2012) claim that:

The dynamic characteristic of presenting moving images helps learners to get engaged in what is happening in the video-recording and allows teachers to focus on the non-linguistic information provided by the images so as to develop learners’ viewing skills.

The video images clearly provide complementary information to the understanding of the spoken word. Although they are most of the time useful in the comprehension process, it is also true that the learner can be overloaded cognitively with too much information.

Consequently, the EFL teacher should devise tasks that minimize this cognitive overload and train learners to be aware of the information they receive through the auditory and visual input (p.95).

Using Videos as a Listening Strategy

Technology has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be implemented in EFL classrooms to develop students listening comprehension (Ogasawara, 1994).

Miriam (2002) focused on using video with adults learning English as a second language (ESL). She claims that teacher must engage student with the activity to do through videos, this will allow them understand successfully (para. 2).

Rammal (2006) states that “using video material in a non-English Language Teaching (ELT) environment can motivate students. They will undergo a special experience of real feelings of accomplishment when they understand what is going on in a situation where native speakers use English” (p.6).

Using Videos for motivation

Bravo, García, Simo, Enache & Fernández.(2011). States that:

“It is widely accepted that student motivation is a key element within the learning process. The extant educational literature has proven the positive effect of using new technologies as a support tool for enhancing learning efficacy. These technologies capture students’ attention as students are familiarized with them and they can easily use these tools (para. 2).

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 (p.3).

As students learn the language using it in a natural contexts; they can make connections between words and images, it allows them to analyze the use of the language or even to learn new language by their own way.

Using Videos in listening Comprehension

Employing a variety of audiovisual resources (media) as teaching aids for developing listening comprehension is more interesting than many traditional educational materials, such as texts, books and boards. There are several studies that used this media for teaching listening comprehension and testing its effectiveness.

Chapter III: Methodology

The design of this research is framed in the quantitative paradigm. The method and design is quasi experimental in nature. The reason why this work uses these characteristics is due to the need to test a case experimentally.

Setting

The research was carried out in Pasto, Nariño, Colombia with a group of eight students from eleventh grade (11-2) belonging to the morning journey. These students age range between fourteen to sixteen years old. There are five girls and three boys of a socioeconomical status of one and two at Institute Técnico Superior Industrial Municipal de Pasto, located in Carrera 27No. 4-35, la Aurora in San Juan de Pasto, Nariño, during 2018. The principal characteristic of this institution is that it is an institution of technical and industrial character. Regarding the Proyecto Educativo Institucional (PEI). The school's mission is to create educational environments strengthened in the practice of moral principles, human values and respect for the difference, taking into account their socio-cultural environment. This institution guides the knowledge in an appropriate and relevant way, and strengthens the skills and abilities concerning technical

industrial training in the modalities of: Technical Drawing, Electricity, Wood Industry, Industrial Mechanics, Automotive Mechanics and Informatics. It seeks the integral formation of students through the development of skills and abilities that allow them to use good technologies, contributing to the development of their community, offering service and research with critical and reflective thinking.

Research tools:

a. 16 short English language documentaries about culture, environment and adventure activities. Each video will be 3-5 minutes in length.

b. Two tests based on the Oxford Online Placement (OPT), which was used as a pre-test and post-test to study the effect in students before and after they studied listening with videos.

The execution of the English classes using the video as a learning strategy is carried out during the second semester of 2018, with an intensity of three hours per week.

Data Collection

The data were collected from the students' scores of the pre-test and post-test of listening comprehension. The procedure followed in the teaching plan used in the study encompassed the following three stages: Pre-listening At the beginning of the class, the researcher outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related vocabulary. A series of leading questions was put to the students to help them before studying with the material. While-listening First, the students were presented with the entire learning material and instructed to take notes or write down key words. Second, the material was presented again accompanied by an exercise to be completed by the students. About the post-listening test, the students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their partners in order to check if the

answers are correct, then handed in the exercise to the researcher. Then, it will be given the opportunity to discuss the material presented and to express their ideas or opinions about it. At the end of the experiment, their listening ability will be measured by the post test, which is the same pre-test, again.

Research Procedure

In order to carry out this study, a letter was sent to the institution to ask for permission to develop this project. Once obtained the permission, the research can take place in the target classroom. Students are informed about the project. Then, two pre-tests based on the Oxford Online Placement Test OPT will be applied in order to measure listening comprehension levels. The tests will be the same for all testing; pre-test and post-test. The test consisted of 20 OPT part items. From elsewhere, the videos will be selected by students from a list provided by the researcher according to specific topics that would be stated in the course syllabus. Thus, the criteria for choosing the videos will be to cover some topics and vocabulary about technology and natural disasters, which will included in the course contents. Next, the first video activity will be introduced as an alternative to teaching listening ability. Also, student's attitude observation will be used throughout the entire project to check the process before, during and after the application of video as a strategy to corroborate the data collection. Finally, two post-tests will be given to the students to check if the students improved or not their listening comprehension skill. Their level will be checked by measure of the OPT test. After all, a thank you letter is sent to the principal, the students, the teachers and all the people who helped to develop this project, and a report of the findings is exposed to students and teachers in order to make them know whether the study worked and video can be used in the future as a feasible

technique to increase listening comprehension ability and to encourage motivation in the classroom.

Procedure to analyze quantitative data.

In many research papers, it is important to analyze the information which corresponds to quantitative variables, from the tabulation and the representation of the data through graphics. In addition to this, it is necessary to analyze the data by means of mathematical calculations that summarize the behavior of the characteristics of the object of study. Therefore the set of data obtained, either of a sample or a population, tend to gather around a central value. In this way, it is possible to obtain a typical value or representative of the whole data set, which is called “measure of central tendency” (Walpole, Myers & Myers, 2012). In addition, we will present the results in some tables and figures.

Teaching English skills is one of the most difficult tasks for any teacher because there are no rules as in grammar teaching. At this point, many teachers try to find out ways to help their students succeed in listening skills. Hence, the paper explored to what effects students present through English videos lessons. A total of eight students will be tested in their listening abilities through pretests and posttests.

Data Analysis

The data obtained from the questionnaires was processed through descriptive statistic. The data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test and the post. The data obtained was calculated for the arithmetic means (\bar{X}). The value of mean scores for listening comprehension competency was interpreted according to the following statistical formula:

$$\text{Media } (\bar{X}) = \frac{\bar{X} = X_1 + X_2 + \dots + X_n}{N}$$

Findings:

Evaluation of listening competency tests between pre-test and post-test scores of students

Table 1 and 2 below showed the hypothetical results based on studies carried out at the technological university of Pereira of English listening pre-test and post-test scores of students. The average mean scores of the pre-test and the post-test are 3.1 and 3.9 respectively.

Table 1

<i>PRE-TEST</i>			
Test type	ListeningComprehension Activity 1	ListeningComprehension Activity 2	MEAN \bar{X}_1
Student 1	3.5	3.8	3.6
Student2	2.9	2.6	2.7
Student3	2.3	2.5	2.4
Student4	3.1	3.2	3.1
Student5	3.4	3.5	3.4
Student6	2.8	2.9	2.8
Student7	3.2	3.5	3.3

Student8	3.3	3.7	3.5
TOTAL MEAN \bar{X}_1			3.1

Nota. Fuente: Universidad tecnológica de Pereira: “Using video materials as a teaching strategy for listening comprehension”.

Therefore, it can be concluded that the learning achievement of students’ post-test is higher than the pre-test, with a difference between the final results of 0.8.

Table 2

POST-TEST

Test type	ListningComprehensionActivity 1	ListeningComprehensionActivity 2	MEAN \bar{X}_2
Student 1	4.1	3.8	3.9
Student2	3.5	3.6	3.5
Student3	3.3	3.5	3.4
Student4	3.8	4.2	4.0
Student5	4.4	4.5	4.4
Student6	3.8	3.9	3.8
Student7	4.2	4.4	4.3
Student8	4.1	4.2	4.1
TOTAL MEAN \bar{X}_2			3.9

Nota. Fuente: Universidad tecnológica de Pereira: “Using video materials as a teaching strategy for listening comprehension”.

The students’ English listening comprehension ability increased significantly after learning with the videos. The result of this study is shown in Table 3. In the table below, it can be seen that there was a significant increased in the mean of the post- test: 3.9 in relation the mean of the pre-test: 3.1. The difference is approximately, 0.8.

Tabla 3

A COMPARISON OF SCORES GAINED FROM THE PRE-TEST AND POST TEST

TYPE OF TEST	N° STUDENTS	MEAN \bar{X}_2
PRE-TEST	8	3.1
POST-TEST	8	3.9
	DIFFERENCE	0.8

Nota. Fuente: Universidad tecnológica de Pereira: “Using video materials as a teaching strategy for listening comprehension”.

Conclusion

It can be deduced statistically, that the efficiency of the video at the moment of adequately understanding certain context, has a positive effect, since it allows the student to perceive and internalize language features that go beyond the linguistic, facilitating in many occasions, abstracting in a more precise way what is being talked about. As Tindall-Ford (1997) “The previous researches show that the use of both the audio + video presentation mode can increase

the student's cognitive ability and reduce the limitations of the student's learning memory relative to only one mode of presentation"(p.57).

Validation criteria

Ethical issues

To avoid damaging the prestige and good name of the school the respective permissions will be requested from the principal and a treatment will be requested by parents of the students selected for this investigation.

The present research would not cause any damage to the students, because it consists in observation of some classes. Students' names will not be used to protect their integrity. Students will not be forced to participate in the research. It will be voluntary.

A copy of the research results will be handed out to the administrators of the School as well as to the teachers and students who participated and collaborated with the development of the project. In addition, an oral report of the results will be carried out for a better understanding and in order to receive opinions and feedback by the people involved in the project.

At the end of the work developed in the Institution, a thank you letter will be sent to the students, teachers and administrators for their collaboration during the process.

References:

- Cross, D. (1998). *Teach English*. Oxford, England: Oxford University Press.
- Doff, A. (1998). *Teach English: A training Course for Teacher*. Cambridge, England: Cambridge University Press.
- Harmer, J. (2001). Teaching with video. In A. Pearson Education Limited. *Practice of English language teaching* (pp. 282). England: Editorial logman.
- Keihaniyan, M. (2013). *Multimedia and listening skills*. *International Journal of advanced Research*, 1(9), 608-617.
- Keihaniyan, M. (2013). Multimedia and listening skills. *International Journal of Advanced Research*, 1(9), 608-617.
- Obando, H. (1996). *The use of video in the EFL Classroom*. Universidad de Nariño. Pasto, Colombia.
- Osejo, S. (2009). *Implementación del closed caption y/o subtítulos para desarrollar la habilidad* (Tesis de pregrado,). Pontificia Universidad Javeriana. Bogotá, Colombia.
- Persulesy, G.H. (1988). *Listening improvements Exercises for Students of English*. Jakarta, Indonesia.
- Tindall-Ford, S. (1997). *When two sensory modes are better than one*. *Journal of Experimental Psychology*, 3(4), 257-287.
- Tomalin, B. (1995). *Video in action: Recipes for using video in language teaching*. Prentice Hall.
- Walpole, R, Myers, R & Myers, S. (2012). *Probability & Statistics for Engineers & Scientists*. 9th edition. University of Texas at San Antonio.

References from internet:

- Arteaga, L., Guarín, E. & López, A. (n.d). Using video materials as a teaching strategy for listening comprehension. Fulfillment of the Requirements of the Degree of B.A. in Teaching English language. Universidad tecnologica de Pereira. Pereira. Retrieved from <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/1936/371333A786.pdf>
- Bravo, E., García, B., Simo, P., Enache, M. & Fernandez, V. (2011). Video as a new teaching tool to increase student motivation. 2011 IEEE Global Engineering Education Conference, EDUCON 2011. Retrieve from <https://upcommons.upc.edu/bitstream/handle/2117/12717/bravo-amante.pdf?sequence=1>
- Çakir, I. (2006). The Use of Video as an Audio – Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology*, 5(4). Retrieved from <http://files.eric.ed.gov/fulltext/ED501362.pdf>
- Cunning, C. (2001). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, VI (11). Retrieved from <http://iteslj.org/Articles/Canning-Video.html>
- Gebhardt, J. (2004). Using Movie Trailers in an ESL CALL Class, *The Internet TESL Journal*, X(10). Retrieved from <http://iteslj.org/Techniques/Gebhardt-MovieTrailers.html>
- Guzman, R. (2010). Effects on teaching listening skills through videos to advanced students from foreign language department at the University of el Salvador. Retrieved from <http://ri.ues.edu.sv/3070/1/Effects%20teaching%20%20Listening%20Skills%20T.pdf>
- Hamouda, A. (2013) An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic*

- Research in Progressive Education and Development*, 2(2). Retrieved from <http://www.hrmars.com/admin/pics/1882.pdf>
- Instituto técnico superior industrial municipal de pasto. (2011). Proyecto Educativo Institucional. (Educational institutional Project). Retrieved from <http://tecnicointustrialpasto.edu.co/index.php/institucion/nuestra-institucion/pei>
- Koksal, D. (2004). To kill the blackboard? Technology in language teaching and learning. *The Turkish Online Journal of Educational Technology*, 3(3), 62-72. Retrieved from <http://www.tojet.net/articles/v3i3/339.pdf>
- Meskill, C. (1986). Listening Skills Development through Multimedia. *Jl. Of educational Miltmedia and Hymerpedia*. 5(2). Albany, New York. Retrieved from <https://dcmp.org/learn/static-assets/nadh166.pdf>
- Miriam, B. (2002). Using video with adult English language learners. Center for adult English language acquisition. Retrieved from http://www.cal.org/caela/esl_resources/digests/video.html
- Nguyen, H. (2015). Factors affecting students' speaking performance at le thanh hien high school. *Asian Journal of Educational Research*, 3(2). Retrieve from <http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf>
- Ogasawara, S. (1994). Effectiveness of Using English Captioned Videos on Listening comprehension proficiency. 35(1), p.103-114. Retrieved from <http://hdl.handle.net/10069/15344>

- Osada, N.(2004) listening comprehension research: *A Brief Review of the past thirty years*. Vol.3 Pp.53-66. Retrieved from <https://pdfs.semanticscholar.org/6d58/c7a45da8c9e74cf4f0dfa0ea928b1a6923a1.pdf>
- Rammal, S. (2006). Using video in the EFL classroom. Ein' Shams University, Cairo, Egypt. Retrieved from https://www.academia.edu/16445198/Using_Video_in_the_EFL_Classroom
- Rautrao, S. (2012). Significance of audio-visual aids in teaching English. *Indian Streams Research Journal*, 2(9). Retrieve from <http://connection.ebscohost.com/c/articles/84605804/significance-audio-visual-aids-teaching-english>
- Smaldino, S. E, Russell, J. D, Heinich, R., & Molenda, M. (2002). *Instructional Technology and Media for Learning*, 8th Ed. Upper Saddle River, NJ: Pearson. Retrieved September from http://www.dem.fmed.uc.pt/Bibliografia/Livros_Educacao_Medica/Livro19.pdf
- Suarez, M. & Pujolà, J.(2012). From listening to audiovisual comprehension. *Basic Issues in EFL Teaching and Learning*. Retrieved from https://www.academia.edu/1894926/From_listening_to_audiovisual_comprehension?auto=download
- Vandergrift, L. (2015). *Listening: theory and practice in modern foreign language competence*. Centre for languages linguistics and area studies. Retrieved from:<https://www.llas.ac.uk/resources/gpg/67>
- Woottipong, K. (2013). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics*. 6(4). Muang Distric, Thailand.

Retrieved from

http://www.macrothink.org/journal/index.php/ijl/article/viewFile/5870/pdf_125