USING VIDEO MATERIALS TO HELP EFL LEARNERS FACILITATE THEIR LISTENING COMPREHENSION SKILL

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ADVANCE EDUCATION SYSTEM

MA IN LEARNING AND TEACHING PROCESSES IN SECOND LANGUAGES (ML2)

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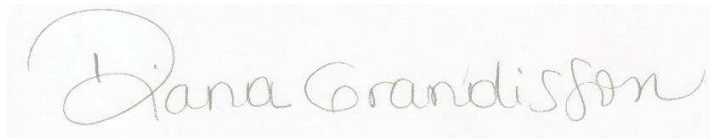

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AFFIDAVIT

Abril, 2020

Diana Milena Grandisson Sanguino

I hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana).

DIANA MILENA GRANDISSON SANGUINO

To the almighty God, Creator of heaven and earth.

Diana Milena Grandisson Sanguino

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ABSTRACT

This case study explores the impact that the use of video materials may have in facilitating L2 listening comprehension in a group of ELF learners. The study was conducted with thirty – three students from a public school in Medellín, Colombia. Participants were asked to take part in different listening tasks with audio and video materials which presented pre, while and post listening activities. The implementation of this research project was carried out during a 5 – week period. The researcher used an initial questionnaire, students' comments and a focus group to register opinions, perceptions and impressions observed during the process. The findings led to conclude that video materials facilitate students' listening comprehension due to the visual information they offer over audio materials. The results also evidenced that the use of video materials can benefit other aspects of the language learning process related to motivation and cultural awareness. In addition, the application of pre, while and post listening stages during the listening tasks help make the work with video materials more effective.

Keywords: Listening comprehension, pre, while and post listening stages and video materials.

CHAPTER 1

INTRODUCTION

Recent advances in information and communication technologies (ICT) have produced a significant impact on every area of society, especially in education, where digital tools have become essential factors in optimizing teaching and learning processes (Raja & Nagasubramani, 2018; Hernández, 2017). In connection with this, Borysiuk (2013) asserts that "the use of technology in education increases the cognitive activity of students through a variety of video and audio information" (p. 110). This means that the combination of images and audio may be an appealing way to present teaching contents, thus helping students improve their learning processes. Based on this advantage that ICT provide to education, Ratheeswari (2018) states that "ICT are obviously an important focus for future education, and it needs to be effectively integrated into formal teaching and learning" (p. 45). Therefore, the inclusion of ICT in education is seen as promising in engaging students in activities that will eventually result in effective learning.

The influence of ICT has also permeated all language education contexts, especially Teaching English as a Foreign Language (TEFL), where the use of technology has had a positive impact on the acquisition of English. In regards to this, Çakici (2016) claims that "the availability of large body of authentic materials such as images, animation, audio, and video clips facilitates presenting and practicing language" (p. 75). In other words, these kinds of

digital materials, apart from being enjoyable for students, aim to develop their four linguistic skills namely: reading, writing, listening, and speaking. For instance, Drigas and Charami (2014) believe that, for example, digital stories, mp3 recordings or podcasts enhance listening comprehension, Skype helps practicing speaking, and e-books contribute to students' improving their reading and online writing abilities. Thus, these authors also posit that teachers resort to the use of ICT-based tools as a way to enliven their classes by motivating students to learn in rather novel ways.

Along with the use of ICT tools in TEFL, focus on listening comprehension is also becoming relevant in this field (Burns & Siegel, 2018). Listening is considered one of the most important skills because it provides sufficient comprehensible input for learners to acquire the target language. For this reason, it is convenient to find innovative ways to facilitate the development of listening skills in Second language learners. Indeed, the use of ICT in TELF has allowed easy access to a great number of appealing multimodal resources, aimed at boosting learners' linguistic skills, especially listening, as they provide students with enjoyable alternatives to lessen their difficulties in understanding the foreign language. According to Kiliçkaya (2018), some of the most useful digital tools to develop L2 listening comprehension include online and electronic dictionaries, audio recording platforms, text-to-speech technology, and video materials.

Online and electronic dictionaries allow students to listen and then imitate word pronunciation, including accompanying sentences given in context, as examples. This helps students discriminate sounds and identify linguistic units in oral texts. Likewise, audio recording platforms are digital tools where students can record their voice and leave messages for their teacher and classmates. This links listening and speaking meaningfully. On the one

hand, it encourages students to pronounce words correctly, in order to be understood. On the other hand, it permits students to focus their attention on what others are saying. Text-to-speech technology allows learners to convert written texts into digital audio texts, while being assisted by a computerized voice. Finally, by using video materials students can practice listening comprehension while experiencing how the target language is used in real contexts, for real communication purposes.

Kiliçkaya (2018) further claims that digital resources, such as video materials, are especially helpful as the information they provide is presented in both aural and visual channels. Therefore, it can be said that video materials are useful in facilitating L2 listening comprehension, because they display information through different semiotic modes or ways to display it such as images, gestures, sounds, music, speech, writing, movement, etc., that enables students to better understand the context in which a message is given. Video materials are instrumental providing students with authentic linguistic input for them to deal with the target language at varying speeds and accents, and within natural contexts. Consequently, the combination of different semiotic modes in video materials makes listening practice a more interesting and engaging experience. In connection with this, it is useful to note that several research studies have shown that video materials are more enjoyable and less tiring and confusing for students than audio files (Winiharti & Herlina, 2017; Rahmatian, 2011; Bellamari, Sukirlan, & Supriyadi, 2014; and Hasan & Hoon, 2012a).

Based on recent research findings, the objective of this research project is to propose the use of video materials with a group of ninth-grade secondary EFL students, to determine the impact these digital tools may have on the improvement of their listening comprehension

skills. For this purpose, this research project is aimed to address the following research question:

How can the use of video materials help a group of ninth-grade EFL students develop listening comprehension skills?

In answering this question, the researcher will focus on the following objectives:

1.1   GENERAL OBJECTIVE

To determine the impact the use of video materials can have on facilitating L2 listening comprehension in a group of ninth-grade ELF learners.

1.2   SPECIFIC OBJECTIVES

- To implement listening comprehension tasks using video materials.
- To select different listening comprehension strategies to work with video materials.

CHAPTER 2

THEORETICAL FRAMEWORK

This section of the thesis report presents the main concepts and principles that underpin the development of this research project. The first part defines and conceptualizes listening comprehension, giving account of main processes and characteristics; the second part explains the use of video materials in the teaching of listening comprehension; and the third part talks about some major studies in the field of teaching listening comprehension with the aid of video materials.

2.1   LISTENING COMPREHENSION

Listening comprehension is a key skill in L2 (second language) acquisition because its practice benefits important aspects of the language, such as vocabulary and pronunciation. That helps learners understand the target language. Some experts in the TEFL (Teaching English as a Foreign Language) field consider that describing how listening works may be a complex task to do, because this linguistic skill depends on cognitive and sociolinguistic processes. This is the reason why the literature offers several definitions of listening comprehension, focused on either one of these two processes or both of them. According to Hamouda (2013), listening is "a complex mental process that involves perception, attention,

cognition, and memory" (p. 115). Following the same line, Masoumeh (2016) asserts that listening is a mental process that embraces auditory discrimination and memory. Hamouda (2013) and Masoumeh (2016) converge on the idea that listening is basically a cognitive process. However, there are authors that assert listening should not be considered as an isolated object of study as it involves other aspects of language. For instance, Pourhosein & Banou (2016a) define listening as a complex skill linked to processes such as linguistic, semantic, pragmatic, and sociolinguistic. This stance of listening takes into consideration the importance of the communicative and cultural context, thus creating a wider view on the study of this skill that goes beyond cognitive processes.

Other definitions consider listening as an active skill. According to this, Pourhosein & Reza (2011) assert that "Listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process" (p. 978). This means listening is not a passive process. On the contrary, the hearer needs to decode actively the literal and intended meaning of the message to understand properly what the speaker says. The hearer's analysis of paralinguistic elements such as gestures, movements, postures, intonation, speed, intensity, tone, etc., contributes to understand the speaker's intentions and discover the real meaning of the message given. This is the reason why the context and the active participation of the hearer play an important role in communication. As it can be seen, it is possible to describe listening from different perspectives. However, this project presents the following definition as the leading one because it encompasses all the elements and processes it requires.

According to Rost (2011), Listening is "the selective process of attending to, hearing, understanding and remembering aural symbols" (p. 3). He also considers that this process of understanding what the speaker says involves constructing, creating, and negotiating

meanings. In this sense, Rost (2011) affirms that listening is an internal cognitive process, which activates the listener's previous knowledge and modifies concepts in their mind. However, the listener must employ their social knowledge to comprehend the message given properly. This social knowledge involves understanding speaker intentions as well as speaker strategies for communicating, using contextual sources of information and social conventions for the target language in use. During a conversation, the listener needs to provide interactive implicit or explicit feedback to the speaker to confirm their comprehension about what the speaker is saying. Despite being a transient and invisible process, listening skill is not an isolated process. On the contrary, it embraces four types of processing: neurological, linguistic, semantic, and pragmatic, which work intertwined to achieve the objective of this skill.

Rost (2011) studies four perspectives from listening comprehension to give a heftier definition about it. These perspectives or orientations are the receptive, the collaborative, the constructive and the transformative. The receptive orientation involves receiving what the speaker says. It embraces functions such as decoding the speaker's message, receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker. The constructive orientation refers to construct and represent meaning. It focuses on analyzing the speaker's intentions. The collaborative orientation focus on meaning negotiation that involves information and values exchange with the speaker. The listener provides the speaker with feedback on what he understands. This feedback is transmitted by gestures, interjections or a complete response. The last orientation to explore is the transformative one which is about creating an empathic connection with the speaker aimed to establish a synchronic communication with him.

2.2   LISTENING COMPREHENSION PROCESSES

As previously said, it is important to say that listening is a complex cognitive-linguistic skill that embraces two processes known as Bottom-up and Top-down. Both of them work as an integrated whole to achieve the comprehension of the message given. According to Joaquin (2018) " Bottom-up processing (…) involves the segmenting of the speech stream into meaningful units, then identifying words, phrases, and sentences. It also involves identifying stress and intonation patterns" (p. 2). This means Bottom-up processing is focused on understanding the literal meaning of the input. Authors such as Yeldham (2017) and Lang (2018) agree that Bottom-up processing requires phonological and decoding abilities to distinguish phonemes and word boundaries, likewise to identify words and process syntactical meaning. In respect to this matter, Rost (2011) considers that Bottom-up processing is important in the listening skill because it involves an accurate perception of speech signal and provides tangible data for comprehension.

Joaquin (2018) affirms that "Top-down processing is the application of context and prior knowledge gained through experience, including pragmatic and cultural knowledge, to interpreting the meaningful units in speech" (p. 2). In other words, Top-down processing is related to the inferential meaning of the input. Ravindran and Jayanthi (2019) also define Top-down as an interpretation process that requires the listener to focus on activating his background knowledge and analyzing the communicative context. According to Rost (2011), Top-down processing is important in listening comprehension because it contributes to

understanding contextual information related to non–linguistic oral input. It is important to say that Bottom-up and Top-down rarely work independently and both processes are required to accomplish listening goals.

2.3   TEACHING LISTENING COMPREHENSION

Although the existing literature in L2 acquisition provides a wide variety of ways to teach listening comprehension, it will be presented after the following task structure because it was the one used during the implementation of this research project.

2.4   LISTENING COMPREHENSION STAGES

According to Du (2019), "a Listening process can be further divided into three stages, namely pre-listening, while-listening, and post-listening" (p. 731). Every single stage plays an important role and has a specific purpose in the listening process. Rost (2011) affirms that "It is unfair to plunge students straight into the listening text, (…), as this makes it extremely difficult for them to use the natural listening skills" (p. 189). Therefore, it can be said that this sequence of teaching strategies can guide students through a more organized process, thus reducing failures, supporting the learner's interpretation of aural text, and facilitating listening comprehension. Concerning the pre-listening stage, Du (2019) affirms, "During this critical phase of the listening process, teachers should prepare students for what they will hear and

what they are expected to do" (p. 731). Before starting the listening task, teachers should propose activities that help students to get familiar with the topic addressed. Thus, the aural text presented makes sense for students and they feel confident to participate and share their opinions with their classmates.

After the pre-listening stage, students are exposed to the audio or audiovisual material. This session of the listening task can be considered as a process of exploration in which mental processes such as perception, memory, analysis, recognition, and decoding need to be activated to achieve properly listening goals. During the listening task, students' performance gives teachers valuable feedback about how much students understand. In this stage, teachers need to prepare activities reconstructing the listening text accord with the topic and students' level. According to Du (2019), "teachers in this process help students to consolidate their prior knowledge that has been activated, and mentor them to review new information" (p. 732). In this last stage, it is quite relevant to summarize what students have learned. It is a good opportunity for them to make their conclusions and reflections (Vandergrift, 1999; Solak & Erdem, 2016; Pourhosein & Reza, 2011; Rost, 2013; Rost, 2011; Graham & Santos, 2015).

2.4.1 Pre-listening stage

This stage permits students to activate their prior knowledge and helps them engage with the task. This means that the activities presented in this stage should be appealing for students to promote their interest in the topic. It is an opportunity for teachers to contextualize students by presenting new expressions and cultural key concepts. In this stage, teachers should permit

students to share their ideas. For instance, students can make predictions about the topic and talk about their own experiences related to it. In this stage, students get to know things like the speaker's way of talking, the length of the aural text, the listener's role, information about the topic, specialized vocabulary, and the relationship between listener and speaker, which help them to achieve a good listening. "The pre-listening stage has two primary goals: (a) to help activate students' prior knowledge and build up their expectations for the coming information, as well as (b) to provide the necessary context for the specific listening task" (Pourhosein & Reza, 2011, p. 982). The activities addressed into this stage should be precise, clear, and related to the topic. Some good activities for this stage are brainstorming, guessing games, showing pictures, etc. (Vandergrift, 1999; Solak & Erdem, 2016; Pourhosein & Reza, 2011; Rost, 2013; Rost, 2011; Graham & Santos, 2015).

2.4.2 While-listening stage

During the while listening stage, students verify their predictions and make interpretations or judgments based on what they understand. This phase demands a high level of attention, as students have to carry out Bottom-up and Top-down processes to decode the message given. This involves a quick recognition and evaluation of facts. Listeners need to make quick assessments, deduction or inferences to understand the assertions that the speaker is making – directly or indirectly. However, while-listening activities should be appealing for students, so that they feel they want to listen and carry out the activities. In this stage, students will take notes about general or specific ideas; they will answer questions, look for details or complete

charts based on the information provided by the aural text. This stage has the following

purposes: (a) to help students understand the speaker's ideas; (b) to focus students' attention

on specific ideas or details; (c) to develop students' critical thinking based on their reflections

or personal responses. While-listening activities include a discussion of listening for gist

versus listening for detail, inferring, and participating (Vandergrift, 1999; Solak & Erdem,

2016; Pourhosein & Reza, 2011; Rost, 2013; Rost, 2011; Graham & Santos, 2015).

2.4.3   Post-listening stage

In this stage, students have the opportunity to connect what they understand to their own

opinions, ideas, and experiences. Thus, they explore new ways of understanding the meaning

of the message given beyond the literal level. Through this critical listening, students can

develop reflective thinking. This stage is also a good opportunity for teachers to verify how

much students understand respecting the topic and answer their questions about it. This stage

has the following purposes: (a) to check students' listening comprehension, (b) to clarify

doubts about the topic, and (c) to promote students' critical thinking. Some post-listening

activities are writing short reflections, discussions, problem solving, deconstructing and

reconstructing the listening text, making drawings and explaining them, summarizing

information, working on groups to create a poster, making short oral presentations, completing

charts, swapping information, etc. When teachers design post-listening stage activities it is

important to take into account they are more effective when done immediately after the

listening experience and tightly connected to the pre-listening and while-listening stage

(Vandergrift, 1999; Solak & Erdem, 2016; Pourhosein & Reza, 2011; Rost, 2013; Rost, 2011; Graham & Santos, 2015).

2.5 VIDEO MATERIALS IN LISTENING COMPREHENSION

According to Yasin, Mustafa and Permatasari (2018) in language learning, video materials refers to "the use of a recording that contains visual and audible components to provide content and to teach elements of authentic language" (p. 94). These authors consider that video materials allow L2 learners to see the language-in-use through expressions, gestures, and other visual clues. They assert that videos allow hearing and seeing language simultaneously and this feature can contribute positively to students understanding better the target language. They also express that video materials provide authentic input as they expose students to situations beyond their classrooms. This means that videos can show how people use language in real and natural contexts. Consequently, students can raise cross-cultural awareness. The term cross-cultural awareness refers to observe how people from foreign countries live and compare this way of living with their own native culture. The exercise of awaking cross-cultural awareness permits students to value their own culture and enrich their world's perspectives.

Yasin, Mustafa and Permatasari (2018) affirm that using videos in the English classroom has some advantages. According to them, videos are time-saving in terms of catching students' attention quickly. They can be used in small or large classes. They stimulate students' imagination and participation. Videos also provide unlimited sources of grammatical structures

and words. They contain real-life speech, including word stress and intonation. They improve students' long-term memory by establishing auditory, visual and mental links, and finally, they boost students' oral comprehension. Among the disadvantages, they assert that videos are more expensive than audios because a teacher needs more specialized electronic devices and adequate computer skills to play this kind of multimodal files in class. In less developed countries where students or schools have poor economic resources, using videos is less feasible.

Abbas (2018) asserts that videos in general offer three essential features in the English classroom, namely: authenticity, engagement, and cultural aspects. Authenticity refers to the genuine input that the video provides for learners. This helps students understand the pragmatics of the language as well as its real use in native speaker contexts. By watching videos, teachers bring the real world into the classroom, thus allowing students to perceive slangs, idioms, hesitations, intonation, and rephrasing that cannot be presented easily through textbooks. Videos also permit students to experience native speakers' pronunciation and accent. Authenticity is important for supporting the communicative language teaching (CLT), because it focuses on the communicative function of language, more than its structural function. This means teachers can use videos to help students use language for communicative purposes more than linguistic aims.

Another role to take into account is engagement. According to Abbas (2018), videos are enjoyable and entertaining materials that stimulate students to acquire new words and phrases when learning a foreign language. Also, video materials encourage students to involve in classroom discussions and practice oral communication, thus expressing their feelings and opinions. The paralinguistic elements that videos contain contributes positively to make

listening tasks are a more appealing experience for students. Finally, Abbas (2018) considers that the cultural aspects present in videos allow students to see and understand values, history, and social customs from the target language that can be narrowly provided by the textbooks. He also asserts that through the use of videos in class, it is possible to develop students' cultural awareness and competence because videos present communicative situations such as the ways of invitation, accepting and refusing a request, ordering food in a restaurant, booking a hotel, talking about preferences and so on, which allow students learn the pragmatics of the language and understand that language is an essential and inseparable part of a culture. This means that a better way to understand a foreign language is to know the culture in which it is immersed.

This increase of research on second language acquisition and technology has also brought as a result to understand better how teachers can use the attributes of digital tools, such as videos, to enhance various aspects of language learning, including listening comprehension. What follows is an account of some relevant works that have contributed to the understanding of the field of inquiry of this research project.

Arias, Duque and Mitchell (2011) conducted a study with 22 adult English learners to demonstrate how the use of authentic materials, video among them, improve the listening comprehension and the acquisition of productive written vocabulary. To carry out this research, the researchers divided the group into two subgroups, an experimental one and a control one. They also applied a pre-test into both subgroups aimed to determine their initial level of English. The authors trained two teachers to work with each one of them. The experimental subgroup employed authentic materials and the controled one did not. At the end of the semester, the researchers applied another test into the two subgroups. They analyzed the

results from each subgroup and showed that the use of authentic materials is noticeably beneficial in the development of the listening comprehension skill and the production of vocabulary. However, it is important to select these materials according to the students' contexts and needs.

Rahmatian (2011) experimented on 44 adults between 22 to 35 years old to determine which type of text, audio, or video could improve the listening comprehension skill more effectively. The researcher divided the group randomly into two subgroups ("Audio" group and "Video" group), by assuming that they had similar auditory ability. The participants in the "Audio" group listened to a chosen document, while the participants in the "Video" group watched (and listened to) the same document. The results of this experiment showed that video documents were a better choice for practicing listening comprehension in language classes because they were less tiring and confusing. Also, learners can tolerate video texts for a longer time compared to an audio text. However, Rahmatian (2011) states that an occasional use of audio texts should not be rejected as they force the learner to listen more attentively without paralinguistic elements.

Rivera and Rodríguez (2012) researched to facilitate and reinforce listening comprehension in English Language through the application of short videos. To carry out this study, the authors selected a group of 25 students from fifth grade. Then, they chose a series of short videos suitable for these students based on their age, interests, and context. At the beginning of this research, the authors applied a survey and two diagnostic tests. Then, they designed and applied a set of worksheets with each video. During this process, the selected group showed interest in the development of the proposed activities and felt motivated to solve the different worksheets. At the end of this study, Rivera and Rodríguez (2012) concluded that videos could

contribute to facilitate and reinforce the listening comprehension skill because these audiovisual tools can catch students' attention and this could be possible if teachers selected suitable content for students depending on their interests, age, and context.

Hasan and Hoon (2012a) investigated students' perceptions and attitudes towards the use of podcasts in developing their listening competencies. The participants of the study were 53 undergraduate students between 21 and 25 years old, from Putra Malaysia University. To carry out this experiment the participants received a questionnaire to gauge their opinions, attitudes, beliefs, and willingness regarding the use of podcasts in developing listening comprehension. Before the distribution of the questionnaire, the researchers conducted an introductory session on podcasts. They explained terms such as podcasts, sources of podcasts, tools to use podcasts, and podcast use in learning various skills of the English language. They had half an hour to complete the questionnaire. The results from this study were positive. They showed students adopted the idea of using the podcast to develop different skills of the English language. Eighty – seven percent of them agreed with the notion that podcast usage allows a flexible language learning which makes lessons interesting and enjoyable and enhance students' achievements. Ninety –five percent stated that podcasts help develop students' listening competence and eighty-five percent agreed that a podcast can be a useful tool for developing speaking skills.

Hasan and Hoon (2012b) carried out a comparative analysis of twenty articles related to podcasts and second language acquisition to analyze the effect that these ICT tools have on different language skills and students' attitudes. To conduct this study, the authors performed electronic searches using the following databases: ProQuest Dissertations and Theses, Taylor & Francis, J-stor, Oxford Journals Online, ERIC, Cambridge Journals Online, SAGE Journals

Online, Springer Link, and Britannica. Search strategies employed included keyword search such as "podcast", "podcast and language learning", "effects of podcasts on language skills", and "mobile-assisted language learning". The researchers downloaded sixty articles from online databases. Of these sixty articles, they excluded forty because they were review, opinion, or editorial papers considered non-empirical papers. They compared and analyzed the data from the remaining twenty studies. The results suggested that on one hand, the podcast usage enhanced students' language skills in general, and listening skills in particular, but on the other hand, it was questionable that the use of podcasts produced positive attitudes on students. However, the majority of the reviewed studies described that students demonstrated a positive attitude toward the podcast usage during each research and they agreed that the use of podcasts could help them to enhance their language learning skills.

Jain and Hashmi (2013) conducted a research whereby students learned new expressions in the target language, improved their listening comprehension skills, and interacted with their classmates based on activities related to podcasts. To carry out this study, the researchers chose twenty English learners from college. These participants had no previous knowledge of podcasts, so they had the opportunity to attend a lecture on the use of podcasts for language learning. The authors asked participants to log on various podcasts sites, listen to them carefully and prepare a report about what they had listened to. They also asked to note down the important expressions and vocabulary used along with their usage. The students were supposed to follow the correct pronunciation and natural accent of the expressions used by the native speakers. The learners were also engaged in different language learning activities based on podcasts. The participants were randomly divided into five groups of five students each, and asked to complete the above-mentioned assignment. Each group had two hours for

completing the task. The results of this study showed that students were motivated to search podcasts material of their interests, they enjoyed and gained confidence in learning English with the new technology, they showed improvement in their communication and language skills, and learned vocabulary they found difficult to understand.

Bellamari, Sukirlan and Supriyadi (2014) researched with first-grade students to find out whether there is a significant difference in the students' listening comprehension who observed videos and those who listened to audio, and which one of those media is better to increase students' listening comprehension. To conduct this study, the first-grade class was divided into two groups: the experimental class one, in which the teacher used video, and experimental class two in which the teacher used audiotape. The authors did not specify the number of students, but they asserted that both groups one and two observed the same fairy tales in their corresponding media format. After that, they received a forty multiple-choice questionnaire suitable to their age. At the end of this experiment, the class 1 got better results than the class two. Based on this, Bellamari, Sukirlan and Supriyadi (2014) concluded that videos are better than audios to increase students' listening comprehension, and the reason for this stems from the fact that videos are audio-visual aids whereby students are able to make connections between the sound and the image thus students can interpret the message more clearly.

Ramirez and Teatino (2016) carried out a study aimed to design a teaching strategy employing the video and audio materials as resources to potentiate the development of the listening comprehension skill, based on the tri-sided brain theory. This theory states that it is possible to potentiate brain functions through the practice of different activities. The researchers selected a sample of 78 students from 11th grade. To carry out this study, they designed a test related to the tri-sided brain theory, a diagnostic English test, and a survey.

They also designed a series of worksheets based on the use of audiovisual materials and the tri-sided brain theory. All of this worksheet aimed to develop the listening comprehension skill in the English language, and at the same time they proposed activities to potentiate brain functions. The results showed that audiovisual materials are useful tools to develop logic, operative, and creative brain skills and improve listening comprehension. At the end of the study, they assert that the audiovisual tools provide suitable environments for English learning and teaching.

Cárdenas and Aponte (2017) researched to improve listening comprehension skills with the use of closed caption found in videos. They conducted this study with 12 students between 14 to 17 years old. At the beginning of the study, the researchers applied the exam PET as a diagnostic test. They adjusted the activities from this work to the language curriculum school. They divided their classes into three stages: Pre-listening, while-listening and post-listening. In the first stage, they made an introduction to the topic by showing images that helped learners to connect their previous knowledge with the new one. On the second stage, they watched the video and answered some explicit questions about it. On the last stage, the researchers asked the students to answer questions in an inferential level. At the end of this research, the results showed that the real, common and daily life videos allow students to have a more enriched experience, not only in general academic aspects but also in cultural ones. They also expressed that they felt more self-confident and secure in facing a situation similar to the videos shown in an Anglo-spoken country.

Winiharti and Herlina (2017) conducted a study aimed to discover whether audio or video modality is more beneficial for EFL students in listening comprehension. The researchers collected the data from 50 students of the second semester of English Department of a private

university. To carry out this experiment, the students received two types of tests: an audio listening test (ALT) and a video listening test (VLT). Each of the tests contained 20 questions. The authors administered both tests after students observed the information of their corresponding media format for five minutes. Afterward, they compared and analyzed quantitatively the results of the two tests to examine the differences in the effects of ALT and VLT on the students' performances in listening comprehension. The results showed that students could understand better by watching videos rather than listening to the audio-only. Through the videos, they could perceive other kinds of information such as pictures, moves, gestures, and writings. The findings then suggested that exposure to more than one modality brings students a better performance in listening comprehension.

Fino (2018) conducted research aimed to design classes based on the use of video materials to foster students' listening comprehension. This study took place at a private school located in Bogotá with 24 eighth grade students -10 girls and 14 boys- between 13 and 15 years old. They were frequently reluctant towards listening activities. To carry out this study, students received different worksheets based on video-clips related to the topics from the curricular program of their school. Each worksheet comprised a vocabulary section with keywords that gave the students a fair idea of the topic they were going to work, some listening tasks with examples, and a self-assessment section to identify the effectiveness of the listening task. Fino (2018) asserts that the creativity connected to the novelty and visual stimuli of video clips may result in appealing activities to engage the teenage population. At the end of this study, the design of worksheets based on videos was highly beneficial for students since they improved their listening comprehension and increased their motivation and willingness to participate in the different activities proposed.

CHAPTER 3

METHODOLOGY

3.1   RESEARCH DESIGN

This qualitative research project, assumed the case study methodology. According to Harling (2012), "A case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting". Harling (2012) explains that a phenomenon could be different things, such as a program, an event, an activity, a problem, or individuals. The natural setting is the context where this phenomenon appears, and the holistic inquiry refers to the collection of in-depth and detailed data that involves multiple sources of information, including direct observation, participant observations, interviews, audio-visual material, documents, reports, and physical artifacts. Taking as a reference the ideas mentioned before, the case study method was chosen to determine the impact that the use of video materials may have on a group of EFL learners' listening comprehension.

3.2   CONTEXT AND PARTICIPANTS

The target group for the development of the present research consisted of 33 ninth graders, 30 girls and 3 boys whose ages ranged between 13 and 15 years old. Given the heterogeneity that permeated the school context, these students belonged to different socio-economic backgrounds from middle and lower classes. They received regular English classes three hours a week and their level of English was A1 according to the Common European Framework of Reference (CEFR). The school English program was aligned with the Suggested Curriculum given by the MEN (National Education Ministry). To select this sample, it was taken into account the convenience sample criteria proposed by Etikan, Musa and Alkassim (2016) whereby participants were non–randomly chosen, but they needed to fulfill certain requirements such as easy accessibility, geographical proximity, availability at a time, or the willingness to be part of the study. Therefore, this selection focused deliberately on specific study units that could provide relevant and plentiful data (Etikan, Musa, & Alkassim, 2016; Yin, 2011).

3.3   DATA COLLECTION INSTRUMENTS

Initial questionnaire. At the beginning of this implementation an initial questionnaire of five-open ended questions was filled out by students. This questionnaire aimed to gather information about students' perceptions of technology and their connection with the use of video materials in their daily lives.

Students' comments after each session. At the end of each session, students were asked to express their opinions and ideas about their experience on the different listening tasks. These

comments were recorded. However, the students who were shy to talk in front of the rest of the class were allowed to write their impressions after each session.

Focus group. At the end of the implementation, six students were invited to take part in a focus group. The aim was to discuss students' opinions about the audios and video materials with relation to listening comprehension. The session was guided and recorded by the researcher.

3.4   INTERVENTION

The intervention was carried out in september and october 2019. The implementation of this research project required internet connection and specialized electronic devices such as a laptop and a smart TV with HDMI output. Due to the lack of availability of school video rooms, it was necessary to adapt students' classroom by installing the TV set on a high table in front of the classroom and white curtains to cover the windows. The external noise was controlled by closing the glass windows and the door. The classroom had a good lighting and the TV set adequate view and volume. These features were important in the development of the complete listening strategy because most of the material presented was digital. However, photocopies were also required as some worksheets were designed for students to accomplish different listening tasks. Likewise, it was necessary to use other elements such as cardboard, printed images, and colored markers to organize some games with students. All the elements mentioned before were provided by the researcher.

Before the beginning of this project implementation, parents were asked to sign a consent letter. A few days after the consents were collected and checked, students filled out an initial questionnaire of five open-ended questions. The purpose of this questionnaire was to gather information about students' perceptions of technology and their connection with the use of video materials in their daily lives. The implementation of this research project was developed in four sessions, each one lasted three hours distributed in a one-week period. The procedure applied to each session was similar. This means they were structured in pre, while, and post-listening stages. The idea of organizing listening tasks in stages is not new. It was proposed by Mary Underwood in her book Teaching Listening in 1989 and has been enriched over the years by authors such as Vandergrift, Rost, and Pourhosein, just to mention three well–known experts in L2 field. This listening teaching schema was not chosen randomly, but it was carefully selected for three main reasons. First, this model has proven to be effective in L2 listening teaching, second, the way these stages are organized guide students through their mental process for achieving successful listening goals in L2, and third, it promotes planning, monitoring and evaluating students' listening process productively.

In general terms, each session of implementation was carried out as follows. First, in the pre-listening stage, games were played to introduce vocabulary related to the topic in a more appealing way. This part also contributed to activate students' prior knowledge, gave them some background to understand the audiovisual materials presented and helped them engage with the rest of the tasks proposed. Then, in the while-listening stage, students were asked to achieve different listening goals after being exposed to both, audio-only and video materials. This stage was the heart of the listening strategy because it allowed to observe the effects these digital materials produced on students' listening comprehension, thus allowing to describe

some advantages and disadvantages they may offer on L2 listening practices. Finally, in the post-listening stage, different tasks such as drawing, writing simple paragraphs, and making short oral presentations were proposed to reinforce what students had learned from their listening experience.

The main purpose of the overall listening strategy was to find possible answers about how video materials may facilitate students' L2 listening comprehension. To do so, the stages explained before were set up and the heart of this strategy was focused on analyzing students' reactions and perceptions towards the use of audio-only and video materials in their L2 listening practices. To develop the heart of this strategy four short length video materials (between 1:30 to 4:35 minutes) were downloaded from YouTube Channel and converted to MP3 files. The selection of these video materials was based on students' interests, curriculum, and level of English. Then, students were asked to accomplish some listening tasks after being exposed to both, audio-only and video materials. Sometimes, the audio files were presented to the students first and then, the video materials, and other times it happened the other way around. The idea of contrasting the use of these digital tools was to determine the impact they produced on students' listening comprehension and based on this analysis to find out how video materials may help in the development of this linguistic skill. Below is presented in detail the description of each session of implementation.

In the first session of implementation, the pre-listening stage consisted on displaying a series of images related to daily routines actions on the whiteboard for students to connect each image with its corresponding name. During the while–listening stage, it was implemented the file Daily Routine (A1-A2), taken

from https://www.youtube.com/watch?v=RP1AL2DU6vQ. It showed a British Teen talking

about his daily routine. Most of the ideas he expressed were supported by his actions. In this stage, students were given a list of general ideas on a worksheet for them to decide which ones were true or false based on the information from the file previously mentioned. The audio-only was played first, and then the video material was presented. Later, in the post-listening stage, students drew their favorite daily routine actions and shared their work with the rest of the class. At the end of this session, some students commented that the video material was easier to understand and it also helped to clarify the doubts from the audio-only file.

In the second session of implementation, a guessing game was played in the pre-listening stage. Some words about free-time activities were written on the whiteboard, then a series of digital images were shown to students. The first student that said aloud the correct name related to the image presented won a point. At the end of the game, the winner was the one who collected the major number of points. During the while–listening stage, it was used the file Young People and their Free Time (A1-A2) taken from https://www.youtube.com/watch?v=akZrk7jF5Jo. This file presented seven people being interviewed about the activities they normally did in their spare time. Based on this, students answered seven multiple-choice questions about specific information. They listened to the audio-only file first and then, watched the video material. Finally, in the post-listening stage, students wrote a short paragraph about the activities they did in their free time and shared this information with their classmates. Regarding this session, some students commented that both audio-only and video material were difficult to understand, because in the video material they could not find enough images to associate with words.

In the third session of implementation, the pre-listening stage consisted on drawing a food pyramid on the whiteboard with its steps clearly defined and labeled. Then, students were

shown digital food images with their corresponding names below. The student who was able to classify the major number of food images in the correct pyramid step won. During the while-listening stage, it was chosen the file The Food Pyramid | Educational Video for Kids taken from https://www.youtube.com/watch?v=0KbA8pFW3tg. This file explained the different steps of the food pyramid and gave recommendations about how people could eat healthy by following a balanced diet. In this listening task, students were given a list of different ideas related to health issues for them to tick the recommendations given by the file. The video material was played first and then, the audio-only. In the post-listening stage, students designed some small posters of their perfect healthy plate and explained to the rest of the class what categories and kinds of food they used to create this ideal dish. Regarding this session, some students commented that the video material helped them understand better the audio-only.

In the fourth session of implementation, the game who wants to be a millionaire was played in the pre-listening stage. The game consisted on ten multiple-choice questions related to healthy habits. Students were given a point for each right question. During the while–listening stage, it was implemented the file BBC Learning – What Do Humans Need to Stay Healthy? Taken from https://www.youtube.com/watch?v=UxnEuj1c0sw. It gave some recommendations for people to keep a good and healthy physical condition. Based on this, students were asked to complete some statements about general information. The video material was played first, and then the audio-only. In the post-listening stage, students wrote three recommendations to continue being healthy and shared their ideas with their classmates. At the end of this session, some students commented that the audio-only was easier to understand after watching the video material.

Every listening stage played an important role in the complete listening strategy. The pre-listening stage helped contextualize students and prepare them for the rest of the listening tasks. The main purpose of the games applied at the beginning of each session of implementation was to introduce vocabulary. However, these games also activated students' prior knowledge and woke up their interest in the audiovisual material presented. During the while-listening stage students were exposed to audio-only and video materials alternately. The idea was to analyze students' reactions towards these digital tools and identify the strategies they would use to understand both of them. The tasks presented in this stage of the listening strategy were designed for students to listen for specific information and activate cognitive strategies such as inference, deduction, concentration, memory, and analysis. The post-listening stage allowed to check and reinforce what students had learned about their listening experience. It also helped clarify their doubts and allowed them to learn collaboratively from their classmates' experiences.

After the four sessions concluded, seven students were invited to take part in a focus group. The idea was to gather information about students' opinions and impressions on the overall research strategy and to discuss in detail meaningful aspects related to videos and listening comprehension. The focus group lasted about 20 minutes. The group was moderated and recorded by the researcher. The moderator proposed the following themes to prompt group discussion: thoughts on video materials to facilitate listening comprehension, thoughts on the advantages of video materials over the audio-only, opinions about the relation between the use of video materials and students' English learning and motivation.

CHAPTER 4

FINDINGS

This section of the report presents the analysis of the data and intends to provide answers to the question driving the project, which inquired about the impact that the use of video materials has in facilitating L2 listening comprehension in a group of ELF learners.

4.1   DATA ANALYSIS

This project aimed at determining the impact that the use of video materials had in facilitating L2 listening comprehension in a group of ELF learners. The resulting data of this study were collected through an initial questionnaire, students' comments after each session, and a focus group. This research project assumed two qualitative analysis approaches to organize and interpret data. First, the data were classified into categories as the content analysis purposes (Showkat & Parveen, 2017), and second, they were organized coherently through the thematic approach. According to Riger and Sigurvinsdottir (2016) "The thematic analysis is a method that involves searching for recurring ideas in a data set" (p. 33). The analysis of repeated similarities helped find common points in the data gathered. This contributed to group correlative data into categories. Each category was given a label that represented and described its content (Creswell, 2016). These categories were the use of video

materials which may help in the development of listening comprehension. Video materials may offer some advantages over audio–only. The possible relation between the use of video materials and students' English learning, and the use of video materials may produce some motivation on students. (See Table 1).

Table 1. Category descriptions of students' perceptions of the overall listening tasks

Category	Description
The use of video materials may help in the development of listening comprehension.	It refers to the benefits the use of video materials may offer to lessen difficulties in listening comprehension.
Video materials may offer some advantages over audio-only.	It has to do with the visual information video materials had over audio-only materials.
The possible relation between the use of video materials and students' English learning.	It refers to the positive contribution video materials may offer to English learning processes.
The use of video materials may produce some motivation on students.	It refers to the engagement video materials may produce on students for them to learn English.

4.2   DESCRIBING THE FINDINGS

After the implementation of the overall listening strategy, this research project presented the following findings.

4.2.1   The use of video materials may help in the development of listening comprehension

Regarding this category, findings showed that the analysis of the communicative context for A1 participants played an important role in their listening comprehension. The paralinguistic elements presented in the video materials led students to a better understanding of the target language. Due to the lack of vocabulary, students made mental associations between expressions or words and images, actions and gestures to lessen difficulties in decoding the message given. This was the main reason why students considered that their comprehension of the target language during the implementation of the different video materials was faster and easier. Based on this, student 13 said "I understood faster with the video", (Students' Comments, October 2019). "Videos gave me some clues to understand better", (Student 14, Students' Comments, October 2019). "The videos helped us understand better because it was possible to associate images with vocabulary, (Student 2, Focus Group, October 2019). "The videos helped us understand better because of the association between the actions and expressions", (Student 3, Focus Group, October 2019).

Students also noted that the images presented in the video materials kept them attentive and concentrated. Observing images also activated other cognitive strategies such as memory, analysis, mental associations, inference, deduction, and guessing the meaning from context. These cognitive strategies helped students leave aside their mother tongue and use the communicative context, plus the target language as their only reference to understand some

expressions. This means students learnt English by using as a support the same English language in context. Regarding this, student 12 commented "The images from videos made us focus our attention", (Students' comments, October 2019). "The videos helped me associate images with words without using Spanish", (Student 3, Focus Group, October 2019). "Watching videos was a good foundation to learn English because it allowed us to learn English by using English", (Student 2, Focus Group, October 2019). Student 24 pointed out "Using videos allowed us to deduce what people were talking about", (Students' Comments, October 2019). "The images helped infer what people meant in the video", (Student 6, Focus Group, October 2019). "Videos allowed me to memorize some words", (Student 3, Initial Questionnaire). "Watching videos allowed me to associate the words with the context and I did not need a translator", (Student 3, Focus Group, and October 2019).

The results indicated that the exposition to authentic materials allowed students to study the target language in its natural setting, thus facilitating to experience situations beyond their classroom, such as how people from other countries eat, dress and interact in their daily lives. Students noticed that language and culture were tightly connected and also that the use of video materials allowed to listen to native speakers and know the different aspects of the target language culture. On this subject, student 5 claimed "watching videos helped me know cultural aspects and I learned how to pronounce some words", (Focus Group, October 2019). "Watching videos allowed us to listen to native people", (Student 7, Focus Group, October 2019). Student 5 expressed: "The videos were an open window to the world, they showed us different landscapes and cultures", (Focus Group, October 2019). "The videos helped me learn about countries and cultures", (Student 6, Focus Group, October 2019).

4.2.2 Video materials may offer some advantages over audio - only

The results indicated that students presented a rejecting perception towards the audio – only materials. They considered audio – only files were difficult to understand and made them feel confused, bored and tired. According to them, the main reason for this was the lack of images in audio – only file. On the contrary, students' 'perceptions about video materials were positive. They considered video materials more understandable and appealing due to the amount of visual information provided. During the development of the different listening tasks, students used video materials as a reference to understand the audio - only. They commented that when watching the video material first, their ability to understand the audio - only increased notably and when they listened to the audio- only first, the images from the video materials helped them to clear up their doubts. Students also commented that they were teenagers who belonged to a technological age where listening with the eye played an important role among them. Based on this, Student 6 said "The videos were more interesting, ludic and appealing because it cleared up the message. This allowed me to understand better the vocabulary. " (Focus Group, October 2019).

4.2.3 The relation may exist between the use of video materials and students' English learning

All students recognized that technology could help them to facilitate their English leaning through the use of some digital tools such as applications, free online courses, videos, web pages, digital translators, chats, audiobooks, and interactive platforms. Among these digital tools, students considered that videos were entertaining, educational and interesting and they might facilitate language skills namely reading, writing, speaking, especially listening. In addition, video materials contributed to facilitate other aspects of the language such as pronunciation and vocabulary. Based on this, Student 29 claimed, "Technology permits us to have applications on our gadgets and access free online courses which help us know new vocabulary and ways of easy pronunciation" (Student's Initial Questionnaire, October 2019). "We can find applications, websites, videos, etc. which explain and teach English". (Student 24, Initial Questionnaire, October 2019).

4.2.4   The use of video materials may produce on students some motivation

Some students considered that watching video materials was a fun and innovative way to learn English. The implementation of different listening with video materials increased notably students' level of interest and motivation. The way the listening tasks were organized, stage by stage, contributed positively to make the work with video materials more appealing and engaging.

The games at the beginning of each listening task increased students' mood to participate in the overall strategy. The different worksheets given allowed students to combine theory and practice and at the end of each listening task, they also had the opportunity to receive some

feedback, share the answers with the rest of their classmates and reinforce what they had learned from their listening experience. "Videos were an innovative way to learn English". (Student 14, Students' Comments, October 2019). Student 4 expressed: "I think this strategy made things easier because the implementation of the pre-listening activities prepared me for what I was going to do". Student 3 claimed, "I liked the pre-listening and post-listening activities, I also liked to resolve the worksheet from the while listening part after watching the videos" (Focus group, October 2019).

The results from the worksheets developed during the implementation of this research project showed that students had a notably improvement in their listening comprehension skill. In the first session of implementation 87% of students achieved positive listening goals. For the second, third, and fourth sessions the results got were 75%, 60%, and 87% respectively. The analysis of the results from the first and last sessions, where the highest scores were evidenced, showed that the general ideas presented in video materials were easier for students to understand than the specific ones. From the results of the second session, it could be said that listening for details was a challenging task for students to accomplish, however this could be possible due to the preparation they received in the pre- listening stage. Regarding the third session where students got the lowest percent of score, it can be asserted that the work with long length video materials made more complex students' listening comprehension. It seemed that the duration of the video material presented plus the amount of information it provided tended to get students confused and affect their interest and concentration in the task proposed.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

After all the data were analyzed, commonalities were drawn from the students' comments and focus group to identify results concerning the research question and draw conclusions. Through the data, evidence showed that the use of video materials to facilitate listening comprehension had a positive impact on L2 (Second Language) learners. Based on this data analysis and interpretation, the conclusions on the findings are presented below.

The use of video materials may help in the development of listening comprehension. The results indicated that the videos shown in the implementation of this research project were beneficial tools for A1 learners to practice their listening comprehension. According to this, Bajrami and Ismaili (2016) assert "Video makes the meaning clearer by illustrating everything in a way that is not possible with words, which proves the well-known saying a picture is worth thousand words" (p. 504). The visual information that videos presented caught students' attention and allowed them to be more concentrated on deciphering the message encrypted in the target language. As the students did not have as a reference their mother tongue, they needed to activate different cognitive processes such as memory, analysis, inference, deduction, etc. to achieve their listening goals in the different tasks proposed. Based on this, it is possible to affirm as Winiharti and Herlina (2017), "listening is the active and dynamic process of attending, perceiving, interpreting remembering and responding" (p. 189).

In each listening session, students brought to mind all the previous English knowledge they could have about the topic discussed. However, there were some expressions from the video materials unknown to them and soon, they realized that the process of identifying literal words (Bottom-up process) would not be enough for them to decode the complete meaning of the message. So, to achieve their listening goals, they were required to deepen into the analysis of the communicative context (Top-down process). Regarding this, Pourhosein and Banou (2016b) assert "Top-down and Bottom-up listening processing should be combined to facilitate listening comprehension" (p. 1672). The paralinguistic elements the videos contained such as gestures, facial expressions, movements, images, etc. helped students to build up an accurate idea about the meaning of the expressions given.

In this sense, students could deduce what expressions meant by making mental associations between the verbal and non – verbal components from the videos. Regarding this, Chen, Wang and Xu (2014) assert "video of a close connection between sound and picture or body language could help students' better understanding in the content of what they hear" (p. 54). According to students, this was the main reason why videos seemed to them easier to understand. The paralinguistic elements students observed did not only support their listening comprehension, but they worked as a whole with verbal elements in the construction of meaning. This means students did not need their native tongue as a reference to understand some expressions from the target language, but the target language plus the paralinguistic elements were their only reference. This way of experience listening comprehension placed students in a more natural setting as in real life listeners need to process both, aural and visual information. The vivid atmosphere created by video materials could assist the students to be able to infer and interpret situations in L2 without their mother tongue support.

The findings also showed that the exposition to authentic materials is beneficial for A1 learners to practice their listening comprehension. During the implementation of the listening tasks, students had the opportunity to analyze genuine conversations and real everyday situations which trained them in the understanding of the native speech and the study of the target language in its natural setting. Analyzing authentic materials was challenging for students but at the same time a significant experience for them. The use of authentic materials allowed students to employ different cognitive strategies for achieving the listening tasks proposed. These strategies were analysis, attention, concentration, memory, mental associations and guessing meanings from the context. The authentic material that videos contained prepare students for listening to real-life situations. Regarding this, Sarani, Behtash & Nezhad, (2014) assert "the use of video can accelerate the understanding of learners to the real use of language" (p. 32).

Video materials may offer some advantages over audio-only. The results showed that students considered audios more complex to understand than videos. The main reason given by them was the lack of images in audio files. Regarding this, Alivi (2016) affirms that "Employing audio-only is considered not to be enough to assist students to comprehend the information well" (p. 14). During the listening tasks with audio-only, students looked confused, bored, and it could be observed how their attention decreased. It seems that the absence of visual aids difficult students' listening comprehension. Because they had a basic level of English, it was important for them to look for clues that helped them understand, but it was not possible to find such clues in the audio files presented. It could be observed that the more students could make mental associations with images, the more understanding they had about the message given. Another factor that influenced students' rejecting perception towards

audio was their age. On several occasions, students expressed that they were teenagers, they were technological and as a result, they liked visual.

Students' perceptions of videos were more positive than audios. During the listening tasks with videos they looked more attentive, motivated, and concentrated. The idea of observing images was appealing to them and in some manner this influenced not only their level of understanding, but also their active participation during the development of the set activities. Videos provided students a clear depiction of the communicative context and this made possible to lessen the difficulties they might present in decoding the message given. Students compared audios and videos, but they always took videos as a useful reference. For instance, they asserted that when they watched the videos first, the audios were easier to understand and when they listened to the audio first, the video helped them clear up their doubts. They used videos as a means to understand the audios properly. Regarding this, Kim (2015) affirms that "videos provide second language learners with contextual, visual, and non-verbal inputs that minimizes any lack of comprehension that might result from listening alone" (p. 2).

The possible relation between the use of video materials and students' English learning. The findings indicated that videos did not only contribute positively to facilitate students' listening, but other aspects of the language such as pronunciation and vocabulary. According to Rahmatian (2011), "the teaching of listening comprehension, pronunciation, grammar and vocabulary are all related to the development of aural fluency" (p. 117). This means all these aspects of the language are tightly interrelated, so the practice of one them can help potentiate the others. In this particular case, students were able to recognize lexical and pronunciation features from the videos they watched. This, in turn, allowed them to expand a little bit their vocabulary and kept the accurate pronunciation of some expressions given.

Regarding this, Kim (2015) asserts that "videos can facilitate learning and comprehending by attracting learners' attention to the aural and visual inputs", (p. 2). It is important to remark that the vocabulary and pronunciation acquired by students came as a result of their listening comprehension practices with videos. Taking into account the appealing features videos contained it was possible not only to practice listening but enrich other aspects of the language.

The use of video materials may produce some motivation on students. The results showed that video materials are appealing tools for learners to practice their listening comprehension. It was observed during the implementation of the different listening tasks that videos increased notably students' levels of interest and motivation. This encouraged them to participate actively in the overall project strategy. According to this, Bajrami and Ismaili (2016) affirm that "authentic video materials can create a more realistic language learning environment, and stimulate EFL learners' interest in English learning" (p. 504). The images presented in videos caught students' attention and kept them concentrated. It is important to take into account that attention and concentration are two important cognitive processes that influence directly in students' level of understanding. This explained the active students' participation in answering questions after watching the videos and showed the important role motivation plays in the language learning processes. The findings indicated that videos can be used as a pedagogical tool to increase students' positive mood and make their learning process easier and enjoyable.

It could be also observed how the use of videos contributed to awake students' interests in other cultures. Students considered videos were an open window to the world. They liked to be exposed to situations beyond their classroom, such as how people from other countries spoke,

ate, dressed, and lived. Regarding this, Bajrami and Ismaili (2016) affirm that "videos stimulate students to acquire the target culture as well as language" (p. 505). It was a motivating experience for students to perceive English in other ways different from academic purposes. They understood that studying English could be useful to build bridges of communication with the world. This could be evidenced in students' comments when expressing their desire of studying English to interact with people from other countries. Although the purpose of the class was to use the video to facilitate listening comprehension, other purposes beyond potentiating linguistic skills were achieved. In this case, it was also possible to raise awareness among the students about the importance of learning English as an improvement in their personal lives.

It could be noticed that the way listening tasks were organized step by step was appealing to students. They felt motivated with the games implemented at the beginning of each session and expressed that these games helped them understand better the task to accomplish. According to them, the first part of each listening task was a way of learning by playing and this facilitated to remember vocabulary. After watching videos, they enjoyed resolving the different worksheets given, and at the end of each session they had the opportunity to combine theory and practice by applying the knowledge they had just acquired. It was engaging for them to share information with their classmates about their work done. The idea of socializing information with their pairs motivated them to work hard in order to participate in the group discussions.

Regarding this, Córdoba and Rangel (2018) affirm that "applying different listening stages helped students prepare to listen and encouraged them to respond to the content" (p. 164).

CONCLUSIONS

The implementation of this study was to determine the impact that the use of video materials may have in easing L2 listening comprehension in a group of ELF learners. The first conclusion derived from this research is that videos were beneficial to students' listening comprehension, because, first, they allowed students to activate different cognitive processes such as memory, analysis, inference, deduction, attention, concentration, association of images, and guessing the meanings from context. Second, videos allowed students to avoid using their mother tongue as a reference to decode the meaning of words. This made students depend more on the communicative context, thus using English to learn English. Third, the authentic language videos content allowed students to study the target language in its natural setting and to be trained in the understanding of the native speech from Basic English levels.

From the outcome of the study, it can be said that students presented a rejecting perception towards audio materials. Most of them affirmed that they were confusing, boring, and tiring because of the lack of images. Other reasons given were their age and their preferences for visuals. On the contrary, students considered videos were appealing and easier to understand due to the amount of information provided. By watching videos was possible for them to observe the paralinguistic elements of the communicative context and make mental associations between images and words. During the development of the listening tasks, students used the videos as a reference to understand the audios. They commented that when

watching the videos first, the difficulties in understanding the audio tended to lessen and when listening to the audio first, the images from the video helped them clear up their doubts.

The findings indicated that videos, apart from facilitating listening comprehension, contributed to enrich other aspects of the language such as pronunciation and vocabulary. It was evidenced through the development of the different listening tasks that students learned some expressions and how to pronounce them well. Students pointed out that the idea of expanding vocabulary by watching videos was innovative and motivating. In general terms, the results indicated that videos were enjoyable tools for students to increase their interests in L2 learning processes. Exploring other cultures through the use of video in class was another motivating experience for them. Students commented that observing how native speakers lived was useful for arising awareness about the importance of learning English. They realized that English, more than a subject, is a mean to establish communication with the world. Although the use of the videos in class was beneficial for students, it would not be possible without a guided and organized lesson planning. It is important to mention that the three stages applied in the development of each listening task namely: pre, while and post-listening helped students facilitate all the processess carried out with videos. These stages had as a function to engage, prepare and reinforce students' language learning process.

6.1   PEDAGOGICAL IMPLICATIONS

The present research project presents practical implications for the Colombian educative context, the school where this study was carried out, other public schools, and student

participants. The Colombian Education Ministry promotes in both public and private schools the use of technology and at least the teaching of one foreign language from school's lowest grades. Therefore, this study is aligned with Colombian Educative policies and seeks in some manner to benefit students' L2 learning processes. Exploring innovative ways of teaching English by using technological tools is to contribute positively to Colombian education progress. In addition, the school where this study was carried out was benefited with new alternative ways of teaching that made more effective some academic processes, and empowered students to learn more and better. Through the implementation of this project, students not only learned strategies to facilitate their listening comprehension with the use of video materials, but also raised cultural awareness and learned the importance of using technology responsibly.

The listening strategy hereby presented can be both adopted or adapted to other schools interested in the use of technology to facilitate students' language learning processes, especially, listening comprehension. The implementation of this research project is flexible and adjustable to any school context. However, it is important to take into account the school curriculum, students' age, interests, and level of English. The coherence in the organization and planning of each task will allow students' listening experiences to be more effective, attractive, and motivating. Lastly, this study can serve as a source of reference for further research. Listening comprehension is the key skill for learners to acquire the target. However, it is the most difficult linguistic skill to acquire or describe how it exactly works. It is possible to find interesting and serious studies on listening comprehension, because its complexity always opens unexplored paths for new research.

6.2   LIMITATIONS OF THE STUDY

● The implementation of this research project required specialized electronic devices that the school did not always provide because of lack of availability.

● It was not always possible for students to make mental associations between the expression and the image.

● Students' decreased attention and concentration with a video of more than 4-minutes length.

● Students presented a rejecting perception about audio-only, but these materials can also provide benefits in terms of practicing more challenging tasks with students as they demand more concentration.

6.3   SUGGESTIONS FOR FURTHER RESEARCH

There are many ways in which the use of videos facilitate students' listening comprehension for researchers and educational institutes. It can be undertaken as part of students' learning process. Based on the research conducted, you will find below suggestions for future studies and implementations.

- As technology has brought to light new concepts, it is quite convenient to research the role that multimodality plays in video materials and how it helps to facilitate listening comprehension.

- During the implementation of this research project it was noticed that the length of the video materials had some influence on students' attention and concentration. It is important to investigate what cognitive strategies teachers could apply in class to work with long length videos.

- Another topic for a new study is related to how the aural fluency, which embraces aspects of the language such as pronunciation, grammar, and vocabulary, can be potentiated through the use of video materials.

- A useful theme for further research is how unimodal materials such as audio-only can be worked with A1 students to facilitate their listening comprehension.

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