



Universidad de Concepción
Dirección de Postgrado
Facultad de Educación - Programa de Magíster en Innovación de la Enseñanza,
Aprendizaje y Evaluación del Inglés

Use of video-based activities to improve a group of students' listening for specific information subskill

Tesis para optar al grado de Magíster en Innovación de la Enseñanza,
Aprendizaje y Evaluación del Inglés

ANA ELIZABETH ACUÑA GONZALEZ

CONCEPCIÓN-CHILE

2023

Esta tesis se inserta en el contexto del FONDECYT 1220307

Acknowledgements

Foremost, I wish to express my deepest gratitude to myself. The effort, determination, and trust invested in this academic pursuit have been both the challenge and the driving force behind this journey. The path has been arduous, but my firm belief in my capabilities has proven to be a loyal companion.

A special acknowledgment goes to my parents, whose endless love, encouragement, and sacrifices have been the basis of my academic journey. Their support has been a source of strength and motivation.

I would like to thank my thesis advisor, Claudio Diaz, for his expert guidance, insightful feedback, and continuous support. His mentorship has been fundamental in shaping the course of this research.

I am grateful for Geneser Lagos's friendship, dedication, and the countless hours spent together in study sessions and thesis discussions. His contribution to my academic and personal growth has been invaluable. I also extend my sincere gratitude to Yessica Aguilera for being the impulse behind my decision to embark on this master's program. Her insightful idea and encouragement were crucial in shaping this transformative journey.

Last but not least, a paw-sitive shoutout to my feline companion, Michi, whose comforting presence and occasional distractions brought moments of both relaxation and inspiration. Thank you for being a furry friend throughout this academic venture.

Contenido	
CHAPTER 1: INTRODUCTION	7
1.1. Problem identification	8
1.2. Aim	9
CHAPTER 2: CONCEPTUAL FRAMEWORK.....	10
2.1. The importance of Listening Comprehension in the EFL classroom	11
2.2. Listening Comprehension	11
2.2.1. Micro-skills of listening comprehension	12
2.3. Bottom-up versus top-down approaches to listening	14
2.3.1. Bottom-up model	14
2.3.2. Top-down model.....	14
2.3.3. Interactive processing.....	14
2.4. Listening comprehension in the Chilean curriculum	15
2.5. Listening in the lesson	15
2.5.1. Pre-listening stage.....	15
2.5.2. While-listening stage.....	16
2.5.3. Post-listening stage	16
2.6. Listening for specific information strategy	17
2.6.1. Strategies to support listening for specific information	17
2.6.1.1. Metacognitive strategies.....	18
2.6.1.2. Cognitive strategies.....	18
2.6.1.3. Socio-affective strategies	19
2.7. The use of video to support listening comprehension	19
2.7.1. Advantages of using videos on listening	20
2.8. YouTube website	20
2.8.1. YouTube as a pedagogical tool.....	21
2.8.2. Advantages of YouTube videos in listening development.....	22
2.8.3. Disadvantages of YouTube videos in listening development.....	23
2.9. Use of websites to support listening comprehension	23
2.9.1. ESL video website	23
2.10. Assessing listening comprehension	24
CHAPTER III: METHOD.....	26
3.1. Type of research	27
3.2. Description of Participants	28
3.3. Research question and objectives	29
3.4. Data collection tools	29

3.4.1. Pre and post intervention tests (See appendix 1).....	29
3.4.2. Likert scale (See appendix 2)	30
3.4.3. Focus group (See appendix 3).....	31
3.5. Data analysis techniques	32
CHAPTER IV: FINDINGS.....	33
4.1. Specific Objective 1	34
4.1.1. Pre and post-test general results	34
4.2. Specific Objective 2.....	38
4.2.1. Findings from the Likert scale	38
4.2.2. Dimension 1: Effectiveness of the use of videos to support the development of listening comprehension skills.....	38
4.2.2.2. Dimension 2: Students' impressions about using listening comprehension activities based on videos	42
4.2.2. Findings from the Focus Group.....	48
CHAPTER V: DISCUSSION.....	54
5.1. Discussion.....	55
5.2. Implications.....	58
5.3. Limitations.....	59
5.4. Contribution of the intervention on my professional development.....	60
CHAPTER VI: CONCLUSIONS.....	61
6.1. Summary of main findings	62
6.2. Personal reflections.....	63
6.3. Recommendations	64
REFERENCES	66
APPENDICES.....	74
Appendix 1	75
Appendix 2.....	98
Appendix 3.....	102
Appendix 4.....	105
Appendix 5.....	106

LIST OF TABLES

Table 1: Comparison of scores and percentages between pre-intervention and post-intervention listening comprehension tests	34
Table 2: Likert scale summary by dimension	45
Table 3: Dimension 1, themes, sub themes and examples.....	48
Table 4: Dimension 2, themes, sub themes and examples.....	51
Table 5: Dimension 3, themes, sub themes and examples.....	52

LIST OF FIGURES

Figure 1: Pre-Intervention and post intervention test scores by students.....	35
Figure 2: Students' improvement after the intervention.....	36
Figure 3: Pre-test highest and lowest items scores.....	37
Figure 4: Post-test highest and lowest items scores.....	37
Figure 5: Dimension 1 Students' answers by question	39
Figure 6: Participants' answers	39
Figure 7: Participants' answers	40
Figure 8: Participants' answers.....	40
Figure 9: Participants' answers	40
Figure 10: Participants' answers.....	41
Figure 11: Participants' answers.....	41
Figure 12: Statements with the two highest and the two lowest scores	42
Figure 13: Dimension 2 Students' answers by question	42
Figure 14: Participants' answers.....	43
Figure 15: Participants' answers.....	43
Figure 16: Participants' answers.....	43
Figure 17: Participants' answers.....	44
Figure 18: Participants' answers.....	44
Figure 19: Participants' answers.....	44
Figure 20: Mean Likert scores by participants – Dimension 1.....	46
Figure 21: Mean Likert scale by participant - Dimension 2.....	47
Figure 22: Distribution of Likert scores – Dimension 1	47
Figure 23: Distribution of Likert scores – Dimension 2.....	48
Figure 24: Percentages of sub themes mentioned during the focus group	50
Figure 25: Percentages of sub themes mentioned during the focus group	51
Figure 26: Percentages of sub themes mentioned during the focus group	53

ABSTRACT

Realizado en una escuela privada francesa en Chile, este estudio de investigación acción tiene como objetivo explorar la contribución del uso de actividades auditivas basadas en video del sitio web de videos ESL para apoyar el desarrollo de la habilidad de comprensión auditiva de información específica de un grupo de 18 estudiantes de quinto grado. Los resultados de una prueba previa y posterior a la intervención utilizada para identificar el progreso de los estudiantes indicaron que la capacidad de comprensión auditiva en inglés de los estudiantes aumentó significativamente después de aprender con videos. Se utilizó una escala Likert y un focus group para analizar las opiniones de los participantes sobre la intervención y sus hallazgos muestran que los participantes consideran positivamente la efectividad de esta intervención en el desarrollo de su habilidad de comprensión auditiva, lo que respalda la creencia de que el uso de actividades auditivas basadas en videos es una herramienta eficaz para mejorar las habilidades de comprensión auditiva de los estudiantes cuando aprenden inglés como lengua extranjera.

Palabras claves: actividades auditivas basadas en videos, inglés como segunda lengua, comprensión auditiva, intervención.

Conducted in a French private school in Chile, this action research study aims at exploring the contribution of using video-based listening activities from the ESL video website in supporting the listening comprehension skill for specific information of a group of 18 fifth graders. The results of a pre and post intervention test used to identify students' progress indicated that the students' English listening comprehension ability increased significantly after learning with videos. A Likert scale and focus group were used to analyze participants' views towards the intervention and their findings show that participants consider this intervention's effectiveness positively in the development of their listening comprehension skill, which supports the belief that the use of video-based listening activities is an effective tool to enhance students' listening comprehension skills when learning English as a foreign language.

Key words: video-based listening activities, ESL, listening comprehension, intervention

CHAPTER 1: INTRODUCTION

1.1. Problem identification

Over the past few years, the field of English language teaching and learning has experienced significant benefits through the integration of videos, particularly in supporting the development of listening comprehension skills. In this context, Nunan (2003) emphasizes that, "Listening is an active, purposeful process of making sense of what we hear" (p. 24). Additionally, Ziane (2011) underscores the important role of listening comprehension, asserting that without a comprehensive understanding of the input, the learning process does not happen.

The focus of this study will be a school that belongs to the Agency for French Education Abroad (AEFE) schools' network, situated in Concepcion. Adhering to the guidelines set by the French Ministry of Education, English as a Foreign Language (EFL) instruction in cycle 3, where students are approximately 11 years old, is intended to promote and develop skills and knowledge for proficient language use beyond French. By the culmination of sixth grade, students are expected to reach an A1 level, as outlined by the Common European Framework of Reference for Languages in the four language skills.

Specifically addressing listening skills, students should be able to achieve an A1 level, which means they must understand important information from a short message, identify simple grammatical structures and some vocabulary from it in order to be able to communicate. Correspondingly, these objectives align with those defined by the Chilean Ministry of Education for sixth-grade students. These learners should be able to listen and demonstrate comprehension of explicit information from simple authentic and adapted texts, including non-literary (expository texts, dialogues) and literary (rhymes, poems, songs, stories) genres.

However, in spite of the fact that listening is strongly encouraged to be developed in the EFL classroom, the group of students from this French school struggle to fulfil these listening goals. Upon careful observation during listening activities, it becomes evident that students find it difficult to identify specific information from simple short audios which caused them frustration and lack of motivation. This difficult situation is particularly difficult, given Nunan's (2003) claim that "listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. There is no time to go back and review, look up unknown words, etc." (p.24). This underscores the imperative need to devote time to the development of listening comprehension skills, ensuring that students can communicate successfully and confidently.

Adding to the complexity, there is also a lack of exposure to the foreign language due to the limited hours dedicated to English instruction each week. Students have forty-five minutes of classes weekly, with an additional forty-five minutes every other week. However, during this supplementary hour, only half of the class engages in English-speaking activities, further constrained by the need to focus on individual oral performance. This lack of time makes it difficult to integrate more listening activities into lessons, hindering progress in this crucial area. Consequently, students, on average, experience just one listening activity every six weeks. The main type of listening activity undertaken by students are videos, with the objective of developing an understanding of cultural aspects. In these sessions, students are tasked with answering simple wh-questions to extract details as a

class.

To address the identified weakness in learners' listening comprehension, specifically, their challenge in understanding specific information from audio sources, the present research project is strategically designed to incorporate the ESL Video website to the English class. This platform offers learning resources, including free online English listening activities and teaching materials, along with a quiz maker tool for creating video-based listening and gap-fill quizzes. The ESL Video website not only provides a convenient storage of resources but also aligns with the research goal of enhancing listening skills through varied activities.

Videos, as a medium, offer numerous benefits, engaging students of varied ages and abilities. Beyond pure engagement, they serve as motivational tools, presenting authentic materials that provide context for better understanding while exposing students to different languages and cultures. As Wilkinson (1984) pointed out, "with video, the student can not only hear the speakers; he can see the speakers, the background situational cues, the paralinguistic features, and the non-verbal communication of the exchange" (p. 83).

Furthermore, YouTube videos, being a cost-effective and enjoyable resource, play a crucial role in exposing students to the target language and providing cultural insights alongside linguistic knowledge. These videos empower students to independently explore the language outside the classroom, exploring into topics aligned with their personal interests.

In addition to the benefits for students, teachers also gain from the technical features inherent in video-based activities. The ability to freeze frames, review segments, and preview content provides instructors with the necessary control to facilitate students' analysis and comprehension of the presented language, as emphasized by Candlin (1982). Consequently, the incorporation of videos emerges as a strong strategy capable of significantly improving students' listening comprehension skills.

1.2. Aim

The aim of this research study is to improve students' listening comprehension for specific information subskill, and to analyze their attitudes and perception towards the intervention.

CHAPTER 2: CONCEPTUAL FRAMEWORK

2.1. The importance of Listening Comprehension in the EFL classroom

Listening has an important role not only in our daily lives but also in academic contexts as it plays an important effect in communication. Anderson and Lynch (2003), state that “we only become aware of what remarkable feats of listening we achieve, when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency” (p. 3). Listening has been considered as a powerful and primary source of comprehensible input for second language acquisition (Rost, 2011). By listening, the students can learn how to acquire spoken language and target vocabulary knowledge used in daily communication. In listening to recordings or videos, the students should use their prior knowledge to comprehend and interpret the information (Brawn, 2006). Developing a learner's listening comprehension can have a deep impact on improving general communicative skills and language competences (Hwaider, 2017). Consequently, teaching listening should be considered and prioritized by EFL teachers to effectively meet their students' needs in language learning.

Despite its importance, listening was one of the most neglected skills in second and foreign language classrooms. Field (2008), states that “in the early days of English Language Teaching (ELT), listening chiefly served as a means of introducing new grammar through model dialogues” (p. 13). In the past, many people held the belief that proficiency in writing and speaking a foreign language demonstrated comprehensive language knowledge. However, the reality is that without the development of learners' listening skills, effective communication will not occur. In contemporary language education, listening has gained increased significance in EF classrooms. Research has underscored the importance of comprehensible input when acquiring a foreign language. As highlighted by Rost (1994), listening holds vital importance in the language classroom as it serves as a primary source of input for learners.

Without understanding input at the right level, any learning simply can not begin. Subsequently, authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it. “Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding” (p. 141-142). Listening is a fundamental part to speaking too. Listening is also important for different aspects of our daily interaction and academic life. Wallece et al. (2004), state that listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.

2.2. Listening Comprehension

Mastering listening comprehension in a second language is a complex task that requires effort and skill. Additionally, while it is widely recognized that developing strong listening skills can greatly assist language learners in acquiring a new language, it is important to acknowledge that achieving proficiency in this area is not an easy or straightforward process.

Listening comprehension involves various factors, such as understanding spoken words, grasping meaning in context, decoding different accents and speech patterns, and processing information in real-time. Additionally, these factors

collectively contribute to the complexity of the listening process. It requires dedicated practice and attention to detail in order to effectively comprehend spoken language in a foreign language setting. Liu (2008), stated that it was challenging to construct a specific definition of listening comprehension because this term had been defined differently by various researchers.

Vandergrift (1999) defined listening comprehension as a complicated interactive process in which listeners must focus on all elements, such as sounds, intonation, linguistic structures, and social structural contexts. Complementing this perspective, Mendelsohn (1994) characterized listening comprehension as the capacity to comprehend spoken language. Furthermore, this capability is necessary for effective engagement in classroom real communication activities and oral interactions between native and non-native. Anderson and Lynch (1988) stated that listening is the most fundamental of the four language skills. Moreover, learners can be exposed to a lot of authentic input through listening. If the input is comprehensible, it serves as a catalyst for improvement in other language areas, including pronunciation, speaking, and even reading and writing. Brown (2006) supports this notion, highlighting that through listening, students can acquire spoken language skills and enhance their knowledge of target vocabulary used in daily communication.

Mendelson (1994), points out that listening comprehension is a process rate of speech and fillers, cope with listening in an interaction, understand the message of the text without every single word, and realize different genres. Expanding on this, Hamouda (2013) defines listening comprehension as the understanding of what the listener has heard, including the capacity to repeat the text; however, it is acknowledged that repetition may occur without genuine comprehension. Moreover, listening skill is widely regarded as the heart of the language acquisition process, as emphasized by Etemadfar et al. (2020).

According to Thompson (2003), the listeners are active in the process of listening comprehension, not passive. In this regard, because of the complexity of the process is that theories suggest that individuals who are learning their first language may find it easier and quicker to acquire listening skills compared to those who are learning a second or foreign language. For the latter listeners, much effort and conscious consideration should be made to understand each text segment (Namaziandost, et al., 2019). If we do not develop good listening skills, it can hinder the overall communication process and potentially result in communication breakdowns. Moreover, listening is an essential skill that is interconnected with other language skills, forming a crucial part of the language acquisition process as a whole. As highlighted by Woottipong (2014), thanks to this skill, vocabulary, grammar, and interaction patterns might be unconsciously achieved. Therefore, to become proficient speakers and writers in a second or foreign language, it is crucial for learners to prioritize and master the skill of listening.

2.2.1. Micro-skills of listening comprehension

Richards stated (1983) that the aim of teaching listening comprehension is to provide opportunities for the learner to acquire particular micro-skills. Building on this, according to Brown (2001), utilizing a list of listening micro-skills allows teachers

to gain a comprehensive understanding of the areas their teaching techniques should cover in listening comprehension. This list can effectively guide the teacher in identifying the most crucial skills for learners to develop in relation to their overall learning skills.

The following seventeen micro skills apply to conversational discourse. (Adapted from Richards 1983). "(1) Retain chunks of language of different lengths in short-term memory. (2) Discriminate among the distinctive sounds of English. (3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signalling information. (4) Recognize reduced forms of words. (5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. (6) Process speech at different rates of delivery. (7) Process speech containing pauses, errors, corrections, and other performance variables. (8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms. (9) Detect sentence constituents and distinguish between major and minor constituents. (10) Recognize that a particular meaning may be expressed in different grammatical forms. (11) Recognize cohesive devices in spoken discourse. (12) Recognize the communicative functions of utterances, according to situations, participants, goals. (13) Infer situations, participants, goals using real-world knowledge. (14) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. (15) Distinguish between literal and implied meanings. (16) Use facial, kinetic, body language, and other nonverbal clues to decipher meanings. (17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signalling comprehension or lack thereof" (p.219-240).

By focusing on these micro-skills, EFL learners can cultivate competencies inherent in native speakers, which are crucial for second language (L2) learners to acquire. The teaching of listening micro-skills involves raising learners' awareness of the listening comprehension process. This awareness is nurtured through intentional promotion and consistent reinforcement of these micro-skills during listening comprehension practice. Explicitly teaching and practicing listening micro-skills empowers EFL learners to improve their ability to comprehend specific information while listening. These skills encompass activating prior knowledge, making predictions, utilizing context clues, note-taking, skimming and scanning, visualizing, seeking clarification, and reflecting on their listening experiences.

By integrating these micro-skills into listening activities, teachers provide EFL learners with essential tools and strategies to enhance their listening comprehension abilities. This approach effectively bridges the gap between the natural listening abilities of L1 speakers and those that L2 learners attempt to acquire. In summary, the systematic teaching and continual reinforcement of listening micro-skills during comprehension practice contribute significantly to EFL learners' overall language proficiency, fostering an enhanced ability to understand specific information in the second language they are learning.

2.3. Bottom-up versus top-down approaches to listening

To understand listening comprehension, it is necessary first to understand the two main processes by which a person deals with information from the source. Listening is difficult for many reasons. When exploring the challenges, researchers have commonly employed two models to explain the process of listening. These models are known as the bottom-up model and the top-down model. J.J. Wilson (2008), states that with some certainty we use both processes simultaneously when we listen, something that is known as the interactive model.

2.3.1. Bottom-up model

According to Wilson (2008), the bottom-up model prioritizes the interpretation of the tiniest components, such as phonemes and syllables, in order to guide us towards understanding. In this approach, a heavy reliance is placed on the sounds heard. Complementing this perspective, Richards (1990) explains that bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. To process this incoming data effectively, the listener depends on their lexical and grammatical competence in the language. For listeners to assign meaning to incoming words, they rely on a mental dictionary as part of their own lexical competence.

However, a significant challenge for true beginners of a second language, as highlighted by Celce-Murcia and Snow (2014), is the lack of bottom-up processing skills. These learners have not yet developed linguistic categories, perceiving the new language as a mere noise where they struggle to distinguish where one word begins and another ends. An exercise that falls into this category is listening for detail, where the focus is primarily on form.

2.3.2. Top-down model

Wilson (2008), states that the top-down model considers important to use prior knowledge to anticipate the content. This can include general knowledge, knowledge about the speaker or context, or drawing analogies based on familiarity with the situation. In terms of EFL instruction, Alfaki and Siddiek (2013) state that activating prior knowledge involves the activities and strategies employed by teachers to elicit what students already know about a topic. In contrast, Lynch and Mendelsohn (2002) explain that top-down processing, differing from bottom-up processing, is holistic in nature, moving from general to specific, and is concentrated on the interpretation of meaning rather than the recognition of sounds, words, and sentences. They emphasize that listeners actively formulate hypotheses, inquire about meaning, and confirm or modify them when necessary.

In this context, the top-down model is, to some extent, centered around the listener, with a significant portion of comprehension occurring within the mind even before the act of listening starts. As explained by Celce-Murcia and Snow (2014), listening activities focused on meaning align with this model.

2.3.3. Interactive processing

The third mode of information processing is the interactive processing, which

uses bottom-up processing and top-down processing in order to increase the comprehension of a listening text.

Vandergrift (2003), says that listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in order to understand messages. He also explains that the listeners' degree of using bottom-up processing and top-down processing will depend on their knowledge of the language, familiarity with the topic and the purpose for listening.

2.4. Listening comprehension in the Chilean curriculum

The research about English in Chile conducted by the British Council (2015) revealed that in 1998, significant improvements were made in the English National Curriculum by lowering the learning age for English from Grade 7 to Grade 5. Notably, the English Open Doors Programme (EODP), initially designed to run until 2012, has been extended. This program also extends its coverage to English in higher education. The creation of the program was driven by economic development goals and addressed the severe lack of English language skills among the population. According to the report, "The number of teaching hours in English increased to three per week, and students are expected to reach A2 by the end of Grade 8 and B1 by the end of Grade 12" (p. 20).

Interestingly, in the research, learners were asked to assess their English skills, but surprisingly, the only skill among the four skills that the researcher did not ask students to assess was listening comprehension.

The Education Quality Agency informed that the results of the National English Evaluation of 11th grade applied in 2019 were very low. The percentage of students that were in a basic or intermediate level was 32 per cent (Mineduc, 2019). English SIMCE assesses only two skills: listening and reading comprehension. So, based on this information we can conclude that students' English level has a lot to improve yet. In relation to the listening comprehension skill, it is mandatory that we help students to develop it, not only because it is included in the SIMCE national examination but also because it enables communication.

2.5. Listening in the lesson

Nowadays, Wilson (2008), states that it is suggested that listening sequences should be divided into 3 parts: pre-listening, while-listening and post-listening.

2.5.1. Pre-listening stage

In this stage, students are prepared for what they are going to hear, providing them with a greater chance of success in any given task. This preparatory phase typically involves activating schemata to assist students in predicting the content of the upcoming listening passage. According to Vandergrift (1999), pre-listening activities play a crucial role in helping students make informed decisions about what to listen for. Additionally, Buck (2001) describes listening as a complex process where the listener interprets incoming data based on a wide variety of linguistic and

non-linguistic knowledge. Briefly, linguistic knowledge encompasses phonology, lexis, syntax, semantics, discourse structure, pragmatics, and sociolinguistics. Non-linguistic knowledge includes familiarity with the topic, the context, and general knowledge about the world and how it operates.

Subsequently, the next step involves setting up a reason to listen, such as listening for specific information. Both research and instinct indicate that students have a better chance of succeeding when they possess some knowledge about the topic and are mentally attuned to what they may hear.

2.5.2. While-listening stage

In this stage, students focus their attention, as highlighted by Vardergift (1999). Initially, they hear the input once, for example, to listen for specific information or to grasp details. Subsequently, they listen a second time, either to verify their understanding or to respond to more detailed questions. Introducing multiple opportunities for students to hear the input serves as a safety net, effectively reducing their anxiety during the process. Several other factors related to the passage come into play during this stage, including difficulty, length, pedagogical focus, and the potential for boredom.

As suggested by Rixon (1986), the while-listening stage requires students to concentrate on comprehension, whether they have understood essential information from the text, rather than interpreting long questions or providing exhaustive answers. The primary aim for students during the while-listening stage is to comprehend the message of the text, not necessarily catching every word. Consequently, the activities during this stage predominantly center on listening for the gist, listening for specific information, and discerning the speaker's attitude or opinion. These aspects are closely tied to the language knowledge and cultural information that students acquired during pre-listening activities, contributing to enhanced listening comprehension.

2.5.3. Post-listening stage

According to Underwood (1989), post-listening activities serve as a platform for students to reflect on the language from the text, considering aspects such as sound, grammar, and vocabulary. Notably, these activities extend beyond while-listening activities, providing students with more time for contemplation, discussion, or writing. While some post-listening activities may be extensions of exercises carried out during pre-listening and while-listening work, others may present a totally independent aspect of the listening session. Moreover, these activities offer students an opportunity to assess their understanding of the listening task.

During the whole-class discussion phase, answers are collectively checked, and difficulties such as unknown vocabulary are addressed, with responses to the content of the passage shared orally or sometimes in writing. This interactive phase may involve the entire class, pairs, or groups. Significantly, the emphasis shifts toward assisting students with difficulties and reflecting on their performance. It is at this moment that the analysis of the input becomes crucial.

2.6. Listening for specific information strategy

Wilson (2008) defines listening for specific information as the moments when we do not need to understand everything, but only a very specific part. In recent years, psychologists have discovered interesting things about our ability to focus on details at the expense of other information. According to Wilson (2008), “in a 1999 psychological experiment at Harvard, participants watched a video of some students playing basketball. Their task was to count the number of passes made by one team. Afterwards, they were asked to answer some extra questions: While you were doing the counting, did you notice anything unusual on the video? Did you see anyone else (besides the six players) on the video? It turned out that 46 per cent of the participants had been so engrossed in the task that they had not noticed a man in a gorilla suit walk onto the court, stop to face the camera, thump his chest and walk off again. This was an astonishing example of selective looking. The oral/aural equivalent which we will now discuss is selective listening” (p. 83). For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train - the one we want to catch - and so we listen selectively for this specific information. We ignore everything else. Celce-Murcia and Snow (2014) mention some examples of listening for specific information such as: listen to a recorded telephone menu about theatres, movies being played and their timetables where students have to choose the number that need to be pressed to work down the menu. Another example is to listen to some people talking about sickness. They must tick the symptoms that are mentioned in the conversation.

Listening for specific information involves focusing on factual details. Prior to listening, having a clear idea of the information you are seeking is essential. In exam scenarios, it proves advantageous to predict and anticipate the type of information that will address the question, acknowledging its potential variations within the audio recording. While listening, it is crucial to recognize cues indicating that the desired information is about to be provided and to pay close attention at that moment. Additionally, listening for specific information may involve assessing whether certain information is explicitly stated or not, as highlighted by Mann and Taylore-Knowles (2014).

2.6.1. Strategies to support listening for specific information

According to Wilson (2008), without a clear context, connected speech often becomes inaccessible - simply noise - even to people listening to their own language. The type of contextual information we need is who the speaker is, and where and what they are trying to achieve. It is also useful to know information about the passage we will hear, what is its function (ordering, persuading, negotiating) and what structure does it assume (a monologue, a three-way argument). Information related to the topic is another critical factor, whether the listener is familiar with and can relate to it or if specialized knowledge and vocabulary are necessary. Wilson emphasizes that this comprehensive information allows a listener to predict what a speaker will say and how they will say it, thereby facilitating the listening process.

Given these considerations, it is often necessary for teachers to prepare students using specific pre-listening techniques. These techniques, all linked to

activating schemata, leverage pre-existing knowledge to provide motivation and enable students to anticipate content.

One of the methods in which learners can become actively involved in controlling their own learning is by using strategies. According to Krashen's input hypothesis (Krashen, 1985), it was believed that merely being exposed to comprehensible input would improve listening skills and promote language acquisition. However, in recent years L2 listening comprehension research has shifted to focus on how learners manipulate this input. Understanding the strategies that EFL/ESL learners tend to use in order to overcome the difficulties they experience while listening has become an integral part of L2 listening research.

Vandergrift (1999), emphasizes the significance of strategy development in listening training. According to Vandergrift, strategies serve as conscious tools through which learners can actively guide and assess their comprehension and responses while listening. In a similar vein, Oxford (1990) provides a definition of language learning strategies as the specific techniques employed by learners to enhance their utilization of target language information. Language learning strategies encompass a range of approaches that learners use to facilitate their language learning process.

In a study conducted by Wah (2019), the importance of listening strategies and skills in English classes was underscored, with a particular emphasis on the positive impact of class training in these areas on overall listening abilities. The teacher played a crucial role in motivating and supporting students, fostering their development into effective communicators through the adoption of listening strategies and innovative techniques. Furthermore, students were actively engaged in extensive listening practice and received instruction in various strategies and new methods designed to enhance their listening skills. As a result, a noticeable improvement in the students' listening skills was observed.

O'Malley, Chamot and Kupper (1989) categorize strategies into two groups: cognitive strategies, directly related to the auditory information, which consists of an array of top-down and bottom-up exercises such as elaboration, inferencing and translation and metacognitive strategies, which refer to methods used to help learners understand the way they learn.

2.6.1.1. Metacognitive strategies

They involve knowing about learning and controlling learning through planning, monitoring, and evaluating. Anderson (1983, 1985), describes metacognitive activities such as paying attention to special aspects of the input, and analysing ongoing comprehension related to the task demands.

2.6.1.2. Cognitive strategies

Anderson (1983, 1985) explains that cognitive strategies are linked to the comprehension and storage of input in working memory or long-term memory for later retrieval. Among the key cognitive strategies detailed by Anderson (1983) is elaboration, where individuals establish connections between new information and data stored in long-term memory, or they analyze and meaningfully relate interconnected portions of the input.

In contrast, as highlighted by Vandergrift (1999), metacognitive strategies are

generally considered applicable across a variety of tasks, while cognitive strategies may be more tailored to specific learning activities.

2.6.1.3. Socio-affective strategies

Transitioning from cognitive and metacognitive strategies, there is a third category known as socio-affective strategies. These strategies encompass the learning that unfolds when learners engage in interactions with classmates, seek clarification from the teacher, or employ specific techniques to alleviate anxiety. As emphasized by Vandergrift (1999), socio-affective strategies revolve around either social interaction or affective control over the learning process.

Recognizing the importance of aiding learners in achieving successful listening, a key approach is to guide them in raising their awareness of their listening challenges and employing effective listening strategies. In alignment with this perspective, both Vandergrift (1999) and Rost (2002, p. 202) identify strategies utilized by successful listeners:

- Predicting: Effective listeners think about what they will hear.
- Inferring: It is useful for learners to “listen between the lines.”
- Monitoring: Good listeners notice what they do and don’t understand.
- Clarifying: Efficient learners ask questions.
- Responding: Learners react to what they hear.
- Evaluating: They check on how well they have understood.

Strategies can be considered as the approaches and methods that learners use to approach and manage a particular task, such as listening comprehension. By utilizing effective strategies, learners can enhance their listening skills and address their specific listening challenges.

2.7. The use of video to support listening comprehension

In contemporary times, people have become accustomed to watching videos on television and the internet. Kusumarasdyati (2004) underscores that, to enhance learners' mastery of listening skills, teachers should carefully select and prepare a variety of quality teaching materials and aids for language laboratories. This ensures that learners will get optimum results from listening lessons. An often overlooked but effective approach to achieve this is the selection of commercial videos, including movies, as teaching aids, with subsequent material development based on them.

As highlighted by Tran (2022), English lessons have evolved to incorporate more technology to enhance the teaching and learning process. Among various tools, videos have proven to be the most suitable for improving learners' listening skills. Contrary to considering films in video format as secondary texts or distractions in a listening class, they can serve as the core content and an integral part of the curriculum (Sommer, 2001). When listening to recordings or watching videos, students should use their prior knowledge to comprehend and interpret the information (Brown, 2006). Pamuji et al. (2019) note that teaching listening requires more time compared to developing other skills, and it might not be sufficient to provide meaningful listening input to L2 students. Consequently, there is a need for

an improvement in the learning environment, with teachers integrating new teaching media or sources, such as audio-visual teaching aids, in the classroom.

2.7.1. Advantages of using videos on listening

Utilizing video materials for listening comprehension offers several advantages, primarily enhancing students' listening skills by providing meaning from both auditory and visual sources. Videos convey nonverbal communication, such as facial expressions, gestures, and body language, contributing to a richer understanding. Çakir (2006) supports this notion, stating that "even without hearing the language spoken, clues to meaning can be picked up from vision alone" (p. 68).

In a study conducted by Kusumarasdyati (2004) in Indonesia, the impact of using movie presentations on EFL learners' listening skills and imagination was examined. The findings showed that movies proved to be an effective teaching technique, not only in developing EFL learners' listening skills but also in stimulating their imagination and motivation. Video clips, as noted by Bajrami and Ismaili (2016), have the potential to enhance learners' motivation and scaffold comprehension by providing lively images, people's interactions, captions or key words, and even English subtitles for challenging language.

Watkins and Wilkins (2011) emphasize that while the use of video clips in EFL classrooms is not novel, it remains necessary in different contexts to promote learners' listening ability. Woottipong's (2014) study results indicated a significant increase in students' English listening comprehension ability after learning with videos, and students displayed positive attitudes toward using videos in teaching listening skills. Similarly, a study by Ariawan and Sulistyani (2020) reported that students exposed to video-based listening activities demonstrated better listening skills than those who were not. This media not only fostered motivation but also captured students' attention through engaging content.

2.8. YouTube website

In the contemporary era, YouTube has become an integral part of the digital landscape, with billions of people using it in 80 different languages. According to YouTube statistics from 2010, the platform was receiving more than 2 billion views per day and users were uploading more than 35 hours of video per minute (YouTube, 2010; Walk, 2010). Notably, YouTube is listed as the second most visited website after Google, showcasing its widespread popularity.

Functioning as an appealing platform, YouTube hosts numerous channels that offer a wide array of videos, including educational, cultural, and entertaining content, among others. Specifically, YouTube stands out as one of the most useful platforms, providing millions of educational channels across different areas. Although its original purpose was to serve as a platform for public video sharing, today, YouTube has evolved to play a crucial role in the teaching and learning processes (Hussein et al., 2020).

For foreign language learners, YouTube proves to be a valuable resource, offering an extensive range of educational content, especially for languages like English. Learners can access diverse materials that support their language learning journey. Additionally, YouTube empowers teachers, providing them with the tools to

enhance their classes and create interactive learning experiences. Teachers can integrate YouTube videos into their teaching materials, use them for listening exercises, and engage students through discussions and activities. In essence, YouTube significantly contributes to facilitating dynamic and engaging foreign language education for both learners and teachers (Prayuda, 2021).

2.8.1. YouTube as a pedagogical tool

In the present day, students, often referred to as digital natives, were born into a digital era where conversations about websites and social media are part of their daily lives. The rapid development of modern technology significantly influences the educational sector, serving as a support system for L2 learners and teachers in achieving their teaching and learning goals (Anggraeni & Indriani, 2018). Recognizing this digital shift, YouTube emerges as a valuable tool, “offers fast and enjoyable access to language and culture-based videos and instruction from around the globe” (Terantino, 2011, p. 11).

Many colleges and universities have acknowledged the potential of YouTube and have created their own channels to share educational content. This growth aligns with broader trends in educational video viewership, which surged from 22% to 38% between 2007 and 2009 (Purcell, 2010). The availability of educational videos has expanded beyond YouTube, with dedicated websites specifically designed to provide and distribute educational content. These platforms serve as valuable resources for learners seeking educational materials in a convenient and efficient manner.

The potential of YouTube in online education has been explored in previous studies, such as the work by Snelson (2010). An evident advantage of incorporating YouTube into online education is its supply of online access to a wide range of free public videos spanning a broad spectrum of topics. Embedding or linking YouTube videos in online course content or discussion forums becomes a straightforward and effective means of enhancing the online learning experience.

To facilitate the development of students' skills, particularly their listening abilities, it is essential to support learning activities with suitable media, incorporating authentic listening materials and English sources (Anggraeni & Indriani, 2018). In line with this, Damayanti (2022) highlights the existence of numerous websites and platforms on the internet that provide authentic listening materials, including audios and videos.

As noted by Berk (2009, p.2), the integration of video, specifically through platforms like YouTube, has strong effects on the mind and senses. This, in turn, assists teachers in capturing students' motivation and interest during listening comprehension lessons. The abundance and variety of videos on YouTube, easily downloadable and selectable, further contribute to its appeal. Notably, most of these materials are readily accessible without charge. Berk (2009) argues that the potential of YouTube as a teaching method for listening is considerable, fostering an enjoyable and engaging learning environment through the use of videos.

Berk (2009) proposed some potential outcomes of teaching using video clip or YouTube: (1) grab students' attention; (2) focus students' concentration; (3) generate interest in class; (4) create a sense of anticipation; (5) energize or relax

students for learning exercise; (6) draw on students' imagination; (7) improve attitudes toward content and learning; (8) build a connection with other students and instructor; (9) increase memory of content; (10) increase understanding; (11) foster creativity; (12) stimulate the flow of ideas; (13) foster deeper learning; (14) provide an opportunity for freedom of expression; (15) serve as a vehicle for collaboration; (16) inspire and motivate students; (17) make learning fun; (18) set an appropriate mood or tone; (19) decrease anxiety and tension on scary topics; and (20) create memorable visual images. It can be concluded that there is a great value and usefulness in the use of videos in the classroom, not only to develop listening comprehension skill but also to increase motivation and reduce students' anxiety.

In the findings of the study of Natasa and Solusia (2022), "YouTube is chosen as the most frequently used application to improve their English skill. Students mentioned that they can improve their skill and add new knowledge when watching short videos in social media" (p.6). In another study of Al-Hammouri et al., (2022), the findings indicated that YouTube videos had a noteworthy influence on English as a Foreign Language learners (EFL) in several key areas. The interactivity of YouTube videos played a crucial role in engaging learners and fostering active participation. Moreover, learners experienced substantial improvements in vocabulary acquisition as they engage with the diverse content available on YouTube. The platform also contributed to enhance listening and speaking skills, as learners had the opportunity to listen to authentic English and practiced their speaking through interactive video content. Overall, the study demonstrated that YouTube videos had a significant positive impact on EFL learners, benefiting them in terms of interactivity, vocabulary acquisition, and the improvement of listening and speaking skills.

2.8.2. Advantages of YouTube videos in listening development

YouTube stands out as the most well-known video-hosting service in the social media domain. Distinguishing itself from traditional media, YouTube provides users with a platform for interaction, engagement, viewing, collaboration, and, notably, a means to assess their communication system (Gill et al., 2007).

An advantage of incorporating YouTube videos into listening development is their capacity to enhance students' motivation. As stated by Brook (2011), the utilization of YouTube videos in English language learning not only accelerates language acquisition but also increase motivation among learners. The preference for audio-visual materials over solely auditory ones is evident, as the former offers a more comprehensible learning experience. L2 audio-visual materials effectively integrate aural and visual elements along with nonverbal cues, facilitating the process of comprehending spoken input.

Beyond motivational benefits, the use of YouTube videos proves advantageous for enriching cultural content and ensuring authenticity in language learning. In alignment with Watkins and Wilkins (2011), YouTube videos serve as valuable realia for cultural lessons, enhance exposure to "World Englishes," and accelerate authentic vocabulary development. The diverse range of genres available on YouTube, extending beyond music to encompass film trailers, video game play,

sports, abilities, user-generated content, and program recordings, contributes to its versatility. Burgess and Green (2013) highlight YouTube's unique features, enabling content to be viewed, shared, embedded, and discussed.

2.8.3. Disadvantages of YouTube videos in listening development

Despite the various advantages associated with YouTube videos, there are notable disadvantages that should be considered. One drawback has to do with the content available on YouTube and underscores the critical need for teachers to carefully select suitable materials prior to the class. Addressing this concern, Clifton and Mann (2011) highlight the constraints associated with unregulated content on YouTube, often characterized by misinformation, bias, or misleading information.

Additionally, the potential risks extend to the need for teachers to clarify cultural points that may diverge significantly from the students' own cultural background. Oddone (2011) identifies instances where learners struggle to comprehend the pronunciations in videos designed primarily for native speakers. The presence of cultural elements and terms that vary among learners further complicates understanding because these cultural differences can influence their perspectives, values, and interpretations of concepts. This diversity can make it challenging to create a universal understanding of certain topics.

Furthermore, the selection of material based on students' proficiency levels is a crucial consideration. Van Duzer (1997) emphasizes the importance of aligning topics with learners' interests and purposeful listening. Failure to do so may pose challenges, as videos in the ESL classroom could become problematic if not tailored to the students' proficiency level.

2.9. Use of websites to support listening comprehension

In order to facilitate the development of students' listening skills, it is essential to incorporate appropriate learning media that offer authentic listening materials and English sources (Anggraeni & Indriani, 2018). Teachers, in their search for effective English resources in second language learning, explore various types to identify the most compatible ones. Undoubtedly, the internet hosts numerous websites and platforms providing authentic listening materials for learners.

The utilization of authentic videos in the EFL classroom plays a crucial role in influencing the proficiency development of L2 learners in the target language (Metruk, 2018b). This approach implies that L2 learners benefit significantly from learning the language in authentic settings and real contexts used by native speakers (Metruk, 2018a). Therefore, teachers are tasked with actively seeking authentic audio and video materials to enhance students' listening comprehension and vocabulary development (Nurmukhamedov, 2017).

2.9.1. ESL video website

ESL Video, a comprehensive platform for English language learners, provides a range of valuable resources. These include free online English listening and grammar activities, along with free teaching materials. Additionally, ESL Video offers a quiz maker tool designed for creating video-based listening and gap-fill quizzes.

Furthermore, the platform features tracking and reporting functionalities for student scores. Notably, ESL Video goes beyond traditional resources by coordinating the International Teens Conversation Exchange (www.eslvideo.com).

2.10. Assessing listening comprehension

Mead and Rubin (1985) suggest that listening tests share similarities with reading comprehension tests, differing mainly in the mode of presenting the passage, oral rather than written. Subsequently, students engage in answering multiple-choice questions that address various levels of both literal and inferential comprehension. The crucial elements in all listening tests encompass the nature of the listening stimuli, the types of questions posed, and the overall test environment.

However, as highlighted by Wilson (2008), the evaluation of listening comprehension proves to be an intricate process marked by various challenges in achieving both validity and reliability. The factors contributing to the difficulty of listening, such as the message content, delivery style, listener characteristics, and testing environment, also pose potential sources of unfairness in the assessment. Cultural elements embedded in the listening passage, for example, may hinder students' performance if the topics are unfamiliar, shifting the emphasis from pure listening ability to background knowledge. Furthermore, unclear or confusing accompanying questions can hinder a student's understanding of the passage, raising doubts about whether the challenge lies in listening or reading skills. In essence, the assessment of listening skills demands a meticulous consideration of these factors to ensure fairness and accuracy in the evaluation process.

The type of task employed in listening tests plays a crucial role in shaping the assessment approach. Nonverbal response formats, such as true/false questions and multiple-choice questions, prove effective due to their efficiency in terms of time consumption, minimizing distractions and allowing students to focus on the listening task itself. Moreover, these tasks facilitate the inclusion of a larger number of items, thereby supporting the overall reliability of the test. However, a notable drawback of true/false questions lies in the potential for students to guess the correct answer by chance, given the 50% probability. In contrast, multiple-choice questions mitigate the probability of lucky guesses by incorporating distractors or incorrect options. Nonetheless, these questions introduce a challenge as they require students to hold three or four possibilities in their minds while listening. To mitigate this challenge, it is crucial to keep the distractors as concise as possible (Wilson, 2008).

Productive responses in listening tests present a reduced probability of lucky guessing, yet they demand proficiency in multiple skills. When students are required to generate their own responses based on the passage, the memory load increases. However, evaluating productive responses introduces challenges for teachers, as correctness is just one criterion among several. Additional criteria include assessing grammar and vocabulary accuracy, ensuring adherence to spelling and punctuation conventions, and, in some cases, considering the use of imagination. Grading becomes a multifaceted process that extends beyond assessing listening skills alone. Moreover, considerations such as the partial correctness of answers, the thoroughness of responses, and the extent of the answer must be taken into account. It's important to note that what one tester may consider a "full answer" might

be considered excessive by another. When comparing multiple-choice tasks and written response tasks, a very short written answer emerges as potentially the most effective listening task for testing. Sentence completion, particularly with answers consisting of a few words, is also regarded as an effective approach (Wilson, 2008).

In conclusion, the assessment of listening comprehension presents challenges and considerations, as highlighted by Mead and Rubin (1985) and Wilson (2008). Factors such as stimuli nature, question types, and the overall test environment are crucial in evaluating listening skills. The choice of task format, whether nonverbal (e.g., multiple-choice) or productive responses, significantly influences the assessment approach. Nonverbal formats provide efficiency and reliability, while productive responses require proficiency in various skills, complicating the grading process. Achieving a balance between fairness, accuracy, and efficiency is essential for designing effective listening comprehension assessments.

CHAPTER III: METHOD

3.1. Type of research

This study was carried out in a group of fifth graders from a private bilingual school that belongs to the Agency for French Education Abroad (AEFE) schools' network in Concepcion. This school does not follow the Chilean national curriculum of English, instead it follows the one from the French Ministry of Education, which states that EFL must be taught aiming that at the end of cycle 3, where students are aged 11, they must reach an A1 level in English according to the Common European Framework of Reference for Languages (CEFR) (2001). In regards to listening skills, students should be able to listen and understand to an A1 level, which means understanding important information from a short text, identifying simple grammatical structures and some vocabulary to be able to communicate. These objectives also correspond to the ones defined by the Chilean Ministry of Education for fifth graders in EFL subject so there is a need for developing listening skills in these students so they can reach the expected level.

In spite of the fact that the development of listening comprehension skill is strongly encouraged in the EFL classroom, students from this French bilingual school struggled to meet the listening goals. Based on class observation and students' comments when doing listening comprehension activities, it was noticed that students found it difficult to identify specific information from simple short audios which caused them frustration and lack of motivation. This was a concerning situation considering that, according to Nunan (2003), "listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. There is no time to go back and review, look up unknown words, etc." (p.24). This is why the teacher researcher decided to incorporate activities from the ESL video website in the English classes to provide more exposure to listening input in English.

This investigation is an action research study because it involves a self-reflective, systematic and critical approach about problematic situations or issues considered by the teacher researcher to be worthy of investigation to bring informed changes in practice. Also referring to the views of Burns (2010), Action Research aims to intervene in a deliberate way in a problematic situation to bring changes and improvements in practice. The deliberate intervention chosen to improve students' listening comprehension for specific information skill involved the use of the ESL video website as a pedagogical tool, which provides listening comprehension activities based on videos. The use of this website aims at motivating students and facilitates the development of listening for specific information.

This action research study combines quantitative and qualitative techniques because it aims to collect and analyse data to understand the phenomenon better and answer the research question. Creswell stated that "quantitative data collection seeks to establish the overall tendency of responses from individuals and to know how this tendency varies among people" (2012, p.13), which explains the decision of using pre and post intervention listening comprehension tests to identify the progress of students listening for specific information comprehension skill when listening.

To analyse students' perspective about the use of video-based listening activities from the ESL video website a qualitative data collection method was used. The method chosen was the Likert scale due to "the type of data it provides, which

allows the teacher researcher to know the participants” (Creswell, 2012, p.17). The last qualitative data collection method was a focus group. This instrument was chosen because it creates a safe environment in participatory research, especially when young people are involved (Bagnoli & Clark, 2010), and it aimed at describing students’ perspectives towards the use of video-based listening activities to support their listening comprehension skill for specific information.

The scope of this action research study is the effectiveness of video-based listening activities from an ESL website in supporting the improvement of listening comprehension for specific information of a group of fifth-graders who have shown difficulties when listening to short simple audios. In addition, it seeks to analyse students’ perspective towards the use of this type of pedagogical tool in listening activities.

3.2. Description of participants

This action research will be conducted in a Chilean private bilingual mixed school in Concepcion. This school has French as their first language from preschool up to high school. The sample chosen for this research corresponded to a convenience sample as the English teacher researcher has access to the participants because she teaches them in the English subject. According to Marshall (1996), convenience sampling involves the selection of the most accessible subjects. It is the least costly to the researcher, in terms of time, effort and money. Etikan et al., (2016), state that convenience sampling is sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection, which is the case due to the participants in this action research are the teacher researcher’s students.

The sample for this action research consists of 19 students. They are a homogeneous sample, they are all the same age, from 10 to 11 years old, they all have beginner English level and they all come from the same socioeconomic and cultural background. A characteristic of convenience sampling is that members of the target population are homogeneous, which means that there should not be major differences in the research results (Etikan et al., 2016). Nikolopoulou (2022), supports this idea by stating that having this type of sampling reduces variation, simplifying the analysis of the data collected.

These students had three years of English at school previous to the intervention and all of them have English classes with the teacher researcher. Due to this, they are all expected to achieve an A1 level in all four English language skills by the end of the year. The teacher researcher noticed that these students were not getting enough practice in the area of listening comprehension. The A1 level, in terms of listening comprehension skill, aims at students being able to recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly (CEFR) (2001). Seeking to guarantee that students reach the A1 proficiency level in English in listening comprehension is why the teacher researcher decided to incorporate in the English classes’ activities based on videos from the ESL video website in order

to support the development of students' listening comprehension for specific information subskill.

3.3. Research question and objectives

Research Question: How does the use of video-based listening activities from the *ESL video* website in the support of listening for specific information skills of a group of 5th graders?

General Objective:

To explore the contribution of using video-based listening activities from the *ESL video website* in the support the listening comprehension skill for specific information of a group of fifth graders.

Specific Objectives:

1. To identify the progress of participants' listening for specific information comprehension skill when listening to video-based listening activities.
2. To analyze participants' views towards the use of video-based listening activities to support their listening skill for specific information.

3.4. Data collection tools

Three types of data collection techniques will be used for this Action Research study, which includes a pre and post intervention listening comprehension test to identify the students' progress on their listening for specific information comprehension skill when listening to video-based listening activities. A Likert scale that aims at analysing students' perspective towards the use of video-based listening activities from ESL video website in the English class as well as a focus group meant to describe students' perspective towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information was employed. In order to validate these instruments and that they measure what they are intended to measure, two language specialists in the area of education and language learning were consulted to provide valuable feedback on these instruments (See appendix 1). These experts were selected based on their expertise and experience in the field of action research. Clear explanation of the scope of the study, the research questions, and the objectives was provided for the experts' judgement as well as the instruments, along with detailed instructions for completion. The three data collection instruments were also piloted with another class from the same level and school in order to increase their validity.

3.4.1. Pre and post intervention tests (See appendix 1)

The pre and post intervention tests were carried out to assess the first specific objective, which is to identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities. These listening comprehension tests were specifically designed for this intervention. These types of tests were designed for a given specific population, in this case, a class in school. The attraction of nonparametric statistics is their utility for small

samples because they do not make any assumptions about how normal, even and regular the distributions of scores will be. They offer teachers a valuable opportunity for quick, relevant and focused feedback on student performance (Cohen et al., 2018).

The tests consist of 10 multiple choice items which only assessed listening comprehension for specific information. All the tests' items connected with some videos from the ESL video website which students had to listen to and watch. The first one, the pre-test was administered before the intervention to gather data about the students' initial English level in the listening for specific information subskill. The second one, the post-test, administered in session number six of the intervention, aimed at assessing whether the use of activities based on videos support the improvement or not in the students' listening comprehension skill for specific information. During both tests students listened and watched the videos twice.

In the elaboration of the tests, certain criteria were taken into account. The first criterion was the English level of the videos. A1 level (elementary) videos according to the Common European Framework (CEFR) (2001) were chosen, considering that this is the level suggested by the Chilean Ministry of Education for 5th graders, as well as the level expected by the French Ministry of Education for the same level. The second criterion was the length of the videos. According to Celce-Murcia (1991), listening selections should be short – one to three minutes in duration.

The third criterion was the topics of the videos which had to be related to topics already studied by the students in order to make it appropriate and relevant for the learners. The fourth criterion was the test format. In order to guarantee the reliability of the tests, both were designed with an item format that would allow data collected for later analysis. The test format was multiple choice questions, with three alternatives each. These questions can be quickly coded and quickly aggregated to give frequencies of response (Cohen et al., 2018). Each item was assigned 1 point and each test had a total of 10 points, one for each item of the test.

3.4.2. Likert scale (See appendix 2)

The second data collection tool was an ordinal Likert-scale (Cohen et al., 2018), which is a set of items presented in the form of statements or judgements, to which participants are asked to react (Sampieri et al, 2014). Respondents choose the option that best corresponds with how they feel about the statement. Because respondents are presented with a range of possible answers, Likert scales are great for capturing the level of agreement or their feelings regarding the topic in a more nuanced way (Bhandari, 2023). The teacher researcher used this instrument in order to assess the second specific objective, which is to analyse students' perspective towards the use of video-based listening activities from ESL video website during English classes. The Likert scale will be applied during the second last intervention session.

This Likert scale was created following a simplification of the scale of Flórez et al. (2012), which has four levels of agreement where 1 is strongly agree and 4 is strongly disagree. Recommendations for adapting a scale for children (Mellor & Moore, 2014) were also followed, such as the use of faces to represent categories that best represent their perceptions of using video based listening activities. In this

study the faces were replaced by glasses of water, which the teacher researcher considers represents in a better way the levels of agreement for these students. The categories are: Strongly Agree, Agree, Strongly Disagree and Disagree. The scale contains twelve statements from which all students participating in the intervention had to express how much they agree or disagree with the use of video-based activities.

In the creation of the Likert scale the following criteria were also taken into account. First, the language: in order to be sure that students really understood the meaning of each sentence, the items were in Spanish. The second criterion were the dimensions. Half of the items were focused on the effectiveness of videos to support the development of listening comprehension skill and the other half on the students' impressions about the use of activities based on videos.

3.4.3. Focus group (See appendix 3)

The last data collection instrument, a focus group, was applied to assess the second specific objective, which is to describe students' perspective towards the use of video-based listening activities to support their listening comprehension skill for specific information. A Focus Group Discussion or interview is the process of collecting data through interviews with a group of people, typically four to six (Creswell, 2012).

The participants were required to address six open-ended questions about two different dimensions: the first three questions were about the effectiveness of the use of videos to support the development of listening comprehension skills. The last three questions were about students' impressions about using listening comprehension activities based on videos. Open-ended questions permit greater freedom of expression. They can also offer graphic examples, illustrative quotes, and can also lead us to identify issues not previously anticipated (Dörnyei, 2007).

A purposive sampling was chosen for this instrument because only 9 students were chosen to be part in the focus group. The sample is purposive and categorized as criterion sampling (Palys, 2008). It means that the participants were selected as they meet certain criteria which are appropriate for the study such as to have a small number of students to go deeper in their answers and they have the time and space to speak and reflect upon the intervention.

This instrument was chosen because it creates a safe environment in participatory research, especially when young people are involved (Bagnoli & Clark, 2010) and to avoid the power imbalances between researchers and participants e.g., between adults and children (Shaw et al., 2011). Focus group interviews are organised in a particular relaxed setting, with an unrestricted nature of the discussion, and neutrality of the moderator. The intention is that the discussion could be richer, deeper and more honest and incisive than any interview with a single participant could produce (Wilkinson & Birmingham, 2003). The focus group in this action research was conducted in Spanish considering the students' English language competence. It was audio recorded with the parents' consent and students' assent in order to be later transcribed.

3.5. Data analysis techniques

There are two types of data obtained from this intervention: quantitative and qualitative. Quantitative analysis included the pre and post intervention tests and the Likert scale. Qualitative analysis included the data obtained from the focus group.

For the analysis of the data collected with the pre and post intervention tests, descriptive statistics was used. According to Dörnyei (2007), these statistics “help us summarize findings by describing general tendencies in the data and the overall spread of the score” (p.213) To analyze the results of both tests, the teacher researcher measures the central tendency, specifically the mean, which is the average of the scores, that will provide the average score achieved by the group before and after the intervention so the teacher researcher will be able to determine whether there was a significant improvement in listening comprehension scores after the intervention. Calculating the range aims at determining whether the scores before and after the use of activities based on videos were similar or varied significantly. All the information collected will be tabulated, and figures will be used to describe and interpret the data.

Descriptive statistics was also used to summarize findings from the Likert scale by describing the general tendencies in the data and the overall spread of the scores (Dörnyei, 2007) by using the mean and standard deviation for each item on the Likert scale (Braun & Clarke, 2006). These mean values will reveal the tendency and variability of students’ perspectives towards the use of YouTube video-based listening activities. The results will be categorized in two dimensions.

Thematic analysis was used to analyze the data collected from the focus group. This technique is useful to identify, analyze, and report patterns within data. First, the focus group audio discussion will be transcribed to a written format. This written text was analyzed considering different stages which according to Braun & Clarke (2006) were:

1. Familiarization with the data: The objective of this phase is to become familiar with the data by listening to the recordings and reading the transcriptions.
2. Coding: Here the researcher looks for important characteristics and concepts (codes) of the data relevant for the research questions.
3. Searching for themes: The researcher reads the codes to find similarities in the data so as to organize all the coded data according to themes.
4. Reviewing themes: In this phase, the researcher checks if the themes agree with the codes.
5. Defining and naming themes: Here the researcher analyzes the content of each theme to identify the core to provide a distinctive name for each one of the themes.
6. Writing up: The researcher writes analysis and organizes the quotations in order to present it coherently to the readers and also to connect the codes and themes to literature.

CHAPTER IV: FINDINGS

In this chapter, the main findings are presented for the pre and post intervention tests, the Likert scale and the focus group. These results are presented in accordance with the specific objectives of this action research to determine if the intervention was beneficial for the participants.

4.1. Specific Objective 1

To identify the progress of the participants' listening for specific information comprehension skills when listening to video-based listening activities, the pre and post-tests were analysed through a descriptive statistics analysis.

4.1.1. Pre and post-test general results

In order to examine the participants' listening for specific information progress before and after the intervention based on listening to video-based activities, participants' scores were compared during the pre-intervention test and the post-intervention test. The scores and their representation in percentages are shown in Table 1 below.

Table 1: Comparison of scores and percentages between pre-intervention and post-intervention listening comprehension tests

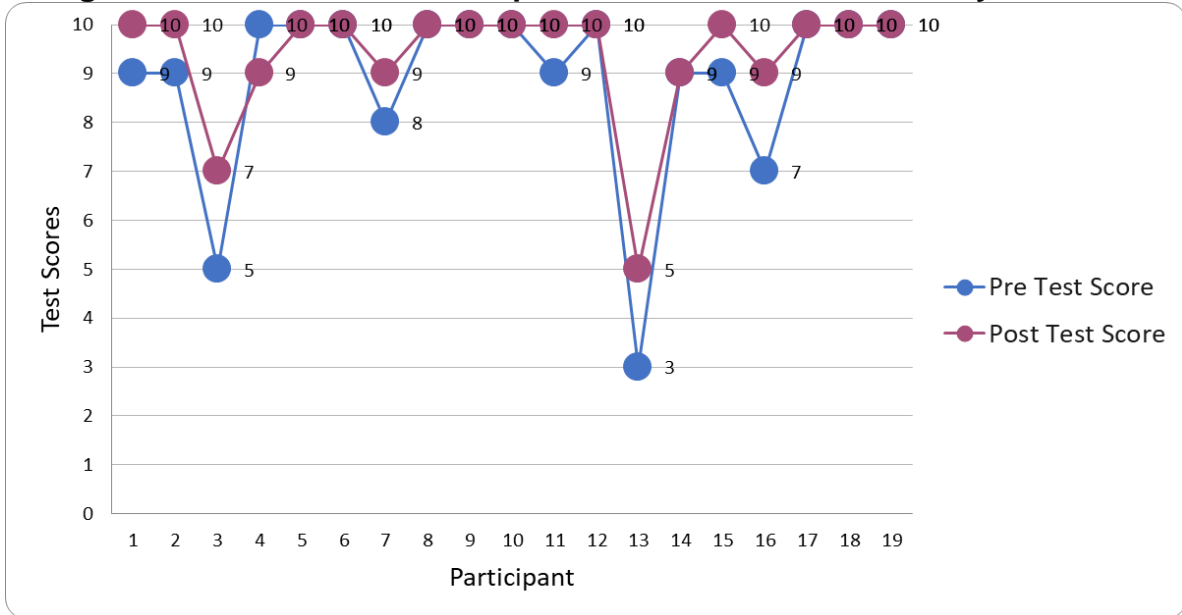
Participants	Pre-Intervention listening comprehension test		Post-Intervention listening comprehension test	
	Points obtained (out of 10)	Percentage of achievement (out of 100%)	Points obtained (out of 10)	Percentage of achievement (Out of 100%)
Participant 1	9	90%	10	100%
Participant 2	9	90%	10	100%
Participant 3	5	50%	7	70%
Participant 4	10	100%	9	90%
Participant 5	10	100%	10	100%
Participant 6	10	100%	10	100%
Participant 7	8	80%	9	90%
Participant 8	10	100%	10	100%
Participant 9	10	100%	10	100%
Participant 10	10	100%	10	100%
Participant 11	9	90%	10	100%
Participant 12	10	100%	10	100%
Participant 13	3	30%	5	50%
Participant 14	9	90%	9	90%
Participant 15	9	90%	10	100%
Participant 16	7	70%	9	100%
Participant 17	10	100%	10	100%

Participant 18	10	100%	10	100%
Participant 19	10	100%	10	100%

Note. Own elaboration

The results obtained in both tests by each student is illustrated in Figure 1 below.

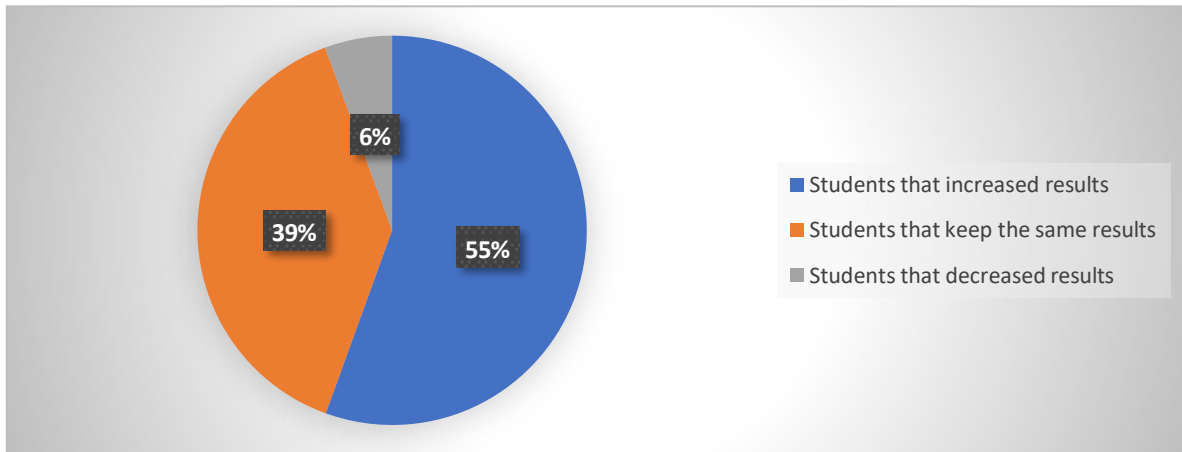
Figure 1: Pre-Intervention and post intervention test scores by students



Note. Own elaboration

When examining the percentages presented in Figure 1, it becomes clear that **8** out of 19 participants increased their results comparing their pre- and post-intervention tests results, which correspond to 55 % of the sample. This improvement may be associated with the use of video-based listening activities to support their listening comprehension for specific information. Regarding the other students' results, **9** out of 19 participants kept the same level of achievement which corresponds to 39 % of the sample and only 1 student decreased her/his result, which corresponds to 6 % of the sample. These percentages are presented in Figure 2 below.

Figure 2: Students' improvement after the intervention



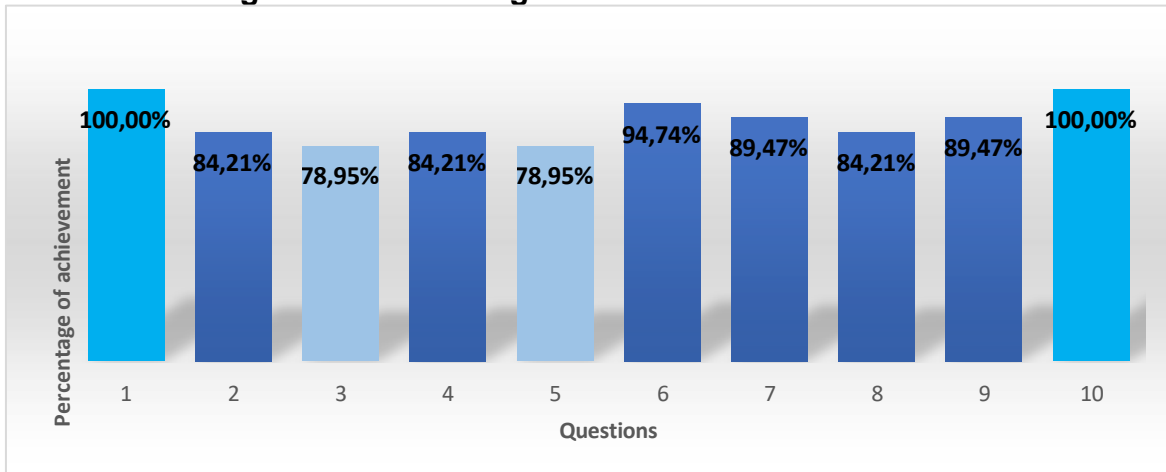
Note. Own elaboration

The mean of the scores for the pre intervention test was 8.84 out of 10, while for the post intervention test was 9.42 out of 10. Thus, the data collected showed an increase of 0.58 points after the intervention was implemented. In what follows the results of the mean obtained in both tests is illustrated.

The items that had the two highest scores in the pre-intervention test were item 1 (What food is popular all over the world? a. Cakes / b. Pancakes / c. Cupcakes) and item 10 (What are pancake ingredients? a. milk, water, flour and eggs. / b. milk, water, rice and sugar/ c. milk, butter, water and eggs) with a value of 10 out of 10 correct answers which means that 100% of the participants answered those items correctly.

The items that had the two lowest scores in the pre-intervention test were item 3 (What is their common shape? a. round / b. squared / c. hearted) and item 5 (What food do people put in Asia on top? a. meat / b. fish / c. eggs) with a value of 6 out of 10 correct answers, which means that 78.95 % of the participants answered those items correctly. This can be seen in Figure 3.

Figure 3: Pre-test highest and lowest items scores

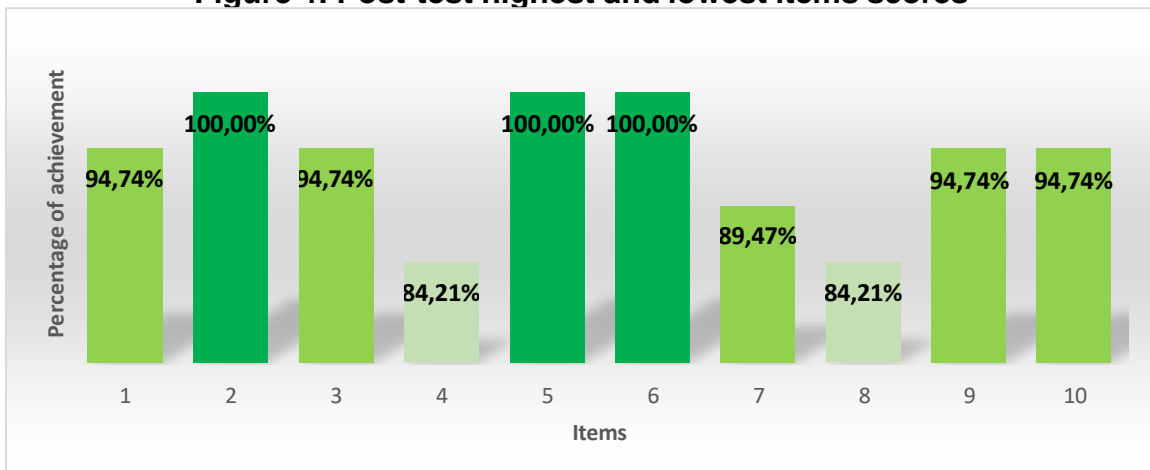


Note. Own elaboration

The items that had the two highest scores in the post-intervention test were item 2 (What can you do with garbage? a. Recycle / b. Make a sandwich / c. Take a shower), 5 (How can you clean the air apart from using public transportation? a. Use your car / b. Use your bike / c. Use a helicopter) and item 6 (How can you reduce waste? a. Donate old TVs and fridges / b. Repair your computers / c. Buy a new vacuum cleaner) with a value of 10 out of 10 correct answers which means that 100% of the participants answered those items correctly.

The items that had the two lowest scores in the post-intervention test were item 4 (What should you do when you brush your teeth? a. Don't go to the dentist / b. Don't brush your teeth / c. Don't leave the tap running) and item 8 (How can you protect trees? a. Write magazines / b. Read newspapers online / c. Listen to audiobooks) with a value of 7 out of 10 correct answers which means that 84.21% of the participants answered those items correctly. This can be seen in Figure 4.

Figure 4: Post-test highest and lowest items scores



Note. Own elaboration

By comparing the results of the pre- and post-intervention tests by question and per student we can conclude that 8 students improved after the intervention, 10 students did not have the opportunity to improve because they got perfect scores in both tests and only 1 student that got a perfect score in the pre-intervention test showed no improvement during the intervention since she/he got a lower score with one incorrect answer.

4.2. Specific Objective 2

To analyse the participants' views towards the use of video-based listening activities to support listening for specific information, a Likert scale which included 12 statements was run post intervention. The statements were divided in 2 dimensions: dimension 1, six questions, which assessed the effectiveness of the use of videos to support the development of listening comprehension skills and dimension 2, six questions, which assessed students' impressions about using listening comprehension activities based on videos. The Likert scale was applied to nineteen participants in the intervention.

To go deeper in the participants' views towards the use of video-based listening activities to support listening for specific information, a focus group was conducted. The 9 participants were required to address six open-ended questions about two different dimensions: dimension 1 with three questions about the effectiveness of the use of videos to support the development of listening comprehension skills and dimension 2 with three questions about students' impressions about using listening comprehension activities based on videos.

4.2.1. Findings from the Likert scale

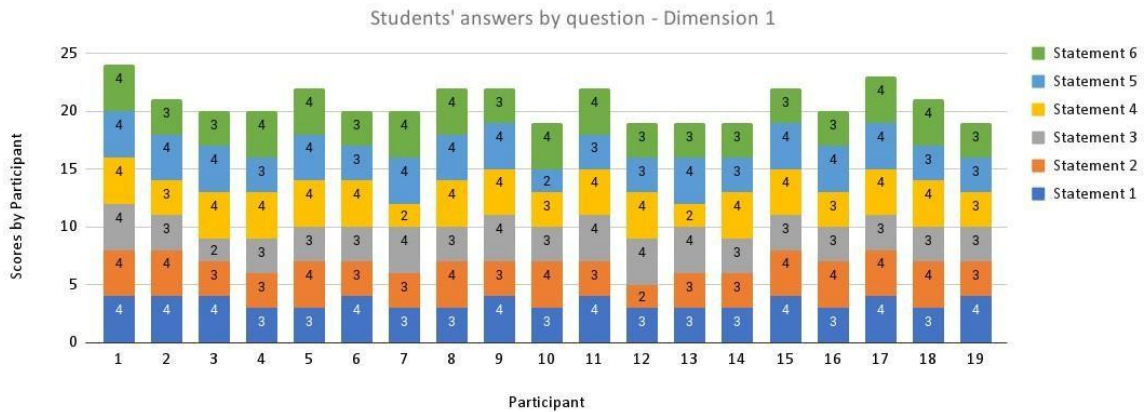
The participants rated the levels of perception of using video-based listening activities about each of the 12 statements on a scale of 4 points:

- Totally agree: 4 points
- Agree: 3 points
- Disagree: 2 points
- Totally disagree: 1 point

4.2.2. Dimension 1: Effectiveness of the use of videos to support the development of listening comprehension skills

All students' answers concerning the statements of dimension 1 are presented Figure 5 below.

Figure 5: Dimension 1 Students' answers by question



Note. Own elaboration

All the participants' answers by statement concerning dimension 1 are presented in percentages in Figures 6, 7, 8, 9, 10 and 11 below.

Dimension 1 “Effectiveness of the use of videos to support the development of listening comprehension skills” by statement percentage

Figure 6: Participants' answers

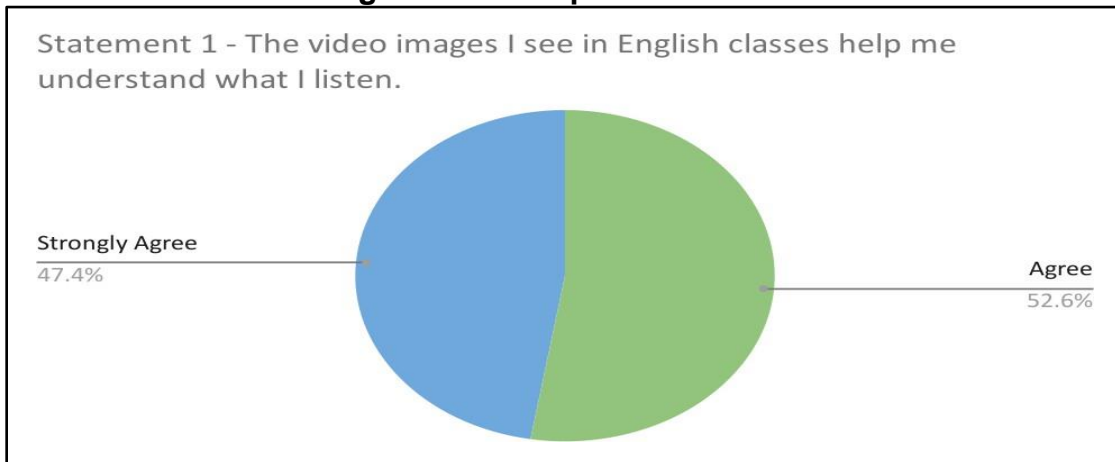


Figure 7: Participants' answers

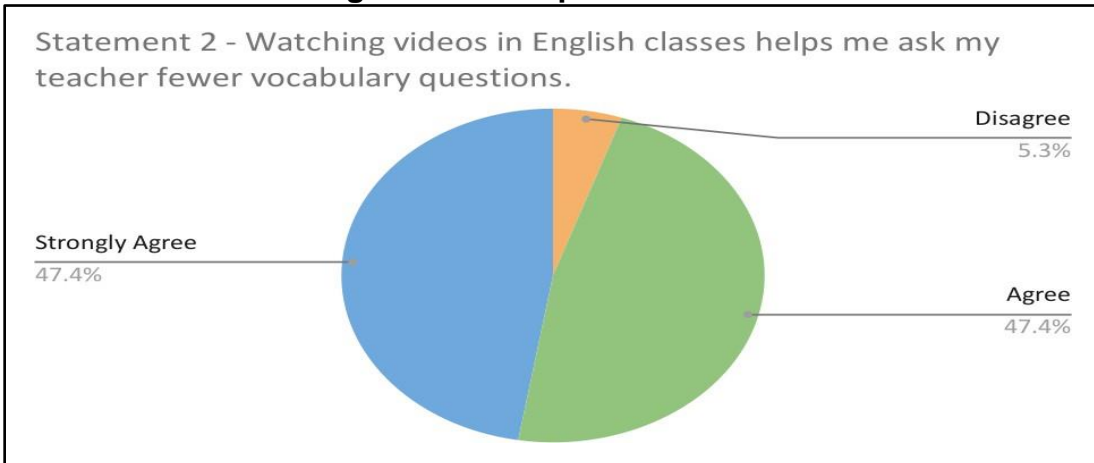


Figure 8: Participants' answers

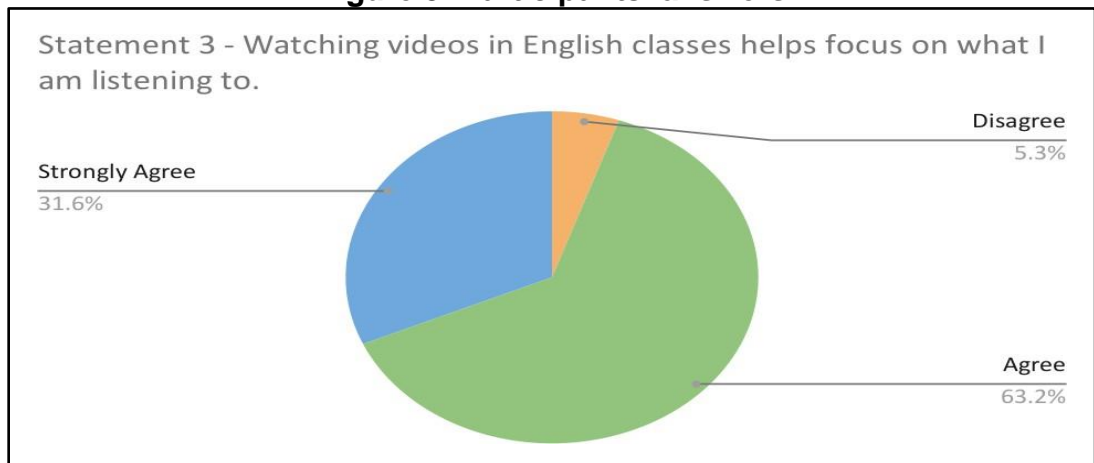


Figure 9: Participants' answers



Figure 10: Participants' answers

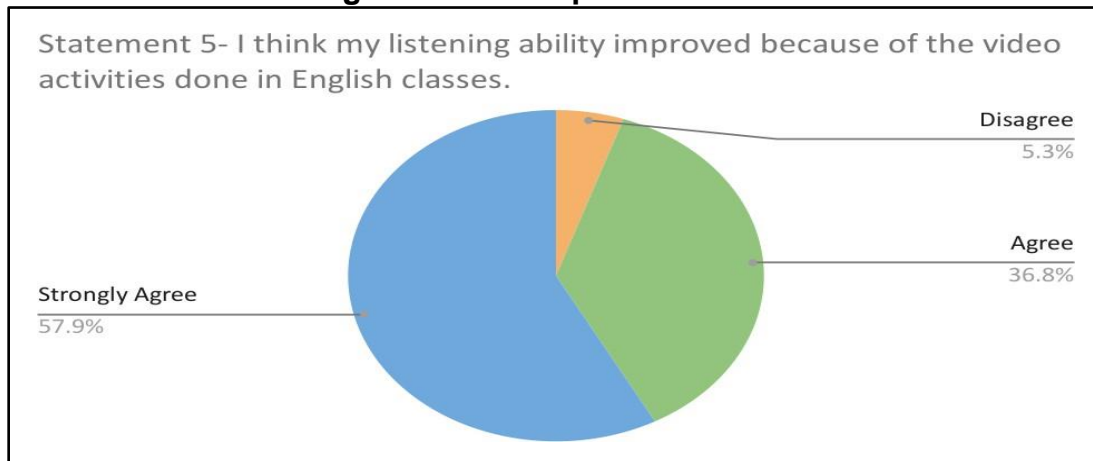
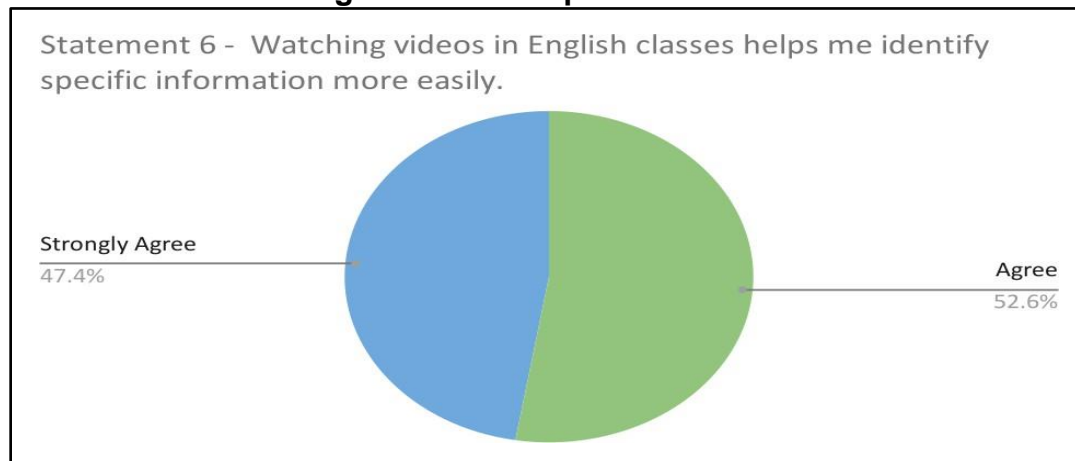


Figure 11: Participants' answers

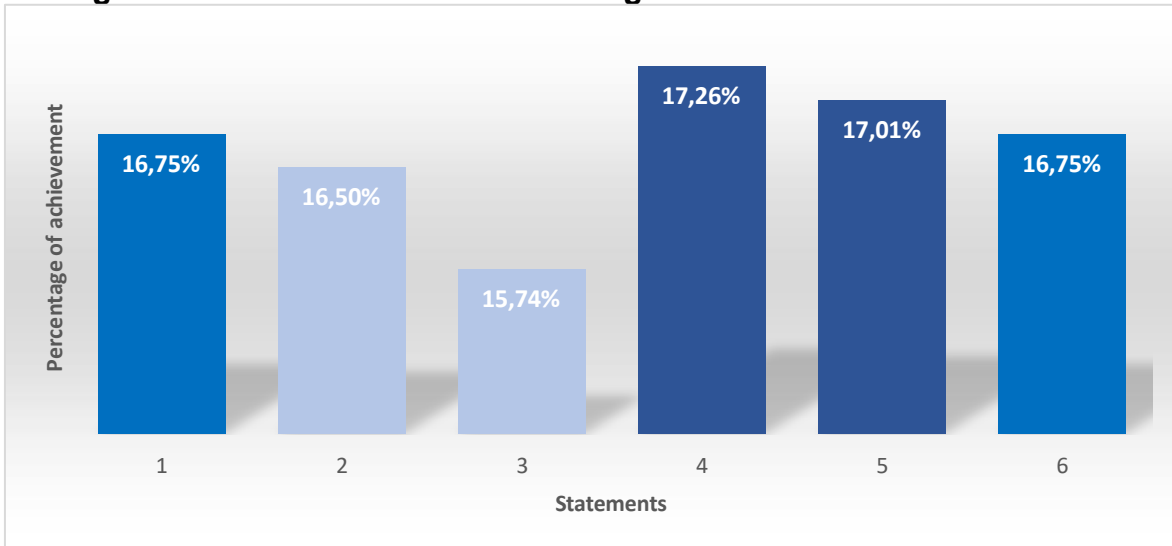


Note. Own elaboration

By analysing the previous data, the two statements that had the highest average percentage of respondents who selected score 4 "Totally agree" were statement 4 "When watching videos in English classes, I realize that I understand more English than I thought I did" with a percentage of 68,4% and statement 5 "I think my listening ability improved because of the video activities done in English classes" with a 57.09%.

The two statements that had the lowest average percentage of respondents who selected score 4 "Totally agree" were statement 3 "Watching videos in English classes helps me focus on what I am listening to" with 31,6% and statements 1 "The video images I see in English classes help me understand what I listen" , 2 "Watching videos in English classes helps me ask my teacher fewer vocabulary questions" and 6 "Watching videos in English classes helps me identify specific information more easily" with a 47,4% which can be seen in Figure 12.

Figure 12: Statements with the two highest and the two lowest scores

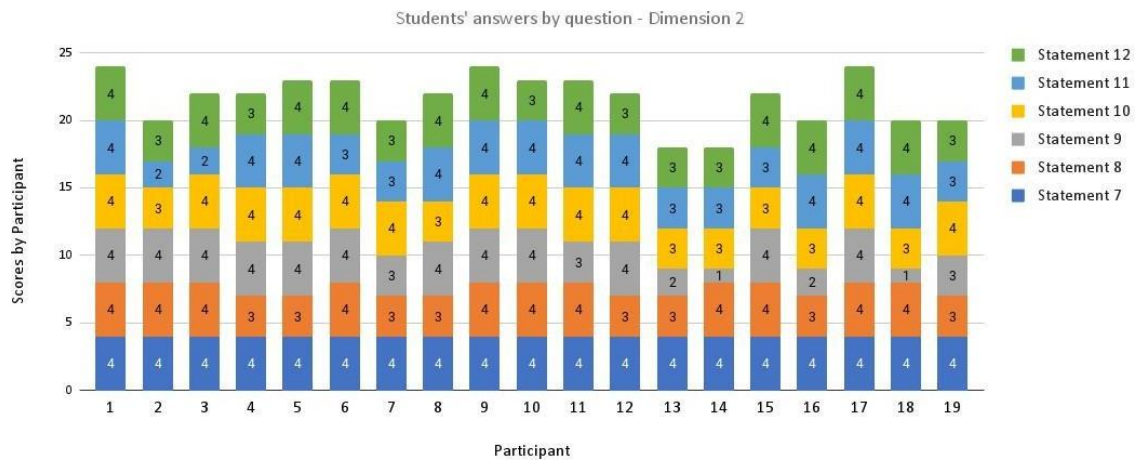


Note. Own elaboration

4.2.2.2. Dimension 2: Students' impressions about using listening comprehension activities based on videos

All students' answers concerning the statements of dimension 2 are presented in Figure 13 below.

Figure 13: Dimension 2 Students' answers by question



Note. Own elaboration

All the participants' answers by statements concerning dimension 2 are presented in percentages in Figure 14, 15, 16, 17, 18 and 19.

Dimension 2 “Students’ impressions about using listening comprehension activities based on videos” by statements percentage.

Figure 14: Participants’ answers

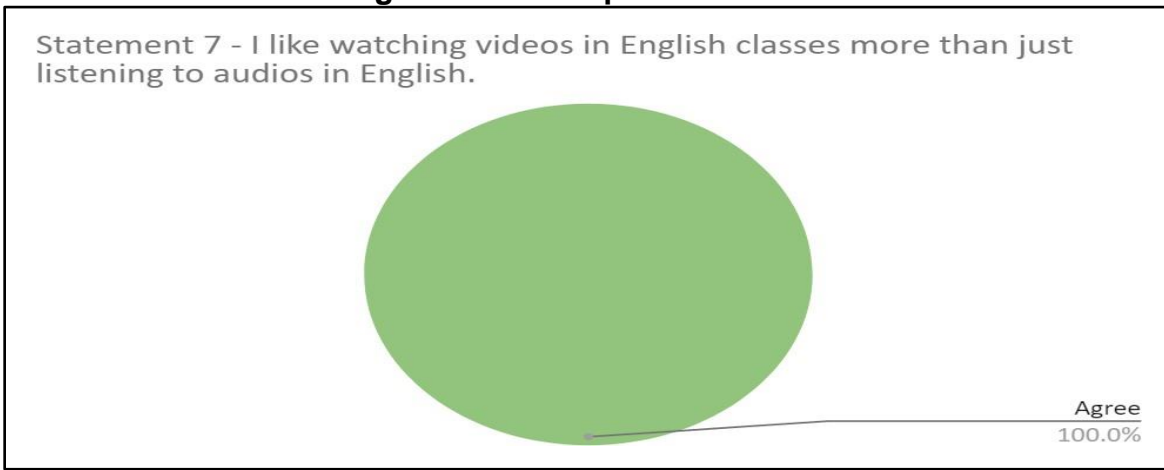


Figure 15: Participants’ answers

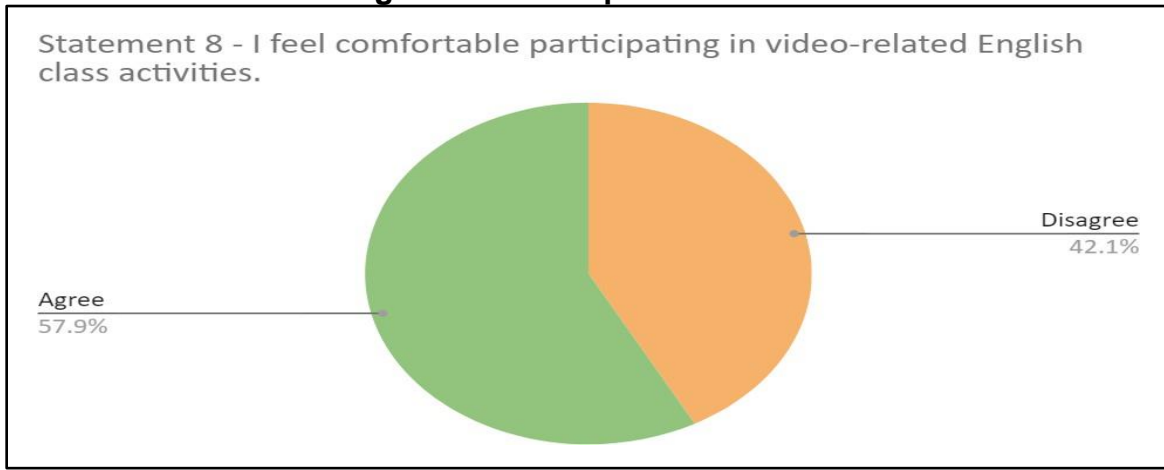


Figure 16: Participants’ answers

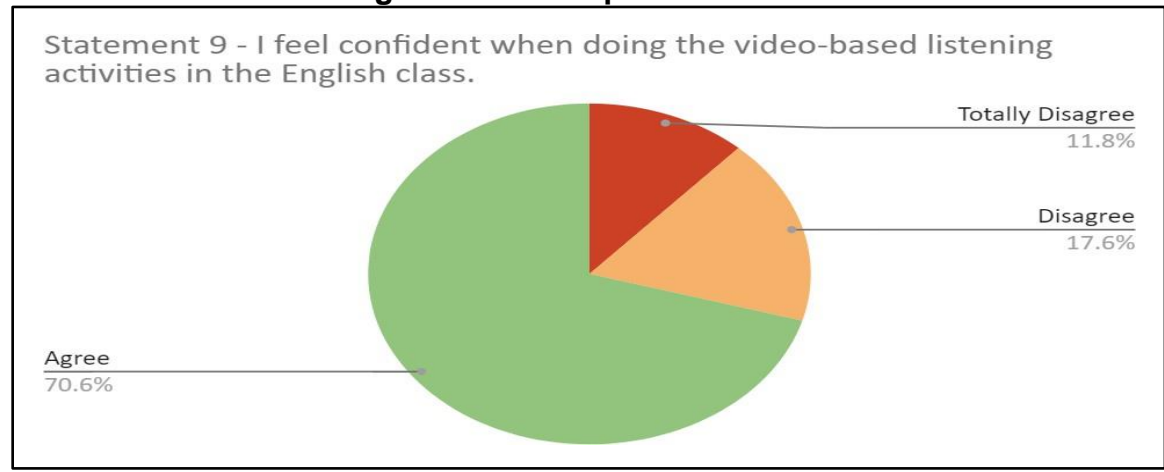


Figure 17: Participants' answers

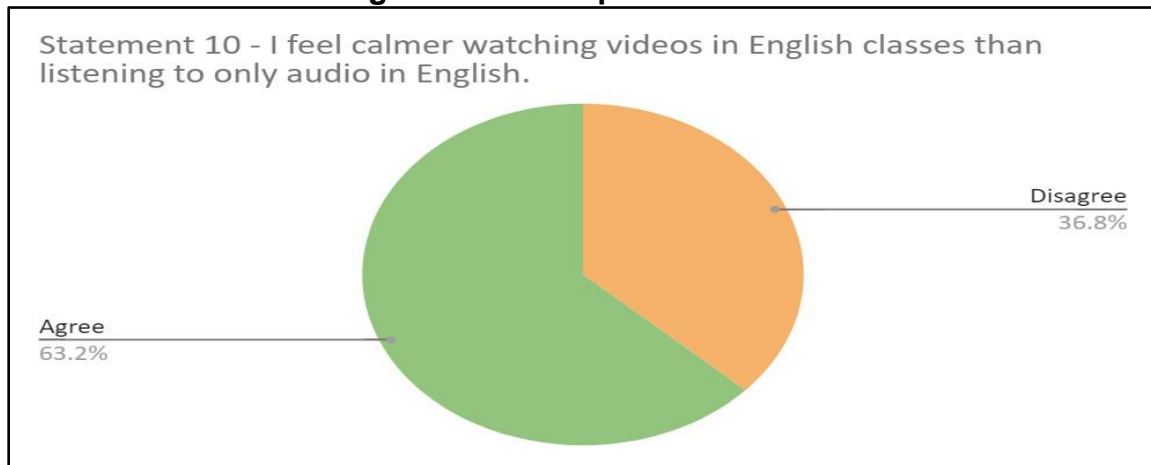


Figure 18: Participants' answers

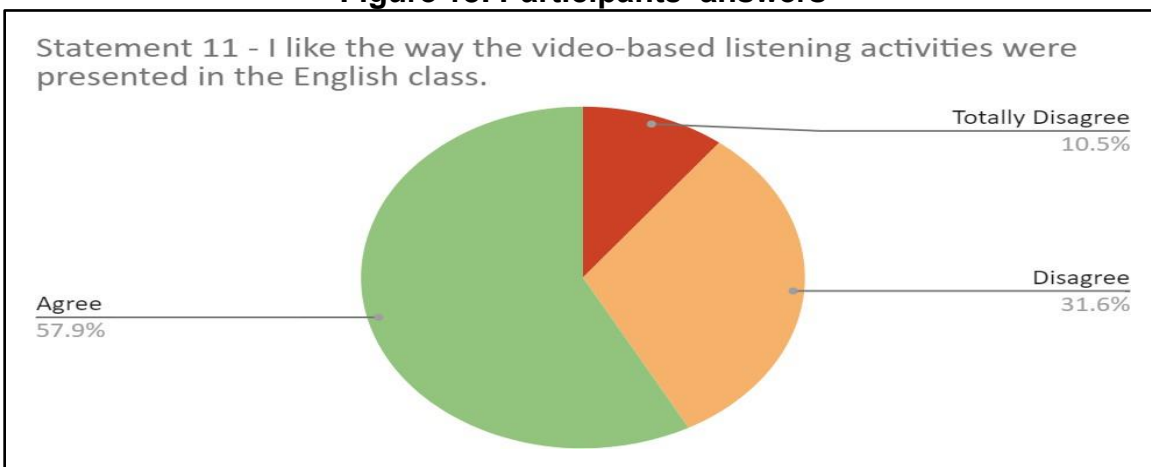
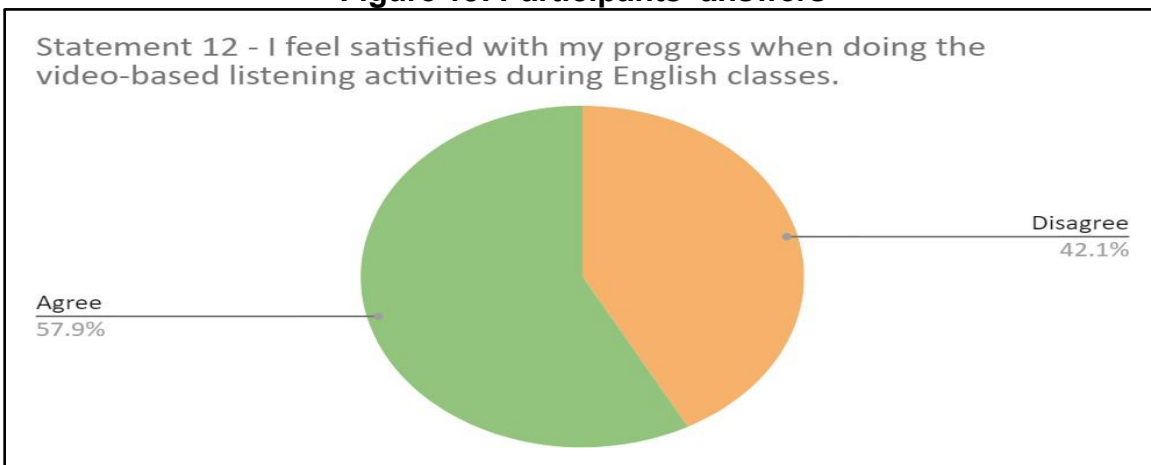


Figure 19: Participants' answers



Note. Own elaboration

By analysing the previous data, the two statements that had the highest average percentage of respondents who selected score 4 "Totally agree", were

statement 7 “I like watching videos in English classes more than just listening to audios in English” with a 100% and statements 9 “I feel confident when doing the video-based listening activities in the English class” and 10 “I feel calmer watching videos in English classes than listening to only audios in English” with a 63.2%. The two statements that had the lowest average percentage of respondents who selected score 4 “Totally agree” were statement 8 “I feel comfortable participating in video related English class activities”, 11 “I like the way the video-based listening activities were presented in the English class” and 12 “I feel satisfied with my progress when doing the video-based listening activities during English classes” with a 57.9%.

In the analysis of the results of dimension 1, the mean score of 20.68 out of 24 suggests that, on average, participants rated the effectiveness of using videos for developing listening comprehension skills positively. The standard deviation of 1.60 indicates that the responses varied moderately around the mean. This suggests that while the average perception of effectiveness was positive, there was some variability in individual opinions.

In the analysis of the results of dimension 2, the mean score of 21.68 out of 24 indicates that, on average, students had favourable impressions of using listening comprehension activities based on videos. The standard deviation of 1.86 suggests that there was moderate variability in students' impressions. While the average impression was positive, individual opinions varied to some extent.

In both dimensions, the mean scores are relatively high, indicating that, on average, participants rated the intervention’s effectiveness positively and their impressions about the intervention were favourable. The standard deviations, though moderate, suggest that there were some variations in the responses, with some participants having different opinions. This can be seen in Table 3.

Table 2: Likert scale summary by dimension

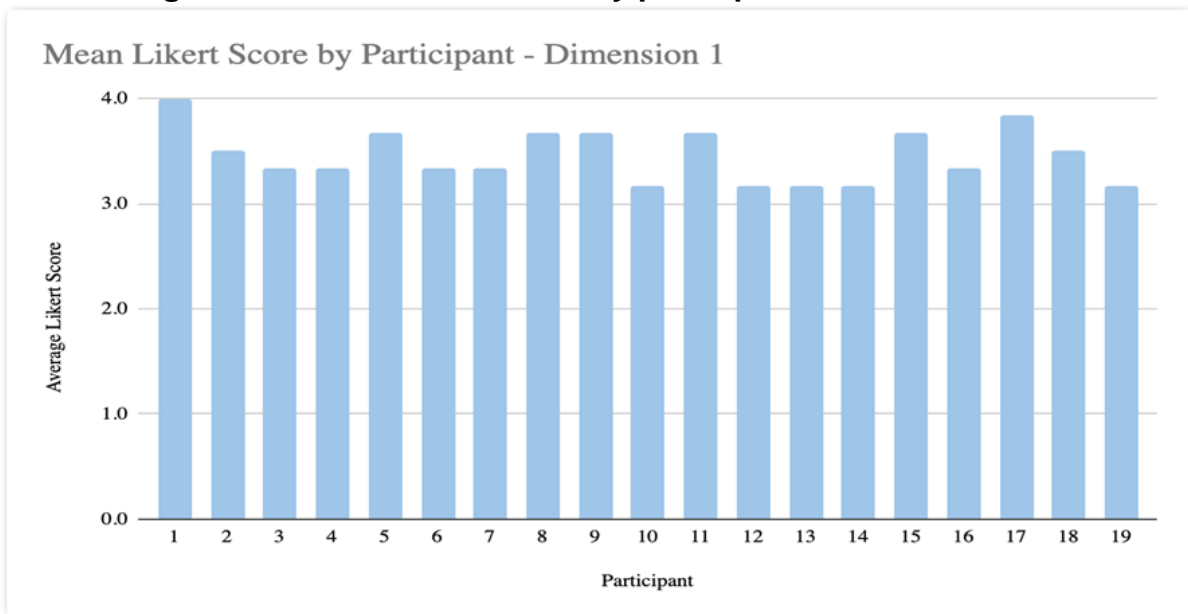
Participant	Effectiveness of the use of videos to support the developments of listening comprehension skills Σ Statements 1-2-3-4-5-6 X out of 24 points	Students' impressions about using listening comprehension activities based on videos Σ Statements 7-8-9-10-11-12 X out of 24 points
1	24	24
2	21	22
3	20	22
4	20	22
5	22	23
6	20	23
7	20	20
8	22	22
9	20	24
10	19	23
11	22	23
12	19	22

13	19	18
14	19	18
15	22	22
16	20	20
17	24	24
18	21	20
19	19	20
Sum	393	412
Mean	20,68421053	21,68421053
SD	1,600438536	1,857496271

Note. Own elaboration

The mean of dimension 1 provides insight into the average level of agreement or disagreement the participants had with the sentences of that dimension. By analyzing dimension 1's means, we can tell that the students had a high level of agreement with the statements. This can be seen in Figure 20 below.

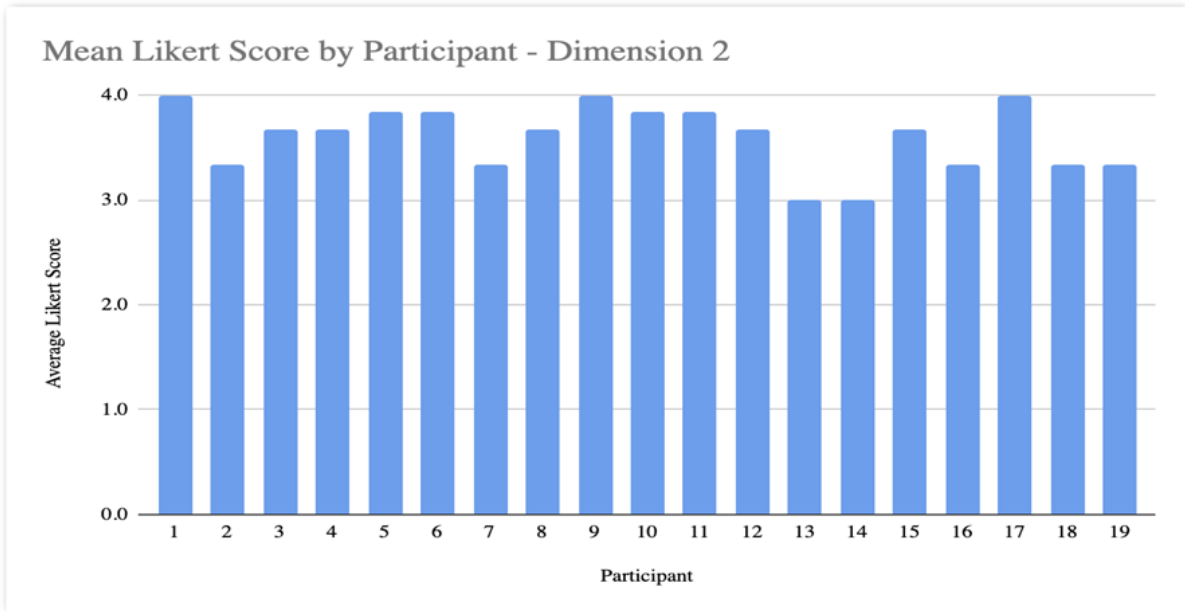
Figure 20: Mean Likert scores by participants – Dimension 1



Note. Own elaboration

The mean of dimension 2 provides insight into the average level of agreement or disagreement the participants had with the sentences of that dimension. By analyzing dimension 2's means, we can tell that the students had a high level of agreement with the statements. This can be seen in Figure 21 below.

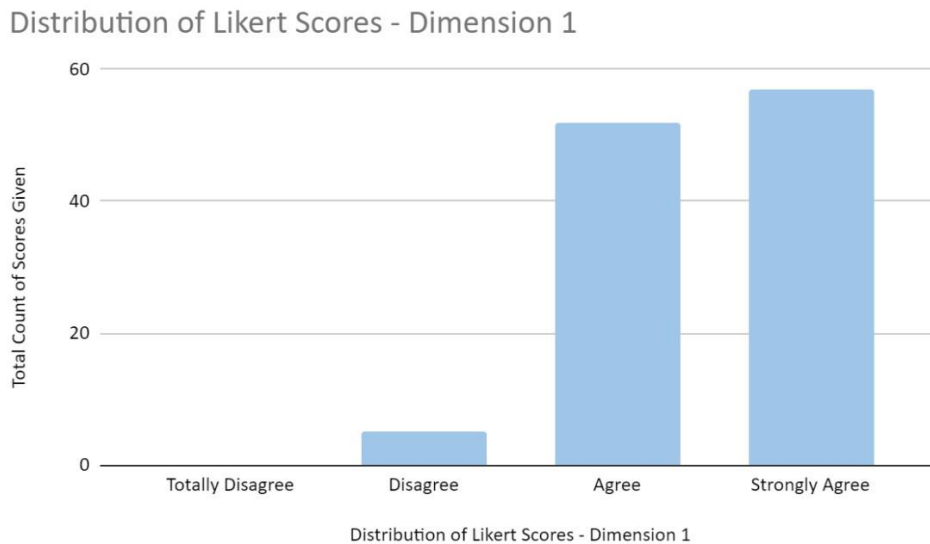
Figure 21: Mean Likert scale by participant - Dimension 2



Note. Own elaboration

Analyzing the distribution of dimension 1 of the Likert scale scores, the frequency of responses for each item response option shows central tendency towards agreement in each statement, where 50% of students strongly agreed with the statements, 46% agreed with the statements, only 4% disagreed with the statements and 0% totally disagreed with the statements. This can be seen in Figure 22 below.

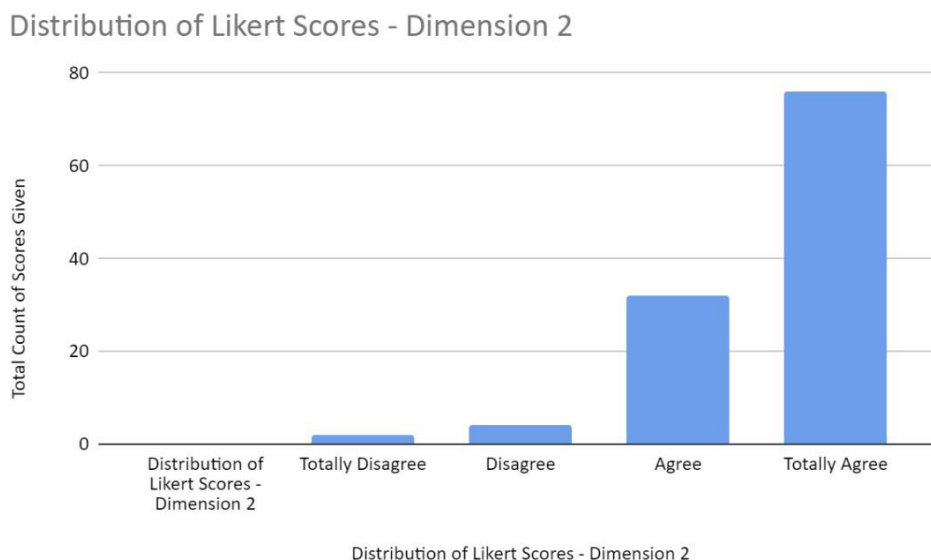
Figure 22: Distribution of Likert scores – Dimension 1



Note. Own elaboration

Analyzing the distribution of dimension 2 of the Likert scores, the frequency for each item response option also shows central tendency towards agreement in each statement, 67% of students totally agreed with statements, 28% agreed with the statements, only 3% disagreed with the statements and 2% totally disagreed with the statements. This can be seen in Figure 23 below.

Figure 23: Distribution of Likert scores – Dimension 2



Note. Own elaboration

4.2.2. Findings from the Focus Group

The focus group interview was conducted after the intervention was completed, and the posterior analysis of the results was based on relevant thematic analysis obtained from transcripts of students' comments (see appendix 4), which were grouped into 3 clear main dimensions: (1) Opinions about the use of activities for developing listening comprehension skills based on videos, (2) Perception of improvement through video activities, (3) Preferences and suggestions for video activities. From each dimension emerged themes and sub-themes which are presented in Tables 4, 5 and 6 below.

Table 3: Dimension 1, themes, sub themes and examples

Dimension 1: Opinions about the use of activities for developing listening comprehension skills based on videos.			
Theme	Sub theme	Frequency	Examples
Improved listening comprehension	Easier understanding with visual support	12	- "El video muestra imágenes y me puedo guiar a partir de esas imágenes".

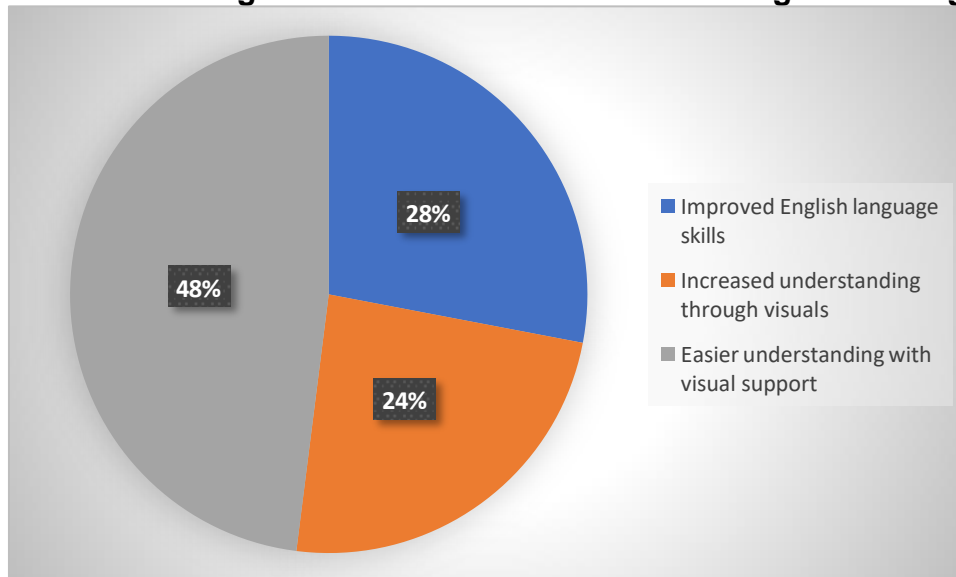
			<ul style="list-style-type: none"> - “Sí entiendo más cuando veo las imágenes”. - “Siento que viendo las imágenes entiendo más inglés”. - “Si ayudan ver videos porque ves las imágenes de todo”. - “Siento que cuando no escucho bien un texto que alguien está hablando o simplemente no se escucha bien ver las imágenes y es todo es más fácil porque se ve”. - “Yo entiendo más viendo las imágenes, si no entendí, puedo ver las imágenes y me pueden dar las respuestas y la imagen” - “Yo entiendo mejor porque puedo guiarme de las imágenes” - “Yo entiendo mejor porque sí es que no entiendo una palabra, veo las imágenes y listo”. - “Yo si no entiendo una palabra veo las imágenes y ahí entiendo más”. - “Cuando yo veo las imágenes, yo puedo...eh... cuando no sé una palabra puedo ver en las imágenes y me enseña cómo se dice esa palabra”. - “Yo siento que entiendo bastante más con los videos que con solo un audio”. - “Yo encuentro que el video es mejor que el audio porque cuando puedes ver una foto puedes entender más”.
Positive aspects of watching videos in English	Improved English language skills	7	<ul style="list-style-type: none"> - “Creo que he aprendido más inglés de lo que yo creía, creía que sabía menos inglés”. - “Eh sí, entiendo más...eso”. - “Yo Juanita pienso qué he mejorado más que antes, porque ahora sé decir más palabras y pronunciar mejor”. - “Yo creo que he mejorado porque tengo más cultura general y hablo más fluido inglés”. - “Yo creo que mejoré, ya que ahora entiendo más las palabras inglesas que antes”. - “Yo creo que mejoré porque entiendo más inglés y hablo más fluido”. - “Yo entiendo más y se hablar más fluido que antes”.

Comparing videos to audios	Increased understanding through visuals	6	<ul style="list-style-type: none"> - “Para mí es más interesante los videos porque sirven más y ayuda más”. - “Yo pienso que los videos son más divertidos y ayudan más porque hay imágenes y ayudan más para adivinar, para escuchar mejor lo que uno tiene que escuchar”. - “Yo siento que es mejor porque podemos identificar podemos entender las imágenes mejor ya que hay palabras en inglés”. - “Yo creo que los videos, ya que son divertidos y ayudan a responder las respuestas”. - “Yo creo que los videos porque con las imágenes...Eh podemos entender de qué están hablando”. - “Yo creo que es un uso más eficaz de los videos, porque imagínate que tú solamente estás escuchando una voz y tú no entiendes de lo que habla y con las imágenes de ahí como que no se te dicen eh fútbol y me dijeron que tú no sabes que significa fútbol, muestra la foto”
----------------------------	---	---	---

Note. Own elaboration

In Figure 24 we can see the percentages of the times each sub theme was mentioned by participants.

Figure 24: Percentages of sub themes mentioned during the focus group



Note. Own elaboration

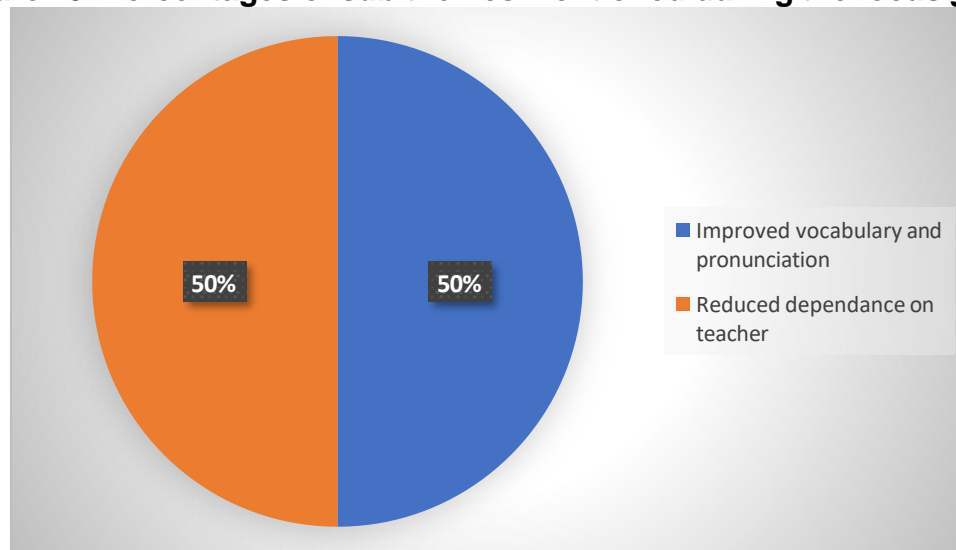
Table 4: Dimension 2, themes, sub themes and examples

Dimension 2: Perception of improvement through video activities			
Theme	Sub theme	Frequency	Examples
Increase understanding and confidence	Improved vocabulary and pronunciation	2	- “Yo la primera vez estaba nervioso. Después a las siguientes, no estaba tan nervioso y si no sabía una palabra, podía ver las imágenes”. - “Yo me he dado cuenta que antes había algunas palabras que yo no entendía, pero con...mientras veía los videos y escuchaba las palabras y veía las imágenes y todo eso podía entender qué significaba algunas de ellas”.
	Reduced dependence on the teacher	2	- “Yo cuando estaba media perdida en vez de preguntarle a la profe, veía las imágenes y de lo que estaban hablando para intentar deducir qué es, que fue la palabra que no entendí”. - “Yo entiendo más porque al ver las imágenes, escucho cómo se dice la palabra y después preguntó menos a la profesora”.

Note. Own elaboration

In Figure 25 we can see the percentages of the times each sub theme was mentioned by participants.

Figure 25: Percentages of sub themes mentioned during the focus group



Note. Own elaboration

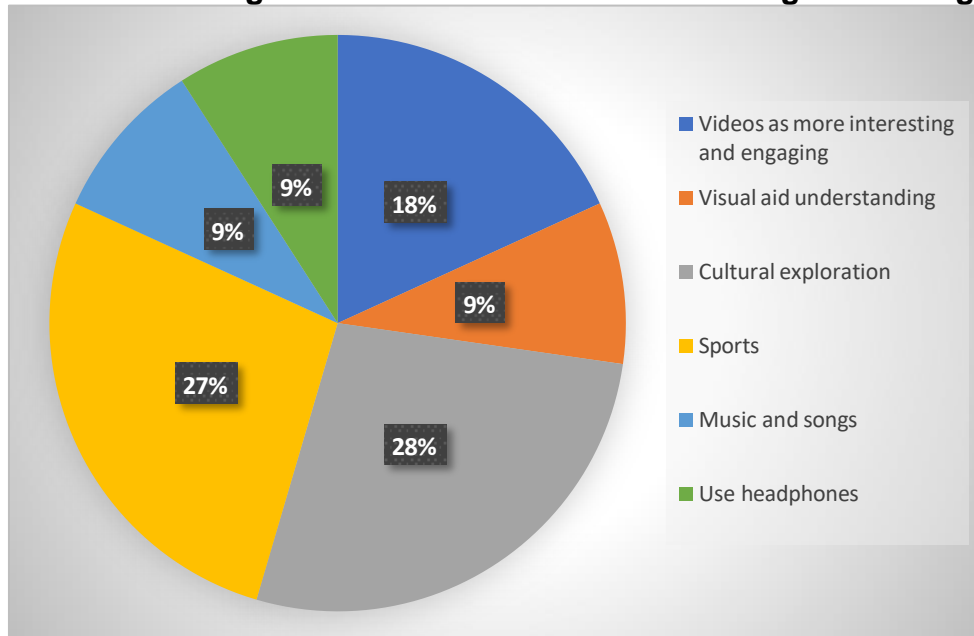
Table 5: Dimension 3, themes, sub themes and examples

Dimension 3: Preferences and suggestions for video activities			
Theme	Sub theme	Frequency	Examples
Topics for videos	Cultural exploration	3	- "Podemos hablar de las culturas de otros países". - "A mí me gustaría seguir escuchando y viendo vídeos de otros países para más cultura" - "A mí también me gustaría ver videos de otros países".
	Sports	3	- "Yo creo que podemos hablar de deportes porque es divertido". - "A mí me gustaría ver vídeos de deporte". - "A mí me gustaría ver vídeos de fútbol".
	Music and songs	1	- "Me gustaría escuchar música".
Video versus audio	Videos as more interesting and engaging	2	- "A mí me encantaría seguir usando videos porque son divertidos y como dije ya ayudan más"
	Visual aid understanding	1	- "A mí igual me gustaría seguir usando videos porque con las imágenes ayuda a estar solo escuchando".
Improving the learning environment	Use headphones	1	- "Creo que podríamos usar audífonos porque la mayoría, o sea, no la mayoría, pero a veces la gente interrumpe, yo estoy como cabreado, o sea, eso sí, pues".

Note. Own elaboration

In Figure 26 we can see the percentages of the times each sub theme was mentioned by participants.

Figure 26: Percentages of sub themes mentioned during the focus group



Note. Own elaboration

According to the research, based on participants' views towards the use of video-based listening activities to support their listening skill for specific information expressed in the focus group it can be concluded that participants believed that the use of this methodology helped them in different aspects such as the improvements of their English language skills, increased understanding thanks to the use of visuals, improved listening comprehension, increased confidence and the interest in exploring topics such as culture and sports. He/She also mentioned he/she would like to try videos related to music, specifically songs.

These dimensions, themes, and subthemes provided valuable insights into the participants' opinions and suggestions regarding the use of video activities to support the development of listening comprehension skills. They can guide further improvements in instructional practices and curriculum design in the English language class.

CHAPTER V: DISCUSSION

5.1. Discussion

In this chapter, I deal with the perceived impact of this action research project to explore the contribution of using video-based listening activities on supporting the listening comprehension skill for specific information of a group of fifth graders. The data findings are discussed in relation to the specific objectives as follows:

Specific Objective 1: To identify the progress of participants' listening for specific information comprehension skills when listening to video based listening activities.

After examining the overall results, I clearly see that the intervention had a positive perceived impact on participants' results after using video based listening activities to improve their listening for specific information comprehension skill. The findings were in line with the ones of the study of Woottipong (2014), whose results indicated that the students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skills. The results demonstrated that students made progress after the lessons. Video-based listening activities proved to be an effective tool as they provided meaning from both sources, what they listened and what they watched, because videos gave nonverbal communication such as facial expressions, gestures, and body language. Another study conducted by Ariawan and Sulistyani (2020), reported that students who were treated with video-based listening activities had better listening skills than students who were not treated with them. This media allowed students to grow motivation to learn, especially in terms of listening and also attracted their attention by their content.

Most of the participants increased or kept their scores from the pre to the post intervention tests. I considered grouping the participants into three groups depending on the tendency their scores followed in the post intervention test. The first group belongs to those participants who kept the same score from test to test. The second group belongs to participants who showed improvement and the third group belongs to those students who decreased their scores from the pre to post intervention test.

In my view, these results can be explained by the following reasons. Participants in group one who kept the maximum score, were the majority. This could have happened because they are considered very good and committed students. They attend classes, ask questions, participate during the lessons, practice in class and most of them have a good English level.

Participants in group two improved their total results from pre-test to post test. Most of these participants had good scores in the pre intervention test. I see these results as a probe of how useful the use of video-based activities was on the improvement of their listening for specific information comprehension skills. In addition to this, students used all the listening for specific information strategies taught by the teacher.

In group three there was only one participant who decreased his/her score from the pre-test to the post test. At first it was surprising for me to see that a participant that had a perfect score in the pre-test decreased his/her total score after the intervention. However, after reflecting on this case, I drew some conclusions. These

results on the post-test may be due to external factors of the intervention itself, such as the student's mood, lack of interest in the topic or lack of concentration on that specific day. It is also worth mentioning that his/her results could be through methodological factors within the intervention itself such as slight variations in the level of the video's difficulty which could have affected only that specific student, such as accent or speed delivery.

These results on the post-test goes in line with the claims of Berk (2009), who outlined several potential outcomes associated with the utilization of videos or YouTube in educational settings. These outcomes include enhancing students' comprehension and understanding of the listening material, making the learning process enjoyable and engaging for students, and enhancing students' focus and concentration on the activities.

As we can see, although in general there was an improvement in the listening comprehension skill of the participants, after categorizing the students' results, it is clear that not all of them responded to the intervention in the same way. This might be explained by the strategies that were taught by the teacher in each lesson so students learnt how to make the most of the use of videos when they listened to them and were able to identify specific information. Wah (2019), explained the significance of listening strategies and skills in English classes, emphasizing that their class training in these areas led to enhanced listening abilities. The teacher researcher motivated and assisted students in becoming effective communicators through the adoption of listening strategies and innovative techniques. Moreover, students underwent extensive listening practice and received instruction in strategies and new methods to enhance their listening skills. Consequently, students witnessed a noticeable improvement in their listening skills. In this intervention, students were able to incorporate successfully all the strategies from class to class showing more confidence when answering the questions and a sense of achievement when checking the answers. These strategies included brainstorming key words and ideas from the video's topic on the board, predicting the topic from pictures (video screenshots), predicting key words that are being said in a muted video sequence and predicting from a list of key words provided by the teacher.

Despite the fact that the intervention improved students' listening comprehension skill for specific information as shown through the results of the post-test, it might be the case that these results might have been influenced by various factors, including individual differences among participants and the listening strategies taught during the intervention, and not only to the use of video-based activities.

Specific Objective 2: To analyze participants' views towards the use of video based listening activities to support their listening skill for specific information.

According to the findings that emerged in this action research, both dimensions' mean scores of the Likert scale were relatively high, which means that, on average, participants viewed the intervention's effectiveness positively. Participants perceived video-based listening activities as an effective tool in enhancing their listening comprehension skills and they also had positive

impressions of using such activities in English classes. The distribution of Likert scale scores in both dimensions showed a central tendency towards agreement for each statement. This suggests a general strong consensus among participants regarding the effectiveness of video-based activities in developing listening comprehension skills. However, the moderate standard deviations suggest that there were variations in individual responses, indicating that some participants held different opinions showing that, although there is an overall favourable outlook about the intervention, it is evident that not all participants viewed the intervention in the same light. This difference in views might be for different reasons. As Oddone (2011) stated, sometimes the learners do not comprehend the pronunciations of the speakers in the videos as the videos are made mostly for the native speakers. He also mentions that other elements that might jeopardize understanding are cultural elements and terms that vary across learners.

All these findings provide valuable insights into participants' perspectives on the use of video-based activities for specific information listening tasks.

The focus group discussions provided more in depth and valuable insights into participants' experiences and preferences regarding the use of video-based listening activities to enhance their listening skills for specific information. The participants' comments were organized into three main dimensions, each comprising several themes and sub-themes: (1) Opinions about the use of activities for developing listening comprehension skills based on videos, (2) Perception of improvement through video activities, and (3) Preferences and suggestions for video activities.

Regarding the first dimension: **Opinions about the use of activities for developing listening comprehension skills based on videos**, participants recognized the value of visuals in aiding their understanding of spoken content. Visual cues provided context and made it easier for them to grasp the information. They also indicated that video activities helped them become more attentive listeners, better at extracting specific information from spoken content which made them improve their ability to pay closer attention to details. This goes in line with the study of Hardiah, (2019), which states that the use of sound-visual media increases the focus and concentration of students during listening activities because the two senses are activated at the same time, namely the ears and eyes, and students synchronize information heard with the help of visualization of images so that a better understanding is obtained. Another recurring theme among the students was the positive impact of video-based activities on their English language skills. Although the focus of this intervention was not improving any other area apart from the listening skill, they expressed that these activities helped them improve their English language proficiency, in areas like vocabulary acquisition learning. The new vocabulary that appeared in the videos helped them expand their vocabulary repertoire. These opinions are in accordance with the findings of the study of Yawiloeng (2020), which revealed that vocabulary knowledge was acquired through the use of videos as multimedia, which allowed the learners to access both, visual and audio unfamiliar target vocabulary information. Participants also expressed feeling more confident in their listening abilities as a result of engaging in video-based activities. As cited in Berk (2009, p.2), using videos has strong effects on the mind and senses, which help, the teacher to get students' motivation and attraction

in teaching listening comprehension. This boost in confidence could be also attributed to their improved listening comprehension skill.

Concerning students' perceptions about the second dimension: **Perception of improvement through video activities**, the participants expressed how they perceived their own progress and development as a result of engaging in video-based activities. They consistently reported an enhancement in their listening skills. They felt that their ability to understand spoken English had improved significantly. For instance, some participants noted that they were able to comprehend spoken language at a faster pace after engaging in video activities. Improving listening comprehension led students to increase confidence in their English language abilities, which was seen as a significant personal achievement. This students' feelings of confidence are supported by the study of Yuyun and Simamora (2021), which says that learning listening skills through YouTube can increase students' confidence because students are enjoying the teaching and learning process.

In connection with the third dimension: **Preferences and suggestions for video activities**, students shared their desires for continued engagement with video content and provided insights into their preferences. Participants expressed interest in videos related to music, particularly songs because students considered that songs would be an excellent resource for improving pronunciation and understanding the nuances of spoken English. This desire for a specific topic goes in line with the results of the study of Yuyun and Simamora (2021), which concludes that an exciting topic can encourage students to give more attention to the topic. In this research almost all participants decreased their score in the third session of the intervention because the unfamiliar topic chosen by the teacher researcher influenced students' interest in listening. Participants also showed interest in exploring videos with topics related to culture and sports, which they found engaging and culturally enriching. In the findings of a study by Natasa and Solucia (2022), it was mentioned that students can improve listening skill and also add new knowledge when watching short videos in social media.

5.2. Implications

This action research was mainly focused in exploring the contribution of using video-based listening activities to support the listening comprehension skill for specific information of a group of fifth graders. This action research aimed to solve a particular teaching-learning problem identified in a particular context so findings cannot be generalized. It's important to acknowledge both the strengths and potential limitations of this approach. It is evident from the discussions that participants generally believed in the effectiveness of this methodology for enhancing their English language skills, boosting their confidence and stimulating their interest in diverse topics. Participants underscore the value of incorporating video-based activities as a means to improve listening comprehension skills and foster a more engaging and dynamic learning environment. These positive outcomes are encouraging and highlight the potential benefits of incorporating video-based activities into language instruction.

However, it is also essential to recognize that these findings represent only the perspectives of the participants involved in this specific study. The extent to which these results can be generalized to a broader population may require further investigation. Additionally, while there is a clear preference for music related videos among the participants, it is essential to consider the diversity of students' preferences within a larger context. Curriculum development should not solely rely on one specific avenue but should aim to cater a wide range of learner interests and needs.

Furthermore, it's worth noting that the effectiveness of video-based activities can be influenced by various factors such as the quality of the content, the proficiency level of the learners and the instructional strategies employed, such as the listening comprehension strategies taught in this intervention and the availability of technology. For instance, in contrast with the benefits that the use of videos provides, according to different studies, they are not used in all schools due to the fact that technology is not available in all teaching contexts. Many Chilean schools do not have internet connection or the equipment such as computers and data projectors in all the classrooms in order to implement this type of activities. These factors should be carefully considered in future curriculum development efforts and it is crucial to approach these findings with a balanced perspective, recognizing both their potential benefits and the need for further exploration and adaptation to meet the diverse needs of English language learners.

This action research would be a contribution for those teachers who look for an innovative way to incorporate listening activities to support the listening comprehension skill for specific information of their students, since the use of them showed in this intervention how participants improved their ability to listen for specific details. The participants' positive experiences and suggestions offer valuable guidance for educators and curriculum developers seeking to enhance the effectiveness of language instruction through multimedia resources. The use of video-based activities proved to be more attractive for students than just listening to audios, causing students to feel more motivated during English classes. In addition, the possibilities of video-based activities are endless due to the wide variety of videos available on the web. Teachers could try to use them with different contexts, objectives, target audiences and available tools to see if they could be as effective as they were in my context and for my specific objectives.

5.3. Limitations

Even though this action research was originally designed to be held as an extracurricular workshop for students from the same age as the ones that participated in this intervention, it was meant to be a voluntary activity where students from four different classes could have chosen to participate in. Unfortunately, due to logistic reasons such as lack of rooms and a timetable to **do** the workshop, the intervention had to be applied to one of the four fifth grade classes the teacher researcher taught to. The delay in the answer from the school about room availability for the execution of the workshop caused that the number of sessions planned for the intervention had to be reduced from eight to four sessions.

5.4. Contribution of the intervention on my professional development

This intervention empowered me to take ownership of my professional development. It encouraged me to be proactive in seeking solutions to classroom challenges. Seeing the positive impact of my action research project on my students' learning and on my own teaching, made me gain confidence in my abilities as educator. This increased confidence could/might help in my professional growth.

The action research intervention has had a profound impact on my professional development in multiple ways. Firstly, it enabled me to identify specific instructional strategies that proved to be highly effective in engaging students and promoting their learning. This newfound insight allowed me to tailor my curriculum more precisely to meet the unique needs of my students. By identifying specific areas where my students were facing challenges, I was able to develop targeted interventions and introduce additional resources to support their learning in those areas.

Furthermore, the intervention prompted me to explore innovative methods to make my listening comprehension lessons more captivating and interactive. The incorporation of technology into my teaching played a pivotal role in capturing the interest and motivation of my students. Another valuable lesson I gained from this experience was the importance of gathering and analyzing data concerning both my students' performance and my own teaching methods. This process sharpened my ability to make data-driven decisions, leading to more informed choices about what works best in my classroom.

Moreover, the intervention encouraged me to engage in ongoing self-reflection. This reflective practice has not only helped me assess the impact of my teaching practices on my students but also fostered an environment of continuous improvement. It has made me more self-aware and receptive to change, essential qualities for professional growth. The constant feedback loop I established with teachers and classmates proved invaluable insights. Their viewpoints provided a fresh perspective on my teaching practices, facilitating improvements and refinements.

To sum up, this intervention empowered me to take ownership of my professional development. It instilled in me a proactive mind set, motivating me to actively seek solutions to classroom challenges. Witnessing the positive impact of my action research project on my students' learning outcomes and on my own teaching methods significantly boosted my confidence as an educator. This newfound confidence holds the potential to further enhance my professional growth, providing a solid foundation for continued success in my career.

CHAPTER VI: CONCLUSIONS

6.1. Summary of main findings

This action research focused on exploring the contribution of using video-based listening activities from the ESL video website to support the listening comprehension skill for specific information of a group of fifth graders. In order to carry out all these actions, different data collection and analysis techniques were implemented, which finally showed that these students improved their listening comprehension skill.

According to SO1, to identify the progress of participants' listening for specific information comprehension skill when being exposed to video-based activities, the descriptive analysis of the post-intervention test showed that the use of video-based listening activities helped students to improve their ability to understand specific information. Seventeen out of eighteen students were able to keep or improve their scores from the pre to the post-intervention test and only one student decreased his/her score, which could be attributed to external factors such as lack of concentration or interest on the video's topic.

In relation to SO2, to analyze participants' views towards the use of video-based listening activities to support their listening skill for specific information, in general, the students' perceptions, evaluated in two dimensions through a Likert scale, was positive, since students agreed with a high level of consensus on most of the aspects assessed.

Firstly, in dimension 1 "Effectiveness of the use of videos to support the development of listening comprehension skills", most of students stated by agreeing or strongly agreeing that video images helped them understand what they listened and they were able to work more independently from their teacher, without asking vocabulary questions. In addition, watching and listening to videos helped them be more focused on what they were listening to. The use of this media also made them realize they understood the English language more than they thought they did. They perceived that their listening comprehension skill and their ability to remember information had improved after working with video-based listening activities and secondly, in dimension 2 "Students' impressions about using listening comprehension activities based on videos", most of students agreed or strongly agreed that they preferred watching videos in English than just listening to audios in English. They felt comfortable working with videos. Watching videos also helped them feel less anxious than when just listening to an audio. The use of this tool made them feel more confident about themselves and their skills in the English language. Finally, they thought that videos entertained them because of the topics, images and sounds.

To complement the analysis of participants' views towards the intervention, a thematic analysis was applied by means of a Focus Group, which was conducted after the Likert scale. This instrument allowed students to reflect about the intervention itself and about their own learning process. The Focus Group transcripts of students' comments were categorized in three dimensions.

For the first dimension, regarding "Opinions about the use of activities for developing listening comprehension skills based on videos", students stated that among the positive aspects of watching videos in English, they improved their English language skills. When comparing videos to audios, students said that videos'

visuals increased their understanding of what was listened to. Students also indicated that they perceived improvement in their listening comprehension skills because visual support made it easier to understand what was being said.

For the second dimension, concerning “Perception of improvement through video activities”, students expressed that the use of video-based activities increased understanding and confidence. They perceived an improvement in their vocabulary and pronunciation. An extra positive aspect according to students’ perception was that watching videos reduced their dependence on their teacher.

For the third dimension, with respect to “Preferences and suggestions for video activities”, students mentioned that they considered videos as more interesting and engaging than audios and that their visuals aided understanding. In regards of suggestions, students recommended topics related to cultural exploration, sports, music and songs. Finally, in order to improve the learning environment, students suggested the use of headphones.

In conclusion, it can be determined that the use of video-based listening activities and the use of the ESL video website, helped students to improve their listening comprehension for specific information skill. It can also be concluded, based on the Likert scale results and the Focus Group answers, that participants had positive perceptions about the use of videos, they enjoyed being part of this intervention and they considered it useful for their language skills’ improvement.

6.2. Personal reflections

It has been gratifying to witness improvement in students' listening comprehension skills. The specific focus on understanding information from video content has sharpened their ability to listen attentively and extract key details, which is an essential skill in both academic and everyday settings. Beyond the improvement in listening comprehension skills, this project has demonstrated the potential for holistic learning experiences. Students reported enhancements not only in language skills, but also in their confidence, vocabulary, and pronunciation. This holistic approach to language education aligns with the idea that language learning is not just about acquiring grammar and vocabulary, but also about developing communicative competence.

This project has highlighted the importance of tailoring instructional strategies to the specific needs and interests of students. The positive feedback from students about their increased independence and reduced reliance on the teacher during video-based activities underscores the value of student-centered learning. It is crucial to empower students to take ownership of their learning, and multimedia resources like those from the ESL video website to facilitate this process. The engagement levels observed when using video-based materials were notably higher compared to traditional methods, such as just audios. Students were genuinely excited about the content, and this enthusiasm had a positive influence on their learning experience.

One of the most striking takeaways from this research project is the profound contribution of multimedia, specifically video content on education and in this case, in language learning. Witnessing how students' comprehension skills improved through the incorporation of videos has reinforced my belief in the power of engaging

and dynamic materials in the ESL classroom. In this action research project, the use of the ESL video website served as a valuable resource, offering a diverse range of content that engaged and motivated students. It reinforced the idea that technology, when used purposefully and thoughtfully, can be a powerful educational enabler. It is clear that multimedia elements not only make learning more enjoyable but also significantly aid in understanding and retention of content. It bridges geographical and cultural gaps while providing access to authentic language materials that enhance language acquisition. Video content not only mirrors authentic language use but also exposes students to diverse accents, speaking speeds, and contexts. This mirrors the complexity of real-life language encounters and prepares students for effective communication in the real world.

Throughout this study, the constant process of data collection and analysis has highlighted the significance of feedback loops and adaptability in teaching. The insights gained from student feedback, both quantitative (Likert scale) and qualitative (Focus Group), will be key in refining the intervention. It's essential for educators to remain open to feedback and be willing to adjust their strategies to better meet students' needs. This project has underscored the value of continuous improvement in education. As educators, we must always seek ways to enhance the learning experience for our students. Action research projects like this provide a structured framework for exploring, assessing, and refining our teaching methods.

The preference for videos related to culture, sports, music, and songs underscores the importance of cultural engagement in language learning. It is a reminder that language is deeply linked with culture, and incorporating cultural elements into lessons can make learning more relatable and engaging. It enriched the learning experience by exposing students to different elements of the English-speaking world and fostering cultural awareness.

In conclusion, this action research project has been a journey of growth and discovery, both for the students and for me as a teacher. It has reaffirmed the transformative power of technology and multimedia in education, the importance of student engagement and the continuous pursuit of effective teaching practices. Exploring the potential of video-based activities has aroused my excitement for discovering innovative teaching methods. It has been a reminder that education is an evolving field, and there is always room for exploration and experimentation to enhance student outcomes.

As I reflect on this experience, I look forward to further integrating innovative strategies into my teaching to continue fostering a dynamic and enriching learning environment for my students.

6.3. Recommendations

In this study, it was recognized that the integration of video-based listening activities significantly contributed to the enhancement of specific information listening comprehension skills. Therefore, this research offers valuable insights into potential practical applications.

Considering some of the ideas of this intervention, future works could include conducting a longitudinal study to investigate the sustained impact of video-based listening activities on the listening comprehension skills of fifth graders. This study

could follow participants over several years to assess their progress and retention of skills.

In addition, a similar methodology could explore how video-based listening activities could be tailored to meet the diverse needs of ESL learners, including those with varying language proficiency levels, learning disabilities and cultural backgrounds.

Apart from this, it could be investigated the impact of using different types of video content (e.g., documentaries, news reports, interviews, short films) on listening comprehension, considering that only interview-style videos were presented to participants in this intervention. Exposing students to different kinds of videos might determine which content types are most engaging and effective for specific information identification.

It would also be significant to assess whether tailored content and activities produce better results for different age groups by exploring if incorporating culturally relevant and authentic content in video-based activities could enhance the engagement and comprehension of ESL learners. This adaptation would allow to assess the role of cultural familiarity in learning outcomes.

Finally, it would be important to investigate the role of students' motivation and engagement in the success of video-based activities by analyzing the factors that influence students' willingness to actively participate in such activities.

By addressing these research recommendations, future studies can further enrich our understanding of the role of video-based listening activities in ESL education, providing educators with valuable insights into optimizing language learning experiences for fifth graders and other age groups.

REFERENCES

Agencia de Calidad entregó los resultados del Estudio Nacional de inglés. (2019, February 8). Ministerio de educación. <https://www.mineduc.cl/resultados-del-estudio-nacional-de-ingles/>

Alfaki, I. & Siddiek, A. (2013). The role of background knowledge in enhancing reading comprehension. *World Journal of English Language*, 3(4), 42-66

Al-Hammouri, Q., Ghaith, M., Abueita, J., Ababneh, E., Altaher, A., Al-Gasawneh, J., & Mansour, A. (2022). The influence of using YouTube videos on EFL learners: the moderating role of technological self-efficacy. *Journal of Southwest Jiaotong University*, 57(5), 604. <https://doi.org/10.35741/issn.0258-2724.57.5.48>

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.

Anderson, J. R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.

Anderson, J. R. (1985). *Cognitive psychology and its implications*. (2nd ed.) New York: W. H. Freeman.

Anderson, A. & Lynch, T. (2003). *Listening*. Oxford: Oxford University Press.

Anggraeni, C. W., & Indriani, L. (2018). Teachers' perceptions toward TED-ED in listening class insight the era of disruptive technology. *METATHESIS: Journal of English Language Literature and Teaching*, 2(2), 222–235. <https://doi.org/10.31002/metathesis>

Ariawan, V. A., & Sulistyani, E. (2020). Using video to improving listening comprehension of fourth grade students. *PrimaryEdu - Journal of Primary Education*, 4(1), 1. <https://doi.org/10.22460/pej.v4i1.1299>

Bagnoli, A., & Clark, A. (2010). Focus groups with young people: a participatory approach to research planning. *Journal of Youth Studies*, 13(1), 101–119.

Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. *Procedia – Social and Behavioral Sciences*, 232, 502-506. Doi:10.1016/j.sbspro.2016.10.068.

Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International journal of technology in teaching and learning*, 5 (1), 1–21.

Bhandari, P. (2023). What Is a Likert scale? | Guide & Examples. Scribbr. <https://www.scribbr.com/methodology/likert-scale/>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77

British Council. (2015). English in Chile. An examination of policy, perceptions and influencing factors. British Council. <http://www.teachingenglish.org.uk/sites/teacheng/files/English%20in%20C.pdf>.

Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9 (1, 2), 37-56.

Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*, Second Edition. New York: Longman Inc.

Brown, S. (2006). *Teaching listening*. United States of America: Cambridge University Press.

Buck, G (2001). *Assessing listening*. Cambridge: Cambridge University Press.

Burgess, J., & Green, J. (2013). *YouTube: online video and participatory culture*. Chichester, England: John Wiley & Sons

Burns, A (2010). *Doing action research in English language teaching: a guide for practitioners*, Routledge, New York, NY.

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), 67-72.

Candlin, J. C. (1982). *Video in English language teaching*. Birmingham: University of Aston.

Celce-Murcia, M. (1991). *Teaching English as a second or foreign language*. Heinle & Heinle.

Celce-Murcia, M., & Snow, M. A. (2014). *Teaching English as a second or foreign Language*. Heinle ELT.

Clifton, A., & Mann, C. (2011). *Can YouTube enhance student nurse learning?* Nurse Council of Europe (CEFR) (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press

Cohen, L. A., Manion, L., & Morrison, K. (2018). *Research methods in Education*. In Routledge eBooks (8th ed.). Routledge.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge University Press. Field, J. (2001). *Listening in the language classroom*. United Kingdom: Cambridge University Press.

Council of Europe. (2001). Common European framework of reference for languages: learning, teaching, assessment. Cambridge: Cambridge University Press.

Creswell, J. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research plus my lab education with enhanced Pearson e-text - access aard package (4th ed.). Pearson

Damayanti, D. A. (2022). The effectiveness of TED-ED videos as audio-visual input in listening activities. Damayanti | *Journal of English language and education*. <https://doi.org/10.31004/jele.v7i1.248>

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.

Etemadfar, P., Soozandehfar, S. M. A., & Namaziandost, E. (2020). An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186x.2020.1835150>

Etikan, I., Musa, S. I., & Alkassim, R. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 2. <https://doi.org/10.11648/j.ajtas.20160501.11>

Flórez, E., Pineda, J., & García, N. (2012). EFL students' perceptions about a web-based English reading comprehension course. Bogotá, Colombia.

Gill, P., Arlitt, M., Li, Z., & Mahanti, A. (2007). YouTube traffic characterization: a view from the edge. Proceedings of the 7th ACM SIGCOMM Conference on internet measurement (pp. 15–28). San Diego, CA: ACM.

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), 113-155.

Hardiah, M. (2019). Improving students listening skill by using audio visual media. *Al-Lughah: Jurnal Bahasa*, 7(2), 39. <https://doi.org/10.29300/lughah.v7i2.1673>

Hussein, R. F., Saed, H. A., & Haider A. S. (2020) Teachers and students code-switching: The inevitable evil in EFL classrooms. *International journal of learning, teaching and educational research*, 19(2), pp. 60-78.

Hwaider, S. M. (2017). Problems of teaching the listening skill to Yemeni EFL learners. *International journal of scientific and research publications*, 7(6), 140.

Ministère de l'Europe et des affaires étrangères. (n.d.). <https://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony-and-the-french-language/france-s-commitment-to-the-french-language/learning-and-teaching-french/the-french-school-system-abroad-aefe/>

Field, J. (2008). *Listening in the language classroom*. United Kingdom: Cambridge University Press.

Inglés 6° básico. (n.d.). Currículum nacional. MINEDUC. Chile. <https://www.curriculumnacional.cl/portal/Educacion-General/Ingles/Ingles-6-basico/>

Krashen, S.D. (1985). *The input hypothesis: issues and implications*. London, UK: Longman.

Kusumarasdyati. (2004). Listening, viewing and imagination: movies in EFL classes. 2nd International conference on imagination and education.

Liu, H. J. (2008). A study of the interrelationship between listening strategy use, listening proficiency levels, and learning style. *RARECLS*, 5, 84-104.

Lynch T. & Mendelsohn D. (2002). Listening. In N. Schmitt (ed.) *Introduction to applied linguistics*. London: Arnold. 193-210.

Mann, M., & Taylore-Knowles, S. (2014). Improve your skills for advanced listening and speaking skills. api.macmillanenglish.com.

Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526. <https://doi.org/10.1093/fampra/13.6.522>.

Mead, N. R., & Rubin, D. B. (1985). Assessing listening and speaking skills. *ERIC Digest*. <http://files.eric.ed.gov/fulltext/ED263626.pdf>

Mellor, D., & Moore, K. (2014). The use of Likert scales with children. *Journal of pediatric psychology*, Volume 39, Issue 3, pp. 369–379

Mendelson, D.J. (1994). *Learning to listen: a strategy-based approach for the second language learner*. Dominie Press.

Metruk, R. (2018a). Extensive listening practice of EFL learners with authentic English videos. *Teaching English with technology*, 18(4), 3–19.

Metruk, R. (2018b). The Effects of watching authentic English videos with and without subtitles on listening and reading skills of EFL learners. *Eurasia journal of mathematics, Science and Technology Education*, 14(6), 2545–2553. <https://doi.org/10.29333/ejmste/90088>

Namaziandost, E., Neisi, L., Mahdavidar, F., & Nasri, M. (2019). The relationship between listening comprehension problems and strategy usage among advance EFL learners. *Cogent psychology*, 6(1), 1691338. Doi: 10.1080/23311908.2019.1691338.

Natasa, N. & Solusia, C. (2022). Students' perceptions toward the use of short videos based social media in learning English. *Journal of English language teaching*, 11. (1): pp. 114-120, DOI:10.24036/jelt.v11i1.116155

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw Hill.

Nurmukhamedov, U. (2017). Lexical coverage of TED talks: implications for vocabulary instruction. *TESOL Journal*, 8(4), 768–790. <https://doi.org/10.1002/tesj.323>

Oddone, C. (2011). Using videos from YouTube and websites in the CLIL classroom. *Studies about languages*, 18, 105-110.

O'Malley, J.M., Chamot, A.V., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10, 418-437.

Oxford, R. (1990). *Language learning strategies: what every teacher should know*. Boston MA: Heinle & Heinle.

Palys, T. (2008). Purposive sampling. In L. M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods*. (Vol.2). Sage: Los Angeles, pp. 697-8.

Pamuji, K. D., Waring, R., & Kurniawan, E. (2019). EFL Teachers' experiences in developing L2 proficiency through extensive listening. *Teflin journal*, 30(2), 257–273. <https://doi.org/10.15639/teflinjournal.v30i2/257-273>

Prayuda, J. (2021) Teaching procedure text by using YouTube as a media in English language teaching: EFL students' perspectives. *Conference on English language teaching*, 1, pp. 1-8.

Purcell, K. (2010). *The state of online video*. Retrieved from the Pew Internet & American Life Project website: <http://pewinternet.org/Reports/2010/State-of-Online-Video.aspx>

Richards, Jack C. (1983). Listening comprehension: approach, design, procedure. *TESOL Quarterly* 17: 219-39.

Richards, J. (1990). Conversationally speaking: approaches to the teaching of conversation. In Jack C. Richards, *The language teaching matrix*. New York: Cambridge University Press, pp.67-85.

Rixon, S. (1986). *Developing listening skills*. Macmillan.

Rost, M. (1994). *Introducing listening*. Penguin books.

Rost, M. (2002). *Teaching and researching listening*. Pearson.

- Rost, M. (2011). *Teaching and researching listening (2nd ed.)*. Pearson.
- Sampieri, R. H., Collado, C., & Lucio, P. (2014). Metodología de la investigación. McGraw-Hill Interamericana (p.271)
- Shaw, C., Brady, L. M., & Davey, C. (2011). Guidelines for research with children and young people. National children's bureau.
- Snelson, C. (2010b). Virtual movie sets and branching video: developing interactive educational machinima with second life and YouTube. *Proceedings of the technology, colleges, and community worldwide online conference*.
- Sommer, P. (2001). Using film in the English classroom: why and how. *Journal of adolescent and adult literacy*, 44 (5), 485-487.
- Thompson, M. R. (2003). *Filipino English and Taglish: language switching from multiple perspectives*. John Benjamin Publishing Co.
- Tran, T. H. (2022). Using YouTube video clips of different themes to enhance students' listening skill in an Emi class. *Scope*, 6(2), 106. <https://doi.org/10.30998/scope.v6i2.11351>
- Underwood, M. 1989. *Teaching listening*. Longman
- Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal*, 53(3), 168-176
- Vandergrift, L. (2003). From prediction through reflection: guiding students through the process of L2 listening. *Canadian Modern Language Review*, 59(4), 425-40.
- Van Duzer, C. H. (1997). Improving ESL learners' listening skills: at the workplace and beyond. National clearinghouse for ESL literacy education, project in adult immigrant education.
- Wah, N. N. (2019). Teaching listening skills to English as a foreign language student through effective strategies. *International journal of trend in scientific research and development*. <https://www.ijtsrd.com/papers/ijtsrd29246.pdf>
- Wallece, T., Stariha, W. E. & Walberg, H. J. (2004). Teaching speaking, listening and writing. Typhon.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language education in Asia*, 2 (1), 13-119.
- Wilkinson, R. (1984). Video-based learning activities. *TESOL Canada Journal*, 1(2), 83-86.

Wilkinson, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*.

Wilson, J. J. (2008). *How to teach listening*. Pearson Longman.

Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. *International Journal of linguistics*, 6(4), 200. <https://doi.org/10.5296/ijl.v6i4.5870>

Yawiloeng, R. (2020). Second language vocabulary learning from viewing video in an EFL classroom. *English language teaching*, 13(7), 76. <https://doi.org/10.5539/elt.v13n7p76>

YouTube (2010, May 16). At five years, two billion views per day and counting. The Official YouTube Blog.

Yuyun, I., & Simamora, F. Y. (2021). The use of YouTube to support EFL students' listening skills. *ELLTER Journal*, 2(2), 1-12. <https://doi.org/10.22236/ellter.v2i2.7512>

Ziane, R. (2011). The role of listening comprehension in improving EFL learners' speaking skill. Case study: second year students (LMD) at Biskra University. Master's dissertation, Ministry of higher education and scientific research, Faculty of letters and foreign languages, English division, University of Biskra. Algeria.

APPENDICES

Appendix 1

Format to submit instruments to experts for validation.

Dear academic:

I am currently conducting research as a requirement of the master program “Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés”. Knowing your experience in the field of research and education, I would like to request your help in validating the instruments for my project.

The research intends to explore the effectiveness of video-based listening activities from an ESL website in supporting the improvement of listening comprehension for specific information of a group of fifth-graders. To achieve this goal, an intervention composed of 7 sessions will be implemented, starting and finishing with a pre and post intervention test to identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website. Additionally, a Likert scale will be applied at the end of the intervention in order to analyze students’ perspectives towards the use of video based listening activities. Finally, a focus group will be conducted in order to get students’ perspectives about the effectiveness of the use of videos as support in the development of listening skills and their impressions of using video-based listening activities.

Below, you can find the research question along with its objectives, both general and specific, in addition to the instruments for the data collection.

Research Question

How does the use of video-based listening activities from ESL video website support the listening for specific information skills of a group of 5th graders?

General objective

To explore the contribution of using video-based listening activities from ESL website in the support of a group of fifth graders’ listening comprehension skill for specific information.

Specific objectives

1. To identify the progress of students listening for specific information comprehension skill when listening video-based listening activities from ESL video website.
2. To analyze students’ perspective towards the use of video based listening activities from ESL video website during English classes.
3. To describe students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

In this section you can find the instruments for the data collection, which are a pre and post intervention test, a post intervention Likert scale and the questions for a post intervention Focus Group. Next to them you will find the validation tables for you to complete and provide comments.

Thank you very much for your time and cooperation.

Ana Acuña González
Profesora de Inglés

Pre-Intervention Test validation table, to be submitted to the expert judgement.

To start with the process of validation of this instrument, please carefully read each of the items. If the question is clear, relevant and the scoring is clear and consistent, put a cross (x) in the letter M “maintain”. If it needs rephrasing or you consider another wording, put a cross (x) in A “adjust” and write a suggestion in the box “observations”.

SO1: To identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website.

This Pre-Intervention test aims at measuring the initial English Level of the participants before the intervention.

Pre intervention test, validation table for the expert judgement

https://www.youtube.com/watch?v=IYaXHYMINpY&ab_channel=EnglishPortal

(This video will be uploaded in ESL video website which offers free online English listening activities to create video-based listening and gap-fill quizzes)

	Clarity Test item is clear and unambiguous	Relevance Test item is relevant to the information of the video	Scoring Scoring procedures are clear and consistent	General Observations About the criteria or about the descriptors.
Tell whether the item should be maintained (M) or adjusted (A)	1. What food is popular all over the world? a. Cakes b. Pancakes c. Cupcakes	1. What food is popular all over the world? a. Cakes b. Pancakes c. Cupcakes	1. What food is popular all over the world? (1 point) a. Cakes b. Pancakes c. Cupcakes	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	2. What is their flavour? a. salty b. sour c. salty	2. What is their flavour? a. salty b. sour c. salty	2. What is their flavour? (1 point) a. salty b. sour c. salty	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	3. What is their common shape? a. round b. squared c. hearted	3. What is their common shape? a. round b. squared c. hearted	3. What is their common shape? (1 point) a. round b. squared c. hearted	
	M: A:	M: A:	M: A:	

Tell whether the item should be maintained (M) or adjusted (A)	4. In what country do they come with chocolate? a. Prague b. France c. USA	4. In what country do they come with chocolate? a. Prague b. France c. USA	4. In what country do they come with chocolate? (1 point) a. Prague b. France c. USA	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	5. What food do people put in Asia on top? a. meat b. fish c. eggs	5. What food do people put in Asia on top? a. meat b. fish c. eggs	5. What food do people put in Asia on top? (1 point) a. meat b. fish c. eggs	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	6. What food do people put in the UK on top? a. lemon and sugar b. orange and chocolate c. Nutella and sugar	6. What food do people put in the UK on top? a. lemon and sugar b. orange and chocolate c. Nutella and sugar	6. What food do people put in the UK on top? (1 point) a. lemon and sugar b. orange and chocolate c. Nutella and sugar	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	7. When is pancake day? a. on a Monday b. on a Friday c. on a Tuesday	7. When is pancake day? a. on a Monday b. on a Friday c. on a Tuesday	7. When is pancake day? (1 point) a. on a Monday b. on a Friday c. on a Tuesday	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	8. How many eggs are used on Pancake Day? a. 54 million b. 52 million c. 15 million	8. How many eggs are used on Pancake Day? a. 54 million b. 52 million c. 15 million	8. How many eggs are used on Pancake Day? (1 point) a. 54 million b. 52 million c. 15 million	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	9. What type of pancakes are popular in the USA? a. classic pancakes b. artistic pancakes c. sweet pancakes	9. What type of pancakes are popular in the USA? a. classic pancakes b. artistic pancakes c. sweet pancakes	9. What type of pancakes are popular in the USA? (1 point) a. classic pancakes b. artistic pancakes c. sweet pancakes	
	M: A:	M: A:	M: A:	
Tell whether the item	10. What are pancake ingredients?	10. What are pancake ingredients?	10. What are pancake ingredients? (1 point)	

should be maintained (M) or adjusted (A)	a. milk, water, flour and eggs. b. milk, water, rice and sugar. c. milk, butter, water and eggs.	a. milk, water, flour and eggs. b. milk, water, rice and sugar. c. milk, butter, water and eggs.	a. milk, water, flour and eggs. b. milk, water, rice and sugar. c. milk, butter, water and eggs.	
	M: A:	M: A:	M: A:	

Post-Intervention Test validation table, to be submitted to the expert judgement.

To start with the process of validation of this instrument, please carefully read each of the items. If the question is clear, relevant and the scoring is clear and consistent, put a cross (x) in the letter M “maintain”. If it needs rephrasing or you consider another wording, put a cross (x) in A “adjust” and write a suggestion in the box “observations”.

SO1: To identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website.

This Post-Intervention test aims at measuring the final English Level of the participants after the intervention.

Post intervention test, validation table for the expert judgement

https://www.youtube.com/watch?v=v9awWVp9Ek0&ab_channel=EnglishPortal
(This video will be uploaded in ESL video website which offers free online English listening activities to create video-based listening and gap-fill quizzes)

	Clarity Test item is clear and unambiguous	Relevance Test item is relevant to the information of the video	Scoring Scoring procedures are clear and consistent	General Observations About the criteria or about the descriptors.
Tell whether the item should be maintained (M) or adjusted (A)	1. How can you save energy? a. Turn on the lights b. Turns off the lights c. Switch on your computer	1. How can you save energy? a. Turn on the lights b. Turns off the lights c. Switch on your computer	1. How can you save energy? (1 point) a. Turn on the lights b. Turns off the lights c. Switch on your computer	
	M: A:	M: A:	M: A:	
	2. How can you save water? a. Have a bath	2. How can you save water? a. Have a bath	2. How can you save water? (1 point)	

Tell whether the item should be maintained (M) or adjusted (A)	b. Have a shower c. Have a long shower	b. Have a shower c. Have a long shower	a. Have a bath b. Have a shower c. Have a long shower	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	3. What should you do when you brush your teeth? a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	3. What should you do when you brush your teeth? a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	3. What should you do when you brush your teeth? (1 point) a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	4. What can you do with garbage? a. Recycle b. Use bags c. Classify it	4. What can you do with garbage? a. Recycle b. Use bags c. Classify it	4. What can you do with garbage? (1 point) a. Recycle b. Use bags c. Classify it	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	5. How can you clean the air? a. Use your car b. Use your bike c. Use a van	5. How can you clean the air? a. Use your car b. Use your bike c. Use a van	5. How can you clean the air? (1 point) a. Use your car b. Use your bike c. Use a van	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	6. How can you reduce waste? a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	6. How can you reduce waste? a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	6. How can you reduce waste? (1 point) a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	7. Where can you donate old appliances? a. to a supermarket. b. to a museum c. to a charity	7. Where can you donate old appliances? a. to a supermarket. b. to a museum c. to a charity	7. Where can you donate old appliances? (1 point) a. to a supermarket. b. to a museum c. to a charity	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	8. How can you protect trees? a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	8. How can you protect trees? a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	8. How can you protect trees? (1 point) a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	
	M: A:	M: A:	M: A:	

Tell whether the item should be maintained (M) or adjusted (A)	9. What can you do with food? a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	9. What can you do with food? a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	9. What can you do with food? (1 point) a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	10. How can you help endangered animals? a. Join a zoo b. Adopt a pet c. Join a conservation group	10. How can you help endangered animals? a. Join a zoo b. Adopt a pet c. Join a conservation group	10. How can you help endangered animals? (1 point) a. Join a zoo b. Adopt a pet c. Join a conservation group	
	M: A:	M: A:	M: A:	

Likert Scale

To start with the process of validation of this instrument, please carefully read each of the items. If the item is well written and designed, put an x in the box “keep the question”. If it needs rephrasing or you consider another wording, put a cross in “modify the question” and write a suggestion in the box “observations”. Finally, if the item is not appropriate, put a cross in the box “delete the question”. The dimensions arise from the specific objectives 2 and 3.

Dimensiones	Items	Mantener	Borrar	Modificar	Observaciones
Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.	1. Las imágenes de los videos que veo en clases de inglés, me ayudan a entender lo que escucho.				
	2. Ver videos en las clases de inglés me ayuda a hacerle menos preguntas de vocabulario a mi profesora.				
	3. Ver videos en las clases de inglés me ayuda a concentrarme en lo que estoy escuchando.				
	4. Al ver videos en las clases de inglés me doy cuenta que entiendo más inglés de lo que creía.				
	5. Creo que mi habilidad auditiva mejoró por las				

	actividades con videos realizadas en las clases de inglés.				
	6. Ver videos en las clases de inglés me ayuda a identificar información específica más fácilmente.				
Impresiones de los alumnos al usar actividades auditivas basadas en videos.	7. Me agrada más ver videos en clases de inglés que solo escuchar audios en inglés.				
	8. Me siento cómodo/a participando en las actividades de la clase de inglés relacionadas con videos.				
	9. Me sentí confiado/a al realizar las actividades auditivas en la clase de inglés basadas en videos.				
	10. Me siento más tranquilo/a viendo videos en las clases de inglés que escuchando				

	solo audios en inglés.				
	11. Me gustó la forma en que se presentaron las actividades auditivas basadas en videos en la clase de inglés.				
	12. Me sentí satisfecho/a con mi progreso al realizar las actividades auditivas basadas en videos				

Focus Group

To start with the process of validation of this instrument, please carefully read each of the items. If the question is well written and designed, put a cross in the box “keep the question”. If it needs rephrasing or you consider another wording, put a cross in “modify the question” and write a suggestion in the box “observations”. Finally, if the question is not appropriate, put a cross in the box “delete the question”. The dimensions were obtained from the specific objective 3.

This Focus Group aims at describing students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

SO3: To describe students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

Dimensiones	Preguntas	Mantener	Borrar	Modificar	Observaciones
Efectividad del uso de videos como apoyo en el	1. ¿Qué aspectos positivos tiene ver videos en inglés				

desarrollo de la habilidad auditiva.	del sitio web ESL video?				
	2. ¿Ustedes sienten que entienden más o menos después de ver los videos?				
	3. ¿Cómo se han dado cuenta que han mejorado con los videos?				
Impresiones de los alumnos al usar actividades auditivas basadas en videos.	4.Hemos trabajado con audios, videos, canciones, y videos en el sitio web ESL videos. ¿Cuál de ellas es más interesante? ¿Por qué?				
	5. ¿Les gustaría seguir usando videos del sitio web ESL videos para que sigamos trabajando la comprensión auditiva?				
	6. ¿Qué sugerencias tienen para mejorar las actividades con videos en la clase de inglés?				

Validation made by Pablo Aedo, English Teacher, Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés.

Dear academic:

I am currently conducting research as a requirement of the master program “Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés”. Knowing your experience in the field of research and education, I would like to request your help in validating the instruments for my project.

The research intends to explore the effectiveness of video-based listening activities from an ESL website in supporting the improvement of listening comprehension for specific information of a group of fifth-graders. To achieve this goal, an intervention composed of 7 sessions will be implemented, starting and finishing with a pre and post intervention test to identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website. Additionally, a Likert scale will be applied at the end of the intervention in order to analyze students’ perspectives towards the use of video based listening activities. Finally, a focus group will be conducted in order to get students’ perspectives about the effectiveness of the use of videos as support in the development of listening skills and their impressions of using video-based listening activities.

Below, you can find the research question along with its objectives, both general and specific, in addition to the instruments for the data collection.

Research Question

How does the use of video-based listening activities from ESL video website support the listening for specific information skills of a group of 5th graders?

General objective

To explore the contribution of using video-based listening activities from ESL website in the support of a group of fifth graders’ listening comprehension skill for specific information.

Specific objectives

1. To identify the progress of students listening for specific information comprehension skill when listening video-based listening activities from ESL video website.
2. To analyze students’ perspective towards the use of video based listening activities from ESL video website during English classes.
3. To describe students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

In this section you can find the instruments for the data collection, which are a pre and post intervention test, a post intervention Likert scale and the questions for a post intervention Focus Group. Next to them you will find the validation tables for you to complete and provide comments.

Thank you very much for your time and cooperation.

Ana Acuña González
Profesora de Inglés

Pre-Intervention Test validation table, to be submitted to the expert judgement.

To start with the process of validation of this instrument, please carefully read each of the items. If the question is clear, relevant and the scoring is clear and consistent, put a cross (x) in the letter M “maintain”. If it needs rephrasing or you consider another wording, put a cross (x) in A “adjust” and write a suggestion in the box “observations”.

SO1: To identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website.

This Pre-Intervention test aims at measuring the initial English Level of the participants before the intervention.

Pre intervention test, validation table for the expert judgement

https://www.youtube.com/watch?v=IYaXHYMINpY&ab_channel=EnglishPortal

(This video will be uploaded in ESL video website which offers free online English listening activities to create video-based listening and gap-fill quizzes)

	Clarity Test item is clear and unambiguous	Relevance Test item is relevant to the information of the video	Scoring Scoring procedures are clear and consistent	General Observations About the criteria or about the descriptors.
Tell whether the item should be maintained (M) or adjusted (A)	1. What food is popular all over the world? a. Cakes b. Pancakes c. Cupcakes	1. What food is popular all over the world? a. Cakes b. Pancakes c. Cupcakes	1. What food is popular all over the world? (1 point) a. Cakes b. Pancakes c. Cupcakes	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	2. What is their flavour? a. salty b. sour c. salty	2. What is their flavour? a. salty b. sour c. salty	2. What is their flavour? (1 point) a. salty b. sour c. salty	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	3. What is their common shape? a. round b. squared c. hearted	3. What is their common shape? a. round b. squared c. hearted	3. What is their common shape? (1 point) a. round b. squared c. hearted	
	M: x A:	M: x A:	M: x A:	

Tell whether the item should be maintained (M) or adjusted (A)	4. In what country do they come with chocolate? a. Prague b. France c. USA	4. In what country do they come with chocolate? a. Prague b. France c. USA	4. In what country do they come with chocolate? (1 point) a. Prague b. France c. USA	
	M: x A:	M: x A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	5. What food do people put in Asia on top? a. meat b. fish c. eggs	5. What food do people put in Asia on top? a. meat b. fish c. eggs	5. What food do people put in Asia on top? (1 point) a. meat b. fish c. eggs	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	6. What food do people put in the UK on top? a. lemon and sugar b. orange and chocolate c. Nutella and sugar	6. What food do people put in the UK on top? a. lemon and sugar b. orange and chocolate c. Nutella and sugar	6. What food do people put in the UK on top? (1 point) a. lemon and sugar b. orange and chocolate c. Nutella and sugar	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	7. When is pancake day? a. on a Monday b. on a Friday c. on a Tuesday	7. When is pancake day? a. on a Monday b. on a Friday c. on a Tuesday	7. When is pancake day? (1 point) a. on a Monday b. on a Friday c. on a Tuesday	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	8. How many eggs are used on Pancake Day? a. 54 million b. 52 million c. 15 million	8. How many eggs are used on Pancake Day? a. 54 million b. 52 million c. 15 million	8. How many eggs are used on Pancake Day? (1 point) a. 54 million b. 52 million c. 15 million	
	M: A:	M: A:	M: A:	
Tell whether the item should be maintained (M) or adjusted (A)	9. What type of pancakes are popular in the USA? a. classic pancakes b. artistic pancakes c. sweet pancakes	9. What type of pancakes are popular in the USA? a. classic pancakes b. artistic pancakes c. sweet pancakes	9. What type of pancakes are popular in the USA? (1 point) a. classic pancakes b. artistic pancakes c. sweet pancakes	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	10. What are pancake ingredients? a. milk, water, flour and eggs. b. milk, water, rice and sugar.	10. What are pancake ingredients? a. milk, water, flour and eggs. b. milk, water, rice and sugar.	10. What are pancake ingredients? (1 point) a. milk, water, flour and eggs. b. milk, water, rice and sugar.	
	M: x A:	M: x A:	M: x A:	

	c. milk, butter, water and eggs.	c. milk, butter, water and eggs.	c. milk, butter, water and eggs.	
	M: x A:	M: x A:	M: x A:	

Post-Intervention Test validation table, to be submitted to the expert judgement.

To start with the process of validation of this instrument, please carefully read each of the items. If the question is clear, relevant and the scoring is clear and consistent, put a cross (x) in the letter M “maintain”. If it needs rephrasing or you consider another wording, put a cross (x) in A “adjust” and write a suggestion in the box “observations”.

SO1: To identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities from ESL video website.

This Post-Intervention test aims at measuring the final English Level of the participants after the intervention.

Post intervention test, validation table for the expert judgement

https://www.youtube.com/watch?v=v9awWVp9Ek0&ab_channel=EnglishPortal
 (This video will be uploaded in ESL video website which offers free online English listening activities to create video-based listening and gap-fill quizzes)

	Clarity Test item is clear and unambiguous	Relevance Test item is relevant to the information of the video	Scoring Scoring procedures are clear and consistent	General Observations About the criteria or about the descriptors.
Tell whether the item should be maintained (M) or adjusted (A)	1. How can you save energy? a. Turn on the lights b. Turns off the lights c. Switch on your computer	1. How can you save energy? a. Turn on the lights b. Turns off the lights c. Switch on your computer	1. How can you save energy? (1 point) a. Turn on the lights b. Turns off the lights c. Switch on your computer	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	2. How can you save water? a. Have a bath b. Have a shower c. Have a long shower	2. How can you save water? a. Have a bath b. Have a shower c. Have a long shower	2. How can you save water? (1 point) a. Have a bath b. Have a shower c. Have a long shower	
	M: x A:	M: x A:	M: x A:	

Tell whether the item should be maintained (M) or adjusted (A)	3. What should you do when you brush your teeth? a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	3. What should you do when you brush your teeth? a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	3. What should you do when you brush your teeth? (1 point) a. Leave the tap running b. Don't brush your teeth c. Don't leave the tap running	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	4. What can you do with garbage? a. Recycle b. Use bags c. Classify it	4. What can you do with garbage? a. Recycle b. Use bags c. Classify it	4. What can you do with garbage? (1 point) a. Recycle b. Use bags c. Classify it	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	5. How can you clean the air? a. Use your car b. Use your bike c. Use a van	5. How can you clean the air? a. Use your car b. Use your bike c. Use a van	5. How can you clean the air? (1 point) a. Use your car b. Use your bike c. Use a van	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	6. How can you reduce waste? a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	6. How can you reduce waste? a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	6. How can you reduce waste? (1 point) a. Donate old TVs and fridges. b. Throw away TVs and fridges. c. Buy new TVs and fridges.	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	7. Where can you donate old appliances? a. to a supermarket. b. to a museum c. to a charity	7. Where can you donate old appliances? a. to a supermarket. b. to a museum c. to a charity	7. Where can you donate old appliances? (1 point) a. to a supermarket. b. to a museum c. to a charity	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	8. How can you protect trees? a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	8. How can you protect trees? a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	8. How can you protect trees? (1 point) a. Buy newspapers online b. Read newspapers online c. Don't read newspapers.	
	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	9. What can you do with food? a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	9. What can you do with food? a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	9. What can you do with food? (1 point) a. Throw it away. b. Make soup and sandwiches. c. Buy sandwiches	
	M: x A:	M: x A:	M: x A:	

	M: x A:	M: x A:	M: x A:	
Tell whether the item should be maintained (M) or adjusted (A)	10. How can you help endangered animals? a. Join a zoo b. Adopt a pet c. Join a conservation group	10. How can you help endangered animals? a. Join a zoo b. Adopt a pet c. Join a conservation group	10. How can you help endangered animals? (1 point) a. Join a zoo b. Adopt a pet c. Join a conservation group	
	M: x A:	M: x A:	M: x A:	

Likert Scale

To start with the process of validation of this instrument, please carefully read each of the items. If the item is well written and designed, put an x in the box “keep the question”. If it needs rephrasing or you consider another wording, put a cross in “modify the question” and write a suggestion in the box “observations”. Finally, if the item is not appropriate, put a cross in the box “delete the question”. The dimensions arise from the specific objective 2.

Dimensiones	Items	Mantener	Borrar	Modificar	Observaciones
Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.	1. Las imágenes de los videos que veo en clases de inglés, me ayudan a entender lo que escucho.	x			
	2. Ver videos en las clases de inglés me ayuda a hacerle menos preguntas de vocabulario a mi profesora.	x			
	3. Ver videos en las clases de inglés me ayuda a concentrarme en lo que estoy escuchando.	x			
	4. Al ver videos en las clases de inglés me doy cuenta que entiendo más inglés de lo que creía.	x			
	5. Creo que mi habilidad auditiva mejoró por las	x			

	actividades con videos realizadas en las clases de inglés.				
	6. Ver videos en las clases de inglés me ayuda a identificar información específica más fácilmente.	x			
Impresiones de los alumnos al usar actividades auditivas basadas en videos.	7. Me agrada más ver videos en clases de inglés que solo escuchar audios en inglés.	x			
	8. Me siento cómodo/a participando en las actividades de la clase de inglés relacionadas con videos.	x			
	9. Me sentí confiado/a al realizar las actividades auditivas en la clase de inglés basadas en videos.	x			
	10. Me siento más tranquilo/a viendo videos en las clases de inglés que escuchando	x			

	solo audios en inglés.				
	11. Me gustó la forma en que se presentaron las actividades auditivas basadas en videos en la clase de inglés.	x			
	12. Me sentí satisfecho/a con mi progreso al realizar las actividades auditivas basadas en videos	x			

Focus Group

To start with the process of validation of this instrument, please carefully read each of the items. If the question is well written and designed, put a cross in the box “keep the question”. If it needs rephrasing or you consider another wording, put a cross in “modify the question” and write a suggestion in the box “observations”. Finally, if the question is not appropriate, put a cross in the box “delete the question”. The dimensions were obtained from the specific objective 3.

This Focus Group aims at describing students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

SO3: To describe students’ perspectives towards the use of video-based listening activities from ESL video website to support their listening comprehension skill for specific information.

Dimensiones	Preguntas	Mantener	Borrar	Modificar	Observaciones
Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.	1. ¿Qué aspectos positivos tiene ver videos en inglés del sitio web ESL video?	x			
	2. ¿Ustedes sienten que entienden más o menos después de ver los videos?	x			
	3. ¿Cómo se han dado cuenta que han mejorado con los videos?	x			
Impresiones de los alumnos al usar actividades auditivas basadas en videos.	4. Hemos trabajado con audios, videos, canciones, y videos en el sitio web ESL videos.	x			

	¿Cuál de ellas es más interesante? ¿Por qué?				
	5. ¿Les gustaría seguir usando videos del sitio web ESL videos para que sigamos trabajando la comprensión auditiva?	x			.
	6. ¿Qué sugerencias tienen para mejorar las actividades con videos en la clase de inglés?	x			

Appendix 2

Pre and Post Intervention Tests

Specific Objective 1: To identify the progress of students listening for specific information comprehension skill when listening to video-based listening activities.

Pre-Intervention Test: Pancake Day!

Instructions: Read all the questions carefully. Now listen and choose one answer for each question. You are going to listen 2 times. (1 point each)

https://www.youtube.com/watch?v=IYaXHYMINpY&ab_channel=EnglishPortal

1. What food is popular all over the world?
 - a. Cakes
 - b. Pancakes
 - c. Cupcakes

2. What is their flavour?
 - a. salty
 - b. sour
 - c. salty

3. What is their common shape?
 - a. round
 - b. squared
 - c. hearted

4. In what country do they come with chocolate?
 - a. Prague
 - b. France
 - c. USA

5. What food do people put in Asia on top?
 - a. meat
 - b. fish
 - c. eggs

6. What food do people put in the UK on top?
 - a. lemon and sugar
 - b. orange and chocolate
 - c. Nutella and sugar

7. When is pancake day?
 - a. on a Monday
 - b. on a Friday

- c. on a Tuesday
- 8. How many eggs are used on Pancake Day?
 - a. 54 million
 - b. 52 million
 - c. 15 million
- 9. What type of pancakes are popular in the USA?
 - a. classic pancakes
 - b. artistic pancakes
 - c. sweet pancakes
- 10. What are pancake ingredients?
 - a. milk, water, flour and eggs.
 - b. milk, water, rice and sugar.
 - c. milk, butter, water and eggs.

Post-Intervention Test: Help the Planet!

Instructions: Read all the questions carefully. Now listen and choose one answer for each question. You are going to listen 2 times. (1 point each)

https://www.youtube.com/watch?v=v9awWVp9Ek0&ab_channel=EnglishPortal

- 1. How can you save energy?
 - a. Turn on the lights
 - b. Turns off the lights
 - c. Switch on your computer
- 2. How can you save water?
 - a. Have a bath
 - b. Have a shower
 - c. Have a long shower
- 3. What should you do when you brush your teeth?
 - a. Leave the tap running
 - b. Don't brush your teeth
 - c. Don't leave the tap running
- 4. What can you do with garbage?
 - a. Recycle
 - b. Use bags
 - c. Classify it
- 5. How can you clean the air?
 - a. Use your car
 - b. Use your bike
 - c. Use a van

6. How can you reduce waste?
 - a. Donate old TVs and fridges.
 - b. Throw away TVs and fridges.
 - c. Buy new TVs and fridges.

7. Where can you donate old appliances?
 - a. to a supermarket.
 - b. to a museum
 - c. to a charity

8. How can you protect trees?
 - a. Buy newspapers online
 - b. Read newspapers online
 - c. Don't read newspapers.

9. What can you do with food?
 - a. Throw it away.
 - b. Make soup and sandwiches.
 - c. Buy sandwiches

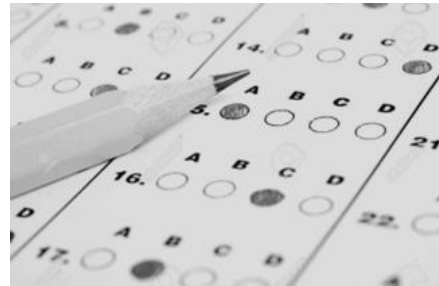
10. How can you help endangered animals?
 - a. Join a zoo.
 - b. Adopt a pet.
 - c. Join a conservation group.

HOJA DE RESPUESTAS

Nombre: _____ Fecha: _____

Instrucciones: Lee las preguntas en el sitio web ESL video y rellena solo un círculo por pregunta.

	A	B	C
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







Appendix 3

Specific Objective 2: To analyze participants' views towards the use of video-based listening activities to support their listening skill for specific information.

Escala Likert

Instrucciones: ¿Que tan de acuerdo o en desacuerdo estas con las siguientes afirmaciones? Responde lo más sincero posible. No hay respuestas buenas ni malas.

Marca con una X la casilla de tu preferencia y recuerda que en cada respuesta puedes elegir solo una opción.

	 Totalmente de acuerdo	 De acuerdo	 En desacuerdo	 Totalmente en desacuerdo
Dimensión 1: Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.				
1. Las imágenes del video que veo en clases de inglés, me ayudan a entender lo que escucho.				
2. Ver videos en las clases de inglés me ayuda a hacerle menos preguntas de vocabulario a mi profesora.				
3. Ver videos en las clases de inglés, me ayuda a				

concentrarme en lo que estoy escuchando.				
4. Al ver videos en las clases de inglés. me doy cuenta que entiendo más inglés de lo yo creía.				
5. Creo que mi habilidad auditiva mejoró por las actividades con videos realizadas en las clases de inglés.				
6. Ver videos en las clases de inglés me ayuda a identificar información específica más fácilmente.				
Dimensión 2: Impresiones de los alumnos acerca de usar actividades auditivas basadas en videos.				
7. Me agrada más ver videos en clases de inglés que solo escuchar audios en inglés.				
8. Me siento cómodo/a participando en las actividades de la clase de				

inglés relacionadas con videos.				
9. Me siento confiado/a al realizar las actividades auditivas en la clase de inglés basadas en videos.				
10. Me siento más tranquilo/a viendo videos en las clases de inglés que escuchando solo audios en inglés.				
11. Me gusta la forma en que se presentaron las actividades auditivas basadas en videos en la clase de inglés.				
12. Me siento satisfecho/a con mi progreso al realizar las actividades auditivas basadas en videos durante las clases de inglés.				

Appendix 4

Specific Objective 2: To analyze participants' views towards the use of video-based listening activities to support their listening skill for specific information.

Focus Group

Dimensión 1: Efectividad del uso de videos como apoyo en el desarrollo de la habilidad auditiva.

1. ¿Qué aspectos positivos tiene ver videos en inglés del sitio web ESL video?
2. ¿Ustedes sienten que entienden más o menos después de ver los videos?
3. ¿Cómo se han dado cuenta que han mejorado con los videos?

Dimensión 2: Impresiones de los alumnos acerca de usar actividades auditivas basadas en videos.

4. Hemos trabajado con audios, videos, canciones, y videos en el sitio web ESL videos. ¿Cuál de ellas es más interesante? ¿Por qué?
5. ¿Les gustaría seguir usando videos del sitio web ESL videos para que sigamos trabajando la comprensión auditiva?
6. ¿Qué sugerencias tienen para mejorar las actividades con videos en la clase de inglés?

Appendix 5

Focus Group Transcript

Profesora: ¿Pregunta número 1 ya niños, qué aspectos positivos tiene ver videos en inglés? El que quiera puede partir hablando.

Natsuki: Hola soy Natsuki Chan y creo que sí ayuda mucho a ver videos o cosas así y creo que he aprendido más inglés de lo que yo creía. O sea, creía, o sea, creía que sabía menos inglés.

Profesora: ¿En, en qué sentido crees tú que el video te ayuda más que, por ejemplo, solo un audio?

Natsuki: El video muestra imágenes y me puedo guiar a partir de esas imágenes.

Profesora: Eh Ricky.

Ricky: Yo igual pienso eso, eh... Siento que viendo las imágenes entiendo más inglés.

Profesora: OK. ¿Juanita?

Juanita: Yo también pienso eso porque en realidad si ayudan ver videos porque ves las imágenes de todo

Profesora: Si no sabes una palabra te sirve como para poder adivinar... ¿Carla?

Carla: Siento que cuando no escucho bien un texto que alguien está hablando o simplemente no se escucha bien ver las imágenes y es todo es más fácil porque se ve.

Profesora: ¿Teodoro?

Teodoro: No bueno ya.

Profesora: ¿Entiendes más cuando ves las imágenes?

Teodoro: Sí entiendo más cuando veo las imágenes.

Profesora: ¿Alguien más? Sí Ricky naranja dime.

Ricky Naranja: Yo entiendo más viendo las imágenes, si no entendí, puedo ver las imágenes y me pueden dar las respuestas y la imagen.

Profesora: OK muchas gracias.

Profesora: ¿Ustedes sienten que entienden más o menos después de ver los videos? Facilita entiende más o menos inglés eh ¿Natsuki?

Natsuki: Eh sí, entiendo más mas...eso.

Profesora: OK Ricky.

Ricky: Yo entiendo más porque al ver las imágenes escucho cómo se dice la palabra y después preguntó menos a la profesora.

Profesora: OK Juan.

Juan: Yo entiendo mejor porque puedo guiarme de las imágenes.

Profesora: OK Carla

Carla: yo entiendo mejor porque sí es que no entiendo una palabra, veo las imágenes y listo.

Profesora: ¿Y puedes como deducir qué palabra? o menos tratar de entender ¿Juanita? No Ah perdón Teodoro

Teodoro: Yo si no entiendo una palabra veo las imágenes y ahí entiendo más.

Profesora: OK ósea les ayuda mucho más. ¿Ricky naranja?

Ricky Naranja: cuando yo veo las imágenes, yo puedo...eh... cuando no sé una palabra puedo ver en las imágenes y me enseña cómo se dice esa palabra.

Profesora: ¿OK alguien más algún comentario? OK.

Profesora: Pregunta 3, ¿cómo se han dado cuenta que han mejorado con los videos? ¿Natsuki?

Natsuki: Yo me he dado cuenta que antes había algunas palabras que yo no entendía, pero con...mientras veía los videos y escuchaba las palabras y veía las imágenes y todo eso podía entender qué significaba algunas de ellas.

Profesora: Ya, Juanita.

Juanita: Yo Juanita pienso qué he mejorado más que antes, porque ahora se decir más palabras y pronunciar mejor.

Profesora: Ya Marcos.

Marcos: Yo creo que he mejorado porque tengo más cultura general y hablo más fluido inglés.

Profesora: OK. Teodoro.

Teodoro: Yo la primera vez estaba nervioso.

Profesora: La primera vez que escuchaste un video, que viste un video ¿ya?

Teodoro: Después a las siguientes, no estaba tan nervioso y si no sabía una palabra, podía ver las imágenes.

Profesora: Muchas gracias Teodoro, Carla.

Carla: Yo cuando estaba media perdida en vez de preguntarle a la profe, veía las imágenes y de lo que estaban hablando para intentar deducir qué es, que fue la palabra que no entendí.

Profesora: Ok muchas gracias...Juan.

Juan: Yo creo que mejoré, ya que ahora entiendo más las palabras inglesas que antes.

Profesora: OK, muchas gracias Juan...Ricky.

Ricky: Yo creo que mejoré porque entiendo más inglés y hablo más fluido.

Profesora: OK, Ricky naranja.

Ricky Naranja: Yo entiendo más y se hablar más fluido que antes.

Profesora: OK muchas gracias.

Profesora: Pregunta cuatro, hemos trabajado con audios y videos ¿Cuál de ellas es más interesante para ustedes y por qué? ¿Teodoro?

Teodoro: Para mí es más interesante los videos porque sirve más y ayuda más.

Profesora: OK, Juanita.

Juanita: Yo pienso que los videos son más divertidos y ayudan más porque hay imágenes y ayudan más para adivinar, para escuchar mejor lo que uno tiene que escuchar.

Profesora: Para predecir. OK. Carol.

Carol: Yo siento que es mejor porque podemos identificar podemos como entender las imágenes mejor ya que hay palabras en inglés.

Profesora: Ok. Juan.

Juan: Yo creo que los videos ya que son divertidos y ayudan a responder las respuestas.

Profesora: OK. Ricky

Ricky: Yo creo que los videos porque con las imágenes...Eh podemos entender de qué están hablando.

Profesora: OK. Natsuki.

Natsuki: Yo creo que es un uso más eficaz de los videos, porque imagínate que tú solamente estás escuchando una voz y tú no entiendes de lo que habla y con las imágenes de ahí como que no se te dicen eh fútbol y me dijeron que tú no sabes que significa fútbol, muestra la foto.

Profesora: Claro, aunque no sepas. Gracia Natzuki. Carla.

Carla: Yo siento que entiendo bastante más con los videos que con solo un audio.

Profesora: Ok Ricky naranja.

Ricky Naranja: Yo encuentro que el video es mejor que el audio porque cuando puedes ver una foto puedes entender más.

Profesora: OK muchas gracias.

Profesora: Pregunta 5, ¿les gustaría seguir usando vídeos para que sigamos trabajando la comprensión auditiva? ¿Teodoro?

Teodoro: Yo creo que sí.

Profesora: Ok. Juanita.

Juanita: A mí me encantaría seguir usando videos porque son divertidos y como dije ya ayudan más.

Profesora: OK. Natsuki.

Natsuki: Eh yo creo que sí, deberíamos continuar, pero también podríamos intentar probar cosas nuevas, a ver si que funcionan de otra forma.

Profesora: OK Juan.

Juan: Yo creo que...yo creo que...

Profesora: ¿Te gustaría seguir usando videos?

Juan: Sí ya que las imágenes ayudan a responder respuestas.

Profesora: OK Ricky.

Ricky: A mí igual me gustaría seguir usando videos porque con las imágenes ayuda a estar solo escuchando.

Profesora: Ya Carla

Carla: A mí personalmente si me gustaría seguir usando los videos.

Profesora: OK Ricky naranja.

Ricky Naranja: A mí me gustaría seguir viendo los videos porque me ayudan a entender.

Profesora: OK gracias.

Profesora: Pregunta 6, ¿qué sugerencias tienen para mejorar las actividades con videos en la clase de inglés? ¿Natsuki?

Natsuki: Podemos hablar de las culturas de otros países

Profesora: Ver video de las culturas de otros países. Ok. Teodoro

Teodoro: Yo creo que podemos hablar de Deportes porque es divertido.

Profesora: Marcos

Marcos: Creo que podríamos usar audífonos porque la mayoría, o sea, no la mayoría, pero a veces la gente interrumpe, yo estoy como cabreado, o sea, eso sí, pues.

Profesora: A veces está el ruido de la calle, la otra vez pasó, que pasó un auto y había bocinas y eso también sí. Ya Ricky.

Ricky: A mí me gustaría ver vídeos de deporte e igual usar audífonos.

Profesora: OK Juan.

Juan: Me gustaría escuchar música.

Profesora: Canciones OK, vídeos de canciones. OK Carla.

Carla: A mí me gustaría seguir escuchando y viendo vídeos de otros países para más cultura.

Profesora: OK Juanita.

Juanita: A mí también me gustaría ver videos de otros países.

Profesora: Y de comida obvio. Ricky naranja.

Ricky Naranja: A mí me gustaría ver vídeos de fútbol.

Profesora: De fútbol, de deporte ya OK. ¿Ninguna otra idea? OK