



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

**STUDENTS' PERCEPTIONS ABOUT THE USE OF AUDIOVISUAL MATERIALS
(VIDEO) TO ENHANCE LISTENING COMPREHENSION.**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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MARCH-2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “Students' perceptions about the use of audiovisual materials to enhance listening comprehension”, and researched by Myriam Lizeth López Caiza, ID number 1755753389 and Estefany Graciela Masabanda Ugsha, ID number 0550110357, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022



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COMMITTEE APPROVAL

The research report entitled “Students' perceptions about the use of audiovisual materials to enhance listening comprehension”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

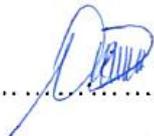
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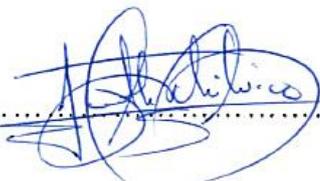
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Myriam & Estefany

DEDICATION

I would like to dedicate my work to my beloved father, Luis López, who is my mentor and my main source of inspiration in every step I take. I am totally grateful to him for instilling in me the example of perseverance, courage, and effort; of not fearing adversity and facing the challenges of life. There are no other words to describe how blessed I am to have a father like him and how grateful I am for all the effort he has made for me. From the bottom of my heart, I express my most sincere love to my father for allowing me to fulfill one more dream, and "this achievement is not only mine, but also his". Similarly, I thank my paternal grandmother, Mercedes López, who is like a mother to me; she has taken care of me and has helped me in difficult times. Last but not least, I dedicate my work to my friends for their words of support that encouraged me to continue with my dreams.

Myriam

DEDICATION

It is with genuine gratitude and warm consideration that I dedicate this work to my parents Bertha Ugsha and Elias Masabanda. The two people who gave me the necessary tools and values to be where I am today. My parents support me on every step I make, and decision I take. Moreover, I will never finish thanking my father and my mother for all the opportunities they have offered and given me, for all the teachings they have given me and for all the effort they have made during this arduous academic process. I am so grateful with them for trusting me that I would do a good job in the university, and letting me come to achieve a higher education.

Estefany

TECHNICAL UNIVERSITY OF COTOPAXI
PUJILI CAMPUS
NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: STUDENTS' PERCEPTIONS ABOUT THE USE OF AUDIOVISUAL MATERIALS (VIDEOS) TO ENHANCE LISTENING COMPREHENSION.

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ABSTRACT

The great challenges that higher education faces in relation to the development of understanding and receptive skills in English learners are made more vulnerable due to the limited exposure to audiovisual materials in the learning process and the nearly zero familiarity with phonetic elements, which cause demotivation to study the foreign language. Therefore, this research focuses on analyzing the perceptions of English as a second language learners about the use of audiovisual materials (videos) to enhance listening comprehension. In that regard, a qualitative methodology was applied as a research method. Apart from this, the participants selected belong to two English levels, A2 and B1, at the Language Center of the Technical University of Cotopaxi. First and foremost, the instruments applied were developed with the mixed method model and included semi-structured interviews and a Likert-type survey to obtain quantifiable data and in-depth specific information on the investigation topic. As for the sample elements, they were sampled using the homogeneous sampling technique, oriented by similar criteria such as the level of English and an age range between 19 and 24 years old. Subsequently, the researchers adopted a bottom-up data analysis approach to maximize the efficiency of the results. In turn, the information from the interviews was transcribed by hand, coded, and selected to finally establish three categories and five subcategories that represent the students' perceptions concerning the topic of the research. Thus, the main findings showed that audiovisual materials contributed to the improvement of listening comprehension, motivation, and self-preparation of second language students. Besides, those are essential in the process of learning a second language and improving listening comprehension skills. As a result, this research will help English learners in the language center to explore the rich and substantial content of audiovisual materials, which will encourage them to develop their receptive skills.

Keywords: Audiovisual materials, listening comprehension, motivation.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

TÍTULO: PERCEPCIONES DE LOS ESTUDIANTES SOBRE EL USO DE MATERIALES AUDIOVISUALES (VIDEOS) PARA MEJORAR LA COMPRENSIÓN AUDITIVA.

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RESUMEN

Los grandes desafíos que enfrenta la educación superior en relación con el desarrollo de habilidades comprensivas y receptoras en los estudiantes de inglés se hacen más vulnerables debido a la limitada exposición a materiales audiovisuales en el proceso de aprendizaje y la casi nula familiaridad con los elementos fonéticos, lo que provoca la desmotivación para estudiar la lengua extranjera. Por lo tanto, esta investigación se enfoca en analizar las percepciones de los estudiantes de inglés como segundo idioma sobre el uso de materiales audiovisuales (videos) para mejorar la comprensión auditiva. En ese sentido, se aplicó una metodología cualitativa como método de investigación. Además, los participantes seleccionados pertenecen a dos niveles de inglés, A2 y B1, del Centro de Idiomas de la Universidad Técnica de Cotopaxi. En primer lugar, los instrumentos aplicados se desarrollaron con el modelo de método mixto e incluyeron entrevistas semiestructuradas y un Encuesta tipo Likert para obtener datos cuantificables e información detallada y específica sobre el tema de investigación. En cuanto a los elementos de la muestra, se muestrearon mediante la técnica de muestreo homogéneo, orientados por criterios similares como el nivel de inglés y un rango de edad entre 19 y 24 años. Posteriormente, los investigadores adoptaron un enfoque de análisis de datos de abajo hacia arriba para maximizar la eficiencia de la información. A su vez, la información de las entrevistas fue transcrita a mano, codificada y seleccionada para finalmente establecer tres categorías y cinco subcategorías que representan las percepciones de los estudiantes sobre el tema de investigación. Así, los principales hallazgos mostraron que los materiales audiovisuales contribuyeron a la mejora de la comprensión auditiva, la motivación y la auto preparación de los estudiantes de segunda lengua. Además, son esenciales en el proceso de aprender un segundo idioma y mejorar las habilidades de comprensión auditiva. Como resultado, esta investigación ayudará a los estudiantes del centro de idiomas a explorar el contenido rico y sustancial de los materiales audiovisuales, lo que los alentará a desarrollar sus habilidades receptoras.

Palabras claves: materiales audiovisuales, comprensión auditiva, motivación.

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1. GENERAL INFORMATION

Theme:

Students' perceptions about the use of audiovisual materials to enhance listening comprehension.

Starting Date:

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Knowledge area:

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Keywords:

Audiovisual materials, listening comprehension, self-motivation.

2. PROBLEM STATEMENT

Nowadays, teachers have seen the need to implement the use of audio-visual materials in English language teaching so that students adapt their listening and, in this way, they have an effective and interactive teaching-learning process. Moreover, the lack of use of audiovisual materials in the classroom gives students limited exposure to the actual language used by native speakers of English, which results in students being accustomed to pre-designed language and not practicing real phrases and expressions used in everyday situations. (Cabrera, 2017). So, the absence of usefulness of audiovisual resources in educational development and the almost null familiarity with phonetic elements, pronunciation, vocabulary, speed of expression, and accent of native speakers in audiovisual materials have been the main problems that have caused weakness in receptive communication skills (listening), causing low comprehension and demotivation. Although some second-language learners do not know and apply these audiovisual materials, most of them misuse them and are not aware of the benefits they can bring to the learning process and listening skill development.

Faced with these problems, the most workable alternative is to make known the benefits of the use of audiovisual materials in the learning process and in the development of communication skills (listening comprehension). In this way, it will motivate students to develop their listening skills effectively and they will have a better academic performance. Abdullah (2014) claims in his research that the implementation of audiovisual materials creates more effective learning as the multimedia system becomes more contextual for the students. Because the use of videos as an educational resource motivates students to study English in and out of class, they develop their autonomy. In addition, audiovisual materials have a beneficial effect on the learning of listening comprehension skills in second language learners. Grandisson (2020) in his research affirmed that use of videos "allowed students to activate different cognitive processes such as memory, analysis, inference, deduction, attention, concentration, association of images, and guessing the meanings from context" (p.53). For this reason, the present study has established a research question: what is the learners' perception of the use of video materials to improve listening comprehension in a second language?

3. OBJECTIVES

3.1 General Objective

To analyze the perceptions of the A2 and B1 students of the Language Center (English) of the Technical University of Cotopaxi about the use of video materials to enhance listening comprehension in the April-August period.

3.2 Specific Objectives

- To describe relevant information about the audiovisual video materials to enhance listening comprehension.
- To determine students' appreciation of the function of audiovisual materials in the development of their listening comprehension.
- To explore the effectiveness of the use of audiovisual materials to improve listening comprehension in a document.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1: Distribution of objectives in activities.

Specific objective	Activities	Verification Means
To describe relevant information about the audiovisual video materials to enhance listening comprehension.	The information related to the topic was collected from scientific sources such as PDF Book, PDF Articles and Theses.	Paper PDF Book PDF Articles Thesis
To determine students' appreciation of the function of audiovisual materials in the development of their listening comprehension.	The survey and interviews contributed to obtaining information and collecting data on the students' appreciation of the research topic, which were conducted by the researchers of this project.	Survey file Interview file
To explore the effectiveness of the use of audiovisual materials to improve listening comprehension in a document.	The corrected document with information on the research topic was elaborated by the researchers.	Project document

5. JUSTIFICATION

This research was carried out to explore the perception that students have about the use of audiovisual materials, mainly videos, as a tool to improve listening comprehension in learning English. Furthermore, the data and information collected allowed academic information to be provided to the English students of the Language Center at the Technical University of Cotopaxi, who could find out the testimonies or experiences of the investigated students on scientific literature, characteristics, advantages and disadvantages of audiovisual materials, and their effectiveness to promote motivation and autonomous learning.

Moreover, the information obtained benefited some students from other degrees, promoted innovative knowledge in research, and developed the critical thinking of researchers (authors of this document), fostering motivation to continue contributing new research to the field of educational research. Likewise, it encouraged the teachers of the language center to implement audiovisual materials as didactic resources for the development of the students' listening comprehension. Therefore, the impact was at a technological and educational level due to the exposure of relevant information in relation to the function of audiovisual materials as a multifunctional resource, since they are a complete technological instrument, which had a great contribution to those involved in the aforementioned document.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Previous studies by Yusroh (2018) in relation to the effectiveness of audiovisual materials (videos) in the listening comprehension of English learners who belonged to the [IAI] Ibrahimy Genteng Banyuwangi University. The participants were from the second semester of English. Data collection and means of reflection on field notes were collected through observations, interviews, and listening comprehension tests. The main findings determined that the audiovisual materials led to good results, as the students' listening comprehension increased from the first listening test to the third listening test. Furthermore, the author concluded that the use of audiovisual materials increases students' listening comprehension and their interest in learning English.

On the other hand, the study conducted by Grandisson (2020) examined the impact of using video materials to facilitate L2 listening comprehension in a group of ELF students. The participants involved were thirty-three students from a public school in Medellín, Colombia,

and they carried it out for over five weeks. The researcher used an initial questionnaire and interviews to record the opinions, perceptions, and impressions of the students. The results showed that the use of video materials has a positive impact on students as they facilitate their listening comprehension.

Arteaga et al. (2017) similarly examined the impact of videos on listening comprehension skills in students majoring in English teaching at the Public University of Colombia. The research authors designed data collection questionnaires for student reflection after video sessions, researched field journals, interviews, and comprehension tests. The results showed that there was a significant positive effect on the improvement of listening comprehension as well as vocabulary acquisition and pronunciation practice. Therefore, they concluded that video activities as teaching strategies in a TEFL classroom have a positive effect on listening comprehension in English.

Finally, Ramirez and Alvarez (2016) conducted another study that looked at audio-visual resources in a different light. It was to measure the implications of the use of visual aids in listening comprehension activities for elementary school students. The participants were 15 first graders, and it exposed them to various classes with listening comprehension activities along with the support of visual aids such as images, cards, videos, and captions. The results collected showed that the audiovisual aids (videos) promoted the use of previous knowledge in their mother tongue and target language, as well as learning new vocabulary in a more effective way. In conclusion, these materials allow for a better cognitive process in students and a more meaningful understanding of the topics.

6.2 Theoretical Framework

6.2.1 Higher Education. –

Higher education is a level that is after the post-secondary stage and denotes a higher rank in the teaching and learning process, such as universities, polytechnic schools, and technical and technological institutes that are included in the educational system (UNESCO, 2019). So, it is a high-level education that differs from school and prepares students to be future professionals. Also, the Ecuadorian higher education system, according to Zamora (2017), has undergone many changes in order to improve the quality of university education, going through evaluation and accreditation processes to certify the quality of teaching" (p.1). Therefore, this level faces some challenges, such as accessibility, quality, cost, and autonomy.

Higher education institutions will go through this process in compliance with the educational standards, which will ensure the quality of service offered to all citizens who have finished high school and wish to get a university degree. Zamora (2017) mentioned that all higher educational institutions that aim to do their job well and offer a good service to their customers (students) have increased their participation of teachers, taking part more actively in research processes and paying attention to the needs of the surrounding society without forgetting compliance with the laws and regulations that govern them and that are aimed at improving the quality of the academy (p. 4).

6.2.2 Importance to teach English

Nowadays, the English teaching and learning process is considered indispensable since it is a universal language due to its being both a mother tongue and a foreign language. So, English is considered important because of the new era of digitalization and is therefore a must for university students (Chavez et al., 2017). In addition, university education is the last step in the professionalization of students, so it is necessary that they leave with a mastery of the English language so they can get better job opportunities (p.760). According to Estupiñan (2020) claims that:

In the teaching and learning of English, the perception of teachers is important for a quality educational process, because it focuses on the development of linguistic skills, which provides students with the ability to use the language in the classroom skills, which provides students with the possibility of using the language in different contexts. different contexts. (p.7)

For a quality educational process, teachers consider the importance of linguistic proficiency in university students since this will help them use the language in other contexts. This favors the students because if they have mastered linguistic skills, they can obtain work in other areas, which favors economic stability.

6.2.3 Audiovisual materials-videos

Audiovisual materials are composed of an integrating system that makes the auditory and visual senses work together to transmit sensory or multimedia information through text, images, graphics, and sound simultaneously with mechanisms of contrast, harmony, complementarity,

and reinforcement. In addition, technological innovation has offered a variety of multimedia presentations that, over time, have become indispensable aids for teaching and learning in the educational context (Ekinçi et al., 2019). The audiovisual resources generate empathy and contribute to the communicative expression of the students, and the videos present a reality centered on their language skills. For this reason, audiovisual materials have become an essential tool in education since they contribute to the aim of teaching and promote student learning at the level of memory, easy understanding, greater participation, and motivation.

Research carried out by Cakir (2006) determined that the audiovisual materials most implemented in learning and teaching languages are videos, since they allow the target language to be presented in a natural way. These are often used in foreign language classrooms because of their innovative features and expose the real world to the classroom as a medium that incorporates a variety of visual and audio experiences of the target language. Besides, audiovisual materials (videos) favor the retention of information and encourage the active participation of the learner since they associate what is heard with what they show (AHEC Health Literacy Program, 2006). In this sense, audiovisual materials (videos) function as contact portals with the target language since they connect a set of real-improved communication skills that promote the creation of habits and motivation to practice the new language (Meléndez & Sánchez, 2018). Furthermore, video materials familiarize the student with original and authentic information from native speakers by providing a cultural background and promoting autonomy in language learning.

There are several types of videos that are implemented in education; the first and most commonly used are the video instructional exercises that are characterized by being a variable and effective multimedia resource to learn about a particular topic (Ou et al., 2019). Instructional exercise recordings are becoming more and more common on the Internet, either as a supplement to a compound instructional exercise that can be installed on a similar site or blog, or as a free video on a YouTube or Vimeo channel. The main thing you need to decide before taking on this advanced asset is the medium to follow during the informational interaction. A decent start is to give a short presentation as a discussion on the topic you will handle and what the observer's goal will be in watching your instructional video exercise.

Context-focused multimedia videos (Cambridge) These videos are a communicative source that allows showing visual elements that illustrate a dialogue and focus on pronunciation, many

repetitions of linguistic elements, and good image and sound quality. Thus, audiovisual materials (video) in the educational field have had a positive contribution to language learning (ESL/EFL) (Kathirvel & Hashim, 2020). Furthermore, the implementation of audiovisual materials has given positive results in communication skills among students. Consequently, the deployment of video in the foreign language classroom makes possible the exposure of different contexts or topics, as it allows students who do not understand a foreign language properly to understand it well and to sense some words through suggestions (Bruscolotti, 2018).

6.2.4 The use of audiovisual materials to learn English

Professors and pedagogues used audiovisual materials as support to make the most complex and abstract teachings reach students in a more direct way due to advances in cinematography (Barros & Barros, 2015). When the teacher is going to teach an English class using audio-visual materials, they must consider the most appropriate material to transmit content and achieve the objectives set (Bustos et al., 2012). Also, those materials must be adequate for the stage of maturity and cognitive level of the learners to accomplish the English students' learning.

So, (Bustos et al., 2012, quoted in Antúnez, 1995) mention that:

The audiovisual media are present in our classrooms and they facilitate the teaching of vocabulary, structure and grammar in the English class, since the students perceive the information through their senses. There is a wide variety of audiovisual resources that have helped us improve our English class, motivating our students and capturing their attention. (p.36-37)

It means that the audiovisual materials help to create a dynamic and entertaining environment within the classroom. Students can hear and see the image presented on the screen. In addition, they contribute to the learning of new content planned by the teacher so that students learn vocabulary and grammar through this resource. So, the use of audiovisual materials causes motivation and arouses interest in learning English.

6.2.5 Listening comprehension

Listening comprehension is a complex process in which the listener must simultaneously activate schemas, deduce, predict, and elaborate meanings, as well as use long- and short-term memory functions to produce responses (Ministry of Education, 2016). In addition, it is not

only a unidirectional process but also encompasses the psychomotor mechanism of sound perception through the ear and the transmission of nervous stimuli to the brain, in which the listener transforms the information by deducing the message and recalling memories (Hermosa, 2010). Listening comprehension is a crucial skill for learning a second language since it is the key to the acquisition and expansion of other language skills.

However, many second-language learners at all levels find it difficult to develop listening comprehension as they have focused on the writing or speaking process and often neglect listening skills because of unfamiliarity with the sound of words or difficulty recognizing them (González, 2019). Additionally, it is one skill rarely applied in class, since people have many difficulties when developing it, which is why it is necessary to work harder to improve it (Morales & Beltran, 2006). Therefore, it is essential that the teacher focus on developing this ability and expose the student to a real context through strategies, methodologies, and materials that allow them to develop their listening comprehension.

For this reason, teachers need to focus on the three stages of listening: pre-listening, during (in-while) listening, and post-listening (Puma, 2011). So, the pre-listening stage activates their previous knowledge in a detailed and extensive way in a natural way, in which the teacher dialogues with the students about the linguistic aspects of the text. While taking notes and applying previous knowledge to the topic, students also answer questions, exchange points of view, and compare their interpretations of the content with the opinions of their peers (Córdoba & Rangel, 2018). In the post-listening stage, students internalize what they have heard and understood in the pre-listening and listening phases with other learning activities.

Furthermore, teachers or students must implement strategies or audio input methods appropriate to the different stages in order to have successful listening comprehension and to make the most of language learning opportunities (Londoño, 2012). So, from the bottom-up, allows the recognition of acoustic signals by developing critical perception skills in listeners. However, these two elements can be employed separately, which is possible in a foreign language classroom and ensures that the learner understands the message and actively takes part in the learning process.

6.2.6 The effects of videos on Listening Comprehension

Nowadays, videos are an integral component of day-to-day activities since they are considered an increasingly successful method for second language learners in the classroom (Ministry of

Education, 2016). In addition, the videos are implemented as technological sources that have served as a gateway to achieving efficient listening comprehension. Therefore, the implementation of videos offers a better understanding that allows students to infer and interpret the situations and content of the listening materials.

Moreover, videos positively impact the overall listening comprehension performance by stimulating learners' interest in learning a second language, as they can detect non-verbal components of text, such as movements and facial expressions, which provide more genuine and authentic input than just listening to audio (Chan et al., 2014). Videos not only emit sound, but also show moving images, and the speaker can be seen naturally in authentic language with their gestures, body movements, location, and background information that can be visually amplified (Sulistiyowati, 2010). Therefore, this technological tool saves time and stimulates students' imagination and participation by providing them with unlimited sources of grammatical structures and vocabulary (idioms, hesitations, tones, pronunciations, and rephrasing).

6.2.7 Video material into language classrooms

Audiovisual materials facilitate students' familiarization with the foreign language by providing them with the opportunity to listen to authentic and natural models of verbal communication, which gives them experience of different pronunciations, phonetic exchanges, accentuation, speech rhythms, and intonation (Polat & Erişti, 2019). Linking to a foreign language offers benefits at the level of verbal communication for language learners. Furthermore, it provides the students with an authentic language and a real culture, which promotes self-motivation, facilitates the students' understanding of the language, and helps them become fluent in the environment (Zhou, 2018). Therefore, the learner must be exposed to a real language that allows him to associate with the target language effectively.

The implementation of audiovisual materials has several benefits since its multimedia system is a factor that arouses interest and motivation, facilitating the correct development of language skills, especially listening comprehension, in children, young people, or adults (Bustos et al., 2012). It is considered essential to incorporate these tools into the teaching-learning process of a second language since they are a source of real contact with the target language, which consequently provides multiple benefits to the educational process.

Professors and pedagogues used audiovisual materials as support to make the most complex and abstract teachings reach students in a more direct way due to advances in cinematography (Barros & Barros, 2015). Moreover, Bustos et al. (2012) note that when the teacher is going to teach an English class using audio-visual materials, they must consider the most appropriate material to transmit content and achieve the objectives set. In addition, those materials must be adequate for the stage of maturity and cognitive level of the learners, to accomplish the English students' learning.

Therefore, Bustos et al. (2012) mention that they show the audiovisual media in the classrooms and that they facilitate the teaching of vocabulary, grammar, and structure in the English class, since the students perceive the information through their senses. There are a wide variety of audiovisual resources that have helped us improve our English classes, motivating our students and capturing their attention.

6.2.8 Advantages and Disadvantages of video material for listening comprehension

Videos have great potential to be used in the teaching of listening comprehension, as they offer considerable advantages in providing authentic, easy-to-understand linguistic information for teachers and students (Kakir, 2006, cited in Ardiansyah, 2018). In addition, it provides students with a greater understanding of the context because the listener can focus on the verbal and visual meaning. Videos summarize the culture in which they are learning the language. Therefore, implementing these resources by English teachers generates benefits for students in aspects such as autonomy and proactivity that affect their confidence to implement the target language (Bajrami & Ismailia, 2016). Consequently, the use of video material improves the auditory development of students because it helps them better understand the video since they can see images, gestures, and movements and associate them with their previous knowledge.

Another great advantage of audiovisual materials is that their application in the classroom allows students to assimilate a greater amount of information since the two organs that are seen and heard (Rúa & Santander, 2018). Furthermore, this type of aid helps students' learning processes be more effective and conceptual. This means that the students will be more animated in the class, which means they will pay attention, and this will improve the energy of the learning process (Raisha, 2017). However, some beginning students find it difficult to understand videos without subtitles, as they do not have language skills or experience using videos (Cambridge University Press & Assessment, 2021).

7. METHODOLOGY

The qualitative research method used in this study was a method that provided an opening of interpretive focus on the phenomenon in its natural environment with the purpose of giving complete coverage to the experiences or perspectives that are related to the object of study through analysis and interpretation (Denzin & Lincoln, 2005). So, this study was carried out with the qualitative research method to inspect the students' perspective on the use of audiovisual methods (videos) in the development of their listening comprehension. Therefore, the experience of this study will allow us to explore and understand the central phenomenon from a personal perspective, the needs that arise in the context in which they arise, and the experience in relation to the investigation.

Additionally, the data collection for this research was implemented with a mixed method, which understood the research problem thanks to the mixture of qualitative and quantitative methods in a series of studies, which generated a more specific vision of the problem and a better understanding (Whitehead and Schneider, 2013). Therefore, the procedure required extensive data collection and analysis. The procedures used in the mixed methods research comprised closed-open interviews and surveys or questionnaires.

Moreover, the researchers implemented the bottom-up approach to analyze the qualitative data. It is a one-way process called "decoding" and is recognized as a puzzle as individual text units are put together to create linguistic signals in order to provide a better understanding of the information obtained in a deeper way (Prathomwat, 2019). In this sense, in the data analysis, the researchers used the bottom-up approach that allowed them to analyze and decode the data to create textual meanings. In addition, the steps that were followed were the development of an interview guide, which was divided into 4 components, which were: learning; affective-emotional; micro-curricular and learning preference. Subsequently, the interview was structured and applied. Then, with the results, a table of 3 categories and 5 subcategories that were identified by a color and had different meanings was elaborated.

7. 1 Sample and site

For this study, the sampling approach was considered adequate, since it was characterized by giving researchers the opportunity to intentionally choose the participants to relate them to the central phenomenon of the study in a profound way (McLeod, 2019). Additionally, this allowed

for getting a detailed knowledge of the participants and their environment because this approach understood and described a small group of people who had common traits or characteristics related to the aim of the research (Elmusharaf, 2016). Under this approach, the survey technique focused on a homogeneous sample, and students from the language center who shared similar characteristics such as English level A2 and B1 were chosen and divided into two groups of 25, referred to as A2 and B1, for a total of 50 participants.

7.2 Data-gathering strategies

First of all, the interviews were a technique to create effective verbal communication with the students about the research topic since the interview design was semi-structured and included open questions to explore their experiences without the restrictions of any perspective. In addition, it made it possible to divert the initial script of questions prepared by the researcher to explore and add more relevant aspects to the interview spontaneously and with greater flexibility. (Cohen and Crabtree, 2006). For this reason, the online interview was implemented since it was easy to apply and allowed the registration of data through virtual platforms.

On the other hand, the survey was applied as a technique for data collection because it is a tool that allows the researcher to get accurate data with a clearer vision since it avoids sampling biases, massively ensuring truthful data in relation to the subjectivity of each member of the group (Jansen, 2012). Therefore, the survey was a complementary instrument together with the interview to collect quantifiable data from each member of the study sample and served as evidence. Harris (2010) argues that combining qualitative and quantitative instruments complements each other since it allows for the creation of a methodological richness by strengthening research methods such as interviews, which allow for the measurement of categories in a population and can be complemented with surveys to get data. Likewise, in the investigation, the survey lasted 5 minutes for the interviews and had 10 open questions via zoom. Finally, the survey comprised 12 multiple-choice questions with a Likert-type scale and a 10-minute duration.

7.3 Ethical considerations

This research was based on a request for approval from the higher institution, the Technical University of Cotopaxi, and the director of the Language Center. Subsequently, this request was accepted by the coordinator. Consequently, an informed consent was sent to four students

at levels A2 and B1 randomly selected for the interview, which was consented by the participants and filed. For the survey, a statement was sent by Gmail to the two assigned levels with a brief review of the research and the confidentiality clauses before continuing with the survey, of which 45 were accepted.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Interviews

The findings showed the results of the analysis to answer the research question about what the perceptions of students about the use of audiovisual materials (video) to improve listening comprehension are. Information was examined through interviews with the students of the language center, which was divided into two levels, A2 and B1 of English. Then, based on this analysis, categories and subcategories were organized (Table 1).

Table 1: Categories and subcategories of the use of audiovisual materials (videos) to improve listening comprehension.

Categories (Themes)	Subcategories
Affective-motivational component	-Effectiveness of audiovisual materials. -Motivation.
Students' preferences	-
Advantages and disadvantages	-Comprehension difficulties. -Strengthening skills. -Usefulness of audiovisual material.

Category A: Affective-motivational component

The affective-motivational component has a close link with the learning process of a second language since it influences the levels of motivation, empathy, self-esteem, or predisposition to study that can be related to beliefs, interpersonal relationships, and communication needs of students (Fonseca, 2005). Thus, this category involved some subcategories related to the motivation and effectiveness of audiovisual materials as important elements of the students' perspective.

Subcategory A.1: The Effectiveness of audiovisual materials

The section on the effectiveness of audiovisual materials focused on demonstrating the validity or reality that it represented in supporting the affective side of students using audiovisual materials. So, the testimonies of the interviewees were:

“Yo siento que los materiales audiovisuales son de gran ayuda porque permiten mejorar en ciertos aspectos de tu confianza” [I feel that audiovisual materials are of great help because they allow you to improve certain aspects of your confidence.] (LCS_1).

“Podría decir que si aumenta mi nivel de confianza usando los materiales audiovisuales” [I could say that if it increases my confidence level using audiovisual materials.] LCS_4.

The use of audiovisual materials increased confidence in students. In addition, other statements by the interviewees expressed that implementing videos made the learning process of a second language effective.

“En ocasiones el uso de materiales puede ser muy efectivo en el proceso de aprendizaje dependiendo de la persona” [Sometimes the use of materials can be very effective in the learning process depending on the person.] LCS_4.

“Los videos audiovisuales si son efectivas ya que permite comprender ciertos aspectos del lenguaje” [audiovisual videos are effective since it allows us to understand certain aspects of the language.] SLC_2.

The effectiveness of the videos was centered on the learning process and the skills of the students. In addition, audiovisual materials were effective in becoming familiar with the components of the second language.

“Los videos me ayudan a adaptar el contexto y adaptar nuevas palabras y jergas” [Videos help me adapt the context and adapt new words and jargon.] LCS_2.

“A través de los videos podemos ver los diálogos de las personas y poder familiarizarnos con la pronunciación de cada palabra” [Through the videos we can see the dialogues of the people and be able to become familiar with the pronunciation of each word.] LCS 3.

The audiovisual materials (videos) were a means of direct communication with the real context since they allowed the students to become familiar with the components of the second language (vocabulary, pronunciation, jargon, gestures). Additionally, it created an affective bond such as trust and inspiration that led to the progress of the students' learning process. Which is like the study carried out by Arteaga et al. (2017), who found that audiovisual materials provided students with a level of awareness about the characteristics of the English language, such as

pronunciation, accent, vocabulary, intonation, and greater listening comprehension. In the same sense, the videos strengthened motivation and frankness in the ability to construct exact ideas about what the students observed and heard (Grandisson, 2020).

Subcategory A.2: Motivation

This subcategory was centered on exposing the variables that involve the student in a stimulating relationship during the learning process and the self-development of their abilities. Thus, the interviewers presented different arguments about the stimulation of audiovisual materials in their motivation or demotivation when developing their listening comprehension.

“Los materiales audiovisuales que utiliza el docente son los que más implementó porque me motivan para practicar mis competencias comunicativas” [the audiovisual materials used by the teacher are the ones that he implemented the most because they motivate me to practice my communication skills.] LCS_1.

“Los materiales audiovisuales como la música y las películas me motivan aprender inglés” [audiovisual materials such as music and movies motivate me to learn English.] LCS_3.

“A veces me pueden distraer ya que presentan videos en inglés, pero el audio es súper malo o el internet no funciona correctamente” [Sometimes they can demotivate me since they present videos in English but the audio is super bad or the internet does not work properly.] LCS_4.

The findings presented in the article by Atalay (2013) show that the motivation of the students avoided the rejection of learning a second language since it allowed them to interact with the target language actively, getting a positive result in their illustration process. Similarly, in the study carried out by Atalay (2013), it was reported that the use of videos had a favorable result in motivating them to improve communication skills and continue learning a second language. These results are related to the findings found in this study, since the videos showed benefits focused on motivation to develop communication skills and maintain students' attention. However, external failures may occur, such as a bad connection that affects the attention of the students.

Category B: Student's preferences

This category determined the learning preferences of students and how they conceive the elements of the learning environment for their interaction and reaction with cognitive, affective, social, and material development (Keefe, 1979, cited in Khan et al., 2019). In this way, it

allowed the researchers to determine the effects caused by the use of audiovisual material in the English class on the listening comprehension of the students.

“Creo yo que el material audiovisual que más implementó casi todo el tiempo son los videos porque son más importantes” [I think that the audiovisual materials that he implemented the most almost all the time are videos because they are more important.] LCS_4.

“Yo creo que prefiero los videos por nativos, porque ellos tienen una buena pronunciación y ellos ya conocen el idioma perfectamente” [I think I prefer native videos, because they have good pronunciation and they already know the language perfectly.] LCS_2.

“Desde mi punto de vista prefiero videos con hablantes de la segunda lengua” [From my point of view, I prefer videos with speakers of a second language.] LCS_4.

The findings determined that the language center students preferred videos made by native speakers since they felt a greater connection with natural language and had a better understanding of the real context. In the same way, in the analyzed document by Grandisson (2020), he affirms that the videos made by natives in real and everyday situations allowed L1 students to be prepared to listen to real-life situations and speed up their real understanding of the foreign language.

Category C: Advantages and disadvantages

This category focused on describing the benefits and challenges that participants face when using audiovisual materials to develop their listening comprehension based on their experience, as they allow knowing the study's strengths and weaknesses (Musa and Diab, 2018). Therefore, this section contained three subcategories related to comprehension difficulties, the strengthening of skills, and the usefulness of audiovisual material.

Subcategory C.1: Comprehension difficulties

This subcategory dealt with the comprehension difficulties that may arise in implementing audiovisual materials. Some statements of the interviewees were:

“A veces los videos no se entienden y no hay quien que nos explique” [Sometimes the videos are not understood and there is no person to explain us.] LCS_3.

“Debido a la falta de conocimiento del vocabulario en los videos, el significado puede ser tergiversado.” [Sometimes, due to lack of knowledge of vocabulary in videos, the meaning can be misrepresented.] LCS_4.

The students had difficulty understanding the meaning of some words they heard in the video since most of the videos are made by native speakers at normal speed, which gave a perception of intelligible and confusing for the student who resorts to extra help. Compared to the document prepared by Pearl and Gaylen (1964), most of the students had difficulties understanding the videos because of a lack of knowledge of vocabulary or familiarity with the pronunciation and speed of the language, which generated confusion in the videos. In the same sense, Abdullah (2014) mentioned that sometimes there is a lack of clarity in the sound of the audiovisual material presented by the teacher.

Subcategory C.2: Strengthening of skills

This subcategory helped determine if the use of audiovisual material produced strengths in other skills. In addition, there are four important competencies, namely listening, speaking, reading, and writing, all of which are critical when students are learning English as a second language. According to the data collection of interviewers, the participants mentioned that:

“Los videos ayudan el área mental, visual y la producción del habla” [Videos help the mental, visual and speech production areas] LCS_1.

“Los videos me ayudaron a oír, hablar y leer” [the videos helped me to hear, speak and read] LCS_2.

“Los videos me han permitido desarrollar mi capacidad auditiva para comprender ciertas palabras o llegar a comprender la secuencia de diálogo y darle un buen sentido al video” [The videos have allowed me to develop my hearing ability to understand certain words or to understand the dialogue sequence and give a good sense to the video] LCS_4.

Using audiovisual materials was found to be a workable way to develop the four skills at a cognitive and communicative level. In relation to the results of Musa & Diab (2018), audiovisual materials were not only focused on developing a single skill, but on all skills such as listening, speaking, and listening comprehension. Additionally, the implementation of these materials made it possible to enhance listening and mental comprehension. According to Ramirez and Alvarez (2016), audiovisual materials promote the use of prior knowledge in both the mother tongue and the target language, more effective learning of new vocabulary, a better cognitive process in students, and a more meaningful understanding of the topic covered in each session.

Subcategory C.3: Usefulness of audiovisual material

This subcategory was implemented to determine the usefulness of audiovisual material. In this way, the interviewees mentioned that:

“Los videos le permiten observar a las personas en la forma en que se tratan entre sí” [videos allow you to observe people in the way they treat each other.] LCS_2.

“Sí, los vídeos y audios son más fáciles de entender los temas y practicar” [Yes, videos and audios are easier to understand the topics and practice] LCS_2.

“Yo creo que los videos son más buenos o los más fundamentales para el desarrollo del aprendizaje” [I believe that the videos are the best or the most fundamental for the development of learning] LCS_4.

The videos are useful for students to relate to the foreign context and understand English better. Which coincides with the results of Abdullah (2014), who demonstrated in his study that audiovisual materials help in the development of learning in an effective and interesting way, since without them, classes become monotonous for students. In addition, another study by Hadijah (2016) and Cakir (2006) found that the videos allow the student to get eye-catching and creative information that triggers progress in the comprehensive command of the language in a natural way. As a result, the continuous use of videos encourages students to develop the rhythm of their self-study and encourages them to move forward with the target language (Bravo et al., 2011).

8.2 Survey

The survey was carried out with 44 students from the A2 and B1 language center of the Technical University of Cotopaxi, Furthermore, to analyze the information, we considered three categories: (A) student's role, (B) the role of audiovisual materials, (C) student appreciation.

Figure 1: Category A- Student's role

1.-Utilizas material audiovisual en clase para involucrarte con el idioma de destino (Inglés).
44 respuestas



Source: Participants' surveys

The first section was "role of students" to find out if students use audiovisual materials in class to engage the target language. So, when the Likert scale was implemented, 75% answered that they agreed, while 11,4% were not sure. 6,8% disagreed in the same way, 6,8% totally disagreed with the established sentence. As a result, the majority of students, which corresponds to 33 participants out of 44 surveyed, frequently implement audiovisual materials for their learning process.

Figure 2: Category B- The role of audiovisual material

2.-¿Los materiales audiovisuales (videos) han influido positivamente en el progreso de su comprensión auditiva?
44 respuestas

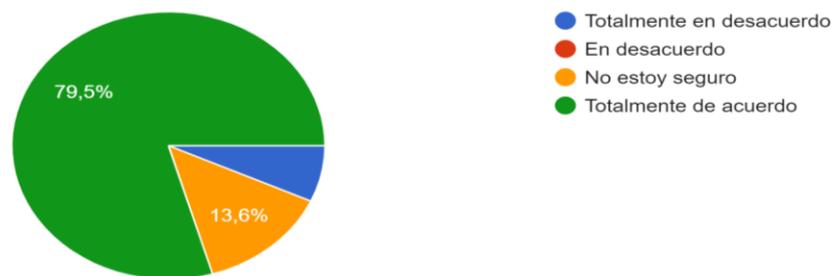


Source: Participants' surveys

The second section was focused on knowing the influence of audiovisual materials to strengthen the listening comprehension of students. The results were that 79,5% of the students of the language center were totally there. While 11,4% of students were not sure about the sentence presented. In addition, 2,3% of the students disagreed and 6,8% strongly disagreed. Consequently, the perception of the students about the influence of audiovisual materials was positive since most of the students agree with the sentence raised above.

Figure 3: Category C- Student's appreciation

3.- ¿Los videos te han animado a desarrollar la comprensión auditiva?
44 respuestas

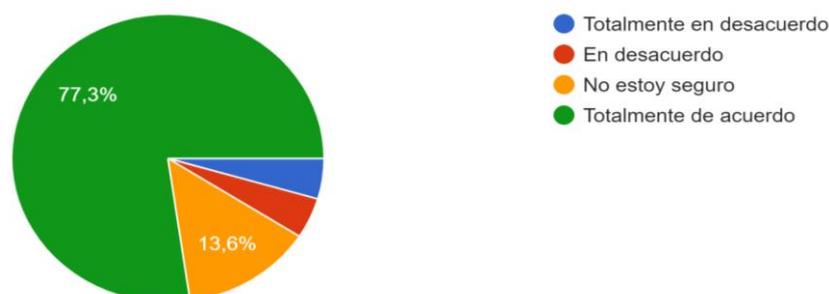


Source: Participants' surveys

The third section aimed to investigate the students' point of view about the role of audiovisual materials in the development of their listening comprehension, in which 79, 5%, which was equivalent to 35 students, fully agreed with affirmation. On the other hand, 13, 6% showed they were not sure while 6,8% of students totally disagreed. In summary, most language center students agree that audiovisual materials enable the development of listening comprehension.

Figure 4: Category B-The role of audiovisual material

4.- ¿Te han ayudado los videos a aprender visualmente la gramática, la ortografía, el vocabulario cotidiano y relacionarte con componentes no verbales, como gestos y expresiones faciales?
44 respuestas



Source: Participants' surveys

The next item allowed us to know if the videos teach the use of appropriate language, non-verbal components, such as facial expressions and movements, according to the context from the students' perspective. The results were 77,3% of the students agreeing with the statement, while 13,6% of the students were not sure. On the other hand, 4,5% disagreed and in the same way the other 4,5% of the students strongly disagreed. In conclusion, the highest percentage agreed that videos had a positive role in familiarization with a second language (English).

Figure 5: Category B-The role of audiovisual material

5.- ¿Estás de acuerdo en que los videos han contribuido a aumentar tu nivel de atención en clase?
43 respuestas



Source: Participants' surveys

This category seeks to expose the functionality of audiovisual materials in terms of providing attention in class. The results were that 76,7 % of the students of the language center paid more attention in class through audiovisual materials while 11, 6% of students were not sure. On the other hand, 7% of students disagreed and 4,7% totally disagreed with the statement. Consequently, it can be determined that most of the surveyed students were in favor of audiovisual materials contributing to improve the attention in class.

Figure 6: Category C- Student's appreciation

6.- ¿Consideras efectivo implementar videos en tu proceso de aprendizaje para comprender mejor los contenidos de las clases de inglés?
44 respuestas



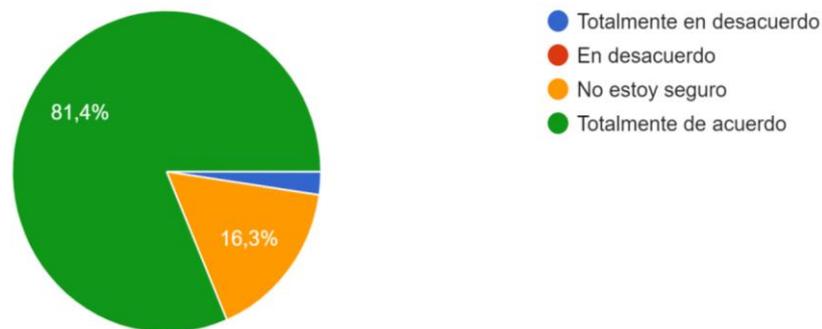
Source: Participants' surveys

The objective of this session was to understand the appreciation of the students of the language center about whether the audiovisual materials make it possible to learn the topics of the class. The highest result was 68,2% who totally agreed with the statement. On the other hand, 22,7% of participants were not sure about this section. While 2,3% of apprentices disagreed and 6,8% totally disagreed with the statement. As a result, the results indicated that 68,2% representing 30 students from the language center approve from their point of view that audiovisual materials favor the understanding of the topics in class.

Figure 7: Category C- Student's appreciation

7.-¿Estás de acuerdo en que ver y escuchar componentes audiovisuales ayuda a adaptar y arraigar el idioma inglés de manera más efectiva?

43 respuestas



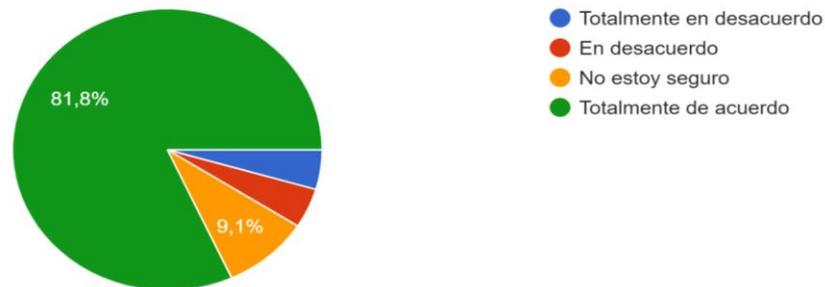
Source: Participants' surveys

Regarding this item on whether listening to conversations on video helps to adapt and ingrain with the English language, 81,4 % of all participants mention that they totally agree that listening to conversations in videos helps them become familiar with the second language. On the other hand, 16,3 % participants answered that they were not sure. Also, 2,3 mention that they totally disagree with this item. Therefore, the highest percentage of the students of the Language Center believe that listening to conversations in an English video helps them to become familiar with the target language and therefore to learn it.

Figure 8: Category C-Student's appreciation

8.-¿Crees que es imprescindible tener conocimientos previos del uso de videos para poner en práctica en clase?

44 respuestas



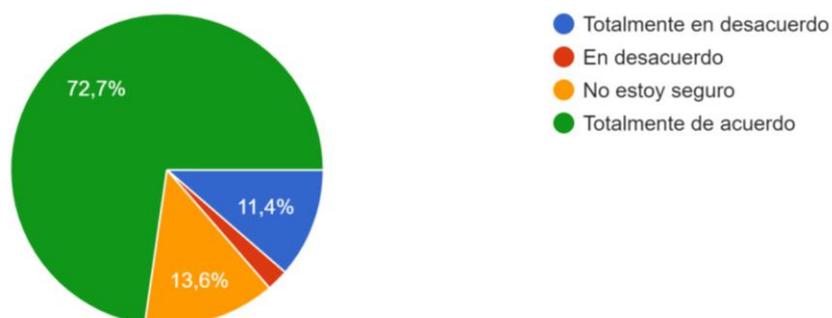
Source: Participants' surveys

The objective of this topic was to determine if the students' previous knowledge about the use of videos is essential for them to be able to use audiovisual materials in English class. As a result, 81,8 % of the surveyed mentioned that they totally agree. Nevertheless, 9,1% of all participants revealed that they are not sure. At least 4,6% of the student's stated that they disagreed and 4,5 % totally disagreed. Thus, according to the answers of those surveyed, researchers can appreciate that for the use of audiovisual materials in classes, it is necessary for students to have previous knowledge about the use so that they do not have problems or difficulties with the use and the development of their skills.

Figure 9: Category B- The role of audiovisual material

9.-¿Estás de acuerdo o en desacuerdo con que los videos son un plus para innovar la clase de inglés y despertar tu interés por aprender?

44 respuestas

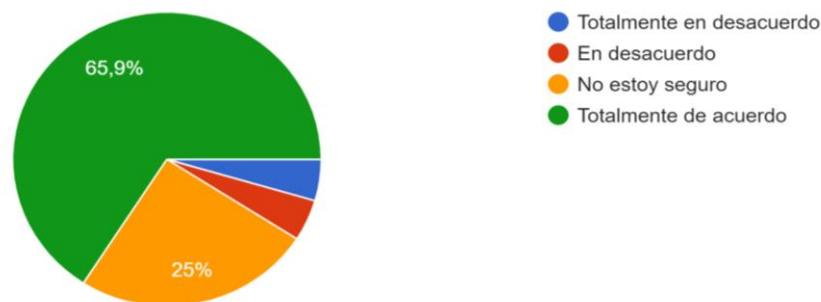


Source: Participants' surveys

This item allowed researchers to determine if the use of appropriate audiovisual materials by the teacher in the language classroom makes the class more interesting. Therefore, 72, 7 % responded that they totally agree with this item and it represents the highest percentage. On the other hand, 13.6 % of the group of Language Center students answered that they are not sure. Moreover, 2, 3 % mentioned disagreeing while 11.4 % stated that they totally disagreed with this item about audiovisual materials. In this way, the researchers came to the conclusion that the appropriate audiovisual material makes the Language Center learners more interested in learning English and the teacher can fulfill the proposed objective.

Figure 10: Category C- Student's appreciation

10.-¿Crees que los videos son herramientas de motivación que te animan a aprender inglés fuera del aula?
44 respuestas



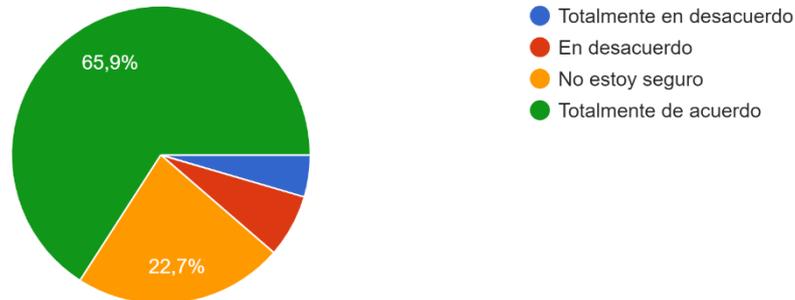
Source: Participants' surveys

In this last item about the application of videos by your teacher makes you feel a comfortable environment to learn. It was possible to identify that 65.9 % of learners believe that the application of the videos is a good strategy in the class since they answered that they totally agree. Also, 25 % say they are not sure. Otherwise, 6,8 % of students believe that they disagree and 6,8 % consider that they totally disagree with this item. In conclusion, according to the majority criteria of surveyed students, researchers can say that the application of videos in the class makes them feel comfortable to learn and therefore this helps them develop listening comprehension.

Figure 11: Category C- Student's appreciation

11.-¿Son los videos un ente de seguridad y determinación para desarrollar la capacidad de escuchar y otras habilidades comunicativas como: e...nciación, la entonación y el pensamiento crítico?

44 respuestas



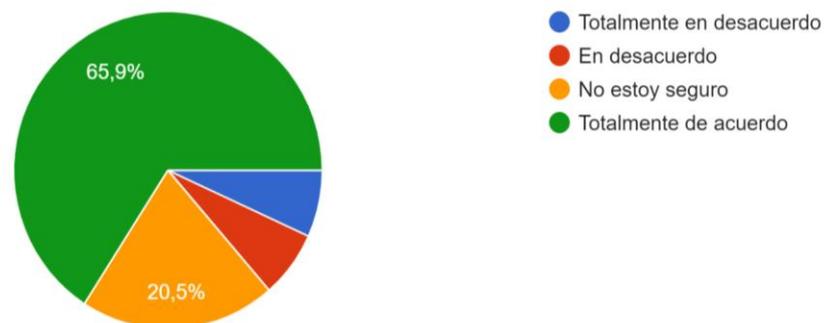
Source: Participants' surveys

The data collected shows that the information obtained from 44 students of the Language Center indicates that 81,4% of participants totally agree with this item. On the other hand, 16,3 % of the students mentioned that they are not sure about this item while 4,8 % of the surveyed mentioned that they totally disagree. As a conclusion, according to the criteria of Language Center students, the majority interprets that the use of audiovisual materials increases the confidence to develop your listening skills.

Figure 12: Category C- Student's appreciation

12.- ¿Crees que los videos favorecen tu confianza y te hacen sentir en un ambiente cómodo para aprender?

44 respuestas



Source: Participants' surveys

In this last item about the application of videos by your teacher makes you feel a comfortable environment to learn. It was possible to identify that 65.9 % of learners believe that the application of the videos is a good strategy in the class since they answered that they totally agree. Also, 20,5 % say they are not sure. Otherwise, 6,8 % of students believe that they disagree and 6,8 % consider that they totally disagree with this item. In conclusion, according to the majority criteria of surveyed students, researchers can say that the application of videos in the class makes them feel comfortable to learn and therefore this helps them develop listening comprehension.

9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC)

This research will have a positive effect in the educational field since the main data and results of this project will contribute to the students' comprehension of the use of audiovisual materials to enhance their listening comprehension of English. Furthermore, the project will contain informative aspects and analytical content focused on the experience of English learners and how useful it is for them to use videos to improve their communication skills, which English requires. As a result, students are expected to discover the usefulness of videos and apply them in their learning process as multifunctional support materials.

Moreover, the technological camp will be closely related to this research as it will focus on exposing the strengths and weaknesses of audiovisual materials and will highlight the role of technology in the educational field. Furthermore, the opinions of the language center students who have implemented it will be very useful to raise awareness about the videos as a support tool to learn English and other languages. As a result, the project will serve as a basis for implementing technology in the educational process inside and outside the classroom.

10. CONCLUSIONS AND RECOMMENDATIONS

- In relation to the first objective, it is concluded that the perception of the language center students about the implementation of audiovisual materials to improve listening comprehension was enriching at a referent level because it was possible to learn additional information about the main topic in relation to: motivation, self-preparation, contribution to speaking skills, grammar, vocabulary in context, and non-verbal

components that uncover strengths and weaknesses found in students' experiences. Moreover, it was found that the students had satisfactory knowledge about the application of the videos to improve listening skills, with positive results in their learning.

- In reference to the second aim, the information found allowed having solid foundations to develop this project, for which references could be found that allowed completing and supporting the results found in this investigation. In addition, more empirical information could be obtained from the testimonies that were based on quotes and arguments from other authors. As a result, it was possible to achieve a total knowledge of the subject, which is demonstrated in the bibliographic review and in the section on analysis and research results.
- Compared to the third objective, it was possible to identify the usefulness of audiovisual material in listening comprehension since the students expressed their criteria through their experience, and the result was that these tools served as motivation for learning a second language. In addition, some students stated that the audiovisual components develop listening comprehension in a second language.
- To sum up, researchers identify the effectiveness of using audiovisual material in listening language center students by means of interview interpretation because the interviewer mentioned that the material increases learners' confidence and makes the second language process effective. Furthermore, video materials are successful in listening comprehension due to their becoming familiar with some components like vocabulary, pronunciation, jargons, and gestures of the second language.
- As a suggestion to the first objective, language center students of all levels incorporate audiovisual mastery to improve their performance in listening comprehension, which will increase their motivation and self-preparation to learn English. For this reason, the teachers and students of the language center must incorporate the videos into their daily academic process as an indispensable support tool.
- It is recommended to rely on articles and theses of a scientific nature to have a continuous guide in carrying out the research project since this will allow knowing the

limitations of the subject, problems and solutions, possible results or effects, and contributions that the research will provide in relation to the different social fields.

- It is necessary to search for an adequate video to use in the classroom because there is some video material. For that reason, it is important that teachers use audiovisual materials in English classes because they provide advantages in students' listening development.
- The adequate use and application of video material in the classroom enhances students' listening comprehension. For that reason, it is recommended that teachers use audiovisual resources in their English classes to take advantage of them so they can assimilate, learn and develop better listening skills.

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12. ANNEXES

12.1 Interview Guide

This interview was done in English in order to have more detailed information with the interviewees whose native language is Spanish.

GUÍA DE ENTREVISTA PARA EL ESTUDIANTE

DATOS INFORMATIVOS

Entrevistador: Myriam Lopez and Estefany

Fecha: **Lugar:**

|

Objetivo: Es analizar la percepción de estudiantes sobre el uso de materiales audiovisuales en el desarrollo de su comprensión auditiva.

Hola, deseáramos conocer alguna información general de ti.

Bloque de Información General

Información Personal

- ¿Cuál es tu nombre y apellido?
- ¿Cómo te gusta que te llamen?, ¿Te gustaría que yo te llame así?
- ¿Cuántos años tienes?
- ¿Dónde naciste? ¿Cuándo es tu cumpleaños?

Información institucional

- ¿En qué semestre estás?
- ¿Qué materias recibes?

Bloque de información específica

Componente de aprendizaje virtual

- ¿Cómo son tus clases de inglés: actividades que suelen realizar y materiales didácticos que tú docentes utilizas comúnmente?
- ¿Estás de acuerdo con los videos que tu docente utiliza para desarrollar tu comprensión auditiva en inglés son de acuerdo a tu nivel B1? ¿Por qué?
- ¿Qué tipo de video utiliza tu profesor para la comprensión lectora, por ejemplo: diálogos, escenas educativas con actividades, videos sobre entrevistas, documentales, ¿entre otros?

- ¿Dispones de acceso a internet? ¿Qué dispositivos utilizas?
- ¿A través de qué medio utiliza los videos tu docente por ejemplo Cambridge, YouTube, o tv? ¿otros?
- ¿Tienes aplicaciones con materiales audiovisuales (videos) instaladas directamente en tu dispositivo móvil o PC?
- ¿Te gustan los materiales audiovisuales que implementa tu profesor?
- ¿Cuándo usas videos en tu aprendizaje lo adaptas a tu contexto educativo (¿nuevas palabras, jergas, expresiones, gramática, etc.?)
- ¿Tienes ayuda de algún material audiovisual efectivo para realizar las tareas?
- ¿Consideras que dedicas tiempo adicional después de clases para mejorar la comprensión auditiva? Argumente de qué manera.

Componente afectivo-motivacional

- ¿Te gusta aprender inglés con materiales audiovisuales? ¿Por qué?
- ¿Te motiva a aprender cuando tu docente incorpora videos en las clases? ¿Por qué?
- ¿Puedes entender los temas de las clases cuando tu profesor(a) de inglés implementa videos?
- ¿Sientes que es más fácil aprender con videos? ¿Por qué?
- ¿Te sientes más en confianza contigo mismo cuando mejoras tu comprensión auditiva en inglés con videos? ¿por qué?
- ¿Cuándo tu profesor(a) explica las clases de inglés con la ayuda de videos te resulta fácil entender?
- ¿Cómo te sientes cuando incorporas materiales audiovisuales en tu proceso de aprendizaje? ¿Cuál es tu experiencia?
- ¿Te gusta aprender inglés con materiales audiovisuales (videos)? ¿Por qué?
- ¿Crees que los videos educativos que ves han ayudado en tu comprensión auditiva? ¿Por qué?

Componente Micro curricular

- ¿Qué tipo de videos estás implementando en este momento, para mejorar tu comprensión auditiva en inglés?
- ¿Trabajas con algún tipo de plataformas de videos como: Cambridge, YouTube, Duolingo, ¿u otros?
- ¿Cuándo un tema es complicado de entender en clase recurre a videos educativos para reforzar tu aprendizaje? ¿Explique cuáles son?

Componente de preferencias de aprendizaje

- ¿Cuáles son los materiales audiovisuales que más te gustan y que te hayan servido para desarrollar tu comprensión auditiva?
- ¿Qué tipo de materiales audiovisuales te gustaría que tu maestro use para desarrollar tu comprensión auditiva?
- ¿Te gustaría recibir información sobre materiales audiovisuales efectivos para mejorar tu comprensión lectora?
- ¿Preferirías que tus clases tuvieran más materiales audiovisuales (videos)? ¿Por qué?

12.2 Survey file

This survey was done in English in order to have more detailed information with the interviewees whose native language is Spanish.

Listening Comprehension using audiovisual material

El objetivo es explorar las percepciones de los estudiantes del Centro de Idiomas (Inglés) de la Universidad Técnica de Cotopaxi sobre el uso de materiales audiovisuales (video) para mejorar la comprensión auditiva. Las siguientes respuestas serán confidenciales.

***Obligatorio**

1. Correo Institucional: *

2. Nivel de Suficiencia (Inglés)

Marca solo un óvalo.

A2

B1

3. Género: *

Marca solo un óvalo.

Masculino

Femenino

Otro: _____

4. ¿En qué rango de edad estas? *

Marca solo un óvalo.

18-20

21-24

25-27

27 a más

Instrucción: Seleccione una opción de acuerdo a su criterio en cada ítem. Tomando como referencia la siguiente tabla

Criterio	Puntaje
Totalmente en desacuerdo	4
En desacuerdo	3
No estoy seguro	2
Totalmente de acuerdo	1

5. 1.-Utilizas material audiovisual en clase para involucrarte con el idioma de destino (Inglés).

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

6. 2.-¿Los materiales audiovisuales (videos) han influido positivamente en el progreso de su comprensión auditiva?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

7. 3.-¿Los videos te han animado a desarrollar la comprensión auditiva?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

8. 4.-¿Te han ayudado los videos a aprender visualmente la gramática, la ortografía, el vocabulario cotidiano y relacionarte con componentes no verbales, como gestos y expresiones faciales?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

9. 5.-¿Estás de acuerdo en que los videos han contribuido a aumentar tu nivel de atención en clase?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

10. 6.-¿Consideras efectivo implementar videos en tu proceso de aprendizaje para comprender mejor los contenidos de las clases de inglés?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

11. 7.-¿Estás de acuerdo en que ver y escuchar componentes audiovisuales ayuda a adaptar y arraigar el idioma inglés de manera más efectiva?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

12. 8.-¿Crees que es imprescindible tener conocimientos previos del uso de videos para poner en práctica en clase?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

13. 9.-¿Estás de acuerdo o en desacuerdo con que los videos son un plus para innovar la clase de inglés y despertar tu interés por aprender?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

14. 10.-¿Crees que los videos son herramientas de motivación que te animan a aprender inglés fuera del aula?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

15. 11.-¿Son los videos un ente de seguridad y determinación para desarrollar la capacidad de escuchar y otras habilidades comunicativas como: el habla, la pronunciación, la entonación y el pensamiento crítico?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

26/3/22, 20:31

Listening Comprehension using audiovisual material

16. 12.- ¿Crees que los videos favorecen tu confianza y te hacen sentir en un ambiente cómodo para aprender?

Marca solo un óvalo.

- Totalmente en desacuerdo
- En desacuerdo
- No estoy seguro
- Totalmente de acuerdo

17. Recomendaciones:
-
-

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