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Facultad de Educación

Escuela de Educación en Inglés

SEMINARIO DE TÍTULO

THE EFFECTS OF USING VIDEOS IN ACTIVITIES FOR THE DEVELOPMENT OF LISTENING SKILL IN EFL CLASSES WITH STUDENTS OF 10TH GRADE AT LICEO POLITÉCNICO SARA BLINDER DARGOLTZ

Seminario para optar al Grado de Licenciado de Educación y al Título de Profesora de Educación Media en Inglés.

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SANTIAGO DE CHILE

2018

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I. Acknowledgements

First of all, we would like to thank our beloved families, not only for being supportive throughout these years of teaching training, but also for the effort they do every day for preparing ourselves for facing life. Thanks for their patience while preparing this dissertation paper and for their emotional support. We could not have achieved anything without your unconditionally love.

We would like to thank Liceo Politécnico Sara Blinder Dargoltz and Mr. Pedro Rojas, who allowed us to accomplish the interventions of the research. Thanks to the students who participated in the study, to the teachers and school staff who collaborated in this process.

Thanks to Miss Karinnette Valenzuela and Mr. Mauricio Cataldo for their willingness to help us and for the useful advisements and suggestions that contributed to the development of this research.

Thanks to our seminar members, who have always been committed to this entire process. Thanks for the professionalism that they demonstrated during this research. Moreover, thanks for these five years of amazing friendship. It was a pleasure to be together since the very first time.

Finally, we would like to express our endless gratitude to our seminar director, Mr. Marco Castillo Tangol for being the most patient and supportive person ever. Thanks for encouraging us when we were feeling stressed and frustrated, and for the willingness to help us even when he was busy. We will always be grateful for the friendly relationship and environment that we created during this entire process.

Agradecimientos

En primer lugar, nos gustaría agradecer a nuestras queridas familias, no solo por su apoyo durante estos años de formación docente, sino que también por el esfuerzo que hicieron todos los días para prepararnos a enfrentar la vida. Gracias por su paciencia mientras preparábamos nuestro documento de seminario y por el infinito apoyo emocional que nos entregaron. No podríamos haber logrado nada sin su amor incondicional.

Nos gustaría agradecer al Liceo Politécnico Sara Blinder Dargoltz y al Sr. Pedro Rojas, quien nos permitió realizar las intervenciones de la investigación en su establecimiento. Gracias a las estudiantes que participaron, a los profesores y a los asistentes de la educación quienes colaboraron en este proceso.

Gracias a Miss Karinnette Valenzuela y a Mr. Mauricio Cataldo por su disposición para ayudar y por los útiles consejos y sugerencias que contribuyeron al desarrollo de esta investigación.

Gracias a los integrantes de este grupo de seminario, quienes siempre han estado comprometidas con este proceso y por el profesionalismo que demostraron durante esta investigación. Gracias por estos cinco años de increíble amistad. Fue un placer estar juntas desde el comienzo.

Finalmente, nos gustaría expresar nuestro infinito agradecimiento a nuestro director de seminario, Mr. Marco Castillo Tangol, por ser paciente y apoyarnos en cada paso de esta investigación. Gracias por animarnos cuando nos sentimos estresadas y frustradas, y por la gran disposición a ayudarnos incluso cuando estaba ocupado. Siempre estaremos agradecidas por la relación y el ambiente amistoso que creamos durante todo este proceso.

II. Abstract

Listening comprehension is a communicative ability that enhances linguistic interpretation and understanding. This ability is considered one of the fundamental elements for the learning and teaching of English as a foreign language. According to the Ministry of Education of Chile and the SIMCE test of English of 2014, 75.5% of the students who took the test did not reach expected standards, being the item of listening comprehension the one that had the biggest number of failures. Liceo Politécnico Sara Blinder Dargoltz was one of the establishments that obtained 86% of students with an insufficient result in 2014.

The research aims to analyse if the effects of using videos in listening comprehension activities for the development of the listening skill in the teaching-learning process of English as a foreign language with students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz. This study also works towards discovering methodologies that can improve the professional development of the researchers in terms of teaching listening and to understand the methodologies underpinning the use of each of these tools.

Key words: *Listening comprehension, Methodology, Bloom's Taxonomy, Use of videos*

Resumen

La comprensión auditiva es una habilidad comunicativa que mejora la interpretación lingüística. Esta capacidad se considera uno de los elementos fundamentales para el aprendizaje y la enseñanza del Inglés como idioma extranjero. Según el Ministerio de Educación de Chile y la prueba SIMCE de inglés de 2014, el 75.5% de los estudiantes que tomaron la prueba no alcanzaron los estándares esperados, siendo la comprensión auditiva la habilidad que tuvo el mayor número de fracasos. El Liceo Politécnico Sara Blinder Dargoltz fue uno de los establecimientos que obtuvo un 86% de estudiantes con un resultado insuficiente durante el año 2014.

Esta investigación tiene como objetivo analizar si los efectos del uso de videos en actividades de comprensión auditiva para desarrollar la habilidad auditiva en el proceso de enseñanza-aprendizaje del Inglés como lengua extranjera con estudiantes de Segundo medio del Liceo Politécnico Sara Blinder Dargoltz. Este estudio también se enfoca en el descubrimiento de metodologías que pueden mejorar el desarrollo profesional de los investigadores en términos de enseñanza de la habilidad auditiva y para comprender las metodologías que respaldan el uso de cada una de estas herramientas.

Palabras claves: *Comprensión auditiva, Metodología, Taxonomía de Bloom, Uso de videos.*

Introduction

Research background

Listening comprehension is a communicative ability that enhances linguistic interpretation and understanding. The listener needs to have an active participation in this ability. This skill is one of the fundamental elements for learning and teaching English as a foreign language, and as reported by the Ministry of Education of Chile and the SIMCE test of English of 2014, 75.5% of the students did not reach the expected standards, being the listening comprehension the skill that had the biggest number of failures.

The SIMCE test of English of 2014 aims to evaluate the English level of students of 11th grade, whose expectation is students to reach level A2 or above. However, the results were completely different: only 12% of students reached the expected result (A2) and a 12,6% obtained level B1. Conforming to Council of Europe (2001) and the Common European Framework of Reference for Languages (CEFR):

> An A2 is a basic user that can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. (p.5)

The results of the SIMCE test of English of 2014 exposed that reading comprehension obtained 53 points out of 100. On the other hand, listening comprehension obtained 50 points out of 100, which demonstrates that this ability is the most difficult for students.

Nowadays, students tend to feel motivated when watching videos, as manifested daily on the wide spread use of YouTube and other social media which supports some type of video streaming, there are many reasons why users get into Youtube. As reported by the study "¿Cómo ven Youtube los chilenos?" The results concluded that 55% of users make use of the platform with an educative purpose, and 49% of the users enter to the platform to search for information about a topic, product or service. In addition to this information, the research also exposed that 81% of the users have access to the platform to entertain themselves. This survey exposes the interest that people have to watch streaming videos and supports the idea that integrating videos in class, instead of using audio tracks can be an effective strategy to improve the listening comprehension ability in students due to the interest that they can have in using audio-visual tools.

Kasapoglu-Akyol cited in Solano et al (2010) states that is important the use of ICT's, for the reason that EFL students who use the internet for educative purposes have better academic results. Otherwise, teachers express that it would be important for them to be trained in order to include technological tools in their teaching training.

Choosing a video from YouTube requires a preselection process in order to obtain an appropriate video for students. As it is presented in "The effects of YouTube listening/viewing activities on Taiwanese EFL learners' listening comprehension" (2009), the selection of a video has to consider the students' context, their interests, ages, and the knowledge stage among others. The study also asserted that if those characteristics are considered to select a video, it will be helpful for teachers, as well as students.

Statement of the problem

Due to the number of failures that students presented in the SIMCE test of English in 2014, the current research seeks to improve the listening comprehension ability by using an audio-visual tool. In pursuance of enhancing the problem, the working hypothesis is the following: Listening- comprehension is improved through the use of videos in students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz.

As indicated above, the research aims to analyse the effects of using videos to develop listening comprehension. In addition to this, it is expected to raise the awareness of the teaching implications behind using videos and audio tracks to understand the methodologies underpinning the use of each of these tools. The researchers believe that there would be a better impact on using videos and the implementation of a relevant teaching methodology. In order to clarify the intention of the current research, it is important to know the objectives of it:

General Objective.

To analyse the effects of using videos in listening comprehension activities for the development of the listening skill in the teaching-learning process of English as a foreign language with students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz.

Specific Objective

To evaluate the listening comprehension of students in 10th grade at Liceo Politécnico Sara Blinder Dargoltz before and after the treatment of this investigation.

To determine if, after being exposed to videos, students improve their academic results in the English course.

To understand the methodology behind the teaching of listening while using videos.

Research strategy

The current research is defined as an exploratory study, since it is the first approach to investigate the effects of such treatment, methodologies and scope in this school, as well as being from a quantitative nature, considering that the focus of this study aims to obtain results that will be helpful to the analysis process of the research in students of 10^{th} grade at Liceo Politecnico Sara Blinder Dargoltz. Because of this, it is essential to obtain numerical data to make the comparison. To obtain those results, it is necessary to have a gathering instrument, such as pre and post-test. Those instruments will provide information that is essential to evaluate if listening comprehension is improved after the treatment.

CHAPTER 1: THEORETICAL FRAMEWORK

Introduction

This section exposes the main concepts of the current study. Here you will find theories and principles that support the arguments of this research, which are related to listening: definitions and its teaching implications; strategies to teach listening comprehension; processing of information; multimedia learning; constructivism, social constructivism and Bloom's taxonomy.

1. Listening: definition and its characteristics

The following section will provide information about listening, which is presented as an ability, its characteristics and the uncertainties that EFL students may present about this topic and how to treat them through strategies suggested by Hedge (2003) and Harmer (2007).

As it was declared in the introduction chapter, listening comprehension is considered a communicative ability, which improves linguistic interpretation and understanding. Apart from this, Harmer (2007) claims that listening represents one of the four language skills, which is considered as a receptive skill as well as reading.

1.1 Listening uncertainties of listening in EFL students.

Cherry (1957) cited in Hedge, 2003 exposes four areas of 'uncertainties' in the process of learning a language. She mentions that students create gaps in the message because of the poorly articulated speech and the lack of attention that students can have due to the environmental noise while the conversation is being developed. The second uncertainty derives from the presentation of speech. Spoken language tends to be more difficult to understand because of the pauses, false starts of conversations, accents, and fillers, which makes the speech harder to be followed by the learners. The third uncertainty involves language, syntax, and the purpose of listening. If the

learners are in a low level, formal language will be more appropriate to be heard in a listening activity. However, if the purpose of the listening is dealing with English outside the classroom, spontaneous informal talk will be the best option. Finally, the fourth uncertainty deals with the content: to understand the topic of each conversation, learners need to be aware of the background and have to try to make sense of it. The author also claims that if learners are not familiar with content, they will have problems to infer and interpret meanings.

Hedge (2003) declares the existence of visual uncertainties. Most of the times, EFL learners tend to translate and focus on the sounds they hear and cannot use paralinguistic features to represent meaning, because of the lack of visual support. She also exposes that the role of vision is essential to listening activities and it should not be neglected. Videos can provide more meaningful information to listeners because of the exposition of movements, gestures, role relationships between the speakers, and sociocultural differences. This uncertainty will be treated during this study, since visual support is the main resource of the treatment activities.

Students need to have a background knowledge to understand and interpret meaning of a listening activity. Hedge (2003) explains that a pre-listening activity is necessary to be more familiar with the content and context.

1.2 Strategies to teach listening comprehension.

In this section, you will find strategies to teach listening comprehension recommended by Hedge (2003) and Harmer (2007). These strategies are essential to the development of the study, since they are the methodology behind each intervention.

1.2.1 Pre-listening stage.

As stated by Hedge (2003) teachers need to do activities for purposes of preparing students before real listening. This pre-listening activity can be used to apply key vocabulary that will be useful to reduce anxiety in students. Some possible activities can be: 1) Presenting a picture to contextualize the talk. 2) Discussing the topic, which promotes the prediction. 3) Making predictions about what is going to happen. If students predict and discuss about the topic, it can create an interest in continuing with the next stage, which is while-listening. Harmer (2007) exposes that using the prediction technique before listening activities is essential to prepare students and to remember or connect what they already know about a topic and the listening source that is coming next. He recommends activities that are similar to Hedges'. Both authors state the importance of the pre-listening stage as the procedure to contextualize students about the topics.

1.2.2 While-listening stage.

According to Hedge (2003) the goal of while-listening activities is to keep the learner involved in the audio track and the task. The types of activities will always depend on the level of the learners; if students have a low level, a task that involves ticking a list and numbering the story in the correct order. On the other hand, if learners have an advanced level, more complex tasks such as multiple-choice items, filling a chart, and matching pictures with a text. If learners complete successfully the while listening activity, the next stage, which is post listening, will be easier for them.

1.2.3 Post-listening stage.

Anderson, A. & Lynch, T. (1988) express that teacher will never check the problems that their students faced while listening, if their responses are not exanimated. They also state that to understand the students' difficulties, is it necessary to set tasks that demonstrate in an observable form that they really got the message.

As claimed by Hedge (2003), the post listening activities take learners into a more intense step of study, which includes summarizing and reflecting about the whole task. Post listening stage is often combined with other skills such as writing, reading and speaking. i.e Making students to create a short paragraph about their preferences related to the topic.

1.3 Processing of information

This section aims to expose the manner in how information is processed in accordance to the tasks that students face, and the possible strategies they use. A theory of multimedia learning will be important to understand the processes that are made in the memory while integrating new content in the learners' brain.

The listening skill is recognized as a receptive one and it is likely to think of it as a passive activity. However, the listener needs to have an active participation in this ability. The listening skill implies responding to a language rather than producing it, and it is the one skill in charge of acoustic cues in speech through the use of some components of language competence: the decoding of meaningful sounds of a language (phonological knowledge); their matching with lexical items being activated (lexical knowledge); and the interpretation of utterances requiring the understanding and handling of grammar (syntactic knowledge) (Field in "CEFR Illustrative tasks: reading and listening", n.d.). Other authors, like Buck (2001) in ("Listening and reading – towards a delineation of the constructs", n.d.,) adds to this process other stages that include the thematic processing of information (discourse knowledge), shared-understanding (sociolinguistic knowledge), and cognitive and metacognitive strategies put in practice when handling information.

As it has been proposed here, knowledge is important when dealing with comprehension-related activities. Two other perspectives will be presented concerning the competition of the different type of knowledge involved in listening comprehension.

1.3.1 Bottom up and top down.

Bottom up and top down are strategies to process information. Harmer (2007) claims that the function of bottom up is to assists in the meaning-making process of the meaning of the sound to be comprehended by the brain. Bottom up is immediately related to listening, since it's the process where people use the existent knowledge of a language and the ability to process acoustic signals to make sense of the sounds that are presented there, so it can be comprehended by the brain. On the other hand, top-down is the previous knowledge that listeners have of a topic. This previous knowledge enables people to infer meanings from contextual clues, whose role is to link the message (new topic) and the previous knowledge.

Respecting audio-visual resources that are part of the materials of the research, and these process of information strategies, it is important to know the process that the learner will face while these audio-visual or multimedia content is being reproduced.

1.3.2 Multimedia learning processing system.

Multimedia is the capacity computers come up with realistic and constructed audio and visual material as a combination of text audios and images, which requires an auditory and a visual perception. As claimed by Mayer (2016) Multimedia is a field that can be used to present material in a verbal and pictorial form. In addition to this, multimedia learning consists of the mental representation from words and pictures and it can happen when people construct a mental image from the pictorial and verbal. Multimedia helps the learners to construct significant learning outcomes from pictures, images and words.

Mayer (2016) in Multimedia Learning claims that people have a better learning through words and pictures than only isolated words and that every human being has different and separate channels to receive and process visual and/or auditory information This statement is represented in the following figure.

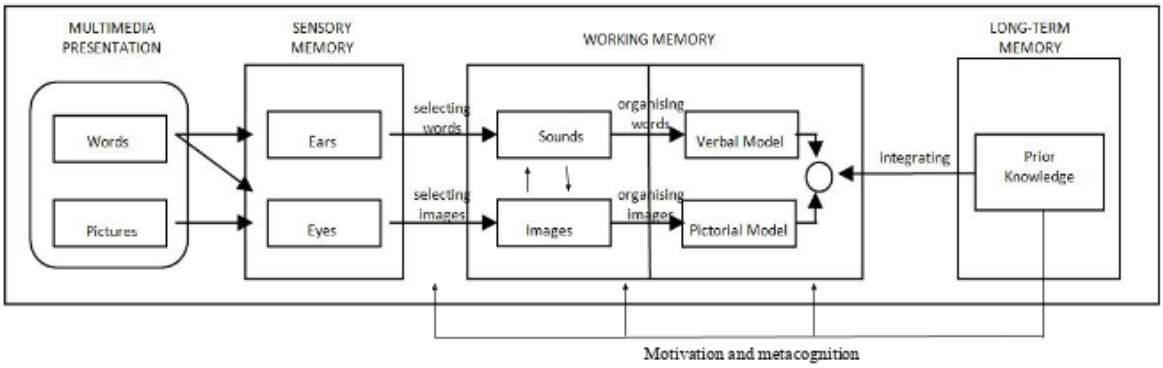


Figure 1. Information processing system (Mayer, 2016, p.66)

Regarding Figure 1, the information given by an audio-visual source (multimedia presentation) can be represented as words and pictures. This information immediately goes to the sensory memory, which is perceived by the ears and eyes. As declared by Mayer (2016) this information can be presented to visual area (illustration, on-screen text) through pictures that come to the eyes, that information is processing by the visual channel. Once it is selected by one of those channels, the given information is canalized by the auditory channel through verbal words that come to the ears this information is organised and placed into the working memory. Finally, it is eventually being integrated in the prior knowledge of long-term memory, where this new information and the knowledge that every human being has, is connected and related. This theory is crucial to the current study, since the main resource of the treatment is audio-visual material and it is important to understand the process of information that students may have by being exposed to videos.

1.3.3 Prior knowledge.

As stated in the previous paragraph, prior knowledge is connected and related to new content or topics. The prior knowledge or schematic knowledge, termed by Dressler et al (1981) cited in Hedge, 2003 consists of the mental frameworks that people hold in their memories. These mental representations are divided into two categories; formal schemata, which is the knowledge that people have of the overall structure of specific events, for example, the protocols followed by everybody in the airport. On the other hand, content schemata, which is the general world knowledge, which includes the sociocultural, local and topic knowledge that it is necessary to infer meaning and comprehend messages, which is one of the requirements during the treatment of this research.

Prior knowledge is essential in teaching, since learners connect knowledge they already have in their memories about a specific content to new information, which can be useful at the moment of presenting new topics during educational processes.

1.4 Bloom's Taxonomy

Bloom (1956) exposed a cognitive model to classify the different thinking skills behind the activities that students develop while learning. The model follows a scale from the simplest to the most complex cognitive level. Concerning the taxonomy, the teacher will develop the cognitive skills required in each of the cognitive levels, and the teacher should keep them in mind to help students achieve each thinking of the skills. The six cognitive levels are: (i) Knowledge, (ii) Comprehension, (iii) Application, (iv) Analysis, (v) Synthesis and (vi) Evaluation. The first one contemplates identifying the basic concepts, facts, terms presented. The second thinking level (Comprehension) contemplates demonstrating an understanding of ideas by organizing, comparing, interpreting, among others. The third thinking level (Application) involves solving problems by the application of the acquired information, facts and knowledge. The fourth thinking level (Analysis) regards building structure and making connections from different elements. This requires the following sub-skills: compare, infer, contrast, and so on. The fifth thinking skill (Synthesis) involves the act of putting parts together from the acquired information to create a new structure or propose solutions, arrange ideas for those solutions, collect data, combine them and construct new knowledge. The Evaluation level is the highest thinking skill that involves making educated and informed judgements and defending opinions, critiquing, supporting, evaluating, among others.

Regarding this study, four skills from the list above were selected to create the lesson plans of each class of the treatment process as well as the creation of pre and post-test. The creation of all the materials was done from the least difficulty level to the most difficult one. That is to say, students were learning little by little, in order to achieve the expected goals. The thinking skills used were Knowledge, Comprehension, Analysis and Evaluation. They were chosen because three reasons. The first one is time constrains as it was not enough to cover the six thinking skills. Secondly, some cognitive skills share a few sub-skills, for example, between the pair Application and Analysis the following sub-skills emanate: choose, classify, group, experiment and examine. Additionally, when looking at the pair Synthesis and Evaluation the following sub-skills are shared: discuss, estimate, relate, choose and test. Since the similarities found on the previous set of pairs, a third reason for the selection of these four cognitive skills took the form of discriminating on the highest and most complex cognitive function. Thus, between Application and Analysis, the latter was selected; and the same happened between Synthesis and Evaluation. In the following chapter (Methodology) further explanation on how classes were designed will be presented.

1.5 Constructivism: learning is experiential

The constructivist theory is a fundamental approach to understand the learning process of human beings. The theory explains the ways how people can acquire knowledge and how they learn. It exposes the person as the own builder of his or her knowledge. The constructivist theory claims that the human being creates his or her own knowledge and meaning from his or her own experience. When humans find new information, they have to connect it with previous ideas and experiences. This new information changes the beliefs that people have, or maybe they will consider it irrelevant (Piaget, 1957).

Education in Chile tends to be a traditional process. The term "traditional" means having teachers the main role in the class. Students are then passive recipients who wait for information to be provided and are then asked to perform regarding the procedures established by the teacher (i.e. teacher-centred instruction). The constructivist view claims that the learner, in this case the student, should be an active agent in the construction of his or her own knowledge. However, the research was developed in a school where students construct their knowledge in small groups. Every classroom has seven large-sized tables, whose maximum number of members is eight students. As a consequence, a social construction of knowledge is created in every task that teachers give them.

1.5.1 Social constructivism.

As it is mentioned above in this research, students construct knowledge in small groups, which corresponds to the constructivism theory. This construction of knowledge has as a consequence a social construction that is a theory which explains how people construct reality through relationships between them. That is to say, social constructivism refers to the manner in how people create their reality by sharing different social experiences. In contrast with the constructivism theory, which is an individual approach, social constructivism is a collective process, whose construction is given by different people, and at the same time, by sharing that construction it is enable the possibility to create their own perspective of reality. (Sandu, A., & Unguru, E. 2017)

The social-constructivist theory is related to this research since the participants of it work in groups. As mentioned before, every classroom of the establishment, where the study is developed, has seven large sized tables and at the same time, those tables have a capacity of 8 students approximately. As students work in group in a daily basis, they construct realities by sharing different experiences with their classmates.

CHAPTER 2: METHODOLOGICAL FRAMEWORK

Introduction

This section presents information respecting the participants and the process of selection of them, the selection of data collection methods and materials that were used to develop the study, the details about the design of the research, the procedure of each intervention and finally, the type of study, which exposes the working hypothesis and the objectives of the current research.

2. Participants

The participants of the study are twenty-nine female Chilean students of 10th grade from a private subsidized establishment located in Santiago, Chile, specifically in the Franklin neighbourhood. The ages of the participants fluctuate from 15 to 16 years old. The students belong to a school that has a low socioeconomic status with a high percentage of vulnerability (80,7%).

2.1 Sampling procedure

As stated by Tamayo (2007) it is necessary to have a sample, which can be obtained in a random or discriminated manner, but which represents a population or phenomenon that serves as an object of study. The participants of this study were selected in a discriminated manner.

The most appropriate location to develop the study is Liceo Politécnico Sara Blinder Dargoltz, Santiago, Chile due to the standard schedule of two periods of 45 minutes each, two lessons per week, which resembles the common reality in many schools in Chile. On the other hand, the chosen group was selected due to the grade (10^{th} grade). In addition to this, it is important to consider that students may face SIMCE test in 11^{th} grade, and this study can help them to improve their results in listening comprehension.

2.2 Data collection methods

In order to have real information about the study, it is fundamental to use gathering instruments that enables the measurement of the results. A pre and post-test was the chosen instrument for this purpose, which aims to provide information about the real impact of the treatment.

2.2.1 Pre and post-tests.

A pre and post-test was the most suitable gathering method for collecting information. As reported by Cohen, Manion, and Morrison (2007) this instrument is essential for collecting data for an experimental model study. The authors claim that both instruments, pre and post-test, have to be exactly the same in terms of content, but they must be different respecting word formation or structures.

Respecting this research, a pre and post-test was applied at the beginning and at the end of the treatment of the study. Both tests were designed according four stages of Bloom's taxonomy (1956): Knowledge, Comprehension, Analysis and Evaluation. Concerning to the structure of the test; Item I considers two cognitive level of the taxonomy: Knowledge and Comprehension, whose actions are identifying and inferring, respectively. On the other hand, Item II is only based on the thinking skill of analysis, whose action is organising. Finally, the last Item focuses on evaluating and the action is attributing (For further information about the details of each test, it is recommended to consult appendices A and B).

The results obtained in Pre and post-test aim to analyse the effectiveness of the methodology that was applied during the treatment, regarding students' listening comprehension. It is important to highlight that both instruments were validated by two academic teachers of the English Teaching Programme at Universidad Católica Silva Henríquez, and that both tests were tested in a group of students of the same grade.

2.3 Materials

This section exposes the different materials that were needed to implement the research and its treatment. Here you will find the elements that were used during the lessons, such as audio-video materials, worksheets and checklists

2.3.1 Lessons' resources.

During the treatment of the study, it was necessary to use different materials to support the activities of each lesson. Most of the used materials were worksheets and oral activities. Each lesson had at least three activities of this kind, which all of them were based on the four selected thinking levels of Bloom's Taxonomy (1956) (Identifying, Inferring, Analysing, and Evaluating). For further information concerning the materials of the lessons, go to appendices H, I, J, K.

As a manner to represent the activities created for these lessons Figure 2 shows a task in which students were to write two events to complete the sequence of the story in the video. This task was framed under the following class objective “Demonstrate the sequential understanding of the second part of video number 1”

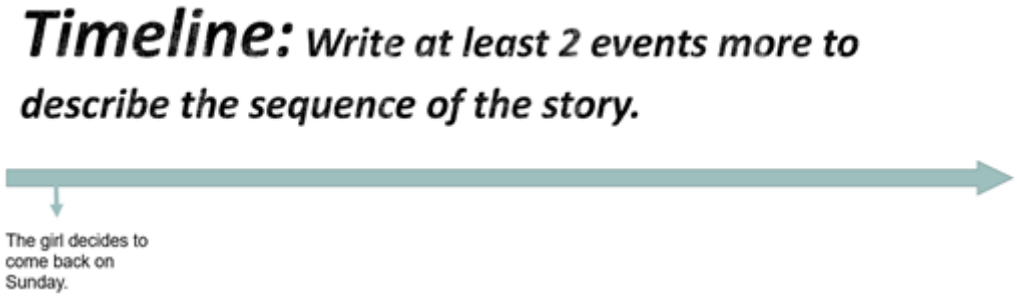


Figure 2. Main inferring activity.

2.3.2 Check lists.

Two checklists were created in order to underwrite that every step was followed correctly. One of them was created for pre and post-test, whereas the second was created for the lessons. Both checklists were informed from the literature review presented in the previous chapter (See the appendix E and F for further information).

The first checklist worked towards the sequential steps that must be followed in the pre and post- test in order to guarantee that both tests were applied in the same conditions. It considered steps that the teacher must follow before, while and at the end of the application of both tests.

The second checklist intended to assert that every sequential step was followed properly concerning the methodology that was applied in the lessons. This data gathering method assures that the video that was shown to students was reproduced at least three times. As a second element, this method assesses whether the teacher makes use of pre- while- and post-listening

activities to be accomplished throughout the class. Finally, vocabulary needed to be reinforced at the end of the lesson, therefore, this checklist also contained a number of statements connected to that. For example, the statement that reads “The teacher reproduces the video before starting the while-listening activity.” is related to the verification of the video being played at a specific stage during the class.

It essential to mention that both instruments were not validated by experts since they are based on the strategies of teaching listening comprehension, which you can find in chapter number one.

2.3.3 Multimedia materials.

Regarding materials of the establishment, the school has easy access to equipment that are vital to the development of the research treatment. Every classroom has its own projector and every English teacher has his or her own speaker device. On the other hand, the videos that were projected are extra material from the handbook Empower B1 by Cambridge University Press, 2015, which is the same level of English that is required in the national curriculum for the Ministerio de Educación de Chile. Pre and post-test used videos were from unit n°4 “Social life” and unit n°10 “Values” The video of unit n°4 is immediately followed by the video of unit n°10, as it tells a story about a group of friends. Lesson 1 and 2 used the video from unit n°2 “Travels and tourism” which was divided in two parts. Lesson 3 used the video of unit n°7 “Changes”. Finally, lesson 4 used the same video of the pre-test but focus on one element of it, in order to make a connection with the post-test.

2.4 Research Design

The current study is considered exploratory. Cohen et al. (2007) claims that the main characteristics of an experimental design is that researchers need to manipulate and manage the conditions of the problem in which they are interested in, apply a treatment and analyse the effects that were produced. Also, an experimental research has to be subsequent to some procedures that must be treated. This research followed every step that the author raised:

Defining the problem was the first step of the research. As reported by the SIMCE's test of 2014, listening comprehension is the weakest skill in students, which leads the study to create the working hypothesis. Soon after, the researchers selected the correct level to develop the study and the treatment, which was A2 level of English according to CEFR. As Cohen et al (2007) mention in the fourth step, it is necessary to define the type of experiment of the research. This study belongs to the type of quasi - experimental design, since the group was chosen in a discriminated manner, not through random selection. But first, it is fundamental to understand what a quasi-experimental design means. "in the natural setting rather than the laboratory, but where variables are isolated, controlled and manipulated" (Cited in Cohen et al., 2007, p. 274). Right after this, the population was selected according the interests of the research. Afterwards, the videos were selected by the following criteria: it had to be an authentic material, that belongs to the students' level of English (A2) and that was correlated to the national curriculum of 10^{th} grade. The instruments, both pre and post tests and lessons tasks, that were applied in the treatment, were created based on Bloom's taxonomy (see table number 1,2,3,4). Next, pre and post tests were tested on students of the same level and conditions in order to validate and verify that was appropriated for the chosen participants. Thereafter, two checklists were designed: one for pre and post-test and one for the development of the lessons. Pre and post-test checklists were exactly the same, in order to make sure that both tests were applied in the same conditions. On

the other hand, the lessons' checklist was the same for each of them for the reason that was mentioned previously and to verify that every step was followed. Finally, the data was collected and analysed to prove if the hypothesis is correct.

2.5 Procedure

The treatment process of the research consisted in four lessons of ninety minutes each, which were designed in accordance with Bloom's taxonomy stages that were mentioned previously in the section of data collection methods. The lessons were built from the lowest to the highest level of thinking skill and considering the contents of the national curriculum of 10th grade. On the other hand, pre-while and post listening strategies are used as the methodology of each lesson. The following chart presents the sequence, objectives, key activities and Bloom's taxonomy stage of each lesson:

Table 1

Information of lesson number 1

Sequence	Lesson n°1, Unit n°2 "Travel and tourism"
Main Objective	Identify the basic concepts related to video n°1.
Key activities	Checklist and describing pictures.
Bloom's taxonomy stage	Remembering- Knowledge.

Table 2

Information of lesson number 2

Sequence	Lesson n°2, Unit n°2 “Travel and tourism”
Main Objective	Demonstrate the sequential understanding of the second part of video n°1.
Key activities	Numbering the story – Creating a Timeline.
Bloom's taxonomy stage	Comprehension – Understanding

Table 3

Information of lesson number 3

Sequence	Lesson n°3, Unit n°7 “Changes”
Main Objective	Associating the video with real life context
Key activities	Matching pictures with a text – Dialogue and performance.
Bloom's taxonomy stage	Applying – Application

Table 4

Information of lesson number 4

Sequence	Lesson n°4, Unit n°10 “Values”
Main Objective	Selecting and Inferring information from a video to complete the tasks.
Key activities	Multiple choice – Answering questions.
Bloom's taxonomy stage	Analysing – Analysis

It is relevant to mention that every lesson covered one level of the taxonomy. The first lesson covered the stage of “Identifying”, and every activity was related to this ability. Moreover, the second lesson covered “Inferring”, as it was mentioned before. The third lesson is based on the “Analysing” stage. Finally, the last lesson of the treatment covered the highest thinking level of Bloom’s Taxonomy, which is “Evaluating”. For additional information about lesson planning, see appendix G.

2.6 The Study

This research is of a quantitative nature, since it will focus on analyzing the use of videos in the process of learning English as a foreign language with students of 10th grade at Liceo Politecnico Sara Blinder Dargoltz. Cohen et al (2007) claims that is necessary to obtain a numerical data (pre and post-test) in order to do an analysis that can provide frequencies that can be used to support or reject the hypothesis and the objectives. In addition to this, this study is considered exploratory, since it is the first approach to investigate the effects of such treatment, methodologies and scope in this school.

This is also an action research study as it considers decisions to be implemented by investigating an initial problem (students’ current level of listening comprehension), to later apply a methodology that aims to improve the problem. Cohen et al (2007) exposes that an action research is a combination between diagnosis, action and reflexion to improve teachers’ methodologies, which is exactly what this research seeks to do.

2.6.1 Working hypothesis.

Listening- comprehension is improved through the use of videos in students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz.

2.6.2 General Objective.

To analyse the effects of using videos in listening comprehension activities for the development of the listening skill in the teaching-learning process of English as a foreign language with students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz.

2.6.3 Specific Objective.

To evaluate the listening comprehension of students in 10th grade at Liceo Politécnico Sara Blinder Dargoltz before and after the treatment of this investigation.

To determine if, after being exposed to videos, students improve their academic results in the English course.

To understand the methodology behind the teaching of listening while using videos.

CHAPTER 3: RESULTS

Introduction

The following chapter presents the data collected from the pre and post-test. The pre-test was applied on October 11th, 2018, whilst post-test was implemented on November 13th, 2018. The results are divided in compliance with the four stages of Bloom's taxonomy, previously exposed on Chapter II, that were used to create both instruments (see appendix C and D) Moreover, this chapter will present the results obtained between the correlation between exposure to the methodology of this study (attendance) and post-test results.

3. Pre-test results

The following tables expose the obtained results in the Pre-test. These results are divided into four stages of Bloom's taxonomy: Knowledge, Comprehension, Analysis and Evaluation. The percentage of approval for each question is 60% which is related to the percentage of approval that the students are exposed in a daily basis at Liceo Politécnico Sara Blinder Dargoltz.

Respecting the checklists results connected to the methodological procedure, items evaluated in it were all observed during the four lessons. This represents 100% of achievement of the stated items.

3.1 Results of Item I.

Stage: Knowledge

Ability: Identifying

This stage covers the lowest cognitive level of the test. The required ability for succeeding this stage, is to identify some basic concepts related to the video without any further effort.

Table 5.

General results of the knowledge stage of Item I of pre-test.

	Correct answer	**The most common incorrect answer**	**Less considered answer**
1	78,1%	9,4%	6,3%*
2	75%	15,6%	3,1%
3	65,6%	15,6%	6,3%
6	93,8%	0%	3,1%*
7	96,9%	0%	3,1%
10	87,5%	6,3%	3,1%*

(*) This symbol represents the repetition of the percentage exposed in this category.

As it is observed in the results, every correct answer, whose average is 82,8%, outpointed the percentage of approval. In addition to this, the most common incorrect answers did not overpass the 16%. Finally, the less considered answers by the students were from 3,1% to 6,3%

Stage: Comprehension

Ability: Inferring

This cognitive stage points to students to show knowledge about a specific information. The information is not given explicitly, which forces students to think before answering each question.

Table 6

General results of the comprehension stage of Item I of pre-test

	Correct answer	**The most common incorrect answer**	**Less considered answer**
4	50%	31,3%	3,1%*
5	93,8%	0%	3,1%*
8	50%	15,6%*	3,1%
9	21,9%	28,1%	6,3%
11	15,6%	53,1%**	3,1%
12	21,9%	40,6%	9,4%*

(*) This symbol represents the repetition of the percentage exposed in this category.

(**) This symbol represents the percentage of unmarked answers.

As it is observed in the results, the approval percentage was not reached in most cases. The average of correct answers is a 42,2%. On the other hand, the only question that reached the approval percentage was number 5 (93,80%). Concerning the percentage of the most common incorrect answers, it can be observed that question number 11 reached the highest percentage that correspond to an unmarked question. Concerning the less consider answer, question number 12 (9,4%) reached the highest percentage.

3.2 Results of Item II.

Stage: Analysis

Ability: Organizing

This cognitive stage of analysis aims to organize information. Students were required to create relationships about a topic and separate them in order to create a logical sequence of facts about the video. They had to numerate a group of pictures in accordance with the order of the video.

Table 7

General results of the analysis stage of Item II of pre-test

Most repeated sequences	Percentage
1-5-2-4-3-6	28,1%
2-6-1-5-3-4	18,7%
2-5-1-4-3-6	15,6%
Other options	37,6%

Firstly, it is important to mention that the correct sequence of images is 1-5-2-4-3-6 and only a 28,1% of students selected the correct sequence of images. The sequence that follows is 18,7% that was the second highest percentage of incorrect answers. The third sequence that follows obtained 15,6%, which had the third highest percentage.

3.3 Results of Item III.

Stage: Evaluation

Ability: Attributing

This stage of Evaluation, which is the highest cognitive level of Bloom's taxonomy, covers the ability of attributing. Students were expected to fill in gaps of six sentences by using a group of given words. They had to select the most appropriate word in compliance with their own criteria.

Table 8

General results of the evaluation stage of Item III of pre-test

Question	Correct answer	Most common incorrect or unmarked answer
19-.Busy	46,9%	31,3%
20-.Week	46,9%	31,3%
21-.Monday	56,3%	21,9%
22-.Monday	62,5%	31,3%
23-.Great	59,4%	25%
24-.Time	37,5%	31,3%

As it is observed in the results, none of the correct answers, whose average is 51,6%, accomplish the approval percentage, except for question number 22, which barely overpass the percentage of approval. On the other hand, the most common incorrect answers are unmarked, these percentages go from 21,9% to 31,3%.

3.4 Post-test results

Stage: Knowledge

Ability: Identifying

As mentioned before, this stage covers the lowest cognitive level of the test. The required ability for succeeding this stage, is to identify some basic concepts related to the video without any further effort.

Table 9

General results of the knowledge stage of Item I of post-test

	Correct Answer	**Most common incorrect answer**	**Less considered answer**
1	82,4%	11,8%	5,9%
2	100%	0%	0%
3	79,4%	14,7%	5,9%
6	94,1%	0%	5,9%
7	91,2%	0%	2,9%*
10	79,4%	11,8%	2,9%*

(*) This symbol represents the repetition of the percentage exposed in this category

As it is observed in the results, all correct answers, whose average is 87,7%, overpass the percentage of approval. In effect, question number 2 obtained 100% of approval. On the other hand, the percentages of less considered answers were from 2,9% to 5,9%. It is important to mention that in comparison with pre-test, this stage only increased a 4,9% in the results of correct answers.

Stage: Comprehension

Ability: Inferring

This cognitive stage points to students to show knowledge about a specific information. The information is not given explicitly, which forces students to think before answering each question.

Table 10

General results of the comprehension stage of Item I of post-test

	Correct answer	**The most Common incorrect answer**	**Less considered answer**
4	82,4%	5,9%*	2,9%*
5	100%	0%	0%
8	73,5%	11,8%	2,9%*
9	58,8%	14,7%*	2,9%
11	88,2%	8,8%	2,9%
12	79,4%	11,8%	8,8%

(*) This symbol represents the repetition of the percentage exposed in this category

As it is observed in the results, the percentage of approval was almost reached by every question, except for question number 5, which obtained 58,8% of success. Moreover, the most common incorrect answer did not overpass the 15%. Finally, the less considered answers were from 0% to 8,8%.

It is important to mention that the average of correct answers is 80,3% and the increase was of 38,1% in contrast with pre-test results.

3.5 Results of Item II.

Stage: Analysis

Ability: Organising

This cognitive stage of analysis aims to organize information. Students were required to create relationships about a topic and separate them in order to create a logical sequence of facts about the video. They had to numerate a group of pictures in accordance with the order of the video.

Table 11

General results of the analysis stage of Item II of post-test

Sequence	Percentage
5-6-4-3-2-1	94,1%
3-6-5-4-2-1	2,9%
5-6-4-3-1-2	2,9%

It is important to inform that the correct sequence of images in this Item is "5-6-4-3-2-1" and 94,1% of the students answered correctly. On the contrary, 5,8% of students answered wrong: 2,9 % of them answered the sequence "3-6-5-4-2-1". The rest of students 2,9% answered "5-6-4-3-1-2". Furthermore, in comparison with pre-test results, the increased percentage of correct answers was of 66%.

3.6 Results of Item III.

Stage: Evaluation

Ability: Attributing

This stage of Evaluation, which is the highest cognitive level of Bloom's taxonomy, covers the ability of attributing. Students were expected to fill in gaps of six sentences by using a group of given words. They had to select the most appropriate word in compliance with their own criteria.

Table 12

General results of the evaluation stage of Item III of post-test

Question	Correct answer	The most common incorrect or unmarked answer
19.- Help	88,2%	5,9%
20.-Return	61,8%	23,5%
21.-Clock	67,6%	14,7%
22.-Something	94,1%	2,9%
23.-Refund	76,5%	11,8%
24.-Have	73,5%	11,8%

As it is observed in the chart, all of the correct answers, whose average is 76,9%, overpass the percentage of approval, being question number 19 the highest percentage (88,2%). On the other hand, question number 20 obtained 23,5% of incorrect answers. Regarding pre-test results, there was an increase of 25,3%.

3.7 Comparative results between pre and post-test

The following comparative chart shows the obtained results of pre- and post-test. The fourth column to the right represents the number of increasing points between both tests, whereas the fifth right-column presents the percentage of difference between them.

Table 13

Comparative score results between pre and post-test.

Name	**Pre-test score**	**Post-test score**	**Increased points**	**Percentage of difference**
Student 1	6/24	14/24	8	33,3%
Student 2	7/24	24/24	17	70,8%
Student 3	8/24	23/24	15	62,5%
Student 4	9/24	19/24	10	41,6%
Student 5	10/24	16/24	6	25%
Student 6	11/24	22/24	11	45,8%
Student 7	11/24	24/24	13	54,1%
Student 8	12/24	24/24	12	50%
Student 9	12/24	18/24	6	25%
Student 10	12/24	20/24	8	33,3%
Student 11	12/24	20/24	8	33.3%
Student 12	12/24	18/24	6	25%
Student 13	13/24	17/24	4	16,6%
Student 14	13/24	23/24	10	41,6%
Student 15	13/24	24/24	11	45,8%

Student 16	14/24	22/24	8	33,3%
Student 17	13/24	22/24	9	37,5%
Student 18	14/24	16/24	2	8,3%
Student 19	14/24	24/24	10	41,6%
Student 20	15/24	23/24	8	33,3%
Student 21	15/24	23/24	8	33,3%
Student 22	16/24	22/24	6	25%
Student 23	17/24	22/24	5	20,8%
Student 24	17/24	24/24	7	29,1%
Student 25	18/24	20/24	2	8,3%
Student 26	18/24	24/24	6	25%
Student 27	24/24	24/24	0	0%
Student 28	22/24	20/24	-2	-8,3%
Student 29	24/24	24/24	0	0%

Table 14

Comparison of pre and post-test results.

	Pre-test results	**Post-test results**
Minimum	6	14
Maximum	24	24
Average	13,9	21,2

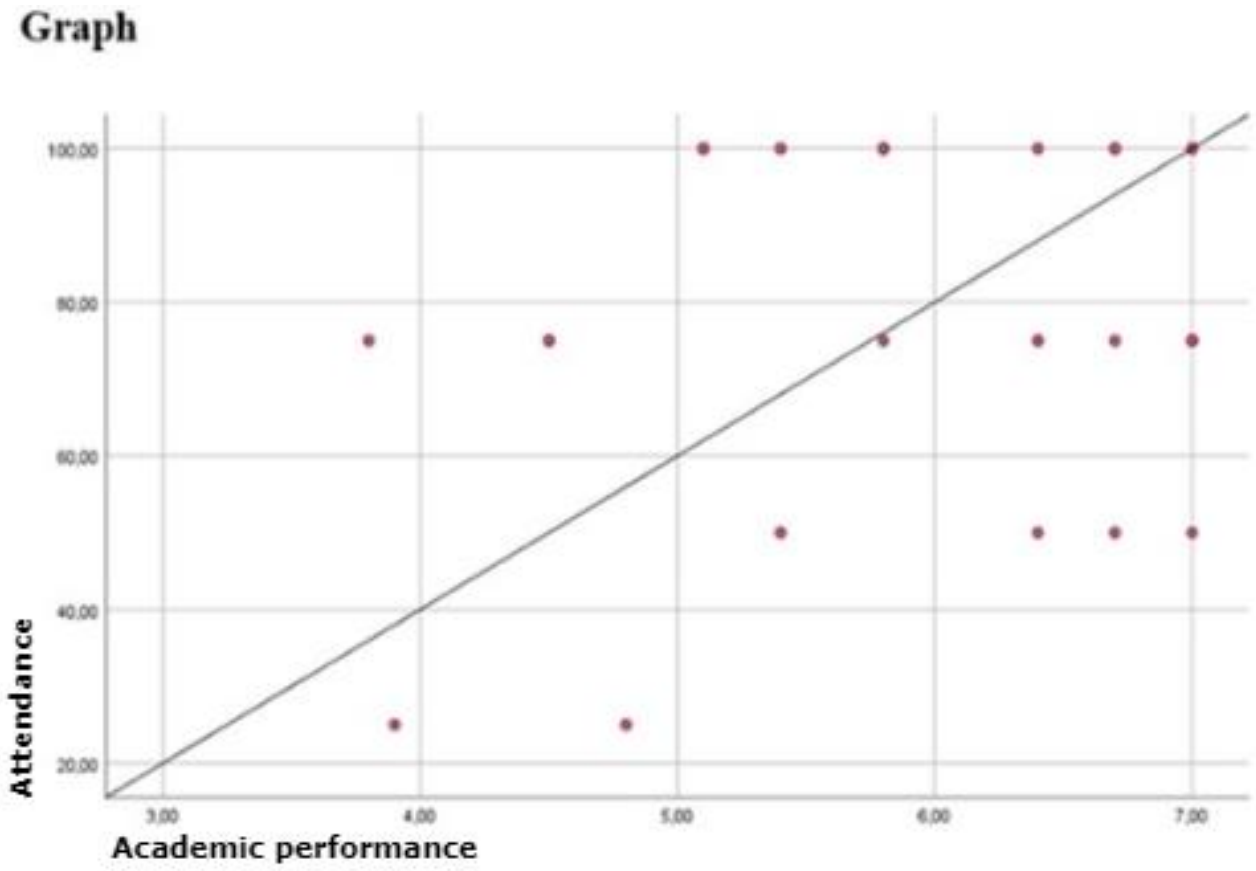
As it is observed in the comparative chart, both pre- and post-test maximum score is 24 points. In both tests the approval score is 14 points. In the pre-test, 13 students passed the test (44,8% of the students) but, on the other hand, in the post test all of the students reached a passing grade (100%). When comparing pre- and post-test results it is possible to see that 26 students increased on an average score of 8,3 points between the pre- and post-test, representing an increase of 32,1% between pre- and post-test. Two students did not show any difference (student #27 remained in 20 points; student #29 in 24 points). And one student (#28) decreased 2 points. The average score in the pre-test reaches 13,9 points while the average score of the post-test is 21,2 points.

3.8 Correlation between methodology (attendance) and post test results

SPSS software was used to study the correlation between exposure to the methodology (attendance) and post test results. Pearson correlation was used as a statistical method.

The results for this study indicate that $r= 0.232$, $p= 0.225$, $n=29$ (r is the strength of relationship between variables, p is the value of significance of the variance, and n is the number of participants under study).

The following scattered graph is a representation of the correlation between attendance and post-test results. The x axis shows post-test results, whereas the y axis shows percentage of attended lessons.



Graph 1. Correlation between attendance and post-test results.

CHAPTER 4: DISCUSSION

Introduction

The current chapter presents the discussion of the results obtained in pre and post-test. Both tests were analysed by the Bloom's taxonomy stages that were used in the creation of the items of those instruments. Additionally, the correlation between methodology (attendance) and post-test results is discussed in order to create conclusions about the results study.

4. Discussion of Item I of pre-test

Item I consists of twelve questions, which are divided in two parts: Knowledge and Comprehension stages of Bloom's taxonomy, whose evaluated abilities were to identify and to infer, respectively. This analysis and discussion will be divided by each category

Stage: Knowledge

Ability: Identifying

As it was mentioned in the previous chapter, all of the correct answers overpassed 60% of success, which was the percentage of approval. This stage is the lowest of the exposed categories by Bloom (1956). The obtained results were positive and they could have been caused because of the low difficulty of the stage.

On the other hand, the success of this item could have been produced by the ability that was required to develop, which was to identify. Students not only had to identify visual elements of the video, such as places and objects, but also auditive information, which they only had to remember to answer correctly.

According Bloom's taxonomy's first stage, students only had to identify elements that were exposed explicitly on the video. This means, they did not have to understand or overthink to get the correct answer. It is important to mention that this type of ability was already practiced with previous teachers, which makes this stage familiar to the activities they used to do in class.

Stage: Comprehension

Ability: Inferring

Students were required to find specific information of the content of the video, which is the recommendation of Bloom's taxonomy. As it was exposed in the previous chapter, almost all of the correct answers did not reach the expected percentage of approval, except for one question, which was number five. Concerning the high percentages of failure, they could have been caused by the difficulty of finding information that is not given explicitly, since it is an ability that students do not develop frequently at school.

Some of the reasons of disapproval could have been produced by the lack of vocabulary that students had before taking the test. The test asked for concepts that were unfamiliar to them, which could have caused a deficiency of comprehension of the question. Moreover, one of the reasons of disapproval could have been produced because of the incomprehension of context and the facial expressions of the characters.

Although students obtained low results of correct answers, question number five had a high percentage of approval (93,8%) which could have been obtained because of the visual inference of the question: students only had to look at the video and infer by the context, the correct answer.

4.1 Discussion of Item II of pre-test

Item II corresponds to the analysis stage of inference in Bloom's taxonomy. This item requires students to recollect information by inferring it, by means of students' capacity of dividing information into parts and being to organise it in a logical manner. This item was elaborated with the objective of testing students' ability to organise the sequence of events shown on a video seen in the lesson. The stage in Bloom's taxonomy is called "analysis" and the ability is that of organising.

Stage: Analysis

Ability: Organising

The correct sequence of images obtained a low selection percentage (28,1%) which is not enough to reach the approval percentage of the test. Two main reasons were identified in response to the causes of the big amount of incorrect sequences (71,9%).

The first possibility is that the selection of images was the one that could have caused confusion in students. They were not completely clear. There are two pictures that happen simultaneously at a scene (two women talking by mobile phone). This might have affected in students not being able to distinguish which event happened first.

The second possibility that could have influenced the results is that top-down effect (as explained by Hedge, 2010, in chapter I). Certain specific knowledge (and experiences) of students might have been activated in this activity, interfering with the sequence of events in the story. The pictures show some parts of a birthday party, and students may have connected their previous knowledge to what it is normally done in a birthday celebration in their cultural context. There are three pictures that could have caused this phenomenon in students. Firstly, the picture

that shows a man blowing candles. Secondly, the picture that presents a man opening his birthday present, and finally, the picture which shows two characters talking. From the most selected options, 34,4 % of students (10 students) chose the picture in which the character is opening the present as the final pictures in the sequence. As it is mentioned above, the experience that students have about birthday parties is that the opening of gifts is at the end of the celebration, just as in their selection of the pictures, so they might have associated this knowledge to the sequence of the video.

4.2 Discussion of Item III of pre-test

Item III corresponds to the highest level of Bloom's taxonomy, which targets to evaluate the knowledge in different abilities. This item is composed of a dialogue of the video in which students have to complete it by selecting the most appropriate word, which was given in a box.

Stage: Evaluation

Ability: Attributing

Most of correct answers do not overpass the percentage of approval, except for question number 22 which obtained 62,5%. Furthermore, it is important to mention that the second most frequent answer was to unmark the questions. This circumstance could have been caused because of the lack of knowledge of vocabulary that students had before taking the test.

The second possibility of the big number of failures could have been produced to the unfamiliarity with the structure of this item. Students do not seem to have been exposed to this type of activities before, then they decided to leave it blank.

4.3 Discussion of Item I of post-test

Item I consists of twelve questions, which are divided in two parts: Knowledge and Comprehension stages of Bloom's taxonomy, whose evaluated abilities were to identify and to infer, respectively. This analysis and discussion will be divided by each category

Stage: Knowledge

Ability: Identifying

All of the correct answers overpassed 60% of success. This stage is the lowest of the categories exposed by Bloom (1956). The obtained results, in comparison with pre-test, are still positive and they could have been caused because of the low difficulty of the stage.

As it was mentioned before, the success of this item could have been produced by the same reasons already exposed, such as the difficulty of the ability, which was to identify. Students could recognise visual elements of the video and auditive information, which they only had to remember. They did not have to interpret the given information in order to get the correct answer.

The result of this stage is not as different as pre-test, since they are identical in terms of structure, objectives and goals. In fact, the increase of the results of correct answers can be barely perceived (4,9%)

Stage: Comprehension

Ability: Inferring

Concerning the previous discussion of this stage in pre-test, students were required to find specific information of the content of the video, which was the recommendation of Bloom's taxonomy. In contrast with the results of pre-test in this stage, the percentages of failure were highly decreased, despite the questions aimed the same objectives and abilities, the results completely different: the average of correct answers in pre-test was of 42,2% and in post-test was of 80,3%. This means that it increased a 38,1% although the test covered the same stage of Bloom's taxonomy and the same ability.

As previously mentioned, one of the reasons of disapproval could have been produced by the lack of vocabulary that students had before taking the test. Meanwhile, students were already exposed to a methodology that aimed to enhance their listening skill: Hedge (2003) recommended to develop a pre-listening activity in order to activate the topic and present key vocabulary, which was part of every lesson of the treatment. Students could have felt familiar with the words that were practiced in the lessons, this might have produced a greater ease to understand the questions and answer them correctly.

Regarding the high average of approval percentage (80,3%) it could have been caused since videos provided more information. Hedge (2003) claims that videos are essential to listening activities since they can provide more effective information about the content, such as facial expressions, cultural aspects, and context.

4.4 Discussion of Item II of post-test

Item II corresponds to the analysis stage of inference in Bloom's taxonomy. Just as in its counterpart item in the pre-test, this item requires students to recollect information by inferring it, by means of students' capacity of dividing information into parts and being to organise it in a logical manner. This item was elaborated with the objective of testing students' ability to organise the sequence of events shown on a video seen in the lesson. The stage in Bloom's taxonomy is called "analysis" and the ability is that of organising.

Stage: Analysis

Ability: Organising

As it was mentioned in the previous chapter (Results), the correct sequence of images obtained a high percentage of people who chose it (94,1%) and respecting the pre-test results, the increase was of 66%.

There are two possible reasons that could have caused successful outcomes: the first reason is related to the fact that it was a visual ability that was practice during the treatment, which could have helped students to understand the sequence of the images more easily than in the pre-test. The other reason is associated to the selection of the pictures made by the researchers in this study. They were chosen in order to not create confusions in students, as it was the case in the pre-test.

4.5 Discussion of Item III of post-test

Item III corresponds to the highest level of Bloom's taxonomy, which targets to evaluate knowledge in different abilities. This item is composed of a dialogue of the video in which students have to complete it by selecting the most appropriate words that were given in a box.

Stage: Evaluation

Ability: Attributing

Although this stage is the hardest item of Bloom's Taxonomy, since it is required a higher thinking level, every correct answer overpassed the percentage of approval, in contrast to pre-test, the lack of knowledge of vocabulary that students had before taking the test was an important factor that could have influenced the students' low results. Whereas post-test obtained positive results in terms of knowledge of vocabulary since it was an element that was covered during the treatment.

As Hedge (2003) claims in Chapter I, pre-listening stage aims to contextualize and identify the key vocabulary. Before taking the test, students already were familiar and they were able to recognize the vocabulary that was present in post-test, which could be the main reason of obtaining successful results.

4.6 Comparative results between pre and post-test and their interaction with the methodology of this study

When looking at the scores obtained between pre- and post-tests, it is possible to see that students' results increased. However, when this is contrasted with Pearson correlational method, it is possible to assert that the significance of the methodology applied in this study does not explain such an increase in the results. Out of the 29 students under study (*n*), a group of 26 of them increased their scoring performance on average in 7,7 points, which is an increase of 32,1% on average. As stated above, this rise does not find an explanation on the exposure to the methodology devised for this study. This is because, regarding statistics, a significant correlation is one in which *p*-value (the significance level) is <0,05, and whose strength of the relationship (*r*) between the variables under study are to be interpreted in the following way.

.1 < | *r* | < .3 … small / weak correlation

.3 < | *r* | < .5 … medium / moderate correlation

.5 < | *r* | …… large / strong correlation

Source: https://libguides.library.kent.edu/SPSS/PearsonCorr

In regard to the correlation between the variables "exposure to the methodology (attendance to classes)" and "post-test results", the strength of relationship between the variables above is *r*=0.232, a coefficient that, as indicated above, is considered as weak (as .1 < | *r* | < .3= small/weak correlation). This is also reinforced when looking at the *p*-value of this test as *p*=0.225, a number that is bigger than 0,05, thus indicating that no significant correlation between the methodology used and the academic results obtained in the post-test is a fact.

Possible external factors not considered in this study may have caused the results explained above. These factors are the following:

A) Novelty in the use of audio-visual resources.

In the traditional methods for listening comprehension there is not an exposure to audio-visual resources. Nevertheless, the use of it implies a novelty since is not common for students, which is one of the reasons that can weighs positively in post-test results. Vu & Febriante (2018) claim that teachers considered the use of images as an essential element to their teaching practice concerning the fact that images allow to introduce a new topic, contextualize the idea of the class and to increase vocabulary in the students. As it was mentioned before, during the treatment the main material that used was audio-visual resources, but images were also part of the treatment, which was helpful for introducing the topic of the videos and identifying the vocabulary. On the other hand, it is important to mention that the material was not only selected due to the Innovation in the English class, but also since it is familiar with the students' context. Nevertheless, it was an aspect that was not considered relevant for the study, but there is a possibility for this factor to be important in the results of the treatment.

In order to obtain a significant correlation between one methodology that works towards the impact of novelty in the use of audio-visual resources and the results of it, it is recommended to develop a new investigation for that purpose.

B) Motivation and comfort.

Researchers in this study found it interesting that 100% of students taking the post-test passed with a mark of 4,0 or more (29 out of the 29 students involved in this study) whilst a 44,8% did in the pre-test. While the methodology seems not to be the corner stone impacting on results (as shown after the Pearson method analysis and interpretation above), this denotes that something else during the intervention process may have influenced. These factors are motivational, the novelty effect, and the level of comfort of students.

Tucker, Zayco and Herman (2002) (cited in Adegboyega, 2018) claim that "motivation is one of the factors that affect students' performance in school. It is also referred to academic engagement, which has to do with the cognitive, emotional, and behavioural indicators of student investment in their attachment to education" (p.79). Even though motivation was not a measurable element during this study, it seems to be a relevant factor that could have affected on the positive results of the post-test. On the other hand, there might be other aspects that could have also influenced results, such as comfort levels, and more specifically, temperature.

The post test was applied at 10^{th} graders students of Liceo Politecnico Sara Blinder Dargoltz after 1pm when most of the time temperature reached the 20 Celsius degrees during Spring. As it is presented in the newspaper article from ´The Telegraph' (Bodkin, 2018), having a temperature above 21 Celsius degrees might impact negatively on academic performance. Even though the temperature may have affected in the present study, this factor was not measured, therefore, further investigation may be needed in the area of motivation and comfort when using videos for listening comprehension methodologies.

C) Relation between the activities performed in class and the activities made in the test.

Although pre and post-test were important elements for data collection, it is important to assert that the main objective of the teacher during the treatment was students' learning achievement after the exposure to the methodology used in this study. This is relevant because many educational institutions exist and work towards exam preparation. Examples of this are "Preuniversitarios" which prepare students for PSU (prueba de selección universitaria) and a number of schools which give students practice on SIMCE tests. Therefore, activities designed for both tests and the lessons, following a working rationale that combines the learning experience of going through Bloom's taxonomy together with students' prior knowledge before the treatment to cover. It is important to remind readers that lessons were designed to cover the four stages of the taxonomy, which were mentioned in chapter II, and at the same time, those stages were evaluated in pre and post-test.

Even though every lesson covered the same abilities of Bloom's taxonomy in pre and post-test, the activities of the lessons were completely different in terms of structures. As mentioned in the previous paragraph, each of the lessons of the treatment of the study covered one of the four stages of the taxonomy, but every task was designed to be different from the ones in pre and post-test. That is to say, activities covered the same abilities, but objectives and content were completely different. Concerning vocabulary of both tests, this was practiced during the treatment, since it was essential for the development of the whole listening cycle which contains three stages: pre, while and post-listening activities., not for obtaining positive results in post-test, which is the main goal of assessments in education.

Philips (2018) states that the information collected through evaluations can be helpful in making decisions or making value judgements about the learning process of students. However, the results obtained in pre- and post-test intended to provide information about the effects of using videos and a suited methodology that was applied during the treatment. It was not intended to make decisions with the results. In other words, as it is mentioned in chapter II section 2.2.1, pre and post-tests were data gathering methods that helped to measure the effects of the methodology that was developed during the treatment, not the purpose of the treatment (Cohen et al 2007).

4.7 Discussion of the objectives

As it is mentioned above these factors could have been affected in the academic results of the students. Furthermore, it is important to speak briefly that this research was applied under a general objective and three specific objectives. These objectives are the following:

4.7.1 General objective

"To analyse the effects of using videos in listening comprehension activities for the development of the listening skill in the teaching-learning process of English as a foreign language with students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz" As exposed in the general objective, this research seeks to analyse the effects of using a new methodology in listening comprehension lessons, and at the same time to improve the listening skill in students. After analysing the results, it was evident that students improved their listening comprehension, but then at the moment of analysing the attendance to the lessons, it revealed that the methodology does not influence these results, since students who did not attend classes, where the methodology was being applied, improved their results. It should be noted that the general

objective of this research achieves the point of improving the listening skill in students, but not through the use of a new methodology. Indeed, the general objective did not succeed.

4.7.2 Specific objective 1

"To evaluate the listening comprehension of students in 10th grade at Liceo Politécnico Sara Blinder Dargoltz before and after the treatment of this investigation", to measure the listening comprehension of students a pre- and post-test had to be created. Indeed, this objective was attained.

4.7.3 Specific objective 2

"To determine if, after being exposed to videos, students improve their academic results in the English course", was pursued with the help of comparative analysis and a correlational method explained in the previous chapter (Results). Both were crucial for the identification of findings discussed above. There was a clear improvement in the academic results in the English class in spite of not having a correlation with the attendance and the methodology used. Without a doubt this objective was not reached.

4.7.4 Specific objective 3

"To understand the methodology behind the teaching of listening while using videos", was key for the extensive reading this group did, to be later transformed in the literature chapter of this study, and the design of the methodology used in the treatment period. Importantly, this objective was crucial to bring about the research, to be aware about the methodology that was going to be applied.

All of what is stated above was relevant because the researchers did not have a proper knowledge in teaching listening comprehension, and through the literature and the stages of Hedge (2003) and Bloom (1956) this group could find options to develop lessons that were clearly organised and prepared according cognitive theories. This new knowledge allows the researchers to improve their teaching techniques by integrating it in their professional careers.

4.8 Conclusions

Regarding the working hypothesis "Listening- comprehension is improved through the use of videos in students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz," such a statement is rejected due to the results obtained in Pearson correlational method. Other factors may have influenced the increase of the results between pre- and post-test such as the novelty in the use of audio-visual resources, the motivation that students presented towards the structure of the lessons, which was a completely new format for them and the affability of videos right after the lunch time of students.

As for the general objective "To analyse the effects of using videos in listening comprehension activities for the development of the listening skill in the teaching-learning process of English as a foreign language with students of 10th grade at Liceo Politécnico Sara Blinder Dargoltz" the results are:

As mentioned before, the methodology used in this study does not explain that improvement on listening comprehension is to happen, but this group considers it important to approach listening instruction in an informed way, assuring that

(i) Prior knowledge is to be considered, as this is a relevant concept respecting the cognitive process that students experiment while learning. That is to say, prior knowledge acts as a connector between knowledge that students already have and the new content that is being learned.

(ii) The main listening activity considers the three stages suggested in the literature (pre-, while, and post-activities) since those stages follow a sequential order that aims to develop a proper listening activity. Each stage point has a specific purpose, being pre-listening stage one of the essential parts of the treatment, since it provides the context and the vocabulary, aspect that was highly increased during the study. Apart from this, pre-listening stage leads out to the following stages (while and post-listening) and allows to understand the content of the lessons easily.

(iii) Memory is not everything and, therefore, when dealing with comprehension, for teachers this should mean moving students to cognitive stages that go beyond the realm of identifying. It is essential to mention that classes were prepared based on Bloom's taxonomy, this remarks the importance of the taxonomy for didactics since every stage promotes a meaningful learning and not only memorizing (Koksal, D., & Ulum, Ö.G. 2018) Indeed, one of

the most important findings in the results was that item I which had inferring questions, shows an increase between the pre and post- test. Even when the methodology used in this research was not the cause of this increase on item I, something could have influenced, so the reader is invited to investigate more studies related to this little influence in future research. Furthermore, the reader is invited to investigate about those factors that possibly influenced the results of this research but that were no consider at the moment of applying the study, since it was not the focus as an exploratory study. It is also important for future research to compare with a control group to do a deeper comparison and analysis. This could also be applied to reading as well.

(iv) Activities carried out in classes need to resemble those activities to be faced by students in assessment and evaluations.

As it was mentioned before, the lessons and pre and post-tests were created based on the Bloom's Taxonomy. As a result of this, the treatment was similar to the items of the tests. For this reason, it is possible to say that students became familiar between the lessons' activities and the test. It is necessary to mention that the pre and post-tests were created to obtain the result about the treatment applied. Nevertheless, if the post-test was considered as an assessment tool, its construction approached what students' did and experienced during the treatment process, as recommended by Tierney, Carter, and Desai et al (1991), cited in Hedge, 2003 (p.395). For additional information about the activities developed during the lessons, go to appendix G to see the lesson plans. Concerning pre and post-test instruments, go to appendices A and B.

(v) Assessment is not the final goal. Students' learning is teachers' main objective. Therefore, any methodology must be assessed by teachers to see possible changes to be made, and the way future interventions must take place for the sake of learning as an end goal. Clearly, it is essential teachers evaluate the different methodologies that will be applied in case mistakes are found to be able to correct them on time, to be a competent professional that seeks students' learning.

Before the development of this study, the researchers presented a lack of knowledge about methodologies to teach listening properly. Throughout the extensive reading made by the researchers at the beginning of the study and the application of the lessons, they obtained a deeper understanding about the methodology behind teaching listening as a comprehension ability, which will be useful for integrating it in their future teaching performance. Another aspect to be integrated is complementing this new learned methodology with multimedia resources, such as the use of videos, and at the same time, complementing it with the development of cognitive abilities as Bloom's Taxonomy.

The knowledge that the researchers obtained through this study detonated in them a necessity of understanding the methodologies behind the rest of skills of language learning (Reading, Speaking and Writing). The researchers pretend to continue mastering methodologies in order to provide quality education to their future students.

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APPENDICES

Appendix A

Pre-Test Instrument

		Paper based test	**Depto: Lengua Extranjera/Inglés**

Name								Mark
Level	2°	Date		% de Exigencia	60	Pje. Ideal	24	Pje. Real

Instrucciones Generales

Este instrumento evaluativo contiene tres ítems. Cada respuesta correcta tiene 1 punto. La evaluación tiene un total de 24 puntos con la cual obtienes la nota máxima que es un 7.0 y con 14 puntos tienes la nota de aprobación que es un 4.0. Tienes 90 minutos para la realización completa de esta evaluación.

I. According to the video answer the following questions. (12 points)

1) When was the birthday meeting? The meeting was on...

a. Monday
b. Tuesday
c. Wednesday
d. Friday
e. Saturday

2) What was the time of the meeting? The meeting was at...

a. 1:00 AM
b. 2:00 AM
c. 6:00 PM
d. 7:00 PM
e. 9:00 PM

3) What was the present that Leo receive? The present was a...

a. Soccer ball souvenir
b. Tennis racket souvenir
c. Bottle for the gym
d. Tennis ball
e. Yoga mat

4) How did Leo feel about the present? He felt...

a. Uncomfortable
b. Happy
c. Sad
d. Excited
e. Ashamed

5) Where did Rachel work? Rachel worked in a...

a. Cafeteria
b. Bakery
c. Flower shop
d. Hospital
e. Restaurant

6) How many people were in the birthday meeting? In the birthday meeting were...

a. Three people
b. Four people
c. Six people
c. Ten people
d. Twenty people

7) What are they celebrating? They are celebrating...

a. Christmas
b. New Year's Eve
c. Halloween
d. Saint Patrick's day
e. Birthday

8) Who cooked the meal for the birthday meeting? The meal was cooked by...

a. Annie
b. Mark
c. Rachel
d. Joe
e. Leo

9) How did Rachel feel when Leo opened the present? Rachel felt...

a. Surprised
b. Anxious
c. Worried
d. Happy
e. Excited

10) Whose birthday was it? The birthday is of...

a. Mark
b. Annie
c. Rachel
d. Leo
e. Patrick

11) Who is the host? The host is...

a. Annie
b. Rachel
c. Leo
d. Mark
e. Patrick

12) Whose Rachel boyfriend? Rachel's boyfriend is...

a. Rachel
b. Mark
c. Annie
d. Patrick
e. Leo

I. Organise the events of the video in the correct order from 1 to 6. (6 points)

III. Choose the correct word to complete the conversation. Listen and check. (6 points)

Great – time – busy - Monday (x2) - week

Rachel: This week's really _____ for us. Next _____?
Annie: Ok. What are you doing on _____?
Rachel: Er, just a moment. Nothing! We can do on _____ – perfect.
Annie: _____!
Rachel: What _____ shall we come round?

Appendix B

Post-test Instrument

SECST		**Paper based test**	**Depto: Lengua Extranjera/Inglés**

Name								Mark
Level	2°	Date		% de Exigencia	60	Pje. Ideal	24	Pje. Real

Instrucciones Generales

Este instrumento evaluativo contiene tres ítems. Cada respuesta correcta tiene 1 punto. La evaluación tiene un total de 24 puntos con la cual obtienes la nota máxima que es un 7.0 y con 14 puntos tienes la nota de aprobación que es un 4.0. Tienes 90 minutos para la realización completa de esta evaluación.

I. According to the video answer the following questions. (12 points)

1) How many people have blond hair?

a. 1
b. 2
c. 3
d. 5
e. 9

2) What object was Leo's present? Leo's present was a…

a. Letter.
b. Perfume.
c. Football Clock.
d. Ring.
e. Chocolate.

3) Why did Leo want the refund of the present? Leo wanted the refund because…

a. He already had a clock.
b. The present was too small.
c. He needed money.
d. He did not like it.
e. The present was broken.

4) Why did Leo want to talk to the manager? Leo wanted to talk to the manager because…

a. He wanted to go to the bathroom.
b. The lights were too bright.
c. The floor was dirty.
d. He wanted to work there.
e. The worker did not help him.

5) Which place is it? The place is a…

a. Restaurant.
b. Shop.
c. School.
d. Hospital.
e. Train station.

6) How many people were working in the shop? There were working…

a. 2 people.
b. 3 people.
c. 4 people.
d. 6 people.
e. 10 people.

7) What clothes was the worker wearing? The worker was wearing…

a. Uniform.
b. A black dress.
c. Shorts.
d. Sunglasses.
e. A white blouse.

8) What things were sold in that place? That place sold…

a. Food.
b. Drinks.
c. Clothes.
d. Gifts.
e. Makeup.

9) How did the worker feel when Leo said that the present was for children? She felt…

a. Happy.
b. Insulted.
c. Sad.
d. Depressed.
e. Surprised.

10) Why did the worker could not help Leo? The worker did not help Leo because…

a. She did not want to help him.
b. He was rude.
c. She was busy.
d. He did not have the receipt.
e. He wanted to steal something.

11) At the end of the video, why did Leo decide not to exchange the present? Leo did not want to exchange it because…

a. He was late for work.
b. He did not like the possible objects.
c. The shop was closing.
d. The worker did not help him.
e. He bought something else.

12) How did the manager and the worker feel when Leo left? They felt…

a. Sad.
b. Stressed.
c. Confused.
d. Excited.
e. Happy.

II.- Organise the events of the video in the correct order from 1 to 6. (6 points)

III.- Choose the correct word to complete the conversation. (6 points)

help - clock -something- refund – have - return

Sales Asistant: Yes, of course. How can I _____ you?
Leo: Er, I'd like to _____ this _____, please.
Sales Asistant: Would you like to exchange it for _____?
Leo: No. I'd like a _____, please.
Sales Asistant: Do you _____ a receipt?

Appendix C

Specification table of Pre-Test

Cognitive level	Actions	Questions
Knowledge	Identifying	1) When was the birthday meeting? 2) What was the time of the meeting? 3) What was the present that Leo receive? 6) How many people were there in the birthday meeting? 7) What are they celebrating? 10) Whose birthday was it?
Comprehension	Inferring	4) How did Leo feel about the present? 5) Where did Rachel work? 8) Who cooked the meal for the birthday meeting? 9) How did Rachel feel when Leo opened the present? 11) Who is the host? 12) Who is Rachel's boyfriend?
Analysis	Organising	Item number II: Organise the events of the video in the correct order from 1 to 6.
Evaluation	Attributing	Item number III: Choose the correct word to complete the conversation.

Appendix D

Specification table of Post-test

Cognitive level	Actions	Questions
Knowledge	Identifying	1) How many people have blond hair? 2) What object was Leo's present? 3) Why did Leo want the refund of the present? 6) How many people were working in the shop? 7) What clothes was wearing the worker? 10) Why did the worker could not help Leo?
Comprehension	Inferring	4) Why did Leo want to talk to the manager? 5) Which place is it? 8) What things were sold in that place? 9) How did the worker feel when Leo said that the present was for children? 11) At the end of the video, why did Leo decide not to exchange the present? 12) How did the manager and the worker feel when Leo left?
Analysis	Organising	Item number II: Organise the events of the video in the correct order from 1 to 6.
Evaluation	Attributing	Item number III: Choose the correct word to complete the conversation.

Appendix E

Pre and Post-test checklist

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Test	
Examiner	

Procedure	**Yes**	**No**
The teacher gives the instruction that the video will be shown before the test to recognize context.		
The teacher gives the test to the students.		
The teacher gives the general instructions for the test and rules.		
The teacher gives the information about the mark.		
The teacher reproduces the video.		
When the video finishes, the teacher gives 15 minutes to students to answer the test.		
The teacher asks if the students have any questions according instructions and answer them.		
The teacher reproduces the video again.		
The teacher finishes the test at the correspondent time.		

External factors	**Yes**	**No**
The teacher asks for the students' cellphones.		
The teacher closes the windows and curtains.		
The teacher turns off the lights when the video is being reproduced.		
The teacher checks the audio before reproducing the video.		
The teacher does not make sounds while the video is being reproduced.		
The students are quiet during the test.		
There is no acoustic pollution.		
There are no interruptions during the reproduction of the video.		

Appendix F

Lessons' checklist

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Lesson	
Examiner	

Procedure	**Yes**	**No**
The teacher greets the students.		
The teacher writes the objective of the class and the date.		
The teacher explains what is planned for the class.		
The teacher gives the instructions for the pre-listening activity.		
The teacher presents the material to the students for the pre-listening activity.		
The teacher reads all the questions of the pre-listening activity with the students.		
The teacher checks the answers of the activity.		
The teacher reproduces the video before starting the while-listening activity.		
The teacher gives a worksheet for the while-listening.		
The teacher gives the instructions for the while-listening.		
The teacher reads the questions for the while-listening.		
The teacher reproduces the video.		
The teacher checks the answers of the activity.		
The teacher reproduces the video to check the correct answers.		
The teacher presents the material for the post-listening activity.		
The teacher gives the instructions of the post-listening activity.		
The teacher checks the answers of the activity.		
The teacher closes the activity by asking for the new vocabulary.		

External factors	**Yes**	**No**
The teacher asks for the students' cellphones.		
The teacher closes the windows and curtains.		
The teacher turns off the lights when the video is being reproduced.		
The teacher checks the audio before reproducing the video.		
The teacher does not make sounds while the video is being reproduced.		
The students are quiet during the video.		
There is no acoustic pollution.		
There are no interruptions during the reproduction of the video.		

Appendix G

Lesson plans of the interventions

LESSON 1 PLANNING – UNIT N°2

Teacher: Silvia Contreras Muñoz	**School:** Liceo Politéctino Sara Blinder Dargoltz
Grade: 10th grade	**Date:** October 19th, 2018
Sequence: Lesson n°1, Unit n°2 "Travel and tourism"	**Time:** 14:20 – 15:40
Main Objective: Identify the basic concepts related to video n°1.	
Key Activities: Checklist and describing pictures.	
Bloom's taxonomy stage: Remembering- Knowledge.	

Skills – Procedures	Lexis	Grammar
• Speaking • Listening • Writing	• Vocabulary related to trips and tourism. • Example: Train, tickets, name of cities.	• Present Simple. • Present Continuous.

Stages	Interaction	Timing	Materials
Pre-Listening	• The teacher will give the students one flash card per group, which has three questions behind it. It will be projected in case it is not clear in the picture. • Students will discuss the questions in their groups and then, they will share their opinions with the rest of the class. • The teacher will write on the whiteboard the vocabulary.	20 minutes	• Projector • PPT • Whiteboard • Whiteboard marker • Whiteboard eraser • Flashcards (Pictures)
While-Listening	• The teacher will reproduce the video until the minute 1:32' twice. • The teacher will give a worksheet with a checklist that, individually, students will have to fill in while they are watching the video. • Before starting the video, the teacher and students will read all the questions in order to understand them. • Once the video is over, the teacher will ask for the correct answers and will reproduce the video to check it.	30 minutes	• Projector • Speakers • Whiteboard • Whiteboard marker • Whiteboard eraser • Worksheet • Pens

Post-Listening	• The teacher will give pictures of the video to the groups a and they will have to describe it by using the writing skill. One sentence per person. • Students will share their answers with the rest of the class.	35 minutes	• Projector • Whiteboard • Whiteboard marker • Whiteboard eraser • Flashcards (Pictures) • Pens
Closure	• The teacher will ask the students for the new vocabulary that they learned during the lesson.	5 minutes	• Whiteboard • Whiteboard marker • Whiteboard eraser

LESSON 2 PLANNING – UNIT N°2

Teacher: Silvia Contreras Muñoz	**School:** Liceo Politéctino Sara Blinder Dargoltz
Grade: 10th grade	**Date:** October 25th, 2018
Sequence: Lesson n°2, Unit n°2 "Travel and tourism"	**Time:** 14:20 – 15:40.
Main Objective: Demonstrate the sequential understanding of the second part of video n°1.	
Key Activities: Numbering the story – Creating a Timeline.	
Bloom's taxonomy stage: Comprehension – Understanding	

Skills – Procedures	Lexis	Grammar
• Speaking • Listening • Writing	• Vocabulary related to trips and tourism. • Example: Train, tickets, name of cities, credit card, shops, magazine.	• Present Simple. • Present Continuous.

Stages	Interaction	Timing	Materials
Pre-Listening	• The teacher will ask the students about the first part of the video: *What happened in the beginning of the story?* • The teacher will project a picture of the video and will ask questions: What can you see in the picture? What is the girl doing? What is she paying? How is she paying? • The teacher will write on the whiteboard the vocabulary.	20 minutes	• Projector • PPT • Whiteboard • Whiteboard marker • Whiteboard eraser
While-Listening	• The teacher will reproduce the video from minute 1:32 until the end of it. • Before starting the video, the teacher and students will read all the questions in order to understand them. • The teacher will give a worksheet with pictures that have to be numerated individually. Students will have to fill in while they are watching the video. • Once the video is over, the teacher will ask for the correct answers and will reproduce the video to check it.	30 minutes	• Projector • PPT • Speakers • Whiteboard • Whiteboard marker • Whiteboard eraser • Worksheet • Pens

Post-Listening	• The teacher will give a piece of paper and students have to create a timeline by using the writing skill to describe the order of the events of the video from minute 1:32 until the end of it. • The teacher will project a timeline in the whiteboard and students will fill it in order to check the activity.	35 minutes	• Projector • Whiteboard • Whiteboard marker • Whiteboard eraser • Flashcards (Pictures) • Worksheet • Pens
Closure	• The teacher will ask the students for the new vocabulary that they learned during the lesson.	5 minutes	• Whiteboard • Whiteboard marker • Whiteboard eraser

LESSON 3 PLANNING – UNIT N°7

Teacher: Silvia Contreras Muñoz	**School:** Liceo Politéctino Sara Blinder Dargoltz
Grade: 10th grade	**Date:** November 8th, 2018
Sequence: Lesson n°3, Unit n°7 "Changes"	**Time:** 14:20 – 15:40.
Main Objective: Associating the video with real life context.	
Key Activities: Matching pictures with a text – Dialogue and performance.	
Bloom's taxonomy stage: Applying – Application	

Skills – Procedures	Lexis	Grammar
• Speaking • Listening • Reading • Writing	• Vocabulary related to health problems - treatments and fitness collocations. • Example: Doctor, pills, back hurt, gym, prescription, work.	• Present Simple. • Adverbs of frequency

Stages	Interaction	Timing	Materials
Pre-Listening	• The teacher will show a picture of a hospital to create a discussion about the topic. • The teacher will ask questions: Which place is this? When do you go to the doctor? What do you think about the health system in our country? • The teacher will write on the whiteboard the vocabulary.	20 minutes	• Projector • PPT • Whiteboard • Whiteboard marker • Whiteboard eraser
While-Listening	• The teacher will reproduce the video of unit n° 7 twice. • The teacher will give a worksheet with a matching activity. Students will have to fill it individually while they are watching the video. • Before starting the video, the teacher and students will read all the questions in order to understand them. • Once the video is over, the teacher will ask for the correct answers and will reproduce the video to check it.	30 minutes	• Projector • PPT • Speakers • Whiteboard • Whiteboard marker • Whiteboard eraser • Worksheet • Pens

Post-Listening	• Students will have to create a dialogue by using the writing skill in a piece of paper and then they will performance it.	35 minutes	• Worksheet • Pens
Closure	• The teacher will ask the students for the new vocabulary that they learned during the lesson.	5 minutes	• Whiteboard • Whiteboard marker • Whiteboard eraser

LESSON 4 PLANNING – UNIT N°4

Teacher: Silvia Contreras Muñoz	**School:** Liceo Politéctino Sara Blinder Dargoltz
Grade: 10th grade	**Date:** November 9th, 2018.
Sequence: Lesson n°4, Unit 4 "Social life"	**Time:** 14:20 – 15:40.
Main Objective: Selecting and Inferring information to complete the tasks.	
Key Activities: Multiple choice – Answering questions.	
Bloom's taxonomy stage: Analyzing – Analysis	

Skills – Procedures	Lexis	Grammar
• Speaking • Listening • Reading • Writing	• Vocabulary related to shopping and making requests.	• Present Simple. • Past Simple.

Stages	Interaction	Timing	Materials
Pre-Listening	• The teacher will reproduce the video from 2:45' to 3:30' and students will predict and imagine about the object. • The teacher will give the students a flashcard with the following questions: What was the present that Leo received? Where do people buy gifts? Who works in the place where you can buy gifts? What can you do if you do not like a gift? • The teacher will write on the whiteboard the vocabulary.	20 minutes	• Projector • PPT • Whiteboard • Whiteboard marker • Whiteboard eraser • Flashcards
While-Listening	• The teacher will reproduce the video from 2:45' to 3:30' • The teacher will give a worksheet with a multiple choice activity. Students will have to answer it individually while they are watching the video. • Before starting the video, the teacher and students will read all the questions in order to understand them.	30 minutes	• Projector • PPT • Speakers • Whiteboard • Whiteboard marker • Whiteboard eraser • Worksheet • Pens

	• Once the video is over, the teacher will ask for the correct answers and will reproduce the video from 2:45' to 3:30' to check it.		
Post-Listening	• Students will receive a worksheet with questions per group, they will discuss them in order to create conclusions and write them. • Students will share their answers with the rest of the class to compare their opinions.	35 minutes	• Worksheet • Pens
Closure	• The teacher will ask the students for the new vocabulary that they learned during the lesson.	5 minutes	• Whiteboard • Whiteboard marker • Whiteboard eraser

Appendix H

First lesson material.

SECST	LICEO POLITÉCNICO SARA BLINDER DARGOLTZ	**WORKSHEET**	Depto.: Lengua Extranjera/Inglés

Name:

I. Tick yes or no on the corresponding sentence.

Procedure	Yes	No
1-. The video is located in a shopping center.		
2-. The woman asks for help to a man.		
3-. The place has a cafeteria.		
4-. The woman is bringing a luggage.		
5-.The woman has black hair.		
6-. The woman is wearing a dress.		
7-. The man is wearing shorts.		
8-. The man has long and blonde hair.		
9-. The woman is old.		
10-. The man wears glasses.		
11-. The woman has a baby.		
12-. The woman is bringing an umbrella.		
13-. The man is wearing a hat.		
14-. The man is sitting on a chair		
15-.The place has trains.		
16-. The place has trees.		

Appendix I

Second lesson material.

SECST	LICEO POLITÉCNICO SARA BLINDER DARGOLTZ	**WORKSHEET**	**Depto.: Lengua Extranjera/Inglés**

Name:

Timeline: *Write at least 2 events more to describe the sequence of the story.*

The girl decides to come back on Sunday.

Appendix J

Third lesson material.

SECST	LICEO POLITÉCNICO SARA BLINDER DARGOLTZ	**WORKSHEET**	**Depto.: Lengua Extranjera/Inglés**

Name:

I. Match the sentence with the correspondent picture. Write the number in the box.

1-. ‘You shouldn’t stay in bed- that’s not going to help ’

2-. ‘I’ve taking some aspirin’

3-. ‘Well, my back hurts’

4-. ‘I usually go to the gym’

5-. ‘Can I have a look?’

Appendix K

Fourth lesson material.

SECST	LICEO POLITÉCNICO SARA BLINDER DARGOLTZ	**WORKSHEET**	**Depto.: Lengua Extranjera/Inglés**

Name		**Grade**

I. Read and circle the correct alternative.

1. How did Leo feel about the present? He felt...
a. Uncomfortable
b. Happy
c. Sad
d. Excited
e. Ashamed

2. What was the present that Leo receive? The present was a...
a. Soccer ball souvenir
b. Tennis racket souvenir
c. Bottle for the gym
d. Tennis ball
e. Yoga mat

3. How many people were in the video? In the video were...
a. Three people
b. Four people
c. Six people
d. Ten people
e. Twenty people

4. What are they celebrating? They are celebrating...
a. Christmas
b. New Year's Eve
c. Halloween
d. Saint Patrick's day
e. Birthday

5. Why did Leo laugh after reading the letter? Leo laughed because the letter was...
a. Funny
b. Bored
c. Ugly
d. Sad
e. Worrying