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Authentic videos to develop listening with self-assessment tasks

Authentic Video Materials to Develop B1 University Students Listening with Self-
assessment Tasks

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Research Report submitted

in partial fulfillment of the requirements for the degree of
Master in English Language Teaching – Autonomous Learning Environments

Directed by David Shepherd

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Chía, Colombia

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Declaration

I hereby declare that my research report entitled:

Authentic Video Materials to Develop B1 University Students Listening with Self-
assessment Tasks

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
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Abstract

During recent years, listening has been a skill of major concern for teachers of English as a Foreign Language (EFL), who have sought to improve this skill within their students' learning processes. In the same way, students find the difficulty of the material presented to them challenging when working on listening activities. This exploratory action research is focused on B1 university students of the English Proficiency Program at a private university located in Chía, who lack interest in listening activities carried out in class and have a poor achievement in this skill. This study attempted to show how the use of authentic material, namely videos, might motivate students and at the same time provide them with input to improve their listening comprehension skills. Through self-assessment tasks, students might acquire a sense of responsibility and feel involved with their learning process. The justification of this study was therefore based on the identification of strategies of self-assessment and the use of authentic material that might motivate and promote students to monitor their progress and improve their listening comprehension skills. The strategy used was to introduce this type of resource in the normal classroom activities and the research aimed to analyze the extent to which its use and self-assessment tasks might develop listening comprehension skills. Finally, the findings of this study concluded that using videos enhanced learners' listening comprehension in that it offered specific features such as paralinguistic and non-verbal features, gestures, background and images that contributed to the development of this skill. Similarly, these were found appealing and motivating for learners. It was also found that through the use of self-assessment tasks when carrying out listening activities, students raised awareness of their performance in this skill.

Key words: listening comprehension, authentic material, videos, self-assessment.

Resumen

Durante los últimos años la comprensión oral en el proceso de enseñanza del inglés como lengua extranjera, ha sido una de las más grandes preocupaciones tanto para docentes como para estudiantes. Docentes e investigadores, se preguntan qué pueden hacer para mejorar esta habilidad en sus estudiantes. Así mismo, los estudiantes se ven enfrentados a un reto en la dificultad de los materiales usados para llevar a cabo actividades de comprensión oral. Este estudio exploratorio de investigación-acción, está enfocado en estudiantes universitarios de nivel B1 del programa de proficiencia de inglés de una universidad privada localizada en Chía, quienes muestran falta de interés en las actividades de comprensión oral desarrolladas en clase y además presentan un pobre desempeño en esta habilidad. Este estudio pretende demostrar como el uso de material autentico, en este caso videos, puede motivar a los estudiantes y al mismo tiempo aportarles recursos para mejorar su comprensión oral. A través de tareas de auto-evaluación, los estudiantes quizás adquieran un sentido de responsabilidad y se sientan más involucrados en su proceso de aprendizaje. La justificación de este estudio se basa en que la identificación de estrategias de auto-evaluación y el uso de material autentico, podrían motivar y promover estudiantes a monitorear su progreso y mejorar sus habilidades de comprensión oral. La estrategia a seguir fue incluir esta clase de recursos en las actividades desarrolladas dentro del aula de clase. El objetivo de este estudio fue el de analizar en qué medida su uso y el de tareas de auto-evaluación, pueden influenciar en el desarrollo de la comprensión oral. Finalmente, los hallazgos de este estudio concluyeron que el uso de videos enriquece la comprensión oral en estudiantes y que ofrece características específicas que contribuyen al desarrollo de esta habilidad.

Palabras claves: comprensión oral, material autentico, videos, auto-evaluación

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Chapter 1: Introduction

1.1 Introduction to the study

Nunan (1997) referred to listening as the Cinderella skill, for it was left aside by teachers who gave predominance to speaking, reading and writing. During recent years, this seems to have changed, for listening has been a skill of major concern for teachers and students within the English as a Foreign Language (EFL) learning processes. This concern arises from different challenges that both parties have encountered during the activities carried out in the classroom and also, in the real world. Richards (2009) argues that listening skills are acknowledged as a core component of language proficiency and this is the reason why it is being included in university entrance exams and other type of examinations. Therefore, listening has caught the attention of teachers and researchers who have sought to improve this skill in their students and in this present action research, problems which Colombian ESOL learners have in listening comprehension will be addressed.

One of the elements that students find challenging when working on listening is the difficulty of the material presented to them. Since they have difficulties understanding what is said in this type of material, learners very often feel frustrated and demotivated, and decide to give up on these activities. This is where the use of authentic material plays a crucial role as a strategy to motivate students and at the same time provide them with input to develop their listening comprehension skills. This is why authentic listening materials will be introduced as part of the pedagogical intervention in the present research.

Another important element in the learning process is evaluation and how it is carried out. All of us as teachers are aware of the enormous responsibility that we have when evaluating the progress of our students. Through introducing self-assessment practices in the present research, it

is hoped that students can acquire a sense of responsibility towards their learning process and at the same time, they can feel involved in the process and monitor their progress in listening comprehension skills through the use of authentic listening material.

1.2 Rationale of the study

At the initial stage of this exploratory action research, the students' lack of interest towards the listening comprehension activities carried out in class at the English Proficiency Program at a private university and a poor performance in the mid-terms exams was identified. These scores are presented in the following table:

Student A	3, 0
Student B	0, 5
Student C	1, 0
Student D	2, 5
Student E	1, 0
Student F	1, 0
Student G	1, 0
Student H	0, 5
Student I	0, 5
Student J	2, 5
Student K	2, 5
Student L	4, 0

(Grades scores are from 0, 0 -5.0)

Table 1. Mid-term Listening Scores

In addition, it was established that students failed to find the material brought to the classroom interesting and in most cases felt it was hard to accomplish. This was corroborated through the data collected in the needs analysis questionnaire where ten out of the twelve students rated listening as the most difficult skill for Question five: *“Rank the four skills in their degree of difficulty for you”* (see Appendix C).

Despite all of the points cited above, when the students are taken into account in the choice of materials to be used in the classroom and have a possibility to work on material such as videos or songs, their engagement towards listening comprehension increases. They participate willingly and actively showing great interest and sense of accomplishment in the task. This can be corroborated when twelve out of twelve students answered “videos” to Question Six in the needs analysis questionnaire: “Which of the following activities do you find useful for improving your listening comprehension skills?”(Appendix C).

Research has shown that self-efficacy and self-esteem also boosts learners’ confidence and motivation towards tasks they are appointed to develop. As O’Malley and Valdez(1996) have pointed out, when students monitor their own progress and identify their strengths and weaknesses, they are playing a much more active role in their learning and can overcome those obstacles and difficulties they encounter when learning. For this reason, this study intends to demonstrate that through the strategy of the use of authentic material and the practice of self-assessment, students from B1 level of the Proficiency Program at the a private university, can develop their listening comprehension skills.

1.2.1 Needs analysis and problem statement

This action research is focused on B1 university students whose main learning problem is a lack of interest in listening activities carried out in class and have a poor achievement in this skill. Due to the low participation, students seemed to find the listening activities in the classroom boring and unappealing. Students also approached their teacher and told her that they felt weak in listening skills and that they would like to have more practice in class. Despite this demotivation and poor achievement in listening, students showed great interest in approaching

these tasks when material such as video clips of movies, comedies and songs were brought into the classroom as done in several classes during the exploratory period of this study.

1.2.2 Justification of problem's significance

The population under investigation was a group of 13 students aged 17 to 23 from level 5 (B1 CEFR) of the English Proficiency Language at a private university located in Chía. The students had three-hour face-to-face sessions and one hour online session a week. They came from different undergraduate programs and they must complete the seven levels of the English Proficiency Program to be able to carry out their degree practicum and, later on, be able to graduate. This study is important for the institution because, through the use of authentic listening materials (videos) and self-assessment practices, students might develop their listening skills and at the same time they might be responsible for their own learning process.

1.2.3 Strategy proposed to address problem

This research project began by identifying the reasons why students lacked motivation towards the proposed listening comprehension activities in class. Once these reasons were identified, a design of strategies was necessary to achieve active participation in these activities and to provide possibilities to develop their language level. These factors were examined throughout the needs analysis stage, in which a survey was implemented and a teacher's journal was kept (Appendix D). During this stage the researcher was able to determine that the students' perception of their ability in listening comprehension was that it was poor in comparison to their ability in the other three skills. Another element identified was that they perceived listening as the most difficult skill. Students stated that songs, videos, sitcoms, TV programs, daily conversations, and radio shows were useful for developing listening comprehension. This, in

turn, provided evidence that they perceived the use of authentic materials as a great help in their learning language process.

Finally, in this stage it was also found that that the students rarely use any type of pre-listening, while-listening or post-listening strategy when tackling listening comprehension tasks, for they would carry out the tasks without any previous preparation. There was also evidence that students failed to adopt any self-assessment task in listening. This means that students did not take the opportunity to reflect on what strategies they applied, or not, during the various stages of the listening comprehension tasks.

The findings in this study might allow teachers and the academic team in charge of planning the syllabus of the proficiency program at the private university in which the study took place to reflect on how the use authentic material and self-assessment practices may develop listening comprehension skills and at the same time impact on the students' interest and motivation towards English and their own learning processes. This matches an important construct of self-assessment practices that claims that learners become autonomous, sincere and responsible, when they take part in the assessment process; for students turn into their own judges and "usually tend to transfer their learning to other subjects and subsequently carry on their learning outside the classroom" (Ellis & Sinclair, 1989). This is crucial for creating an autonomous leaning environment where the students will monitor and assess their own learning process while developing their listening comprehension through the use of authentic learning material.

The lack of interest towards listening was clearly in evidence throughout the academic semester (2012-2). When they were required to carry out activities such as recordings in class from the course book or in the listening exams, the students showed disinterest and in most

occasions, failed. Due to this situation, the teacher-researcher needed to implement an action plan to approach the problem by including listening activities based on authentic material such as TV commercials, cartoons, news clips, comedy shows, movies, soap operas, and documentaries. Students might find these interesting and could relate them to their real life situations and have a meaningful learning.

Research has indicated that through the practice of self-assessment, learners gain awareness of their learning process. Making students responsible of their learning process was the purpose of including self-assessment in the present study. Moreover, it is important to involve students in the process of self-assessing their progress in listening comprehension to make them feel that their interests were valued and to encourage them to take this practice outside the classroom.

Although other studies have addressed the problem of developing listening comprehension through the use of authentic listening material (videos) and listening strategies, little research has focused on how the practice of self-assessment tasks, combined with the use of video and listening strategies, might allow EFL learners in a University context in Colombia, to develop their listening.

1.3 Research question and objective

How might the use of authentic listening material (videos) help B1 university students develop their listening comprehension by carrying out self-assessment tasks?

Once the research question has been defined, the following objective was established:
To analyze how the use of authentic material (videos) might develop listening comprehension skills while B1 students carry out self-assessment tasks.

To be able to achieve this research objective, the following sub objectives needed to be established:

- To identify how self-assessment tasks might help students overcome their current listening comprehension difficulties.
- To identify factors related to the effective use of authentic listening material tasks to foster self-assessment practices.

1.4 Conclusion

In the following chapters the reader will find the following sections: Chapter Two contains the theoretical framework of the research project which includes theories on listening comprehension skills, important factors in the use of authentic material, and principles on self-assessment practices. Chapter Three is a description of the Research Design which includes a description of the type of study and research strategy used the characteristics of the context and its participants, as well as the researcher's role in the study. Chapter Four describes the Pedagogical Intervention in detail specifically how the activities of the instructional design and the stages of the implementation were carried out and how the materials and resources were used for a period of seven weeks. It also describes how the Data Collection relating to stages 1, 2 and 3 took place. Chapter Five presents the analysis of the data collected and the findings of the study following the grounded theory principles and coding stages: open, axial and selective. Chapter Six displays the Conclusions specifically, Pedagogical Implications and Further Research. Finally, a Bibliography and Appendices are included at the end.

Chapter 2: Theoretical Framework

2.1 Introduction

The previous chapter has underlined that there are three main areas to initiate a qualitative action research for the learners involved, while attempting to achieve the aims proposed for this study. First, it is necessary to identify the reasons why EFL students have difficulties in carrying out specific listening comprehension tasks and how the use of top-down and bottom-up listening strategies described by Nunan (1999), proposed in this study might help overcome this deficiency. Secondly, it is relevant to understand how and why the uses of authentic listening material might help EFL students develop their listening comprehension. Finally, it is important to understand the principles of self-assessment practices and how these might develop the learners' abilities and therefore guide the present study.

The constructs draw from: listening: Underwood (1989), Richards (2009), Buck (2001), Gary (1975) and Krashen (1984). For authentic material: Morrow (1977), Harmer (2001), Gebhard (1996), Guariento and Morely (2001), Gilmore (2007) and Higuchi, (1998). For self-assessment: O'Malley and Valdez (1996), Brindley (1989), Dickinson, (1987) and Heron (1988). These writers, cited above, are among the seminal authors discussed throughout the chapter.

Furthermore, there are several previous studies that have been consulted to strengthen this exploratory action research. Thus: Lingzhu and Yuanyuan, (2010) argue that authentic material can be easily found in our everyday sources; Rodriguez, (2007) concludes that learners lack strategies during their comprehension process of EFL recorded material; Progo's (1996) findings showed that learners enjoyed the use of videos in listening comprehension tests; Graham (2006) concluded that students perceived themselves as less successful in listening than

in other skills; Finally, Koda-Dallow and Hobbs, (2005), results suggested that autonomy was promoted through the goal- setting.

2.2 Definitions

2.2.1 Difficulties in listening comprehension skills

At a private university located in Chía, students from B1 level of the English Proficiency Program have difficulties in their listening and for this reason their grades reflect a poor achievement in their mid-term exams. It is important to mention (some) certain specific difficulties in listening comprehension skills to understand the phenomena presented in this research study.

According to Gary (1975) giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching/learning, provides advantages of four different types: cognitive, efficiency, utility, and affective. The cognitive advantage of an initial emphasis on listening comprehension is its respect for a more natural way to learn a language. Krashen (1984, p. 61) also claimed that, comprehensive input “is the only true cause of second language acquisition”. This can easily explain how English language learners, despite their age, acquire the language, for they are first exposed to input through listening and later with this input they start producing utterance, words and phrases that will finally turn into a conversation. This is why listening plays such an important role in the language learning process.

Research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing, according to Rivers (1984). Similarly, in more recent studies of time spent communicating Emanuel, et al., (2008), suggest that people spend 55% of their day listening. This is why teaching listening is so relevant for the

language learning process since we spend more time communicating through this skill than with speaking, reading or writing.

While the other three language skills (reading, writing and speaking) receive direct instructional attention, teachers often expect listeners to develop their listening skills through osmosis and without help (Mendelsohn, 1984; Oxford, 1993). In the osmosis method approach, labeled by Mendelsohn, (1984), also known as the Audio-lingual Method, it is believed that if students listen to the target language all day, they will improve their listening comprehension skills through the experience. The fact is that listening has been neglected or poorly taught may have derived from the belief that it is a passive skill and that merely exposing students to the spoken language provides adequate instruction in listening comprehension (Call, 1985). This might be different today, for in the 21st century, the exposure to spoken English has increased through the internet and cable T.V. However, the fact that teachers still expect learners to develop listening skills on their own and with no help, still applies to today's context. It is for these reasons that in this study, the importance of having learners reflect on their learning process, the use of strategies for listening, and the easy access to authentic listening material, intends to cast light on how learners might develop their own listening comprehension skills.

For the present study it was important to determine why language learners have problems when approaching listening activities. Underwood (1989) presents seven probable obstacles for efficient listening. In some cases the difficulties are caused by factors such as beliefs and habits that learners have when approaching listening tasks. The teacher-researcher agrees with this position for this factor was clearly observed by the participants, the target population of this present study. The awareness of these situations can help students and teachers to identify the real causes of poor achievement and once the obstacles are fully identified, they can implement

an action plan to resolve them. First, Underwood argues that many English language learners believe that listening comprehension is much more difficult for them than reading comprehension because in listening there is no control on how quickly a speaker talks. Secondly, listeners cannot always have the words repeated. Third, listeners have a limited amount of vocabulary. Sometimes the speaker can choose a word that the listener is not familiar with and this will make the listeners pause to think about its meaning and will make them miss the next part of the speech. Fourth, listeners do not always recognize the signals that indicate that the speaker is moving from one point to another like giving an example or emphasizing a point. The markers that are used in formal contexts or lectures, such as first, secondly, finally, can be easily identified by the listener, while in informal situations or conversations these pauses, gestures, changes of pitch or intonation are not as clear and can probably not be identified by the listener and especially to those low proficiency learners. Fifth, listeners lack of the contextual knowledge. Sharing knowledge and common context can make communication much easier. This is another aspect which the teacher-researcher agrees with, for the use of this type of strategy may well provide learners with a context for easier comprehension in listening. Even if listeners can understand the surface meaning of a text, they can have problems understanding the whole meaning of it unless they are familiar with the context. Facial expressions, nods, gestures or tones of voice can be misinterpreted by listeners of other cultures. Sixth, it can be difficult for learners to concentrate in a foreign language. Any disruption of concentration in listening comprehension can seriously affect comprehension. Learners find concentration much easier when the topic is interesting to them, but even so they also find listening tiring because it requires a great effort to follow the meaning. Finally, students may have established some learning habits such as the desire to understand each word they listen. This leads them to worry if

they fail to understand a word or phrase and will be discouraged. This is why it is so important that students learn to deal with the fact of not understanding completely a passage will not mean that they cannot comprehend what the speaker in the recording is saying.

Graham (2006) conducted a study in which students perceived themselves as less successful in listening than in other skills. The factors they found most challenging were the speed in which the oral text was delivered, identifying specific words from the text and making sense of these words. In the same sense, learners attributed their low performance in listening to their low ability towards this skill and difficulty of the tasks they were presented with. In her study, Graham (2006) recommends that language teachers address both how the learners listen with a combination of top-down and bottom-up strategies, as well as developing the learner's beliefs as listeners, by providing them with opportunities to evaluate the cause of their difficulties. This is what motivates the present study, namely, in combining the use of top-down and bottom-up strategies and the practice of self-assessment tasks in learners, in order to provide opportunities for the development of their listening skills.

Most of the elements mentioned above such as: speed in which a speaker talks, no possibility of word repetition, limited amount of vocabulary, lack of contextualized knowledge and difficulty to concentrate in a topics that are not interesting to them, have been observed. All these factors mentioned above can create high levels of anxiety and stress that can interfere in student's listening comprehension. Another important element is that since the students find listening difficult they might lose interest in it and teachers find challenging to teach listening in their classrooms and therefore neglect it giving preference to teaching the other skills such as reading, speaking or writing. This is why sometimes listening has been called the "Cinderella skill in second language learning" (Nunan, 1997, p. 47). Nevertheless, the teacher-researcher

knows that listening is a crucial component of the language learning process for it offers input to learners.

Another important element to take into account in this study is the challenge teachers must give their students in order to succeed. Brown (2007), states that The Input Hypothesis theory claims that an “important condition for language acquisition to occur is that the acquirer understands (via hearing or reading) input language that contains structure a bit beyond his or her current level of competence...”. It is very common that teachers offer their students language input that is easily understood and that poses no challenge for them, and therefore no language acquisition takes place. Richards (2009) says that nowadays views on listening focus on the learner’s active role with much more participation and also with the use of strategies to improve, to monitor and to evaluate their own listening. In the past, EFL students were exposed to long recordings where they only had the role of listening and absorbing the information. Today, learners can interact with the listening materials used in the classroom and promote high order thinking skills such as predicting, analyzing, creating and evaluating the information taken from different listening sources. This is what the present study intends to carry out and it is these elements which have been included in both the research design and the pedagogical implementation.

As Richards (2009) avers, listening must be considered through two different perspectives: listening as comprehension and listening as acquisition. When referring to listening as comprehension, one refers to the traditional way of thinking about the nature of listening. In most manuals of methodology listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. For Richards (2009), to understand

the nature of listening processes one must consider some of the characteristics of spoken discourse and the problems they represent to listeners. The teacher-researcher agrees with Richards in that listening is different to written discourse; it is instantaneous and there is no chance to listen again; it can be fast for a foreign language listener; it is unplanned and can have hesitations, fillers and repetitions; it has a linear structure. While in written discourse the unit of organization is the sentence, spoken language is often delivered one clause at a time and longer utterances consist of several coordinated clauses that may be spoken in many different accents.

B1 level students at a private university located in Chía, have faced the instantaneousness of spoken discourse, the fact that they are not able to listen to the discourse again, that it can seem too fast for a second language listener and one the most common problems, the different accents that spoken discourse has. On the other hand, Richards (2009), claims that success in listening depends on the strategies learners use with this skill and on how they effectively approach and manage a task. In this important step of the listening process, the listener is actively involved.

Buck (2001), identifies two kinds of strategies in listening:

Cognitive strategies: those mental activities related to comprehending and storing input in working memory or long time memory for later retrieval;

- comprehension processes,
- storing and memory processes and
- using and retrieval processes

Metacognitive strategies: those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. The following are the types of strategies applied in the intervention of the present study and on which it will concentrate:

- monitoring,
- self-evaluating and
- self-testing

2.2.2 Use of authentic material for listening comprehension

As mentioned above, B1 students of the Proficiency Program showed low interest towards the listening activities carried out in class. On the other hand, when the lessons included materials such as videos, songs or TV shows, students felt motivated and showed greater interest participating actively. For this reason the use of authentic material has been considered helpful for learners to improve their listening comprehension skills. Therefore, it is important to work with the concept of authentic material.

Much has been said and discussed about what authentic material is. “A stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort.” (Morrow, 1977, p. 11). This definition can open a space for broad discussion for it can be very hard to determine what is a real speaker or writer and which is a real audience or real message. Under this definition, all material used for language teaching could be called authentic.

Furthermore, Nunan (1989) thinks that the rule for authenticity is any material which has not been specifically produced for the purposes of language teaching. Whereas Harmer (2001), claims that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question.

With the definitions above and according to Lingzhu and Yuanyuan (2010), we can find these materials in our daily life sources, such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. These authors also argue that to use authentic materials in our English classrooms we must understand how they are classified because some are appropriate for teaching reading and other can be better used for teaching listening and speaking. For this reason it is important to identify which type of authentic material suits best the learners' needs and not just include what we think could be appealing to students without a specific academic purpose.

To focus on authentic listening material, Lingzhu and Yuanyuan (2010), illustrate that these can include material such as interviews, lectures, dialogues, discussions and conversations that are not scripted and are produced spontaneously. Similarly, according to Gebhard (1996), authentic listening- viewing materials can include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches. In this sense, for Gilmore (2007), authentic materials, particularly audio-visual ones such as films and TV shows, offer a much richer source of input for learners and the potential to be exploited in different ways on different levels to develop learner's communicative competence.

There are several ways in which authentic materials are motivating and useful to second language learners. For example, as Guariento and Morely, (2001) claim that one way authentic texts increase student motivation is by giving the learner the feeling that he or she is learning the 'real' language. This is when students have meaningful learning experiences that will accompany them throughout their whole life. In this sense, Souto (2014) carried out a research study with third graders at a private school in Bogotá where they were asked to watch videos at home and

later on perform the scene in the classroom to better their pronunciation. The researcher decided to use videos for it provided a real communicative situation that participants might perceive as meaningful and therefore their learning process would go further than the classroom. In the present study, the selection of authentic material will be made, not only based on engaging topics for learner's, but also on the topics that are included in the institution's syllabus so as not interfere with the established English program.

Progosh (1996), conducted a study at a tertiary institution in Japan that specialized in language and vocational studies to determine test-takers opinion about carrying out a listening test that included video material. During the needs analysis stage, the participants suggested the use of movies in language learning as highly motivating followed by learning about foreign customs and international travel. The findings of this study indicated that learners enjoyed the use of videos in listening comprehension tests, and preferred these over the traditional audio tests. In the survey, 91.9% of the respondents preferred videos when asked: "Which method do you prefer audiocassettes or video listening quizzes? (Progosh, 1996, p.40).

Another advantage of using authentic materials is that they present several opportunities to engage with language in specialized contexts. In particular, authentic texts have more natural examples of passive voice than EFL course books. According to Higuchi, (1998), if students keep learning unsuitable model sentences for passive voice, they will never obtain naturalness in the use of the target language. This is a situation that was observed at the private university located in Chía, when they experienced great deal of difficulty identifying what passive voice was used for, and therefore could not use it in a context that they understood.

However, despite the fact that authentic material can bring benefits to the EFL learner, there are also some potential problems when using it. As Higuchi (1998) illustrates, they tend to be more difficult linguistically, not simplified, with more complex syntactic patterns and vocabulary. In news stories, novels, and other authentic texts grammatical items show up unexpectedly, and without warning, requiring students to have mastered a core knowledge of grammar, and this generally means more sophisticated understanding beyond the intermediate level of understanding. For this reason, this type of material should be used carefully and taking into account the learners level to prevent any situation that will cause a sense of frustration and lack of accomplishment. This was taken into account in the present study when selecting the authentic listening material brought to the classroom.

The interest shown by B1 level students for the English Proficiency Language Program for material such as videos, movies and songs could be evidenced by the fact that they participated actively when these types of materials were presented. It is also important to indicate that the students requested the use of them in numerous occasions, which showed the interest they had towards them.

2.2.3 Self-assesment practices

Self-assessment practices in the present study are of crucial importance for this is the tool which allows participants to evaluate, monitor and take actions in their listening. Through the practice of self-assessment, learners ought to raise their awareness and take responsibility for their learning process.

O'Malley and Valdez (1996) identify different functions of these kinds of practices in the EFL learning process. One of them has to do with the importance of encouraging responsibility to the learners. As defined by the authors, self-assessment promotes critical

thinking and involves students directly in their process of learning. That means, not only is the teacher responsible for his/her students' performance of the target language; they should be participating actively in such procedure so as to become critical and look for adequate solutions to the obstacles they may encounter. These practices will also increase awareness in teachers and students, helping them to identify their own strengths and weaknesses. The present study seeks to promote critical thinking in participants in order to have them reflect on their listening and, as a result, take actions to develop this skill.

Moreover, other authors, including Brindley (1989), argue that through self- assessment students are involved in the process and the information they obtain helps them think and learn about their own progress and problems to adapt and improve. When learners are aware of what needs to be improved and for this establish their own action plan, it is most likely to succeed because it has two key factors: willingness and self-awareness.

Dickinson, (1987) claims that another advantage of self-assessment activities is the role it plays in the learner's confidence, self-esteem and motivation growth. The sense of accomplishment will most likely allow him to overcome those difficulties in the learning process. Additionally, Heron, (1988) affirms that self-assessment can provide teachers with information about students' expectations and needs, their problems and worries, how they feel about their own progress. In the present study, this is valuable information that can be more reliable than any other means, for it comes from the direct source.

2.3 State of the art

Huang & Eskey (2000), concluded that videos have a particular feature, such as captions, that facilitates listening comprehension in language learners for it favors remembering and

understanding. Similarly, researchers like Sueyoshi & Hardison (2005) argue that videos contain non-verbal components such as speaker's gestures and facial expressions, which aid learners to comprehend oral texts. Chapple & Curtis (2000), in their study, found that videos not only provide language learners with a broader vision in terms of language and culture, but also develop other skills such as critical thinking. Xiaoqiong & Xianxing (2008) proved in their study that the display of films through technology motivates students to improve their language skills, especially listening.

In the local, Colombian context, Martínez, Suarez and Toro, (2013), conducted a study to five tenth graders in a private school to analyze the impact that authentic videos have on listening skills when learning a foreign language. One of the findings in this study identified that the exposure to authentic videos brought benefits to learners such as the possibility to continue practicing listening after the study was concluded for it allows them to carry out this practice on their own. Another finding in this study indicated that learners perceived this approach as innovative and different than the traditional teaching techniques.

Similarly, Arteaga, Guarín, and López, (2009), carried out a study in a public university with five first semester students from the TEFL program. The aim of the study was to analyze the impact that videos have on listening comprehension in this group of participants. After a comparative analysis of listening comprehension tests taken during the study, the findings of this demonstrated that videos had a positive effect in listening comprehension for the participants evidenced better results in their final examinations. In addition, the findings evidenced that participants perceived the use of videos as motivating since they were exposed to conversations with highly proficient speakers.

Koda-Dallow and Hobbes (2005), conducted a study to examine the relationship between goal setting and autonomy. This study took place between participants of first and second year Japanese learning students from a BA degree course. The aim of the study was to determine whether goal-setting influenced the participants' level of responsibility towards learning Japanese. The findings failed to show any significant difference between those Japanese learning participants that used goal-setting and those who did not to say that it influenced their language learning process. However, the results did suggest that autonomy was promoted through the goal- setting process in some of the study's participants. In the present study, participants will carry out self-assessment tasks, where they will be encouraged to identify their weaknesses in listening and will set goals for tackling them in future activities.

Rodriguez (2007) carried out a pedagogical project in Colombia, with a group of 21 pupils studying at a basic level. Their ages were between 18 to 30 years old. In this project he had in mind the focus of self-assessment practices and the advantages they might bring to the development of the listening skills. He implemented those practices, analyzing and documenting the results. His study began the reflective cycle by digging into his students' perceptions on the listening practices and identifying the problems they had; then, it continued with the design of adequate activities in order to solve such difficulties and ended with the analysis and evaluation of the effects of those activities in the participants' process of understanding EFL recorded material. The instruments for data collection that he used for this research project were: interviews and journals. During the preliminary data analysis the author could identify certain common patterns throughout the journals and interviews. These were: language constraints for most of the participants agreed that language is an important factor that affects the understanding of EFL recorded material, lack of strategies and familiarization with the kind of activities,

positive insights on the application of the self-assessment procedures in the group and progress in their comprehension process of EFL recorded material. These findings connect to this research study, for during the needs analysis stage, participants indicated that they failed to use these strategies when approaching listening tasks.

2.4 Conclusion

Assessment can be a factor of anxiety on B1 university students at the private university under study and especially in a skill that poses great difficulty for second language learners as listening. It is for this reason that one of the ways of lowering these levels of distress in learners is by implementing a system in which they can monitor their own progress in this skill and at the same time will be fostering autonomy in their own learning process. The strategy of using authentic listening material for these activities can also be a motivating factor. It is to be proven in this action research project, that students might find them appealing and less intimidating than traditional course listening materials and consequently, might improve their language level.

In the following chapter, the research design of this research project will be presented.

Chapter 3: Research Design

3.1 Introduction

This chapter will describe the design used to carry out this qualitative action research study. First, it will describe the type of study and research strategy used, then the characteristics of the context and its participants, as well as the researcher’s role in the study. Finally, it will describe the data collection instruments, the data collection procedures, the design and validation of the instruments and procedures used and the ethical considerations of the study.

The following chart summarizes the information described in this chapter:

Type of Study	Qualitative Action research
Researcher’s Role	Teacher-observer
Context	Private university, Chía, Colombia
Participants	13 Students of Level 5 (B1 CEFR)
Data Collection Instruments	Questionnaire, Teacher’s Journal and Think aloud procedure.
Data Collection Procedures	Data was collected at the pre-stage, the while stage and post stage of implementation.

3.2 Type of study

The present study is a qualitative action research study. Action research can be defined as a “self-reflective, critical and systematic approach to explore our teaching context” (Burns, 2010). This will allow teachers to reflect on our teaching skills and at the same time gain more understanding of our classrooms and our students. Therefore, action research takes place in the classroom itself and the teacher is the researcher. The main aim of action research is to identify

a problem that the teacher considers that needs to be studied and this is done in a systematic way. The teacher felt that there was something in the classroom that could be improved or that was not working out how she would have liked. Through this reflective process, she was able to identify these problematic situations and find solutions that might improve the students learning process and her own teaching practice as well. This therefore matches exactly the outline of the present research elements.

Action research is a type of qualitative research method that is usually used in educational settings. Patton (1996) defined qualitative research as attempting to understand the unique interactions in a particular situation. The purpose of understanding is not necessarily to predict what might occur, but rather to understand in depth the characteristics of the situation and the meaning brought by participants and what is happening to them at the moment. The aim of qualitative research is to present findings to others who are interested in what you are doing. According to this definition, this study is then a qualitative research for it is trying to understand the interactions that are taking place in the classroom and to later on share these findings to whom might find them interesting and useful. Again this is a mirror image of the purposes and aims of the present research study.

3.3 Context

This research study took place in a private university, located in Chía, Cundinamarca. This is a private institution that was created in 1971 and currently offers 21 undergraduate programs and over 50 postgraduate programs. This study was conducted with a group of thirteen students who come from different undergraduate programs and have to complete seven levels of the English program to be able to begin their practicums and later graduate. These students were

in level 5 (B1 according to CEFR) and attended a blended course with two face to face sessions a week and one online session for a total of 4 hours a week.

When these students enroll in the University they are given a placement test: according to their skills and proficiency in the language they will then be placed in an appropriate level. Some undergraduate programs have a certain level which they require their candidates to have in order to enter the program. After the students complete the 7 levels of the English proficiency program, they are required to take an International Proficiency Test such as TOEFL or IELTS, where they must get a given score to be allowed to continue their practicums.

This class object of this study was composed of 13 students of undergraduate programs, including Medicine, Social Communications and Journalism, Business Administration and Psychology. At the private university, the approach used in the English Proficiency Program is task-based which promotes collaborative work and fosters autonomy in students.

3.3.1 Participants

This study was conducted with 13 students, seven females and six males, between the ages of 17 and 23 who belonged to a class assigned to the teacher-researcher as a regular course and that came from undergraduate programs such as Social Communications and Journalism, Business Administration and Psychology. All of the students that were initially invited to participate, stayed throughout the project. They were in Level 5 of the English proficiency program which is B1 according to the Common European Framework Reference. Most could communicate effectively with others, but some had more difficulties than others which reflected that the class is mixed- level. Since students at the private university, must take an International exam as a requirement to approve the English program and begin their practical studies, therefore they must be provided with practice in listening comprehension.

During the first part of the term, students had problems showing understanding when asked to complete activities of information transfer during listening tasks. Furthermore, students had problems when listening to a recording with people who speak with different accents. Some students felt very apprehensive towards listening activities in the English classroom. Furthermore, they felt frustrated when they could not understand what the speaker said. Learners needed to use strategies to improve their listening comprehension.

3.3.2 Researcher's role

In this study the researcher assumed the role of teacher-observer as described by Freeman (1998). This is both a teacher when in charge of giving instruction to this group of students and a researcher when observing students, taking notes, gathering data and designing strategies for the intervention and further analysis and conclusions. During the lessons the researcher was a teacher and a facilitator who promoted critical thinking and fostered autonomy in students, guiding them towards improving their learning process.

3.3.3 Ethical considerations

As for ethical considerations, this study provided guarantee of confidentiality for its participants and for the context where it took place. No names were revealed and for this reason at the beginning of the study the participants were given a consent letter where they were explained what the study intended to pursue and that their names and the information obtained would be kept confidential. Also, there was a letter sent to the Research Committee of the private university asking for permission to carry out the study in their institution. The samples of these

letters are part of the appendices of this paper (Appendices A and B). The aims, objectives and methodology were explained to participants and Research committee.

3.4 Data collection instruments

This study used various tools including a questionnaire, a teacher's journal and think aloud. These tools were chosen because they were appropriate for the data gathering and they would help answer the research question. Another reason these tools were chosen was because they offered reliability and validity for the present research study.

3.4.1 Description

3.4.1.1 Questionnaires

Burns (2010) argues that questionnaires applied to students about their views on various aspects of language learning can provide researchers with positive sources of information. Dörnyei (2003) suggests that questionnaires can give you three types of information: factual or demographic (who they are and their background and/or experience), behavioral (what they do), attitudinal (attitudes, opinions, beliefs or interests and values). Burns (2010), also argues that it is important to think about how you will lay out your questionnaire so that it flows in a clear sequence and the respondents know what to do. Burns also recommends piloting the instruments for this way the validity of the findings will be increased. In the present study, a questionnaire that was applied face-to-face, was used in the initial stage to the data collection to gather information such as student's preferences related to listening materials in class and which type of authentic materials they believed help them improve their listening comprehension. On the other hand, information about what kind of self-assessment practices students carry out when tackling a listening comprehension task could also be collected through this instrument.

3.4.1.2 *Teacher's Journals*

The other tool used in this study was a teacher journal in which notes of actions, behaviors and attitudes observed in the group of this study were taken and that later reflected on to arrive to certain conclusions. According to Burns (1999) teacher's journals provide continuing accounts of perceptions and thought processes, as well as critical events or issues that can be observed in the classroom. McKay (2006, p. 81) suggests four approaches about *how* to observe:

(1) . . . observe and record everything, which gives the observer a broad look at the environment . . . (2) observe and look for nothing in particular, which may lead the observer to notice unusual happenings . . . (3) look for paradoxes so that observers might notice a student who is generally very quiet in the classroom suddenly becomes . . . talkative . . . (4) identify the key problem facing a group. This instrument will be used to monitor the impact that the use of authentic material has on the student's listening comprehension skills.

3.4.1.3 *Think-aloud*

Olson et al., (1984) stated that using the think-aloud technique is one of the most effective ways to assess higher-level thinking processes and that it could also be used to study individual differences in performing the same task. Young (2005) also recognizes the importance of think-aloud in research, for it provides students with the opportunity to have their voice heard and this is not common in research studies. The idea of including this instrument in the present study was to offer a spontaneous and first hand source of the learners' insight on their performance in listening comprehension activities. The participants carried out the think-aloud

using Vocaroo™ to record their answers and this was done during the last stage of the data collection.

3.4.2 Validation and piloting

The method for the data collection procedure is summarized in the following chart:

Data collection procedure

Stage	Instrument	Purpose	Estimated Date
Piloting Stage (including a pre-test)	Questionnaire	To validate that the wording used is appropriate and clear to the participants. To refine any possible problems the instrument might have before the implementation takes place.	August 2013
	Think-aloud	To refine any problems that the protocol might have and to test the web 2.0 tool before the implementation.	August 2013
Data Collection Stage 1	Questionnaire	Gather information on strategies participants use when tackling listening activities and their preferences of use of authentic materials.	September 2013
Data Collection Stage 2	Teacher's Journal	Gather information taken from observation of participants such as attitudes, performance and strategies when carrying out proposed activities in lessons.	October 2013
Data Collection Stage 3	Think-aloud	Gather information on impact of strategies on the participant's listening comprehension skills and their impressions on their own progress.	November 2013

The first stage of this study was a piloting stage where the data collection instruments (questionnaire see Appendix C) were applied to a similar group of students as the participants of this study to make sure that the instrument is accurate and that the information collected would serve its purpose that was to help answer the research question. As for the think-aloud, it was

also piloted with a group of colleagues that helped determine whether the protocol was adequate for collecting the required information.

The further stages of this study included the data collection through the instruments mentioned before and the analysis of the information gathered to finalize with the conclusions of the researcher. The data collected during these stages was intended to be reliable and have validity. This is why in this study more than one instrument was used, as Burns (2010) claims, to offer different lenses for viewing the situation and allows more objectivity. Therefore the data collected through these instruments (questionnaire, teacher's journal and think-aloud) allowed drawing final conclusions in this research study.

3.5 Conclusion

This chapter explains the design and method used to collect the information for this study. The next chapter will describe the pedagogical intervention designed to carry out this project.

Chapter 4: Chapter Four: Pedagogical Intervention and Implementation

4.1 Introduction

This chapter describes and justifies the rationale of the intervention of this research study. It also gives a detailed description of the steps and process carried out to solve the problem and address the topic. In addition, the chapter provides an account of the instructional design for the lesson planning and the corresponding action plan. The stages of the implementation are explained in detail and finally the materials and resources used will be presented.

The main objective of this research project is to analyze how the use of authentic material, such as video, might improve listening comprehension skills while carrying out self-assessment tasks in a population of 13 B1 students at the private university. A needs analysis procedure was previously conducted, where the teacher-researcher could identify that students perceived they had problems with listening comprehension and that authentic materials, such as videos, might help them improve this skill. As a result of this finding, the decision of using videos for this research project was taken by the researcher. Furthermore, through the use of self-assessment tasks, students raised awareness of their strengths and weaknesses in this skill and set their own goals to improve. Consequently, the aim of this pedagogical intervention is to answer the research question in the study and reach the objectives proposed.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

In this research project, language is seen and used as conveying a message that must be interpreted and understood by students that are learning English as a foreign language. Therefore, the materials and activities chosen by the teacher-researcher need to be appropriate for the learners to practice efficiently and improve their listening comprehension skills. Taking

this into account, students worked on improving their listening comprehension using videos for listening activities and assessing their learning process. According to Harmer (2001), students have an innate desire and a purpose to communicate and therefore they must carry out activities that attempt to replicate real communication and the materials used by the teacher will not dictate specific language forms. In the same sense, Brown (2007) defines Communicative Language Teaching as an approach to language teaching methodology that focuses on authenticity, interaction and student-centered learning, task-based activities and communication for the real world. Consequently, according to Allan (1985) it is believed that videos give learners the possibility of listening to the language as it is used in real world and to gain confidence in coping with real life listening situations. Therefore, the use of authentic material, such as videos, in this study, aims at learners' real communication. This way, learners will benefit from using materials that can provide them with different accents, speech pace, and contexts that will prepare them for listening situations they can encounter in real life and not limit them to material that has been designed only for language learning purposes.

4.2.2 Vision of learning

In this research study, the teacher-researcher values the importance of learner autonomy and the role it plays in the learner's confidence, self-esteem and motivation growth. (Dickinson, 1987). For this purpose, self-assessment tasks are included in the lesson planning to make students responsible of monitoring their learning processes, more specifically, their listening comprehension skills. Self-assessment helps learners to think about their own progress and problems and also to find ways of changing, adapting and improving. (Brindley, 1989). By setting their own goals and reflecting on the strategies used during the tasks, students might gain responsibility for their learning process.

In addition to these points, it is important to train students in the use of strategies that will allow them to adopt these as a general practice when approaching a particular task, in this case a listening comprehension activity. Therefore, for this study, learners were trained in the use of listening strategies such as top-down and bottom-up (Nunan, 1999) and metacognitive listening strategies, including monitoring and self-assessment (Buck, 2001). As Rost (2002) explains, the purpose of training learners on strategies is not to have them use as many strategies as possible, but on the other hand raise learners' awareness on how the use of a particular strategy can help them overcome problems they may encounter in learning a foreign language.

4.2.3 Vision of curriculum

Curriculum can be defined, as: a) "The educational purpose of the program (the ends), b) the content teaching procedures and learning experience which will be necessary to achieve this purpose (the means) and c) some means for assessing whether or not the educational ends have been achieved." (Richards, Platt, and Platt 1993, p.94) This research study focuses on the means that are necessary to achieve the objectives and goals proposed in the curriculum of the institution where the study takes place.

At the Department of Foreign Languages of the private university, there is a communicative approach towards the language learning process carried out through a task-based learning method. Brown (2007) defines the task-based approach as an approach to language learning that focuses on classroom activities in which there is a problem to solve related to the real-world and with an objective that can be assessed in terms of an outcome. With this in mind, the teacher-researcher has included, in the lesson planning, listening comprehension tasks where learners used videos based on real-life situations to produce a specific product as an outcome

(Appendix H). These tasks were the means through which learners would achieve the objectives of the English Proficiency Course at the private university.

4.3 Instructional design

4.3.1 Lesson planning

The lessons were designed focusing on goal setting in which specificity, difficulty and proximity were taken into account. (Schunk, 2001)

Each lesson had the following stages: It began with a pre-task phase in which the topic and task was introduced. During this phase students discussed in groups questions related to the topic of the video to activate the students' prior knowledge, made predictions and anticipated information. Next came a task phase in which students developed and presented the task. In this phase students carried out listening activities related to a video. Finally, the last stage was a post task in which students at the end of each task carried out a self-assessment task to assess their performance and reflect on the strategies that are most effective to develop listening comprehension (Appendix F).

The lessons were also planned based on the syllabus of the institution and this determined how the topics for the videos were chosen. The data collected during this stage was done through a teacher's journal with weekly entries and which purpose was to gather information taken from classroom observation of participants such as attitudes, performance and strategies when carrying out the proposed activities in the lessons. The teacher's journal was designed with a semi-structured format to facilitate the data gathering. This instrument was meant to focus specifically on the three areas of interest for the teacher-researcher: difficulties in listening comprehension, use of authentic materials (videos) and self-assessment (Appendix D). During this stage students completed the self-assessment form for listening comprehension. This activity

was carried out in three sessions (weeks 3, 5 and 6), and its purpose was that after a listening task, students could reflect on the strategies they had used during the task and set goals for the next listening task. Self-assessment helps both teachers and students become aware of student's attitudes, strengths and weaknesses (O'Malley and Valdez, 1996). This allowed students to monitor their learning process, to adapt and to set an action plan for improvement and at the same time allowed the teacher-researcher to be aware of the students' difficulties.

You-tubeTM was used as the source to obtain the videos included in the lesson planning. This resource was chosen due to the great variety and availability of videos and moreover that these videos are all authentic material for they have not been especially designed for academic purposes. Another advantage that this resource offers is that students can self-access the material, in this case the videos, from their own computers during their free time, allowing them to practice and learn how to use this type of material for listening comprehension. The criteria to choose the content of the material was based on topics that students would find appealing as well as those that matched the topics defined in the syllabus for the private university under study. Additionally, the lesson plans that were described earlier also made part of the materials used during the implementation of this study. Embedded in these lessons plans were some handouts in which the students carried out activities and tasks for listening.

4.3.2 Implementation

The implementation stage of this study took place during seven weeks, in fourteen sessions of three hours a week, for a total of twenty-one hours. The study was conducted in three stages namely: pre, while and post. During these stages the data collection instruments, mentioned previously, were piloted, the pedagogical implementation took place and the data was

collected. The timeline and action plan carried out for this pedagogical implementation and intervention can be seen in Appendix I.

In the first week of implementation, during the pre-stage, the data collection instruments were piloted by the teacher-researcher in order to examine aspects of quality, such as avoidance of ambiguity (Burns, 1999). After this a questionnaire was implemented that gathered information on strategies participants use when tackling listening activities and their perceptions towards of use of authentic materials (videos) for listening comprehension (Appendix E). During this week, learners were also trained on self-assessment practices through the use of a listening self-assessment format which purpose was to raise awareness in learners of the strategies to use when approaching listening tasks and how to recognize their strengths and weaknesses to set goals for further improvement (Appendix F). Additionally they were trained in strategies for listening such as note-taking, predicting, inferring, using prior knowledge, listening for gist and listening for detail. All of this was carried out during the face-to face session.

The while-stage of the implementation consisted of six weeks in which the students had eleven sessions that took place in the classroom. During each week there were one two-hour session and one one-hour session.

The post-stage of the implementation consisted of a final questionnaire the students would complete in a form of a think-aloud. The purpose of this instrument was to gather information on impact of strategies on the participant's listening comprehension skills and their impressions on their own progress. It was carried out through a think-aloud since this gave students the opportunity to respond spontaneously to open ended questions where the teacher-researcher could gather important impressions of the implementation process. The students were provided with a questionnaire (Appendix G) and they recorded their answers in a web 2.0 tool

called VocarooTM. This was carried out in a one-hour session in the classroom and students were provided with laptops.

4.4 Conclusion

In the present study, participants benefited from the use of listening materials that provide them with contexts they can encounter in real life. Furthermore, they were given opportunities to reflect on their learning process and moreover, were trained in the use of strategies that might allow them to overcome problems they may encounter in learning a foreign language, in this case, a listening comprehension activity.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter presents the data analysis method and procedures of this research study. It explains the process of how data management, data reduction, data analysis, coding, the data display and validation takes place, answering the research question initially stated.

Corbin and Strauss (2008, p. 46) define analysis as “a process of examining something in order to find out what it is and how it works”. In this action research study, the researcher has examined a group of students in an effort to discover how the use of authentic materials, (videos, in this case) might develop listening comprehension skills through the use of self-assessment tasks. In order to achieve this research aim, the researcher has collected data through the instruments previously mentioned and followed the proposed set of interventions, in an attempt to discover whether the tasks positively affected the development of listening skills.

5.2 Data management procedures

During the implementation, the analytical instruments were initially applied using a paper-based method. Each student was given a dossier where each instrument was filed. As for the data analysis and management of the present study, the data was organized in a digital folder. For this purpose all the data collection instruments: initial questionnaire, self-assessment listening forms, teacher’s journal and think-aloud were digitalized and stored in an MS Excel [™] matrix to organize the data. This procedure facilitated the data management. Each student was assigned a code to guarantee the confidentiality of the participants and each instrument was numbered and organized in a folder within the matrix. Table 2 displays the way the data was stored.

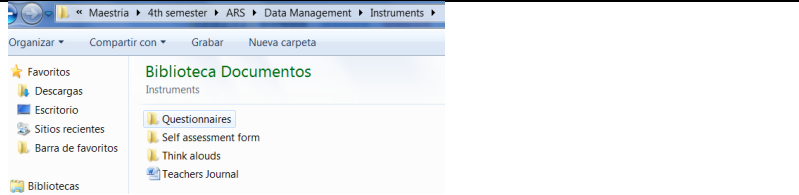
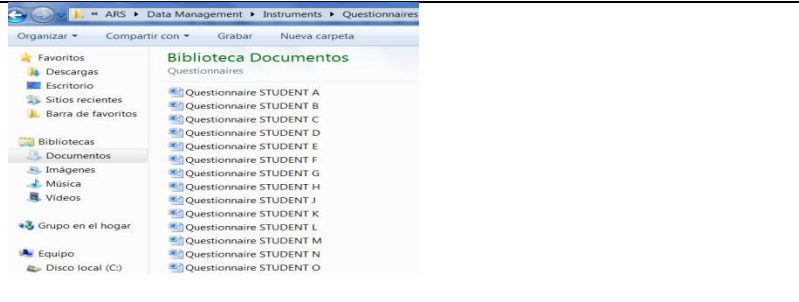
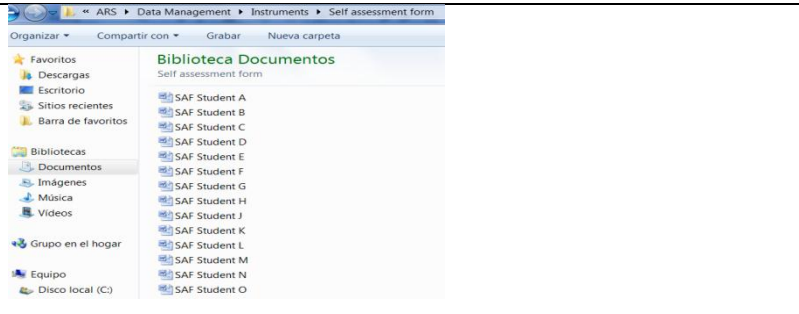
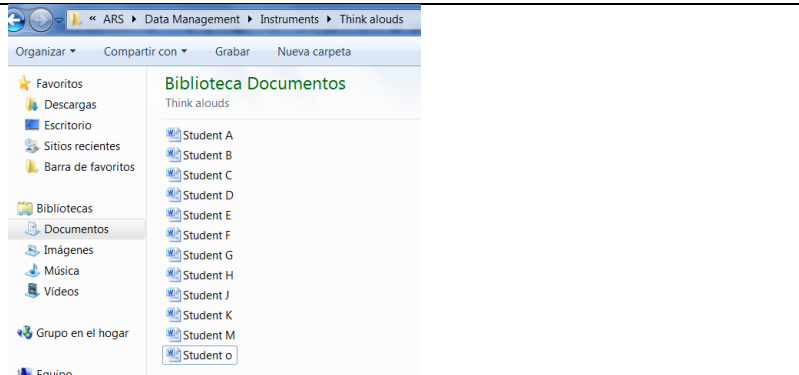
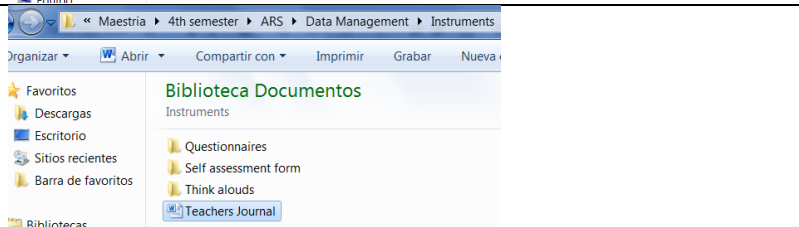
Files with Instruments	
Files with Instrument 1 (Questionnaire)	
Files with Instrument 2 (Self-assessment form)	
Files with Instrument 3 (Think alouds)	
Files with Instrument 3 (Teacher's Journals)	

Table 2: Data storage

5.2.1 Validation

At this stage of the data analysis procedure, conclusions came up from the coding process explained above. Data was organized and narrowed down into categories. Furthermore, findings were validated through the analysis and triangulation of the instruments used for gathering data.

Data display in Miles and Huberman's (1994) model of Qualitative Data Analysis comes after the data reduction and is regarded as essential, for it organizes and compresses information for the drawing and verifying conclusions at a later stage. In this sense, the researcher organized the data in a matrix to find relations and patterns that emerged from the data collected. This data was reviewed and examined several times to discover findings and draw conclusions.

In order to guarantee the validity of the findings in this study, the researcher used the procedure of triangulation (Burns, 2003) and therefore the data was collected from three different sources: questionnaire, think alouds and teacher's journal. The data was organized in a matrix to facilitate the comparison and relation of patterns that emerged from the three instruments. At the end of the process, three categories appeared and were named: use of paralinguistic features for listening comprehension, meaningful learning and reflecting on performance.

5.2.2 Data analysis methodology

In this action research study the procedures for the data analysis were carried out at three stages. During the first stage there was a piloting period where the data collection instruments were assessed and refined accordingly. These instruments were first piloted between colleagues to find any questions that could be biased or that were not clear for the participants. Later, they were refined and piloted a second time with a different group than that of the participants, but similar in context. At the second stage, the data collection and the instruments were applied, refined once again and from them the data was gathered. At the final stage, the data analysis, the

researcher identified patterns in search for concepts that later entailed the search for a core category and subcategories towards the final findings.

This final stage of data analysis was conducted following the grounded theory principles and coding stages: open, axial and selective (Corbin and Strauss, 2008). In grounded theory, the theory emerges from the data collected and this is what differentiates the approach from other types of data analysis procedures. In this qualitative action research study, the data ought to inform researchers what they need to know in order to formulate a systematic methodology that might provide an answer for the research question: How might the use of authentic listening material (videos) help B1 university students develop their listening comprehension skills through self-assessment tasks? The outline of the coding stages with the outcomes of the data analysis process is explained in Table 3.

Research Question: How might the use of videos help B1 university students develop their listening comprehension skills through self-assessment tasks?	
Coding Stage	Outcome
Open coding	<p><u>Main category 1:</u> Paralinguistic features that facilitate listening comprehension.</p> <p>Subcategories 1: - Provides a context</p> <ul style="list-style-type: none"> - Gestures - Images aid comprehension <p><u>Main category 2:</u> Using learning strategies.</p> <p>Subcategories 2: - Directed attention</p> <ul style="list-style-type: none"> - Efficient note taking - Focus on activity - Key words - Listen for detail - Listen for gist - Prediction - Verifying - Prior knowledge - Summarizing <p><u>Main category 3:</u> Meaningful learning experience.</p> <p>Subcategories 3: - Real life context</p> <ul style="list-style-type: none"> - Motivating <p><u>Main category 4:</u> Appealing approach to learners.</p> <p>Subcategories 4: - Uncommon</p> <ul style="list-style-type: none"> - Use of ICTs <p><u>Main category 5:</u> Reflecting on performance.</p>

	<p>Subcategories 5: - Reflecting on mistakes</p> <ul style="list-style-type: none"> - Identifying weaknesses - Setting goals for improvement <p><u>Main category 6:</u> Exposing learners to different accents.</p> <p>Subcategories 6: - Native speakers as role model</p> <ul style="list-style-type: none"> - Exposure to varied accents
Axial coding	<p><u>Main category 1:</u> Paralinguistic features that facilitate listening comprehension.</p> <p>Subcategories 1: - Provides a context</p> <ul style="list-style-type: none"> - Noticing gestures - Images aid comprehension - Exposing learners to different accents <p><u>Main category 2:</u> Meaningful learning experience.</p> <p>Subcategories 2: - Real life context</p> <ul style="list-style-type: none"> - Motivating - Uncommon and encourages use of ICTs <p><u>Main category 3:</u> Reflecting on performance.</p> <p>Subcategories 3: - Reflecting on mistakes and identifying weaknesses</p> <ul style="list-style-type: none"> - Setting goals for improvement
Selective coding	<p>Core category: Significant learning experience that facilitates listening comprehension and raises awareness on performance.</p>

5.3 Categories

5.3.1 Introduction

For the data reduction, the researcher examined patterns that emerged from the data. As Corbin and Strauss (2008) claim, data can be interpreted in different ways and through the data, the participants speak to the researcher. Therefore, it is the researcher who must focus on the data and find the level of significance this may provide for the research study. From these levels of significance, the researcher may then be able to discover patterns that will turn into categories and finally into codes. These codes will lead the researcher to a main category and this way the data will be reduced. Cohen, Manion and Morrison (2007) explain that it is important to take into account that although the data is reduced in amount, its quality must be preserved.

5.3.1.1 *Category mapping*

Initially, the coding process began with open coding. During this stage the data was organized in such a way that the research question, research objectives and constructs could be easily related to the data collected in each instrument. This was achieved through color coding where each color was assigned to each of the emerging codes, categories or subcategories. Patterns then appeared from the meaning the researcher assigned to words, actions, feelings and events presented in the data (See Appendix J).

The next step of the coding process was axial coding. According to Cohen, Manion and Morrison (2007) in axial coding, the purpose is to find links between codes and categories. Through this procedure the researcher will compare the codes with existing theory. In order to achieve this linkage, the categories and codes will be organized in such a way as to be easily compared and able to highlight relationships between them which may subsequently allow for the narrowing down the categories (see Appendix K and Appendix L).

Finally, the last stage is selective coding, where, according to Cohen, Manion and Morrison (2007), it is at this stage where the researcher identifies a core code, in an effort to clarify the relationship between it and the other codes. For this step, the researcher analyzed in detail the three main categories found in the axial coding stage and organized it into one category that best represented them. Once the core code is identified, then it may be compared to existing theory and determine findings and results of the research study that will be exposed further on. Figure 1 explains the relationship between the core category and the main categories.

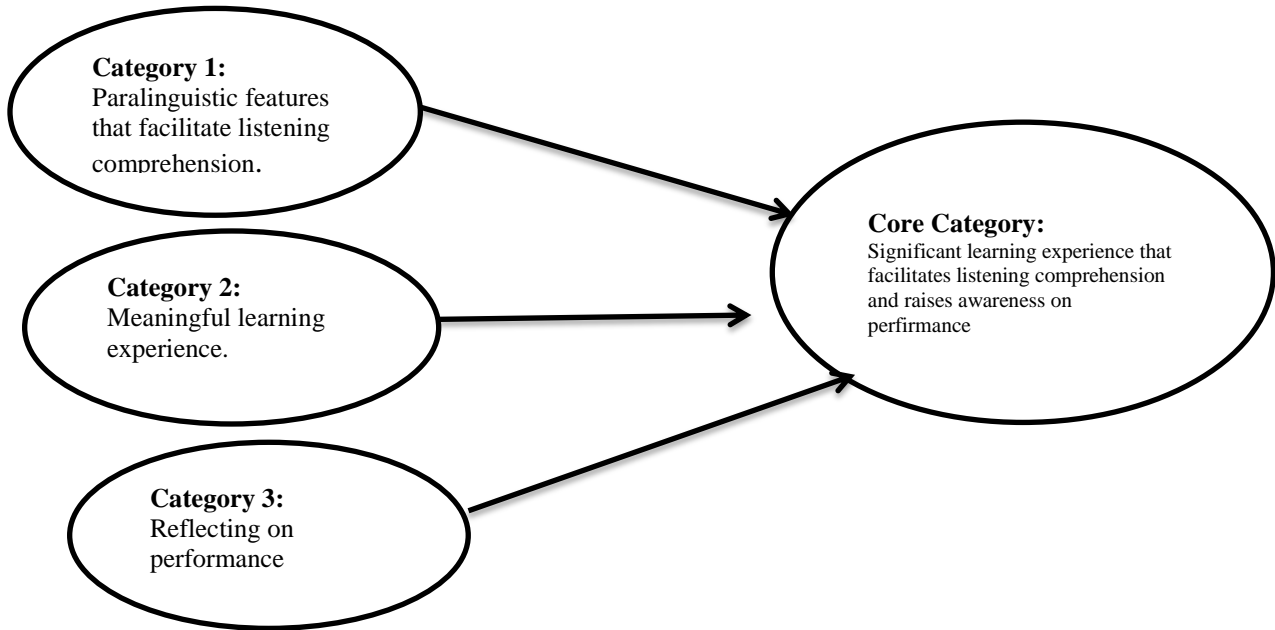


Figure 1. Core category

5.3.1.2 Identification of core category

Finally, the last stage is selective coding, where, according to Cohen, Manion and Morrison (2007), it is at this stage where the researcher identifies a core code, in an effort to clarify the relationship between it and the other codes. For this step, the researcher analyzed in detail the three main categories found in the axial coding stage and organized it into one category that best represented them. Once the core code is identified, then it may be compared to existing theory and determine findings and results of the research study that will be exposed further on. Figure 1 explains the relationship between the core category and the main categories.

5.3.2 Analysis of categories

5.3.2.1 Description of categories

The process mentioned above explained how the three categories emerged from the data. The following part of this chapter will be devoted to explain each one of these categories and subcategories.

Category 1: Paralinguistic features that facilitate listening comprehension

In the language classroom, learners are usually provided with listening materials that accompany the textbooks such as CDs. This type of resource only offers the learner the opportunity to hear the voices of the speakers, while the use of videos provides them with extra features that can enable them to comprehend better what they are listening. Non-verbal behavior or paralinguistic features available in videos allow students to “develop their listening skills in a richer context” (Miller, 2003). Furthermore, according to Lonergan (1984), language learners must have the ability to recognize, understand and use the paralinguistic features in the target language to achieve communicative fluency. This is the reason why the study proposed listening activities based on the use of videos in the attempt that this strategy might develop their listening comprehension skills. The following subcategories will explain how these features contributed to develop the learners’ listening comprehension skills.

Subcategory: Provide a context

During the study, participants used features that videos provided to develop their understanding. The interesting part was that they discovered on their own that they could benefit from certain characteristics that videos offered them to complete the listening tasks. Through the use of this strategy, participants felt more confident of their responses and towards the listening

activities that they perceived as difficult. This could be evidenced in the following examples of student's responses:

“El contexto ayuda a entender mejor.” (Student A, Questionnaire)

“Yes, you can understand more but the reason is you see the circumstances.” (Student B, Questionnaire)

“I think it is very important because it helps us to comprehend in a better way what we listen”. (Student D, Think aloud)

Furthermore, during the lessons, the researcher had the opportunity to observe the participants behavior and performance and in this observation recorded the following related to this subcategory which confirmed that videos offer a context to language learners that other audio material that fails to offer and that assists their comprehension of the target language:

“It was also easy for most of the students to relate it because it was extracted from a film they had watched.” (Teacher's Journal 1)

Subcategory: Noticing Gestures

Harmer (2001) claims that videos contain visual clues such as expressions and gestures that can aid listening comprehension for learners are not just listening to a conversation, but can also see what is taking place in it. During the study, participants took advantage of this

distinctive trait and with the help of gestures and visual clues were able to identify much easier what the characters were talking about and at the same time understand the pragmatics of the language that is not so easily recognized with no more than a voice from a recording.

“Porque podría ver detalladamente lo que están haciendo y tener más idea de lo que se está hablando.” (Student H, Questionnaire)

“...pero también el video te ayuda bastante a saber cómo son los personajes...” (Student H Think aloud)

“Student K considers that the characters’ gestures help to understand what they are expressing.” (Teacher’s Journal 1)

When asked what they could infer from the character’s gestures, students gave their opinions on the topic. ” (Teacher’s Journal 3)

Subcategory: Images aid comprehension

Videos can also facilitate listening comprehension in a language learning process for the conversations or oral messages come with a visual image that can help the learners understand what is happening even if they cannot understand what is said. Harmer (2001), posits that videos not only allow learners to listen to the language, but at the same time they can see what is taking place and this will help them understand the message for the images express information related to content. In this sense it was interesting to find how most of the participants discovered that videos favored their listening comprehension much more than audios. It was also revealing to

find that participants were applying learning strategies such as association to make use of the understanding of vocabulary that was probably not familiar aurally but was visually. This made the researcher understand that with the use of videos for listening comprehension, the needs of learners were taken into account for all do not have the same learning styles, and those that were visual could use this approach to carry out listening tasks.

“Because with an appropriate image or graphic you can understand better a word that you couldn’t hear.” (Student C, Questionnaire)

“Because we can use videos to help us to relate what we see with what we hear.”(Student F, Questionnaire)

“Porque los gráficos ayudan más a entender el listening.” (Student N, Questionnaire)

“I think that the important thing of using videos for listening comprehension is that through the videos you are looking at the images while you are listening and that helps you to relate the words with the images and this way the words are learnt better”. (Student B. Think aloud)

“I think it is very important because it helps us to comprehend in a better way what we listen and with the images it is much easier to understand.” (Student D, Think aloud)

Student L was able to relate the images and create a story very close to the real situation recreated in the video. (Teachers Journal 1)

Subcategory: Exposing learners to different accents

It is important for learners to be exposed to language learning situations in context that are closest to natural settings. Videos provide the opportunity for learners to be exposed to native speakers and also different types of accents that they may encounter in the real world. Teachers may be proficient in the language, but it is important to show learners the different accents that the language can be spoken in. This is also a way of taking learning beyond the walls of the classroom, and using videos can enable this to happen. According to Williams and Lutes (undated), videos can help overcome limitations of location and lack of opportunities to meet native speakers.

Before the study began, participants would often complain about the difficulty they found in understanding oral texts that contained speakers with accents different from a North American accent. With the use of videos for listening comprehension, learners were provided with a varied array of accents that gave them a sense of real life situations brought to them inside the classroom. Also it was important for participants to have an opportunity to be exposed to native speakers who would reinforce the model of language their instructor gave them. The researcher found interesting the fact that accessibility of videos provided learners with the chance to carry on with this model and exposure to various accents outside the classroom and promoting autonomy.

“Porque la mayoría de los videos que vemos en inglés, las personas que hacen la voz o la locución hablan perfecto inglés y pronuncian de la mejor manera y así uno puede aprender.”

(Student N, Questionnaire)

“Se puede escuchar la pronunciación y el vocabulario usado por otras personas y eso lo ayuda mucho a uno para aprender vocabulario y a identificar los diferentes tipos de pronunciación.”

(Student K, Think-aloud)

“Pues creo que nos ayuda mucho, pues porque al momento de encontrarse con una persona nativa, ella nos puede hablar y nosotros le podemos entender” (Student M, Thinkaloud)

Category 2: Meaningful learning experience

When analyzing the data collected, it was clear for the researcher that videos can also offer language learners other advantages, such as making the learning experience meaningful and interesting and therefore aid the development of listening comprehension skills. During the axial coding stage, participants expressed that the use of videos could develop listening comprehension skills for they provided a real context situation, they were motivating, uncommon and promoted the use of ICTs. The explanation of how these subcategories emerged will be in the following paragraphs.

Subcategory: Real life context

The fact of using authentic material, videos, for developing listening skills and not audios that were designed for the purpose of language teaching, is also another advantage they have over other listening material. Teachers must provide students with ample opportunities to connect what they are studying in the classroom with what happens in the real world. (Williams and Luten, undated: 2). It was visible clear for the researcher that students carried out the listening activities with much more ease when they encountered a situation in the video that was familiar for them, or to which they could relate with. The fact of offering learners materials that

depicted real life conditions clearly enabled them to make connections with the listening and find a meaning to the activity, advantage that is hardly given in traditional audio language material.

According to the participants, this is a quality found in videos that helps them improve their listening comprehension skills. This can be supported in the following excerpts:

“I think that it is a very useful tool to develop this important skill that we must develop to acquire the language in a more authentic and practical way to what we need.” (Student E Think alouds)

“...it was like really understanding what was happening with me because you are listening and you are watching things that can be applied to our real context that is what we need.” (Student F Think alouds)

“Participants stated that it was an interesting topic for they felt related to it.”(Teacher’s Journal 3)

Subcategory: Motivating

Listening activities in the language classroom can be unexciting for learners and teachers for they tend to be repetitive and carried out in the same way. On the other hand, using videos can be intrinsically motivating for language learners for they will be interested in watching even if the comprehension is limited. (Logerman, 1984) For the researcher, it was evident that with this type of listening material, learners were motivated to watch and this promoted further discussion and reflection that created an appropriate climate for meaningful learning to take place. Participants were much more willing to perform listening tasks when these included

videos, than when the audios from the course guide was used for this purpose. It also appeared that learners raised awareness in finding these types of listening tasks much more engaging. The researcher found this significant in the sense that if the participants enjoyed carrying out these types of activities, they could continue working on their own improving their listening comprehension. To illustrate this point, the following excerpts were selected:

“Because it is something that we like and with video we can infer the words.” (Student J, Questionnaire)

“Si porque me gusta más el aprendizaje visual.” (Student L, Questionnaire)

“I think it is a useful idea, attractive for students” (Student F, Think aloud)

“During this session, students seemed very motivated and interested in the video presented. They would laugh in the funny parts and would get excited when there was a climax in the story.” (Teacher’s Journal 2)

Subcategory: Uncommon and encourages use of ICTs

As referred to in the previous subcategory, learners can find that listening is always approached in the classroom through recordings and CDs. The use of videos for this purpose brought variety to the practice of this skill and engages learners. The researcher found that when learners perceived the use of videos for listening comprehension as a useful, uncommon and

enjoyable way of practicing their listening skills. It also introduced a strategy to promote participants to use ICTs as a tool that they can access anytime from anywhere and not necessarily needing the teacher to provide them with material to exercise listening.

The following excerpts state that learners found videos as an innovative way of practice listening:

“...it is not so common and I think that it can give positive results.” (Student F, Thinkaloud)

“Son muy útiles, en verdad si ayudan mucho los videos y todas las multimedias que se puedan usar... ehh..para mejorar la habilidad de escucha.” (Student K, Thinkaloud)

Category 3: Reflecting on performance

Self-assessment is one of the strategies chosen by the researcher to deal with performance issues that the participants had when carrying out listening comprehension activities. Through the practice of self-assessment, learners take responsibility for their own learning process, reflect on their performance, identify strengths and weaknesses and can set goals for improvement. Similarly, learners can monitor their performance and implement strategies that can help them in their language learning process.

Subcategory: Reflecting on mistakes and identifying weaknesses

It was palpable for the researcher that through the practice of self-assessment tasks, the participants raised awareness of their performance in listening comprehension tasks and by reflecting on their mistakes were able to identify their weaknesses and work on improving for future tasks involving listening. When participants filled their self-assessment formats after each

listening task, it was satisfying to observe how they could identify which their mistakes and areas for improvement were and tried to set goals in order to avoid committing the same mistakes again. It was also interesting to observe how they created this self-assessment into a routine after the listening activities, picking their files and completing their forms without any need for the teacher to instruct them or impose them to do so.

The following excerpts indicate the participant's awareness on the importance of reflecting on their own performance and identifying weaknesses:

“Uno sabe las debilidades y procura mejorarlas.” (Student A, Questionnaire)

“Because it is an easy way for identify honestly the weak points of listening comprehension.” (Student C, Questionnaire)

“I think that is useful to improve better your listening with self-assessment because you learn with your mistakes.” (Student J, Questionnaire)

“I think it is important to evaluate your own work.” (Student B, Think aloud)

“Self-assessment is a very good strategy, for the mistakes to be identified are identified by yourself, and this way you can start to understand how to improve and work with those mistakes to improve them.” (Student F, Think aloud)

“Students reflect on what they think they need to improve...” and set goals to do so in their next listening task”. (Teacher’s Journal 3).

Subcategory: Setting goals for improvement

Dörnyei (2001), claims that goal setting is an effective and powerful strategy in language learning. Similarly, Koda-Dallow and Hobbes (2005), suggested that autonomy was promoted through the goal- setting process. Goal setting was another strategy that the researcher used to raise awareness in the participants of the importance of establishing objectives to improve in any learning process. During the data analysis, it was clear to the researcher, that participants were using meta-cognitive strategies when using goal setting, for they monitored and evaluated their performance and were able to learn from what they reflected of their learning process. To describe this subcategory the following excerpts are presented:

“I will take better notes using keys words” (Student E, Self-assessment format)

“I will try to predict the answer.” (Student J, Self-assessment format)

“I will try to understand new vocabulary.” (Student C, Self-assessment format)

“Students set goals to improve in their next listening task”. (Teacher’s Journal 3).

5.3.2.2 *Core category*

When attempting to answer the question of this study, *How might the use of videos help B1 university students develop their listening comprehension skills through self-assessment tasks?*, from the data collected in the study, three categories emerged: paralinguistic features that facilitate listening comprehension, meaningful learning experience and reflecting on performance. From the result of these three categories, emerged the core category: significant learning experience that facilitates listening comprehension and raises awareness on performance.

For the first category, the data analyzed showed how learners were able to identify that videos allow seeing and hearing the language in use, offering a rich contextualized input. As Harmer (2001) claims, one of the main advantages of videos is that learners not only listen to the language, but they can see it as well. In the data collected, participants identified features in videos such as images, visuals and gestures that provide them with a context which facilitated understanding of listening comprehension tasks. These elements, cited above, clearly indicate that video used in listening, provides more context than audio alone. Similarly, participants found that using videos for listening were motivating for they promote the use of ICTs in the language classroom and were a source that brought real life situations into the classroom making this a meaningful learning experience. As Sherman (2003) explains, people spend more time in audio visual media today and it is as accessible as print, therefore learners must be provided with materials that are familiar and accessible to them. Participants found that the use videos for practicing listening comprehension skills granted them access not only inside the classroom, but outside as well. This feature in videos, enhanced student's autonomy for they can use this resource on their own. Additionally, to raise awareness on the performance of this skill, self-

assessment tasks were included as part of the strategy to promote learners' autonomy towards their language learning process. Gardner (2000) claims that self-assessment provides the learner with immediate feedback to determine language proficiency and to reflect on learning strategies. For this reason, in the study participants carried out self-assessment tasks that made them reflect on their listening comprehension and identify weaknesses to set action plans to improve. The format for the self-assessment task gave the participants an opportunity to identify the strategies they were using and establish goals to work on for their next listening task. (See Appendix F)

5.4 Conclusion

The conclusions drawn with this data analysis and results of this research are that the use of videos is viewed and valued by participants as a meaningful learning experience that facilitates listening comprehension. The data has shown that videos have some advantages over other listening materials that allow learners to engage in a learning process which they find relevant to their context and that they affect positively the development of listening skills. On the other hand, the use of self-assessment practices also raised awareness in the participants' performance and gave sense of responsibility of their language learning process. The next chapter will describe the final conclusions drawn from this research study and will address the limitations the study encounter during the pedagogical implementation.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This chapter discusses the conclusions and the limitations as well as suggestions as for further research. When answering the research question on how might the use of authentic listening material (videos) help B1 university students develop their listening comprehension skills through self-assessment tasks, it was concluded that using videos enhanced learners listening comprehension in that it offered specific features including both paralinguistic and non-verbal, which contributed to the development of this skill. Exposing them to the use of videos to practice listening comprehension made them aware that listening can be approached differently. It demands much more attention than listening and drilling from the audio class CDs.

Furthermore, they also understood that they can make use of this type of resource not only in an academic context, but in their leisure time, promoting listening practice beyond the classroom setting. The paralinguistic and non-verbal features that videos offer, such as gestures, background and images, gave learners a context that enabled them to understand the message easier than having only a recording with voices. Similarly, this characteristic found in videos, made them appealing and motivating for learners when used as a classroom activity for they found it enabled them to understand the message and therefore they felt confident and engaged. The fact of being authentic and presenting real life situations made this material a meaningful learning experience for it offered learners with situations that they could relate to and find familiar. Ur (2004) supports this finding by stating that students learn to function successfully in real-life situations. With the help of this characteristic in videos, participants were able to succeed in carrying out tasks that portrayed conditions they encountered in their daily life. It was easier for learners to relate the real life situations presented in the videos than those materials

prepared specifically for a language learning context. Finally, the use of videos for listening comprehension promoted the use of ICTs in the classroom which also engaged students toward the practice of their listening skills.

I also found that with self-assessment tasks learners gained awareness of their performance in this skill and identified the weaknesses they had. By raising awareness on the key areas to improve, learners could focus on them and set goals to improve their listening skills. Reflecting on their performance made them responsible of their learning process and gain autonomy as well, since participants could continue with this practice even though the teacher was not present and make it into life-long exercise. This practice allowed them to discover that it could be used with other skills in the language learning process, allowing them to improve their language proficiency. Furthermore, it was also evident that learners understood that this practice could be transferred to any other area of study, promoting their autonomy using reflection and evaluation of their performance as a strategy to improve in any other area they feel needs improvement. Additionally, it was also found that through the use of self-assessment formats after carrying out listening activities, learners were able to reflect on their performance and make this into a frequent practice since they perceived this exercise helped improve their performance in this skill. Similarly, think alouds were an innovative method to register their reflections on the use of videos and self-assessment tasks for enhancing listening comprehension for the use of technology and ICTs was different from the traditional written record they were asked to complete when carrying out reflection on their performance.

6.2 Comparison of results with previous studies' results

In this study, it was evidenced that videos offer learners an exposure to a natural paced speech which makes it authentic and similar to what they may encounter in real life. This finding supports previous research in which Arteaga, Guarín , and López, (2009) evidenced that participants perceived the use of videos as motivating since they were exposed to conversations with highly proficient speakers.

In the same sense, as Sueyoshi & Hardison (2005) argued videos contain non-verbal components such as speaker's gestures and facial expressions, which aid learners to comprehend oral texts. During the present study it was concluded that videos provide learners with images and gestures that can facilitate comprehension . Moreover, Chapple& Curtis (2000) in their study found that videos not only provide language learners with a broader vision in terms of language and culture, but also develop other skills such as critical thinking which also applied for the participants in this study, when it was evidenced that videos make them predict, relate, apply and analyze, promoting the use of higher order thinking skills.

Another finding of this study was that videos offer students the possibility to be exposed to different accents and cultural situations that they could probably never have an opportunity to know. Similarly, Arteaga, Guarín , and López (2009) findings evidenced that participants perceived the use of videos as motivating since they were exposed to conversations with highly proficient speakers.

Finally, this study concluded that videos are engaging for learners for they are seen as entertaining, which can motivate the practice of listening skills in the classroom and in other contexts. Likewise, Martínez, Suarez and Toro (2013), identified in their previous study, that the

exposure to authentic videos brought benefits to learners such as the possibility to carry out this practice on their own.

6.3 Significance of the results

This research project may contribute to the local context in which it took place, by encouraging teachers to make use of videos as a strategy to enhance listening comprehension in learners. As I explained before, listening is vital for communication and learners in the institution have been apathetic towards this skill during the proficiency program and listening scores in the international exams are lower than reading, speaking and writing. Moreover, the use of self-assessment tasks, accompanying the use of videos for listening, will foster autonomy in language learners and this is one of the objectives the institution has set out in its curriculum.

In addition, due to the accessibility of videos, it is easy to transfer the practice of using this resource in other contexts, not only language learning, but in programs that have content language learning as well. Teachers and learners can access videos and use them as a valuable resource for understanding topics of study in any academic context. Similarly, the practice of self-assessment to monitor and evaluate learners' performance can also be transferred to any academic experience making this a useful tool for learners and teachers when making decisions on learning processes.

This study can also contribute to the national context in the sense that according to the MEN (Ministerio de Educación Nacional) and its program "Programa Nacional de Bilingüismo", its main goal is to make citizens capable of communicating in English with standards that are comparable internationally and this study shows clearly how English language learners are offered the opportunity to access to situations and to places that they could never

have by their own means. This means that the world is brought to them through the use of videos to improve their communicative competence in English language. As mentioned previously, videos are accessible and easy to use and could cover remote regions of the country where a native speaker would probably never go to offer language learners a language model or expose them to different cultural aspects that are also crucial for the understanding and contextualization of a foreign language.

All of the reasons mentioned above make this study important to be taken into account when developing ELT process in a local, national and international context.

6.4 Limitations of the present study

The limitations I encountered during the implementation of this research project were basically three: technical, time constraints and absences of participants. In terms of technical limitations, there were moments in which the audio system in the classroom did not work properly and this affected the activity having to repeat it or at times, it required an extra waiting time until a new set of speakers were brought in the classroom. Another technical issue that had to be dealt with was having slow internet connection since the videos used during the implementation were taken directly from YouTube™. This situation caused delays for the videos had to be played over and over until they were watched completely. There were also problems with classrooms having too much light which made the videos difficult to project.

As for time constraints, the problem was that the institution had numerous activities such as writing assignments, quizzes, tests or presentations that had to be carried out during the class sessions and that could not be changed. This meant that the implementation had to be moved,

causing delays in the initial plans. Finally, the absences of participants during some sessions of the implementation phase, led to postponing some activities to be able to collect all the data through the instruments previously mentioned in this study.

6.5 Further research

Areas of further research of this study could include studying the effects of the use of videos for enhancing listening comprehension skills in students that are preparing for international examinations. Since it is a requirement for students in this institution to obtain a certain score in these types of examination to start their internships, it would be interesting to know how videos could aid students to be exposed to different accents that are presented in these examinations and at the same time engage them in a strategy that can motivate them to practice enthusiastically this skill. It would also be thought-provoking to carry out a study where the effect of traditional listening material such as class CDs is compared to the use of audiovisual listening materials such as videos, in developing listening skills in students of a similar context to the one in which this study took place. I would like to call upon my colleagues to study the effects that the use of videos can have in speaking and writing.

On the other hand, I would also invite for further research on the benefits of self-assessment for learners that need to use English for any area of study or profession and its importance in promoting autonomous learning environments. A strong argument should also be made for more frequent use of the ‘think aloud’ approach in future action research studies for, although it is far from easy to train participants in using ‘think aloud’, it is, nevertheless, a powerful potential means of accessing what individuals believe and how they react to the factors involved in any research.

6.6 Conclusion

Communicating with others is vital for language learners for they must be able to understand what others say and this is why listening plays a key role in this process. Teachers need to offer their students resources and materials that will help them succeed in understanding the spoken language and videos bring particular features that stand out from the listening materials used in class. Firstly, videos offer learners an exposure to a natural paced speech which makes it authentic and similar to what they may encounter in real life. Secondly, videos provide learners with images and gestures that can facilitate comprehension and make them predict, relate, apply and analyze, promoting the use of higher order thinking skills. Thirdly, videos offer students the possibility to be exposed to different accents and cultural situations that they could probably never have an opportunity to know. Finally, videos are engaging for learners for they are seen as entertainment, which can motivate the practice of listening skills in the classroom and in other contexts. I believe this study highlights the importance of including videos to develop listening. A selection and evaluation of materials proved to be necessary. With this research study, I discovered that I had been missing out many of the key features videos offer for the practice of listening comprehension in the EFL classroom. I had always included videos in my lessons, but not taking advantage to the fullest of all the benefits they could offer my learners. Thus, all of the above suggest that teachers plan carefully their listening activities using videos to provide their learners with all the valuable elements they bring to the language learning process and especially to listening,

On the other hand, it is also essential that teachers promote in their learners the practice of self-assessment tasks to raise awareness in their weaknesses and make them responsible for their learning. Prior to this research project, I used to think that self-assessment

was not very useful for learners were not honest and mature enough to carry out this process seriously. Now, after this project I feel that teachers must relinquish control in terms of assessment and allow students to have these moments of reflection on their performance. During the process, they were be able to understand its importance and make this practice into a habit that they can apply in other subjects of their academic, professional and personal life

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Appendix A: Consent letter institution

14 de Marzo de 2013

Chía, Colombia

Señor:
Carl Andersen
Subcomité de Investigación
Maestría de Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomos
Universidad de la Sabana
Chía

Apreciado Señor Andersen:

Me encuentro realizando una investigación titulada "Use of authentic material to Improve listening skills throughout self-assesment", dirigida a estudiantes del Programa de inglés de la Universidad de la Sabana, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo reorientar las prácticas docentes en las actividades de escucha.

El objetivo de este estudio es examinar la forma como los estudiantes desarrollan y mejoran el proceso de escucha en inglés, a través procesos de autoevaluación en el aula. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi proyecto de investigación. Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón el estudiante deberá firmar una carta de consentimiento donde acepte voluntariamente participar del proyecto de investigación.

Agradezco de antemano su valioso aporte para llevar a buen término esta investigación.

Cordialmente,

Carmen Stella Franco Vidal
Estudiante de Maestría en Didáctica del inglés
Universidad de la Sabana

Yo autorizo a Carmen Stella Franco Vidal para llevar a cabo su investigación en la Universidad de la Sabana



CARL ANDERSEN

15 March 2013

Fecha

Appendix B: Consent letter participants

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Chía, 15 de Marzo de 2013

Señores:
Estudiantes nivel 5
Programa de Proficiencia en Inglés
Universidad de la Sabana
Chía

Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada "Uso de material autentico para mejorar habilidades de escucha a través de procesos de autoevaluación.". El objetivo de este estudio es examinar la forma como los estudiantes desarrollan y mejoran la habilidad de escucha en inglés por medio de procesos de autoevaluación en el aula.

Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés con énfasis en Ambientes de Aprendizajes Autónomos de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se llevará a cabo durante el primer semestre académico del año 2013.

- Los resultados de esta investigación serán utilizados únicamente con propósitos académicos. Estos no afectaran los resultados académicos de la materia.
- La identidad de los participantes será protegida en todo momento a menos que me den permiso específico de nombrarlos en el documento final.
- Están en la libertad de retirarse de la investigación en cualquier momento, en tal caso, la información adquirida no será usada en este estudio.
- Revisaré todos los datos que recoja sobre cada participante antes de publicarlos.
- Solo se dará a conocer los resultados de la misma en la sustentación de la tesis, así como en el reporte final del proyecto

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Carmen Stella Franco V.

Docente investigador


Acepto participar

Nombre Maria Fernanda Melor

Firma Maria FMR

Appendix C: Initial Survey

(A)

 Universidad de La Sabana

We are conducting a brief survey to find out what experiences students have had with English. We would be very grateful if you provide your responses. This will not affect your grades for this class. There no right or wrong answers to this survey and it will be anonymous. It is expected you would be able to complete this survey in 15 minutes.

Thanks for your collaboration.

Cordially,

Carmen Stella Franco Vidal
Master in English Language Teaching – Autonomous Learning Environments
Second semester student.

Please answer all questions by marking with a cross (x) in the appropriate box.

1. Sex
Male Female

2. How old are you?
16 17 18 19 20 more

3. How long have you been studying English?
 0-2 years 3-5 years More than 6 years

4. Please rate your current ability in English. 0 = no ability 5 = excellent ability

	0	1	2	3	4	5
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Rank the four skills to their degree of difficulty for you.
1= most difficult 5= least difficult

Listening	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

DE

6. Which of the following activities do you find useful for improving your listening comprehension skills?

	Yes	No
Songs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Videos	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Class CDs	<input type="checkbox"/>	<input type="checkbox"/>
TV Commercials	<input type="checkbox"/>	<input type="checkbox"/>
Sitcoms	<input type="checkbox"/>	<input type="checkbox"/>
TV Programs	<input type="checkbox"/>	<input type="checkbox"/>
Speeches	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daily conversation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Broadcasts	<input type="checkbox"/>	<input type="checkbox"/>
Radio shows	<input type="checkbox"/>	<input type="checkbox"/>

Other: _____

Create a section on listening habits

7. What is the first step you take when are listening to a text?
listen the text

8. What do you do while you are listening to a text?
Recognize the word that i know

9. What do you do after you listen to a text?
Remember the text that i listen before

10. Do you do any self-evaluation activity in class?
Yes No

11. If your answer is YES, How often do you self-evaluate in class?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never (0%)	Seldom (20%)	Sometimes (50%)	Often (70%)	Always (100%)

Appendix D: Teacher's journal




Data Collection Instrument 2
Teacher's Journal (While Stage)

With this instrument the teacher-researcher will gather information on student's performance and strategies to approach listening comprehension activities.

Research question: *How might the use of authentic listening material (videos) help BI university students develop their listening comprehension skills through self-assessment tasks?*

Journal Date: October 11, 2013	
Activity: Video "Catch me if you can"	
Facts gathered	Reflection
<p>Construct to observe: Authentic material (videos)</p> <p>Today we worked with a video clip of the movie "Catch me If you can". It was interesting to see that the students were following the video with interest although student M seems to get distracted. This seemed to be due to the fact that the movie has not appealing to her. She kept looking at her cellphone instead of watching the video.</p>	<p>Some students like video and get engaged, but others do not.</p>
<p>Construct to observe: Difficulties in Listening Comprehension</p> <p>Some students have difficulty when listening to specific details, especially student M. I could notice this when she asked to answer a question that focus on details.</p>	<p>Vocabulary and speed used in videos can be a difficulty for students.</p>
<p>Construct to observe: Self-assessment</p> <p>Student H understands that note taking helps her answer the questions. Student D says that she does not need to take notes because it makes her lose concentration. Student M says she does not know which notes to take.</p>	<p>Some students are aware of strategies to improve their listening skills.</p>

Appendix E: Pre-Questionnaire



(Data Collection Instrument 1)

Pre- Questionnaire

Dear student,

This questionnaire is part of an action research I am carrying out for my masters. I would highly appreciate you answering these questions as honestly as possible, please remember that there are no correct or incorrect answers. The information collected will be confidential and it will only be used of academic purposes. Thank you!

Apreciado estudiante,

Este cuestionario hace parte de una investigación que estoy llevando a cabo para mi maestría. Estaré muy agradecida con las respuestas obtenidas, también les recuerdo que no hay respuestas correctas o incorrectas y que éstas son completamente anónimas. La información recolectada es completamente confidencial y será usada solamente para efectos académicos. Pueden contestar en español si desean. Muchas gracias!

Name (Nombre): STUDENT O

Date (Fecha): 16-10-2013

1. Do you consider that self- assessment can improve listening comprehension?
Consideras que a auto-evaluación podría mejorar la comprensión de escucha?

Yes. Si Porque uno ve la capacidad o la atencion con cada actividad y mejora para la siguiente ocasión.
2. Do you practice self-assessment for listening comprehension after carrying out a listening activity?
Llevas a cabo auto-evaluación para comprensión de lectura luego de realizar una actividad de escucha?

Si. Casi siempre para mejorar.
3. If answered yes in question 2, how often do you self-assess after carrying out listening activities? You can put an (x) or a tick (✓) and you can only mark one option.
Si contestaste si a la pregunta 2, cada cuanto haces auto-evaluación cuando llevas a cabo una actividad de escucha? Puedes marcar con una (x) o un (✓). Solo puedes marcar una respuesta.

Always (<i>siempre</i>)	
Most of the times (<i>la mayoría de las veces</i>)	
Sometimes (<i>algunas veces</i>)	X
Rarely (<i>rara vez</i>)	
Never (<i>nunca</i>)	

4. Have you used video for listening comprehension activities?
Has usado video para actividades de comprensión de escucha?

No
5. Do you think the use of videos can improve listening comprehension?
Consideras que el uso de video podría mejorar la comprensión de escucha?

Yes, porque los gráficos ayudan más a entender el listening.
6. Describe step by step what you do when you carrying out a listening activity?
Describe paso a paso lo que haces cuando llevas a cabo una actividad de escucha?

 - a) leer las preguntas
 - b) entender las preguntas
 - c) escuchar la actividad
 - d) Responder las preguntas.
 - e.
 - f.
 - g.
 - h.
 - i.

Appendix F: Self-assesment form

Listening

Self-Assessment Form

Task: LISTENING TO RECORDINGS

Names: vanita Cortes

Before Listening	Dates	<u>09/11</u>	<u>11/11</u>	<u>25/11</u>	
I understood the activity or asked for an explanation.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I thought about what I knew about the topic.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I made up some predictions.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got ready to concentrate to listen to the passage.		<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

After Listening	Dates	<u>09-11</u>	<u>11/11</u>	<u>25/11</u>	
I concentrated on the activity.		<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I tried to check my predictions.		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I paid attention to key words and the context for help.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I used what I knew about the topic.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To improve my listening skills the next time,

I will try to learn tips to develop my listening exercise

Date 09-11

I try to take better the notes using key words

Date 11-11

I try to focus in the structure of the sentences.

Date 25-11

I _____

Date _____

Appendix G: Thinkaloud



Data Collection Instrument 5

Think aloud Interview (Post Stage)

Student A

Dear student,

This questionnaire is part of an action research I am carrying out for my masters. I would highly appreciate you answering these questions as honestly as possible. The information collected will be confidential and it will only be used of academic purposes. Thank you!

1. What is your opinion on using videos to practice listening comprehension?

I think that the important thing of using videos for listening comprehension is that through the videos you are looking at the images while you are listening and that helps you to relate the words with the images and this way the words are learnt better. In the future you will need to use them and you will remember the things you saw.

2. To what extent could videos help or not improve listening comprehension?

Videos can help, but it is very important that they are not repetitive because if they are repetitive you could say that you cheat yourself, because you know what the video says, and you memorize the words that the people say, so you are not doing a proper exercise. It is good to do if the video is constantly change and the activity is different, and use videos of different topics and you know how to understand it. That is when you realize that you are really learning.

3. How did you feel carrying out listening comprehension activities with videos?

I felt good doing the exercises when I listened to the videos because I found out that I was not so bad at listening and that the videos, two that were about the news, an interview, were easy to understand and I did not have to pay so much attention even though it was a mother tongue... (pause) excuse me a second language I was learning. But in general, I liked a lot the exercises.

4. Describe in general what you did when carrying out listening comprehension activities with videos.


What I did to do the listening activities was to pay close attention.... (pause) and the strategies you have to take into account is what is going wrong, and this way pay more attention.

- 5. How do you perceive self-assessment strategies worked in class helped or not to improve your overall performance in listening comprehension?

I am not sure, but I think it is important to evaluate your own work.

Appendix H: Lesson Plan sample

1



Universidad
de La Sabana

DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES

MASTER IN ENGLISH LANGUAGE TEACHING
AUTONOMOUS LEARNING ENVIRONMENTS

ICELT LESSON PLAN FORM

Name of teacher: CARMEN STELLA FRANCO VIDAL		Candidate Number:	
Institution: UNIVERSIDAD DE LA SABANA			
Date of Observation: 30 10 2013		Time of observation: 1:00 to 3:00 Length of class: 60 minutes	
Class/grade: Level 5		Room: G-114	
Number of students: 14		Average age of Students: 18	
Number of years of English study: from 2 to 3 years		Level of students: B1 (CEF)	
Lesson Number: 10		Observer:	
<p>Main Aim(s):</p> <p>By the end of the lesson students will be able to report to the class a summary taken from a movie segment.</p> <p>Subsidiary Aims:</p> <ul style="list-style-type: none"> - Students will listen for gist. - Students will take notes to answers questions on the movie segment. - Students will write a summary on the movie segment and report it to the class. - Students will reflect on their use of strategies during the listening task and will set a goal for the next listening activity. <p>Personal aims:</p> <ul style="list-style-type: none"> - To reduce teacher talking time. - To promote student-centered activities. - To promote interaction between students during a task. <p>Assumed knowledge:</p> <p>Students of level 5 at Universidad de La Sabana, began to study this level 12 weeks ago. During the last term students worked on vocabulary related to: use of electronic devices, society and change (health care, unemployment, the education system, the quality of TV and grammar structures such as: defining relative clauses and second conditional. Last week, students were introduced to direct and reported speech and their structure.</p>			



Universidad
de La Sabana

DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES

MASTER IN ENGLISH LANGUAGE TEACHING
AUTONOMOUS LEARNING ENVIRONMENTS

Description of skill;

Listening is important because it provides very significant input for second language acquisition in general. As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input.

In English listening, the content schema must be activated in order for the learners to access their prior knowledge (Lingzhu, 2003). Therefore, in this lesson, learners will watch a movie fragment and will follow a sequence of activities that will allow them to achieve the task of reporting to the rest of the class a summary based on what they listened and watched.

Sub skill(s)

- 1) Understanding information in spoken text which is not explicitly stated by making inferences.
- 2) Skimming: listening to obtain gist.
- 3) Scanning: listening for specific details.
- 4) Note-taking to select relevant information.

Materials :

- Video taken from: http://www.youtube.com/watch?v=RdqOYAfh7EQ&feature=player_embedded
- Handout where students take information from video and answer questions (Annex 1). Adapted from: <http://moviesegmentstoassessgrammargoals.blogspot.com.ar/2008/09/while-you-were-sleeping-reported-speech.html>
- Self-assessment listening format

Rationale

Profile of learners:

This is an Intermediate group of 14 students whose average age is 18. They are studying English as a requirement to begin their undergraduate practices. The learners' language level is B1 (CEF) and the English program is a blended learning course that has three hour face to face sessions and one online hour session. In this group, most students can read and follow written discourse taken from sources such as newspapers and magazines, identify main and specific ideas from academic texts, recognize the general line of argument in a text, use appropriate grammar structures and language of negotiation to talk about media and socio-cultural backgrounds, synthesize information and arguments from a number of sources and include passive voice structures, extreme adjectives, relative clauses, quantifiers and second conditional in an academic composition. In terms of vocabulary, they have worked on reference words related to media, films & books, social customs, extreme adjectives, making generalizations and regarding societies in the present and in the future.

- **Outline the learners' linguistic needs (around 100 word)**

During the first part of the term, students have had problems showing understanding when asked to complete activities of information transfer during listening tasks. Therefore they need to be exposed to more practice through listening exercises where they can understand information in spoken text which is not explicitly stated by making inferences, practice skimming and scanning to obtain gist and specific details, and use note-taking to select relevant information.



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Furthermore, students have problems when listening to a recording with people who speak with different accents. This is why it is necessary to expose the learners to more practice in listening activities where they can familiarize with different English accents.

• **Outline the learners' affective needs (around 100 words)**

Some students feel very apprehensive towards listening activities in the English classroom. Furthermore, they feel frustrated when they cannot understand what the speaker says. Through scaffolding, learners will gain confidence and feel better prepared when carrying out a listening activity. Examples of this can be when learners are provided with pre-listening activities that will introduce them to the context of the spoken text. Also, it is very important to create an appropriate environment where the learner will feel comfortable and that he will be guided through the activity. An example of this is by introducing a video to carry out a listening task.

• **Outline the learners' cognitive needs (around 100 words)**

For this part of the term, learners need to use strategies to improve their listening comprehension. One of these strategies can be top-down processing where listeners develop comprehension by using prior knowledge of the context in which listening takes place to make sense of what is being heard. This will create a link between the new message and the prior knowledge (schematic and linguistic) that the learner has.

• **Explain how learners' aims of the lesson relate to the needs**

The main and subsidiary aims of the lesson will allow students' to accomplish their task for the second part of the semester. In terms of linguistic needs, the learners will be exposed to practice through a listening activity that will allow them to carry out transfer information activities and work on their listening comprehension and at the same time activate vocabulary and practice writing a summary of the movie fragment to share with the class. For their affective needs, learners will gain confidence through the activation of prior knowledge and vocabulary that will help them carry out the listening activity. Finally, the learners' cognitive needs relate to the aims because the strategies they will use such as top-down processing, will help them develop the task of writing the summary.

• **Explain how learners' needs will be addressed in the specific learning environment**

Students at Universidad de la Sabana, must take an International exam as a requirement to approve the English program and begin their practices, therefore they must be exposed to practice in listening comprehension. To accomplish this, in this lesson there is a listening activity that provides students with practice to build up confidence in this skill through information transfer activities and tasks such as writing where they will report what happens in a movie fragment and this way can practice their listening comprehension skills.

<u>Anticipated problems</u>	<u>Planned solutions</u>
<ul style="list-style-type: none"> - Students might find the activity difficult to accomplish. - Students might find difficulties understanding the instructions. 	<ul style="list-style-type: none"> - Have students work in pairs to scaffold knowledge. - Modeling an example before having the students do it on their own, - Write the instructions on a power point presentation where they can read instructions.



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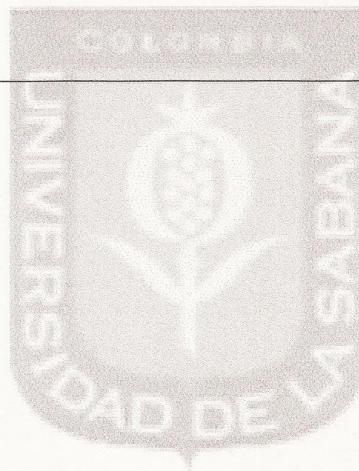
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How do the anticipated problems and planned solutions relate to the above needs analysis?

Some students can find the activities difficult to understand or carry out because they do not understand the video. Activating prior knowledge through a discussion before the activity will help the learners understand the context of the video. Giving the instructions in a written form (Power Point Presentation), will also allow those students who do not understand the spoken instructions, to read them and probably understand better. Providing students with models before an activity will help them also understand what they are expected to achieve in each activity.



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Stage	Aim	Procedure Teacher and student activity	Time and interaction	Tutor's comments
Lead-in/Pre-task	Students will predict what the video is about	The teacher will play the first 2 minutes video without the sound to have students predict what the people in the video is talking.	5 min T-Ss	
Introduction to the topic and task	Students will activate schemata	Students will discuss in groups of three the following questions: (Activity 1 annex 1). <ul style="list-style-type: none"> • What would you do if you say someone falling on the subway tracks? • If you saved someone's life would you expect a financial reward? Why or why not? • Would you hide a secret in order not to hurt someone's feelings? Why or why not? 	10 min Ss-Ss	
Task phase	Listening for gist	Students will watch a video a first time and in pairs will discuss what the main idea of the situation presented in the video.	5 min Ss-Ss	
Task phase	Listening for detail	Students will watch a video a second time, and first individually will answer the comprehension questions related to the content. (Activity 2 annex 1). This will be done by encouraging students to take notes to later answer the questions. In pairs, students share and check their answers.	15 min Ss-Ss	
Task phase	Inferring	In pairs, students will answer the questions of the Activity 3 annex 4 in which they have to infer from the video the answers.	10 min Ss-Ss	
Task phase	Summarizing	In groups of three, students will use their notes and will write a short summary of what happened in the video.	15 min Ss	
Post-task	Self-assessment	Some students will share their summaries with the rest of the class. Students will fill out the self-assessment form for listening comprehension where they will reflect on the strategies they used to carry out the listening task. Finally, they will set a goal to improve in the next listening task they carry out.	10 min Ss	

ANNEX 1

Video: http://www.youtube.com/watch?v=RdqOYAfh7EQ&feature=player_embedded

Activity 1:

Before you watch the video and discuss with a partner the following situations:

1. What would you do if you saw someone falling on the subway tracks?
2. If you saved someone's life would you expect a financial reward? Why or why not?
3. Would you hide a secret in order not to hurt someone's feelings? Why or why not?

Activity 2:

Watch the video and answer the following questions using indirect speech or reported speech.

1. What did the man say when he when he got to the station? (Example)
He said Hi and wished her Merry Christmas.
2. What did the woman think after the man wished her a Merry Christmas?
3. What did the woman say when she saw the train coming?
4. What did the nurse say she needed?
5. What did the doctor tell the woman to do?
6. What did the woman say when the emergency room door was closed?
7. What did the police officer ask the nurse?
8. What did the doctor tell the man's family about his condition?

9. What did the man's grandfather tell the doctor about grandma?

10. What did the man's mother say to the woman?

Activity 3:

Read the following questions and answer them while you watch the video:

1. Why does the man fall on the tracks?
2. What does the woman do to help him?
3. Why does the man's family think she is his fiancée?

Adapted from: <http://moviesegmentstoassessgrammargoes.blogspot.com.ar/2008/09/while-you-were-sleeping-reported-speech.html>

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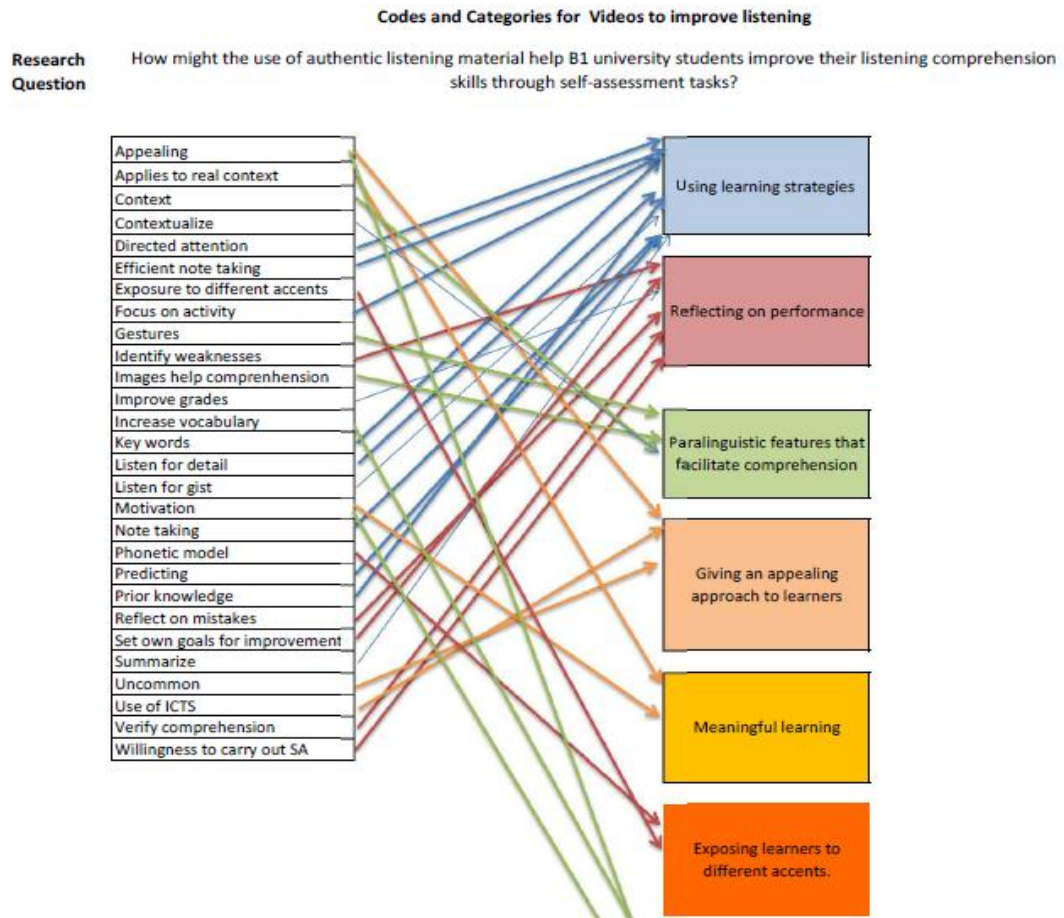
Appendix I: Implementation Timeline

Date	Pre-stage	While-Stage	Post - Stage
Sept 11	Pre-questionnaire Training on strategies and self-assessment 2 hours		
Oct 2- Oct 4, 2013		Teacher's journal 3 hours	
Oct 9-11, 2013		Self-assessment form Teachers journal 3 hours	
Oct 16-18		Teacher's journal 3 hours	
Oct 23-25		Self-assessment form Teachers journal 3 hours	
Oct. 30-Nov 1, 2013		Self-assessment form Teacher's journal 3 hours	
Nov. 6, 2013		Teachers journal 3 hours	
Nov 15, 2013			Think aloud Teacher's Journal 1 hour
TOTAL TIME	21 HOURS		

Appendix J: Open Coding

Questionnaire	Self-assessment Form	Thinkalouds	Teacher's Journal
Identify weaknesses	Exposure to different accents	Images help comprehension	Images help for comprehension
Verify comprehension	Efficient note taking	Applies to real context	Use prior knowledge
To improve	Increase vocabulary	Uncommon	Motivation
Context	Focus on activity	Exposure to different accents	Exposure to variety of accents
Images/Visual aids	Predicting	Identify weaknesses	Gestures
Develop listening skills	Develop listening skills	Reflect on mistakes	Identify weaknesses
Appealing	Improve grades	Set own goals for improvement	Willingness to carry out SA
Use of ICTS			Motivation
Learning style			Exposure to variety of accents
Phonetic model			Willingness to carry out SA
Listen for gist			Setting goals for improvement
Directed attention			
Note taking			
Predict			
Key words			
Prior knowledge			
Contextualize			
Summarize			
Listen for detail			
Verification			

Appendix K: Axial Coding



Appendix L: Selective Coding

