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**ENHANCING LISTENING COMPREHENSION: THE ROLE OF VIDEO RESOURCES  
IN EFL CLASSROOMS**

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## ABSTRACT

This dissertation explores the effect of audiovisual materials on enhancing listening skills and facilitating the integration of the four language skills (listening, speaking, reading, and writing) among English as a Foreign Language (EFL) students. The participants of this quasi-experimental study are forty-two 6th-grade students of a semi-private school in Maipu, Santiago, Chile. This research employs a quantitative data collection method to provide a generalizable analysis.

Data were collected through pre-and post-tests for the control and experimental groups to assess and compare their performances. The results indicate a significant improvement in the experimental group's listening skills, supporting the hypothesis that using videos effectively improves EFL students' listening comprehension and integrates the four skills.

Additionally, the experimental group answered a Likert scale survey to quantify their perceptions regarding the intervention and materials used. The findings revealed that the students like using videos in the English lessons since they make them feel more comfortable and secure when facing listening tasks. The students also expressed that they could integrate the four skills to understand the target language better.

This study concludes that incorporating video materials into EFL lessons enhances students' comprehension and learning outcomes. Further research is recommended to assess long-term impacts and integrate universal design learning. Furthermore, teacher training can significantly impact audiovisual resource selection. It is necessary to emphasize this to lead to effective usage and maximize their potential benefits in English learning contexts.

**Keywords:** Listening comprehension, video-based materials, TEFL methodologies and strategies, skills integration, language proficiency.

## RESUMEN

Esta tesis explora el efecto de material audiovisual para la mejora de las habilidades auditivas y para la facilitación de la integración de las cuatro habilidades lingüísticas (escuchar, hablar, leer y escribir) en estudiantes de inglés como idioma extranjero (EFL). Los participantes de este estudio cuasiexperimental son cuarenta y dos estudiantes de sexto básico de un colegio subvencionado en Maipú, Santiago de Chile. Esta investigación utiliza un método cuantitativo de recolección de datos para proporcionar un análisis generalizable.

Se recolectaron datos a través de evaluaciones pre y post intervención para los grupos de control y experimental para evaluar y comparar su desempeño. Los resultados indican una mejora significativa en las habilidades auditivas del grupo experimental, aprobando la hipótesis de que el uso de material audiovisual mejora efectivamente la habilidad de comprensión auditiva de los estudiantes de inglés como lengua extranjera y facilita integración de las cuatro habilidades.

Además, el grupo experimental respondió una encuesta Likert para cuantificar su percepción en cuanto a la intervención recibida y el tipo de material utilizado. Los hallazgos revelaron que a los estudiantes les gusta la utilización de videos en las clases de inglés debido a que les hacen sentir más cómodos y seguros al momento de enfrentarse a tareas de comprensión auditiva. Los estudiantes también expresaron que pueden integrar las cuatro habilidades gracias a los videos, lo que genera un mejor entendimiento del idioma inglés.

Este estudio concluye que la incorporación de videos a en las clases de EFL ayuda a mejorar la comprensión auditiva y los resultados de aprendizaje en los estudiantes. La recomendación para futuras investigaciones es evaluar el impacto de este recurso a largo plazo e integrar un diseño universal de aprendizaje. Es necesario enfatizar esto para llevar a cabo un uso efectivo y maximizar sus potenciales beneficios en el contexto del aprendizaje de inglés.

**Palabras claves:** Comprensión auditiva, videos, metodologías y estrategias en TEFL, integración de habilidades, competencias lingüísticas.

## **CHAPTER I: INTRODUCTION AND PROBLEM STATEMENT**

## 1.1 Introduction

This study has its foundations in English Language Teaching (ELT) since the English classes are taught in a Spanish-speaking country, and the students are learners of English as a Foreign Language (EFL).

The primary motivation for this dissertation is to measure the effect of using video materials to help primary students improve their listening skills and, thus, increase their English proficiency. Moreover, it is necessary to highlight the importance of listening skills, integrating the four skills, and visual aids in effective language learning and acquisition.

Research indicates that listening is the primary comprehension language skill, which allows people to understand what they hear and what other people say, and it helps create a mental context. Through listening, human beings first acquire language, even during gestation. In the ninth week of pregnancy, the baby's ears start to grow, but in the eighteenth week, the fetus begins to hear sounds (Timmons, 2018). Primary knowledge is the type of information and skills that are acquired effortlessly and naturally, such as listening skills. This knowledge is picked up without conscious awareness or formal instruction and is embedded in the biological system. However, the extent of acquisition and depth is dependent on individual differences; primary knowledge is directly related to the environment in which individuals develop (Sweller, 2024).

The literature review revises the importance of developing listening skills in EFL students due to the complexity of the cognitive processes involved. Listening skills are the basis of language acquisition and may be enhanced better with visual aids.

The main reason for researching this area is to test how using videos in EFL lessons affects and measures their effect on the listening comprehension skills of EFL students. The second reason

is to test the importance of visual aids in listening comprehension tasks for language learning and acquisition, considering the importance of integrating the four skills.

Studying the effect of using videos in the EFL classroom in the Chilean context is necessary since literature needs to give a path to follow or clues about whether it is beneficial for language learning. There is literature on this topic; however, finding this type of research in Middle Eastern and Eastern European countries that live in a completely different context is more common.

## **1.2 Problem Statement**

The problem of this study is that the need for understanding aural texts in 6th-grade students while participating in listening comprehension activities has affected both teaching and learning. The author noticed that students often complain that they cannot comprehend authentic spoken texts well. Videos were implemented as the primary listening source to narrow this problem.

Listening seems complicated to develop by elementary EFL students, who are not extensively exposed to language due to the short curricular time of the English subject in most Chilean schools. This fact usually happens in Chile as the national curriculum framework demands at least three pedagogical hours (135 minutes) a week of English. For this reason, many schools do not give English the importance a foreign language should have.

The latter is one reason Chile has yet to develop advances in the area thoroughly. In addition, since there is a lack of time, it is usual that not all the skills are reinforced in the classroom. Listening is set apart in English classrooms because many students become easily frustrated when exposed to authentic audio. Thus, tasks must be directed to overcome this, but frustration in students can emerge even if all the suitable conditions are given. Gilakjani & Sabouri (2016) suggest that it is necessary to provide activities regarding the student's needs and interests,

and the role of the teacher is to guide comprehension, exposing the learners to different types of input, a variety of accents and adequate the complexity of the tasks to the student's proficiency level.

Moreover, to improve listening abilities in beginner-elemental learners, authentic audio, including visual aids, must be exposed to them and help develop concrete ideas in their minds. Therefore, authentic video materials may help students get a vivid mental image of the dialogue or description they listen to in a class. This study determines whether EFL learners may increase their listening comprehension levels after using videos during listening activities.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective:**

To measure the impact of audio-video materials to enhance EFL students' listening comprehension and facilitate the integration of the four language skills.

#### **1.3.2 Specific Objectives:**

To determine the effectiveness of using audio-visual materials to develop listening comprehension skills in EFL students.

To assess the effectiveness of lessons that use audio-visual materials for listening comprehension activities in EFL.

To explore students' perceptions of using videos to enhance their listening comprehension and the integration of the four skills.

### **1.4 Research Questions**

Is it effective to use audio-visual materials to develop listening comprehension skills in EFL learners?

Are listening comprehension lessons more likely to succeed when audio-visual materials are used?

How do students perceive the use of videos to enhance their listening comprehension and the integration of the four skills?

### **1.5 Research Hypothesis**

The questions formulated to conduct this research seek to prove the following hypotheses:

**Research Hypothesis:** “Using videos effectively improves EFL students’ listening comprehension skills and integrates the four skills.”

**Null Hypothesis:** “The use of videos has no impact on improving EFL students’ listening comprehension skills and integrating the four skills.”

## **CHAPTER II: THEORETICAL FRAMEWORK**

## 2.1 Theoretical Foundations of Listening Comprehension

Listening is a complex, active process that requires arduous mental work so the listener can discriminate not only different language features, such as sounds, words and grammar, intonation, and prosody, but also contexts and settings in which the oral communication occurs (Holden, 2004, p.257).

According to Harmer (1998), the main reason for teaching listening is to expose learners to various accents instead of only listening to their teacher's accent. Although there may be some issues regarding the different accents, such as different pronunciations of a sound, word, or grammar, letting them hear a diversity of English will allow them to assume English as a world language.

Moreover, Harmer suggests that language acquisition is a subconscious process; thus, exposure to oral texts may be beneficial for learners to acquire different phonetic features such as rhythm and stress patterns, pronunciation, and intonation.

Nemtchinova (2015) states that the learner should be exposed to different listening strategies for tasks such as predicting, explaining, or listening for specific information. In addition, the author suggests that listening is a passive skill. Thus, it allows students to construct meaning in their schemata. However, active participation in the listening tasks would allow the learner to succeed in their language acquisition process.

According to Ur (2013), learners' listening comprehension can be obstructed by mishearing and misunderstanding of sound, intonation, and pronunciation patterns, weak and robust vowels, and false cognates, among other things. Teachers should, therefore, preview possible mistakes by testing students' previous knowledge and pre-teaching vocabulary or pronunciation variations, for instance.

Furthermore, it can be efficient to expose learners to a "controlled, comprehensible input" from different sources to reinforce the acquisition of listening comprehension instead of requiring them to reproduce what they are being exposed to. The lack of speech production may decrease the exposure to embarrassing situations; thus, learners can feel less stressed to direct their concentration to comprehend what they are listening to and develop comprehension skills, which allows the acquisition of syntax and semantic features of the target language (Holden, 2004, pp. 258-259).

According to Bozorgian's research (2012), listening is the basis of language acquisition and is highly correlated to other language skills. Confirming that listening comprehension skills should be developed for a successful second language learning process. Bozorgian states a strong correlation between listening and reading regarding the cognitive load in comprehension; he concludes that listening skills correlate considerably with EFL proficiency.

Listening is key to improving oral communication skills, as listening predates the ability to speak. Listeners can access voice techniques, such as intonation, patterns and rhythm, syntax, and nonverbal communication features. Listening is a means of information acquisition, preparation to continue the communication process, heightening metacognitive abilities, and awareness of how English works.

Moreover, listening is "a product of sheer willpower" since students must focus their attention on the task to succeed at it. Nowadays, students are immersed in a world of distractions; thus, teacher's job is to help them regain focus and listen (Ferlazzo, 2023).

According to Gilakjani and Sabouri (2016), developing listening skills is highly important because they provide essential input; thus, comprehensible input is necessary for learning to occur. Developing this skill is not an easy process, and it should be practiced consciously, without the

assessment pressure, since testing listening skills can produce anxiety obstructing the development of the assessing process. Therefore, it is necessary to implement strategies to positively impact the students' self-esteem, beliefs, and attitudes toward listening since proper instruction decreases apprehension and fosters independence, enhancing overall language learning. To achieve this, teachers play a vital role in enhancing listening skills, as do strategies and techniques. On the other hand, learners should practice extensive listening in the target language, using proper listening materials and activities. In this way, exposure to both native and non-native speakers is crucial; however, it is recommended to introduce native accents when the learners reach a particular proficiency (Gilakjani & Sabouri, 2016).

In conclusion, listening is a vital, active, and complex process for language acquisition; it requires the ability to comprehend different linguistic features and contexts. Teaching listening is necessary to expose learners to various accents that help them view English as a global language. Research highlights using varied listening strategies and sources to improve comprehension and participation. Effective listening strategies support the language learning process, the development of oral production, and enhance communication abilities. Teachers are important in choosing the proper approaches, methods, and strategies to facilitate learning.

## **2.2 Skills Integration and Listening Comprehension in ELT**

In the ELT context, the integration of language skills is highly related to the practice or the development of listening, speaking, reading, and writing skills. This type of language learning approach acknowledges that mastering one skill contributes to the development of other skills. These skills should be integrated to give a more contextualized, functional environment to the language learners; in such a manner, this will allow them to enjoy learning and make it more

efficient. Additionally, integrating skills will enhance language use for authentic communication, where multiple skills are used simultaneously (Brown, 2007).

To aim for language skills integration in the EFL classroom, teachers should explore a variety of teaching methods that can suit the students' levels and learning styles, incorporating tasks that integrate various language skills at a time, even in lessons that are focused on developing a single skill, teach different strategies that can lead to improving the student's performance across multiple skills, and reflect on their teaching approaches to assess the level of skills integration. Additionally, it is necessary to enhance the four language skills and relate them to other skills, such as syntax and vocabulary. Thoughtful planning allows teachers to integrate language skills effectively, creating cohesive learning experiences that foster the learners' ability in language use for communication (Oxford, 2001).

Listening comprehension skill serves as the basis of language acquisition and learning. In the case of effective communication, the learner needs to understand the spoken language to give an appropriate answer and consequently participate in the dialogue. The activities can vary from simple listening tasks, such as comprehension of the central idea of a dialogue, to more sophisticated ones, such as analysis of tone, context, and nuance. Thus, teachers may encourage the development of listening skills by making students more aware of the rhythm and dynamics of speech, which may contribute to oral skills development and improve the ability to process the language received (Richards & Rodgers, 2014).

Teaching listening comprehension while enhancing the use of speaking, reading, and writing can be very fruitful for the learning process. For instance, a teacher can use a primary resource of oral input, such as a video clip or an audio recording, and encourage speaking skills by having the students discuss it in pairs or small groups. Following this, students may read a

related text, allowing them to compare the languages learned from the video and the written information, fostering their reading skills. Finally, the students will reflect on what they have listened to or summarize what they have read and discussed, enabling them to develop writing skills and show comprehension of the material. This cycle of skills integration enhances the learning process, making it more interactive, dynamic, and significant (Rost, 2011).

Implementing skills integration can be challenging but can benefit the language classroom. Educators must prepare balanced, manageable student activities to avoid frustration and disinterest. Otherwise, this may result in some students needing to improve the subject. To achieve this, teachers can implement differentiated instruction, tailoring tasks that support to meet varied students' abilities. Moreover, assessing continuously and giving feedback can be adopted as part of the class routine to make sure the learners can participate and foster the success of integrated activities in a significant way (Hughes, 2002; McDonough et al., 2013; Kincaid, 2014).

To sum up, skills integration, most significantly listening skills, is important to effective English language teaching. Teachers can create a more immersive and practical environment in the language classroom by connecting listening to writing, reading, and speaking. Considering the constant change in the communication needs of a globalized world, it is highly relevant to integrate skills while using the language. Thus, students are more likely to succeed in improving their language skills and interact in various contexts if an integrated approach is used in English language teaching (Nunan, 2004; Thornbury, 2005).

### **2.3 Cognitive Processes in Video-Based Listening**

In 1982, Stephen Krashen proposed his Input Hypothesis theory. Although he emphasizes that this theory is valid for language acquisition, not learning, it helps understand how natural communication is developed. The author explains that language acquisition occurs through

understanding an input with contextual help ( $i+1$ ). Effective communication inherently provides this input without needing significant effort.

The Input Hypothesis consists of three primary levels: Acquisition vs. Learning: This theory mainly concerns language acquisition, not learning. Comprehensible Language: Humans acquire language by understanding the input beyond the current level of competence ( $i+1$ ) with the help of context or paralinguistic information. Sufficient Input: The input should contain  $i+1$ ; however, it is exclusively  $i+1$ , given that when communication is successful and when there is enough input that has been understood,  $i+1$  will be naturally given, not being necessary for deliberate targeting (Krashen, 1982).

Mayer's (1997) Cognitive Theory of Multimedia Learning suggests that effective learning occurs through combining words and pictures more than words alone. This theory enhances comprehension by utilizing visual and auditory channels; through this process, learners engage actively. Effective listening involves receiving, interpreting, recalling, evaluating, and responding while using top-down and bottom-up listening activities to support listening comprehension skills and improve language proficiency.

Multimedia learning implies creating mental representations from words and pictures, which can be taken from sources like book-based texts and illustrations, technology-based narrations and animations, gamified environments with interactive speech, and animated microworlds. Multimedia instructional messages are proposed to enhance Learning using printed or spoken texts and static or dynamic graphics, such as photos, drawings, maps, videos, animations, and charts.

This theory sustained its basis on three major principles: Dual Channels: The brain distinguishes two separate channels that process visual and aural information. Multimedia learning

helps students process information simultaneously, fostering understanding and retention. Limited Capacity: Each channel can handle a certain amount of information simultaneously. Overloading the channels with excessive information can disrupt the learning process. Moreover, multimedia content has to be designed to balance the load between visual and auditory components. Active Processing: Learning requires actively engaging the students with the materials used. It implies selecting relevant content and organizing it into a coherent structure to integrate it with existing knowledge. Effective multimedia learning materials must encourage learners to participate in these cognitive processes (Mayer, 2002).

The primary objective of this theory is that students can learn more effectively when they are exposed to two or more media (visual and auditory) and engaged in selecting the most significant materials, organizing them into mental representations, and finally integrating the selected materials with previous knowledge. This process fosters the possibility of keeping the information in long-term memory (Yana, 2020).

According to (Scrivener, 2005; Tyagi, 2013, and Brown & Lee, 2015), there are some strategies or teaching techniques to work on listening comprehension in the lessons, and they are defined by how the auditory tasks are presented to the learners.

Top-down: The listeners use the information they already have to predict the content of the text and get a general idea of the recording. This strategy helps the listener anticipate what proceeds and activates previous knowledge and personal beliefs.

Bottom-up: It is a strategy based on oral text, and the listeners build up the content from different features, such as sounds, meanings, understanding of word collocations, and grammar structures, among others.

According to the report of the University of Minnesota Libraries Publishing (2016), listening skills are the first step in communication and can help meet instrumental needs. Listening supports self-concept and relationship development. Listening is "the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages.

Stages of the listening process:

Receiving is a physiological stage in which we receive stimuli through "auditory and visual channels." Even though the visual stimuli are not directly related to the hearing part, they influence how the listener interprets the messages. In this stage, there may be some external interference with hearing, such as noise from different sources: environment, traffic, other people talking, and music, among others. Besides, internal interference, which is "psychological noise," such as anger or stress, can obstruct the cognitive process at this stage. Then, it is necessary to reduce the interference to maximize our capacity to receive.

Interpreting: This is a cognitive and relational stage; as we integrate the information received, we access our schemata to give meaning to the visual and auditory stimuli. The listeners connect the information to their previous experiences; therefore, they can give meaning to this information, update specific schemata, or store new information. Interpreting may be obstructed by needing more information in our schemata or previous knowledge related to the information received, so transferring the message to long-term memory may not be possible.

Recalling: This stage is related to memory and how it works. When stimuli are received and interpreted, they pass to short-term memory, where they can be gone, or relocated to long-term memory, where they are stored. Once there, the stored information becomes part of our schemata. Through this stage, the listener can assess their skills and effectiveness at listening.

**Evaluating:** This stage is related to critical thinking skills. Evaluation implies the listener's own beliefs to define the speaker's credibility, read meaning into what is said, and make a relation to the topic. In this stage, it is necessary to focus on the message rather than the speaker and be aware of not prejudging the speaker based on their attributes.

**Responding:** This stage involves transmitting verbal and non-verbal responses that result from the listening process. "Back-channel cues" are the reactions the listener has while the speaker is giving the speech; they include eye contact, onomatopoeia, head nods, and body movements; these can be intentional or unintentional and are meant to indicate whether the listener is or not paying attention (University of Minnesota Libraries Publishing, 2016).

To sum up, Krashen's Input Hypothesis and Mayer's Cognitive Theory of Multimedia Learning highlight the need for comprehensible input and dual-channel processing in language acquisition and learning. Video-based tasks align with these theories by exposing learners to rich, contextually supported input and engaging visual and auditory channels.

Additionally, it is necessary to remark that an effective listening process involves stages such as receiving, interpreting, and responding, and top-down and bottom-up strategies enhance it. Using videos as a source for listening tasks allows learners to have access to authentic language in real contexts, fostering their skills to comprehend and retain the content.

Finally, it is crucial to incorporate diverse, contextually relevant video materials into the language lessons; consequently, the learning experiences become more engaging and effective, and listening comprehension skills are enhanced, leading to language proficiency.

## **2.4 Multimodal Learning and Video-Based Listening**

Multimodal Learning refers to using all the possible methods to communicate and teach. In ELT, this method creates an expressive and stimulating classroom environment and uses human

senses – sight, hearing, touch, among others – in the learning process. Teachers can assure students' attentiveness through varied ways to present information and explanations, which may increase comprehension and retention. The theory of multiple intelligences addresses this approach of embracing the learners' abilities, which assures that content delivery works well in targeting each student's learning abilities (Gardner, 1999)

According to Fitzgerald (2023), Multimodal Learning integrates sensory channels – visual, auditory, read/write, and kinesthetic – to foster the learning experience. This approach allows learners to absorb the content more effectively and in an engaging form. This educational method uses different sensory modalities to help learners strengthen comprehension and retention. Moreover, it covers diverse learning styles by presenting the information through various channels. Additionally, Multimodal Learning draws from Howard Garner's theory of multiple intelligences and Neil Fleming's VARK model. Later, thanks to technological advances and cognitive research, these concepts have been further applied in traditional and online education. The main features of this approach are visual, audio, interactive, and hands-on. For instance, images, diagrams, and videos are resources used to stimulate the visual channel; lectures, podcasts, and recorded instructions are used to enhance the auditory channel; quizzes, simulation, and gamified content are interactive resources; and physical engagement and kinesthetic Learning are an example of a hands-on type of activities.

Multimodal Learning is highly beneficial for enhancing understanding because it reinforces concepts through various modalities. It also strengthens classroom inclusion due to the tailored tasks accommodating different learning styles. This approach catches students' attention and creates an enjoyable learning environment, and as the Learning is personalized, students can choose the path to follow in their learning processes.

On the other hand, this method can be time-consuming and requires access to technological devices. Excessive multimedia usage can also cause over cognitive stimulation, and some learners may opt for traditional methods, which can become incompatible with the classroom (Fitzgerald, 2023).

Multimodality enhances the Learning of all students since it incorporates multiple ways to support their processes: providing text and audio for reading and listening, using images and animation to catch learners' attention, and offering examples to foster comprehension and understanding. Additionally, multimodal Learning creates more effective Learning (than unimodal approaches) by combining resources; for instance, using text and visual aids to improve Learning is more effective than text alone (Kennedy, 2023).

When selecting videos for educational purposes, it is important to point to factors such as speech rate, length, and number of speakers, along with the alignment of the spoken content to the visuals. Moreover, redundancy in content is essential for text comprehension; therefore, learners are ideally exposed to multimodal input. This pedagogical approach enhances ecological validity and allows the students to take advantage of each resource. Consequentially, subtitles provide valuable additional support for more complex audio-visual materials. However, the disposition of using subtitles should rest on the learners, allowing them to develop their listening skills based on the skills integration, the listening tasks' objectives, and their individual goals. This approach helps teachers gather relevant information for guiding optimal decision-making to offer choices of inputs and learning aids, accommodating learners' learning styles and interests (Guichon & McLornan, 2008).

Several actional modes are accessible through the visual channel; thus, video can give access to facial expressions, body language, gestures, movements, and clothing, among others.

These visual and auditory features contribute to representing the characters. When chosen and designed carefully, these elements shape and present the character in a specific way. In this way, a digital novel can be a multimodal configuration of music and songs, voices, photographs, video clips, and written prose. Therefore, complex multimodal texts set the conditions for learners to change genres and read texts such as musicals, short films, comic books, or any other genre (Jewitt, 2002).

Research in multiliteracies and multimodality offers pedagogic paths and strategies that can be adopted and adapted by teachers as well as policymakers to align with modern multimodal literacy designs. The main object of this approach is to connect with students' literacy environments to develop their comprehension of multimodal systems and practices. Multimodality requires identifying the students as active participants in their learning processes and teachers as facilitators of the process design (Jewitt, 2008).

In conclusion, it is crucial to analyze learners' understanding to design adequate learning resources and to use the proper method to address their needs. This analysis provides a valuable outlook on how the students process information, enabling teachers to decide about the content presentation format, choices of inputs, and learning resources.

Videos offer a complete arrangement of visual and auditory modes in multimodal Learning, which means that the approach takes part in the classroom and promotes a safe space for diversity and inclusion by making the students active in their learning process.

This approach fosters the creation of highly relevant and engaging resources that facilitate understanding and retention. By considering learners' perceptions, teachers can ensure that the material is aligned with their cognitive and emotional needs, leading to increased educational outcomes.

## 2.5 Effectiveness of Video-Based Instruction

Using videos in education brings plenty of benefits for both learners and teachers; for instance, it fosters the use of different methodologies in the classroom, allows access to authentic material, reduces constant questions from the students, and generally simplifies the teaching-learning process because learners are more likely to obtain the general idea of the oral text. Additionally, watching videos in the classroom allows teachers to present knowledge to students in different ways. It is an accessible way for students to receive comprehensible input and improve their learning experience. It also brings different subjects to real life; subjects become more concrete to students' views (The Deakin Learning Futures Teaching Development Team, 2014).

Brame (2015) suggests that teachers have to consider three aspects when showing videos to students: Cognitive Load, non-cognitive aspects, and aspects that promote learning actively. The first aspect is the cognitive load theory, which suggests that memory involves many features during the learning process, such as sensorial aspects, working memory, and long-term memory. The second aspect is the non-cognitive features in which the student's engagement and adequate understanding are found. Finally, the third aspect is active learning, which can be tested through questions, observation, and feedback.

Therefore, using videos as a listening comprehension resource is helpful since some students may learn better by watching the body language and physical context represented in the video; this can help every learner comprehend better due to the diversity of learning styles built into multiple intelligences. They may also feel better by listening to the different accents and pronunciation patterns. Moreover, using videos might foster students' application of multiple language acquisition methods through experience. However, some elementary students may need more help understanding authentic language, even if there is a visual aid (video), because the characteristics

and features of the authentic material are not appropriate for the elemental level. However, this material can suit intermediate and advanced learners and help them improve their listening comprehension (Kim, 2015).

Using videos in English classrooms also helps the students acquire cultural backgrounds, understand information, and have emotional attitudes. It also might reinforce learners' autonomy in the language learning process. The use of videos for listening comprehension can provoke students to have access to the pragmatics of the language used, and they can also "put themselves in the vivid atmosphere created by the video materials" (Bajrami & Ismaili, 2016, p. 503).

Moreover, it is important to note that the genres of the selected video have to suit all the students' interests to significantly impact them while being exposed to authentic material in the EFL classes. Using videos can be very motivating and engaging, and it can encourage students to participate more actively in the tasks, especially short films, which are shown to be more significant in enhancing listening comprehension skills. However, it can be very challenging for students to understand long utterances. Finally, incorporating multimedia resources in language learning is crucial since they foster engagement and boost the development of language skills (Tekin & Parmaksiz, 2016).

Incorporating video materials in the language classroom is more effective than relying solely on audio materials. Students are shown to obtain better results in developing listening skills using audiovisual materials. Moreover, students also improve their participation in learning since videos help them engage better, making their learning experiences more active and enjoyable. Thus, it is highly recommended that language teachers incorporate videos to enhance students' listening skills and motivate them in the learning process (Burhanuddin, Faisal, and Rizki, 2018).

Audiovisual tools allow teachers to show students different contexts and realities and motivate and encourage them. The use of videos in education fosters teachers' use of the flipped classroom approach, where learners can acquire content at their own pace and explore it during the lesson. It also permits the rearrangement of classroom organization and supports collaborative work. Therefore, the students can work in groups and interact with classmates, and then learners develop communication skills in the target language (Groessler, 2018).

Additionally, it is crucial to take into account the frequency and length of English videos exposed to graduate and undergraduate intermediate and advanced students since it was found that half of graduate students watch 1.6 hours of videos in English every day, and seventy-six percent of undergraduate students watch videos every day. The findings are consistent: exposure to video content in a target language can significantly improve language proficiency, especially listening comprehension skills. This remarks on the potential benefits of incorporating video materials as a source for language learning strategies (Metruk, 2018).

It is important to incorporate audio and visual stimuli in listening tasks that reflect real communication scenarios to foster students' ability to process multimodal inputs since there are learners who can cope better with visual cues to comprehend the content. At the same time, others might be distracted by too much information. Thus, while video-based listening activities can foster most students' listening skills, they may also be less beneficial to another part of the class due to individual needs. It requires teachers to moderate a balanced approach considering the diversity in learning styles (Kwon & Yu, 2024).

As has been discussed, videos are audiovisual tools that can significantly benefit teaching English as a foreign language. The learners are exposed to authentic language, can interpret and

identify the context, and can access the paralinguistic aspects of the communicative act. Therefore, students may have more chances to develop listening comprehension.

## **2.6 Assessment of Video-Based Listening Skills**

Using videos in the English Language Teaching (ELT) classroom has become vital due to its possibility to engage learners in authentic listening experiences. Video-based listening mixes visual and auditory stimuli, allowing richer contexts for students to comprehend the language. Assessing video-based listening skills requires evaluating spoken language comprehension and the interpretation students can make regarding non-verbal cues, such as body language, facial expressions, and situational context. The complex nature of video listening tests the traditional methods of assessment, which primarily focus on audio comprehension (Rost, 2013).

Assessment is a continuous action in the teaching process that may include different evaluation acts from the teacher. In listening activities, learners' answers are impliedly assessed and evaluated, corresponding to informal assessment because it does not include grading or scoring the tasks and is not planned; it occurs spontaneously (Brown & Lee, 2015, p. 341).

It is crucial to be specific with the targeted skills when assessing video-based listening. Teachers should assess students' ability to understand certain features, such as main ideas, specific details, and interferences from the video (Buck, 2001). Furthermore, integrating visual components implies evaluating how the learners use contextual clues to comprehend the spoken language. One method to achieve this is through comprehension questions that demand the students to link the audio to what they observe in the video. Moreover, tasks like sequencing events, summarizing, and filling in missing information can help measure learners' understanding (Vandergrift & Goh, 2012).

Another key element of assessing video-based listening is ensuring the tasks align with the student's proficiency levels. For beginners, assessment should focus on recognizing specific vocabulary and comprehending simple dialogues. At the same time, advanced learners can be assigned more complex activities, such as identifying subtle nuances or deducing meanings from social or cultural contexts shown in the video (Field, 2009). Awareness of the tasks' difficulty guarantees that the assessments are fair and provide significant student feedback.

Listening performance is a non-observable process in which the listener internalizes what they can hear and transmits it to the ear and brain. Moreover, the product of listening is not a spoken or written response but is "within the structure of the brain"; consequently, it is not possible to observe the product. Additionally, assessment of listening can be made possible through "the process of inference" to obtain a conclusion about comprehension skills from non-observable reception. Thus, it is not usual to find a test based on listening skills (Brown, 2004. p. 118-119).

Technology in the language classroom plays a critical role in assessing video-based listening skills. Digital platforms allow teachers to create interactive activities that provide instant feedback and analyze students' answers. Tools such as video annotation, where learners can comment on specific fragments, help assess students' real-time information processing (Herron & Seay, 1991). Additionally, platforms like EdPuzzle or Google Forms integrated with videos allow teachers to follow the progress and identify specific aspects students may struggle with.

In conclusion, video-based listening assessment demands a comprehensive approach that addresses auditory and visual comprehension abilities. Educators must consider several factors, such as task design, proper use of technology in the assessment process, and, most importantly, the learners' proficiency. By implementing these strategies, assessment can more precisely reflect students' skills to handle language in context, thus enhancing their overall language learning.

## 2.7 Motivation and Engagement

Motivation and engagement are pivotal in establishing students' success in English Language Teaching. Motivation regards having the learners initiate the learning activities and persist even with tough challenges, while engagement is related to active participation and commitment to those activities (Ryan & Deci, 2000).

Motivation is substantially important to be successful at what is wanted to be achieved. In the learning process, motivation is essential so the students can make the necessary effort to succeed. In other words, motivation "is some kind of internal drive which pushes someone to do things to achieve something." It is related to the decision of action, which implies cognitive or physical efforts. The person can achieve what they previously set as personal goals (Harmer, 2001, p. 51).

Therefore, different factors can be involved in the motivation process. The students' values and beliefs might determine what they are expected to achieve (by adults, the syllabus course, and the Ministry of Education, among others).

In ELT, students' motivation is divided into two categories: extrinsic and intrinsic motivation. While intrinsic motivation comes from internal factors, that is to say, a person's desire to learn or enjoy the learning process, extrinsic motivation is powered by rewards – such as grades, the need to succeed at an exam, monetary rewards, and career opportunities – that are external influence (Ryan & Deci, 2000; Harmer, 2001). Understanding these two motivational forces allows educators to establish strategies to encourage both and enhance the desired learning outcomes.

A significant number of researchers discuss the idea of motivation as a complex and dynamic process. Dörnyei (2009) formulated the concept of the "L2 Motivational Self System",

which focuses on the relation between the students' ideal self, their ought-to self, and their second language. This perspective proposes that their ideal selves would drive the willingness of the learners to immerse themselves in language learning about becoming proficient L2 speakers of English and the external pressure they have to face.

As Ushioda (2011) contributes, motivation is not steady and constant; it varies owing to personal goals, classroom environment, and social interaction. Thus, teachers must be responsive to their students' needs and aspirations to persevere with high motivation levels.

Engaging the students actively in the learning process is irrevocably related to motivation. According to Fredricks et al. (2004), there are three types of engagement – behavioral, emotional, and cognitive – that support language acquisition. Behavioral engagement regards actions such as attending classes and participating in activities. Emotional engagement encompasses attitudes and feelings toward learning. Cognitive engagement is the effort to understand and comprehend complex concepts and ideas. In ELT, there is a great interest in maintaining high levels of engagement across various domains to achieve significant language learning. For instance, activities that imply peer interaction, such as group discussions and role play, are highly engaging for the students. Therefore, they stimulate the use of authentic language.

Educators play a vital role in creating an environment that enhances motivation and engagement in the language classroom. Educators can create a motivating classroom atmosphere as facilitators of learning by diversifying learner-centered activities to meet learners' motivational needs. Dörnyei and Ushioda (2013) additionally illustrated that communicative language teaching (CLT) approaches focus on authentic communication and cooperation, which increases motivation and engagement. Moreover, Littlewood (1999) found that intrinsic motivation can be significantly promoted by granting students autonomy, allowing them to choose how they want to learn. Thus,

language learning is determined by teachers' pedagogical choices, which can significantly influence the learners' willingness toward the class.

In conclusion, motivation and engagement are vital elements of effective English language teaching. The theories discussed include Dörnyei's L2 Motivational Self System and Fredricks et al. As a result, teachers can guide learners through the language experience to higher success by engaging them and addressing both intrinsic and extrinsic motivation.

## **2.8 Technology Integration and Pedagogical Approaches**

In today's world, traditional pedagogical approaches have undergone an enormous transformation by integrating technology in ELT, which brings up endless new opportunities for interactive learner-centered learning. Technologies boost teaching and learning processes by adding tools that support different learning styles and needs, allowing the students to access authentic language input in several ways and use it dynamically. In the present educational environment, to support independent use or in-class language learning, teachers can establish a practical environment by including digital tools, such as multimedia resources, learning apps, and e-learning platforms. However, achieving a successful technology integration in the class is only possible by understanding how the tools align with practical pedagogical principles to take a chance on their potential and maximize it (Dudeney & Hockly, 2007).

The use of technology in the classroom can positively impact the development of language lessons, it can be motivating for the students, and it can support listening comprehension activities. Brown and Lee (2015) suggest that using technology in language classrooms may benefit the learners. However, they set some principles for teachers to use successfully: 1) Set boundaries between lessons and leisure time to avoid disrupting the class. 2) Choose activities that encourage

learners to participate actively and collaboratively using technology. 3) Scaffolding strategies may help students complete the tasks successfully.

Various pedagogical approaches in language teaching have adapted to integrate technology into more engaging and significant activities. CLT promotes the focus on collaborative and authentic use of the target language; hence, using technology supports these attitudes toward real-time communication, which may be beneficial. For instance, messaging systems, online discussions, and video conferencing give learners real contexts for communication (Richards & Rodgers, 2014). Similarly, in a task-based language approach, technological tools can be implemented to simulate real-life tasks, such as problem-solving or finishing online projects. Consequently, this helps promote active learning and engagement (Ellis, 2003).

Blended learning is an integrated model that combines online learning and face-to-face lessons, which has become very popular due to the implementation of technology in English language teaching. Graham (2006) suggests that this strategy allows the students to learn in and out of class due to the space for flexibility in the learning that it offers. According to Sharma and Barret (2007), this learning model is thought to be effective in supporting learners' independence because the students can search for different resources such as interactive tests, videos, and podcasts, and it lets each student be free to determine their learning pace. Additionally, by using technology in the classroom, teachers can track the students' progress, design a personalized learning path, and deliver immediate feedback (Chapelle, 2003).

Another important technology-based approach is the Standard Inverted Classroom model, where the students are exposed to videos, readings, and online activities outside class time. Thus, class time is used for collaborative tasks and open discussion. Bergmann and Sams (2012) claim that this model creates an active learner who studies the material at their own pace and then

engages in a more interactive setting. One of the most highlighted advantages of language learning is that the students can have outside class time to check on the grammar rules or vocabulary and use them in class in communicative activities.

In conclusion, technology integration has rearranged pedagogical approaches in ELT towards more interactive, individualized, and accessible ways of learning. In this way, CLT, blended learning, and flipped classroom approaches support language in the teaching and learning process. Although effective technology integration relies on strategic alignment regarding the pedagogic goals and the student's needs, technology is a tool to support the process, not to replace the role of effective teaching techniques.

### **2.8.1 Adaptive Learning.**

Adaptive learning is a teaching approach in which the teacher personalizes the learning programs for each student; this can include adapting materials, adjusting the timing or the complexity of tasks, and using technological resources to support and improve the learning process (Lcom Team, 2023).

Barker (2020) proposes five steps to implement adaptive learning in the classroom successfully:

The first, align: The class objectives must be coherent with the content, activities, material, and assessment. There has to be a connection between the objectives and what is being taught and assessed. There may need to be more gaps between the learners' understanding and the contents; thus, teachers have to be open to constant reflection on their practice.

The second, engage: Active learning strategies seem helpful for students to be attracted to the lessons. It is important to include "analysis, critical reflection, and knowledge construction," as well as emotional and instructional support for the students.

The third, motivate: The adaptive learning approach provides plenty of opportunities for feedback, which is essential to motivating students. It is necessary to assess, give helpful feedback, and check the learners' comprehension; this may encourage, guide, and foster the learning process.

The fourth, analyze: Analyzing each student's and the class's progress is important. It can lead to a quick intervention with those struggling or some concept that may not be clear for part of our class. Analysis is essential to making adjustments and refinements for the following lessons or semesters, which leads to achieving equity inside the classroom.

The fifth, support: Teachers need support to apply this approach and do what is necessary to help students achieve learning. Adjusting and redesigning may be time-consuming, but it can lead to success inside the classroom.

Adaptive learning may benefit students and teachers because it helps develop "more effective learning" since every student is given the same opportunities, even though the paces and styles are different. Moreover, designing the lessons to include our students' learning styles increases the participation and performance of those who struggle more, which fosters engagement and motivation.

Adjusting the learning programs and fulfilling the learners' needs may be ideal, which is why the usage of technology may be supportive in making the learning process viable and "scalable" (Lcom Team, 2023). Finally, adaptive learning may positively impact the students, considering that it helps them grow confident in their performance and allows them to achieve their learning goals, which may help them feel less overwhelmed and anxious (ELM Learning, 2022).

Adaptive learning helps increase student engagement through interactions with the content, peers, and teachers. Tailored learning material and adaptive teaching methods are beneficial in

addressing different learning styles, emphasizing behavioral engagement, and allowing learners to participate actively in their learning process. This interaction and personalization create a more effective and engaging learning environment. Moreover, adaptive learning enhances schema activation, content recall, and learning perception, increasing enthusiasm and better student performance. An adaptive teaching method increases participation and engagement more than a traditional classroom, increasing instructional content delivery and assessment effectiveness. Additionally, different learning styles, like the VARK model (visual, auditory, read/write, kinesthetic) can be addressed by adapting content and material, positively influencing student achievement and engagement. The most important factors to successfully apply this method are designing an ideal learning environment, supporting learning adaptations, encouraging direct learning, facilitating knowledge building, and making learning enjoyable (El-Sabagh, 2021).

To sum up, adaptive learning is an approach used for personalized education that adapts the materials and methods to individual learners. The main features include aligned objectives, fostering students' engagement, motivating through constant feedback, tracking progress, and supporting the educators. This approach promotes participation and enhances performance and confidence while it accommodates a diversity of learning styles; moreover, by the use of technological aids, the learning process becomes not only more effective and enjoyable but also scalable. Adaptive learning is beneficial and outperforms traditional classrooms, improving students' engagement and academic outcomes.

### **2.8.2 Personalization.**

Personalization in English language teaching fits each lesson into the student's needs, learning styles, and interests. For students, it is significant when the lessons and content are adequate to their contexts (Tomlinson, 2014). It can be applied by adapting the tasks and materials

used for the class or by letting students participate in selecting topics according to their preferences. Dörnyei (2001) suggests that Personalization is used to create a learner-centered environment where students may feel more motivated and entitled to be protagonists of their language-learning journey. Therefore, language retention and engagement can be encouraged by including Personalization in the lessons.

One of the more substantial points of Personalization in ELT is that it addresses the diversified needs of the students. In a classroom where students have varied linguistic, cultural, and educational backgrounds, a single approach is not enough to address every learner's needs, i.e., teachers resort to Personalization as a method to tailor tasks based on the diverse proficiency levels, learning objectives, and student's interests. For instance, tailoring differentiated instruction based on learners' capabilities guarantees they can face the appropriate level of challenge. This method is used not only to keep students motivated but also to enhance more effective language learning (Harmer, 2007).

Personalization significantly encourages students' engagement due to learning becoming more relevant to their lives and experiences. According to Ellis (2003), learners are more likely to make an effort and invest time in their learning process if they see a practical reason, such as applying the target language to their interests or future objectives. For instance, personalized tasks on speaking or writing might be integrated into the course wherein learners can be granted to share their opinions on what may be more significant to them. The aforementioned use of the language in real-life contexts creates a profound cognitive involvement and brings up the possibility that English can be used in daily life.

Nowadays, technology is a significant resource in helping Personalization in the ELT classroom. Digital tools, such as language learning apps, offer students individualized, tailored

activities, allowing learners to work at their own pace, receive instant feedback on the activities, track their progress, and choose materials based on their learning preferences and styles. They provide various opportunities for the learners to practice the target language using websites and doing controlled language activities, which may help the students improve their knowledge to prepare for their evaluations (Dudeney & Hockly, 2007).

In regular classrooms, students must follow the same syllabus at the same pace to ensure the whole class's progress, even those who may struggle to achieve the learning objectives. However, the learning paths can be personalized using technological devices such as computers or mobiles. Students can use specific materials tailored to their needs and manage their learning by tracking their progress. It allows everyone to cover the learning programs while providing opportunities for intensive learning to those who struggle less (Izmesti, 2012).

To sum up, Personalization is an approach used in ELT to enhance motivation, engagement, and success in learning for all students. Tailoring materials, activities, and tasks that fit the student's needs is an inclusive strategy that provides a better classroom environment and fosters better student development. Personalization opens the door to a student-centered approach that supports every student receiving the appropriate level of challenge and support, fostering long-lasting language acquisition and learning experiences.

## **2.9 Cultural Considerations in Video Selection**

Nowadays, video materials have become popular in ELT as a source of improving listening skills. The students benefit from using videos by being exposed to authentic language. However, appropriate video materials are essential since cultural aspects are usually embedded in them. Culture is a matter of great concern in language learning because it shapes the students' perceptions, attitudes, and behavior toward the target language. When selecting videos, teachers

should ensure the cultural aspects are accessible, appropriate to the class age, and relevant to the student's interests to foster an inclusive and culturally sensitive learning environment. Cultural misalignment can be a factor that causes confusion or even alienation, provoking the lessons to become ineffective (Kramersch, 1993).

One of the principal challenges in video selection is representing diverse cultural contexts so that all the students can relate to the content. As Byram (1997) states, cultural content in language learning materials has a dual function: introducing the students to the target language's culture and enhancing intercultural awareness and understanding. Using videos that solely emphasize Western or native English-speaking contexts may exclude and marginalize people from these speaking backgrounds to promote inclusion and make sure that students can reflect on the material and view English as a global community that has members with a variety of cultural backgrounds, teachers should be encouraged to pick material with a range of cultural outlooks. Consequently, students' motivation and disposition towards their learning process could increase.

Additionally, it is necessary "to develop an intercultural facet" to teach according to what is expected in the current teaching policies: aiming for an intercultural inclusive school community. In the Chilean national curriculum, it is considered intercultural competence to be a cross-curricular objective; however, in practice, it is only sometimes accomplished due to the teachers focusing on reaching the objectives regarding the language competencies (Bravo, p.59, 2020).

Another important aspect to consider is that the content of the videos needs to avoid cultural stereotypes and biases. Some materials need to be more concise in their vision of the target culture, which may impact learners' prejudgment towards a particular culture and their own culture. As Holliday (1999) contends, culture in ELT should not be presented as a set of concrete

characteristics but as a dynamic and complex system of meanings. Thus, educators must carefully review the video materials to determine whether they accurately and respectfully present the cultures. It enhances opportunities for students to conclude and discuss the videos' cultural messages critically, fostering critical cultural awareness.

Moreover, teachers must consider the cultural significance of the content and contexts presented in the videos. Videos with unfamiliar references or culturally specific jokes can affect understanding and engagement. Gardner and Lambert (1972) argue that learners are more likely to be engaged when the content connects to their experiences or world perspectives. Thus, teachers can select videos with universal topics like friendship, travel, or technology or give enough background information to address specific cultural elements.

Cultural consideration makes video content comprehensible and relatable, offering more meaningful language learning experiences. This aspect is relevant in video selection for ELT; by considering cultural elements, teachers can create a learning environment that values diversity and fosters intercultural understanding. Videos should be used as a tool for language learning, broadening cultural understanding and providing a foundation for further critical thinking on cultural representation. In this way, carefully selecting culturally appropriate content promotes language proficiency and increases competence in intercultural elements in a language class (Cortazzi & Jin, 1999).

In summary, videos in English language teaching can enhance listening skills and expose students to authentic language. However, it is necessary to select culturally appropriate videos to ensure that they reflect students' experiences and perspectives. Diverse cultural content in videos promotes an inclusive and culturally aware learning environment, enhancing motivation and engagement. Educators should avoid cultural stereotypes and biases, aspiring instead for a

dynamic and respectful representation of culture. This aspect not only supports language proficiency but also boosts intercultural competence.

## **2.10 The Common European Framework of Reference for Languages (CEFR)**

In the 1970s, the Council of Europe initiated its Modern Languages Projects; it then developed the Waystage and Threshold levels. These levels had specific objectives for language teaching, to target low proficiency, and to form part of a European unit or credit system for adult learners. These two levels establish the foundation for curriculum, syllabus, and testing design. By the end of the 1980s, organizations such as Cambridge, the British Council, and BBC English revised the levels, which influenced the PET and KET exams. By the 1990s, with the help of the Association of Language Testers in Europe (ALTE), a third proficiency level was originated, the FCE, resulting in the publication of Vantage in 1999. The latter was the work that led to the development of a concrete framework of reference levels (Taylor & Jones, 2006).

The Common European Framework of Reference for Languages (herein CEFR) provides a standardized foundation for establishing language syllabuses, curriculum standards, exams, and European textbooks. It defines the skills and knowledge learners are required to develop for effective communication and outlines the cultural context in which language is used.

Additionally, CEFR aims to bridge communication gaps in Europe, aid in the mutual acknowledgment of credentials, facilitate European mobility, provide defined language proficiency criteria, and promote holistic language education. This framework supports language skills development and enhances European plurilingualism, fostering intercultural exchange and personal growth.

Moreover, CEFR stipulates the proficiency levels to measure the learners' progress:

- C2 refers to a proficient user who can understand everything heard and read quickly, summarize information from different sources, reconstruct arguments coherently, and express ideas fluently and precisely, distinguishing finer shades of meaning in complex situations with spontaneity.

- C1: regards to a proficient user who can use a wide range of complex texts and recognize implicit meaning, express fluently and spontaneously with little effort, use language in social, academic, and professional contexts flexibly, and produce well-structured, precise, and detailed texts on complex subjects.

- B2: considers an independent user who can understand complex texts' main idea on concrete and abstract topics, even technical discussions on known fields, interact with a certain degree of fluency and spontaneity, interact with native speakers without difficulty, produce texts on various subjects and explain on topical issues outlook.

- B1 refers to an independent user who can understand key points on familiar matters' standard input, handle situations that can emerge while coping in areas where the language is spoken, produce simple texts related to familiar topics, and describe experiences, events, and opinions.

- A2: regards a basic user who can comprehend sentences and frequently used expressions related to areas of relevance, such as basic personal information, shopping, and local geography, among others, and can communicate in simple routine tasks that require a direct exchange of information, and can describe aspects of immediate need.

- A1: considers a basic user who can understand and use everyday expressions and basic phrases to satisfy concrete needs, introduce themselves and others, ask questions about

personal aspects, and interact, requiring the other person to speak slowly and clearly (Council of Europe, 2001).

The CEFR mainly focuses on learning and teaching, enhancing transparency and coherence across curricula, and teaching and assessing methods within institutions and between educational establishments, regions, and countries. Cambridge University Press officially published this framework in English (Council of Europe, 2020).

Over the decades, the ~~Common European Framework of Reference for Languages~~ (CEFR) has been developed to foster plurilingualism across Europe. It has been revised by different organizations to aim at a standardized foundation, and it has established various levels of language proficiency that categorize learners, although it permits improving their levels. CEFR has its roots in the 70s, and since then, it has enhanced transparency and coherence in teaching, learning, and assessment across institutions and countries. Thus, it has fostered qualification recognition, holistic language learning, intercultural exchange, and personal growth.

### **2.11 Listening Comprehension and The Reality in Chilean Classroom**

The current Chilean national curriculum (Mineduc, 2018) suggests its foundation on the Communicative language teaching approach. It sets several general objectives for primary education, including "comprehending and expressing simple messages in one or more foreign languages." However, the primary purpose of the subject English as a foreign language is that the students can learn and use the language to perform in different simple communicative instances; to achieve this, it is necessary to develop the four language skills (listening comprehension, reading comprehension, oral and written expression), so it is important to develop cognitive skills that allow students to organize and understand the information they can access through the target language.

According to the Chilean national curriculum proposal (Mineduc, 2024), English as a foreign language is recognized as a vital means of communication in a multicultural, globalized world. Therefore, this international language allows for cultural comprehension and appreciation of the students and other cultures.

This subject contributes to developing two formative axes—oral and written communication—which implies the four language skills (speaking, listening, writing, and reading). Thus, the four skills are expected to be articulated to reinforce their interrelation, focusing on producing and comprehending oral and written messages. Additionally, to offer the students contextualized opportunities, values such as identity, critical thinking, socio-emotional wellness, digital citizenship, technology, and creativity are expected to be integrated.

The proposal suggests that interactive communicative instances strengthen students' cooperation, intrinsic motivation, and self-esteem. Moreover, this proposal attaches greater importance to comprehension skills and oral production at the primary levels, expanding the development of productive skills, acquiring vocabulary, and interrelating the topics to promote attitudes such as critical thinking and the value of the student's culture in the secondary levels.

Regarding the oral communication axis, the proposal suggests that the learners may be exposed to multimodal oral texts from different sources, such as songs, videos, dialogues, and monologues.

Astorga-Cabezas's research in the Chilean context (2015) established that improving listening skills is influenced by language features, such as vocabulary, pronunciation, speech register, and paralinguistic features. Although Rojas (2015) states that it is very complex for the students to comprehend what they listen to in the target language, it is often left aside due to the time spent planning the lessons and choosing the appropriate material.

Sepulveda (2018) argues that certain variables may affect listening comprehension in the Chilean context. So, he points out the metacognitive awareness on developing listening micro-skills, which may be beneficial to improve the EFL learners. In the Chilean context, listening skills have yet to be addressed since teachers usually focus more on productive skills than developing the listening process. He also mentions a need to explore new approaches to teaching listening skills among Chilean students, as listening skills play a crucial role in language learning and acquisition; therefore, it is important to cover this area in the national context.

Carcamo (2018) studied the types of listening comprehension activities proposed by the textbooks used in the Chilean classroom, which the Ministry of Education provides. Firstly, he establishes that there is a lack of variety and a lack of scaffolding toward developing listening comprehension; most of the activities are oriented to literal comprehension, and there is also a lack of enhancement for the students to "infer, predict or evaluate the information of the audios." Secondly, there is no progression in more cognitively complex tasks besides delivery speed or length of the recordings; this juxtaposes the importance of interacting with the content and moving from specific to general answers to enhance the cognitive process. He finally states that there is a need for improvement on the textbooks used in the Chilean classroom to align with the current listening models; meanwhile, he suggests teachers make minor adaptations to the tasks to make more complex, practical tasks. He remarks on the importance of implementing tasks that make the students analyze, evaluate, and comment on the aural texts.

To conclude, it is crucial to highlight the national curriculum's influence on developing the four language skills in the Chilean classroom to promote effective communication in a globalized world. However, researchers in the Chilean context refer to various factors that may influence the development of listening skills. On the one hand, there is a misalignment of the textbooks offered

by the Ministry of Education to the current ELT methods, and they mention that it is necessary to explore models to improve aural skills in Chilean students. On the other hand, they point to the role of the teacher in the implementation of listening tasks since there is a necessity for adaptation of activities to level up the students' results. They also indicate the need for diverse, scaffolded activities to improve the students' listening proficiency. Consequently, aiming at a multifaceted approach to strengthen ELT in the Chilean context is highly relevant. It needs to include a better curriculum design, foster teacher training, and use appropriate material that promotes critical thinking among Chilean students.

## **2.12 Literature Review Conclusion**

Listening comprehension is a complex, active process vital for language learning. This skill is enhanced when students are exposed to various accents and strategies, which helps them understand and use the language more effectively. Thus, integrating listening with other language skills is highly beneficial and creates a holistic learning environment.

Moreover, listening comprehension skill development can be supported by using practical strategies that are beneficial for students to reach higher levels of language proficiency. Using video-based instruction in the EFL classroom cognitively engages visual and auditory channels, enhancing comprehension and retention; this regards the multimedia cognitive theory, integrated with methods such as multimodal learning, fosters the development of listening skills. Effective video-based instruction and assessment can be boosted by integrating digital tools and platforms that provide valuable feedback and help teachers and students track progress.

Other key points to effective listening comprehension learning are motivation and engagement, which are driven by intrinsic and extrinsic factors and are important to improve

language learning. Moreover, diversified student-centered tasks and a supportive environment enhance motivational forces.

Integrating technology in the EFL classroom turns traditional methods into dynamic and inclusive lessons; therefore, it is important to personalize the learning according to all the student's needs and interests, providing authentic input and facilitating continuous feedback. Adaptive learning and cultural considerations help shape and further personalize the learning process, enhancing motivation and proficiency.

To test student's proficiency, the CEFR sets guidelines for teaching and assessing language learning by standardizing proficiency levels, ensuring transparency and coherence. By considering these aspects, teachers can create a suitable environment to prepare learners for global communication.

Although the Chilean curriculum is aligned with the theories and methods discussed in the literature review, research suggests several challenges. The curriculum emphasizes the importance of developing effective communication through teaching and integrating the four language skills; however, the textbooks need to be more aligned, there needs to be more scaffolding in listening activities, and a need to work with more comprehensive approaches to teaching listening skills. It is crucial to tackle these issues by improving the curriculum, designing the proper materials, and enhancing teacher training. Enhance listening comprehension and language proficiency among Chilean learners,

Finally, English Language Teaching (ELT) incorporates strategies and methodologies that integrate listening comprehension, skills development, cognitive processes, and technology integration to become effective. The Chilean reality requires a multifaceted approach encompassing improved curriculum design, appropriate diverse materials, and enhanced teacher

training. By addressing these measures, teachers can create an inclusive and dynamic learning environment that fosters language proficiency through developing the four skills for effective global communication.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

## 1.1 Methodology

This research project uses a quantitative method of data collection to gather reliable data that can help answer the research questions of this project, which refer to 1) a comparison between two groups to find out or not an impact regarding the use of videos, 2) to examine how students will succeed in the lessons by using audio-visual material, and 3) find out the students' perceptions of the use of videos for listening comprehension tasks. Additionally, the research hypothesis stated “Using videos effectively improves EFL students’ listening comprehension skills and integrates the four skills” and the null hypothesis: “The use of videos has no impact on improving EFL students’ listening comprehension skills and integrating the four skills” will be eventually proved or rejected by the analysis of the data gathered.

Quantitative research involves collecting data in numbers and the statistical analysis of the data collected to generalize the results. This method is objective and is used to propose hypotheses about specific occurrences. The data gathered would give accurate results to prove or reject this hypothesis (Alele & Adult, 2023).

In educational fields, it is only feasible to conduct actual experiments since participants are assigned randomly to control or experimental groups. Instead, the methods used rely on quasi-experiments (Cohen, Manion & Morrison, 2007). Quasi-experimental researches are usually conducted to test the effectiveness of an intervention (Jhangiani et al., 2019) and to evaluate how well it meets its objectives (White & Sabarwal, 2014). This study has a quasi-experimental research design since the researcher chose the groups and decided which is the experimental or control group.

In addition, this type of design identifies a control group and an experimental group selected under similar conditions and characteristics and seeks to compare both groups. Furthermore, quasi-

experimental designs are used when it is impossible to randomize individuals or groups, as in this research.

Two groups were selected to carry out this research: experimental and control groups. The experimental group was taught listening comprehension using audio-visual material, while the control group received no treatment.

Regarding this research project, the groups were not randomized as it is impossible to reorganize the students to form different groups. Although each group corresponds to a grade of the same level, they are not taught English simultaneously because of their different school schedules.

### **3.2 Context**

This research was carried out at a subsidized private school, partly funded by the government. It is located in Maipu, a district of Santiago de Chile. This educational institution offers a Humanistic/scientific program with approximately 750 students from preschool to twelfth grade.

This school teaches English as a foreign language from preschool to twelfth grade. Since fifth grade, the students have been taught a week of three pedagogical hours (135 minutes) of English.

### **3.3 Sampling**

Forty-two sixth-grade students were selected to participate in this study. There were twenty-seven girls and fourteen boys, who were around twelve to thirteen years old. These students attend a semi-private school in Maipu, Chile, and the same teacher has taught them English since the first grade of elementary school. Two groups were selected to participate in this study.

The first group, the control group, comprises twenty-one students, and the experimental group comprises twenty-one students. Both groups are mixed-gendered and very similar in age and English instruction.

## **1.4 Variables**

In this quasi-experimental study, two groups were assessed with pre-and post-tests. Thus, the dependent variable is the pre-and post-evaluation scores, which were measured to determine the effect of the intervention. The independent variable is the treatment applied to the experimental group, designed to observe its impact. By analyzing the data collected, this study aims to measure the impact of the methodology used.

## **3.5 Data Collection**

### **3.5.1 Instruments.**

The primary instruments used to collect data during the development of this study were the pre-test and post-test using Cambridge English Qualifications Sample Papers for exams from 2018, specifically A1 Movers Listening Volume n°1, to assess the experimental and control groups' performances before and after the experimental group's treatment. This test has 25 questions in total (see Appendix A.1).

In addition, the experimental group answered a Likert scale survey (see appendix B.1) regarding their perception of using videos for listening comprehension activities and skills integration. Likert scale surveys are often used to measure people's perceptions and attitudes by capturing their feelings and intensity towards a series of statements, and the most common format is a five-point scale (Kabir, 2016). This survey comprised eight statements and five rating valuations (strongly disagree, disagree, neutral, agree, strongly agree).

### **3.5.2 Procedures.**

#### **3.5.2.1 Experimental group.**

A pre-test and post-test were implemented; in the first stage of the procedures, the students completed the pre-test using Cambridge English Qualifications Sample Papers for exams from 2018, specifically A1 Movers Listening Volume n°1.

The experimental group received a six-week treatment (see Appendix C) in which they had listening comprehension lessons using videos as listening resources. The videos selected were taken from the playlist *Lingua Inglese* on YouTube under the channel "Loescher Editore TV." All videos were played in the subtitled version to enhance reading integration, attempted to the CEFR levels A1 - A2, and the activities proposed by the channel were adapted from the worksheets of each video (see appendix D).

When choosing the listening material, the factors considered were daily-life language use, diversity of accents, and up-to-date topics to motivate the students. Six videos were used, each for a single lesson, and their lengths were, on average, between two and three minutes and a half.

After six weeks of treatment, the students completed the post-test to assess their improvement in their listening skills. Finally, the experimental group of students answered a survey to measure their perceptions concerning using video instruction during listening comprehension activities.

### **3.5.2.2 Control Group.**

The control group was assessed using Cambridge English Qualifications Sample Papers for exams from 2018, specifically A1 Movers Listening Volume n°1 for the pre-and post-test. After the pre-test, this group continued their English lessons according to the school syllabus for six weeks without any treatment. After this period, they were tested on the post-test.

## **3.6 Data Analysis**

To answer whether audio-visual material is effective in developing listening comprehension skills in EFL learners, the quantitative data collected from the pre-test and post-test. On the other

hand, to determine the students' perceptions of using videos for listening comprehension tasks, the participants answered a Likert scale survey to obtain quantitative data. The data obtained was analyzed using JASP (version 0.19.0, JASP Team, 2024) statistical software from the University of Amsterdam.

The results were analyzed using descriptive analysis to draw conclusions that prove or reject the hypotheses and answer the research questions based on the statistical analysis. The method used to analyze the data collected from the pre-tests and post-tests of the control and experimental groups served to compare both groups and assess whether the treatment impacted the post-test results.

Using this type of analysis reduces the probability of being biased as a researcher because the analysis is strictly interpreted regarding the numbers and methods used. As Kabir (2016) states, measurement implies assigning numbers to variables and characteristics and depends on the scientific rules in use. It involves collecting systematic data, defined by "accuracy, objectivity, and communication." Under these conditions, measurement occurs free from the researcher's biases.

The Likert scale survey was analyzed using descriptive analysis to summarize the students' perceptions regarding each statement by calculating the frequency of answers and percentages. The main objective of this analysis was to understand the perceptions' distribution, whether positive, neutral, or negative, about the use of video materials in listening comprehension activities and identify areas where intervention might be needed.

### **3.7 Validity and Reliability**

To ensure validity and reliability, the listening section of Cambridge English Qualifications Sample Papers for exams from 2018, specifically A1 Movers Volume n°1, was

selected as pre-and post-tests. Neither this instrument nor the audio used were adapted; however, the format used is aligned with the institutional format of the school the participants attend.

The researcher created a reliable Likert scale survey to obtain quantitative data on the students' perceptions of using videos for listening comprehension lessons. This Likert scale was tested before implementation using the Bayesian Scale Reliability Statistics method to obtain Cronbach's alpha mean (see Appendix E).

Cronbach's alpha is a reliability coefficient used to measure a set of test scores and estimate the proportion of variance and internal consistency. It is often used to measure Likert scales. The range of consistency goes from 00.0 to 1.00 (Kabir, 2016).

The mean obtained was 0.814, indicating that the instrument is reliable, while the Greatest Lower Bound mean obtained is 0.990, showing good internal consistency (JASP Team, 2024).

### **3.8 Ethical Considerations**

Ethical considerations have been taken to keep confidentiality; firstly, informed consent was (see appendix A) socialized among the participants of both groups, in which they could find specific information about this project, acknowledge what was expected from them, and were invited to participate voluntarily. They signed this consent before the pre-test assessment. Moreover, the experimental group signed another informed consent with similar characteristics before implementing the Likert scale survey (See Appendix B). Additionally, concerning the anonymity of the participants, the privacy of the student's personal information is assured, and no one has been individualized.

## **CHAPTER IV: RESULTS ANALYSIS AND DISCUSSION**

#### 4.1 Pre-post Test Results

Table 4.1: Student's Progress

Student's Progress						
Student	Experimental Group			Control Group		
	Pre-test	Post-test	Improvement	Pre-test	Post-test	Improvement
1	12	9	I	12	13	I
2	13	12	D	4	13	I
3	10	17	I	10	11	I
4	10	14	I	9	13	I
5	10	5	D	5	6	I
6	5	12	I	7	12	I
7	14	15	I	9	13	I
8	13	17	I	12	17	I
9	17	17	S	12	17	I
10	9	7	D	15	17	I
11	15	16	I	9	12	I
12	22	25	I	6	4	D
13	16	21	I	6	7	I
14	3	5	I	2	7	I
15	15	14	D	13	12	D
16	21	20	D	4	6	I
17	7	10	I	9	15	I
18	12	18	I	10	12	I
19	7	6	D	14	19	I
20	10	12	I	10	5	D
21	12	5	D	7	9	I

**I: Improve – D: Decrease – S: Same result**

Table 1 shows the results obtained by the experimental and control groups in the pre and post-tests. In the experimental group, thirteen students increased their scores and seven decreased, while one student obtained the same result in the pre and post-test. In the control group, eighteen students increased scores, and three decreased scores. However, higher scores were obtained by the experimental group, where one student got an ideal score (twenty-five points) in the post-test.

#### 4.2 Descriptive Analysis

*Table 4.2: Descriptives – Post-tests*

group	N	Mean	SD	SE	Coefficient of variation
experimental	21	13.190	5.698	1.243	0.432
control	21	11.429	4.331	0.945	0.379

According to the results, each group consisted of twenty-one students. The group that received the intervention obtained an average of 13.190 points; however, the control group obtained 11.429. The latter indicates that the experimental group had higher scores on the post-test.

The standard error (SE) parameters indicate that the control group is lower (0.945) than the experimental group (1.243). These numbers show that the mean is more precise in the control group than in the experimental group.

Regarding the standard deviation (SD) results, the experimental group (5.698) obtained scores that show a higher dispersion in contrast to the control group (4.331) scores, which indicates that there is a moderate variability of the scores among the first-mentioned group. These results can be linked to the coefficient of variation in the experimental group, which is 0.432 (43,2%), and in the case of the control group, is 0.379 (37,9%).

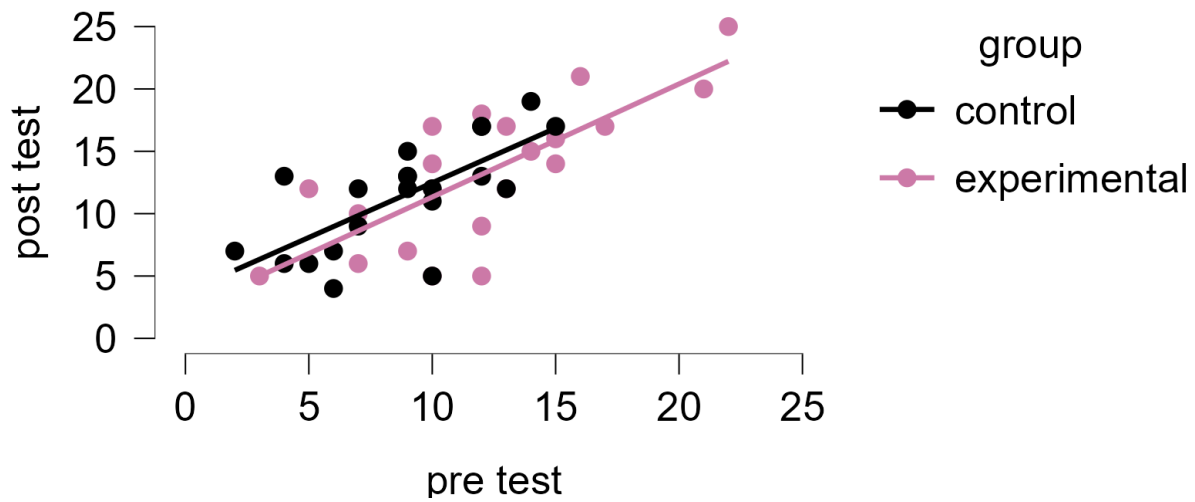


Figure 4.1: Descriptive Plot

The values analyzed are visually represented in the following descriptive plot (Figure 1), where the black points represent the control group and the pink ones represent the experimental group. In the descriptive plot can be observed: that 1) the experimental group obtained the highest and 2) the dispersion of the results of this group. However, it can be noticed that the control group’s results were more precise and had less variability.

### 4.3 Likert Scale Analysis

A Likert scale survey was implemented to acknowledge the students' perceptions. This instrument had eight questions, which can reflect the vision of most of the students regarding each topic, five and five rating values: 1. Mostly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Mostly agree.

#### Statement 1: I like the listening comprehension activities using videos in English

Table 4.3: Statement 1

Statement 1	Frequency	Percent
1	3	14.286
2	1	4.762

Statement 1	Frequency	Percent
3	7	33.333
4	4	19.048
5	6	28.571
Total	21	100.000

**Statement 1 Analysis:** The most common response was rating 3 “neutral” with 33.33%. However, the positive valuations were 47.62% considering rating 4 “agree” (19.05%) and rating 5 “mostly agree” (28.57%) in total. Finally, only 14.28% of the students mostly disagreed (rating 1) and 4.76% disagreed, which resulted in a small part of the class (19,046 %) having a negative perception of the resource used.

**Statement 2: It is hard to solve listening comprehension activities when I listen only to the audio.**

*Table 4.4: Statement 2*

Statement 2	Frequency	Percent
1	2	9.524
2	3	14.286
3	5	23.810
4	7	33.333
5	4	19.048
Total	21	100.000

**Statement 2 Analysis:** The majority of the students (52.38%) agreed and mostly agreed it is hard to solve listening comprehension activities when they listen only to the audio. Some of them

(23.81%) remained neutral, and a small part (23.81%) disagreed or mostly disagreed with this statement.

**Statement 3: I think I understand the written texts better in English after I watched a related video.**

*Table 4.5: Statement 3*

Statement 3	Frequency	Percent
2	1	4.762
3	6	28.571
4	10	47.619
5	4	19.048
Total	21	100.000

**Statement 3 Analysis:** A great part of the students (66.67%) agreed and mostly agreed with the statement. 28.57% of the students did not have a strong opinion on this relation. Only one student (4.76%) disagreed with the idea of using videos to help them understand written texts.

**Statement 4: I can relate listening, reading, writing, and speaking skills better due to listening to videos.**

*Table 4.6: Statement 4*

Statement 4	Frequency	Percent
1	3	14.286
2	3	14.286
3	6	28.571
4	5	23.810

Statement 4	Frequency	Percent
5	4	19.048
Total	21	100.000

**Statement 4 Analysis:** The majority of the learners (42.86%) believed they could relate the four language skills better due to listening to videos in the target language. 28.57% chose “neutral” and 28.57% disagreed or mostly disagreed using videos helped them relate to listening, reading, writing, and speaking better.

**Statement 5: I feel more comfortable watching a video than listening to the audio to solve listening comprehension activities.**

*Table 4.7: Statement 5*

Statement 5	Frequency	Percent
1	2	9.524
3	9	42.857
4	3	14.286
5	7	33.333
Total	21	100.000

**Statement 5 Analysis:** Most of the respondents (47.62%) felt more comfortable with video-based listening tasks (ratings 4 and 5). However, a slightly smaller part of the students (42.86%) remained neutral, suggesting not having a strong preference for the resource used. Finally, a small portion of them (9.52%) mostly disagreed with the statement.

**Statement 6: I feel confident of my answers when I solve listening comprehension activities, after watching a video, instead of only listening to the audio.**

*Table 4.8: Statement 6*

Statement 6	Frequency	Percent
1	3	14.286
2	4	19.048
3	7	33.333
4	5	23.810
5	2	9.524
Total	21	100.000

**Statement 6 Analysis:** The most common response was “neutral” (33.33%); however, 23.81% of the students agreed they felt confident, and 9.52% mostly agreed. In the negative responses, it can be extracted that 19.05% of the students disagreed with the statement and 14.3% mostly disagreed.

**Statement 7: I think using videos has helped me better comprehend the English language.**

*Table 4.9: Statement 7*

Statement 7	Frequency	Percent
1	1	4.762
2	3	14.286
3	3	14.286
4	6	28.571
5	8	38.095
Total	21	100.000

**Statement 7 Analysis:** A large part of the students (66.67%) agreed and mostly agreed that they think using videos has helped them comprehend English better. Some of them (19.05%) were

negative about the videos being useful for increasing comprehension. Only 14.29% remained neutral about this statement.

**Statement 8: I would recommend other English teachers use videos in listening comprehension tasks.**

*Table 4.10: Statement 8*

Statement 8	Frequency	Percent
1	2	9.524
3	4	19.048
4	6	28.571
5	9	42.857
Total	21	100.000

**Statement 8 Analysis:** A great part of the students (71.43%) agreed and mostly agreed that they would recommend other English teachers use videos in listening comprehension tasks. 19.05% were neutral about this statement and only 9.52% mostly disagreed with recommending this type of resource for listening tasks.

## 4.4 Discussion of The Results

### 4.4.1 Descriptive Analysis Interpretation.

The descriptive analysis shows that the experimental group displays a higher average of score responses in comparison to the control group. The data suggest a strong positive effect of the independent variable. Although the results show a higher variability of results within the control group and the experimental group's score might be less precise, it is conclusive that there are higher results in the experimental group's post-test than in the control group. This is coherent

to the reviewed literature, which suggests that using video materials is beneficial for developing listening skills.

Lokanita, Rismadewi, and Dewi (2021) suggest that English teachers use videos as listening sources instead of audio-only material. They also mention that this is a great effective tool that can help students overcome difficulties in learning. This supports the findings of this study since the experimental group had higher scores in the post-test after the treatment.

In the case of El Haj Hassan and Haj Hassan's (2018) study, results demonstrated a great impact of using videos to enhance EFL students' listening comprehension. Additionally, the data collected showed there were greater levels of motivation in the intervened group, leading to better performances regarding participation in discussions and task development. In this way, the latter facts can be suggestive of the present study's results, which show that the experimental group students increased their performances thanks to the intervention received.

Sepulveda's (2018) study, in a Chilean school, remarks on the importance of developing students' listening comprehension since this may be beneficial in improving language proficiency. Although his findings did not demonstrate a statistical significance of the effectiveness of this strategy, he points to the fact that teaching listening may improve students' motivation in the classroom, which plays a significant role in boosting their performances. Even though there may be students who show high levels of intrinsic motivation, which may also be beneficial to developing language skills, regardless of the teaching methods used in the class. Regarding the present research, it can be said that the control group students' results were not as high as the experimental group, they demonstrated good performance, even when they did not receive a particular intervention. Consequently, as Sepulveda (2018) mentions, intrinsic motivation helps students develop language skills, even if they do not receive special treatment.

Regarding the results of this study and the reviewed literature, it is observable that using video-based materials for listening tasks can significantly improve students' comprehension and performance. The experimental group showed higher scores compared to the control group, aligning with the findings of Lokanita, Rismadewi, and Dewi (2021) as well as El Haj Hassan and Haj Hassan (2018). On the other hand, Sepulveda (2018) remarks on the importance of intrinsic motivation, which can be extracted from the control group's scores. The findings suggest that incorporating videos in the EFL class is a valuable strategy to obtain better learning outcomes.

#### **4.4.2 Likert Scale Survey Interpretation.**

The experimental group answered a Likert scale survey to measure their perception of using videos to enhance their listening skills and the integration of the four language skills. They had an overall positive opinion of listening comprehension using videos in English; most students (47.62%) agreed or mostly agreed that they enjoyed working with this type of material, and only 19.05% of the students expressed that they disliked this strategy.

In addition to the latter, 52,4% of students expressed that solving listening tasks using video resources was easier. Since authentic video-based tasks are attention-catchers, they help students improve retention and boost learning motivation. Thus, using video materials is important in developing linguistic skills and comprehending social features by representing real-life contexts (Iskhokovna & Erkinovna, 2021).

Additionally, there is a great part of the students (66,67%) who could relate their increasing levels of comprehension to the use of videos and agreed that this resource helped develop reading comprehension. Iskhokovna Erkinovna (2021) discusses that using video materials in EFL lessons facilitates the integration of the four skills while enhancing motivation, attention, and retention. The videos provide a realistic use of the language, combining verbal and non-verbal cues to enrich

the learning process. Consequently, 42.86% of the students believe using video materials helped integrate the four language skills.

Moreover, 47.62% of the learners felt more comfortable with video-based material to solve the listening tasks. Adambaeva & Khajiyeva (2020) suggest that the use of videos in the EFL classroom is a valuable resource since they are dynamic and can change the classroom atmosphere; they offer the opportunity to foster group work and can enhance discussion among all the participants of class, leading to the integration of the four language skills. Videos can provide a relaxing moment, making the students enjoy the class and allowing all the students to participate actively, including those more reluctant or quieter students. However, they felt equally confident or unconfident about their answers while doing listening tasks after watching a video, and 33.33% of the students felt that using videos did not affect their confidence level.

Visual cues can foster comprehension for EFL learners by providing visual context; therefore, the listening material becomes more effective (Iskhokovna & Erkinovna, 2021). Regarding the present research, 66,67% of the students think using videos has allowed them to comprehend the target language. Videos combine receptor channels; thus, the students can access visual and auditory information, which allows the students to understand the material and tasks, resulting in the development of listening skill competencies (Lokanita, Rismadewi, and Dewi, 2021).

Finally, motivation is crucial in EFL; to enhance students' engagement, it is necessary to consider their interests, objectives, and needs. Since motivation is affected by internal and external factors, teachers need to develop strategies that foster motivation using external sources, which can be tricky. However, teachers can also influence by creating proper conditions and a dynamic environment to engage them (Yuldashevna & Yadgarovna, 2021). Thus, 71,43% of the

experimental group would recommend that other English teachers use videos as a resource for listening tasks, showing strong approval for this strategy.

The Likert scale survey has been a valuable tool for quantifying the learners' perceptions regarding the source used in their listening lessons. It has been demonstrated that using videos is a great resource that makes the students feel comfortable during listening tasks. The students liked to use this strategy for listening comprehension tasks, and a third of the group expressed that they felt confident in their answers using this type of listening resource.

Moreover, most students expressed that videos helped them better comprehend written language and integrate the four language skills. They have expressed that this resource has strengthened their overall target language comprehension. Therefore, the students recommend that other English teachers implement video-based listening tasks in the EFL class.

In conclusion, the results of this research underscore the significant impact of using videos for developing listening comprehension and integrating the four language skills in EFL classes. The students perceived favorably the intervention materials, as aligning with the literature, which highlights the effectiveness of video-based activities in improving motivation and comprehension. This reinforces the value of multimedia materials in ELT for engaging the students in a dynamic classroom environment.

## **CHAPTER V: CONCLUSIONS**

## 5.1 Concluding Remarks

Based on the data analyzed and the findings, the conclusion drawn is that using video materials in the EFL classroom is highly recommended due to the multiple benefits it provides to the students; it reinforces the acquisition of language through images and aural features, it fosters comprehension of the spoken language, it also enhances motivation and participation since students feel more comfortable with this type of resource so that they feel more confident while doing listening tasks in the EFL lessons.

The main objective of this study was to measure the impact of audio-video materials to enhance EFL students' listening comprehension and facilitate the integration of the four language skills. Therefore, the experimental part of the study was implemented in an experimental group using video materials to do listening tasks to answer the following question: Is it effective to use audio-visual materials to develop listening comprehension skills in EFL learners?

The intervention implemented in the experimental group allowed us to determine the effectiveness of using audio-visual materials to develop listening comprehension skills in EFL students. The effectiveness of using audiovisual materials to develop listening comprehension skills in EFL students can be that using audiovisual materials in the EFL class is effective in developing listening comprehension skills since the experimental group's students obtained higher scores in the post-test than the control group's students. The second question can be answered: Are listening comprehension lessons more likely to succeed when audio-visual materials are used?

To assess the effectiveness of lessons that use audio-visual materials for listening comprehension activities in EFL, the conclusion drawn is that listening lessons are more effective when using videos. Since students feel more confident and comfortable with this type of material, they are also more likely to obtain higher scores when assessing this skill.

The descriptive analysis shows a strong positive effect of implementing video materials as a source in listening activities. It is supported by what other authors suggest: a significant impact of videos on improving listening comprehension and increasing motivation.

Incorporating audiovisual materials was effective, as evidence shows an overall improvement in scores within the experimental group, indicating that using videos leads to better outcomes. Thus, listening tasks are more likely to succeed when using video materials than using only audio. Other authors have emphasized the importance of students' engagement for this type of lesson to be successful.

The third question of this study was: How do students perceive the use of videos to enhance their listening comprehension and the integration of the four skills? The methodology used was applying a Likert scale survey to the experimental group to students' perceptions of using videos to enhance their listening comprehension and integrate the four skills.

The main findings were that the learners liked using this type of resource for listening tasks, and they felt more confident in their answers while doing listening activities using videos than using an audio-only source. Furthermore, most students noted that videos were helpful in better understanding the written texts and facilitating the integration of the four language skills. They expressed that they could strengthen their comprehension of English as a foreign language.

It is crucial to highlight that video use in the EFL class positively affects students' learning processes; they can develop listening skills, improve language proficiency, and increase motivation. The students expressed positive perceptions regarding using videos for listening tasks since it was easier for them to comprehend the oral text while watching paralinguistic features; this resource also facilitated the integration of other language skills, making the students feel more

secure during the lessons. Using video material resources is mainly beneficial for individual skill improvement and supports a holistic approach to language learning.

Consequently, considering all these findings, the research hypothesis can be supported:

“Using videos effectively improves EFL students’ listening comprehension skills and integrates the four skills.”

Finally, based on the student's performance and the survey results, it is evident that videos are a highly effective tool. Using video materials enhances listening comprehension and creates a suitable environment founded on the student's interests and learning, fostering a more engaging and motivating environment. Considering these aspects may benefit the students by increasing their language proficiency. Therefore, it can reinforce the recommendation for EFL teachers to incorporate video materials for the listening tasks.

## **5.2 Limitations**

This study had some limitations. One of them is the length of the study. Since this was short-term research, it probably might not have captured the long-term effects of using audiovisual materials on listening comprehension and especially on skill integration; however, it did for the immediate results.

Another limitation was the sample size. As the students were picked from two (already formed) groups, there could not be more participants. This might limit the generalization of my findings, although based on the literature review and the discussion of the results, these findings might be aligned with the general results of similar studies. Furthermore, a larger sample would provide more robust, generalizable results.

Finally, the intrinsic motivation levels of both groups have been considered to influence the students' performances. Even though it was a positive influence, this might provoke a variation

in the study's results. Thus, they cannot be entirely attributed to the effect of audiovisual material. As it has been reviewed, the students might perform better due to their level of intrinsic motivation, regardless of the implemented teaching method.

### **5.3 Recommendations**

For further research, it is recommended that a qualitative method of data collection be used, which can provide a different perspective on analyzing the students' insights regarding their experiences and preferences about the material used.

Additionally, long-term research might help sustain the real impact of using audiovisual materials for listening comprehension and their effect on the integration of language skills over time. Adding the use of more complex tasks can help enhance language skills development. It could also analyze the effectiveness of more specific genres, such as documentaries, dramas, and news, among others, regarding the students' interests and needs and their impact on improving different aspects of language proficiency.

A central key point is to assess the impact of teacher training on integrating new strategies for listening comprehension tasks. Therefore, it is necessary to equip teachers with technical skills to use the resources effectively, implementing platforms or tools that enhance technological proficiency. Additionally, designing interactive lessons can promote active practice, student participation, and critical thinking. Focusing on the pedagogical strategies to adapt or personalize the materials is as important as choosing appropriate resources, which allows for scaffolding the activities and evaluating the effectiveness of the resources. Finally, it is vital to recommend addressing various learning styles and students' needs when considering the video materials and adapting the usage of the video to take full advantage of them; for instance, playing videos with

subtitles can support reading. Following these recommendations would provide a path for further research.

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**ANNEX:**

**Annex 1: Autorización para Uso de Materiales en Sibumce**

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Fecha de publicación: Diciembre, 2024 _____				
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Título y/o grado: MAGÍSTER EN ENSEÑANZA APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA (TEFL)				
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## APPENDICES

### Appendix A: Informed Consent Pre- and Post-test

#### **Consentimiento Informado para Participación en Investigación 6º básico**

**Título del Estudio:** Medición de Efectividad: Uso de Videos para la Comprensión Auditiva en Inglés.

**Investigador Principal:** Profesora Camila Opazo Meza

**Contacto:** [camila.opazo@institutocristianogandarillas.cl](mailto:camila.opazo@institutocristianogandarillas.cl)

**Propósito del Estudio:** Estamos realizando una investigación para determinar la efectividad del uso de videos para la mejora de la comprensión auditiva en inglés. Queremos aprender más sobre cómo mejorar la comprensión auditiva y cómo afecta a estudiantes como tú.

**Procedimiento:** Te pediremos que desarrolles dos evaluaciones de comprensión auditiva (pre-post). La participación tomará aproximadamente 2 horas pedagógicas.

**Riesgos:** La participación en este estudio no implica riesgos significativos, pero es posible que, te sientas confundido o inseguro al responder las evaluaciones.

**Beneficios:** Tu participación nos ayudará a entender mejor como los aprendices de idiomas extranjeros mejoran su comprensión auditiva. No recibirás ningún beneficio directo en calificaciones; no obstante, tendrás la satisfacción de haber colaborado con esta investigación.

**Confidencialidad:** Toda la información que nos proporciones será confidencial. Tu nombre no aparecerá en ningún informe del estudio y solo el equipo de investigación tendrá acceso a tus respuestas.

**Voluntariedad:** Tu participación es completamente voluntaria.

**Contacto para Preguntas:** Si tienes alguna pregunta sobre el estudio, puedes contactar a la profesora Camila Opazo en [camila.opazo@institutocristianogandarillas.cl](mailto:camila.opazo@institutocristianogandarillas.cl)


**Asentimiento del Estudiante:** Entiendo lo que se espera de mí en este estudio y sé que puedo decidir no participar. Mis padres/tutores fueron informados a través del calendario mensual de evaluaciones sobre esta actividad.

**Firma del Estudiante:** \_\_\_\_\_

**Nombre del Estudiante:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

Appendix A.1: Pre- and Post-test

	<b>Cambridge Assessment English</b>		
Centre Number		Candidate Number	

# A1 Movers

## Listening

There are 25 questions.  
You have 25 minutes.  
You will need a pen or pencil.

My name is: .....

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**Part 1**  
- 5 questions -

Listen and draw lines. There is one example.

Ben                      Sally                      Nick                      Kim

Jane                      Paul                      Mary

## Part 2

- 5 questions -

Listen and write. There is one example.



### Going to the zoo

Going to zoo today by: ..... train .....

1 Name of zoo: Jungle .....

2 Number of different kinds of animals: .....

3 Can give food to: .....

4 Animal food in store next to: .....

5 Food on train: ..... and lemonade

**Part 3**  
 – 5 questions –

**Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?**

**Listen and write a letter in each box. There is one example.**



her parents



her uncle



her son



her cousin



her brother



her daughter



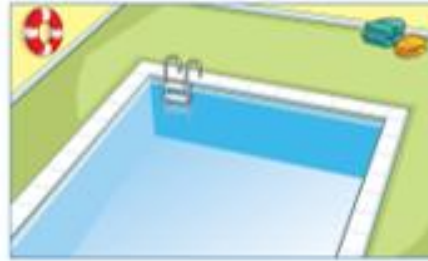
**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**

**Part 4**  
– 5 questions –

Listen and tick (✓) the box. There is one example.

What is the DVD about?



**A**



**B**



**C**

1 Who is Vicky's piano teacher?



**A**



**B**



**C**

2 What clothes does Nick want to wear at school today?



**A**



**B**



**C**

3 Where did Peter find the shell?



A



B



C

4 What is Daisy doing now?



A



B



C

5 What sport did Anna get a cup for?



A



B



C

A1 Movers

**Part 5**  
- 5 questions -

**Listen and colour and write. There is one example.**



## Appendix B: Informed Consent Likert Scale Survey

**Consentimiento Informado para Participación en Investigación 6° básico**

**Título del Estudio:** Mejorando la Comprensión Auditiva: El rol de los Videos en las Clases de Inglés como Idioma Extranjero.

**Investigador Principal:** Profesora Camila Opazo Meza

**Contacto:** [camila.opazo@institutocristianogandarillas.cl](mailto:camila.opazo@institutocristianogandarillas.cl)

**Propósito del Estudio:** Estamos realizando una investigación para determinar la efectividad del uso de videos para la mejora de la comprensión auditiva en inglés. Queremos aprender más sobre cómo mejorar la comprensión auditiva y cómo afecta a estudiantes como tú.

**Procedimiento:** Te pediremos que contestes una encuesta para medir tu percepción sobre el uso de videos en la clase de inglés como idioma extranjero.

**Riesgos:** La participación en este estudio no implica riesgos significativos, pero es posible que, te sientas confundido o inseguro al responder la encuesta.

**Beneficios:** Tu participación nos ayudará a entender mejor como los aprendices de idiomas extranjeros perciben el uso de videos en actividades de comprensión auditiva. No recibirás ningún beneficio directo en calificaciones; no obstante, tendrás la satisfacción de haber colaborado con esta investigación.

**Confidencialidad:** Toda la información que nos proporciones será confidencial. Tu nombre no aparecerá en ningún informe del estudio y solo el equipo de investigación tendrá acceso a tus respuestas.

**Voluntariedad:** Tu participación es completamente voluntaria.

**Contacto para Preguntas:** Si tienes alguna pregunta sobre el estudio, puedes contactar a la profesora Camila Opazo en [camila.opazo@institutocristianogandarillas.cl](mailto:camila.opazo@institutocristianogandarillas.cl)

**Asentimiento del Estudiante:** Entiendo lo que se espera de mí en este estudio y sé que puedo decidir no participar. Mis padres/tutores fueron informados a través del calendario mensual de evaluaciones sobre esta actividad.

**Firma del Estudiante:** \_\_\_\_\_

**Nombre del Estudiante:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

## Appendix B.1: Likert Scale Survey Spanish

**ENCUESTA ESCALA LIKERT**

La siguiente escala ha sido diseñada para conocer tu percepción frente al uso de Videos en actividades de comprensión auditiva, en la clase de inglés.

Marca la opción que más represente opinión, según cada enunciado: **1: Muy en desacuerdo - 2: En desacuerdo - 3: Neutral - 4: De acuerdo - 5: Muy de acuerdo**

Crterios	1	2	3	4	5
<b>1. Me gustan las actividades de comprensión auditiva con videos en inglés.</b>					
<b>2. Me cuesta más resolver las actividades de comprensión auditiva cuando solo escucho el audio.</b>					
<b>3. Creo que entiendo mejor los textos escritos en inglés después de ver un video relacionado.</b>					
<b>4. Creo que puedo relacionar mejor las habilidades de escuchar, leer, escribir y hablar en inglés gracias a los videos.</b>					
<b>5. Me siento más cómodo viendo un video que solo escuchando el audio para resolver actividades de comprensión auditiva.</b>					
<b>6. Me siento seguro de mis respuestas al realizar las actividades de comprensión auditiva, después de ver un video, en lugar de solo escuchar el audio.</b>					
<b>7. Creo que el uso de videos me ha ayudado a comprender mejor el idioma inglés.</b>					
<b>8. Recomendarías a otros profesores de inglés usar videos en actividades de comprensión auditiva.</b>					

## Appendix B.2: Likert Scale Survey Translated to English

**LIKERT SCALE SURVEY**

The following scale has been designed to understand your perception of the use of videos in listening comprehension activities in English class. Choose the option that best represents your opinion for each statement: **1: Mostly Disagree - 2: Disagree - 3: Neutral - 4: Agree - 5: Mostly Agree**

Criteria	1	2	3	4	5
<b>1. I like the listening comprehension activities using videos in English</b>					
<b>2. It is hard to solve listening comprehension activities when I listen only to the audio.</b>					
<b>3. I think I understand the written texts better in English after I watched a related video.</b>					
<b>4. I can relate listening, reading, writing, and speaking skills better due to listening to videos.</b>					
<b>5. I feel more comfortable watching a video than listening to the audio to solve listening comprehension activities.</b>					
<b>6. I feel confident of my answers when I solve listening comprehension activities, after watching a video, instead of only listening to the audio.</b>					
<b>7. I think using videos has helped me better comprehend the English language.</b>					
<b>8. I would recommend other English teachers use videos in listening comprehension tasks.</b>					

**Appendix C.1: Lesson Plan n°1**

TEACHER: Camila Opazo Meza

COURSE: 6<sup>th</sup> grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>To identify explicit information about a video related to the values of different cultures.</p> <p><b>OA 2:</b>  <b>Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que estén relacionados con temas de actualidad e interés global como cultura de otros países.</b></p>	<p><b>Grammatical contents:</b> Verb to be, Present simple Tense</p> <p><b>Lexical contents:</b> Vocabulary related to places in town, prepositions of place, and numbers.</p> <p><b>Communicative function(s):</b> Describing London's historical places, and providing cultural and historical knowledge.</p> <p><b>Attitudinal contents:</b> Encouraging to discover cultural and historical information of other countries and cities.</p>	<p><b>Organization according to:</b></p> <p><b>Presentation:</b> The teacher greets the children and presents the class's objective. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p>The teacher introduces the topic by showing a picture of "Tower Bridge" and asks questions to activate knowledge e.g. "Do you know this place?" or "Where is this place located?". The students take turns to answer.</p> <p><b>Pre-listening:</b></p> <p>Students are given a set of words and asked to match them to pictures. They share answers and check if they are correct.</p> <p><b>While-listening:</b></p> <p>1) The students are invited to watch a video and given three questions: "a. What's the name of this square?", "b. What's the name of the man on top of the big column?", "c. What's the name of the bridge?".</p> <p>The students are asked to pay attention to this information while watching the video: "English - London sightseeing".</p> <p>2) The students listen again and are asked to order a set of words as they appear in the video.</p>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>- Video: "London Sightseeing"</li> <li>- Projector and speakers</li> <li>- Worksheet</li> </ul>	<p><b>Formative:</b> activities are checked on the board and orally.</p>	<p><b>90 min</b></p>

		<p><b>3) The students are given multiple choice activity to circle the correct answer while watching again.</b></p> <p><b>Post-listening:</b></p> <p><b>The students are asked to discuss a set of questions with a partner and answer according to their knowledge or opinion.</b></p> <p><b>Closure and follow-up:</b></p> <p><b>The teacher checks for understanding during the lesson.</b></p> <p><b>The activity is checked on the board, students take turns to answer.</b></p> <p><b>The students are asked: What did we learn today? How did we do it?</b></p>			
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**Appendix C.2: Lesson Plan n°2**

TEACHER: Camila Opazo Meza

COURSE: 6<sup>th</sup> grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>To Identify information about a video by comparing transportation systems in other countries to their reality.</p> <p><b>OA 2:</b> <b>Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos</b></p>	<p><b>Grammatical contents:</b></p> <p>Present simple tense.</p> <p>Describing means of transport</p> <p><b>Lexical contents:</b> Means of transport</p> <p>Directional terms regarding transportation.</p> <p><b>Communicative function(s):</b></p>	<p><b>Presentation:</b> The teacher greets the children and presents the class's objective. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p><b>Pre-listening:</b> The students are invited to imagine visiting a big city and given the following question: <b>What's the best or worst way of getting around?</b></p> <p><b>They are given a list of means of transport and another list with characteristics. They take turns describing the means of transport orally.</b></p>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>- Video: "London transport"</li> <li>- Projector and speakers</li> <li>- Worksheet</li> </ul>	<p><b>Formative: activities are checked on the board and orally.</b></p>	<p><b>90 min</b></p>

<p><b>expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que estén relacionados con temas de actualidad e interés global como cultura de otros países.</b></p>	<p>Expressing preferences regarding transportation.</p> <p><b>Attitudinal contents:</b> It encourages the discovery of cultural information and differentiating means of transport from other countries and cities.</p>	<p><b>Then they answer in written form:</b>  <b>1) Which form of transport is best for your town/city? 2) Which do you use most often and why?</b></p> <p><b>While-listening:</b></p> <p><b>1) The students are invited to watch a video and are given four questions to answer. (choose Right or Wrong - Circle the correct alternative)</b></p> <p><b>2) Then the students watch the video again, and are asked to number six concepts in the order they see them in the video.</b></p> <p><b>3) The students watch the video again and correct the information in these sentences if necessary.</b></p> <p><b>Example: Taxis are always black in London. They're usually black.</b></p> <p><b>Post-listening:</b></p> <p><b>Students answer in written form two questions:</b></p> <p>1) How do you come to school?                  2) Do you usually take a bus or the underground?</p> <p><b>Closure and follow-up:</b></p> <p><b>The teacher checks for understanding during the lesson.</b></p> <p><b>The activity is checked on the board, students take turns to answer.</b></p> <p><b>The students are asked: What did we learn today? How did we do it?</b></p>			
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**Appendix C.3: Lesson Plan n°3**

TEACHER: Camila Opazo Meza

COURSE: 6<sup>th</sup> grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>To identify explicit information about a video by watching the diversity of cultures and contributions to society.</p> <p><b>OA 2:</b> Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que estén relacionados con temas de actualidad e interés global como cultura de otros países.</p>	<p><b>Grammatical contents:</b></p> <p>Present simple tense</p> <p><b>Lexical contents:</b></p> <p>Location and food</p> <p><b>Communicative function(s):</b></p> <p>Describing places, and sharing historical and cultural information.</p> <p><b>Attitudinal contents:</b></p> <p>Encouraging cultural exploration, and celebrating multicultural.</p>	<p><b>Presentation:</b> The teacher greets the children and presents the class's objective. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p><b>Pre-listening:</b> The students are defined as a “Melting pot: a place where immigrants of different cultures or races form an integrated society.” The concept is also explained in their L1 to ensure understanding.</p> <p>They briefly answer in written form: 1) Do you know of other countries, cities, or regions that are melting pots? 2) Is our city a melting pot?</p> <p><b>While-listening:</b></p> <p>1) The students are invited to watch a video and place the four elements in the order they are shown.</p> <p>2) Then the students watch the video again and circle the correct option in seven sentences.</p> <p>3) The students watch the video again and complete three short dialogues with eleven words.</p> <p><b>Post-listening:</b></p> <p>The students are given three columns to match: 1) country 2) traditional dish 3) description.</p>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>- Video: “Multicultural Britain”</li> <li>- Projector and speakers</li> <li>- Worksheet</li> </ul>	<p><b>Formative:</b> activities are checked on the board and orally.</p>	<p>90 min</p>

		<p><b>They are shown pictures of the dishes so they can pick the correct description.</b></p> <p><b><u>Closure and follow-up:</u></b></p> <p><b>The teacher checks for understanding during the lesson.</b></p> <p><b>The activity is checked on the board, students take turns to answer.</b></p> <p><b>The students are asked: What did we learn today? How did we do it?</b></p>			
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**Appendix C.4: Lesson Plan n°4**

TEACHER: Camila Opazo Meza

COURSE: 6th grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>Identify explicit information about a video about food habits by watching cultural differences and similarities to their reality.</p> <p><b>OA 2:</b> Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que</p>	<p><b>Grammatical contents:</b></p> <p>Present simple tense, likes and dislikes</p> <p><b>Lexical contents:</b></p> <p>Food and meals, school terms</p> <p><b>Communicative function(s):</b></p> <p>Describing food routines, discussing preferences for food</p> <p><b>Attitudinal contents:</b></p> <p>Promoting healthy food habits, and comparing the students' reality with the students from the video.</p>	<p><b>Presentation:</b> The teacher greets the children and presents the class's objective. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p><b>Pre-listening:</b> The students given two questions and circle the correct option. They share their answers with the class.</p> <p>1) How many calories does an adult man typically need in a day? 2) And an adult woman?</p> <p><b>Then they are given a list of 10 items of food and drinks and matched to their calories using numbers from a box. They answer orally, and the teacher confirms the information.</b></p> <p><b>While-listening:</b></p> <p>1) The students are invited to watch a video. They are given two</p>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>- Video: "Food at school"</li> <li>- Projector and speakers</li> <li>- Worksheet</li> </ul>	<p><b>Formative:</b> activities are checked on the board and orally.</p>	<p>90 min</p>

<p><b>estén relacionados con temas de actualidad e interés global como cultura de otros países.</b></p>		<p><b>boxes 1) food 2) drink, they have to circle the items mentioned in the video. Answers are checked orally.</b></p> <p><b>2) They watch the video again and complete a table with the information from the video, in written form. The students take turns to go to the board and answer.</b></p> <p><b>Post-listening:</b></p> <p><b>The students are given two questions. They share their answers to the class.</b></p> <p><b>1) What differences are there between your eating habits and those of English kids?</b></p> <p><b>2) What do you normally eat? Is it healthy or unhealthy food?</b></p> <p><b><u>Closure and follow up:</u></b></p> <p><b>The teacher checks for understanding during the lesson.</b></p> <p><b>The activity is checked on the board, students take turns to answer.</b></p> <p><b>The students are asked: What did we learn today? How did we do it?</b></p>			
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**Appendix C.5: Lesson Plan n°5**

TEACHER: Camila Opazo Meza

COURSE: 6th grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>To Identify explicit information about a video related to daily routine by comparing it with their habits.</p> <p><b>OA 2:</b> Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que estén relacionados con temas de actualidad e interés global como cultura de otros países.</p>	<p><b>Grammatical contents:</b></p> <p>Present simple</p> <p>Time expressions</p> <p>Sequence connectors</p> <p><b>Lexical contents:</b></p> <p>Daily routine activities</p> <p>Time of the day</p> <p><b>Communicative function(s):</b></p> <p>Describing daily routines</p> <p><b>Attitudinal contents:</b></p> <p>Comparing their daily routine to Fred's.</p>	<p><b>Presentation:</b> The teacher greets the children and presents the objective of the class. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p><b>Pre-listening:</b></p> <p>1) The students complete an agenda with their typical daily routine. Then they share their answers orally.</p> <p>2) They put eight actions in the order they perform them each day.</p> <p><b>While-listening:</b></p> <p>1) The students are invited to watch a video. They complete a table with the missing information about Fred's routine.</p> <p>2) They watch the video again and choose if twelve statements are Right (R) or Wrong (W).</p> <p><b>Post-listening:</b></p> <p>They answer two questions in written form and share them with the class.</p> <p>1) How different or similar is Fred's routine to your routine?</p> <p>2) What's a typical day like for you on weekends?</p> <p>Then they write an e-mail to a friend describing their daily routine.</p> <p>They check their writing with the teacher.</p>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>- Video: "Daily Routine"</li> <li>- Projector and speakers</li> <li>- Worksheet</li> </ul>	<p><b>Formative:</b> activities are checked on the board and orally.</p>	<p>90 min</p>

		<p><b>Closure and follow-up:</b></p> <p>The teacher checks for understanding during the lesson.</p> <p>The activity is checked on the board, students take turns to answer.</p> <p>The students are asked: What did we learn today? How did we do it?</p>			
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**Appendix C.6: Lesson Plan n°6**

TEACHER: Camila Opazo Meza

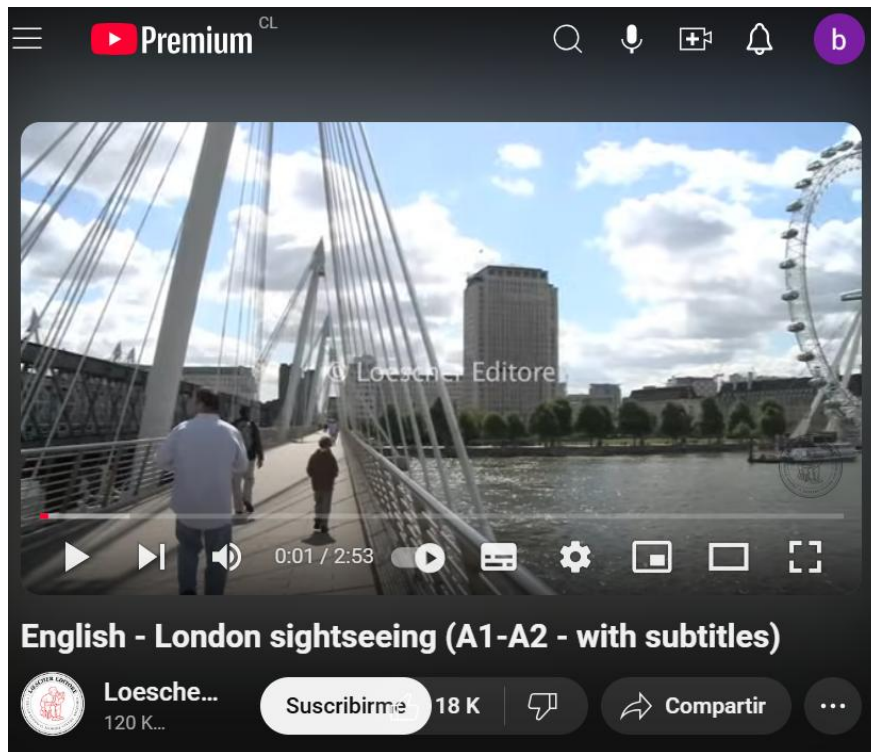
COURSE: 6th grade

OA and PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED	EVALUATION	TIME
<p><b>By the end of the class, students will be able to:</b></p> <p>Identify explicit information about a video describing friends by distinguishing individual differences.</p> <p><b>OA 2:</b> Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, poemas, canciones, cuentos) que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y que estén relacionados con temas de actualidad e interés global como cultura de otros países.</p>	<p><b>Grammatical contents:</b></p> <p>Present simple</p> <p><b>Lexical contents:</b></p> <p>Friends, prefixes to express opposites, adjectives</p> <p><b>Communicative function(s):</b></p> <p>Describing friends' qualities.</p> <p><b>Attitudinal contents:</b></p> <p>Value the qualities in friends, celebrating individual differences.</p>	<p><b>Presentation:</b> The teacher greets the children and presents the class's objective. The students write down the objective in their notebooks.</p> <p><b>Instruction:</b></p> <p><b>Pre-listening:</b></p> <p>1) The students are given a list of seven adjectives and the students have to use prefixes un-, dis-, and im- to write the opposites.</p> <p>2) They write a list of the personal qualities they look for in a friend. They share with the class.</p> <p>3) They write their definition of "friend".</p> <p><b>While-listening:</b></p> <p>1) The students are invited to watch a video and choose if ten statements are Right (R) or Wrong (W).</p> <p>2) They watch the video again and complete eight sentences with the missing information.</p> <p><b>Post-listening:</b></p>	<p><b>Materials Needed:</b></p> <p>- Video: "Friends"</p> <p>- Projector and speakers</p> <p>- Worksheet</p>	<p><b>Formative:</b> activities are checked on the board and orally.</p>	<p><b>90 minutes</b></p>

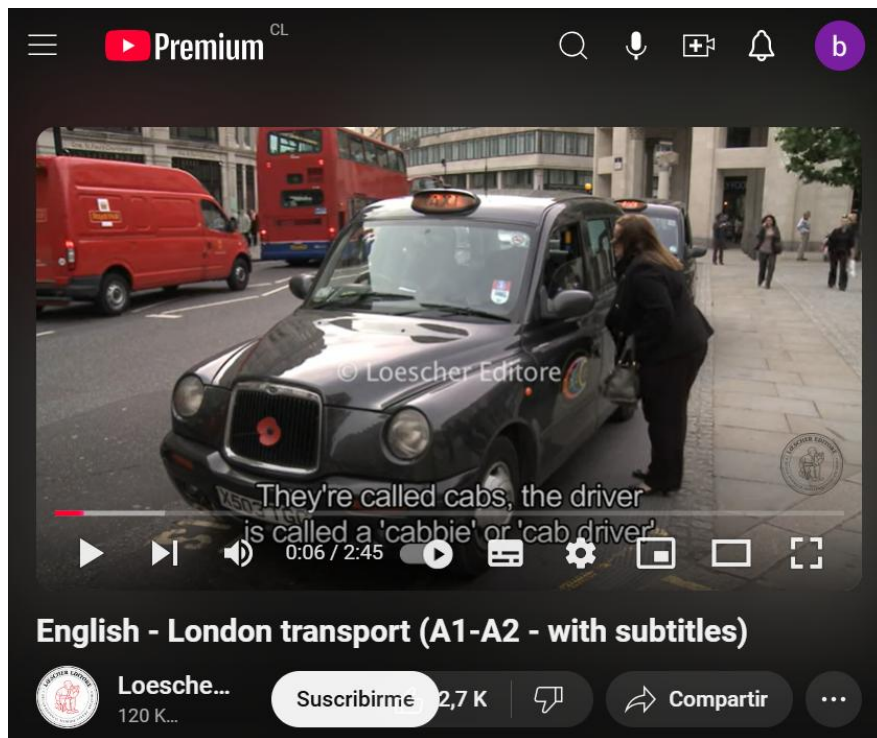
		<p><b>They write a description of their best friends, saying: - why they like the person; - what qualities he/she has; something they don't like about him/her.</b></p> <p><b>They check their composition with the teacher.</b></p> <p><b><u>Closure and follow-up:</u></b></p> <p><b>The teacher checks for understanding during the lesson.</b></p> <p><b>The activity is checked on the board, students take turns to answer.</b></p> <p><b>The students are asked: What did we learn today? How did we do it?</b></p>			
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Appendix D: Videos

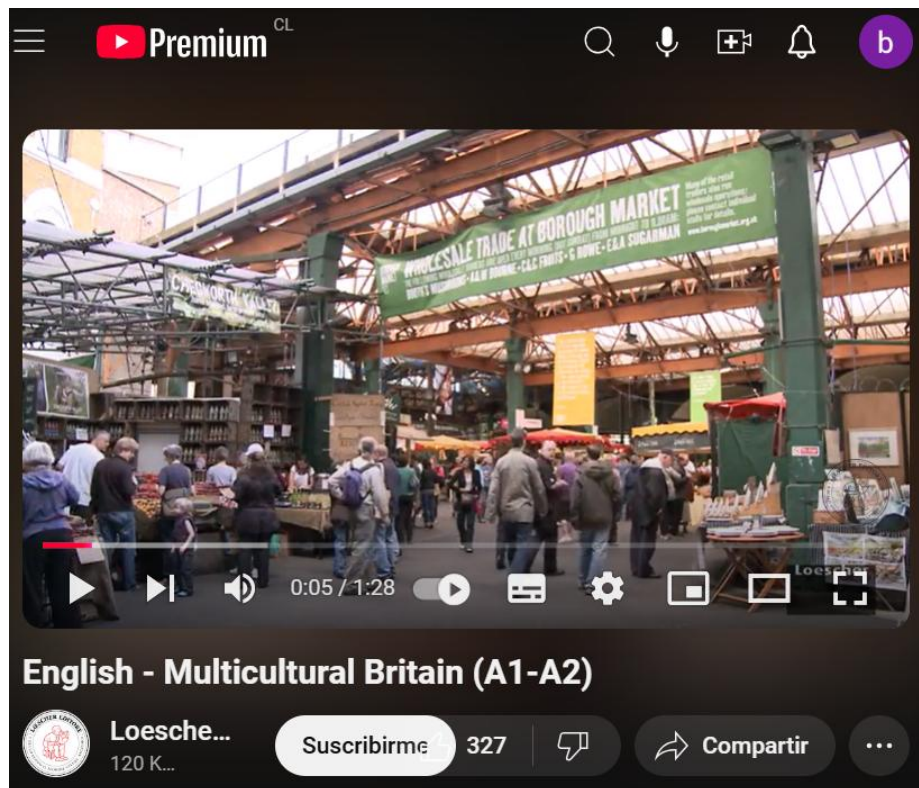
Appendix D.1: Video 1



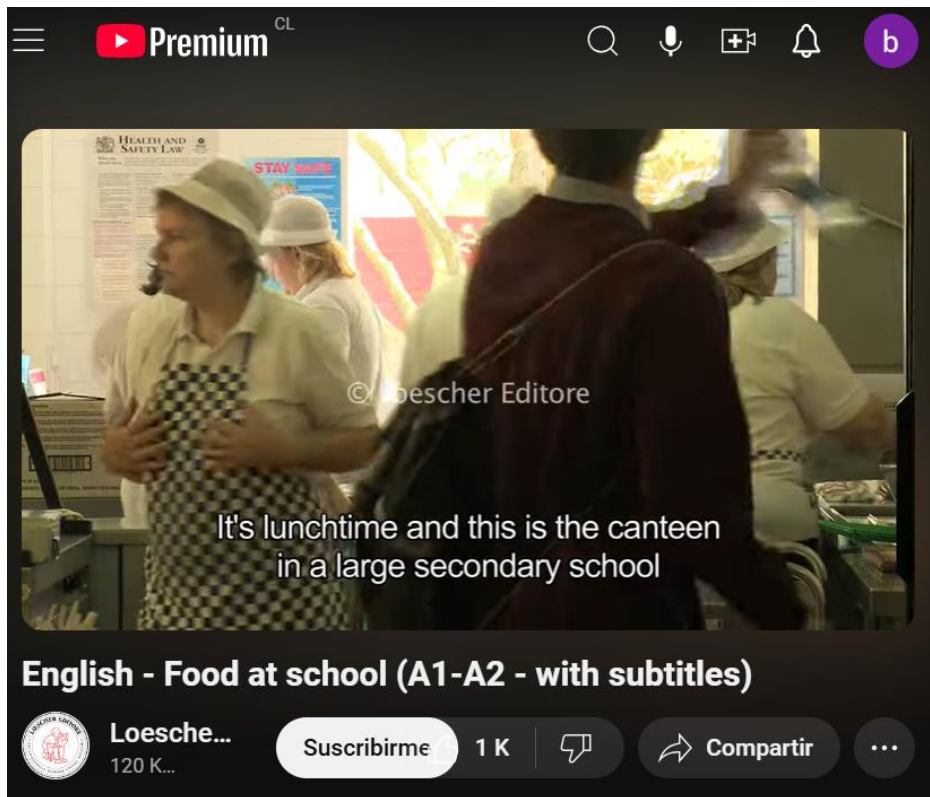
Appendix D.2: Video 2



Appendix D.3: Video 3

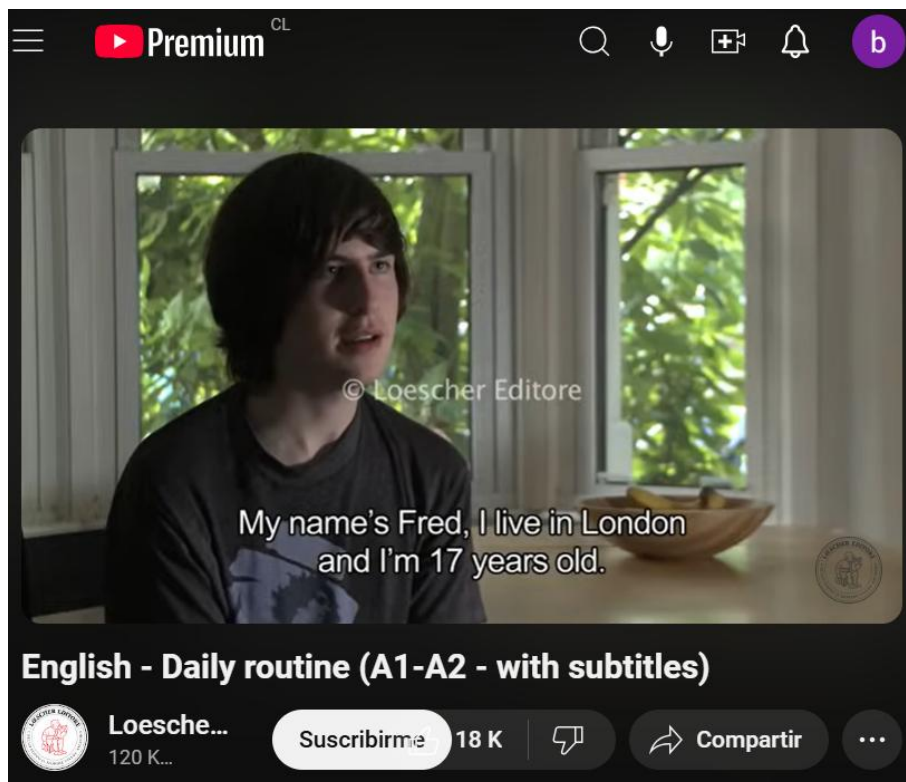


Appendix D.4: Video 4



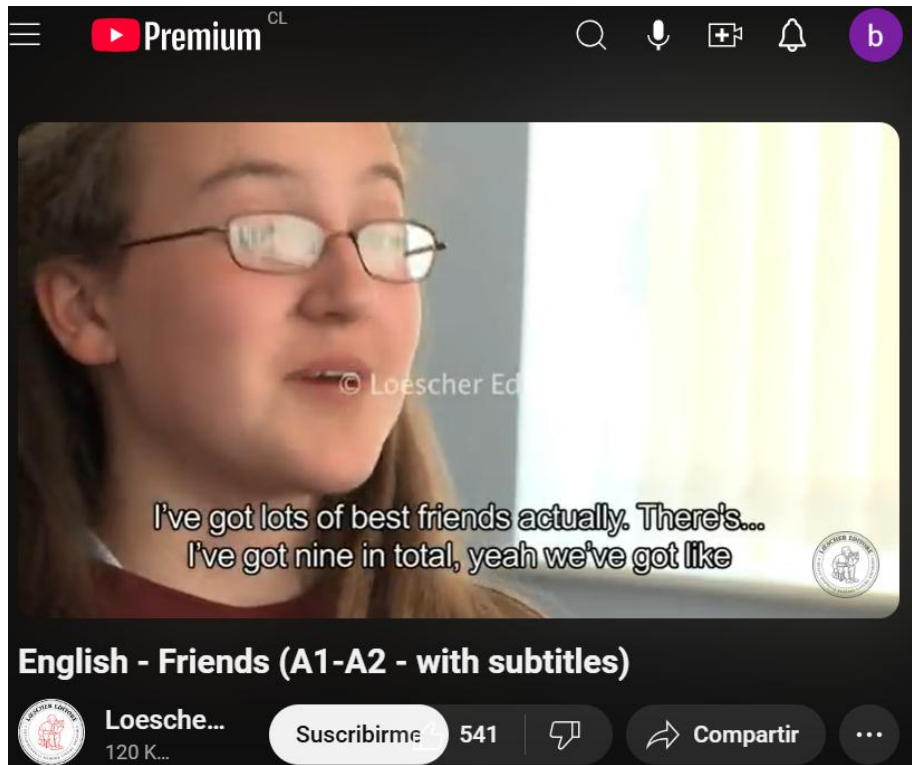
The video player shows a scene in a school canteen. A woman in a white shirt and a checkered apron is talking to a student. In the background, other staff and students are visible. The video has a copyright notice for 'Loescher Editore' and a subtitle that reads: "It's lunchtime and this is the canteen in a large secondary school". The video title is "English - Food at school (A1-A2 - with subtitles)". The channel is "Loesche..." with 120 K subscribers. The video has 1 K likes and a "Suscribirse" button. There are also "Compartir" and "..." buttons.

Appendix D.5: Video 5



The video player shows a young man with dark hair sitting at a table in front of a window. He is speaking. The video has a copyright notice for 'Loescher Editore' and a subtitle that reads: "My name's Fred, I live in London and I'm 17 years old." The video title is "English - Daily routine (A1-A2 - with subtitles)". The channel is "Loesche..." with 120 K subscribers. The video has 18 K likes and a "Suscribirse" button. There are also "Compartir" and "..." buttons.

Appendix D.6: Video 6



**Appendix E: Likert Scale Survey Reliability**

**Camila's Likert Scale Reliability**

*Bayesian Scale Reliability Statistics*

Estimate	Cronbach's $\alpha$	Greatest Lower Bound
Posterior mean	0.814	0.990
95% CI lower bound	0.646	0.980
95% CI upper bound	0.949	0.998