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**“EFFECTS ON TEACHING LISTENING SKILLS THROUGH VIDEOS TO
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ABSTRACT

In the Salvadoran education system, English is used as a foreign language and still a complicated problem. Despite years of instruction, starting from junior high school: seventh grade, many Salvadoran cannot speak or understand simple English. A lack of proficient teaching and suitable methods, including teaching tools are the important obstacles in teaching English. Every teacher knows those problems well. Therefore, in this paper, the researcher intends to help students to succeed in listening abilities, and provide new strategies, techniques and material for improving their listening skill and facilitating their learning.

The purpose of this study was to examine the effectiveness of teaching EFL listening through Videos. The findings suggest that Videos are helpful for students' listening improvement.

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CHAPTER 1

INTRODUCTION

1.1 Rational of the study

To learn a language proficiently students or learners must develop the four macro skills of the English language from the beginning: listening, speaking, reading and writing. To learn the English language is crucial to be exposed to different kinds of input in classes. That is why the importance of exposing students to real life English situations in conversations and dialogues through audiovisuals resources so that students can get familiar with prosodic and suprasegmental features of the language: rhythm, intonation, stress patterns and reduced forms. These resources must be used properly throughout the whole teaching-learning process in which listening techniques and strategies must be applied.

There are several language experts who support the idea of the importance of listening: Gilbert (2005, p.97) believes that the skills of listening comprehension and pronunciation are interdependent: “if they are not able to understand spoken English well, or if they cannot be understood easily, they are cut off from the language, except form the written form”. Nunan (1997, p.65) stated “Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening”.

However, many teachers at University of El Salvador Language Department have had some constraints when teaching listening skills to students from the English language development skill area, in which courses from beginner to

advanced levels are taught. These limitations consist of the lack of well defined listening techniques, strategies as well as proper use of audio and visual resources when teaching English. These limitations have weakened students' ability to comprehend real life English conversations.

In addition, Ur (1984, p.59), one of several specialists that mention problems in the area of listening comprehension, identified the main potential problems as stated: the typical sounds of English words, the system of stress – intonation -rhythm, different accents, and the ability to use environment clues to get the meaning of a phrase. Moreover, she suggested a key to the success in practicing listening should involve using visual and aural environmental cues which provided additional information about the listening situation, therefore, promoting the importance of the learners' mastery of listening skills. Teachers need to carefully select and prepare a variety of quality teaching materials. Finally, Canning-Wilson (2000, p.5) stated that video is a very powerful resource to call the attention of English language learners. Video offers foreign language learners a chance to improve their ability to understand comprehension input

In the study, using videos is an approach that is used as a teaching tool for studying listening comprehension. Videos are such valuable and rich resources for teaching present colloquial English in real life contexts rather than artificial situations and the opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents and dialects King (2002, p.49). Ur (1984, p.88) had been mentioned as relevant listening material. Movies are a medium in which students can concentrate on verbal, contextual and non verbal information

while watching. This will help motivate them to develop listening skills and achieve comprehension.

1.2 Research Approach

This study was accomplished with a qualitative approach. A pre-test was used in order to check the background of participants' English listening skills. In addition, posttest was used to check participants' proficiency at the end of the treatment and the semester.

1.3 Research Participants

The research participants of this study were 40 third-year students majoring in Licenciatura en Idioma Inglés enrolled in the Intensive Advanced English II of the School of Arts and Sciences at a public university in semester 1/2010 in San Salvador, El Salvador

1.4 Research Questions

Consequently, in the paper, researcher intends to present the use *videos* as a teaching tool to answer to two main questions:

1. To what extent do the students improve listening skills through videos?
2. What are the students' attitudes toward learning listening skills through videos?

1.5 Purposes of the Study

The purposes of this study are:

1. To determine whether students can learn listening skill through videos.
2. To explore students' attitude toward learning listening skill through videos.

1.6 Significance of the Study

The importance of this study is developing English listening skills to students from advanced level by the teaching material: videos. This strategy can be applied for teaching and learning in the English Language development skill area of the Foreign Language Department: from beginner to advanced levels. There are benefits for the English teacher, students, and the English curriculum.

The benefit for teachers is using properly, videos in English as a Foreign Language classroom. First of all, videos is a supplementary tool for teaching listening that creates a center of attention to students. Videos stimulate students English listening skills. This way the teacher is using a variety of strategies, methods and techniques in the classroom to extend the students' attention.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input; Techniques are procedures or skills for carrying out or completing specific tasks, these can be classroom devices or activities; a method is a set of procedures that describe how to teach a language; and a skill is a learned ability do or perform something.

Some years ago, Salvadoran language students had learned English through very traditional method: Grammar Translation Method. It was mostly comprised of translating sentences back and forth between the mother language and the prospective foreign language. Grammar translation required learners to master the grammar and to memorize extensive vocabulary lists, and had little to do with the principles of speaking or listening. For that reason, videos, in any format or genre, seemed appropriated material for learning English listening skills. Videos is a rich

and motivating source of language work with Salvadoran language students. It shows real life conversation and culture, included human's posture and so forth.

Lastly, an effective listening advanced English class will be characterized by the following feature: the materials should be authentic or similar to real life, students should be eager to know what they are listening for. In the future, English teachers can help the students develop listening skills by providing various kinds of materials and activities in classroom.

1.7 Scope of the Study

This research focuses on how to apply the listening techniques and strategies for improving students' listening skills. The study targets third year undergraduate students of Schools of Arts and Sciences, at the Foreign language Department, at University of El Salvador, San Salvador, from the period of February 2010 to June 2010. These students who were enrolled in Licenciatura en Idioma Inglés, Intensive Advanced English II course at University of El Salvador, during semester 1/2010.

There were 40 research participants. Twelve students were males and twenty-eight were females. The average age of the participants was nineteen years. These students have been exposed from basic to intermediate level to a communicative approach in which the speaking skill is over emphasized and practiced, and the use of audiovisuals is not part of regular teaching planning.

1.8 Limitations of the Study

This research is intended to determine whether students from advanced level can improved their listening skills through the proper use of videos. There are several limitations that impact on assessing listening comprehension, they are as follows:

The first restraint is the number of students participating in this study: 40 students. Only one out of six advanced groups was taken to do the study because of the limited time available and lack of collaboration from several teachers. Consequently, the research is restricted to a group of third year undergraduate students of Foreign Language Department who have been selected to participate due to researcher and students available time.

The second limitation is class attendance. Students did not attend classes a hundred percent throughout the study, due to illness, family and business matters, etc. As a result, it might have affected their learning in listening.

The third limitation is time-table schedules. Researcher had to divide the schedules for teaching into two parts, one was the instructors' course outline, and the other one was the researcher course outline because a two hour video session was presented once a week. Students had to achieve the University's course objectives and be evaluated via quizzes, oral tasks, midterm and final examination. Therefore, researcher' class time may not have been as adequate as he would have liked for the study.

The fourth limitation is the videos teaching material (movies/films, video clips, news programs and TV commercials on DVD/USB based were used). Students have been taught only two movies and two CNN news video clips due to the

limitations of the class times and course outlines. Moreover, the videos taught were selected via class vote.

The last limitation is researcher's time constraints. The study design could have been better if the researcher had divide the subjects into two groups - one group as the control group learning listening through conventional methods and other one as the experimental group learning listening through videos. As a result, the researcher recommends future researchers to have a more complete research design in their studies.

1.9 Definitions of Terms

Video: Video in language learning may mean the use of popular films on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. It can refer to professionally produced tapes specifically written and designed for classroom instruction, as well as the use of news broadcasts to provide content and to teach specific features of authentic language. The video that can be used in the language classroom may be bought, or recorded from television. They can be films, cartoons, documentaries, news, weather, interviews, games show, advertisements or commercials. These materials can be used for general course, listening practice, business English and so on.

DVD (Digital Versatile Disc or Digital Video Disc) -based Movie: the movie medium of the new millennium for use as a teaching tool. There are a variety of special features, including interactive menus, theatrical trailers, behind the scenes commentary, language and subtitles /captions in several languages and immediate scene access. For language learners the added subtitles are of even greater

interest because they allow the learner to read in English what the actors are saying and also to read in the L1 (first language). Two films/movies were selected by the students to be watched during the semester.

Listening comprehension: The act or ability of understanding what a speaker is saying and seizing the meaning. The study emphasizes students listening and overall comprehension of the story by watching videos, paying attention, listening to conversation and examining comprehension through questions.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the different literature consulted by the researcher related to the listening processes, strategies, techniques and skills as well as the use of videos as a teaching strategy to develop students listening skill.

The purpose of this research is to explore the effectiveness of teaching English as a foreign language (EFL) listening skills through videos. The research paper, therefore distinguishes three main areas that are related to the research focus.

2.1. Listening comprehension

2.2. Teaching listening skills.

2.3. Using videos in listening teaching and related studies.

2.1. Listening Comprehension

Listening comprehension has often been seen as a passive activity. It is, on the contrary, an active process in which the listener must discriminate among sounds, understands words and grammar, interpret intonation, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort.

Listening comprehension is not an easy activity to do for is a complex process. It takes more than just receiving sound waves, but transmitting these ones to the brain for later application; as Brown (2001, p.69) says:

“Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms”.

This is totally true for listening is more than just grasping sounds by the ear and passing these sound waves to the human brain. Listening comprehension takes more than just getting sounds for it is a long and complex process in which human use a variety of strategies or techniques to use this input and react towards it.

Rivers (1981, p.46) states that listening is a vital element in the competent language performance of adult ESL learners, whether they are communicating at school, at work, or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing.

Evidently, in an ESL environment learners are exposed to react towards listening input most of their working or studying time because they are listening to people's directions, requests, utterances and so forth.

Rost (1988, p.66) defines the meaning of listening as a process that involves a continuum of active processes that are under the control of listeners and passive processes, which are not. He also differentiates 'hearing' from 'listening' and processes involved in 'audition'.

In addition, Rost (1990, p.15) states that listening is used in language teaching to refer to a complex process that allows us to understand spoken

language. Listening is not only a skill area in language performance, but is also a critical means of acquiring a second language.

Some researchers identified the listening as a process as follow: Brown (1990, p.54) points out that there are three aspects from which one can interpret an utterance. First, before listening, one uses background (top-down) to predict the utterance. While listening, we use the phonological system and other discrete aspects of the utterance (bottom-up) to confirm/reject our predictions and also get information/details we did not predict. After the utterance, we try to infer what the speaker meant. In our everyday listening we usually employ all three nearly all the time. While listening, as we confirm or reject predictions, we make new predictions and are drawing inferences at the same time, as we continue listening and deciphering the phonological code.

Richards (1983, p.219-240) classifies listening tasks to engage in bottom up (work on the incoming message itself, decoding sounds, words, clauses and sentences) and the top-down process, which uses background knowledge to assist in comprehending the message.

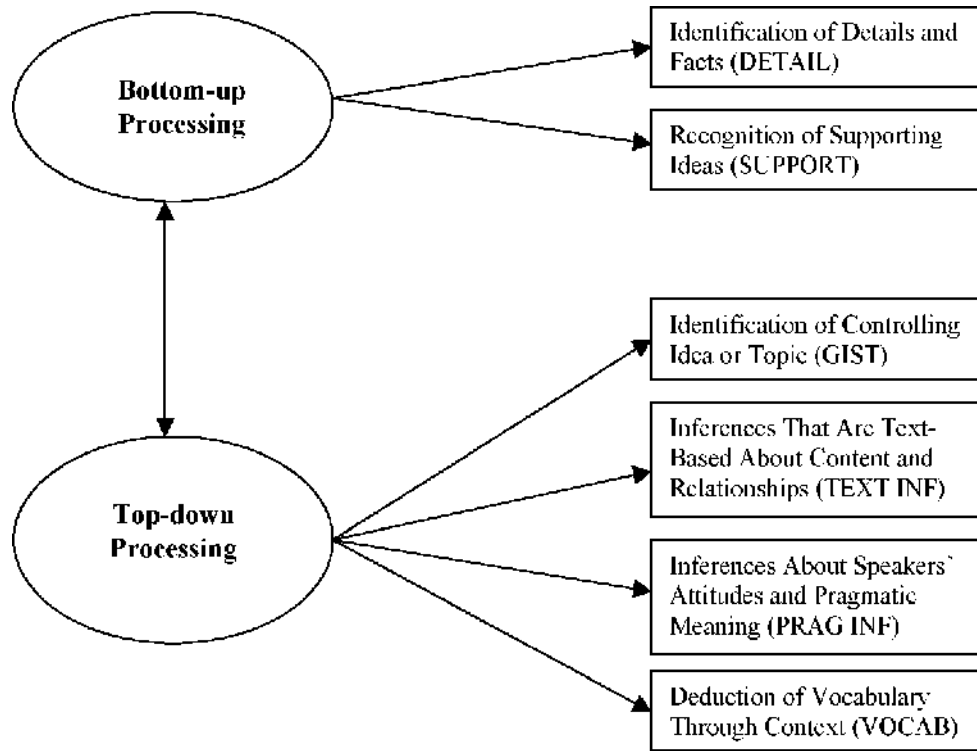
These researchers explained the process simply: the mind sets up the expectations and the sound provides confirmation if what the listener hears is weak, unfamiliar, or incomplete. Therefore, the listener needs to employ higher level cognitive skills to interpret context and hear clearly what is being said.

2.1.1 Second Language Listening Comprehension

Wagner (2002, pp.10-12) produced a Model of Second language Listening Comprehension as it is an important component of listening ability. There are six skills used in the operationalization of an L2 list

on an academic Target Language Use (TLU) domain dealing with listening ability, as shown in Figure 1. He also said that “Listening Comprehension is a dual process, it is also necessary to include this idea in an operationalization of academic listening”. It is theorized that the two processes are occurring simultaneously, and thus they are interrelated. Since these two processes are not directly observed, these must be measured through the observable skills that were theorized as composing the academic TLU domain. Skills such as identifying details, facts, supporting ideas, and more local points of information are observable skills that apparently constitute the underlying ability to perform bottom-up processing. More global skills such as listening for gist, making inferences, and deducing vocabulary through the context of the text, are usually considered the observable skills that represent the latent ability to perform top-down processing. This can be easily seen in Figure 1.

Figure 1
Operationalization of a Model of Second Language Listening Comprehension



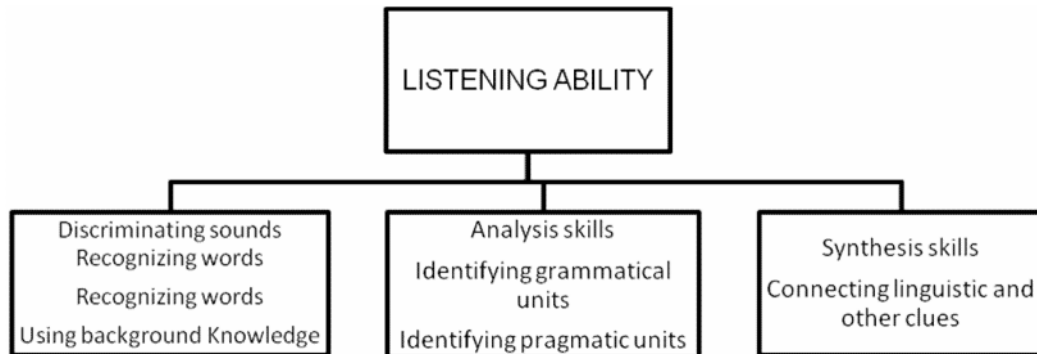
(Wagner, 2002, p. 12)

Cowan (1995) cited in Rost (1990, p.21) stated that listening involves bottom-up processing (in which listeners utilize prior knowledge and expectations to create meaning). Both bottom-up and top-down processing are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical and propositional. This complex process is often described as a 'parallel processing model' of language understanding: representations at these various levels create activation at other levels. The entire network of interactions serves to produce a best match that fits all of the levels.

Moreover, Rost (1991, p.4) accounts, successful listening involves an integration of these component skills. In this sense, listening is a coordination of

the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we will call a person's listening ability in Figure 2.

Figure 2 A Person's Listening Ability



(Adapted from Rost, 1991, p.4)

Both Wagner and Rost provide a clear vision of what the listening process is all about in the above diagrams. It is a complex and interrelated process in which the bottom-up and top-down take place at the same time; therefore, learners must use certain strategies or techniques to know how to use the listening input they are exposed to, this can be called the metacognitive strategies of an active listener to plan, monitor, and evaluate their listening.

2.2. Teaching Listening Strategies

2.2.1. Techniques in Learning and Teaching Listening Skill

Several researchers described various techniques on listening understanding in different areas as follows:

Ur (1984, p.9) focuses on the implication of listening comprehension in the foreign- language classroom. That is, it would seem reasonable to say that classroom practice should usually incorporate such characteristic of real-life listening. She summarized the characteristics by the following features:

1. We listen for a purpose and with certain expectations.
2. We make an immediate response to what we hear.
3. We see the person we are listening to.
4. There are some visual or environmental clues as to the meaning of what is heard.
5. Stretches of heard discourse come in short chunks.
6. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, 'noise' and colloquialisms, and in its auditory character.

Rost (1991, p.65) had studied teaching listening to develop learners listening skill. In particular, he focused on the principle for developing listening ability followed by learning styles that can be summarize in four types:

1. Listening ability develops through face-to-face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning.

2. Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for listening in English, learners can mobilize both their linguistic and non-linguistic abilities to understand.

3. Listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision.

4. Listening develops through attention to accuracy and an analysis of form. By learning to perceive sounds and words accurately as they work on meaning oriented activities, our learners can make steady progress. By learning to hear sounds and words more accurately, learners gain confidence in listening for meaning.

Willis (1981, p. 134, cited in Arif Saricoban, 1999) lists a series of micro-skills of listening, which she calls enabling skills. These are:

1. Predicting what people are going to talk about.
2. Guessing unknown words or phrases without panic.
3. Using one's own knowledge of the subject to help one understand.
4. Identifying relevant points; rejecting irrelevant information.
5. Retaining relevant points (note-taking, summarizing).
6. Recognizing discourse marker, e.g., well; oh, another thing is; now, finally; etc.
7. Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting.
8. Understanding inferred information, e.g., speakers' attitude or intentions.

The work of Saricoban (1999, p.61) showed that the listener must have a continuous set to listen and understand and as he hears the utterance, he may be helped by some kind of set to process and remember the information transmitted. Listening is a receptive skill and receptive skills give way to productive skills.

As for Gilbert (1984, p.1) cited in Otlowski (1998) accounted for the skills of listening comprehension and pronunciations are interdependent: "If they cannot hear English well, they are cut off from the language. If they cannot be understood easily, they are cut off from conversation with native speakers.

2.3. Using Videos in Listening Comprehension

Employing a variety of audiovisual resources (media) as teaching aids for developing listening comprehension is more interesting than many educational situations at present. There are several studies that used this media for teaching listening comprehension and/or testing its effectiveness. In this paper, Videos is the entertainment medium that the researcher is interested in. In this research, many advantages of using videos were supported by several experts and divided into two parts as follows:

2.3.1 Using Videos for Motivation

There are several researchers using DVD-based movie as motivation for learning listening. King (2002, p.35) studied using DVD feature films in the EFL classroom. The researcher motivated students in learning English by using feature films, and assessing the use of captioned and non-captioned films with

different learner level. Finally, selecting criteria for choosing appropriate films to promote active viewing and engage involvement for making the most of DVD films are provided. He used DVD feature films because DVD offered a variety of special features, including interactive menus, theatrical trailers, behind the scenes commentary, language and subtitles and immediate scene access. Research indicates that DVD feature films provide enjoyable language learning opportunities for students. The teacher should choose appropriate length films, either complete ones or segments, which are purposeful and tailored to students' learning needs and proficiency levels. Both captioned and non-captioned films benefit students in various ways. A teacher might work at cross-purposes, and aim overtly at different aspects of language, by using both types of movies alternatively. English-captioned films are a rich source of instructional material that provide examples and content in oral communication. Non-captioned English films are challenging and can be exploited for listening comprehension practice, even if the comprehension is limited to advanced students.

Shea (1995, pp.3-17) claimed in King's article (Using DVD feature films in the EFL classroom, 2002) that not only can films be used for teaching material but also for motivation to listening comprehension. Movies or films are the methodology concern of the learners' motivation.

2.3.2 Using Videos as a Listening Strategy

Several specialists used videos as a listening strategy. These are as follows:

Kusumarasyati (2004, p.33) studied Listening, Viewing and Imagination: Movies in EFL Classes. The study suggests a technique of presenting movies in EFL listening classes. The researcher experimented with a number of tertiary institutions in Indonesia using the films as learning tools which were presented in two modes: with or without subtitles. The researcher provided three different characters from movies. There were the characters who articulate excessively unfamiliar technical terms, words with a particular accent and fast speech. In the lessons, a handout was devised in three parts which reflected the stages that were undergone during the lessons previewing, while-viewing, and post viewing. Each of the stages consisted of activities for learners to learn about the theme of the movie, the key of vocabulary and events that reflect the culture in the movies. The result of the study was a summary that movies turn out to be an effective teaching device to develop the EFL learners' listening skills and stimulate their imagination simultaneously. Their capacity to stimulate the learners' motivation and their potential to engage the learners in a variety of fruitful activities related to aural perception in the target language can scarcely be denied. Additionally, learners are enthusiastic to learn by using movies and the medium is exploited to improve listening skills. The researcher also suggests that the movies can be utilized in the teaching of English as a Foreign Language listening because of their pedagogical merits.

Gebhardt (2004, p.26) focused on using movie trailers and previews in class. He studied first year university students, and let the learners watch and listen to trailers, do exercises to find out word meaning and use critical thinking. The results provided the students with current, meaningful and relevant content,

and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction.

Miriam (2002, p.7) focused on using video with adults learning English as a second language (ESL). He mentioned "Before presenting the video", the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. Pre-viewing preparation means ensuring that an operational VCR and monitor are available and that the screen is large enough for all students to easily view the film. Next, "While learners view the video", the teacher should remain in the classroom with the learners to observe their actions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press pause, rewind, and play. Then "After the viewing", the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos, or they have been developed for authentic video. There are also post-viewing activities that direct learners to discuss in small groups, the language and cultural concepts presented in the video, along with work on grammar or vocabulary activities taken from the language and structures used in the video. He found that video is a powerful strategy in helping an English language learner improve their language skills. It provides the learner with content, context, and language.

Videos will play an important role in the EFL instruction by providing students the proper environment to activate students' motivation and enhance their listening skill in their classrooms.

CHAPTER 3

METHODOLOGY

This study investigated the strategies for teaching English listening skills via videos in a public university in El Salvador. The following strategies were used for teaching listening skill to third year students of El Salvador University which is located in San Salvador city. Two movies and two CNN news videos were used in this research were chosen by participants. The strategies employed were pretest and post-test, a questionnaire and quizzes with listening comprehension questions.

3.1. Data Collection Methods

Students were administered a pre-test and a post test which was composed of 50 items from a listening section TOEFL practice test. The data collection methods included teaching by Videos for twenty hours, two hours per week throughout the semester. The participants voted for Videos which they like the most. Then, they were taught listening skills through the videos selected. “Men in Black”, a science fiction movie about alien invasion and ‘You’ve Got Mail’ a drama about e-mail or pen partners in which technology is used to match or meet people, each one of these movies last approximately 1 hour and 20 minutes each. The two CNN news videos about natural disaster and technology and each one of these videos last an approximate of 2 minutes each. These all videos were selected by the students from a list provided by the teacher at the beginning of the semester.

At the end of the experiment, their listening ability was measured by the post-test, which was the same pre-test, again. Also, their attitudes toward learning listening through the Videos were elicited by a questionnaire for deeper information.

3.2 Research Tools

The following tests were employed for the collection:

1. Pre-test and Post-test for English listening skills; standardized test of 50 items: TOEFL listening part. This is a test of how well students understand spoken English; the exam will ask questions, and students have to listen to short or long conversations to check what they understood from the listening section.

2. Attitude questionnaire; the tool used in this study was a questionnaire created by the researcher. It was derived from different theoretical ideas and suggestions of related research studies. The questionnaire consisted two parts as follows:

1. Part I - the background of the participants.
2. Part II - the participants' attitudes about learning English listening skills through videos.

The second part was divided into three sections: the advantage of practicing English listening skills through Videos; limitation of this technique; and recommendations for learning English listening skill. The participants were asked to express their opinions toward learning listening English via the Videos.

3.3 Research Procedures

Listening skills were taught through Videos for 20 hours: two hours per week in the first semester of 2010. The research processes were reduced to three steps:

STEP ONE: Preparation

1. Preparing the pretest and posttest; the standardized test was used in this study. The test consisted of 50 TOEFL Listening part items. The test was the same for all testing; pre-test and post-test.

2. Choosing the Videos; researcher let the participants vote for the kind and title of Videos which they were more interested in or like most.

3. Teaching English listening skills following a university lesson plan.

STEP TWO: Operation

The procedures in this step were also divided into three steps as follows:

1. PRE VIEWING (Before watching movies)

- Prepare lesson plans and teaching materials; two movies and CNN news were used as teaching methods for the course focusing on listening skill.

The movies were selected by students from a list provided by the researcher according to specific topics that were stated in the course syllabus. The criteria for choosing the videos were to cover some topics and vocabulary about technology and natural disasters, which were included in the course contents. See figure 3.

Figure 3 Schedule of Planning and Teaching Material (Videos)

Date	Procedure
Thursday, March 4 th 2010	Pre - Test: TOEFL listening part
Thursday, March 11 th 2010	First Video: "Men in Black" movie 1, First part 1
Thursday, March 19 th 2010	Second part of movie 1
Thursday: March 26 th 2010	Third part of movie 1
Thursday: April 8 th 2010	Fourth part movie 1
Thursday, April 15 th 2010	Second Video: "You've Got Mail" movie, First part
Thursday, April 22 th 2010	Second part of movie 2
Thursday, April 29 th 2010	Third part of movie 2
Thursday, May 6 th 2010	Fourth part of movie 2
Thursday, May 13 th 2010	Third Video: "Tornado Survivors", a CNN news
Thursday, May 20 th 2010	Fourth video: a CNN news
Thursday, June 3 th 2010	Post -Test: TOEFL listening part
Thursday, June 10 th 2010	Students' questionnaires

-Divide Videos: Researcher divided the movies into different parts. Each part was played in segments of time. Since movies were two long, about 120 minutes long each. It was necessary to watch them in segments of 30 minutes, and every segment was divided into scenes with questions and vocabulary sections.

- Introducing the Videos / Movies.
- Ask the participants to predict as much as possible about the video.

2. WHILE VIEWING (While watching the movies)

- Instruct the course according to the lesson plans and teaching materials.

- Participants spend two hours watching the video and answering the questions oriented to detail, main ideas, inferences, and other listening skills or strategies.

3. POST VIEWING (After watching each part of the videos or movies)

- The participants discussed the details of the story. This showed what students understood about the story.

STEP THREE: Measurement

1. Post-test the participants with same procedures.

2. Survey the participants' attitudes towards the Videos teaching method.

Also, participants' attitudes surveying questionnaire was carried out. Forty copies of questionnaire were given out to the participants directly by the researcher.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter describes the procedures in collecting the data, development of the questionnaire, analysis of the data and statistical procedures; validity and reliability of the research.

This chapter focuses on major findings derived from teaching listening skills with videos, throughout a semester.

Teaching listening skills is one of the most difficult tasks for any teacher because there are no rules as in grammar teaching. At this point, many teachers try to find out ways to help their students succeed in listening skills. Hence, the paper explored to what extent do students improve listening skill through Videos and how are their attitudes towards this teaching tool. A total of 40 students were tested in their listening abilities through pretest and posttest. A questionnaire was administered to students at the end of the teaching to check their attitudes towards using Videos.

4.1 Data Analysis

Statistical Analysis

The data obtained from the questionnaires were processed through the following:

1. **Descriptive Statistic.**

1.1 Percentages and Frequency Distribution

The percentage and frequency distribution was employed to calculate the participants' background.

1.2 Mean

Mean was used as a tool to determine an unequal population in each test.

1.3 Emerge themes from interviewing.

2. Likert Scale Five Point

Likert Scale Five Point was used to determine the extent of the participants' attitudes.

The criteria used were as follows:

5 = strongly agree

4 = agree

3 = indifference

2 = disagree

1 = strongly disagree

The following table will present the rubrics with their meanings:

Table 1.
Rubrics for the Likert Scale

- Introducing the Videos / Movies.
- Ask the participants to predict as much as possible about the video.

Likert Scale	Strongly agree	Agree	Indifferent	Disagree	Strongly disagree
	5	4	3	2	1
Meanings	strongly favorable to the concept	somewhat favorable to the concept	Undecided or indifferent to the concept	somewhat unfavorable to the concept	strongly unfavorable to the concept

Notice that, as in other scaling methods, the judges are not telling the researcher what they believe: they are judging how favorable each item is with respect to the construct of interest.

Also, to examine the students' listening improvement, **T-test** was used to analyze the difference of their pre-test and post-test scores.

4.2 Validity and Reliability of the questionnaire

The validity and reliability of the questionnaire used in the investigation were Alpha Reliability Coefficients. The questionnaire was checked by one Language Department Professor at UES, Israel Oliva, who is a specialist in this field.

To guarantee the effectiveness and clarity of the questionnaire the researcher, administered 5 questionnaires to students from other advanced courses at the Foreign Language Department, who study Licenciatura en Lenguas Modernas. These students were randomly selected and asked to respond the questions and make comments about the ambiguity of the terms that were used. It was calculated using the Likert Scale Five-Point Scale.

4.3 Research question 1: To what extent did the students improve listening skills through videos?

The data in Table 1 revealed that there was a significant difference between the mean score of the pre-test and post-test at the .000

Table 2.
A Comparison of Scores Gained from the Pre-test and Post-test (paired statistics)

		Mean	N	Std. Dev.	T value	Sig. (2 tailed)
Pair 1	Pre-test	30.1750	40	6.47634	-11.178	.000
	Post-test	34.4250	40	6.71351		

N=40

From this table, it can be seen that there was a significant increased in the Mean of the post-test: 34.4250 in relation the Mean of the pre-test: 30.175. The difference is approximately, 4.25. See table 2 to visualize individuals' scores.

Table 3. Students' TOEFL Listening Scores

Students	Pre-test	Post-test	Differ
1	35	39	+4
2	30	31	+1
3	39	40	+1
4	37	37	0
5	40	41	+1
6	30	36	+6
7	29	33	+4
8	25	29	+4
9	34	37	+3
10	29	34	+5
11	20	25	+5
12	29	34	+5
13	35	39	+4
14	31	40	+9
15	27	36	+9
16	32	39	+7
17	30	38	+8
18	19	21	+2
19	40	46	+6
20	37	39	+2

Students	Pre-test	Post-test	Differ
21	15	17	+2
22	36	38	+2
23	32	34	+2
24	24	27	+3
25	26	29	+3
26	29	34	+5
27	30	31	+1
28	27	29	+2
29	35	39	+4
30	26	31	+5
31	13	16	+3
32	39	45	+6
33	26	32	+6
34	29	38	+9
35	37	41	+4
36	36	39	+3
37	28	36	+8
38	30	37	+7
39	37	41	+4
40	24	29	+5

This means that most students could learn EFL listening through the use of videos. Thus, it was concluded that teaching through DVD-based movies affect to students listening skills. In other words, it assumed this teaching strategy help students to gain listening ability.

4.4 Research Question 2: What are the students' attitudes toward learning listening skills through videos?

A questionnaire was designed to explore students' opinions after they completed learning listening videos. The questionnaire consisted of fourteen questions and was separated into three main sections. These sections were as follows: 1) students demographics 2) Students' opinions toward learning listening skills by using movies. Section two was also divided into three parts to identify students' view. It consisted of benefits, limitations and suggestion on learning listening through videos. The five-point Likert scales were employed in rating weight as 5: strongly agree, 4: agree, 3: undecided, 2: disagree, and 1: strongly disagree.

Due to the fact that most videos show real life English, watching movies may be interesting for teaching listening comprehension and help motivate students to study in English class. The data is shown in Table 4.

Table 4
Students' Attitude towards the Benefits of Learning Listening through Watching Videos

Descriptions	Points and %, (% = number of students who check each scale divided by 40, the total number of students)									
	5	%	4	%	3	%	2	%	1	%
Benefits of learning listening through watching Videos										
1. Variety of Videos has improved listening skill.	18	45	12	30	4	10	3	7.5	3	7
2. Students improved listening skill after learning through videos.	19	47.5	9	22.5	6	15	4	10	2	5
3. By watching videos students learned more vocabulary, slangs and idioms automatically.	17	42.5	13	32.5	5	12.5	3	7.5	2	5
4. By watching videos students learned and understand more foreign cultures.	14	35.5	10	25.5	6	15	5	12.5	5	12.5
5. Watching videos makes learning English is more fun.	20	50	15	37.5	4	10	1	2.5	0	0
6. By watching videos students understand English in everyday use.	16	40	12	30	3	7.5	4	10	5	12.5
7. By watching videos students enjoy English language learning.	18	45	13	32.5	5	12.5	4	10	0	0
8. By watching videos students feel more relaxed in class.	22	55	15	37.5	2	5	1	2.5	0	0
9. Students are satisfied with learning listening skill through videos.	19	47.5	10	25	4	10	4	10	3	7.5
10. Students have more interest in learning through videos.	15	37.5	12	30	3	7.5	5	12.5	5	12.5

N=40 students 5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree
See appendix F for graphics (from page 55 to page 64)

The data in Table 3 indicates that students felt that watching varieties of videos help them enhance listening abilities because 45% strongly agreed and 30% agreed. They pointed out that they improved listening skill after being exposed to videos for 47.5% strongly agreed and 22.5% agreed. They also realized that using videos for practicing listening skills helped them in many ways including: increasing vocabulary including slang, idioms since 42.5% strongly agreed and 32.5% agreed, and understanding English in everyday life 40% strongly agreed and 30% agreed. Also, they had more understanding foreign culture because 35.5% strongly agreed and 25.5 agreed. Moreover, they enjoyed learning since 45% strongly agreed and 32% agreed, at the same time because

they had fun 50% strongly agreed and 37.5% agreed, felt relaxed 55% strongly agreed and the 37.5% agreed, they felt satisfied 47.5% strongly agreed and 25% agreed. Finally 37.5 expressed they were strongly agreed they were more interested in class and the 30% agreed on that.

However, limitations in learning listening skill through movies were also concerned in the study, as shown in Table 4.

Table 5
Students' Attitude toward Limitations in Learning Listening Skill through Videos

Descriptions	Points and %, (% = number of students who check each scale divided by 40, the total number of students)									
	5	%	4	%	3	%	2	%	1	%
Limitation in Learning listening skill through Videos										
11. Learning listening skill through videos is a waste of time.	1	2.5	2	5	3	7.5	15	37.5	19	47.5
12. Learning listening skill through videos did not satisfied students' needs.	3	7.5	3	7.5	4	10	13	32.5	17	42.5

N = 40 students 5: Strongly Agree, 4: Agree. 3: Undecided, 2: Disagree, 1: Strongly Disagree

Numerous of students disagreed that watching videos is a waste of time (47.5%). They, however, showed that even videos they chose did not satisfy their needs (42.5%).

From the data revealed in Table 5, students also gave suggestions on learning listening skill through movies as follows:

Table 6
Students' Attitude towards Suggestions on Learning Listening Skill through Videos

Descriptions	Points and %, (% = number of students who check each scale divided by 40, the total number of students)									
	5	%	4	%	3	%	2	%	1	%
Suggestions on learning listening skill through Videos										
13. More than 2 hours a week should be devoted to learning listening by watching videos.	10	25	19	47.5	5	12.5	3	7.5	3	7.5
14. Choosing videos preferred by students make the exercise of learning listening through watching videos more effective than watching those selected by the instructor.	15	37.5	20	50	4	10	1	2.5	0	0

N = 40 students 5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

The study showed that the students agreed on needing more time to learn (47.5%). They also liked to choose their own favorite movies (50%)

Clearly, using videos is an effective way for students to improve their listening ability. A majority of them enhanced listening skill and responded with favorable attitudes through watching movies. They gained more than vocabulary. They understood more foreign culture, and felt relaxed and had fun while learning in class. However, they felt that those videos did not satisfy their needs. Moreover, some students expressed negative attitudes toward videos as well. Although, some students had negative attitudes, most of them appreciated this teaching tool and would like to learn more with videos in the future courses.

5. CONCLUSION AND RECOMMENDATIONS

Chapter Five presents a conclusion of the study and a discussion of the findings, followed by some suggestions for teaching listening comprehension. It ends with recommendations for further studies.

There are many learning strategies that can help students. For this paper, researcher used videos as a teaching strategy. Since videos are rich resources in real life contexts and provide a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information, including different native speaker voices, slang, reduced speeches, stress, accents, and dialects. Moreover, features films are more motivating for learning (King, 2002; Shea, 1995; Kusumarasyati, 2004 and Gebhardt, 2004).

The purpose of the study has been to determine whether students can learn listening skills and to explore students' attitude towards learning listening skill through videos. In the procedure, a sample of 40 students was selected. "Men in Black" and 'You've got an email' were selected by the students. A standardized test (TOEFL) was used for assessing the students' listening ability and a questionnaire was used for asking the students' attitudes. Then, the researchers selected two participants who had good attitudes and two participant' bad attitudes to interview for eliciting deeper information towards videos.

In summary, students' listening ability was increased by using videos as shown in Tables 2 and 3. They had good attitudes towards the teaching tool as shown in Tables 4, 5 and 6.

5.1 Discussion of the Findings

5.1.1 Learning Listening Skill through Videos

It was found that learning listening skill through videos was able to increase most students' listening abilities significantly. This may imply that the videos as a teaching tool was good for helping students enhance listening abilities. This is consistent with King (2002, p.19) who supported that movies have several advantages. One is that they contain visual elements. That might be the main factor to help student increase listening abilities. It means students perceived information via both their eyes and ears, this helped them gain most of the presented information, not only verbal but also non-verbal features and culture as well. With the visual elements, they could quickly and easily understand what the information was. The content through the movie is authentic material, real-life language and also provides some enjoyable listening. These advantages may be supported by the potential use of movie and gained listening abilities.

However, even though post-test scores increased, they are only slightly higher than the pre-test. Thus, according to the results as stated, gaining listening ability may probably relate to other factors: limited numbers of videos, and hours of expositions of videos, the kinds or genre of the videos as well as the topics. . It was found that students had only two hours per week to practice via Videos, due to time-table constraints. Students had to achieve the university's course objectives and be evaluated via midterm and final examinations. Therefore, researcher' class time may not have been adequate for students to acquire listening skill since the video class session was scheduled once a week

from 1 pm. to 2 pm just after eating lunch, in a hot and not ventilated classroom. This is confirmed by Saricoban (1999, p.18), who believed that to succeed in learning listening skill students must have a continuous set to listen and understand. The strategy is used for successful listening development.

Students from the Foreign Language Department study English as a foreign language. They communicate with English only during class time. They do not use English in daily life. Therefore, acquiring listening ability in an EFL or Salvadoran environment, students must be patient, well disciplined and have much more time for practicing. These may lead them to achieve on their goal.

5.1.2 Students' Attitudes towards Learning Listening Skills through Videos

The study found that the positive attitude of participants may be because the new strategy fits their interest and lifestyle. A majority of students are teenagers and more likely to favor new learning strategies rather than routine methods such as Grammar Translation Method or Communicative method. Getting involved in the study by selecting the videos on their own motivated them to study in class. Motivation refers to attitude and effective states that influence the learner's effort to learn a second language (Ellis, 1997, p.47). The finding show students had good attitudes towards DVD-based movies as a learning tool. This teaching strategy has an impact on the students' learning skill. Most of them like the learning aids and expressed that the material used in the class helps them develop listening skill. Using movies also motivated students in learning English during class time. Ur (1984, p.68) gave the idea "Learning and Motivation". It is needed to arouse learners who learn English as a foreign language giving them much more interest and enjoyment, especially, using

movies as a teaching tool for learning. It attracts students' attention and helps and encourages them to focus during study. This is confirmed by Table 3 and the students' opinions.

Something important that develops listening comprehension is meaningful and useful input. The study seeks to provide meaningful, useful and comprehensible input by using Videos. The researcher tried to spend as much time as possible for teaching listening skill. The requirements for acquisition are satisfied and the researcher found that the students enhanced their listening ability.

Finally, the effectiveness of the teaching approach in EFL/ESL class is the teaching strategy. This study focuses on teaching listening. The other words, teachers should provide an appropriate strategy to promote EFL/ESL learners acquisition. Using Videos is the teaching strategy that the researcher employed to improve students' listening skill. Movies and News are authentic materials that are rich with the reality of life, they is better encourage students to learn actual language used. The study found a majority of students preferred this strategy. The researcher might state that to find the appropriate strategy may lead students to success in acquire a second language.

In conclusion, the most important components of teaching listening to EFL / ESL students in the study are: motivation, meaningful, useful and comprehensible input, and appropriate teaching approaches. It is, therefore, not only teachers, but also students to have to be concerned with these elements for positive attitudes and to have success in teaching and learning listening skill.

5.2 Recommendations for Further Study

The following recommendations are outlined as suggestions for actions derived from the study.

1. To compare the study by dividing into two groups. One group is the control group using conventional methods and other group is the experiment group using Videos in order to confirm whether videos is potent in terms of increasing students' listening abilities.

2. To assure effectiveness of the study, sufficient time is needed for teaching and learning listening skill.

3. To provide various Videos: movies, video clips, TV programs, news, TV commercials; for studying whether using various kinds of videos (genre) affect listening ability. A variety of videos could motivate students learning English as a foreign language.

Clearly, Videos are powerful tools in helping students improve their listening skill. They provide real life language, context for students to understand what they have listened to in a meaningful way and fun while learning. Videos will play an increased role in teaching and learning in EFL/ESL classrooms. As mentioned above, there is no doubt videos are appropriate pedagogy for teaching listening in Salvadoran contexts. Nunan (1997, p.97) once said "Listening is the Cinderella in second language learning. All too often, it has been overlooked by its elder sister: speaking". By teaching EFL Listening through videos, listening may not be Cinderella anymore as it will not be ignored by teachers and learners. As a result, it is worth time and effort to train EFL learners to practice their listening skills via Videos.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Teaching Listening Skill in Higher Education through Videos Training of Third Year Students from the Foreign Language Department at University of El Salvador

Instruction:

This questionnaire is partially a fulfillment of research in Teaching Listening Skill in Higher Education through Videos Training of Third Year Students at from the Foreign Language Department at University of El Salvador. The study aims 1) to study the improvement of listening skill using videos and 2) to study the attitudes towards listening skill through Videos. The result from this study is to implement in teaching listening skill at higher education level only Researcher ensure the confidentiality of all answers returned and will only present the data as a whole picture

Please answer the question that is the most suitable for you in order to improve teaching techniques in listening skill at University of El Salvador. Researcher would like to take this opportunity to thank you for your co-operation.

The questionnaire has 3 parts

Section 1: Students Demographic

Section 2: Student opinions toward learning listening skill using movies

Section 3: Suggestion and opinions

Researcher:

Section 1: Student Demographic

Instruction: Please, fill in the blank or check in the box that best suits you.

1. Gender

Male

Female

2. AgeYears
3. Education before entering the university
 - Secondary School
 - Technical / Vocational Certificate
 - Others
4. Study field at Foreign Language Department at University of El Salvador
 - Licenciatura en Lenguas Modernas
 - Licenciatura en Idioma Inglés. Opción: Enseñanza

Section 2: Student opinions toward learning listening skill using Videos

Instruction: Please check in the box that best suits you. The criteria are

- 5 Strongly agree
- 4 Agree
- 3 Indifference
- 2 Disagree
- 1 Strongly disagree

Descriptions	Points (%)				
	5	4	3	2	1
Benefits of learning listening through watching videos					
1. Variety of videos has improved listening skill.					
2. Students improved listening skill after learning through videos.					
3. By watching videos students learned more vocabulary, slang and idioms automatically.					
4. By watching videos students learned and understand more foreign cultures.					
5. Watching videos makes learning English is more fun.					
6. By watching videos students understand English in everyday use.					
7. By watching videos students enjoy English language learning.					

8. By watching videos students feel more relaxed in class.					
9. Students are satisfied with learning listening skill through videos.					
10. Students have more interest in learning through videos.					

5: Strongly Agree, 4: Agree. 3: Indifference, 2: Disagree, 1: Strongly Disagree

Descriptions	Points (%)				
	5	4	3	2	1
Limitation in Learning listening skill through videos					
11. Learning listening skill through videos is a waste of time.					
12. Learning listening skill through videos did not satisfied students' needs.					

5: Strongly Agree, 4: Agree. 3: Undecided, 2: Disagree, 1: Strongly Disagree

Descriptions	Points (%)				
	5	4	3	2	1
Suggestions on learning listening skill through videos					
13. More than 2 hours a week should be devoted to learning listening by watching videos.					
14. Choosing videos preferred by students make the exercise of learning listening through watching videos more effective than watching those selected by the instructor.					

5: Strongly Agree, 4: Agree. 3: Undecided, 2: Disagree, 1: Strongly Disagree

**APPENDIX B
TOEFL LISTENING PART (SAMPLE QUESTIONS)**

Advanced II Listening Pre-test

Student's name: _____

PRACTICE TEST 1


LISTENING

Time – approximately 60 minutes

This section measures your ability to understand spoken English. There are fifty questions in this section. The listening material and questions about it will be presented only one time. You may not take notes.

Part A

In Part A, you will hear short conversations between two people. Each conversation is followed by a question about it. Each question in this part has four answer choices. Select the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

 Now we will begin Part A with the first conversation.



1. What was Bob going to do?
(A) Pick up something for a student
(B) Loan a student his truck
(C) Get a form for financial aid
(D) Borrow money in a hurry



2. What does the man say about the scenery?
(A) A carpenter built it according to the Drama Club's design.
(B) The club members built it after getting advice.
(C) The club members made it from a carpenter's design.
(D) A carpenter had it designed for the Drama Club.



3. What does the woman mean?
(A) Nobody knows where Elm Street is
(B) Nobody can find Elm Street.
(C) There's no one to get directions from.
(D) They've seen only one street that may be Elm Street.

Part B

In Part B, you will listen to several talks and conversations. Each talk or conversation is followed by several questions. The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied in the conversation or talk. You may not take notes.

 Now we will begin Part B with the first conversation.



19. Why is the woman critical of the man's reading material?
- (A) She doesn't think it is intellectually stimulating.
 - (B) She thinks that he is wasting the teacher's time.
 - (C) She wonders why he isn't reading classics by Walt Disney.
 - (D) She believes he is acting superior.

20. What does the man imply about his American popular culture course?
- (A) It is more important than studying famous American authors.
 - (B) It requires more studying than the woman's course.
 - (C) It is one aspect of the women's studies course.
 - (D) It covers many different aspects of American culture.

21. What is one of the assignments the man has to do in the course?
- (A) Study the events that influenced comic-book writers
 - (B) Read a large number of Walt Disney classics
 - (C) Write an analysis of important historical events
 - (D) Do a survey of contemporary American literature



22. What is the student's problem?
- (A) His registration has been canceled.
 - (B) His emergency loan will be late.
 - (C) He doesn't understand the application form.
 - (D) He can't pay his university tuition fees.

23. Why wasn't the student's loan ready?
- (A) He hadn't signed the form.
 - (B) The loan office was late in processing his loan.
 - (C) His loan was not approved.
 - (D) His application was late.

APPENDIX C

Sample Comprehension Questions for the Movie "Men in Black"

By Letitia Bradley

Direction: Watch and listen to the following segments or scenes from the movie: "Men in Black" carefully, and then answer the questions.

Scene 1. The border control stops the car.

How many cars are blocking the road?

Four.

What does the driver said he has been doing?

Fishing.

How many people are in the black car?

Two.

What is the name of the first Alien?

Mikey.

What color are the Alien's entrails?

Blue.

Scene 2. A policeman is chasing someone.

How many policemen are chasing, in the beginning?

Three.

What does the first man (the alien) jump off?

A bridge.

What is the policeman wearing around his neck?

His badge and some chains.

How does the policeman get inside the big, white, building?

He shoots the glass, to break it, and then climbs through.

How does the alien die?

He jumps off the top of the building.

APPENDIX D. Vocabulary Words for the Movie "Men in Black"

By Letitia Bradley

Scene 1. The border control stops the car.

goddamn

bugs

shit

crap

a catch

Slang, Idioms and Expressions. etc.

....the dick

come on

to throw back

bucks a head

Scene 1a. The Men in Black arrive.

N.I.S

division six

a chat

fellas

bull shit

Slang, Idioms and Expressions. etc.

to have money on

tough call

break your face

got a winner

hit the road

Scene 1b. The Men in Black talk to the alien Mikey.

pesos

political refugee

treaties

violated

flippers

Slang, Idioms and Expressions. etc.

to bet

that's enough

Scene 1c. Kay explains to the border guards.

entrails

pal

neuralizer

isolate

electronic impulses

specifically

splay burn

perimeter

gullible

Slang, Idioms and Expressions. etc.

calm down

from out of town

figment of your imagination

exercise caution

discharge a firearm and get checked out

to spy

in prison

alibi

witness

parole

be ready

insect

extraterrestrial

tiny universe

defend

APPENDIX E

Sample Comprehension Questions for the CNN news “Tornado Survivors”

Multiple Choice

Direction: Watch and listen to the following CNN news about tornados carefully, and then answer the questions by choosing the correct option.

- 1 A tornado is _____ .
 - a) a tropical cyclone with winds of 74 mph or greater which starts
 - a. over water
 - b) a fierce, harmful, spinning wind accompanied by a funnel-shaped
 - a. cloud
 - c) a ice cream cone
 - d) a dance performed in Spain
- 2 Robert William’s wife was _____ .
 - a) killed when a tree fell on her
 - b) lived through the storm
 - c) not home during the storm
 - d) killed when a trailer landed on her.
- 3 The person who found Amy’s baby was _____ .
 - a) Amy’s father
 - b) the sheriff’s deputy
 - c) the lady
 - d) a doctor
- 4 The baby was found found _____ .
 - a) in the mud at the base of a tree
 - b) high in the branches of a tree
 - c) in the closet
 - d) in a bush
- 5 After the storm, Amy found _____ .
 - a) went searching and found her baby near the house
 - b) was happy because her mother was okay
 - c) found her baby when she was brought to her in the hospital
 - d) went to find her father

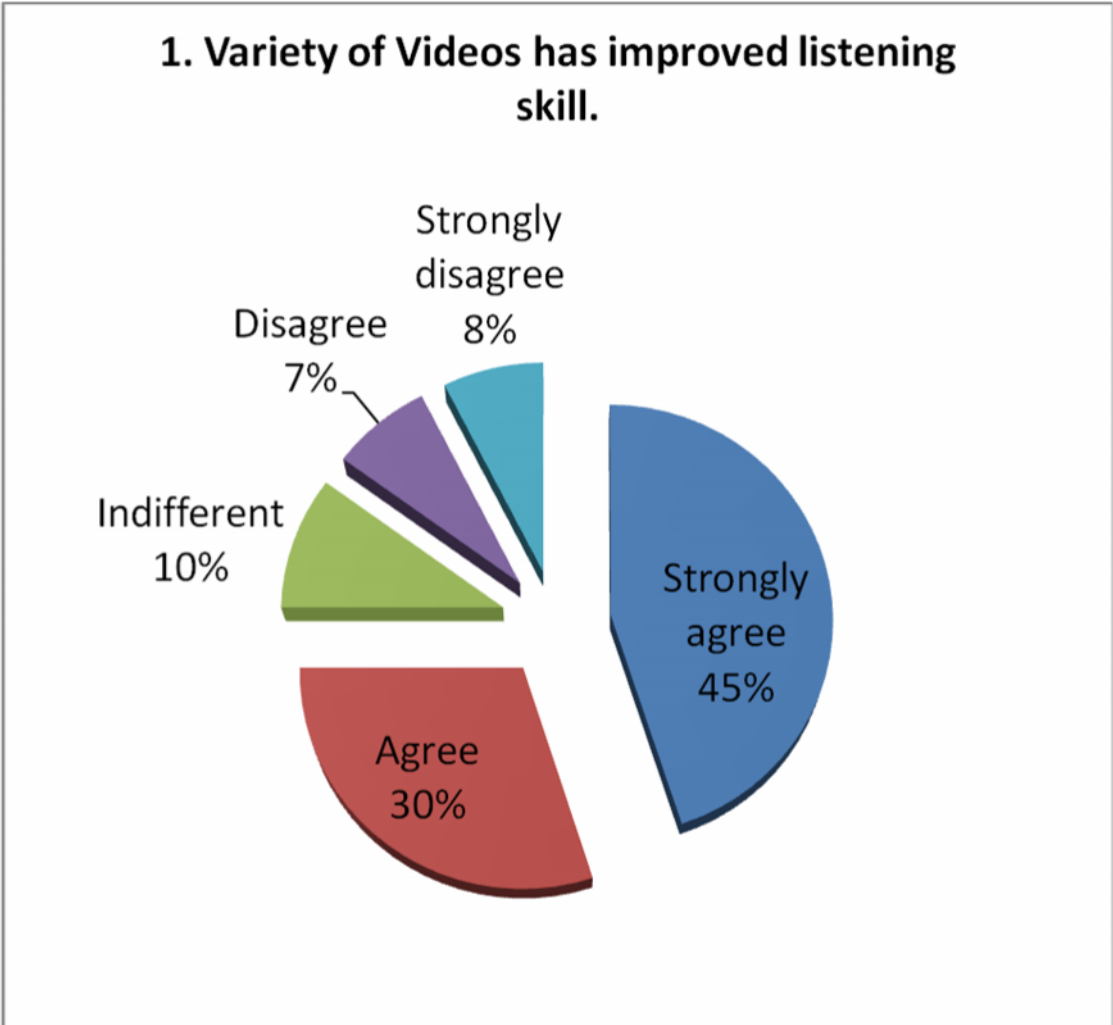
Conclusions

I- Direction: Watch and listen to the following CNN news about tornados carefully, and then answer the questions by choosing the correct option.

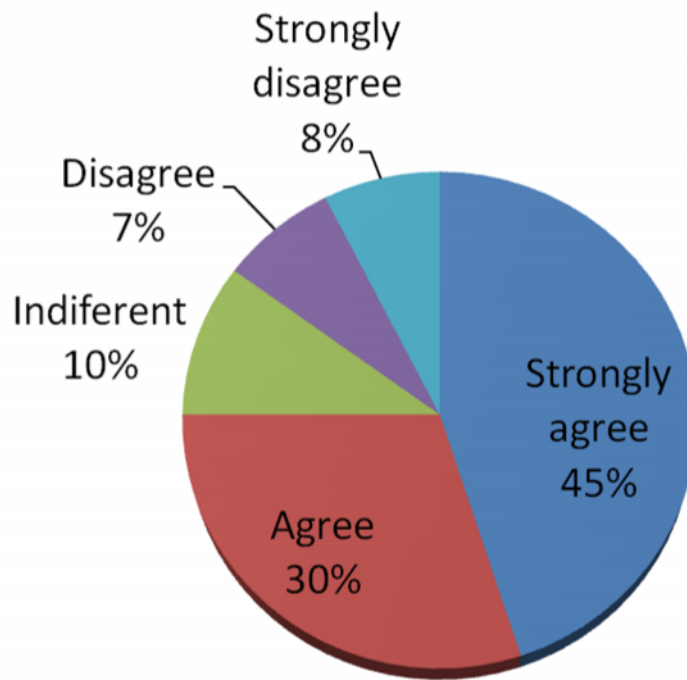
- 1 The closet where the Williams' family went was
 - a) a safe place to stay during a tornado
 - b) wasn't as safe a place as a cellar
 - c) too small for the number of people
 - d) had no door.
- 2 If you live in an area that sometimes has tornadoes, you
 - a) don't have to worry because they aren't serious storms
 - b) should move away
 - c) should know where to find a safe place in your house
 - d) look forward to seeing these beautiful storms
3. Tornadoes usually
 - a) don't cause very much damage
 - b) cause heavy rains
 - c) aren't very scary
 - d) cause severe damage where they touch ground
- 4 After a tornado, the sheriff's deputies will usually
 - a) try to see if there are any people who need help.
 - b) will go in a shelter.
 - c) will stay at the police station until people call them.
 - d) have a party to celebrate.

APPENDIX F

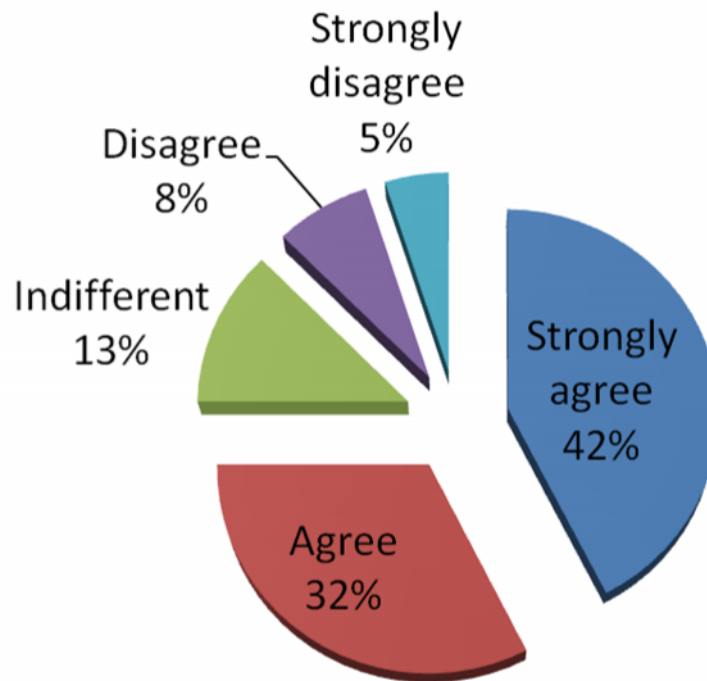
Pie Graphics from Table 4, page 32
Students' Attitude towards the Benefits of Learning Listening through Watching Videos



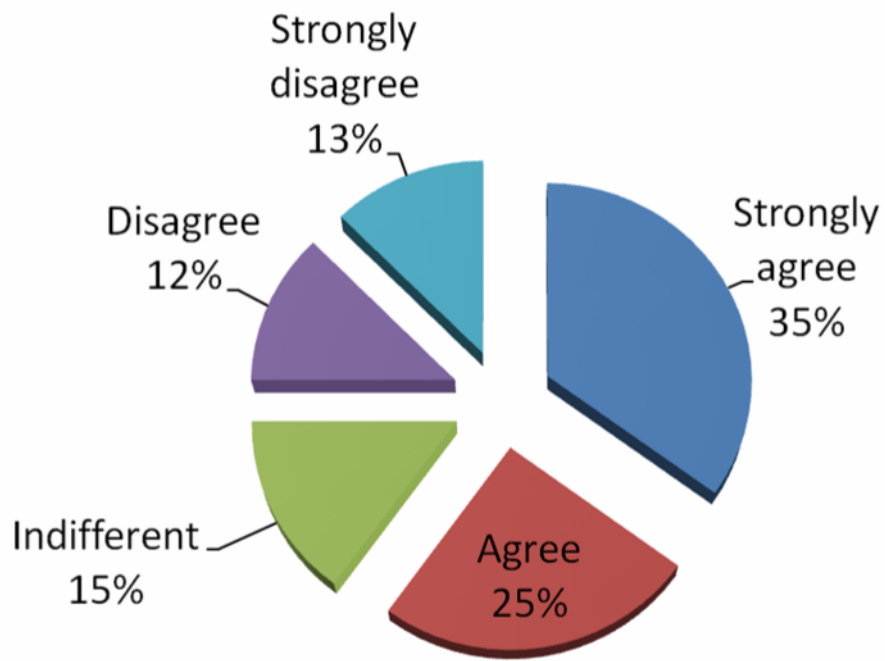
2. Students improved listening skill after learning through videos.



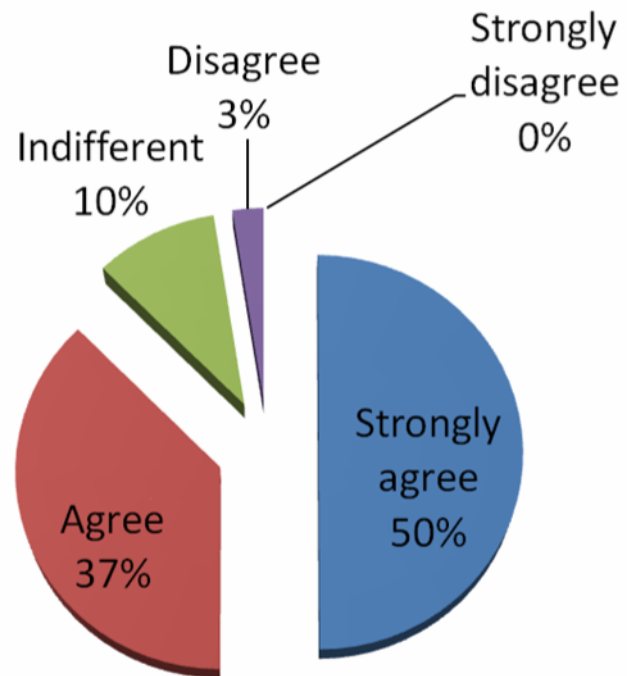
3. By watching videos students learned more vocabulary, slangs and idioms automatically.



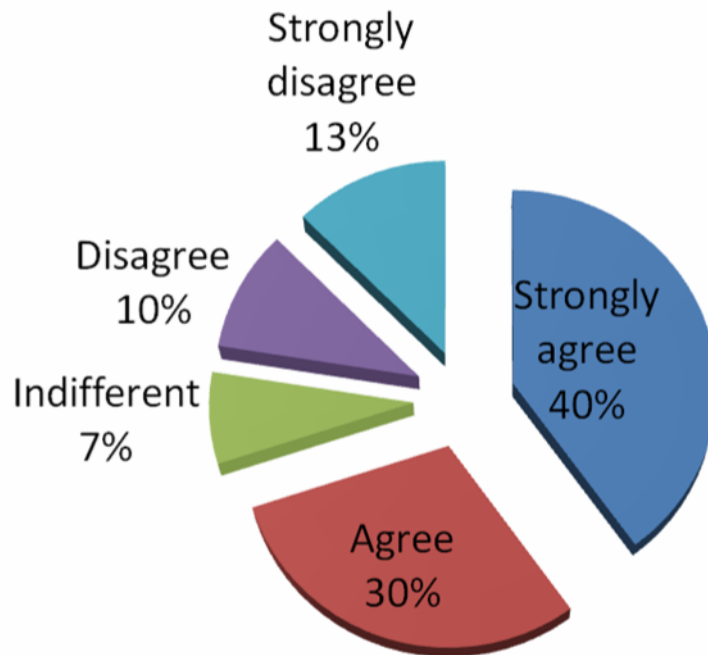
4. By watching videos students learned and understand foreign cultures.



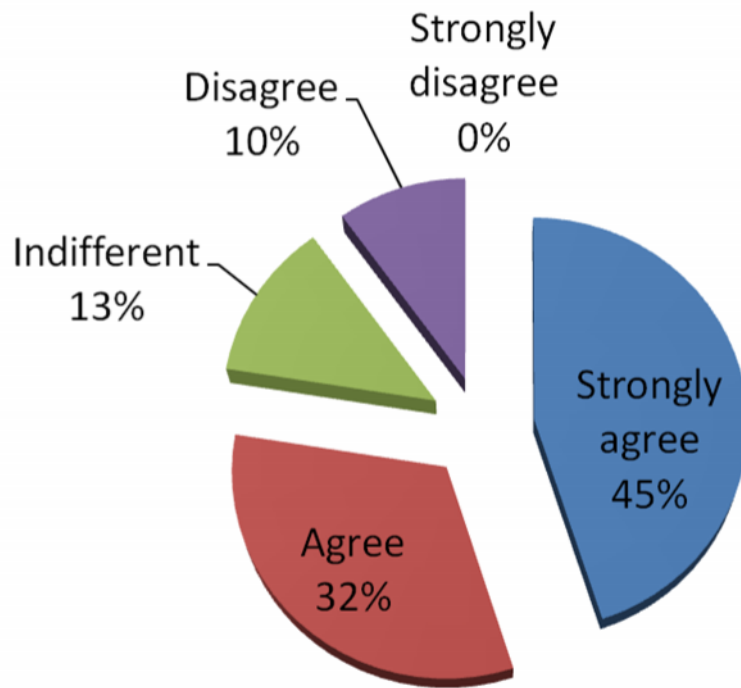
5. Watching videos makes learning more fun.



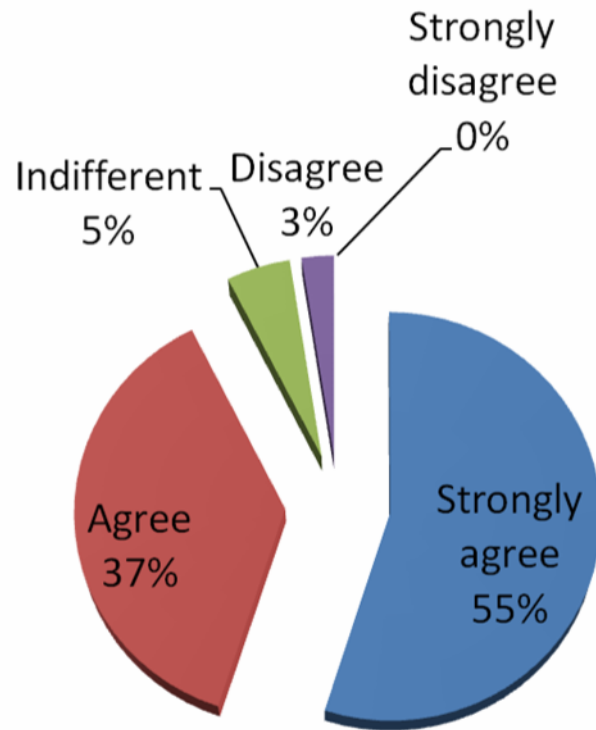
6. By watching videos students understand English in every day use.



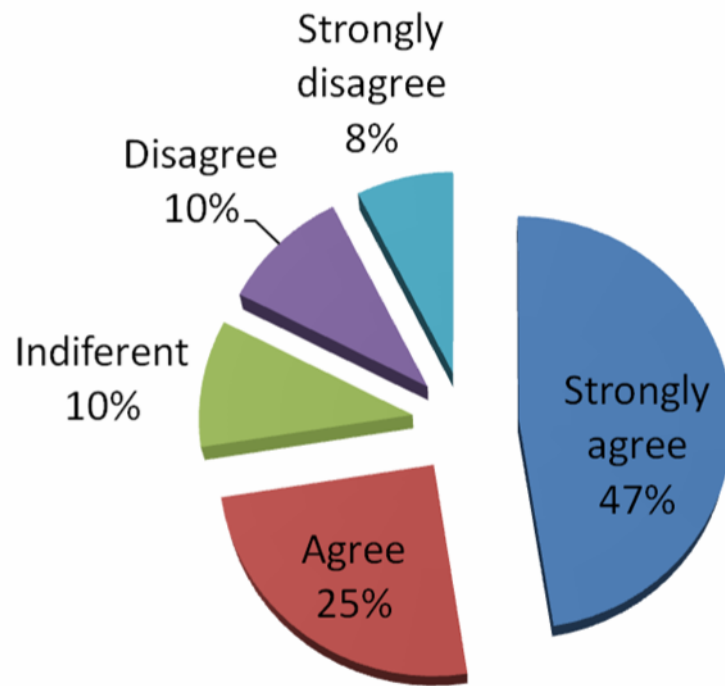
7. By watching videos students enjoy English language learning.



8. By watching videos students feel more relaxed in class.



9. Students are satisfied with learning listening skill through videos.



10. Students have more interest in learning through videos.

