UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

"THE INFLUENCE OF THE AUDIO AND VIDEO, AS A TEACHING TOOL, IN THE IN-CLASS REINFORCEMENT OF THE LISTENING COMPREHENSION SKILL TO GENERATE ORAL PARTICIPATION OF INSTITUTO TÉCNICO EXSAL SENIOR HIGH SCHOOL STUDENTS TAKING BACHILLERATO GENERAL CON DIPLOMADO OPCIONAL EN IDIOMA INGLÉS"

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Dedication

We want to dedicate this work to our families: our fathers, our mothers, our siblings, and other relatives for all their unconditional support to all this time we studied at the university, and most important, they were important for achieving this research project.

Besides, we also want to bestow this paper to the teachers of the Foreign Language Department at the University of El Salvador that were not only our guides but also our mentors so as to reach our dreams for a better professional life.

And, we want to specially dedicate this effort to Maestra Ana María Glower de Alvarado who not only was our teacher but also will always be a special mentor and a good friend for all of us.

"To all of you, we dedicate our research project!"

The authors

Acknowledgements

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Introduction

In the last decades the implementation of multimedia sources in teaching process has allowed teachers to go in the mind of the students in classroom as a result of providing that help to enhance listening comprehension skills and the oral participation. According to Meskill (1996), the last decades have brought to language teaching and learning a wide range of [multimedia] technologies. Besides, Shrosbree (2011) mentions that there is an obvious appeal to using video in the language classroom. Nevertheless, students face serious problems as lack of motivation or unfamiliarity with unknown sounds on that target language (English), which eventually can make them feel disappointed. In fact, they do not get either full participation on in-class listening activities or good grades in listening assessment tests. However, when teachers of English teach listening with audio, as it has been taught for so long time ago, students recognize that the combination of both audio and video is better. Instead of the rather unnatural task of listening to a disembodied voice emanating from an audio player, learners are able to see the speaker and elements of the surrounding environment.

Therefore, listening comprehension is carried out in class by teachers in class activities with the multimedia resources that allow supporting listening to students for a successful learning in a language. Audio and video resources are considered a powerful backing in modern teaching activities that is why the necessity for using it wisely in evolving the listening comprehension in learners. Thus, there are main issues to consider about the requirement of the use multimedia resources in class learning –audio and video- integrated to reinforce listening comprehension. First, this research is particularly focused on the role of the audio and video materials as an independent variable which will target to students and teachers of that level. Second, it is made as a part of explaining the process of listening comprehension when multimedia material is included for accomplishing the reinforcement.

Listening is an active skill because listeners do not only become aware the things they hear or observe, but also they do the great productive labor in order to construe the integrating information with the real world knowledge. That is why the main goal in this type of research is to explore how effectively multimedia technology (audio and video) can assist second language students the process of listening when they master the listening comprehension skill enough to participate in class by means of the teaching multimedia: audio and video. This was done in this way since there was a need for making an analysis of the relationship between two variables which were: the independent variable (audio and video) and the dependent variable (listening comprehension skill).

Hence, this document is divided into six chapters: Chapter I states the problem of this study describing the situation of the senior students of Bachillerato General con Diplomado Opcional en Inglés in EXSAL in El Salvador and the reasons to carry out this study. Chapter I also includes the rationale of the study, the research objectives and the research questions that guide the study and finally the limitations that appeared in the moment of this study. Chapter II introduces the theoretical framework that presents the historical background and discusses the theoretical background related to the information gathered from different investigations, documents linked to the problematic situation. Besides, this chapter includes the hypotheses and variables that the researchers tested when carrying out the investigation. The Chapter III presents the methodological designs of this study, including the type of research used to execute the study containing important information about the research methodology and the population who participated in the investigation. Also, this chapter describes the sampling and the instruments applied to collect the data in the investigation and the analysis and the treatment to the data collected from it. And Chapter IV covers the timetable, Chapter V resumes the consulted bibliography for this research project, and Chapter VI compiles the annexes.

Chapter I:

The Problem

1.1. Statement of the Problem

According to Meskill (1996), the last [three] decades brought to language teaching and learning a wide range of [multimedia] technologies. Besides, Shrosbree (2011) mentions that there is an obvious appeal to using video in the language classroom. However, it is not enough to present listening activities with audio and video in class. It was important to make students participate in class as well, especially in an oral manner. According to a survey administered to Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés (see ANNEX A), students have many reasons for listening with audio and video in class as: making listening activities easier to understand, making a more entertaining class, and participating more in class (see graphic 10 on data analysis). Also, students wanted to participate more in class (see graphics 11 & 12) since multimedia resources were shown in class for listening activities. But, students show difficulty when listening in English due to timidity caused by the unfamiliarity of some sounds in English (see graphics 15 & 16) when teachers just use audio in listening activities, as it has been taught for so long time ago. Then, students recognized that the combination of both audio and video was better. Instead of the rather unnatural task of listening to a disembodied voice emanating from an audio player, learners are able to see the speaker and elements of the surrounding environment, according to Canning (2006). This was an important factor that encourages students to participate orally in listening class activities.

Therefore, this research was carried out based on studying the multimedia resources that allow supporting listening to students for a successful participation in English listening activities. Audio and video resources are considered a powerful backing in modern teaching activities. That is why, the necessity for using it wisely in evolving the listening comprehension in learners. Thus, this study was made based on the issue about how students of English face when dealing with listening in order to skill it enough in order to participate effectively in class. As, there were main issues to consider about the multimedia learning –audio and video- integrated to reinforce listening comprehension skill for oral participation. First, this research was particularly focused on the importance of the audio

and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill of these students. Second, it was targeted to these students in this level. And third, it was made as a part of explaining the process of listening when multimedia learning was included for more in-class oral participation. Then, it was crucial to set the questions that were answered during this investigation:

GENERAL RESEARCH QUESTION:

What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés?

SPECIFIC RESEARCH QUESTIONS:

1. How important is the use of audio and video in class as reinforcement of the listening comprehension in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation?

2. How do audio and video activities that teachers employ in class encourage the oral participation in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities?

3. To what extent do Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class?

Finally, it was essential to mention the delimitation (time, place, and population) of this study. This research was about the influence of the audio and video, as a teaching tool, in the reinforcement of the listening comprehension skill to generate oral participation. It was carried out from April 2013 to August 2013. The place chosen for this study is Instituto Técnico EXSAL, in San Salvador. Besides, this study was addressed to senior high school students of Bachillerato General con Diplomado Opcional en Idioma Inglés at the same place. And, this institution was chosen so for this place is proper for the sampling of this study, meeting students that are familiar with audio and video in some classes of English.

1.2. Problem formulation

This study was based on the importance of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés. The interest toward studying this issue was that, according to Rahmatian & Armiun (2011), a great number of documents, authentic or educational, are available to language teachers. Concerning the listening comprehension, both audio and video documents have been practiced in language classes. It is widely accepted that using audio or video documents lead to a more natural ambiance, accelerating the learning process. Then, multimedia resources are becoming more useful for teaching English, and the methodology of instructors becomes more efficient in listening activities in class.

Besides that, this project was accomplished in response to the difficulty that some students go through when learning one of the English macro skills such as listening, since, according to a survey administered to these students (see graphics: 7, 15, and 16, on data analysis), they expressed that it was important to practice listening in a better way for some of them, for it was difficult not only to listen in English but also to participate in class due to timidity caused by no sureness to what listened. Then, it was central to denote in this document that: first, it was intended to explore the importance of the use of audio and video in class as reinforcement in the listening comprehension of these students. Second, it was required to verify if audio and video sessions generate the oral participation in the listening activities that teachers employ in these students. And last, it was demanded to find out to what extent these students achieve oral participation when the teacher uses audios and videos, as reinforcement, on listening activities in class. For this purpose, this study focused on the aforementioned explanation.

The main reason for choosing this Educative Institution was that first: one of the researcher worked there, meaning that he could get in contact with the heads of this institution; second, the time availability and accessibility were appropriate for this research project, due to the contacts that the researcher working there made easier the possibilities to undertake this project. And last, Instituto Técnico EXSAL is one of the most prestigious institutions in El Salvador due to high level of professionalism in general education. In fact, there is a language laboratory that is used for a better learning of English for students, especially for these senior high school students being researched. These three reasons were determinant for choosing this place.

1.3. Objectives

GENERAL OBJECTIVE:

1. To determine the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate the oral participation in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés.

SPECIFIC OBJECTIVES:

1. To explore the importance of the use of audio and video in class as reinforcement in the listening comprehension of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation in them.

2. To verify if audio and video sessions encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities.

3. To find out to what extent Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audios and videos, as reinforcement, on listening activities in class.

1.4. Rationale

This undergraduate research study focused on the importance of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés. This study was correlational since the analysis of two variables was involved: listening comprehension skill and audio and video. The main reason for studying this topic was that, according to a survey administered to these students (see ANNEX A), a 100% of students would like that the teacher includes audio and video in class listening activities (see graphic 9 on data analysis), since the traditional methodology of teaching listening employed by teachers (audio only) was not only boring but also troublesome for students of this level.

In fact, according to Shrosbree (2011), students face serious problems as lack of motivation or unfamiliarity with unknown sounds on that target language (English), which eventually can make them feel disappointed. Also, according to graphic 13, a 94.44% of students considered that their oral participation could be more efficient if teachers make use of audio and video in English listening activities. Besides that, according to Pavio (1965) (as cited by Meskill, 1996) learning theorists have long held that images enhance comprehension, storage, and recall of information. Moreover, the students like learning language through the use of videos (Canning 2006). Also she reported that images contextualized in video […] can help to reinforce the language, provided the learner can see immediate meaning in terms of vocabulary recognition in the first language. Then, as video technology becomes more accessible and editing on computers simpler, such projects are becoming increasingly attractive for the language classroom. (Canning 2006)

Furthermore, this study gave priority to the use of audio and video as listening comprehension reinforcement in-class. According to Stempleski (1987) (as cited in Milasari (2008) (as cited in Sabinus 2013), he stated the importance of using video in the classroom as follows: first, using video material in non- English Language Teaching (ELT) environment can motivate students. "They will undergo a special experience of real

feelings of accomplishment when they understand what is going in situation when is native speaker use English". Second, videotaped material in a non-ELT environment pretests real language. The language is real in the sense that the native speakers use it in the real life interaction. Third, viewing provides the learner with an aesthetic look at the culture through viewing native speakers in real life language interaction the EFL learner is exposed to the critical aspects that accompany language use in the communicative speaking. Finally, using videotaped material [facilitates] better comprehension of the intended messages. Then, students look to have good skills in listening comprehension in English language and to achieve a fluent oral participation, teachers believe that it is possible and effective to reinforce listening comprehension in English by the combination of audio and video aids in English classes.

As said by Nunan (2005) (as cited in Safarali & Hamidi, 2012), in many aspects technology has become as effective as humans in delivering content for L2 listening classrooms. Then, in order to explore these important details when implementing audio and video in class as listening comprehension reinforcement, the group was going to carry out this research so as to explore the benefits that students can be able to get by technological aids in classroom playing a great deal in their learning. For studying this research, it was necessary to build a strong theoretical background to support it theoretically. Also, this study took the survey as a quantitative technique in order to explore how these students dealt with listening in English. And it grasped the qualitative experiment since the methodology involved the techniques as the observation checklists and semi-structured interviews. The results helped to test the hypotheses and answer the research questions. And, the study was completed so that teachers of English, students of English, and future researchers benefit from the contribution given so that the methodology of teaching listening becomes more attractive and technological to students.

The authors

1.5. Limitations

- The authors of this research paper faced the limitation of time meeting. Two of them worked while one of them was free. Just two of them could meet all the time. However, there was no problem in communication since the internet availability was unlimited to messenger among the other member of the group. Except in some hours, three days a week, all the researchers could meet.

- It was not possible to observe all the senior groups of Bachillerato General con Diplomado Opcional en Idioma Inglés in one week for time availability and work schedule of two of the three researchers. Instead, each group of this high school was observed one by one per each of the first three weeks of June 2013.

- The days: June 3rd and 17th, 2013, the research group was not able to attend the observation of the classes because those were days off in Instituto Técnico EXSAL, the place chosen for this research project. Besides, it was not possible to continue with the qualitative experiment for this project on July, 2013 since all the senior groups of Bachillerato General con Diplomado Opcional en Idioma Inglés had extra activities for some English tests with involving videos for listening comprehension in the language laboratory; and, these students always had some audio-only listening reinforcement in class as part of the activities in the English course, but it was not possible to do more experiment due to the first reason.

- As for the qualitative experiment, it was planning to administer a listening quiz or to check the grades of listening tests to be compared –for research purposes- that these students had in these courses. But it was not possible to do so due to some restrictions that this institution preserved as part of their policies of privacy about information.

Chapter II: Theoretical Framework

2.1. Historical Background

This paper attempts to explore a historical overview and a better understanding of the nature of listening comprehension instruction including technology. In the last three decades, listening comprehension involved the attention in terms of both, theory and practice in the education of learners. Teachers often expect students to develop their listening skill by audio-lingual method and without help (Mendelsohn, 1984; Oxford, 1993) (as cited in Osada, 2004). However, it can be considered that the skills of the students can be supported by the use of multimedia material to make their development of listening comprehension easier. Therefore, there are three main stages that relate the evolving of teaching and learning listening comprehension through the use of technology.

The beginning of aural comprehension instruction

To begin with, Jones (2008) mentions that: "listening comprehension has had a long and ever-evolving history. Within the last 100 years, we have seen it progress from analog phonograph recordings [from late 1920's to World War II], through the audiotape era[1960`s – 1980's], and into the digital realm [1990's-present]." Then, it is necessary to recall the main features concerning to the aural comprehension technology for the support of second language acquisition.

During the first decades of the twentieth century, the main learning of a second or foreign language was consisted on grammar-translation. It was the only method of learning English. No aural learning was focused until the period after World War II. In this time, the primary way to develop aural comprehension was to maintain a structural analysis of the language and to provide students with several hours of drill (repetitions) per day […] with the help of a native speaker (Bloomfield, 1942) (as cited in Jones, 2008). Also it can be mentioned from Jones (2008) that educators began to react against such labor-intensive strategies and, with time, cylinders and 78 records evolved into LPs [Long Play Records] and reel-to-reel tapes, new technologies that immediately found a home in the audiolingual method (ALM).

The roots of audiolingualism, according to Johnson & Johnson (1998) (as cited in Osada, 2004), lied in the early years of the 20th century, and had a significant influence on theories of language teaching (as the blossoming of American structural linguistics and behaviorist psychology). Then, it can be specified that this method was more behavioristic, focused on, according to Rubrecht (1977) (as cited in Jones, 2008), "habit formation and stimulus response activities, [...]". But yet was very elusive; no one knew how to use it well [...]. In listening, ALM was basically on drill (repetition) exercises (as question answering). But there was not much exercising of listening comprehension that improved this skill in students so that they could understand real speech. After all, it was a need for an environment making this aural comprehension learning possible and real.

After two decades later (1970s), the main tool for learning listening was the language laboratory. According to Jones (2008), language labs were developed to serve as the ideal technological means to model and reinforce students' aural conditioning and verbal responses. Besides that, she said that: "The belief was that language lab technology could help students hear difficult sounds and sound sequences and could support individualized learning. Depending upon the setup of the lab, students could control their audio input and teachers could leave to the lab and its monitors all the drudgery of drill and pattern practice while keeping for themselves the interesting aspects of language learning."

Then, the communicative approach arose in the late 1970s and early 1980s, which, according to Field, 1998; Stone, 1988, (as cited in Jones, 2008), emphasized a more active use of language to perform tasks based on meaning, not form. [...] Educators also used more authentic recordings than previous methods and stress the importance of inferring meaning from a difficult passage.

In the last three decades (1980s-2000's), new strategies in the design and development of audio and videotaped educational materials quickly emerged. For example, Stone (1988) (as cited in Jones, 2008) published a manual that emphasized the creative, communicative use of lab equipment and materials for aural comprehension activities. This

text provided numerous examples of activities that entailed aural communication based on themes, not grammatical repetition. At the same time, the desktop computer was just becoming readily available and educators began to build bridges between computers, analog tape, and language study (i.e., Stevens, 1983; Webb, 1985). This document was one of several guides for teaching listening comprehension. Hence, there was a growing interest toward using computers not only in language laboratories but also in classrooms.

The developing of listening comprehension instruction by the use of technology

During the early 1980s, the need of more updated technology was present in the learning of a second or foreign language. According to Leveridge, (1979) (as cited in Jones, 2008), with the successful combination of computers and digitized audio established [material] […] each learner would eventually own not a tape player but a computer interfaced with a videodisc player and television that such equipment would bring more individuality to the education system (Bork, 1981, as cited in Jones, 2008), and that audio materials would make regular use of authentic speech (Harvey, 1984, as cited in Jones, 2008). This new emphasis on language teaching and audio technology soon included interaction between students and fast nonlinear retrieval of audio-visual information (Joy, Lian, & Russell, 1983, as cited in Jones, 2008).

From that decade on, more research was carried out to find the force of technology in listening comprehension instruction. According to Jones (2008), numerous research studies have examined the varying ways that these new digital technologies can enhance aural comprehension and have often highlighted the benefits of interactive computer-based activities. Research into listening over the past three decades has, above all, highlighted the fundamental intricacy of the processes involved (Lynch, 1998) (as cited in Osada, 2004). In order to comprehend spoken messages, listeners may need to integrate information from a range of sources: phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic. The fact that we achieve all this in real time as the message, (that) unfolds[,] makes listening "complex, dynamic, and fragile" (Celce-Murcia, 1995, p. 366) (as cited in Osada, 2004).

Carrier (1999) (as cited in Osada, 2004) states that research in L2 listening has focused on identifying what factors are involved in the process of listening and how variation in these factors affects the product of listening comprehension. This research has centered on variables such as speech rate and pausing, stress and rhythmic patterning, […], morphological and syntactic modifications, discourse makers, elaborative detail, memory, text type, and prior knowledge, as well as other psychological variables such as anxiety, self-confidence, and gender. However, Carrier also claims that "the majority of this research has focused on cognitive factors, and very little attention has been focused on the social context of listening," (p. 75).

According to Brett (1997) (as cited in Jones, 2008) compared students' performance on aural comprehension exercises when working with audiotape, videotape, or multimedia software. He found that students were most successful when working with this multimedia material, primarily because of the instant feedback they received from the available technology. But she states a question to be clarified: Can aural multimedia environments better tell us how to train our students to do listening comprehension activities?

A moving to Aural Multimedia Environment as part of Listening comprehension instruction

According to Jones (2008), very little emphasis has been placed on training students to process aural materials in a multimedia environment. However, in a recent conversation, two researchers stated that students do process information quite differently when reading, listening, or watching video within a computer environment. They are now actively exploring options that include inviting students to process their thoughts out loud as they experience input in different media environments. By videotaping their think aloud activity, teachers and students may be able to observe how students process information in a multimedia environment and explore new ways to help students select listening comprehension strategies that best suit their needs. Currently, Jones (2008) affirms that listening comprehension activities are more multisensory and interactive than ever. With

advances in technology and instructional design, the computer can now provide sight, sound, and text to enhance students' aural comprehension, all within the confines of a single piece of equipment. How this has evolved over the last two decades has been closely tied to the digital and pedagogical evolution and greater focus on second language acquisition.

It can be concluded that listening comprehension instruction has evolved due to the complete changes of methodology involving the ongoing technological changes that have been present during the last three decades. Originally, listening comprehension has been neglected in research and practice until quite recently. According to Osada (2004), more attention has been given to listening comprehension. In the 1970s, the status of listening began to change from being incidental and peripheral to a status of central importance. Instructional programs expanded their focus on pragmatic skills to include listening as well as reading, writing, and speaking. During the 1980s, as researchers became increasingly interested in exploring the intricacies of this complex skill, more research, theory building, and curriculum development on listening comprehension were done. Throughout the 1990s, attention to listening in language teaching increased dramatically. Aural comprehension in second or foreign language acquisition became an important area of study. That is why the need for implementing brand new methodologies employed by teachers to make the English language learning more efficient. Therefore, listening is a fundamental part of learning a second or foreign language. In fact, if this skill learning is reinforced with other technological devices as computers, eventually students will complete their goals in learning of English.

2.2. Theoretical background

The authors of this literature review state that technology has become one of the most captivating materials in real life and most of all as a tool in the life of the students nowadays. Also, they also explain that every time, more and more English teachers know about the importance of using devices as computers in and outside the classroom, since students have seen how they enhance the learning of English, and how students learn better in such environment.

This literature review is focused specifically in one of the four English macro skills: listening comprehension and, it presents information supporting the study of the research question that states about the importance of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking second year of Bachillerato General con Diplomado Opcional en Idioma Inglés. Shrosbree (2008) states that the process of comprehending an oral message in a foreign language is not basically different from that in the mother tongue. And, this is considered to be a great help for both teachers and students who look for ways of how to enhance the development of the listening comprehension skill for oral participation. Then, this document is based on three main sections that cover theoretically the following research topic:

How important is the use of audio and video in class as reinforcement of the listening comprehension in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation?

Starting with, it is important to explain about visual and aural or input so as to understand listening comprehension and its importance. According to (Gruba 2004) (as cited in Vandergrift, 2005) mentions that visual [or pictorial] input (e.g. facial expressions, gestures, illustrations , videos, slides) is often an integral part of the message [..] to be processed simultaneously with auditory input. Then, visual elements found on videos help find out the message which is somehow synchonized with the aural knowledge.

Besides, according to Luke, (1985); Salomon & Leight (1984) (as cited in Meskill ,1996), when processing aural and visual input, existing knowledge structures –mental schemata- interact with incoming information. Afterward, listening comprehension is a complex process which needs a deeper explanation of how visual and aural elements interact with students.

Listening comprehension plays an important role in the development of this skill in students so as to find out the process that is involved in this skill learning. Plass and Jones (2005, 2007) developed an integrated model of second language acquisition with multimedia that intertwines cognition, L2 learning, and multimedia.

Figure 2
Plass and Jones' (2005) Integrated Model of SLA with Multimedia
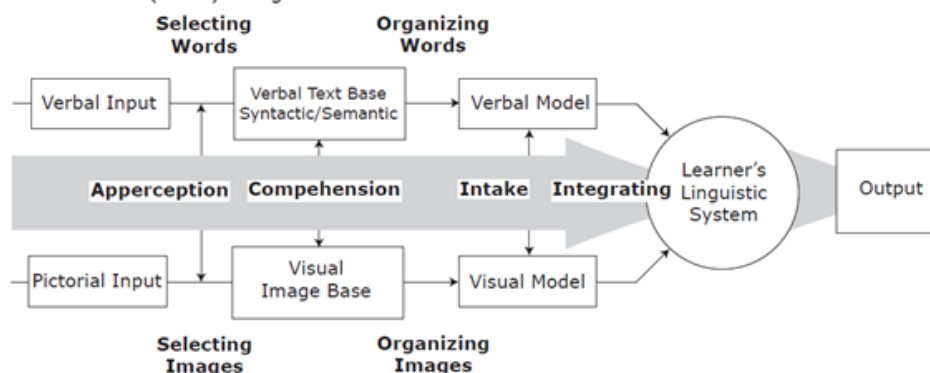
According to Jones (2007): "Within this model, students process aural –or verbal- L2 input along with written and/or pictorial information. As students process the aural information, they select from annotations to more effectively understand the input, to organize the annotated information into comprehensible pictorial or written mental representations, and then to further mold subsequent mental representations into mental models so that the learners' linguistic system is enhanced." Therefore, when audio is combined with video, the learning of listening in English becomes more complete for students.

Looking for a better learning of students, it is well known that English teachers are combining their teaching methodology with kind of technology in order to make the learning of another language in students easier, especially English. That is why, in the case

of listening, not only is it enough to make repetitions as in the traditional way, but it is also necessary to implement other alternative ways of teaching listening since there is a need for students to get the necessary support for their improvement for comprehending listening. It is for this reason that technology has played an important role in teaching of a second/foreign language, esp. multimedia technology (audio, video, and text) for oral purposes (as participation). The coordination of two or three multimedia elements can make the learning process more understandable and less frustrating for students. In listening, it is an important tool for developing comprehension on students. According to (Snyder & Colon, 1988) and (Mueller, 1980; Omaggio, 1979) (as cited in Meskill, 1996), processing aural texts in the target language is facilitated by [motion] pictures, video as well as combinations of visual, aural, and textual forms of input. That is why there is a need of working it with extra help, as video provides.

Including videos on listening activities reinforces the comprehension of aural messages that allow increasing comprehension if the learners are able to correctly interpret it, or predict the information included projected through the video. According to Shrosbree (2008), video allows learners to see the context of the discourse and the body language of speakers as well as other visual aids to comprehension [as a landscape]. It is not just the sequence of images that facilitate the comprehension of listening on students. Kruger (2009) (as cited in Safarali & Hamidi, 2012) illustrates the noticeable role that nonverbal behavior plays in communication. He assumes "the role of gestures as facilitators in comprehension", and in his study, he concludes that "learners who are provided with the speaker's gestures and facial clues in a video-recorded lecture show significantly better comprehension than those who just can hear the speaker's voice in an audio recorded lecture". Then, when all technological devices, as computers, are used for teaching purposes, skills as listening can be more comprehended in the learning process of students thanks to multimedia resources as videos.

During the last years, technology has been used as a tool in the learning of English that allows students interact with it so as to reinforce the comprehension of skills as listening. Meskill (1996) mentions that the fast and the powerful computational capacity, in

conjunction with the orchestrated video, and graphics of [current] multimedia learning systems, would predict more sophisticated paradigms within which students can interact with the target language, and consequently, more effective learning. It means that the students can recognize easily the sounds in the target language by the use of devices comprising videos as computers. That makes easier the comprehension of listening. In fact, Meskill (1996) also mentions that language students come to the learning process well experienced in film, television, and other devices. Once commented on this point, it is necessary to encourage how the multimedia environment reinforces the listening comprehension skill. Therefore, it demonstrates that students who interact with this multimedia technology recognize its meaning as integral tool in the classroom because it is easier to apply and further reinforce their learning.

Concerning to in-class listening comprehension, it is mandatory to mention the multimedia environment is a fundamental part in the classroom as a teaching tool. There are some aspects in English learning that are important to comment in this paper. Meskill (1996) opinions that: "in a multimedia environment, learners can be easily prompted to make use of such visual conventions to aid their aural processing". It is accepted this idea for there is a need of placing all the resources in a specific location; it can be either a language laboratory or the classroom. In the case of the classroom, devices as the computer, speakers, and projector allow a teacher manipulate videos to be presented in listening activities in class in order to reinforce listening comprehension. Meskill (1996) mentions that when the language is the first language of a speaker, there is sufficient time and opportunity to mentally act upon the incoming stream by creating connections, making transformations, interpretations, and mental images. This happens when video is exposed in class activities, as listening. Hence, the reinforcement audio and video provides to students in listening comprehension for oral participation is vital to understand spoken English.

How do audio and video activities that teachers employ in class encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities?

Exploring technological advances in last years, multimedia resources has played an important role in listening. This has had a strong impact in learning and teaching listening. It is a way of stimulating learning, students expect something new coming from teachers in classes. According to Canning (2006), students like learning language through the use of videos. She states: "although these films may seem to hold student interest, […] student comprehension of the video may be due to the visual clues instead of the auditory components. All these pictorial elements reflected on videos eventually are related somehow with the listening of students for this is a complete process, not just involving sound but images, gestures, etc." Then, the interest provided by video in audio is what arise the interest to students, and it is what stimulates listening comprehension. Video must be an essential part of listening comprehension instruction as it is a benefit for students to tackle with the difficulties presented normally on listening activities.

Regarding the learning of English, video has been an important element. This has been included as a teaching tool for activities, including listening. It is important to remind that video has a strong advantage on listening comprehension skill. According to Shrosbree (2008), a benefit of video is that it can simply provide a welcome break from the rigors of more traditional study. It means that audio-only listening tracks are not enough for students to listen due to the common problems in class as sound unfamiliarity. Moreover, with digital video technology, according to him: "it is now a relatively straightforward process for teachers to produce their own videos which are specifically aimed at one group of learners, bearing in mind their language needs and interests. This audio-and-video teaching listening methodology suits to what teachers need to teach and what students need to learn." Hereafter, the video has the main benefit of stimulating the listening comprehension on students when they perceive it. But there is something important to take into account for implementing videos in class as a listening comprehension tool.

Considering video as an alternative tool for teaching listening, its stimulation has given some easy implementation in class for listening. However, it is essential to remind that, according to (Canning 2006), if video is to be used in the classroom to improve listening comprehension, it should be shown in segments and not as a whole. It means that video should not be shown completely but in parts [whether the audio part is complex and difficult to understand]. She also mentions that these segments should be broken down to exploit the macro-listening skills [e.g. listening for gist] and the micro-listening skills [e.g. to identify words in stressed and unstressed positions] from the audio-component of the video. Then video in class takes an important part of listening activities due to the variety of uses that can stimulate the learning of students.

Including audio and video as listening comprehension reinforcement, it has given backing to teaching listening. That is why it has supported the activities of listening. Dulay et al (1982) (as cited in Meskill, 1996) mention that "tight correspondence between visual and aural elements in video are more likely to increase comprehensibility […]". Besides, according to Biegel (1998) (as cited in Shrosbree, 2008), video technology can also be used to document the language production of students in order to both enhance the validity and reliability of language assessment, and provide motivating and rewarding tasks "with a clear, meaningful purpose and a concrete finished product." Since teachers of English start using multimedia technology in order to improve the listening skills of students, a plenty of aids can be provided to them by making the combination of audio and video. Not only are teachers able to enhance the purposes and the optimism of students by applying the multimedia technological sources, but it also is easy for them to teach listening and to make students enjoy the learning of English.

To what extent do Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class?

Being significant the use of the multimedia technology as a tool to support the in-class activities, the teacher always expects a response from the students, especially in an

oral way. According to Stempleski (1987) cited in Milasari (2008:15) (as cited in Sabinus 2013), the importance of using video in the classroom […] in order to make students participate orally in class in activities as using video material in an non- English Language Teaching (ELT) environment can motivate students. According to him, "students undergo a special experience of real feelings of accomplishment when they understand what is going on that situation when is native speaker use English". Thus, an EFL learner will realize that "with a bit of extra effort and practice, along with some help from teacher, real English is not beyond their comprehension". Therefore, the EFL learner is exposed to language use in a sounds, and utterances, and their underlying messages, which are in most cases, hinted at through non-verbal explanatory body language. There is worth mentioning other activities that involve the use of audio and video as listening comprehension reinforcement.

Bringing help to comprehend listening in order to produce orally, video also conveys culture to the class. According to Sabinus (2013), "viewing provides the learner with an aesthetic look at the culture through viewing native speakers in real life language interaction the EFL learner is exposed to the critical aspects that accompany language use in the communicative speaking". Also, according to this author, videotaped material facilities better comprehension of the intended messages, providing an authentic pattern, which carefully copied by learners can save them from any kind of embarrassment while communicating with people from target culture. Therefore, it is important to mention the gestures that help students to check about the visual context involving the video with audio. Sueyoshi and Hardison (2005) believe gestures and facial cues (as lip movement reading) can facilitate and improve face-to-face interactions involving L2 learners. Their findings represent that learners' preference for visual cues (video-recorded materials) is more than audio-only cues due to their better comprehension of the lecture. Hence, it is necessary to mention the importance of using audio and video in listening assessment.

Assessing the oral participation in class is an important activity for checking the advances of listening comprehension. According to Shrosbree (2008), video naturally lends itself to the assessment of presentations and public speaking, but it can also be applied to pair work and group discussion tasks. Furthermore, he mentions that "to help students

develop their speaking skills, teachers can make 'model videos' which visually demonstrate what students are expected to do in an oral task". Finally, digital video technology allows teachers to manipulate authentic video, which can be edited, subtitled and simplified to make it more suitable for language learners. Video-based instruction also appears to improve aspects of learners' oral production, particularly their "confidence in speech" (Weyers, 1999) (as cited in Shrosbree, 2008).

To sum, according to Shrosbree (2008), as video technology becomes more accessible and editing on computers simpler, such projects are becoming increasingly attractive for the language classroom. Video also offers several other possibilities for language learning. One interesting use of video is to document and assess students' productive performance of a second language. Besides, according to Meskill (1996), "video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students. In rare empirical studies, video-based instruction is consistently preferred over other language learning activities as well as over audio-only instruction." In short, multiplying input modalities to include full motion video apparently motivates learners and engages their attention to aural input.

As a conclusion, throughout this literature review, it has been explained how influent audio and video is, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking second year of Bachillerato General con Diplomado Opcional en Idioma Inglés. It was approached in three sections. The first section explained about the importance that audio and video has in class as reinforcement in the listening comprehension of students in order to produce oral participation in them. The second section also clarifies how audio and video encourages the oral participation of students of in the listening activities when teachers employ in class. The last section analyzes the extent that students achieve higher oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class. Therefore, this paper focuses on the help that multimedia resources bring not only for teachers of English but also for students.

2.3. Definition of Key terms

The following terms are part as the theoretical framework of the research about the importance of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés.

Audio: according to Merriam-webseter.com, audio comes from Latin audiō ("hear, listen"). It is related to acoustic, mechanical, or electrical frequencies corresponding to normally audible sound waves which are of frequencies approximately from 15 to 20,000 hertz. Also, it is a part of or relating to sound or its reproduction and especially high-fidelity reproduction. It is the listening in action.

Authentic Material: According to teachingenglish.org.uk, when people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials used, will of course, depend on the *'usual'* factors:
- topic
- target language area
- skills
- students' needs and interests

Gestures: according to Safarali & Hamidi (2012) a gesture is a non-vocal bodily movement intended to express meaning. Gestures may be articulated with the hands, arms or body, and also include movements of the head, face and eyes, such as winking, nodding, or rolling ones' eyes, which actually in this study face movements are considered as facial

expressions and researcher treat such movements as a different category from gestures. (key term).

Listening comprehension: according to Safarali & Hamidi (2012), listening plays a crucial role in learning a foreign language. It is actually a problem-solving skill. Mendelsohn (1994) (as cited in Safarali & Hamidi 2012), defines listening comprehension as "The ability to understand the spoken language". And Oxford (1993) (as cited in Safarali & Hamidi 2012) describes this process as "perception of sounds, comprehension of meaning-bearing words, phrases, clauses, sentences and connected discourses".

Then, it can be said that listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Coakley and Wolvin (1986) cited in Milasari (2008:7) (as cited in Sabinus 2013) explain that "listening comprehension in second language is the process of receiving, focusing attention on, an assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge and cognitive process to listening task, the aural text, and the interaction between the two". Furthermore, Farris (1995) cited in Osada (2004:56) (as cited in Sabinus 2013) defines listening comprehension "as a process by which students actively form of mental representation of an aural text according to prior knowledge of the topic and information found within".

Now, the question is: how to comprehend listening? According to Meskill (1996), listening, like reading, is an active process that entails construction of meaning beyond simple decoding. Rahmatian & Armiun (2011) consider that the perceptions of the sounds are produced in three stages which take place successively in a very short period of time: reception, perception and sensation.

Reception: At this stage, the auditory organ receives a new acoustic signal. This signal travels through the ear and reaches the midbrain.

Perception: At this stage, the auditor makes an attempt to identify, process, and interpret the signal. He asks himself: "What is this?", "What does it mean?", "Is it important?" This is the moment when the signal (stimulus) becomes the information.

Sensation: At this stage, the auditor reacts to the signal after interpreting it. This reaction could be affective or representative.

Besides, Osada (2004) states that the process of listening comprehension is highly complex. The knowledge and skills necessary for listening comprehension must be all utilized simultaneously. Sabinus (2013) added that listening for comprehension can be divided into three stages: (1) Listening and making no response (following a written text, informal teacher talk). (2) Listening and making short responses (obeying instructions [,] physical movement, building models, picture dictation, etc.) (3) Listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension question on texts, predictions, filling gaps, summarizing, etc). He also comments that listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. Richards (1987) cited in Milasari (2008:5) (as cited in Sabinus 2013) assures that "there are two knowledge points of listening comprehension learning, namely knowledge of the syntax of the target language and the knowledge of the real world". Finally, according to Osada (2004), in order to comprehend spoken messages, listeners may need to integrate information from a range of sources: phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic.

<u>Listening activities</u>: There are a plenty of listening activities. It must be important to mention just some of the activities employed in listening comprehension in classroom. According to www.nclrc.org and www.api.ning.com, listening activities are divided in three stages:

Pre-listening activities: for example:
- looking at pictures, maps, diagrams, or graphs

- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

While-listening activities: for example:
- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning
- completing cloze (fill-in) exercises
- distinguishing between formal and informal registers

Post-listening activities: for example:
- Problem-solving and decision-making:
- Interpreting
- Role-play
- Form/ chart completion
- Extending lists
- Sequencing/ grading
- Matching with a reading text

Multimedia environment: Meskill (1996) remarks that the co-occurrence of video with text, audio, and graphics in the multimedia environment does raise the issue of the amount of processing these combined input modalities entail and whether these cognitive demands limit or lengthen task persistence.

__Oral participation__: according to managementstudyguide.com, it is a form of class participation, implying communication through mouth. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust. [Especially in class].

__Video__: according to Sabinus (2013): the word video comes from the Latin words means "I see". Any electronic media format that employs motion pictures to present a message can be referred as video. Video can be integrated into learning activities (Smaldino,.et al.2005) (as cited in Sabinus, 2008). Videos are available on almost any topic and for all types of learner in all the domain of instruction including cognitive, affective, motor skill, and interpersonal. Video can manipulate both time and space. It can take the learner almost anywhere and extend students' interest beyond the walls of the classroom.

Another definition for this term must be clarified. According to Canning (2006), video is at best defined as the selection and sequence of messages in an audio-visual context. Also, Meskill (1996) mentions that video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students. Furthermore, Harmer (2001) (as cited in Safarali & Hamidi 2012) […] believes that "videos provide students with paralanguage which help them to interpret the text more deeply". Therefore, Video is thus a "multi-sensory medium, according to Shrosbree (2011) And video in particular can set up a "context of expectations" that, like knowledge of text convention, can support comprehension (Salomon & Leight, 1984) (as cited in Meskill (1996).

2.4. Formulation of Hypotheses

These are the hypothesis to be tested as part of the research topic: the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés.

A. General hypothesis

"The more Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to audio and video content during activities to develop comprehension in the listening skill, the higher their in-class oral participation is".

B. Specific hypotheses

1. The more Instituto técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to activities with audio files, the clearer their understanding of the contents is.

2. The more Instituto Técnico EXSAL senior high school students coursing Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to topics with video files (as authentic material), the more ideas, for oral participation on in-class activities, are generated.

3. The more content audio files are combined with video files, the more comprehensive the listening activities of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés will be.

2.5. System of Variables

The present study is about the importance of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés. This was done in this way since there was a need for making an analysis of the relationship between two variables which were: the independent variable (the importance of audio and video) and the dependent variable: (the in-class reinforcement of the listening comprehension skill to generate oral participation).

It was, therefore, needed to conceptualize the main variables to be analyzed in the research-question answering. According to the Macmillan Dictionary, audio is sound, especially music that is recorded, broadcast, or played on electronic equipment. On the other hand, according to Canning-Wilson, video is at best defined as the selection and sequence of messages in an audio visual context. Finally, according to Jones (2009), listening comprehension is a cognitive process that leads students to construct meaning of an aural passage based on prior knowledge, linguistic knowledge, interaction with and understanding to a text. And, according to managementstudyguide.com, oral participation is a form of class participation, implying communication through mouth. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust. [Especially in class].

Once having explained these concepts, it was thereby essential to set the operationalization for this system of hypotheses. It was important to remind that in this research project there were a research question and three subsidiary research questions. Each question was related to each of the hypotheses already established. And similarly, there were four objectives that helped answer the research questions. And each question, hypothesis, and objective had a system of similar indicators and similar sub-indicators that contributed to explore the research issues investigated. Then, the information is shown in the following tables:

Table 1: operationalization of General Hypothesis

General Research Objective	General Research Question	General Hypothesis	Variables	Indicators	Sub-indicators
To determine the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate the oral participation in Instituto Técnico EXSAL senior high school students coursing Bachillerato General con Diplomado Opcional en Idioma Inglés.	What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés?	"The more Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to audio and video content during activities to develop comprehension in the listening skill, the higher their in-class oral participation is".	Independent: **the importance of the audio and video** Dependent: **the in-class reinforcement of the listening comprehension skill to generate oral participation**	Indicators of Independent variable: - **Audio aids** - **Video aids** Indicators of Dependent variable: **- Listening Comprehension skill - Oral participation**	Independent variable: **-Devices used in class** **- methodology of the teacher** Dependent variable: **-Listening activities** **-Stimulation in listening activities** **-Oral participation of students** **-Situations in oral participation of students**

NOTE: in this table, the operationalization of General Hypothesis was consisted in having a main idea of what it was studied during the research project making by relating the variables in common with each of these research elements. The objective was set for the purpose that when this question was answered, then the hypothesis was tested.

Table 2: operationalization of Specific Hypothesis 1

Specific Research Objective 1	*Specific Research Question 1*	*Specific Hypothesis 1*	*Variables*	*Indicators*	*Sub-indicators*
To explore the importance of the use of audio and video in class as reinforcement in the listening comprehension of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation in them.	How important is the use of audio and video in class as reinforcement of the listening comprehension in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation?	The more Instituto técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to activities with audio files, the clearer their understanding of the contents is.	Independent: **the importance of the audio and video** Dependent: **the in-class reinforcement of the listening comprehension skill to generate oral participation**	Indicator of Independent variable: - **Audio aids** Indicator of Dependent variable: **- Listening Comprehension skill**	Independent variable: **-Devices used in class** **- methodology of the teacher** Dependent variable: **-Listening activities** **-Stimulation in listening activities**

NOTE: in this table, the operationalization of Specific Hypothesis 1 was consisted in making relation between the variables and indicators with the research elements. But, for this part, the more focused indicator was the audio aids since the importance of audio and video in listening activities did not rely just on the audio part. Then, the question would be answered by objective application and hypothesis testing.

Table 3: operationalization of Specific Hypothesis 2

Specific Research Objective 2	*Specific Research Question 2*	*Specific Hypothesis 2*	*Variables*	*Indicators*	*Sub-indicators*
To verify if audio and video sessions encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities.	How do audio and video activities that teachers employ in class encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities?	The more Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to topics with video files (as authentic material), the more ideas, for oral participation on in-class activities, are generated.	Independent: **the importance of the audio and video** Dependent: **the in-class reinforcement of the listening comprehension skill to generate oral participation**	Indicator of Independent variable: **- Video aids** Indicator of Dependent variable Listening **- Oral participation**	Independent variable: **-Devices used in class** **- methodology of the teacher** Dependent variable: **-Oral participation of students** **-Situations in oral participation of students**

NOTE: in this table, the operationalization of Specific Hypothesis 2 was consisted in making relation between the variables and indicators with the research elements. But, for this part, the more focused indicator was the video aids since the encouragement of oral participation in listening activities was not enough with video-only listening activities. Then, the question would be answered by objective application and hypothesis testing.

Table 4: operationalization of Specific Hypothesis 3

Specific Research Objective 3	Specific Research Question 3	Specific Hypothesis 3	Variables	Indicators	Sub-indicators
To find out to what extent Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audios and videos, as reinforcement, on listening activities in class.	To what extent do Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class?	The more content audio files are combined with video files, the more comprehensive the listening activities of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés will be.	Independent: **the importance of the audio and video** Dependent: **the in-class reinforcement of the listening comprehension skill to generate oral participation**	Indicators of Independent variable: - **Audio aids** - **Video aids** Indicators of Dependent variable - **Listening Comprehension skill**	Independent variable: **-Devices used in class** **- methodology of the teacher** Dependent variable: **-Listening activities** **-Stimulation in listening activities**

NOTE: in this table, the operationalization of Specific Hypothesis 3 was consisted in making relation between the variables and indicators with the research elements. But, for this part, the more focused indicator was the listening comprehension skill since the extent of oral participation in listening activities depended on the stimulation of audio-and-video listening activities. Then, the question would be answered by objective application and hypothesis testing.

Chapter III: Methodology

In this chapter, the researchers provided a detailed description of the design chosen for this research study. They provided the characteristics of the population selected, and describe the instruments that were used. Then, the research study described the procedures followed in conducting the research study. Furthermore, they presented the methodological procedures followed to process, analyze and interpret the data gathered, and the time corresponding to the investigation.

3.1. Type of Research

This research was exploratory since it consisted in examining the topic "The influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés, which has been little researched before since it was still a topic not completely explored. Also, the information for the study was available in order to find data that was useful to create new information about a way of teaching listening using multimedia resources in class. Basically there were only books and sources containing information about how listening comprehension is reinforced by using audio and video, getting ahead the oral participation of students. Moreover, this research intended to examine the extent that English students at Instituto Técnico EXSAL achieved higher oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class.

Once explained this, it was needed to set the research method: Mixed Methods, for it was useful for exploring a problem that it has been little researched during the last years, according to Jones (2008). Martyn Denscombe (2007), in his book: *The Good Research Guide for small-scale social research projects,* defines this method as: "the one that uses both qualitative and quantitative methods." This method was chosen so for the methodology of this study involves several steps for recollecting and analyzing the results that can test the hypotheses and answer the research questions. Besides, according to this author, this method has two main features:

➢ **Emphasis on practical approaches to research problems (Pragmatist).** The Mixed Methods approach is 'problem-driven' in the sense that it treats the research problem – more specifically *answers* to the research problem – as the overriding concern. Other approaches, of course, share a concern for practical solutions to real-world problems. But, advocates of the Mixed Methods approach regard it as the crucial driving force behind decisions about which methods to use.

➢ **Explicit focus on the link between approaches (Triangulation).** The Mixed Methods approach emphasizes the need to explain why the alternative approaches are beneficial and how the alternatives are to be brought together. Particular attention is given to the design of mixed methods research and especially the role of triangulation in justifying the use of the alternative approaches.

According to wikipedia.org, in the social sciences, **triangulation, also called "cross examination"** is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. In other words, it refers to the application and combination of several research methodologies in the study of the same phenomenon. The purpose of triangulation is to increase the credibility and validity of the results. In particular, this essential part of research can be employed in both quantitative and qualitative studies. According to Denzin (1978), s/he identified four basic types of triangulation:

- *Data triangulation:* involves time, space, and persons
- *Investigator triangulation:* involves multiple researchers in an investigation
- *Theory triangulation:* involves using more than one theoretical scheme in the interpretation of the phenomenon
- *Methodological triangulation:* involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

For this research the methodological triangulation was applied as part of the mixed methods in order to rely on several techniques so as to get the results that both tested the hypotheses

stated and answered the research questions given. According to table 1, there are three approaches of Mixed Methods. In this study, the sequencial studies was applied since there were steps (explained on page 47) that complement each order to collect data.

Taking the factors of sequencing and level into account, a large number of possibilities exist in relation to mixed methods research design. The basic principles of such designs, however, can be depicted in the following way:

Sequential studies e.g. **QUAL** ⟶ **QUAN**
                              QUAN ⟶ **QUAL**
                              QUAN ⟶ **QUAL** ⟶ **QUAN**

Simultaneous studies e.g. **QUAN** ⎫
                                QUAL ⎭ ⟶

Multilevel designs e.g. **QUAN** at macro level ↑
(simultaneous or sequential) **QUAL** at micro level ↓

Table 1: approaches to Mixed Methods (Denscombe, 2007)

According to table 2, the key issues in the mixed methods are provided. The order given for the methods used in this study are: survey and qualitative experiment. The instruments used are: the questionnaire –part of the survey strategy, and the observation checklist with the oral interview –part of the qualitative experiment. The timing in this study involved sequential changes on each technique to be used, but there were no combinations among them. Concerning to proportion and priority, all techniques are important, but the most important of all, was the experiment since it produced more results for the rest of this research. The methods used in this study are different, but its order will lead to results in different steps.

Key issues in the Mixed Methods approach

- **Order**: in what order do the methods get used?
- **Timing**: at what points are methods changed or combined?
- **Proportion and priority**: which methods are seen as dominant?
- **Comparison and contrast**: linked with triangulation, are the methods similar or markedly different?
- **Use and benefit**: for what purposes are the alternative approaches combined?

Table 2: key issues in the Mixed Methods approach (Denscombe, 2007)

This study wanted to test if the more Instituto técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés are exposed to topics with video files (as authentic material), the more ideas for oral participation on in-class activities are generated. For that, it was necessary to specify that the research strategy of this study: the survey and the qualitative experiment. First, a closed-ended questionnaire was administered to the sample. Then, it was accomplished an experiment to be carried out during the research process. This was down to the fact that, although there was a manipulation of one of two variables: audio-video and listening comprehension skill, it was possible to make comparison between the two groups to observe. The technique used in this part of the methodology was a non-participant observation since the goal was to witness how much students improve their listening comprehension in two different scenarios: the first one: when teacher uses audio material in the listening class, the second one: when teacher uses audio and video material in the listening class.

In order to prove these hypotheses as right, it was important to mention that audio and video had an effect on frequency. One of the hypothesis formulated set that"If multimedia - resources- is applied in class as part of listening comprehension activities, students will have a deeper grasp of what is being listened through audio and video." For this purpose, a semi-structured interview tested the oral performance students at this level in class in order to check how much they were able to express ideas thanks to the instruction given by audio and video as a reinforcement of the comprehension in listening activities.

3.2. Research Design

This study was based on the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL students taking Bachillerato General con Diplomado Opcional en Idioma Inglés. This topic was chosen for there is a need for exploring other ways of implementing multimedia technology as a fundamental part of teaching listening. In this study, the view of research was pragmatic since it explored a common problem (difficulties in listening comprehension, lack of participation in listening activities), and it was provided with possible solutions (audio and video as listening comprehension reinforcement) that benefit other people (teachers, students, future researchers, etc.). The line of this investigation was the study of the process of listening. For the third subsidiary question, speaking was researched. This was the best idea to develop on this study since it was used the mixed methods combining results from different techniques leading to similar results.

It was important to mention that: according to Vandergrift (2008), from the book: *Continuum Companion to Research Methods in Applied Linguistics*, "the product of listening is researched for the objective of focusing on the outcome, or the product of listening, reflected on tests scores. While the process of listening focuses on exploring the problems of learning listening that English students may experience in comprehension of the reasons motivating students to response to the technique applied." Concerning to speaking, according to Hughes (2010), it is researched in two ways: *capturing and examining authentic speech* (spoken data transcription)*, and capturing and examining elicited or non-authentic speech data* (conversation grammar analysis). For this research, the first one was taken so as to analyze the third subsidiary question.

Besides, it was important to include the strategies in this study: *survey and Qualitative experiment.* According to *www.wisegeek.com,* "a qualitative experiment is an experiment which uses a qualitative technique in order to determine the veracity of the hypothesis being tested. Various different methods of qualitative research can be used, including case studies, interviews, or diaries, and these are all linked by the fact that they

aren't objectively structured methods of collecting information. Researchers will ordinarily conduct a qualitative experiment as a way of finding a better hypothesis for a larger-scale."

Once having defined this concept, it was necessary to make difference between a qualitative and a quantitative experiment is. According to the information published in this website, understanding the difference between quantitative research methods and qualitative ones is the first step in understanding what a qualitative experiment is. "Quantitative research is the most scientific in design and is generally concerned with having larger sample sizes and using objective methods for recording results. A qualitative experiment, on the other hand, would be something like a case study, where one individual person is observed to learn about a condition or the effects of a treatment. Using quantitative methods is preferable to scientists because it provides more opportunity to generalize to the entire population."

Besides that, according to this website, "Most often, a qualitative experiment will be used to get a general feel for a particular area of research before formulating a hypothesis which can be tested on a larger scale in a quantitative study. Qualitative research is inherently flawed because it only looks at a small population, and the results can't be recorded numerically, meaning that unreliable human interpretation is at the heart of the findings. This causes a problem if a researcher wanted to generalize a finding to the entire population, because there are many different factors that could influence the results that are not properly controlled."

Also, this webpage exposed that "Many different methods can be used in a qualitative experiment, but the most common are case studies and interviews. These methods are characteristic of qualitative research for it is difficult to study people in large numbers through these methods and the observations of the researcher are central to the findings, even if they are at odds with the truth. Conversely, qualitative experiments provide more depth of understanding of the particular subject, and get the name from the "quality" of their findings. The use of qualitative and quantitative research methods together can therefore be used to gain a deep understanding of a topic and then test it objectively."

This type of experiment is reliable in social sciences, but it is not accepted in other sciences. According to Wikipedia.org, "in most physical and biological sciences, the use of either quantitative or qualitative methods is uncontroversial, and each is used when appropriate. In the social sciences, particularly in sociology, social anthropology and psychology, the use of one or other type of method can be a matter of controversy and even ideology…" But "qualitative methods might be used to understand the meaning of the conclusions produced by quantitative methods. And using quantitative methods, it was possible to give precise and testable expression to qualitative ideas." This combination of quantitative and qualitative data gathering was often referred to as mixed-methods research. Then, in order to apply the methodology so as to get the results, it was necessary to mention the following steps:

1. It was necessary to explore the importance of the use of audio and video in class as reinforcement in the listening comprehension of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation in them. For that aim, it was mandatory to administer a survey in order to explore and to analyze the problems students face when dealing with English listening in class. The results were helpful for determining the methodology of the teacher in class when carrying out listening activities. This analyzed the process of listening.

2. It was essential to determine the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate the oral participation in. For this reason, it was obligatory to do experiment in a qualitative way since there are two common ways of teaching listening with multimedia resources: audio-only, and audio and video. Then, two teachers working at that place volunteered for this experiment. Once they agreed on participating, the researchers chose the 3 classgroups of Bachillerato General con Diplomado Opcional en Idioma Inglés in order that: one teacher taught his/her listening activities with audio (the control group), while the other teacher taught his/her listening activities with audio and video (the experimental group). This analyzed the process of listening.

3. It was crucial to verify if audio and video sessions encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. For that purpose, it is intended to carry out an observation (part 1 of the qualitative experiment) using checklists to confirm that the teachers being observed use the methodologies applied (audio-only and audio-and-video teaching listening) in order to check how students get encouraged so as to participate orally in listening activities from different scenarios. Each of the three groups at that level will be observed in class each week of June. This analyzed the process of listening.

4. Also, it was requested to find out to what extent Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audios and videos, as reinforcement, on listening activities in class. For this objective, an oral interview was performed (part 2 of the qualitative experiment) to 5 students per each group at this level in which these students showed how benefitted were by participating orally in listening activities thanks to multimedia technology. The results had to be closely related to the audio and video in order to ensure their intellectual usefulness and to reinforce the listening comprehension. This analyzed speaking.

When the instruments already administered were analyzed by their results, it was important to make details on the following elements: reliability, trustworthiness, and validity, since the instruments had to present results in order that the data analysis was reliable, trustworthy, and valid. First, "reliability refers to consistency across the administrations of the instruments according to Gass (2010) (as cited in Phakiti, 2010). Second, trustworthiness is the constancy that the results must have in order to be achievable. Third, validity refers to the correctness and appropriateness of the interpretations that a researcher makes of the study. Finally, each instrument has different ways of being reliable, trustworthy, and valid by its results." Obviously, the more reliable, trustworthy, and valid instruments are the quantitative ones for they present numbers that can be measured, but the more realistic instruments are the qualitative for the numbers cannot measure the human interaction and thinking.

3.3. Population and Sampling

This study, which topic was: "The influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés", took place at Instituto Tecnico EXSAL, located in San Salvador, El Salvador. In this research, the population was the senior students from this high school degree. In these studies, there are three groups with an average of 45 students, summing 135.

Sampling Strategy:

This was the sampling strategy employed for the survey. The kind of sampling procedure that was applied for this study was: probabilistic. This procedure was planned to do this during the first semester of the year 2013 in the months of May and June. The participants in the study were three groups of students from the subject of English II taught at high school level. The criteria that the participants fulfilled for this study was the following:

a) **Place chosen for sampling:**
   San Salvador, San Salvador
b) **Institution chosen for sampling:**
   Instituto Técnico EXSAL
c) **Level involved:**
   High school
d) **Type of students:**
   High School students of English
e) **Level of English.**
   Possibly, Intermediate Low
f) **Course:**
   English II
g) **Universe:**
   3 groups of Bachillerato General con Diplomado Opcional en Inglés

h) Age & Sex:

Not applicable

On the other hand, in order to choose the sample for the survey, it was carried out a stratified sampling in which from the whole population of students (135), it was picked out a representative sample of 17 students who were taken for the study. Because the sample was divided in three groups of students, only certain amount of students of each group were included in the study. This data was obtained in the following way: According to answers.yahoo.com, the formula for sampling population was the following:

1. Calculation of the sample

For sampling error, the formula is:

n' = s"2 / ç"2 (sampling error)   **ç"2** = Variance of Population

s"2 = Sampling Variance = p (1 - p) –in probability-

se = standard error = u - x* (population mean – sampling mean)

(se)"2 = square standard error = ç"2

N = 135

se = 0.05

ç"2 = (se)"2 = (0.05)"2 = 0.0025

s"2 = p (1 - p) = 0.95 (1 - 0.95) = 0.0475

n' = s"2 / ç"2 = 0.0475 / 0.0025 = 19 (sampling error)

Formula: n = n' / (1 + n' / N)

N = Population Size   **n** = Sampling Size   **n'**= sampling error

n = 19 / (1 + 19 / 135)

n = 19 / (1 + 0.141) -approximately

n = 19 / 1.141 = 16.65 -approximately

n = 17 people (Sampling size)

Variables	Data
N = (total of population)	135
Sampling error	0.05
Level of confidence	95%
n= Size of sample with sampling error	**18**

N= 135   **n**= 17   n / N= 17/ 135 = 0.1259259 **(constant)**

2. **Stratified Sampling**

# of group	# of students * constant	Sample from each group
1	45* 0.1259259	5,6
2	45* 0.1259259	5,6
3	45* 0.1259259	5,6
	Total of the sample	**18 -approximately**

For the experiment and observation, the researchers took two of three groups in which one was observed with audio in listening activities, and the other group was observed with audio and video listening activities. For the interviews, it was chosen 15 students voluntarily in order to show their oral proficiency in these interviews made from the course book contents so as to find out their level of English improved by multimedia resources, esp. audio and video.

3.4. Data Collection Instruments

This part of the research methodology describes the instruments that were used for collecting the data and the way the data was gathered; these instruments were planned in order to accumulate and analyze the results with the purpose of testing the hypotheses established to accomplish the research and answer the research questions.

Methodology of the Preliminary Phase

In April 2013, the first activities done prior to the methodology, as part of the research project, were: the setting of research questions, objectives and hypotheses, in order to lead this investigation. Following that, the next activities during this phase were: the construction of theoretical, historical, and conceptual frameworks to complete the first two chapters. Finally the last activities done were: the planning of the time for the research, and the elaboration of the type of research and research design.

In May, 2013, other activities were done three weeks before administering the final instruments. First of all, the questionnaires (see ANNEX A) were checked not only by the advisor of this research group but also by the heads, as the principal: Prof. William Lemus Aldana, of Instituto Técnico EXSAL. This was done in order to check how efficient this instrument is for students to complete. And, a pilot test was carried out at the same place to 5 students from three groups chosen randomly, with a previous authorization from the same principal. The authorities of EXSAL determined that it was better to administer the survey in English.

The questionnaires contained eighteen closed questions (and the objective of the questionnaires was to determine the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill in the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés. Eventually, the pilot test showed that there were no problems at administering it.

Once having done this piloting, the survey was administered to 18 students, 6 from each group. The results helped to complete the three parts that were missing the first chapter: statement of the problem, problem formulation, and rationale.

Methodology for the Planning Phase

In this phase, the researchers planned the main strategy which was the qualitative experiment. Besides that, the checklists for the observation and the interviews were planned.

First, the qualitative experiment was planned to carry out with the three groups at this level. These groups were chosen since two teachers (Prof. Carlos Vasquez and Prof. Juan Zabaleta) were in charge of teaching English to these groups, and they amicably volunteered for this purpose. The experiment was carried out in the first three weeks of June. And it was consisted in the following:

1. One group had the normal instruction when the teacher develops listening activities with audio in class. That was the control group.
2. Another group had the treatment: audio and video, in which was part of the listening activities instruction. That was the experimental group.

To sum, it was planned to provide the experimental group with video and audio material in class for some classes during these weeks; meanwhile, the control group had the common reinforcement with audio. From this experiment, it was expected, from what observed, to see if the students at this level were reinforced differently from multimedia devices, especially from those students who participated orally in listening activities including audio and video.

The instrument used for this step was the observation checklist (see ANNEX C). The goal was to get information about what is happening during the classes in which the two groups are under experiment. After the instruments: survey and checklist, were created, there was a piloting process for both instruments observation which it had the purpose of verifying if

they were prepared correctly before administering them to these senior high school students. This was accomplished so that there were not mistakes by the time of collecting data in the rest of the research process. After piloting the observation checklist to the advisor, he approved this instrument with few corrections in advance; also the teachers to be observed approved this instrument as well.

The final instrument of gathering data (and for the qualitative experiment) used was the oral test (see ANNEX E) that was administered to a sample of 18 students of Instituto Técnico EXSAL 3 groups, 2013. It was used a rubric (see ANNEX F) which contain 5 topics and which students chose randomly in order to check their oral performance.

Instrumentation

1. **group- administered, closed-ended questionnaire:**

Basically, the similar criteria were used as in the observation, taking into account:

  a. senior high school students (18)

  b. the classrooms

  c. The time, day, and month (June 2013)

2. **fieldwork checklist:**

According to Spradley (1980) (as cited in Hernández et al, 2009), the social ethnographic domains for an observation are:

The actors in the setting (Teacher and the students):

 a. The space occupied by these actors (the classroom), and how these actors are located in the space (teacher as the guide & students as the learners).

 b. The objects in that space (computer, laptop, desks, whiteboard), and how these objects are located or arranged (except desks, all objects are centered in the classroom).

 c. The time of observations (morning, days of week –the days in which teacher teaches listening, specific months, (June 2013)

Oral interview:

For the oral interview, five students per each group were chosen voluntarily for this activity. The oral interviews were carried out by the same researchers of this study. The rubric (see ANNEX F) was used by the three researchers it was the same rubric for all interviews. The guidelines to follow in this step were:

Materials:

➢ Sheets of paper:

The formal questions to be checked.

The informal interview.

More sheets for notes.

➢ Pens or pencils.

➢ Erasers.

Procedure followed:

➢ Selected informants (randomly).

➢ Made initial planning.

➢ Chose the place for interviews.

➢ Reviewed all questions to be stated as statements.

➢ Prepared additional questions: formal or informal.

➢ Checked expectations.

➢ Took: date, hour and place where the interview is held, and the answers from the interviewee.

Pre-interview:

➢ Met interviewee that suits to the expectations.

➢ Welcomed interviewee and ask for help.

➢ Explained the purpose of the interview.

➢ Asked if he or she is prepared for the interview.

➢ Expressed the goal of anonymity to protect identities as an exchange of help.

While-interview:

> ➢ Established rapport.
> ➢ Set the informal interview statements made from the formal questions.
> ➢ Was polite and respectful.

Post-interview:

> ➢ Explained how understood were you (the interviewer) with the conversation.
> ➢ Described how the conversation went on: if good or bad.
> ➢ Shared answers and reactions with them.
> ➢ Said thanks and (if possible) give a token of appreciation (from food to gifts)

Data Collecting Procedure

The activities carried out for collecting data were:

    1. Survey:

a) Students were invited politely for the questionnaire.

b) It was checked that all students were in the class for administering this instrument.

c) It was set the time for the survey, which was ten minutes to answer it.

d) Directions were given to the students for answering the questionnaire.

e) Students were guided to complete the questionnaire.

f) It was checked that all students finished with the questionnaire.

g) Questionnaires were gathered after the administration of them.

Students who administered the questionnaire:

       Eliseo Guardado Salguero

       Miguel Alvaro Rivas Magaña

       Juan José Santamaria Palacios

- **Date & Hours**: Wednesday, May 16th 2013, from 8:45 am to 9:00 am
- **Place:** Parking lot, ITEXSAL
- **Sample:** senior high school students of Instituto Técnico EXSAL taking
  Bachillerato General con Diplomado Opcional en Idioma Inglés.

2. Observation fieldwork:

a. The researchers were present in the non-participant observation on the English II class on the two groups silently.

b. It was checked what students and teachers were doing during the listening class.

c. It was checked if there was oral participation that students showed to the listening activities that included audio and video.

d. It was checked if the teachers applied the audio and video methodology for listening comprehension skill in class.

e. It was verified if any of the criteria shown on the checklist was present during the listening class.

f. Information was gathered after every class observed.

g. Device used for recording the observation: a camera.

h. Students who carried out the observation:

Eliseo Guardado Salguero

Miguel Alvaro Rivas Magaña

Juan José Santamaria Palacios

Then, some ethical conditions were set in order to carry out the observation:

1. Nothing about the methodology of teachers involved in this activity was criticized in a harshly way.

2. The identity of the students was respected and anonymous. No names were added to the research project except the teachers to help in this experiment (with due credits).

3. The course content was respected. Just needed to check what students were learning during this time. Some extra activities used in class were alright for this experiment.

4. The observation checklists were part of collecting data: one will be used in class (audio), the other one in the language laboratory (audio and video).

5. The observations were carried out from the first to the third week of June.

6. Two teachers participated in this activity. The teacher with more experience concerning to audio and video in listening activities was the one applying the

treatment in his/her class (audio and video). The other teacher taught listening normally.

7. The teachers facilitated their schedules for the classes to these students in order to plan the schedules for the observation and interviews.

8. When permitted by the teachers, the researchers took a camera in each class in order to record what is happening in class, besides being an evidence of this activity. From these videos, some images were captured as photos (these did not show the faces of students and teachers completely so as to protect their identities).

- **Date:** first three weeks of June, 2013
- **Hour:** Seccion A: Monday 10th and Wednesday, 12th, 7:00- 10:30 a.m.
  Sección B: Tuesday 4th and Thursday 6th, 7:00- 10:30 a.m.
  Seccion C: Wednesday, 12th, and from Tuesday 18th to Thursday 20th, 10:45 a.m. - 12:10 p.m.
- **Place:** classrooms 10 and Language Laboratory at Instituto Técnico EXSAL, San Salvador.

3. **Oral interviews:**

   Basically, the similar criteria were used as the survey. It was, taking into account:
   a. senior high school students (15 students chosen randomly, 5 per each of the three groups)
   b. A place to interview them: Parking lot ITEXSAL
   c. The time, day, and month (last week of June 2013: from Tuesday 18th to Thursday 20th, 7:00-8:00 a.m.)
   d. Device used for the recording interview: Tape recorder.

Then, some ethical conditions were set in order to carry out the oral interviews:
   1. The interviews were done in last week of June.
   2. Ask to teachers if there were any evaluations in that week –third week of june.

3. There were 5 interviews from the groups of teachers involved in the experiment, summing 15 taking 5 minutes at least. Some days were taken. It was not possible to interview the 15 students in order not to interrupt in their everyday learning.

4. Students volunteered themselves for this part.

5. A rubric and a little recorder were used in each (see ANNEX F).

6. There were some topics about the class to be asked in the interviews.

7. Just few questions were asked about how benefitting the multimedia devices in listening activities is for them (see ANNEX E).

8. As a matter of thanking them for their participation, a snack was given.

The researchers of this study took a different role while interviewing the students as the following:

<div style="text-align:center">

Eliseo Guardado Salguero : The interviewer

Miguel Alvaro Rivas Magaña: Rubric checker and evaluator

Juan José Santamaria Palacios: Note-taker

</div>

The reason for this role assignment was for the following: first, the interviewer had more experience in interviewing as part of other research topics that he was exploring during his research methods and seminar classes. Second, the evaluator had more experience in assessing students, since he was working at other educative institutions in the past besides ITEXSAL, and last reason, the note-taker had more experience in taking notes.

Methodology of the Execution Phase

Once having elaborated the instruments, the final step was to gather data. It was collected during the month of June, 2013.

3.5. Data Techniques and Analysis

Once having collected the data, it was necessary to move forward the next step which was to analyze the results. Each instrument used in this methodology was crucial in each step of this chapter in order to get the results so as to test the hypotheses and answer the research questions already set. As, the data contains a quantitative and qualitative analysis which has permitted to know the different opinions of ITEXSAL senior high school students of Bachillerato General con Diplomado Opcional en Idioma Inglés about listening activities.

3.5.1 Data Techniques

Concerning to quantitative analysis, there were three basic types of quantitative data to deal with research: *nominal, ordinal, and interval* (Dornyei, 2007). Nominal data (also referred to as categorical data), are used for classification and group comparison purposes. Ordinal data was known as data-ordered data. It told us that an individual was greater or less than others in a characteristic or aspect being measured, but they did not tell us how much greater or lesser in terms of equal intervals. *Interval data* imply that different values had equal distance between them in regard to the characteristic measure. In this research the quantitative data in the survey was the nominal since each answer represents each opinion from each student of the three secciones surveyed. In the case of the oral interviews, the data was treated as ordinal since the results told how students in each group deal with listening.

Once specified the data, it was necessary to explain the stages involved in analyzing quantitative data for both instruments: questionnaire and oral interview rubric. According to Phakiti (2010), in working with and preparing quantitative data for analysis, researchers move back and forth to earlier stages. The first of these ones was the *checking and organizing data phase*. That is, the data needed to be checked to see whether each study participant has fully completed all sections or items in the data collection procedure. The second stage was the *data coding phase*. The aim of data coding was to classify or group

the data sets in order to make sense of them, thereby reducing the complexity of the data set. The third phase was the *data entry stage*. Once the data was coded and numerical values were assigned, the data was keyed into a statistical software program such as SPSS - Statistic Package of Social Sciences. Data entry was very time-consuming and labour-intensive, particularly when there were a large number of participants with a large number of variables and instruments per participant. The fourth phase was the *data screening and cleaning stage*. This phase concerned data entry accuracy and a decision-making process of how to deal with missing data and incorrect data entry. The fifth phase was the *data reduction stage*. It was often the case there was data file for analysis (e.g. test score variables, strategy use items, motivation items). Without reducing the number of variables, [the research] would experience difficulty in managing and analyzing data. If [there was] a correlational analysis, there were hundreds of correlation coefficients to interpret; report and discuss. Hence, [it was needed] some theoretical rationale to help to reduce the number of variables for quantitative data analysis to answer the research questions.

Then, it was necessary to make detail on some basics of analyzing qualitative data. According to Holliday (2010), the basic aim of qualitative research is to get to the bottom of what if going on in all aspects of social behavior. Within applied linguistic, qualitative research has been more traditionally applied to the linguistic aspects of communication. The outcome needs to be a thick description which is a narrative of what has been found that shows the full complexity and depth of what is going on.

Table 8.1 Types of data

Type	Characteristics	How collected
Description of behaviour	What people are seen or heard doing or saying	Observation notes, research diary etc.
Description of event	Piece of behaviour, defined either by the people in the setting (e.g., wedding, meeting) or by the researcher (e.g., bus journey, argument)	Observation notes, research diary etc.
Description of institution	The way the setting operates in terms of regulations, tacit rules, rituals	Observation notes, research diary etc.
Description of appearance	What the setting or people in it look like (e.g. space, buildings, clothing, arrangement of people or objects, artefacts)	Observation notes, research diary, drawings, diagrams
Description of research event	What people say or do in interview, focus group etc.	Observation notes, research diary etc.
Personal narrative	Reconstruction of experience that aids understanding	Narrative, research diary etc.
Account	What people say or write to the researcher – actual words	Interview, audio recording, questionnaire, participant's diary, transcription, verbatim notes
Talk	What people are heard saying – actual words	Audio recording, transcription, verbatim notes
Visual record	What is actually seen	Film, video recording
Document	Piece of writing belonging or pertaining to the setting	Photocopy, scan

TABLE 1: Types of data in analyzing qualitative data (Holliday, 2010)

Once having explained this, it was important to determine the type of qualitative data. There were many kinds of data (see TABLE 1), but concerning to our research, this was the type of data, according to Holliday (2010): Description of behavior (Observation notes), description events (Observation notes), and description appearance (Observation notes). Then, it was important to explain the stages involved in analyzing qualitative data for the only instrument in this part: checklist. According to holliday (2010), there are three main stages for analyzing qualitative data:

1.- coding: convert the comments on each piece of data to key words or phrases – e.g. informal behavior, gender division, teacher control, there may be more than one such code for each piece of data, but basically this is a method for seeing how each code is distribute throughout the data.

2.- determining themes: the codes which occur with significant frequency are then grouped within themes.

3.- constructing an argument: the themes are then used as the heading and subheadings for constructing an argument about what can be learnt from.

4.- going back to the data: collecting extracts to support the argument will involve going back to the data, reassessing the codes and refining or possibly changing the themes.

Finally, concerning to all instruments used in this study, the questionnaire was analyzed qualitatively its results as it was requested to do. As for the observation checklists, a qualitative analysis was carried out as it was usual to do in Applied Linguistics. Finally, concerning to the oral interviews, it was used a quantitative analysis since they were graded (for research purposes). Therefore, this was the data analysis for this study.

3.5.2 Data analysis for the questionnaire.

In the close-ended questionnaires, there were eighteen questions – 6 were boarding each of the subsidiary questions (see ANNEX A). Then, an amount of 18 questionnaires were printed for 18 ITEXSAL senior high school students of Bachillerato General con Diplomado Opcional en Idioma Inglés divided in 3 groups. This was done in order to

express the opinion of these students concerning about the use of audio and video as an in-class reinforcement of listening activities. In order to analyze the data, it was necessary to use the Statistic Package for Social Sciences (SPSS) to code the data for according to Phakiti (2010) (see ANNEX B to check how this process was done), quantitative data can derive from measurement instruments that quantify variables and factors, such as language tests or responses on Likert-scale questionnaires. And from the analyses done: univariate and bivariate, data was analyzed by doing a quantitative analysis, mainly by graphics and percentages, helpful to start analyzing the results that will both test the hypothesis and answer the research questions in a quantitative way. And the results are presented:

Checking and organizing data phase

Once the data coming from the eighteen questionnaires was administered to these Bachillerato General Opcional en Ingles students, there was no problem when finding any errors in the answers of students. Therefore, the data was easily organized.

Data coding phase

The data was organized and described by: the questions in general, and the classgroups. Therefore, this phase did not present any problem so far.

Data entry stage

Once the information was analyzed from the Statistic Package of Social Studies –SPSS, the results were appearing. This procedure was made by adding information gathered in the questionnaires in questions and answers (options) in the columns and graphics that later produced the following graphics.

Data screening and cleaning stage (graphics)

Thereby, it is important to show what it was gotten from the questionnaires. It is essential to clarify that none of the data presented any deleted item nor a double answer in a question. The following is the univariate analysis made by each response from each of the eighteen questions.

Graphic 1: Seccions in Bachillerato General Opcional en Ingles

Seccions in Bachillerato General Opcional en Inglés
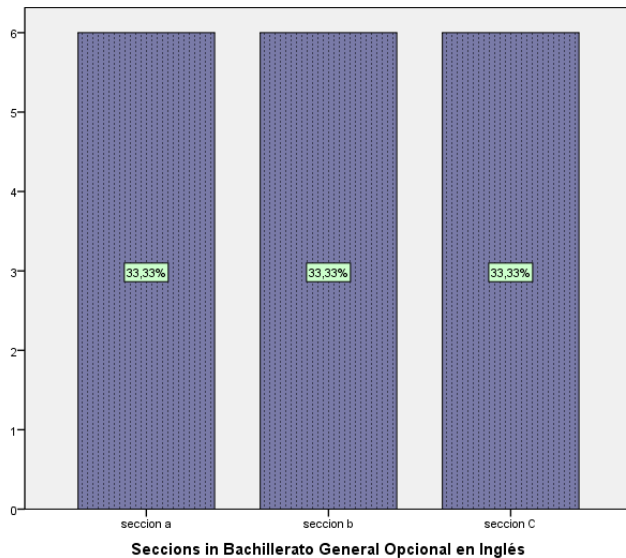
According to this graphic, it is observed that the whole population is from the Seccions: A, B, and C, in Bachillerato General Opcional en Ingles, was involved for this study, and there is a high representative amount all of the students. Each seccion has 33.33% of students.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 2: multimedia devices used by teacher in class

Which multimedia devices does your teacher use in class for teaching English?
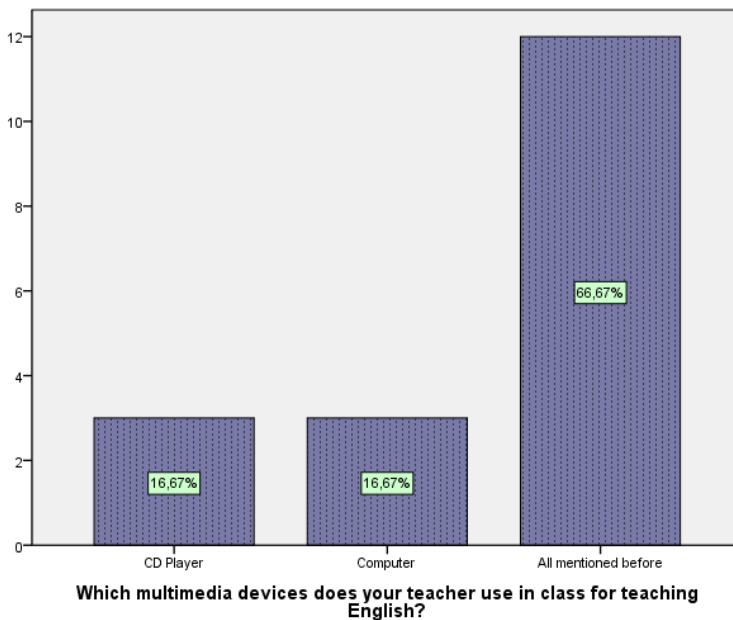
According to this graphic, it is pretty easy to see that 66.67% of the students are involved with all technological devices used by the teacher to practice listening, followed by a 16.67% of students that consider that the teacher uses CD player, and a 16.67% consider the computer since it is very complete and contains many resources to improve their listening skill. These are devices easy to manipulate and find in the classroom. The answers: television & DVD were not chosen.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 3: The frequency of multimedia device use in class

How frequently does your teacher use any multimedia device to support any activity in your English class?
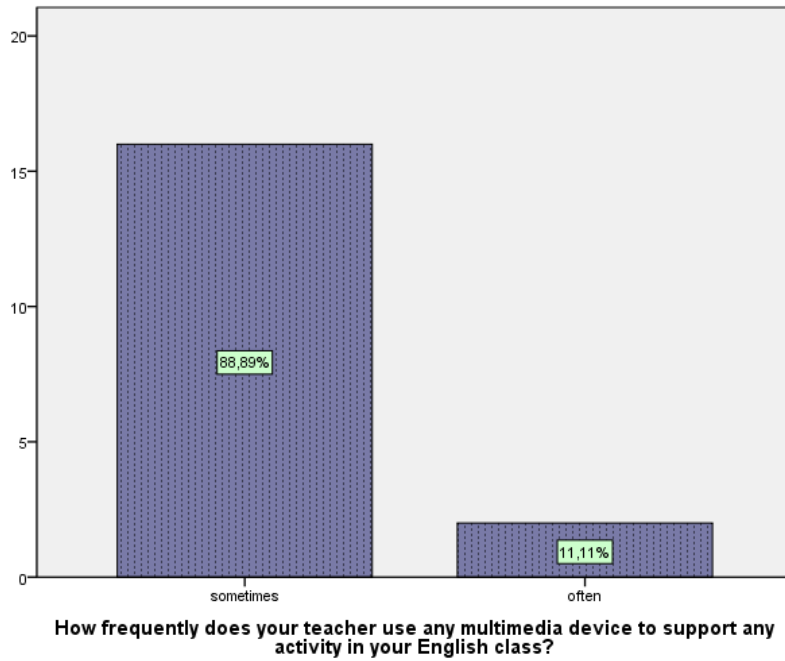
analyzed with SPSS program, version 19

According to this graphic, 88.89 percent of students consider that devices that the teacher uses any multimedia device to support the activities in class, while 11.11 % of the students consider that they often do. So, it is for sure that most of the students agree with the use of devices containing audio and video because they help them to reinforce their English listening skill. The answers: Always, hardly ever, and never were not chosen in this question.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013

Graphic 4: The use of audio and video material in class for listening activities

Does your teacher use any multimedia device that contain audio and video in class for listening activities?
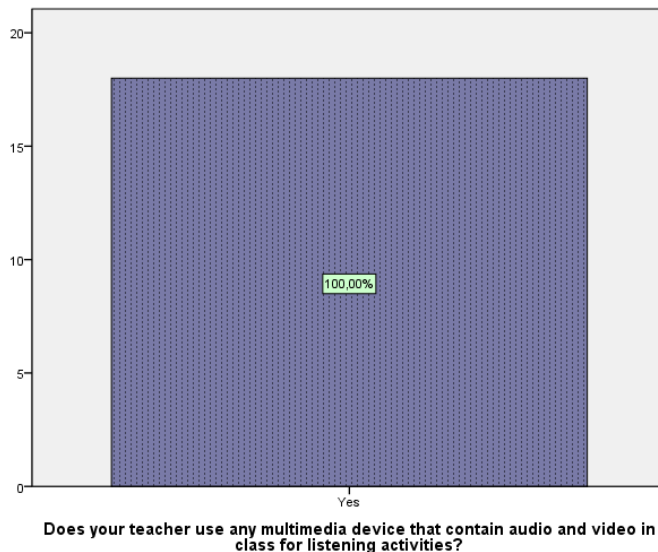
It is clear in this graph that the teacher implements any multimedia device that contain audio and video in listening activities, and a 100% of students like this. The use of audio and video together makes the comprehension of listening more complete because they are not only listening but also watching and interpreting at the same time.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 5: Concentration of students in listening class activities

Do you try to concentrate and pay attention in class when there is a listening activity that includes a video?

According to this graphic, 100% of students pay attention in class when the teacher includes audio and video in listening activities because this provide to them highly benefits. It is clear which students do benefit thanks to the methodology employed by the teacher in class: the students whose teachers apply audio and video for listening.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

**Graphic 6: The application of multimedia devices in class to support English learning**

Do you consider that the application of multimedia material in class will support your English listening skill?

According to this graphic, a 100% of students considered that multimedia material in class is a highly efficient application for improving the listening comprehension skill. It is clear that it is highly benefiting for students to learn listening through the use of these multimedia devices for teaching purposes.

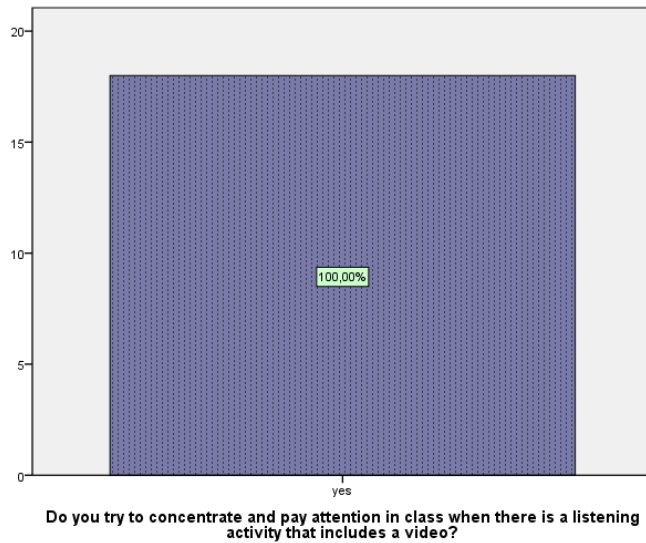Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19
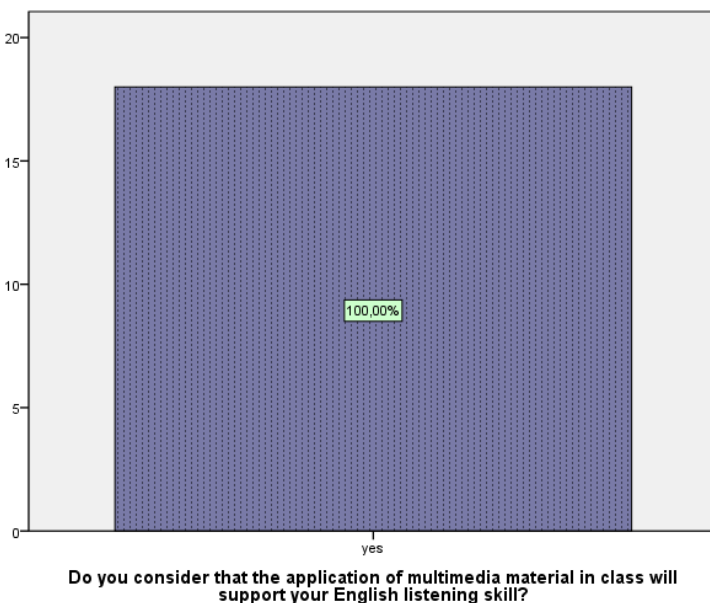
Graphic 7: The importance of learning English with audio and video in class

Why would be important for you to learn English listening with audio and video in class?
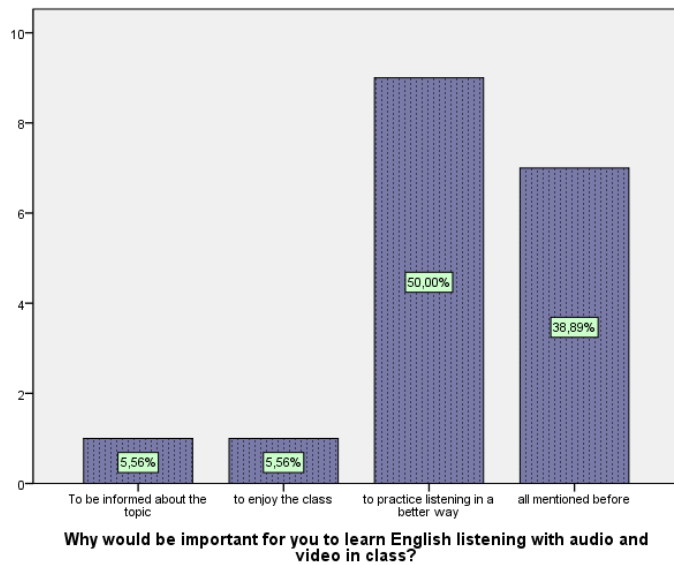
According to the graphic, a 50% of students consider important to themselves to learn English listening with audio and video in order to practice listening in a better way, followed by all mentioned before; while a 38.89% consider important all the reasons before. And 5.56% of students consider important to be informed about the topic in an equal percent with to enjoy the class. Similarly, a 5.56 would enjoy a class with audio and video. Therefore, it means that students consider that everything is important to them for multimedia devices will allow them to improve their listening skill in a better way. The only answer not chosen in this question was to listen and watch music videos.

Graphic 8: Material included in English books

Does your English book bring any CD/DVD for learning English listening?
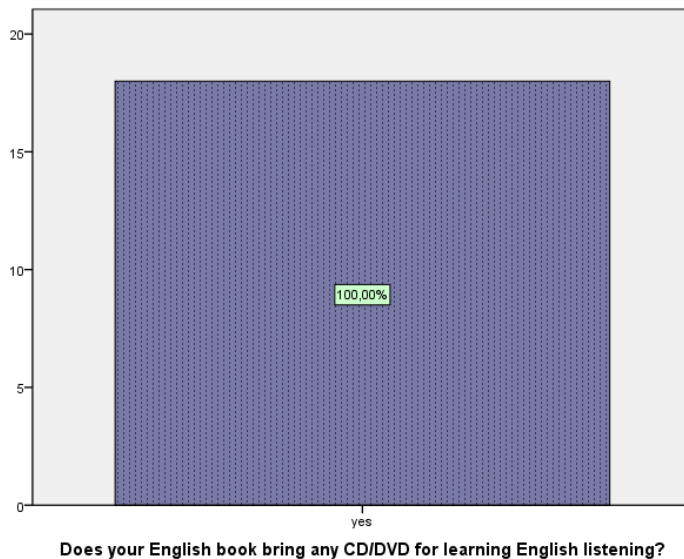
According to the graphic, a 100% the students like the English books contain a CD or DVD with multimedia activities because in that way the students find entertaining the audio and video materials and easy to comprehend the lessons included in the book in order to reinforce their listening comprehension skill.

Graphic 9: The preference over audio and video in listening class activities
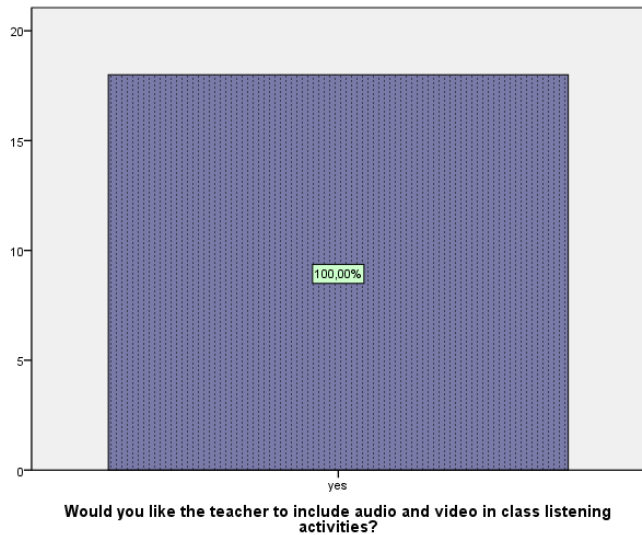
According to this graphic, a 100% of students would like that the teacher includes audio and video in class listening activities because the students who showed disagreement about teacher´s methodology are the ones whose teachers do not apply it in class and feel that it is necessary in order to make them a sense of confident with the target language.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 10: Reasons why students prefer audio and video in Listening activities
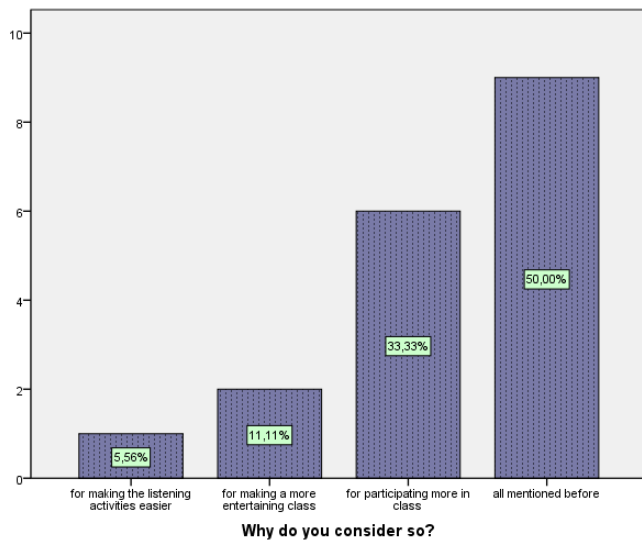
According to this graphic, a 50% of students agree with all the available options in order to teachers include audio and video material in class activities, followed by an 33.33% of students replied for participating more in class, while a 11.11% of students replied that for making a more entertaining class, and finally a 5.56% of students for making the listening activities easier. It means that the whole possibilities that teachers apply audio and video material in class activities could have positive results for the listening skill of the students.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 11: The interaction of listening activities due to audio and video
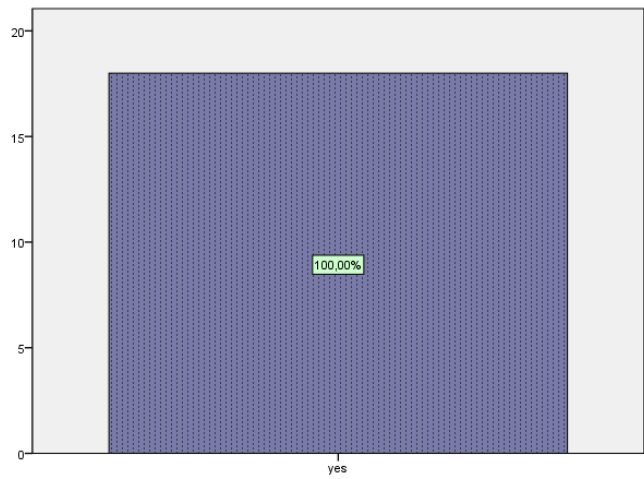
Would multimedia devices that include audio and video make more interactive the listening activities that teachers employ in class?

According to this graphic, a 100% of students truly agree that the use of audio and video in class would make more interactive the listening activities that the teacher employs in class. It is clear that the first aids to reinforce the listening comprehension skill are these multimedia devices: audio and video.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 12: the opinion of students about the participation encouraged by audio and video
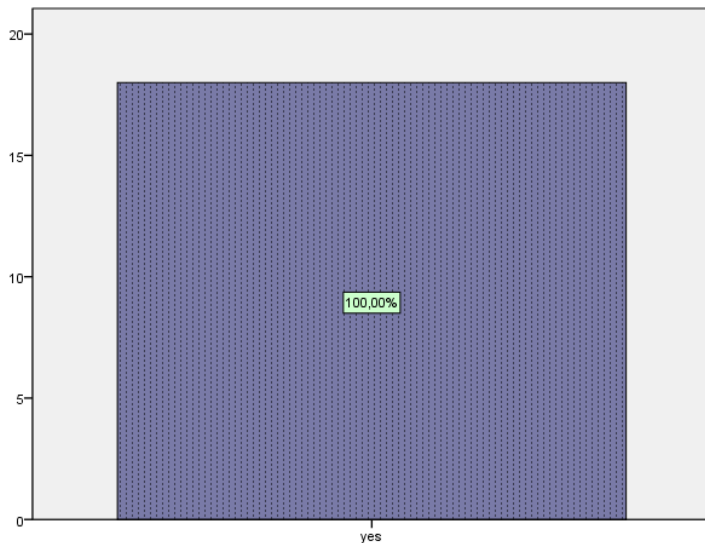
Do you think that the use of multimedia devices in class activities would motivate you to participate in them?

According to the graphic, a 100% of students consider that the use of multimedia devices in class activities would be a helpful tool that motivates the oral participation of the students.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 13: the efficiency of oral participation in class thanks to audio and video on listening activities

Do you consider that your oral participation could be more efficient if teachers make use of audio and video in English listening activities?

According to this graphic a 94.44% of students consider that their oral participation could be more efficient if teachers make use of audio and video in English listening activities, while a 5.56% of them do not.

Graphic 14: The encouragement of teacher to make students participate in listening activities

How often does your teacher encourage you to participate orally in listening activities?
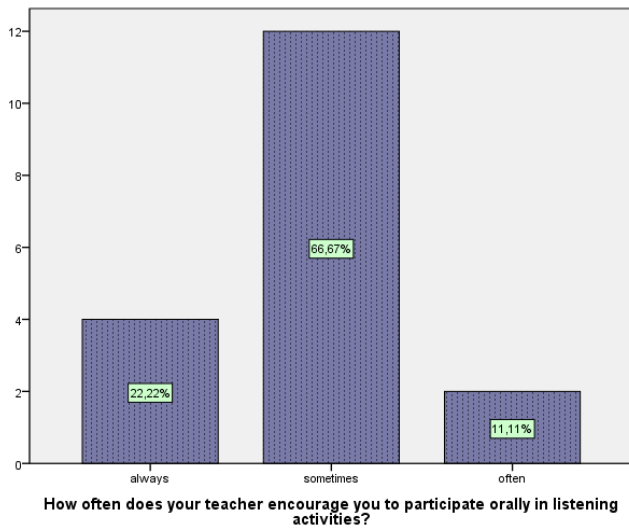
According to this graphic, a 66.67% of students replied that sometimes they are encourage to participate in listening activities, while a 22.22% of them replied that they are always encourage to participate in listening activities, and finally a 11.11% of students are often encourage to participate in listening activities. So it means that most of the teachers encourage to their students to participate in class listening activities.

Graphic 15: the difficulty of students to participate in listening activities

How difficult is for you to participate orally in listening activities?
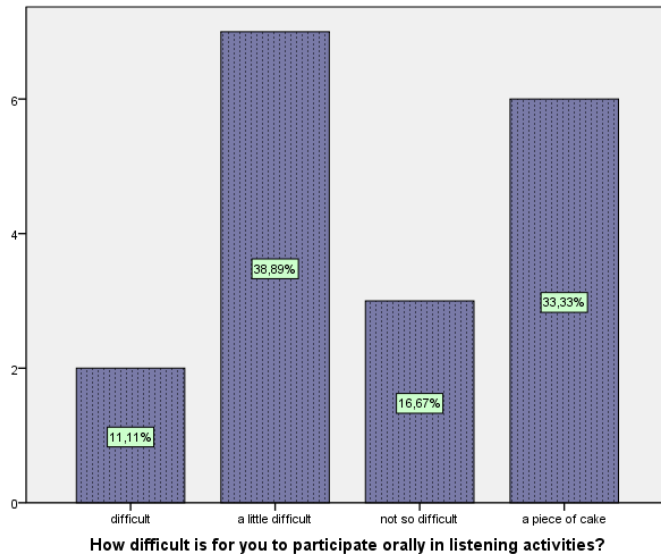
According to the graphic, a 38.89% of students think it is a little difficult to participate orally in listening activities, followed by a 33.33% of students that replied that it is a piece of cake. While a 16.67% of students replied that it is not so difficult, and an 11.11% of students who consider that it is difficult. It means that most of the teachers encourage to their students to take participation in class listening activities.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 16: Reasons why listening is difficult for students

Why do you consider so?
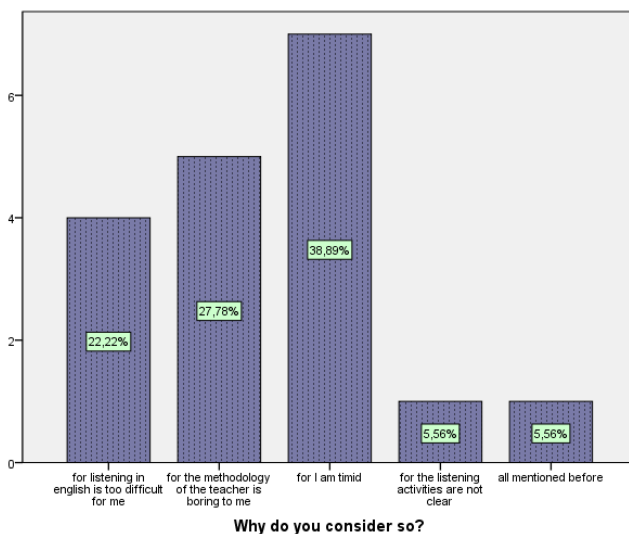
According to this graphic, a 38.89% of students consider that they do not participate orally in class listening activities because they are timid, followed by 27.78% of students that replied the methodology of the teacher is boring and listening in English is difficult. A 22.22 of students replied that it is too difficult for them, while a 5.56% of students replied that the listening activities are not so clear, and finally a 5.56 chose: "all mentioned before". It means that students are timid to participate in class listening activities because the teachers encourage them by using some
different activities supported by multimedia devices.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 1

Graphic 17: The possible oral participation of students in listening activities with audio and video
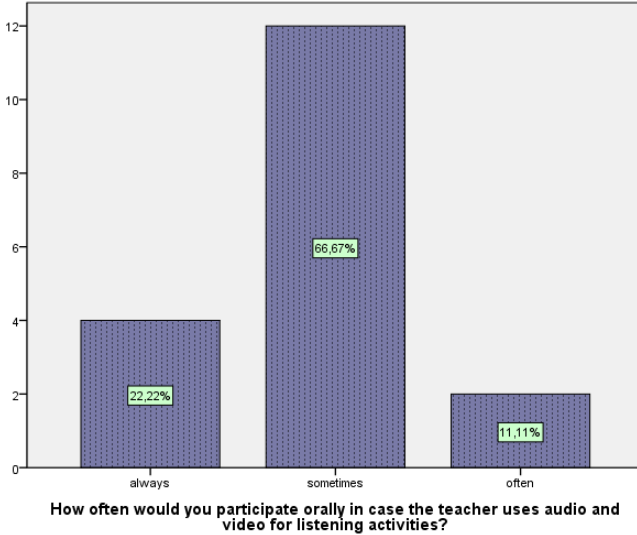
According to the graphic, a 66.67% of students replied that they would sometimes participate orally in class activities if the teacher makes use of audio and video, followed by a 22.22% of students who replied always and an 11.11% of students who replied "often". It means that students maybe no always take participation in class activities but sometimes if the teacher could apply audio and video in English listening activities.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 18: The achievement of oral in participation in listening class due to audio and video
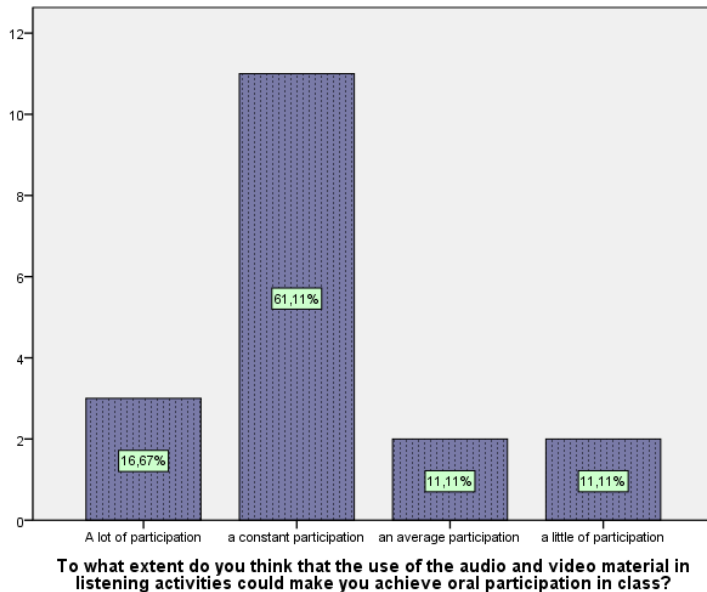
According to this graphic, a high percent of students considered that audio and video could make a constant participation in class, followed by a low percent of students who replied that a lot of participation, and two lower groups of students that consider that an average participation could be and a little participation too. It is clear that it is highly benefiting for students that teachers applies audio and video material in English listening activities.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

Graphic 19: The purposes of learning English listening with audio and video

For what purpose do you think that your English listening learning would be enhanced enough thanks to audio and video?

According to this graphic, there is a high considered percent of students that replied all the options before mentioned in the survey, followed by two average groups of students who replied that for translating purposes and also for studying in a foreign country, and finally two lower groups of students who replied that for working in a call center, and also for traveling to any country around the world. It is clear that all the options are aims for upcoming purposes in students.

Data reduction stage

This is the part in which once the graphics coming from the univariate analysis were made, the most important questions were analyzed based on the answers that each of the three groups of this high school course. The results are provided as following.

Graphic 20: The importance of learning English listening with audio and video in class

Seccions in Bachillerato General Opcional en Inglés
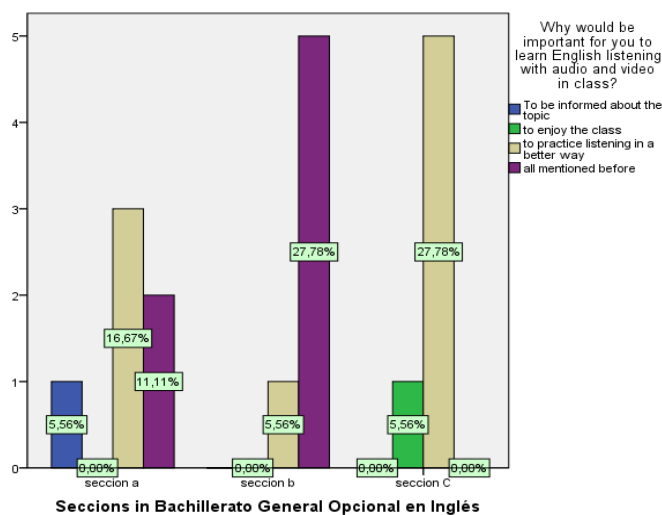
According to this graphic, In seccion A: a 16.67% of students answered: "to practice listening in a better way". While, a 11.11% of students answered: "all mentioned before". And a 5.56 chose: "to be informed about the topic". In seccion B: a 27.78% of students answered: "all mentioned before". While, a 5.56% of students answered: "to practice listening in a better way". In seccion C: a 27.78% of students answered: "to practice listening in a better way". And 5.56% of students answered: "to enjoy the class". It means that in seccion A, students consider important listening activites with audio and video in order to practice it in a better way. While in seccion B, students look all the options: a) To be informed about the topic, b) To enjoy the class, c) To practice listening in a better way, d) To listen and watch music videos, e)all mentioned before. And, in seccion C: students look for option "a". Therefore, other options as "b", and "d" were not taken too much into consideration for them.

Graphic 21: The inclusion of audio and video in listening activities
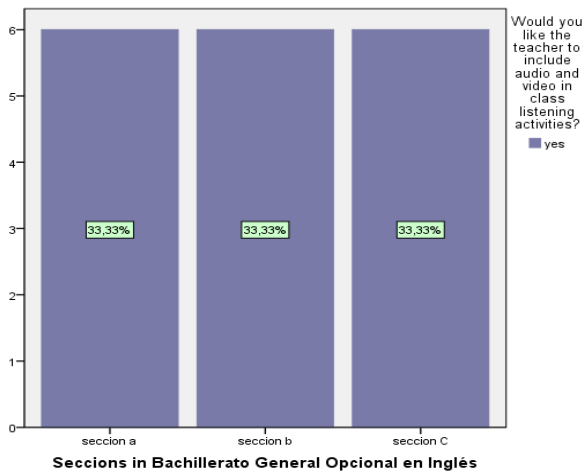
Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

According to this graphic, it is clear that the three seccions (33.33% per each seccion) of students recognize the importance of using devices that contain audio and video in order to develop more the listening comprehension skill. It is feasible how technology can help a lot when learning another language; besides, listening is a very challenging skill to master. Therefore, it requires, according to the opinion of students, extra help as provided with audio and video so that listening can become an easier task to accomplish.

Graphic 22: reasons of students for including audio and video in listening activities
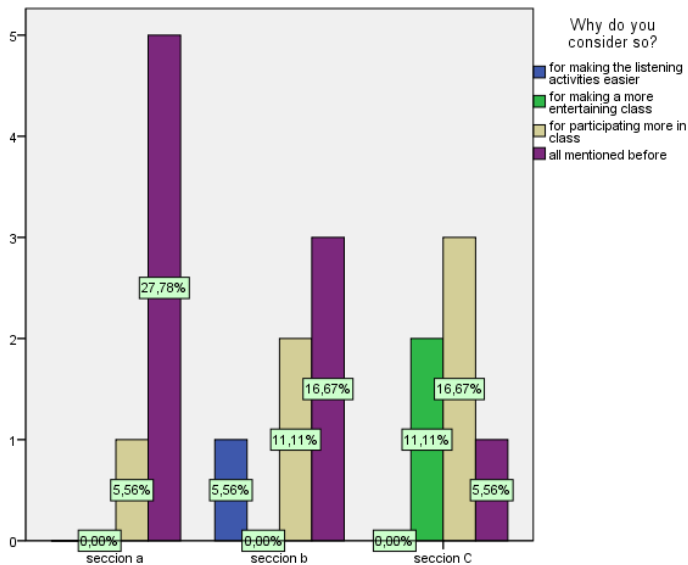
Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19
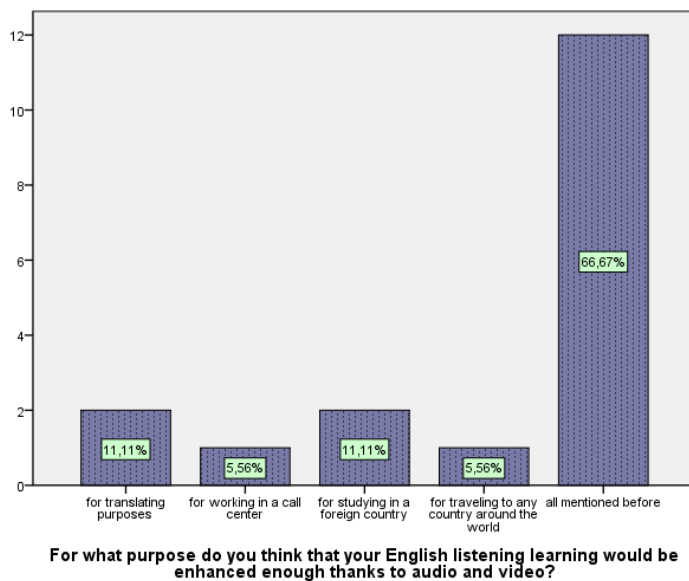
According to this graphic, in seccion A: a 27.78 of students chose all the answers: a) for a more technological class   b) for making the listening activities easier   c) for making a more entertaining class   d) for participating more in class   e) all mentioned before. While a 5.56% of students answered option "d". In seccion B:
a 16.67% of students chose: "all mentioned before".   While, an 11.11% of students chose option "d". And a 5.56% of students chose option "b". In seccion c: a 16.67 of students chose option "d". While an 11.11% of students chose option "c". And a 5.56% of them chose option "e". It means that in seccions A and B, students prefer all possibilities are good for them in order to learn to listen in English. And in seccion C, participation in class is more important.

Graphic 23: the extent that listening activities including audio and video make achieve the oral participation in class
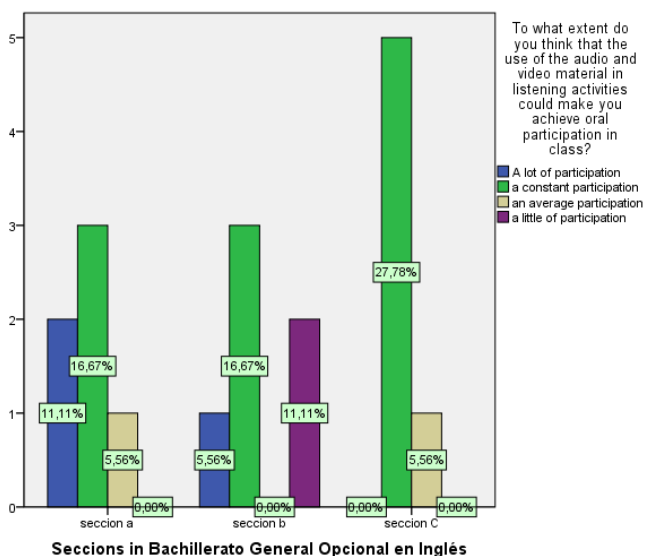
According to this graphic: in seccion A: a 16.67% of students could have a constant participation in class. While an 11.11% of students could have a lot of participation. And a 5.56% of students could have an average participation. In seccion B: a 16.17% of students could have a constant participation. While an 11.11% of students could have a little participation. And a 5.56% of students could have a lot of participation. And in seccion C: a 27.78% of students could have a constant participation. And a 5.56% of students could have an average participation. It means that seccion C could participate more than the rest of the seccions.

Source: Questionnaire administered to students of Bachillerato General con Diplomado Opcional en Idioma inglés at Instituto Técnico EXSAL, Semester I-2013 analyzed with SPSS program, version 19

To sum up, it was important to make a general analysis of the graphics. In seccion A, it was clear that students seek more listening activities including audio and video from the teacher as they need more oral participation encouragement in class. While in seccion B, there was a tendency of being shier than the other groups. But they highly appraised the importance of using audio and video in listening activities in class. And in seccion C: students seemed too motivated when there were listening activities with audio and video. However, they did not participate a lot in class; they just listened and understood the audio and video activities.

Once analyzed the data that came from the questionnaires, it was vital to mention the statistical technique used in this part. According to Phakiti (2010), there are different statistical techniques that can minimize the chance of aggregating irrelevant or problematic items with reliable ones. First, *correlation coefficients* can inform as to whether the items measure the same construct. Here, [it was needed to] expect a strong correlation among them. Secondly, reliability analysis in SPSS can help us decide whether some items are

suitable for inclusion. Third, [it is needed to] employ *exploratory factor analysis* to help to reduce the number of items for inferential statistics. After having explained this issue, it was assured that the main technique used in this part was the reliability analysis since the information provided from the SPSS was reliable enough to produce results that are according to the instrument.

When having explained this detail, it was remarkable to state some issues about reliability, validity and trustworthiness in this instrument. Despite of the fact that this instrument was reliable, the trustworthiness and validity tended to be put into question. According to Wagner (2010), (as cited in Phakiti, 2010), "there are a number of issues that they survey researcher must be aware of and address in order to make the results research as trustworthiness and valid as possible. Perhaps the most important consideration involves the issue of sampling. It is worth stressing that unless adequate sampling procedures have been instituted, the research is of little use outside the immediate context of the research, and generalizing to a larger population is inappropriate. Another difficulty inherent in much survey research is related to the nature of what is being investigated. As noted, must survey research in applied linguistics is aimed at exploring abstract construct like motivation, strategy use, attitudes and the anxiety of language learners."

Besides that, according to him, "Another issue that can affect the validity and trustworthiness of survey research is the issue of fatigue. As a general rule of thumb, the more items on a data collection instrument (e.g., a test, questionnaire or interview), the more reliable instrument will be. The point here is thus twofold. It is vital the researcher pilot and validate the instruments used in survey research. In addition, while survey research can be quite informative, the inherent limitations in this type of research must be always remembered and acknowledged by the researcher."

Now, it was indispensable to check if the results from the questionnaires were valid and trustworthy prior to the final analysis for this instrument. First, the data was reliable since the instrument was carefully designed and tested when piloting it. Second, the data was valid for the advisor approved this instrument. Besides, the information was

categorized in three blocks of five questions each block in order that these questions help answer the research questions with the other instruments. Last, the data was trustworthy since the instrument is quantitative, and as it was explained before, numbers give trust from the information in how the questions and answers can be measured. This was a "natural" property from this instrument. Therefore, the results were complete enough to show them in this data analysis part.

3.5.3 Data analysis for the observation checklists

For the observation checklists, they were used by each of the three observers, and these checklists were six. Then, there were six indicators to measure (see ANNEX C). Each indicator was measured by answering two yes-no questions and some comments that could help answer each. As a whole, twelve questions were made. When the observations were carried out, the checklists were analyzed by doing a qualitative analysis, mainly composed by narrations and question-answering, helpful to continue analyzing both test the hypothesis and answer the research questions in a qualitative way. Then, these results were compared between the observations done in some days during three weeks of June, 2013 to all class groups divided in normal class–control group- and multimedia class – experimental group. The results are presented in the following illustrations:

1.- coding – Each of the three observers used a checklist (see ANNEX C) that encloses 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted in the narrative analysis of each indicator by means of the answers gotten from the observation checklists. The coding was eventually made after the observations (see TABLES 9 & 10 from the Interpretation of the results from the observations), since the comments for each indicator were compiled in those tables.

2.- determining themes –the themes (that were enclosed in each of the twelve questions) came from the 6 indicators that were

Devices used for listening activities	Listening activities using multimedia resources	Stimulation in listening activities	Methodology used for listening activities	Oral participation of students in listening activities	Situations in oral participation of students in listening activities
devices carried out for the listening activities in the English lessons.	Promotion of listening activities including audio or audio and video in class	The interest of students in the listening activities including audio or audio and video in class	The proper application of methodology of the teacher, using audio or audio and video, to the content in the listening activities	The motivation of students to improve their oral participation when the teacher includes audio/ audio and video in listening activities	The frequency of oral participation of students when the teacher uses audio/ audio and video in listening activities
assistance with these devices in order to practice the listening skill	the support of listening activities with audio or audio and video in class	The focus of students to pay attention in class when teacher uses a listening activity that includes audio or audio and video	The attitude of students toward the methodology of teacher when using audio/ audio and video in listening activities in class	The oral participation of students in the listening activities with audio/ audio and video	Difficulties shown by students when the teacher gives instructions about listening activities with audio/ audio & video

It was important to clarify that depending on the scenario to observe (audio-only or audio-and-video), the questions were always the same since there was going to be a qualitative experiment in both scenarios.

3.- constructing an argument

Before analyzing the data came from the observation, it was mandatory to explain the context in which the observation was going to be carried out. For this reason, there was a little improvised interview with Profesor Carlos Francisco Vasquez, one of the most experienced teachers in English at Instituto Técnico EXSAL - ITEXSAL. In this interview, before everything was discussed about the way how teachers of English teach at ITEXSAL, especially at that area, it was important to explain that it was requested to ask him for permission for interviewing him and citing him in this part. He was pleased not only to talk but also to help in this research, an issue that the group wants to thank him for in advance.

According to Prof. Vasquez, "the high school studies in English (Bachillerato General con Diplomado Opcional en Idioma Ingles) is an extra studies –besides the mandatory courses required in this level, according to Ministerio de Educacion MINED- that the parents of the students pay extra for this purpose since there are other studies

(broadcasting, tourism & hospitality, computation, and graphic design) in which they can choose from. Besides, he mentions that before any student enters at this institution, a placement test is done for determining the level of students- Level 1 or Level 2. The reason is for some students come either from different institutions or their abilities of English is already suited on that specific level. It does not mean that junior students of Bachillerato in English are neither level one nor the senior ones are on level two."

Other aspect he talked about was the book. "The books used are the New American Framework 1 & 2, respectively for each year." Since the researchers have experienced working with this book at their practicum at the University of El Salvador, they knew some about these books, making the process of research easier. Besides that, he explained that "there is a computer room (working as a language laboratory sometimes) in which there are computers, digital touchscreen, etc. There is everything for making the learning process of students easier somehow." Finally, he agreed on the research methodology to apply in that institution.One last issue was that each of the three groups of this Bachillerato General con Diplomado Opcional en Idioma Ingles were divided in halves for: one day, while a half of the groups were instructed in aspects of the book as grammar, vocabulary, reading and listening, the other half of these groups receive a complete instruction with listening and speaking at the language laboratory. And this is done vice versa switching these halves of these groups at other day.

Therefore, in this part of the data analysis, there were eight days of observations, two days a week, the first three weeks of June, in which one day was observed a half of the Senior High School Students of Bachilerato General con Diplomado Opcional en Idioma Inglés, group B, with audio-only, and the other half of students were observed at the language laboratory in which there were audio-and-video listening comprehension activities. And each day provided a formative assessment made by the researchers so as to evaluate the oral participation of these students in these listening activities. And the group followed a simple evaluation criteria (very good, good, regular, poor, very poor) so as to develop this step.

Day 1: audio-only listening comprehension activities.

The following analysis was made from the checklists employed for the first day of observations on June 4th, 2013 at classroom 10 at Instituto Técnico Exsal. This observation was from 7: 30 a.m. to 10:30 a.m. The idea was to observe 4 class hours (40 minutes each) in order to get more activities to observe, especially listening. It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that were part of the book already mentioned.

Then, this activity was developed in order to verify if audio sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors B class group was observed. During the class, some activities were carried out from the book: New American Framework 2 on the first pages of Unit 7: Money Talk pages 61 to 63. But there was a listening activity on page 63 (see ANNEX H) that the research group put emphasis on. At the end of the observation, the checklist summed 3. The results from the first day of observation are shown in the following table:

TABLE 1: results obtained from the checklist employed in the 1st day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	3	0	Which devices does s/he use (if any)? CD Player
Are the students assisted with audio devices in order to practice the listening skill?	3	0	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	3	0	Which listening activities is s/he promoting? Question answering
Are the listening activities well supported with audio?	3	0	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	3	0	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	3	0	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	3	0	Teacher's direction is clear Teacher explains the listening part in chunks
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	3	0	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	3	0	
Do students participate orally in the listening activities with audio?	3	0	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	3	0	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	3	0	Specify these difficulties (if any): Apathy Unsureness when answering questions

In this table, it was clear that the amount of answers is 36: 36 "yes" & 0 "no". These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. At the end of this day, after the observation, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that the teacher was ready for the listening activities for he brought the CD player and he used it appropriately. And, apparently, students did not show any problem when listening, as noise interference.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was noticeable that teacher did an effort to explain the listening activities in the English Class when he used audio. For example, he explained the listening track in parts when the students did not have a complete idea for the exercise so as to help them find and complete the questions from page 63, listening part. And the listening activities are not only suitable for the level but also appropriate with the device being used –CD player.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was visible that students showed little interest since the listening activity was not easy, but the teacher did a big effort to make clear the activity, and students consequently could answer the questions provided. But always students were aware of the listening activity, making part of it.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was evident that the teacher planned his class very carefully for each step of the listening activity was develop slow but efficient, making clear each instruction. And students responded, as they could, the exercises that the teacher set during the listening activity. And with effort, they did answer them.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was apparent that although students participated orally in the listening activity, there was little participation. The reason is that some parts of the listening were not easy due to the demand of listening comprehension at high level for students.

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was detectable that the students participated little for it is usual this

phenomenon when teacher uses only audio. It was evident that students showed some confusion, apathy, and misunderstanding until the teacher paused in parts the listening track and explained the whole situation of this activity. Eventually, students could complete the listening activity.

In conclusion, in the first day of the observation, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was regular since the results showed that despite the effort of the teacher to carry out the listening activity was full of effort, and the students little accomplished the listening activity despite of the difficulties. In the second day of observation, the research group observed this class group in the language laboratory.

Day 2: audio-and-video listening comprehension activities.

The following analysis was made from the checklists employed for the second day of observations on June 6th, 2013 at the language laboratory at Instituto Técnico Exsal. This observation was from 7: 30 a.m. to 10:30 a.m. The idea was to observe 4 class hours (40 minutes each) in order to get more activities to observe, especially listening. It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that were part of the book already mentioned.

Then, this activity was developed in order to verify if audio and video sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors B class group was observed. During the class, some audio-and-video activities were carried out with some videos from the: New Interchange 2, on the first pages of Unit 8: Holidays. There was a listening activity with these videos. Obviously, the gestures in these videos helped clarify the context of video presented by students, besides some explanations given by the teacher. This was observed in a focused manner for the purpose of research. At the end of the observation, the checklist summed 3. The results from the second day of observation are shown in the following table:

TABLE 2: results obtained from the checklist employed in the 2nd day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	**3**	**0**	Which devices does s/he use (if any)? Projector, computer, and touchscreen
Are the students assisted with audio devices in order to practice the listening skill?	**3**	**0**	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	**3**	**0**	Which listening activities is s/he promoting? Video session (Q's & A's)
Are the listening activities well supported with audio?	**3**	**0**	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	**3**	**0**	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	**3**	**0**	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	**3**	**0**	Teacher explains the context of the video, introducing the topic clearly
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	**3**	**0**	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	**3**	**0**	
Do students participate orally in the listening activities with audio?	**3**	**0**	When pronouncing is difficult, the teacher helps them correct these ones.
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	**3**	**0**	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	**0**	**3**	Specify these difficulties (if any): Just little words difficult to understand

In this table, it was clear that the amount of answers is 36: 33 "yes" & 3 "no". These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. At the end of this day, after the observation, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was recognizable that the teacher is fully equipped with updated technology as the touchscreen in order to make more interactive the listening activities in class. It is obvious that students are surrounded by a multimedia environment.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was perceptible that teacher always was deeply interested in how students responded the listening activities all the time. And he prepared the classes carefully enough to make students understand about the topic.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that the students showed little but enough participation in class. For example, students gave some short answers, but these were well formulated in sentences. And the focus was always on students for each listening activity the teacher was developing in the class.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was perceptible that the teacher employed all the devices mentioned before so as to explain the context of the video, introducing the topic clearly. While watching the video, the teacher made some pauses in order to ask and check the answers from the students in how they understood the video while watching and listening to it.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it seemed that they understood clearly the video. But concerning to answering the questions of the teacher, it was heard how they pronounced they utterances. The teacher was always correcting and mentioning some words they did not know. This made students participate orally in a more motivated way during the listening activities in the video.

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it appeared that they did not have too much difficulty when participating in class,

although they did not know some words. Instead, they did a big effort to explain their ideas to the teacher.

In conclusion, in the second day of the observation, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was good since the effort of the teacher to carry out the listening activity was full, and the students could accomplish successfully the listening activity despite of the difficulties. Once finished the first week of observations, it was necessary to compare how these students dealt with listening in different scenarios. From the two groups observed, it is clear that:

1. The teachers used a lot of talking time in order to explain to students the activities.
2. Some explanations were given in Spanish and English.
3. The students were more stimulated in the multimedia environment that the language laboratory provided. This made students participate more than when being at the classroom.
4. The attitude of students was more positive to participating orally during the listening activities in the language laboratory, even though they were showing some willingly to participate in the listening activities at the classroom.
5. They were motivated in both scenarios. But students showed a little more of extra effort when answering the questions of the teacher at the language laboratory.
6. Students were orally able to talk with the teacher during the video session. In the classroom, the responses were few to the exercises the other teacher was working with them at that place.

Therefore, it was exceptional that the listening was clearer and the oral participation of students is higher in a multimedia environment. In the third day of observation, the research group observed the Seniors A class.

Day 3: audio-only listening comprehension activities.

The following analysis was made from the checklists employed for the third day of observations on June 10th, 2013 at classroom 10 at Instituto Técnico Exsal. This observation was from 7: 30 a.m. to 10:30 a.m. The idea was to observe 4 class hours (40 minutes each) in order to get more activities to observe, especially listening. It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that are part of the book already mentioned.

Then, this activity was developed in order to verify if audio sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors A class group was observed. During the class, some audio listening were carried out from the book: New American Framework 2 on pages: 64 to 66 in Unit 7: Money Talk. There were some grammar activities on pages 65 & 66 (see ANNEX H) that teacher reviewed with students. Plus, there was a little activity concerning listening and vocabulary on page 66. And there was a checking-exercise reading & listening activity on the workbook on page 49 (see ANNEX H). At the end of the observation, the checklist summed 3. The results from the third day of observation are shown in the following table:

TABLE 3: results obtained from the checklist employed in the 3rd day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	3	0	Which devices does s/he use (if any)? CD Player
Are the students assisted with audio devices in order to practice the listening skill?	3	0	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	3	0	Which listening activities is s/he promoting? Checking exercise on workbook
Are the listening activities well supported with audio?	3	0	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	3	0	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	3	0	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	3	0	Teacher explains in both Spanish and English.
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	3	0	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	3	0	
Do students participate orally in the listening activities with audio?	3	0	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	3	0	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	3	0	Specify these difficulties (if any): Apathy

In this table, it was clear that the amount of answers is 36: 36 "yes" & 0 "no". These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. At the end of this day, after the observation, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was noticeable that the teacher was ready for the listening activities for he brought the CD player and he used it appropriately. And, apparently, students did not show any problem when listening, as noise interference.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was visible that teacher did not do so much effort to explain the listening activities in the English Class when he used audio. But he was explaining a lot with Spanish. And the listening activities are suitable for the level but there were few activities with the device being used –CD player.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that students showed some interest since the listening activity was just to check what they did at home with their workbooks, but the teacher did a big effort to make clear the activity, and students consequently could answer the questions provided. But always students were aware of the listening activity, making part of it.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was apparent that the teacher planned his class wisely for each step of the listening activity in the workbook. And students responded, as they could, the exercises that the teacher set during the listening activity. And they did answer them, not completely – meaning short answers, but enough to complete the activity.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was clear that students little participated orally in the listening activity. The reason is that some parts of the listening were simple to understand. And they gave some sentences about the answers they completed in the workbook.

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that the students in this class participated little for the activity

demanded little oral participation. Eventually, students could complete the listening activity.

In conclusion, in the third day of the observation, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was regular since the results showed that the teacher carried out some listening activities simply to check the workbook and to finish the class, and the students could not complete the listening activities due to reasons as apathy or word recognition. In the fourth day of observation, the research group observed this class group in the language laboratory.

Day 4: audio-and-video listening comprehension activities.

The following analysis was made from the checklists employed for the fourth day of observations on June 12th, 2013 at the language laboratory at Instituto Técnico Exsal. This observation was from 7: 30 a.m. to 10:30 a.m. The idea was to observe 4 class hours (40 minutes each) in order to get more activities to observe, especially listening. It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that were part of the book already mentioned.

Then, this activity was developed in order to verify if audio and video sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors A class group was observed. During the class, some audio-and-video listening activities were carried out with a karaoke singing songs activity, in which students learned new words from the songs: *More than Words* by Extreme, and *New Kid in Town* by Eagles. While watching the video, the teacher at the beginning of the listening session, he first played the song, and then he made students write the words they could hear. Eventually, they could identify ten to fifteen new words. And students started to use them when talking to the teacher. Besides, students saw gestures that came from the karaoke since it provided a real scenario of a musical performance that motivated students to sing and participate orally from the rest of the listening activity. And the rest of the class was dedicated to reading preparation for a test they would make for a coming evaluation.

Afterall, the listening activity was observed in a focused manner for the purpose of research. At the end of the observation, the checklist summed 3. The results from the fourth day of observation are shown in the following table:

TABLE 4: results obtained from the checklist employed in the 4th day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	3	0	Which devices does s/he use (if any)? Projector, computer, and touchscreen
Are the students assisted with audio devices in order to practice the listening skill?	3	0	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	3	0	Which listening activities is s/he promoting? Singing songs
Are the listening activities well supported with audio?	3	0	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	3	0	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	3	0	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	3	0	
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	3	0	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	3	0	
Do students participate orally in the listening activities with audio?	3	0	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	3	0	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	3	0	Specify these difficulties (if any): Word recognition

In this table, it was clear that the amount of answers is 36: 36 "yes" & 0 "no". These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. At the end of this day, after the observation, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was familiar that the teacher is fully equipped with updated technology as the

touchscreen in order to make more interactive the listening activities in class; the research group already noticed that students are surrounded by a multimedia environment.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that teacher always was deeply interested in how students sang the songs that the teacher played all the time. And he facilitated the context of the video by using images in the karaoke that somewhat made students get into the musical environment.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was apparent that the students showed a lot of participation in class. They sang all the songs and they spoke a lot in class. And the focus was always on students for the listening activity the teacher developed in the class.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was appreciable that teacher employed all the devices mentioned before so as to explain the context of the songs by using a karaoke comprising all multimedia devices available –audio, text, and video. He used only audio and video mostly of this session.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it appeared that they enjoyed the singing song listening activity. Then, the teacher was always correcting and mentioning some words they did not know. This made students participate orally during the listening activities in the karaoke session with animation

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it seemed that they had some trouble when identifying new words. But, teacher did a big effort not only to play the songs again but to explain these words as well.

In conclusion, the fourth day of the observation, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was good since the teacher made students enjoy the listening activity, and the students sang the songs intensely. Besides, the vocabulary was a little difficult for these students to learn due to the familiarity and the discrimination of the sounds and images of these videos. Once finished the second week of observations, it is necessary to compare how these students dealt with listening in different scenarios.

From the two groups of Seniors A observed, it is clear that:

1. The teachers used some talking time in order to explain to students the activities.
2. Few explanations were given in Spanish and English.
3. The students showed more interest toward the class in the multimedia environment of the language laboratory. Instead, the students in the classroom showed some interest toward the audio-only listening activities. And the activities in both scenarios were less intense than in the first week of observation.
4. The will of students to participate orally during the listening activities in the language laboratory was more evident. And the participation was effective for completing the listening activities.
5. The students were more motivated in the listening activities in the language laboratory than the other students in the classroom.
6. Students were orally capable of singing and talking with the teacher during the karaoke video session. While students from the audio-only listening session could just answer some exercises teacher provided since the first environment was limited.

Therefore, it made difference the multimedia environment in listening instruction since listening activities were clearer, and the oral participation of students was higher. In the fifth day of observation, the research group observed the last group: Seniors C.

Day 5: audio-only listening comprehension activities.

The following analysis was made from the checklists employed for the fifth day of observations on June 10th, 2013 and sixth day of observations on June 10th, and June 18th 2013 at classroom 10 at Instituto Técnico Exsal. This is the first part of this analysis about the audio-only listening activities in class. This observation was from 10:45 a.m. to 12:10 p.m. The idea was to observe listening activities in one day. But, it is important to clarify that it was planned to observe Seniors C group on June 17th, but it was Father's Day, as the group decided to observe this class on Wednesday, June 12th, 2013. Also, it is necessary to explain that due to the schedule these students have (10:45 a.m. to 12:10 p.m. from Monday to Thursday), the research group was observing all days mentioned in order to observe the 4 class hours in this last week of observations (2 per day). Therefore, the two classes were observed and analyzed together.

It was important to remind that the English classes are multi-skill since there is an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that are part of the book already mentioned. Then, this activity was developed in order to verify if audio sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators are the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors C class group was observed. During the class, some audio listening were carried out from the book: New American Framework 2 on pages: 67 to 68 in Unit 7: Money Talk. There were also some reading and pronunciation activities on these pages

(see ANNEX H) that teacher reviewed with students. At the end of the observation, the checklist summed 3. The results from the fifth day of observation are shown in the following table:

TABLE 5: results obtained from the checklist employed in the 5th day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	3	0	Which devices does s/he use (if any)? CD Player
Are the students assisted with audio devices in order to practice the listening skill?	3	0	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	3	0	Which listening activities is s/he promoting? Checking answers, listening for detail
Are the listening activities well supported with audio?	3	0	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	3	0	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	3	0	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	3	0	Teacher explains each part of the listening activity carefully.
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	3	0	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	3	0	
Do students participate orally in the listening activities with audio?	3	0	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	3	0	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	3	0	Specify these difficulties (if any): Apathy

In this table, it was clear that the amount of answers is 36: 36 "yes" & 0 "no" These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. Now, it was essential to document what students did on the next observation day. Once both days were observed, the analysis would be done.

Day 6: audio-only listening comprehension activities.

This is the second part of the analysis that was made from the checklists employed for the fifth day and sixth day of observations on June 10th, and june 18th 2013 at classroom 10 at Instituto Técnico Exsal. This observation was from 10:45 a.m. to 12:10 p.m.

The Seniors C class group was observed. But there were only writing and grammar exercises from pages 69 in New American Framework 2, students' book –Unit 7: Money Talk, and some checking of some activities on unit 7 in the workbook. It was essential to explain that although everyday teachers in charge of Bachillerato General con Diplomado Opcional en Idioma Inglés, in this audio-only scenario, because of the schedule, one day was devoted for listening and vocabulary/reading activities, and the other day was devoted for grammar and reading exercises. This was the case of seniors C. In contrast, the other senior groups had all the aforementioned activities one day at the classroom. At the end of the observation, the checklist summed 3. The results from the fifth day of observation were shown in the following table:

TABLE 6: results obtained from the checklist employed in the 6th day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	**0**	**3**	Which devices does s/he use (if any)?
Are the students assisted with audio devices in order to practice the listening skill?	**0**	**3**	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	**0**	**3**	Which listening activities is s/he promoting?
Are the listening activities well supported with audio?	**0**	**3**	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	**0**	**3**	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	**0**	**3**	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	**0**	**3**	
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	**0**	**3**	

Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	**0**	**3**	
Do students participate orally in the listening activities with audio?	**0**	**3**	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	**0**	**3**	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	**0**	**3**	Specify these difficulties (if any):

In this table, it was clear that the amount of answers is 36: 0 "yes" & 36 "no". In spite of the fact that there were no listening activities in this day, it is therefore necessary to remind that the analysis from this class work with seniors C was taken as if it were one day of observation due to the details explained beforehand. At the end of both days, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was obvious that the teacher was ready for the listening activities for he brought the CD player and he used it appropriately. And, apparently, students did not show any problem when listening.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was perceptible that teacher did some effort to explain the listening activities in the English Class when he used audio. This time, he did not explain in Spanish. And the listening activities were suitable for the level but there were few activities with the device being used –CD player.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that students showed interest toward the listening activities. In fact, the fifth day of class was fully devoted to listening, something that in the sixth day

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was not possible to observe due to the activities already planned. Then, students were stimulated enough for the next week there would be evaluations not only in English, but also in other courses they were taking.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was detected that the teacher planned his class so that he could explain each step of the listening activity carefully. And students answered the exercises that the teacher set during these listening activities.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, students did participate orally. Of course, the participation in class is somewhat limited due to the traditional environment they are involved in sometimes.

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was recognizable that the students in this class participated for the activity. But there was still some apathy to participating in class. This is an issue that always happened in the audio-only listening activities during the classes observed. Eventually, students could complete the listening activities set.

In conclusion, in both days of the observation: fifth and sixth, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was simply good since the results showed that these days were appropriate not only to observe more in detail students from this class group but also to check the everyday interactions between teacher and students, as if was during the observation sessions. The last observations were in the language laboratory during days: seventh and eight of observation.

Day 7: audio-and-video listening comprehension activities.

The following analysis was made from the checklists employed for the fourth day of observations on June 19th, 2013 at the language laboratory at Instituto Técnico Exsal. This observation was from 10: 40 a.m. to 12:10 p.m. This is the first part of this analysis about the audio-and-video listening activities in class. This observation was from 10:45 a.m. to 12:10 p.m. The idea was to observe listening activities in one day. But, it was important to clarify that due to the schedule senior C students have (10:45 a.m. to 12:10 p.m. from Monday to Thursday), the research group was observing all days mentioned in order to observe the 4 class hours in this last week of observations (2 per day). Therefore, the two classes were observed and analyzed together. It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that were part of the book already mentioned.

Then, this activity was developed in order to verify if audio and video sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors C class group was observed. During the class, the only audio-and-video listening activity was singing songs in the video karaoke –as it was last time. The song watched and sung was: *Cotton Fields* by *John Foherty*. Practically, what teacher did was to introduce the song by asking about cotton fields. Then teacher displayed a song in the first time. Then, he clarified some doubts students had with the sounds of some words. Then, he

displayed it again. And he did some last questions about the song. And the rest of the class was dedicated for some oral presentations students had for an evaluation. After all, the listening activity was observed in a focused manner for the purpose of research. At the end of the observation, the checklist summed 3. The results from the fourth day of observation are shown in the following table:

TABLE 7: results obtained from the checklist employed in the 7th day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	3	0	Which devices does s/he use (if any)? Projector, computer, touchscreen, & speakers
Are the students assisted with audio devices in order to practice the listening skill?	3	0	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	3	0	Which listening activities is s/he promoting? Singing songs
Are the listening activities well supported with audio?	3	0	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	3	0	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	3	0	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	3	0	
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	3	0	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	3	0	
Do students participate orally in the listening activities with audio?	3	0	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	3	0	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	0	3	Specify these difficulties (if any):

In this table, it was clear that the amount of answers is 36: 33 "yes" & 3 "no" These were the answers from the checklists of the researchers in the observation. Some of the comments were included in this table. Now, it was essential to document what students did on the next observation day. Once both days were observed, the analysis would be done.

Day 8 –last day of observations: audio-and-video listening comprehension activities.

The following analysis was made from the checklists employed for the eighth and last day of observations on June 20th, 2013 at the language laboratory at Instituto Técnico Exsal. This observation was from 10: 40 a.m. to 12:10 p.m. This was the second part of the observation with audio and video in listening activities.

It was important to remind that the English classes were multi-skill since there was an instruction of the four macro-skills (reading, speaking, listening and writing) and the micro-skills as grammar, vocabulary, and spelling that were part of the book already mentioned. Then, this activity was developed in order to verify if audio and video sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. Each of the three observers used a checklist (see ANNEX C) that enclosed 12 questions that are part of 6 indicators. These indicators were the same in both scenarios: audio-only and audio and video. These indicators were taken into consideration for this activity so as to compare results, analyze them, and get the possible answers for the research questions already set on chapter I. Besides, they were the same since the results produced differences in this part of the experiment. As, the analysis consisted of the narrative analysis of each indicator by means of the answers gotten from the observation checklists.

The Seniors C class group was observed. Unfortunately, there were more oral presentations and some preparation students had for the evaluations they had, and there were no listening activities. At the end of the observation, the checklist summed 3. The results from the fourth day of observation are shown in the following table:

TABLE 8: results obtained from the checklist employed in the 8th day of observation.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?	**3**	**0**	Which devices does s/he use (if any)?
Are the students assisted with audio devices in order to practice the listening skill?	**3**	**0**	
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?	**0**	**3**	Which listening activities is s/he promoting?
Are the listening activities well supported with audio?	**0**	**3**	
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?	**0**	**3**	
Do students focus their attention in class when teacher uses a listening activity that includes audio?	**0**	**3**	
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?	**0**	**3**	
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?	**0**	**3**	
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?	**0**	**3**	
Do students participate orally in the listening activities with audio?	**0**	**3**	
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?	**0**	**3**	
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?	**0**	**3**	Specify these difficulties (if any):

In this table, it is clear that the amount of answers is 36: 6 "yes" & 30 "no". In spite of the fact that there were no listening activities in this day, it is therefore necessary to remind that the analysis from this class work with seniors C was taken as if it were one day of observation due to the details explained beforehand. At the end of both days, all this information was analyzed in the following explanation:

Indicator 1: Devices used for listening comprehension in class

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observed that the teacher is fully equipped with updated technology as the touchscreen in order to make more interactive the listening activities in class; the research group could noticed all the time that students are surrounded by a multimedia environment.

Indicator 2: Listening activities using multimedia resources

According to the answers gotten and shared by the three observers in the questions of this indicator, it was observable that teacher was always checking how students sang the song that the teacher played. Not only did he facilitate the context of the video, but he also made students get into the musical environment from the on-live presentation. This was quite effective for the listening activity.

Indicator 3: Stimulation in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was clear that the students showed a lot of participation in class. They sang the song, and they spoke a lot about it. And the focus was always on students for the listening activity the teacher developed in the class, despite having less time for this activity.

Indicator 4: Methodology used for listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was appreciable that teacher employed all the devices mentioned before so as to explain the context of the song by using the multimedia devices available. He used only audio and video just for this short-timed listening activity.

Indicator 5: Oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it appeared that they had fun with the song. And the teacher was always making sure that students sang it well. This made students participate orally in a more motivated way during the listening activities in the video session.

Indicator 6: Situations in oral participation of students in listening activities

According to the answers gotten and shared by the three observers in the questions of this indicator, it was noticeable that students did not have a big problem when singing and understanding the song. This situation was fully advantageous for students to participate completely in an oral manner in class.

In conclusion, the last four days of the observation were an unforgettable experience not only these days but also the whole three weeks of observation. Then, it was evaluated that, according to the expectations of the research group, the oral participation of these students in the listening activities in this scenario was good since the teacher reassured the effectiveness in the oral participation of these students in the video activity. And he made students discriminate sounds and understand everything about the song. Once finished the third week of observations, it is necessary to compare how these students dealt with listening in different scenarios.

From the two groups of Seniors C observed, it is clear that:

1. The teachers used less talking time in order to explain to students the listening activities, in comparison with the last weeks.
2. The listening-activity explanations were effective.
3. The students showed more interest toward the class in the multimedia environment of the language laboratory. This was evident during all the observation sessions.
4. The oral participation of students reflected not only their effort but also the teacher's effort.
5. The students were more motivated in the listening activities in the language laboratory than the other students in the classroom.
6. Students were orally capable of singing and talking with the teacher during the video session. While students from the audio-only listening session could just answer some exercises teacher provided since the environment was limited to audio and text.

Therefore, listening activities were clearer, and the oral participation of students was higher the multimedia environment in listening instruction. After having observed all the groups from these high school studies, it was vital to analyze some last issues about the observations already done.

4.- going back to the data

Once the results from the observations are analyzed, it was necessary to interpret what the results reflected. This process was analyzed by checking the indicators (see TABLE 9 & 10) in order to reach the final results from this data analysis, and then both to test the hypotheses and answer the research questions lately.

TABLE 9: comparative chart about the interpretation of the results obtained from the observations of audio-only listening activities.

Indicator Description	Seniors A	Seniors B	Seniors C	Comments
Devices used for listening comprehension in class	Teacher always relied on his CD player.	Teacher always relied on his CD player.	Teacher always relied on his CD player.	CD Player
Listening activities using multimedia resources	The content of the listening activities was appropriate with the CD Player.	The content of the listening activities was appropriate with the CD Player	The content of the listening activities was appropriate with the CD Player	Question answering, exercise solving,
Stimulation in listening activities	students showed some interest since the listening activity was just to check what they did at home with their workbooks	it was visible that students showed little interest since the listening activity was not easy	students showed interest toward the listening activities	Teacher explains in both Spanish and English.
Methodology used for listening activities	teacher planned his class wisely for each step of the listening activity in the workbook	the teacher planned his class very carefully for each step of the listening activity, making clear each instruction	teacher planned his class so that he could explain each step of the listening activity carefully	- Teacher's direction was clear all the time. - Teacher explains listening part in chunks
Oral participation of students in listening activities	Students did a lot of effort to participate in listening class activities.	Students participate orally in the listening activities in class	The oral students reflected not only their effort but also the teacher's effort.	
Situations in oral participation of students in listening activities	students in this class participated little for the activity demanded little oral participation	although students participated orally in the listening activity, there was little participation	students in this class participated for the activity. But there was still some apathy to participating in class	- Apathy was always a problem - Unsureness when answering questions was part of dealing with listening.

TABLE 10: comparative chart about the interpretation of the results obtained from the observations of audio-and video listening activities.

Indicator Description	Seniors A	Seniors B	Seniors C	Comments
Devices used for listening comprehension in class	teacher always relied on the language laboratory sources	teacher always relied on the language laboratory sources	teacher always relied on the language laboratory sources	Projector, touchscreen, Speakers, Computers, and internet.
Listening activities using multimedia resources	The content of the listening activities was appropriate with the language laboratory sources	The content of the listening activities was appropriate with the language laboratory sources	The content of the listening activities was appropriate with the language laboratory sources	- Video session (Q's & A's) - Singing songs
Stimulation in listening activities	students showed a lot of participation in class.	the students showed little but enough participation in class	students showed a lot of participation in class	
Methodology used for listening activities	teacher employed all the devices mentioned before so as to explain the context of the songs by using a karaoke comprising all multimedia devices available – audio, text, and video	teacher employed all the devices mentioned before so as to explain the context of the video, introducing the topic clearly	teacher employed all the devices mentioned before so as to explain the context of the song by using the multimedia devices available	Teacher explains the context of the video, introducing the topic clearly
Oral participation of students in listening activities	they enjoyed the singing song listening activity	they understood clearly the video	it appeared that they had fun with the song	When pronouncing is difficult, the teacher helps them correct these ones.
Situations in oral participation of students in listening activities	they had some trouble when identifying new words	they did not have too much difficulty when participating in class, although they did not know some words	students did not have a big problem when singing and understanding the song	- Just little words difficult to understand - Word recognition

Final Results from the Observations

From the three weeks of observations, there were 8 days of observation that were made in order to verify if audio-and-video sessions encouraged the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. After having observed the three seniors groups, checked the observations, and made the comments, it is fundamental to reach the final results. For this stage, it was important to make difference between the two scenarios observed: audio-only and audio-and-video listening activities, in each of the three groups aforementioned.

1. Concerning to Seniors A, it was analyzed that in the audio-only listening scenario, they always took oral participation on these listening activities provided by the teacher, but it was troublesome for them not only to understand the listening part but also to answer the exercises in these activities. In comparison to this scenario, the audio-and-video listening scenario facilitated not only the ideas that came from the context video provided but also the opinions of students to the videos. This was enough to check how much they did participate orally in class.

2. Concerning to Seniors B, it was analyzed that in the audio-only listening scenario, students did participate orally in the listening activities in spite of the fact that there were short answers –words or phrases-, making their participation little. In comparison to this scenario, the audio-and-video listening scenario provided a lot of stimulation so that students could participate efficiently in the listening activities although there were few problems as the word recognition. This was the same issue as the Seniors A.

3. Concerning to Seniors C, it was analyzed that in the audio-only listening scenario, students had few problems to participate orally in the listening activities although apathy was present. In comparison to this scenario, the audio-and-video listening scenario, students did participate on the listening activity even though there was some apathy as well. The reason was that these students were having some trouble with English. But audio and video made these students participate orally in class, and even had some fun when singing songs, making them forget about the problems in their English course.

To conclude with this analysis, the research group determined audio-and-video sessions did encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities. In fact, these students participated a little bit more than the students in audio sessions. Also they shown great interest in the listening activities with multimedia sources and seemed to be a spur of participation in them. This meant that the audio-and-video methodology for teaching and dealing with listening is effective for both teachers and students.

After presenting the results of these observation sessions, it was basic to explain the validity, trustworthiness, and reliability of this instrument. In critical ethnography in educational research, Carspecken (1996) (as cited in Phakiti, 2010) lists six techniques to support validity claims if qualitative researchers are to produce reports in which the findings can be considered sufficiently trustworthy for colleagues to rely on their own research. These are: *using multiple recording devices and multiple observers, using a flexible observation schedule, practicing prolonged engagement, using a vocabulary in fieldnotes that is not overly colored by the writer´s interpretations, using peer-debriefing and using member checking*.

According to him: "Most of these techniques are self-explanatory and should be part of the methods of these engaging in ethnographic research, however critical. *Member checking*, also called as *collaborative ethnography*, refers to sharing field notes and interpretation with people one is studying. It was however argued that validity is a concern of inasmuch as researchers still seek to justify their work in relation to the positivism paradigm. Rather than to use the term validity, ethnographic research as with much qualitative research, refers to talk the trustworthiness of the research (Maykut and Morehouse 1994) (as cited in Phakiti, 2010). *Triangulation* -or the *collation of the data* from a range of sources and/or gathered through a range of research methods such as participant observation, informal and formal interviewing and document collection- strengthens the validity (or credibility) of the analysis or interpretations (see Watson- Gegeo 1988). These perspectives also contributed to the trustworthiness of the findings."

Once having explained this point, it was therefore needed to analyze data in terms of validity, trustworthiness, and reliability. First of all, all this observation was relied by *using multiple recording devices and multiple observers,* since all the observers agreed on observing and having at hand the camera and cellphones for taking pictures of the highlights of the observation (see ANNEX D). Second, the technique that the research group always did when the observation was finished, was the *peer-debriefing,* in which all the researchers commented on what happened after each day of observation. From these comments, it was the start of the data analysis of the observations (see Data Analysis). And the researchers always relied on *using member checking*, after the comments made from the observations, all the researchers agreed on the comments and annotations that they all did during the observation. As a proof of that, it is important to check the narrative analysis done in this part. In conclusion, since the analysis for this instrument was qualitative, it presented a lot of words, a lot of paragraphs in a lot of pages that denote the big amount of information gotten from these observations, making this instrument and its data reliable enough to get the results from this first part of the qualitative experiment.

3.5.4 Data analysis for the oral interviews

For the oral interview (see ANNEX E), a rubric was used (see ANNEX F) in order to make the interviews it was necessary to design a guidance interview with the objective to fulfill the interview with real experiences and updated information. Once the interviews were made, it was necessary to analyze them and write some conclusions about each opinion of the 15 students interviewed, 5 per each group, in order to share important information with all those students that really want to improve that skill with multimedia devices. The analysis was involved both: quantitative –a rubric and qualitative –the answers from the issues shared with students by means of narrative analysis. It was shown in the following points:

1. *Qualitative analysis for the oral interviews (the answers of students)*

This was the narrative analysis from the five issues that senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Ingles from Instituto Tecnico EXSAL had to share with the researchers in the interviews (see ANNEX E) done in the third week of June, 2013. To start with, it was analyzed issue 1.

Narrative analysis of issue 1: The issue was: *Tell us about yourself (hobbies, personal details, etc.)* The students answered as the following:

Seniors B answered:

Habits: Personal details:
- ✓ 4 answered: "listening to music"   ✓ 4 answered: "friendly"
- ✓ 1 answered: "playing videogames"   ✓ 1 answered: "kind"
- ✓ 4 answered: "play any sport"   ✓ 1 answered: "sociable"
- ✓ 1 answered: "reading"   ✓ 3 answered: "happy"
- ✓ 1 answered: "watch t.v."   ✓ 1 answered: "helpful"

Seniors A answered:

Habits:

- ✓ 4 answered: "Listening to music"
- ✓ 1 answered: "drawing"
- ✓ 1 answered: "studying English"
- ✓ 1 answered: "reading"
- ✓ 2 answered: "watch t.v."
- ✓ 1 answered: "playing videogames"

Personal details:

- ✓ 4 answered: "friendly"
- ✓ 1 answered: "happy"
- ✓ 1 answered: "helpful"
- ✓ 1 answered: "talkative"
- ✓ 1 answered: "funny"
- ✓ 1 answered: "nervous"

Seniors C answered:

Habits:

- ✓ 3 answered: "Listening to music"
- ✓ 1 answered: "drawing"
- ✓ 1 answered: "reading"
- ✓ 1 answered: "playing computer"
- ✓ 1 answered: "other things"
- ✓ 1 answered: "surfing internet"
- ✓ 1 answered: "playing guitar"

Personal details:

- ✓ 4 answered: "friendly"
- ✓ 2 answered: "happy"
- ✓ 1 answered: "angry"
- ✓ 2 answered: "talkative"
- ✓ 1 answered: "smart"
- ✓ 1 answered "clever"

The analysis from question 1 was provided as followed:

1. From these answers, it was analyzed that: concerning to the habits of seniors B, it was evident that almost all of them answered: listening to music. While the rest of students answered: playing video games, watch t.v., or reading. On the other hand, concerning to the personality of seniors B, mostly of them considered themselves: friendly, and happy. While the others considered themselves as kind, helpful and talkative. Apparently, they enjoyed their lives a lot not only when studying but also when practicing some activities in their leisure time.

2. From these answers, it was analyzed that: concerning to the habits of seniors A, mostly of them have answered: listening to music and playing sports. While the rest of students did hobbies as playing video games, watch t.v., reading, and studying English. On the other hand, concerning to the personality of seniors A, mostly of them considered themselves as friendly, while the others consider themselves as talkative, helpful and nervous. It seemed that they were amicable when doing their activities.

3. From these answers, it was analyzed that: concerning to the habits of seniors C, mostly of them have answered: listening to music. While the rest of students did hobbies as playing computer, reading, drawing, playing guitar, surfing internet, and other things. On the other hand, concerning to the personality of seniors C, mostly of them considered themselves as friendly, while the others consider themselves as happy, angry, talkative, smart, and clever. It appeared that they were intensive when studying and practicing any activity.

In conclusion, they liked to study a lot, to practice any hobbies, and they were very sympathetic. Now it was essential to analyze question number two.

Narrative analysis of issue 2: The issue was: *Choose one of these topics you studied in class. Tell us what you know about it.* In this issue, there were three contents that students saw during the first three weeks of June while the group was observing them. This was the parameter for asking this issue. The topics were: Money Talk, Holidays, and Your Favorite Songs

Then, it was important to denote the following:

Seniors B chose:

1 student chose: Money Talk

The reason this student chose this option was that this student explained that money can be spent on things as clothes and food.

2 students chose: Holidays

The reason these students chose this option was that:
- Two students mentioned about Christmas.
- Two students mentioned their birthdays.
- One student mentioned Holy Week.
- One student mentioned New Year's Eve
- And one student mentioned Independence Day.

2 students chose: Your Favorite Songs

The reason these students chose this option was that one student commented that liked Ramones and Nirvana, meaning this student liked Punk and Grunge. While the other student liked rock music from the 1960's as The Doors, Beatles, and Pink Floyd.

Seniors A chose:

1 student chose: Money Talk.

The reason this student chose this option was that this student explained that money works so as to be important in life.

And 4 students chose: Holidays.

The reason these students chose this option was that:

- Three students mentioned about Christmas.
- Two students mentioned Valentine's day.
- Two students mentioned Halloween.
- Two student mentioned Easter Week
- Three students mentioned Mother's Day.
- One student mentioned Teacher's day.
- One student mentioned Divine Savior of The World's Day.
- And one student mentioned New Year's Eve.

Seniors C chose:

1 student chose: Money Talk.

The reason this student chose this option was that you can get different things and learn a lot (how to use it).

1 student chose: Holidays

The reason this student chose this option was that this student explained a bit about Christmas, Holy Week, Mother's and Father's Day.

3 students chose: Your Favorite Songs

The reason these students chose this option was that one student liked Punk as Green Day and My Chemical Romance, other student liked pop music as Madonna and Michael Jackson, and the other student liked all the music genre (to listen to any music).

From these answers, it can be stated that students review a lot all their lessons they had during this time. All the topics were discussed equally, meaning that students chose any of the three topics without choosing just one. Besides, the help of multimedia technology to deal with listening in a better way, it is important to remind that these students review a lot of material from their English course. This was a factor that made easier the understanding of the ideas of these students. Then, the analysis from the third issue was done.

Narrative analysis of issue 3: The issue was: *Tell us how important is for you to learn listening in English using multimedia devices– like Computers.* The students answered as the following:

Seniors B

5 students answered: "very important". Their reasons were:

- To learn English in a better way,

- To make learning of English easier,

- to learn a lot of elements as vocabulary.

Then, all these answered had to do with listening.

Seniors A

3 students answered: "very important". Their reasons were:

- Important for practicing English in class activities.

- Finding a lot of information

- For a better listening comprehension.

2 student answered: "for a better listening comprehension".

Seniors C

5 students answered: "very important". Their reasons were:

- It is useful (for learning)

- It helps to learn more English

- It is a great tool to practice many lessons.

From these answers, it was analyzed that all students interviewed totally agreed on the fact that the multimedia devices for dealing with listening was fundamental for them. Besides that it was important for them, according to their answers, it was clear that they were truly focused on their English learning, specially listening. Then, the analysis from the fourth issue was done.

Narrative analysis of issue 4: The issue was: *Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.* The students answer as the following:

Seniors B

5 students answered "yes". And no student answered "no" Their reasons were:
- Two mentioned that the teacher motivated a lot in class.
- One mentioned that the classes are very interesting.
- And one mentioned: karaoke (liked musical videos)
- And one mentioned that it was for oneself and for his/her future.

Seniors A

5 students answered "yes". And no student answered "no". Their reasons were:
- Three mentioned that the teacher used multimedia devices in class (for a more motivating class).
- Two mentioned that the teacher explained the topic, and his class is very interesting.

Seniors C

4 students answered "yes". And no student answered "sometimes (yes/no)". Their reasons were:
- One mentioned it was motivating class sometimes.
- Two students mentioned that classes were interesting and fun.
- One mentioned that teacher explained the class well.
- And one mentioned that teacher taught a lot (it means that the teacher does an effort to motivate students to participate orally in class through a lot of teaching).

From these answers, it was analyzed that these students unanimously accord with the fact that teacher do a lot of effort to make students motivate for an oral participation in class. Then, the analysis from the fifth issue was done.

Narrative analysis of issue 5: The issue was: *Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.* The students answer as the following:

Seniors B

2 students answered "yes". Their reasons were:
- Because it is difficult to understand words.
- Because it is difficult to participate (in the listening activities).

Two students answered "no". Their reasons were:
- You can explain your opinions to the teacher.
- The class is interesting when teacher uses audio and video (it means that it is easier to deal with listening by using multimedia devices in listening activities.)

And one answered so/so "(yes/no)". The reason was:
- It is easier to understand context (the listening idea), but it is difficult to understand vocabulary.

Seniors A

Two students answered "yes". Their reasons were:
- (difficult to) listen effectively.
- (difficult to) listen effectively despite that the teacher motives a lot to understand and participate.

Three students answered "no". Their reasons were:
- It is easy.
- (Teacher) motivates a lot.
- Teacher explains the topic in class (listening activities).
- I pay attention and try to understand well (student does an effort to understand and participate in class)

Seniors C

One student answered "yes". The reason was:

- The student is nervous.

Three students answered "no". Their reasons were:

- I participate a lot
- It is easy (2)

And one answered so/so "(yes/no)". The reason was:

- It is not difficult, but I forget some words (it means that the student gets the idea about the listneing part, but s/he has problems with vocabulary)

From these answers, it was analyzed that these students varied on their answers. The biggest difficult they faced when listening was word recognition. But the biggest benefit they had was listening for gist -a general idea. Then, it was concluded that these students did not have a lot of trouble when listening English in class. Then, the final analysis from the interviews must be done.

It was analyzed from all the interviews that:

1. All students could describe themselves -orally.
2. All students were informed constantly about the topics in class, meaning that they studied a lot.
3. All students expressed that it is better to learn English at the language laboratory, despite that they could learn at the classroom with the cd player as well.
4. Both teachers in this high school studies did a big effort to make students participate in class.
5. Despite the common difficulties, these students could deal with listening when it was required for them to complete the listening activities.

Once having input the data from the oral interviews, it was important to indicate that this analysis was qualitative since there were words that express the ideas from students

that reflect the oral performance they usually deal with in English, especially on listening activities. For that, it was necessary to note that the reliability, the trustworthiness, and validity were taken similarly as the qualitative instruments, as this ethnographic interview, for the reason already explained. Once the analysis about the interview was done, it was important to reach the main findings from not only the survey but also from the qualitative experiment involving the observation and the interview so as to test the hypothesis and answer the research questions later. After this analysis, then it was necessary to analyze the rubrics employed for these interviews.

2. *Quantitative analysis for the oral interviews*

Checking and organizing data phase

Once the data coming from the fifteen rubrics were used when interviewing to these Bachillerato General Opcional en Ingles students, there were no problem, as typos, when applying the rubric properly. Therefore, the data was easily organized.

Data coding phase

The data was organized and described by : the criteria in general, and the students. Therefore, this phase did not present any problem so far.

Data entry stage

Once the information was analyzed by applying simple percentage formulae, the results were appearing. This procedure was made by adding information gathered in the rubrics from the criteria and categories in percentages that later were produced in the following tables.

Data screening and cleaning stage

Thereby, it was important to show what it was gotten from the rubrics. It was essential to clarify that none of the data presented any inconvenient issue that sopped the data analysis from this source. The following was the percentage analysis made by each result from each of the fifteen rubrics (see ANNEX F) that were employed when the researcher of this

proposal interviewed the senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Ingles from Instituto Tecnico EXSAL in the third week of June, 2013. To start with, it was analyzed the grades that these students got.

Table 1: grades from seniors interviewed

Interviews/Seniors	B	A	C
1	7.2		
2	6.8		
3	9.2		
4	9.2		
5	8.4		
6		10	
7		8.4	
8		6.8	
9		3.6	
10		2.0	
11			9.2
12			10
13			10
14			9.2
15			9.2

In this table, it was noticeable that the average of the range of Seniors B students was between 6.8 and 9.2, while in Seniors A the grades were between 2.0 and 10. And Seniors C grades were from 9.2 to 10. The interpretation was that Seniors B had few problems, as vocabulary, when talking in the interview, but they could handle with the conversation. On the other hand, in Seniors A, just two students could not reach the expectations of the interviewers. Form the rest of students interviewed, they could handle with the conversation. And in seniors C, all could handle with the conversation effectively.

From all the results gotten, it was important to denote that the highest amount was 10, while the lowest was 2.0. To analyze completely all the results, percentages were used. First, a 13.3% of seniors had a grade between 0.0 and 5.9. Second, a 33.3% of seniors had a grade between 6.0 and 8.9. And, a 53.3% of seniors had a grade between 9.0 and 10.0. From all this analysis, it was concluded that mostly of these students were capable of dealing orally with the interviewers. After this step, it was important to make detail on the formula used for analyzing the rubrics employed in the interviews, shown in the following:

- For the first three tables, each represented a senior group interviewed, and the formula was:

X/5* 100 = percentage of students in a group of Seniors.

Where:

X= Amount of sts who were evaluated in a part of the rubric

5= Number of interviews in that Seniors group

100= percentage

For example: 2 students got Fair in Poise, Confidence, and Competence Criteria, then it can be calculated in the following: *2/5*100= 40%*

- For table 4, the amount of students was fifteen. Then, it was important to make detail on the formula used in the following:

X/15* 100 = percentage of all students

Where:

X= Amount of sts who were evaluated in a part of the rubric

5= Number of interviews in that Seniors group

100= percentage

For example: 2 students got Poor in Poise, Confidence, and COpentence Criteria, then it can be calculated in the following:

2/15*100= 13.3%

It was necessary that all percentages sum 100% per each part evaluated. Once having reckoned the information, the following tables will be shown so as to compare results.

TABLE 2: results from seniors B

Criteria	Poor 1	Fair 3	Excellent 5
Poise, Confidence and Competence	-Speech halting, soft, nervous -Ideas expressed tentatively (0%)	-Steady, fluent speech, may not be assertive -Ideas stated unapologetically (40%)	-Fluent, steady speech, assertive -Ideas expressed affirmatively(60%)
Audience Awareness	-Inattentive, unresponsive -No use of feedback or others' ideas (0%)	-Attentive, good eye contact -Acknowledges others' ideas and feedback. (60%)	-Responds to others and feedback -Works to establish rapport. (40%)
Clarity	-Imprecise, confusing wording -Fails to clarify when needed (0%)	-Wording understandable -Corrects and clarifies when needed (80%)	-Work choice precise -Effectively rewords when needed for clarity (20%)
Sense/Coherence of Content and Ideas	-Few ideas -Information disjointed or confused (0%)	-Expresses some appropriate ideas -Sensible (20%)	-Ideas effective -Thoughtful, well-informed (80%)
Question and Answer	-Responds inappropriately to questions (0%)	-Effective in responding to questions (40%)	-Highly effective in responding to questions (60%)

Interpretation of percentages: in this table, it was clear that concerning to the first criteria, a 60% of students reached the excellent while a 40% of them reached the fair category. Then, concerning to the second criteria, a 60% of students reached the fair category, while a 40% of the students reached the excellent category. After this, concerning to the third criteria, an 80% of students reached the fair category, while a 20% of them reached the excellent category. Next, concerning to the fourth criteria, a 20% of students reached the fair category, while the 80% of students reached the excellent category. And last, concerning to the last criteria, a 40% of students reached the fair category, while the 60% of students reached the excellent category.

Analysis of this table: it was clear that these students could communicate their ideas through the interview. Therefore, these students could handle with the conversation despite of few grammatical mistakes.

TABLE 3: results from seniors A

Criteria	Poor 1	Fair 3	Excellent 5
Poise, Confidence and Competence	-Speech halting, soft, nervous -Ideas expressed tentatively (40%)	-Steady, fluent speech, may not be assertive -Ideas stated unapologetically (20%)	-Fluent, steady speech, assertive -Ideas expressed affirmatively (40%)
Audience Awareness	-Inattentive, unresponsive -No use of feedback or others' ideas (20%)	-Attentive, good eye contact -Acknowledges others' ideas and feedback (20%)	-Responds to others and feedback -Works to establish rapport (60%)
Clarity	-Imprecise, confusing wording -Fails to clarify when needed(40%)	-Wording understandable -Corrects and clarifies when needed(40%)	-Work choice precise -Effectively rewords when needed for clarity(20%)
Sense/Coherence of Content and Ideas	-Few ideas -Information disjointed or confused (20%)	-Expresses some appropriate ideas -Sensible (40%)	-Ideas effective -Thoughtful, well-informed (40%)
Question and Answer	-Responds inappropriately to questions (40%)	-Effective in responding to questions (40%)	-Highly effective in responding to questions (20%)

Interpretation of percentages: in this table, it was clear that concerning to the first criteria, a 40% of students reached the poor category, while a 20% of them reached the fair category, and 40% of them reached the excellent criteria. Then, concerning to the second criteria, a 20% of students reached the poor criteria, while a 20% of the students reached the fair category, and a 60% of them reached the excellent criteria. After this, concerning to the third criteria, a 40% of students reached the poor category, while a 40% of them reached the fair category, and a 20% of them reached the excellent criteria. Next, concerning to the fourth criteria, a 20% of students reached the poor category, while the 40% of students reached the fair category, and a 40% of them reached the excellent category. And last, concerning to the last criteria, a 40% of students reached the poor category, while the 40% of students reached the fair category, and the 20% of them reached the excellent category.

Analysis of this table: it was perceptible that some students could communicate their ideas through the interview, while some of them could not share effectively their ideas. Therefore, these students could handle with the conversation despite of some trouble when talking.

Criteria	Poor 1	Fair 3	Excellent 5
Poise, Confidence and Competence	-Speech halting, soft, nervous -Ideas expressed tentatively (0%)	-Steady, fluent speech, may not be assertive -Ideas stated unapologetically (0%)	-Fluent, steady speech, assertive -Ideas expressed affirmatively (100%)
Audience Awareness	-Inattentive, unresponsive -No use of feedback or others' ideas (0%)	-Attentive, good eye contact -Acknowledges others' ideas and feedback (20%)	-Responds to others and feedback -Works to establish rapport (80%)
Clarity	-Imprecise, confusing wording -Fails to clarify when needed (0%)	-Wording understandable -Corrects and clarifies when needed (20%)	-Work choice precise -Effectively rewords when needed for clarity (80%)
Sense/Coherence of Content and Ideas	-Few ideas -Information disjointed or confused (0%)	-Expresses some appropriate ideas -Sensible (20%)	-Ideas effective -Thoughtful, well-informed (80%)
Question and Answer	-Responds inappropriately to questions (0%)	-Effective in responding to questions (0%)	-Highly effective in responding to questions (100%)

Interpretation of percentages: in this table, it was clear that concerning to the first criteria, a 100% of students reached the excellent category. Then, concerning to the second criteria, a 20% of students reached the fair category, while an 80% of the students reached the excellent category. After this, concerning to the third criteria, a 20% of students reached the fair category, while a 80% of them reached the excellent category. Next, concerning to the fourth criteria, a 20% of students reached the fair category, while the 80% of students reached the excellent category. And last, concerning to the last criteria, a 100% of students reached the excellent category.

Analysis of this table: it was obvious that these students could express themselves in a very effective way. In fact, comparing with the other groups, they were the best ones. But these students had disciplinary problems in class (from what it was observed previously).

TABLE 5: results from all seniors

Criteria	Poor 1	Fair 3	Excellent 5
Poise, Confidence and Competence	-Speech halting, soft, nervous -Ideas expressed tentatively (13.3%)	-Steady, fluent speech, may not be assertive -Ideas stated unapologetically (20.0%)	Fluent, steady speech, assertive -Ideas expressed affirmatively (66.7%)
Audience Awareness	-Inattentive, unresponsive -No use of feedback or others' ideas (6.6%)	-Attentive, good eye contact -Acknowledges others' ideas and feedback (40.0%)	-Responds to others and feedback -Works to establish rapport (53.4%)
Clarity	-Imprecise, confusing wording -Fails to clarify when needed (13.4%)	-Wording understandable -Corrects and clarifies when needed (46.6%)	-Work choice precise -Effectively rewords when needed for clarity (40%)
Sense/Coherence of Content and Ideas	-Few ideas -Information disjointed or confused (6.6%)	-Expresses some appropriate ideas -Sensible (26.7%)	-Ideas effective -Thoughtful, well-informed (66.7%)
Question and Answer	-Responds inappropriately to questions (13.3%)	-Effective in responding to questions (26.7%)	-Highly effective in responding to questions (60.0%)

Interpretation of percentages: in this table, it was clear that concerning to the first criteria, a 13.3 % of all students reached the poor category, while a 20.0% of them reached the fair category, and a 66.7% of students reached the excellent category. Then, concerning to the second criteria, a 6.6% of students reached the poor category, while a 40% of the students reached the fair category, and a 53.4% of students reached the excellent category. After this, concerning to the third criteria, 13.4% of students reached the poor category, while a 46.6% of them reached the fair category, and a40.0% of them reached the excellent category. Next, concerning to the fourth criteria, a 6.6% of students reached the poor category, while the 26.7% of students reached the fair category, and a 66.7% reached the excellent category. And last, concerning to the last criteria, a 13.3% of students reached the poor category, while the 26.7% of students reached the fair category, and a 60.0% of students reached the excellent category.

Analysis of this table: after having interviewed all the senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés from Instituto Técnico Exsal, it was concluded that despite few grammatical errors and some lack of fluency, eventually mostly of these students could share the issues of the interview with the researchers. In fact, the product of this part of the methodology is that they could say some ideas that they were not expected to be expressed in such level by the researchers. This was the reason why multimedia technology helps a lot not only for listening purposes but also for oral participation purposes. It was helpful for these students to interact with technology so as to rely on more ideas about learning English that eventually can help them a lot in their learning process. Once the analysis about the interview was done, it was important to reach the main findings from not only the survey but also from the qualitative experiment involving the observation and the interview.

3.5.5 Main Findings

After having both administrated the data collection instruments and analyzed their results, it was therefore important to mention the main findings of this study which question was: "What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés?" It was important to specify that each finding was always related to each of the subsidiary questions that the research group set at the beginning to this research group. Based on the analysis from the questionnaire and the qualitative experiment (observation and interviews), it was reached to three main findings which are:

1.   Concerning to the first subsidiary question: "How important is the use of audio and video in class as reinforcement of the listening comprehension in Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in order to generate oral participation?", it was found that this kind of reinforcement was very important to these students since they were more connected with the multimedia environment in order to complete the listening activities in class when the teacher applied it, also noticing that students found the multimedia learning of English more entertaining.

To begin with, from the theory explained on chapter II, according to Kruger (2009) (as cited in Safarali & Hamidi, 2012) explained that "learners who are provided with the speaker's gestures and facial clues in a video-recorded lecture show significantly better comprehension than those who just can hear the speaker's voice in an audio recorded lecture". Moreover, according to Meskill (1996) "in a multimedia environment, learners can be easily prompted to make use of such visual conventions to aid their aural processing." Then, this was a main feature to explore during the methodology part since this factor made difference to make multimedia technology important to apply in class.

According to the survey administered to these students (see ANNEX A), on graphics: 5, 6, & 7 (see Data Analysis), the answers of these students were clear that it was very

important the implementation of this methodology for dealing with listening. Not only was it useful for them but also it was helpful for them in order to concentrate in their activities. Besides that, according to the checklists employed for the observation (see ANNEX C), it was observed that when these students were surrounded by audio and video material -when it was prepared properly by the teacher in the listening activities, they focused more on the listening activities, grasping the main idea about the videos; instead, the students that received the traditional instruction –audio-only listening activities, it was more difficult for them to get the idea about the listening part. And, according to the interviews that researchers did with these students (see ANNEX E), when it was asked about the issue 3, these students highly considered this multimedia technology highly important learning since it made easier the listening part. In contrast with audio-only listening activities, they did not express that it was easier to just listen.

Finally, when testing the specific hypothesis 1, it was checked that these students did comprehend in the listening activities using audio. In fact, they did participate orally in these listening activities. But it was not easy for them to participate at this scenario. This was the proof that made difference between for their understanding about the video sessions and the common classes of English in the classroom. Besides, according to graphic 23 (see Data Analysis for further information), when audio and video were included, the participation of students did show a constant frequency. Then, this hypothesis was valid as correct due to the fact that these students could deal with listening despite of the common problems as the word recognition. Therefore, it was a significant proof that students were more related with audio and video in listening activities in the language laboratory.

2.   Concerning to the second subsidiary question: "How do audio and video activities that teachers employ in class encourage the oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés in the listening activities?", it was found that these students were highly encouraged all the time to participate in the listening activities for the teacher applied the multimedia devices in these activities. From the theory already explained on chapter II, it was explained that, according to Canning (2006) "although these films may seem to hold

student interest, […] student comprehension of the video may be because of the visual clues instead of the auditory components. All these pictorial elements reflected on videos eventually are related somehow with the listening of students for this is a complete process, not just involving sound but images, gestures, etc." It was a fact important to take into consideration when applying this methodology for encouraging the oral participation of these students.

According to the questionnaire administered to them (see ANNEX A), on graphics: 9, 11, & 13 (see Data Analysis), these students always preferred these listening activities with audio and video since this multimedia material provided a lot of ideas from the video context that facilitated the generation of ideas in the mind of students so that they could participate orally when these activities were finished. Besides that, according to the checklists employed for the observation (see ANNEX C), it was observed that students acquired relation with multimedia resources applied by the teacher in these listening activities, and it was easier for students to find multimedia materials clear not only to manipulate these devices –as computers- but also to understand the video content in these devices. This issue was visible that these students could get many ideas from the audio-and-video listening activities, and they were ready for oral participation when the teacher requested it. Moreover, the ideas from videos were more flowed, and the open questions of teacher generated more discussion of ideas about the video session in students.

In comparison to this situation, when the other teacher worked in class with audio-only listening activities, since the listening exercises were more limited, obviously the oral participation of students was more limited since it was just short question-answering. Then, the listening activities were more complete since the teacher applied multimedia material so as to make easier the understanding of students through video sessions. Also, the combination of audio and video reflected that these students were successful when being able to connect the attention with what listened, and it was no problem when they were listening and watching the video. And, the ideas were easier to produce to be orally expressed from the questions made by the teacher during these activities.

Plus, these teachers realized that the use of multimedia technology was not just a matter of just applying it for teaching purposes, but it was a matter of varying their classes and the listening activities for the sake of their students. Besides, according to the interviews that researchers did with these students (see ANNEX E), when it was asked about the issue 4, almost all students agreed on the fact that both teachers motivated a lot in these settings (audio-only and audio-and-video). But, students were more motivated in the audio-and-video listening activities than that of the audio-only listening activities. And, when testing the specific hypothesis 2, it was found that indeed these students remembered these topics when interviewing them thanks to the video reinforcement. In fact, an approximate of 70% of students did show how capable were to express their ideas from the topics covered in the listening video sessions. Therefore, this hypothesis was valid due to the proof given (see Data Analysis for further information). Then, audio and video activities that teachers employed in class completely encouraged the oral participation of students, at that scenario, almost all the time, despite there were few listening activities.

3.   Concerning to the third subsidiary question: "To what extent do Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés achieve oral participation when the teacher uses audio and video, as reinforcement, on listening activities in class?", it was found that these students show a lot of oral communication skill –fluency- when they express ideas with few grammatical errors and few hesitations not only when they were observed in class but also when they were interviewed. From the theory explained on chapter II, it was covered that, according to Stempleski (1987) cited in Milasari (2008:15) (as cited in Sabinus 2013), the importance of using video in the classroom […] in order to make students participate orally in class in activities as using video material in an non- English Language Teaching (ELT) environment can motivate students. According to him, "students undergo a special experience of real feelings of accomplishment when they understand what is going on that situation when is native speaker use English. Thus, an EFL learner will realize that with a bit of extra effort and practice, along with some help from teacher, real English is not beyond their comprehension". This context that video provides was determinant for

students to deal more effectively with the listening activities. It was something to be discovered during the methodology phase.

According to the questionnaire administered to them (see ANNEX A), on graphics: 17 & 18 (see Data Analysis), these students considered that sometimes they participated in class, and they tried to participate constantly in class. That is why; the questionnaire was made to ask these students about the frequency of oral participation in class. For that purpose, according to the checklists employed for the observation (see ANNEX C), it was observed that when students had enough ideas from what the video was about, as part of the listening activities in the language laboratory, they could express their ideas without much difficulty since vocabulary was easier to remember. Different situation was from the classroom, since the book listening activities provided short questions for short answers, and the listening was not easily understood by students because of the unfamiliarity of words and/or sounds, eventually it was more difficult for them to participate in class.

Then, students confirmed their oral participation already practiced in class in the interviews carried out by the researchers, although some of them gave short answers, some others were confident when providing information. This was the proof that despite of the problems the faced everyday when dealing with listening, eventually the video sessions provided more ideas not only to know about them and their hobbies, personal details, etc. but also to discuss about them. The reason was that students studied a lot of English, especially; their focus of listening was stronger thanks to audio and video. The evidence is shown in the oral transcripts (see ANNEX G). As, it was evident that multimedia materials guided a great influence in their listening learning for a better communication in class activities, results showed that the most positive influences on oral participation in class were fun and productive to them.

Finally, when testing the specific hypothesis 3, it was tested that these students did find the listening activities more comprehensive when audio and video aids were combined. As a proof of this fact, according to graphic 22 (see Data Analysis for further information), students were asked if they found enjoyable and easier the use of audio and video material

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in the listening activities, and they answer were positive. Students showed motivated and interested in the topics and in the lessons that teacher presented in class. Oral participation was a fluently of discussion and generation of ideas when teacher asked students for answering and participating, all of these students did find many purposes when including audio and video in listening activities as making these activities easier. Then, this hypothesis was considered "right" for the evidence assured its correctness.

In the end, the qualitative experiment in its two parts: observation and interview, showed these results that helped to test the hypotheses and the research question. After all, the qualitative experiment did not have much problem to be accomplished since the two teachers who volunteered for this purpose, not only did help a lot, but also, they enjoyed to be part of the experiment. And, the research group considered this experiment as successful due to the worth results gotten. Therefore, it was concluded that the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation in these students is so important, fundamental, necessary, vital, and complementary to deal with listening in a more effective way.

In fact, when testing the main hypothesis, it was determined that when these students were exposed more to audio and video sessions in listening activities, eventually students not only paid more attention to the video context but they also expressed their ideas easily in both activities: the in-class listening activities and the oral interviews that the research group did to these students. Besides that, according to graphic 21 (see Data Analysis for further information), these students expressed that their purposes were varied as audio and video were included in class. In order to encourage all students to participate orally in foreign language class teachers created a safe and fun environment using audio and video materials to support the lessons and activities to prove it. It meant that the exposure to audio and video was evident as reinforcement for them to generate oral participation. Then, this hypothesis was valid as correct by reason of these students could accomplish the expectations of the research group through the time of the methodology.

3.5.6 Possible solutions for the issues involved in the research questions.

During the development of this research project about: "The influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés", it was complementary to remind that this research was focused on pragmatism, meaning that there were some proposals from the group to whoever that was interested in applying some of the advices about the issues that the research group studied. Some of the advices are:

1. Concerning to applying multimedia devices –audio and video- in class for teaching listening comprehension, it is necessary for any teacher of English to have full disposition to work with multimedia technology since usually they rely too much on the textbook without looking for new ways of teaching English, especially listening.

2. Concerning to the source availability, teachers of English must look for possible devices to be applied in the in-class listening activities. Sometimes, it is not necessary to have a full modern technological up-to-date language laboratory to teach listening with multimedia resources: in fact, it is just needed to get good speakers, a DVD, and a T.V., to include this technological material in class, always making sure that:

   a. the classroom does not present any problem for students to listen (as noise interference),
   b. the content of the video(s) are proper to the lesson and the level of the students,
   c. and the video provides a lot of imagery so that students have a deeper idea of what is being listened.

3. Concerning to the multimedia environment, if there is a language laboratory, teachers must take students to that place as much as possible. It is a big advantage that teachers of English have nowadays.

4. Concerning to the multimedia learning, students must ask the teacher for web pages that they can use for their dealing with listening. Also students must use the DVD material from the textbooks since they include a lot of videos.

5. Concerning to the listening activities, when the teacher does a video session, teacher must make sure that all students understood not only the context of the video but also the ideas from the conversations. If possible, teacher must make some pauses in the video so as to ask students for clarification.

3.5.7 Conclusions

Once the data was completely analyzed from the three instruments used in this research, reached the main findings, tested the hypotheses, and answered the research questions, it is finally fundamental to set the conclusions that the research group undertaking the project about: "The influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés", concluded.

First, it was concluded that this research had as purpose the study of the influence of the audio and video, as a reinforcement of the listening comprehension skill. According to the observations carried out, teachers implemented this multimedia material to solidify the action of learning in the listening activities, and these materials shown a way to generate the oral participation

Second, the whole-planned methodology was successful during the treatment in the activities with the students; every detail and every step of the lessons were covered with the use of the audio and video sessions. It made a success in the qualitative experiment, thereby reaching the results already explained.

Third, the oral proficiency of the students was a constructive result since students were surrounded by multimedia environment; the convention of audio and video stood as a kind of condition that was observed in class activities carried out by the teacher. And the interviews rectified this fact.

Finally, the variety of activities in the classroom provided a way to generate ideas in the mind of the students, and extra effort was necessary in order to accomplish the objectives remarked in the courses, multimedia materials were an supportive alternative not only to get this purpose in the learning of the foreign language but also to make an enjoyable way to interact with in class activities.

3.5.8 Suggestions

Once having concluded with the research project about: "The influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés", the research group wants to give the following recommendations in order to help: teachers, students, heads of the Foreign Languages Department –FLD- at University of El Salvador, and future researchers not only to apply these advices in the teaching and learning of English listening but also to investigate about this issue.

For students in general:

➢ They should spend time reviewing information themselves by using multimedia material in order to develop their listening comprehension skill.

➢ They should find other ways of practicing listening in case that the methodology of the teacher in the group is audio-only, like using internet. Some of these pages –that the research group recommends for this purpose, are: youtube.com, ielanguages.com, and itunes.apple.com

➢ They should practice listening without audio-only exercises. Although these exercises are mandatory to complete in many books of English, there are some exercises ,depending on the book for the English course, that include audio and video, as DVD's.

➢ They should make an effort when the teacher uses audio and video in class to reach the level of listening comprehension skill they struggle for. Since technology eases learning, it will guarantee the success of students if they make an effort to learn and participate in class.

➤ They should practice more their English speaking so that the results from the listening practice are more evident.

For teachers in general:

➤ They should include a more multimedia methodology to teach listening without hesitation, fear, or reluctance to implement it in class.

➤ They should plan the listening activities in the lesson plans so that students of English can reach a better listening comprehension skill. Some of the web pages that the research group recommends for this purpose are: ontesol.com, englishisapieceofcake.com, and englishclass101.com. Besides at the end of annexes, the research group proposes a lesson plan including listening activities and audio and video.

➤ They should know that it is not necessary to have a complete up-to-date language laboratory. In fact, it is just necessary devices as computer, speakers, and any projector, besides the will, to teach listening with multimedia technology.

➤ They should include a variety of listening activities including multimedia resources (audio, video, and text) that contain a variety of topics that are entertaining and up to date to students so that classes can be productive and efficient for the listening comprehension skill reinforcement of students.

➤ They should be updated with the technological methodologies as multimedia material is strongly useful for teaching more efficiently a foreign or second language in order to make an effort to include technology in their classes.

For researchers to further research:

- ➢ They should explore more about the problem investigated in this research project so that they can show the main features of multimedia instruction, especially, learning of English involving skills as listening.

- ➢ They should make more experiments involving different settings that present multimedia devices so as to reach different results that can explain and better the listening comprehension skill learning.

- ➢ They should search out the problems and possible solutions to the common problems that are presented in the listening activities in class, as sound discriminating, by means of the possibilities that the multimedia sources provide to solve these problems.

- ➢ They should put emphasis on the effectiveness of multimedia training of English teachers so that they can include as much multimedia material as possible in the listening activities and more activities in English teaching.

- ➢ They should encourage students of English to practice listening with multimedia devices in case they present some problems when dealing with it.

Chapter IV: Timetable

TIMETABLE - 2013

No.	Activities	APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Research Question Formulating	■																							
2	Statement of the Problem	■																							
3	Problem Formulation		■	■																					
4	Objectives		■	■																					
5	Rationale				■																				
6	Limitations				■																				
7	Bibliographical research				■																				
8	Historical background				■																				
9	Bases of theory?				■	■																			
10	Key term definition				■	■																			
11	Statement of Hypothesis					■	■																		
12	Statement of Variables					■	■																		
13	Type of Research							■	■																
14	Research design							■	■																

#	Task																													
15	Sampling										■																			
16	The survey administration.										■																			
17	The experiment.											■	■																	
18	The observation fieldwork.										■	■	■																	
19	The oral interviews.												■																	
17	Data Analysis Procedure													■	■	■														
18	Posible solutions														■	■														
19	Conclusions and recommendations															■	■													
20	Introduction																■													
	Chapter 4: Timetable																■													
	Chapter 5: Bibliography																■													
	Chapter 6: Annexes																■													
21	Last corrections																	■	■	■										
22	Preparation for research proposal presentation																				■	■	■							
23	Research proposal presentation																						■							

Note: The presentation of this work was postponed to October 24th due to some calendar issues that the research group had.

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Chapter VI:

Annexes

ANNEX A: the survey

University of El Salvador
School of Arts and Humanities
Foreign Language Department

Research Question:
What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés?

Seccion # _____

Directions: please read each question, and answer it sincerely about your in-class listening activities implementation during the class. Do not answer how you think you should be learning, or what other people are learning. Mark the best answer that best defines your listening learning.

PART I (Choose only one option)

1. Which multimedia devices does your teacher use in class for teaching English?
   a) CD player   b) television (T.V.)   c) computer   d) DVD   e) all mentioned before

2. How frequently does your teacher use any multimedia device to support any activity in your English class?
   a)   Always   b) sometimes   c) often   d) hardly ever   e) never

3. Does your teacher use any multimedia device that contain audio and video in class for listening activities?
   □ yes   □ no

   If your answer is "yes", answer the following question: Do you try to concentrate and pay attention in class when there is a listening activity that includes a video?
   □ yes   □ no

4. Do you consider that the application of multimedia material in class will support your English listening skill?
   □ yes   □ no

5. Why would be important for you to learn English listening with audio and video in class?
   a) To be informed about the topic   b) To enjoy the class   c) To practice listening in a better way   d) To listen and watch music videos   e) all mentioned before

PART 2 (Choose only one option)

6. Does your English book bring any CD/DVD for learning English listening?
   □ yes   □ no

7. Would you like the teacher to include audio and video in class listening activities?
   □ yes   □ no

   Why do you consider so?
   a) for a more technological class   b) for making the listening activities easier   c) for making a more entertaining class   d) for participating more in class   e) all mentioned before

8. Would multimedia devices that include audio and video make more interactive the listening activities that teachers employ in class?
□ yes □ no

9. Do you think that the use of multimedia devices in class activities would motivate you to participate in them?
□ yes □ no

10. Do you consider that your oral participation could be more efficient if teachers make use of audio and video in English listening activities?
□ yes □ no

PART 3 (Choose only one option)

11. How often does your teacher encourage you to participate orally in listening activities?
a) always b) sometimes c) often d) hardly ever e) never

12. How difficult is for you to participate orally in listening activities?
a) very difficult b) difficult c) a little difficult d) not so difficult e) a piece of cake

Why do you consider so?
a) for listening in English is too difficult for me. b) for the methodology of the teacher is boring to me c) for I am timid. d) for the listening activities are not clear for me e) all the mentioned before

13. How often would you participate orally in case the teacher uses audio and video for listening activities?
a) always b) sometimes c) often d) hardly ever e) never

14. To what extent do you think that the use of the audio and video material in listening activities could make you achieve oral participation in class?
a) A lot of participation b) a constant participation c) An average participation d) A little of participation e) no participation

15. For what purpose do you think that your English listening learning would be enhanced enough thanks to audio and video?
a) for translating purposes b) for working in a call center c) for studying in a foreign country d) for traveling to any country around the world e) all mentioned before

Thanks for your collaboration, have a nice day!!!

ANNEX B: images from the Statistic Package for Social Sciences employed in analyzing questionnaires

Data Analisis for Thesis JEM.sav [Conjunto_de_datos1] - IBM SPSS Statistics Editor de datos

Archivo Edición Ver Datos Transformar Analizar Marketing directo Gráficos Utilidades Ventana Ayuda

Visible: 19 de 19 variables

	Seccion	Importance1	Importance2	Importance3	Importance4	Importance5	Importance6	Encouragement1	Encouragement2	Encouragement3	Encouragement4	Encouragement5	Encouragement6	Oralparticipation1	Oralparticipation2
1	1	1	2	1	1	1	3	1	1	4	1	1	1	2	5
2	1	3	2	1	1	1	1	1	1	5	1	1	1	1	5
3	1	3	2	1	1	1	3	1	1	5	1	1	1	1	2
4	1	3	2	1	1	1	5	1	1	5	1	1	1	1	4
5	1	1	2	1	1	1	5	1	1	5	1	1	1	2	5
6	1	1	3	1	1	1	3	1	1	5	1	1	1	2	3
7	2	5	2	1	1	1	5	1	1	5	1	1	1	1	3
8	2	5	3	1	1	1	5	1	1	5	1	1	1	3	3
9	2	5	2	1	1	1	3	1	1	5	1	1	1	2	3
10	2	5	2	1	1	1	5	1	1	4	1	1	1	2	3
11	2	5	2	1	1	1	5	1	1	2	1	1	1	2	2
12	2	5	2	1	1	1	5	1	1	4	1	1	2	2	3
13	3	5	2	1	1	1	2	1	1	3	1	1	1	2	5
14	3	5	2	1	1	1	3	1	1	5	1	1	1	2	5
15	3	5	2	1	1	1	3	1	1	4	1	1	1	2	4
16	3	5	2	1	1	1	3	1	1	3	1	1	1	2	5
17	3	5	2	1	1	1	3	1	1	4	1	1	1	2	4
18	3	5	2	1	1	1	3	1	1	4	1	1	1	3	3
19															
20															
21															
22															

Vista de datos   Vista de variables

IBM SPSS Statistics Processor está listo

Archivo   Edición   Ver   Datos   Transformar   Analizar   Marketing directo   Gráficos   Utilidades   Ventana   Ayuda

	Nombre	Tipo	Anchura	Decimales	Etiqueta	Valores	Perdidos	Columnas	Alineación	Medida	Rol
1	Seccion	Numérico	4	0	Seccions in Ba...	{1, seccion ...	Ninguna	8	Derecha	Escala	Entrada
2	Importance1	Numérico	4	0	Which multime...	{1, CD Play...	Ninguna	8	Derecha	Escala	Entrada
3	Importance2	Numérico	4	0	How frequently ...	{1, Always}...	Ninguna	8	Derecha	Escala	Entrada
4	Importance3	Numérico	4	0	Does your teac...	{1, Yes}...	Ninguna	8	Derecha	Escala	Entrada
5	Importance4	Numérico	4	0	Do you try to c...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
6	Importance5	Numérico	4	0	Do you conside...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
7	Importance6	Numérico	4	0	Why would be i...	{1, To be inf...	Ninguna	8	Derecha	Escala	Entrada
8	Encourage...	Numérico	4	0	Does your Engl...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
9	Encourage...	Numérico	4	0	Would you like ...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
10	Encourage...	Numérico	4	0	Why do you co...	{1, for a mor...	Ninguna	8	Derecha	Escala	Entrada
11	Encourage...	Numérico	4	0	Would multime...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
12	Encourage...	Numérico	4	0	Do you think th...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
13	Encourage...	Numérico	4	0	Do you conside...	{1, yes}...	Ninguna	8	Derecha	Escala	Entrada
14	Oralparticip...	Numérico	4	0	How often does...	{1, always}...	Ninguna	8	Derecha	Escala	Entrada
15	Oralparticip...	Numérico	4	0	How difficult is f...	{1, very diffi...	Ninguna	8	Derecha	Escala	Entrada
16	Oralparticip...	Numérico	4	0	Why do you co...	{1, for listeni...	Ninguna	8	Derecha	Escala	Entrada
17	Oralparticip...	Numérico	4	0	How often woul...	{1, always}...	Ninguna	8	Derecha	Escala	Entrada
18	Oralparticip...	Numérico	4	0	To what extent ...	{1, A lot of p...	Ninguna	8	Derecha	Escala	Entrada
19	Oralparticip...	Numérico	4	0	For what purpo...	{1, for transl...	Ninguna	8	Derecha	Escala	Entrada
20											
21											
22											
23											
24											

Vista de datos   Vista de variables

IBM SPSS Statistics Processor está listo

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ANNEX C: the observation checklist

University of El Salvador
School of Arts and Humanities
Foreign Language Department

Research Question: What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto técnico EXSAL senior high school students taking second year of Bachillerato General con Diplomado Opcional en Idioma Inglés?

Date and time: _____ Place for observation: _____

Observer´s name: _____

Class group for the observation: _____

Checklist # 1: Using only audio in class for listening comprehension activities.

Directions: Comment on what it is seen on class during the listening according to the indicators to measure by checking what happens at this setting and what students and teacher do.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio devices to carry out the listening activities related with the English lessons?			Which devices does s/he use (if any)?
Are the students assisted with audio devices in order to practice the listening skill?			
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio in class?			Which listening activities is s/he promoting?
Are the listening activities well supported with audio?			
Stimulation in listening activities			
Do students show interest in the listening activities including audio in class?			
Do students focus their attention in class when teacher uses a listening activity that includes audio?			
Methodology used for listening activities			
Is the methodology of the teacher, using audio, applied properly to the content in the listening activities?			
Do students show a positive attitude toward the methodology of teacher when using audio in listening activities in class?			
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio in listening activities?			
Do students participate orally in the listening activities with audio?			
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio in listening activities?			
Do students show any difficulty when the teacher gives instructions about the listening activities with audio?			Specify these difficulties (if any):

University of El Salvador
School of Arts and Humanities
Foreign Language Department

Research Question: What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto técnico EXSAL senior high school students taking second year of Bachillerato General con Diplomado Opcional en Idioma Inglés?

Date and time: _____ Place for observation: _____
Observer´s name: _____

Class group for the observation: _____

Checklist # 2: Using audio and video in class for listening comprehension activities.

Directions: Comment on what it is seen on class during the listening according to the indicators to measure by checking what happens at this setting and what students and teacher do.

Indicator Description	Yes	No	Comments
Devices used for listening comprehension in class			
Does the teacher bring audio and video devices to carry out the listening activities related with the English lessons?			Which devices does s/he use (if any)?
Are the students assisted with audio and video devices in order to practice the listening skill?			
Listening activities using multimedia resources			
Does the teacher promote any listening activities including audio and video in class?			Which listening activities is s/he promoting?
Are the listening activities well supported with audio and video?			
Stimulation in listening activities			
Do students show interest in the listening activities including audio and video in class?			
Do students focus their attention in class when teacher uses a listening activity that includes audio and video?			
Methodology used for listening activities			
Is the methodology of the teacher, using audio and video, applied properly to the content in the listening activities?			
Do students show a positive attitude toward the methodology of teacher when using audio and video in listening activities in class?			
Oral participation of students in listening activities			
Do students seem motivated to improve their oral participation when the teacher includes audio and video in listening activities?			
Do students participate orally in the listening activities with audio and video?			
Situations in oral participation of students in listening activities			
Do students participate a lot when the teacher uses audio and video in listening activities?			
Do students show any difficulty when the teacher gives instructions about the listening activities with audio and video?			Specify these difficulties (if any):

ANNEX D: observation images

FIRST DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, TUESDAY, JUNE 4TH 2013

Picture 1: Teacher when giving audio-only listening instruction.
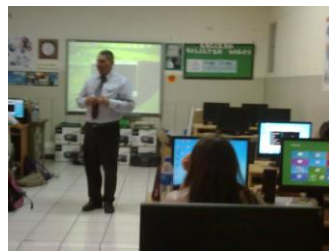

Picture 2: Teacher when setting the CD player for class.

SECOND DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, THUSDAY, JUNE 6TH 2013

Picture 3: The ITEXSAL's using Language Laboratory

Picture 4:The teacher starts the class

Picture 5: students start the computers for watching the video for listening activity

Pictures 6, 7, and 8: teacher sets the video as part the listening activities.

THIRD DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, MONDAY, JUNE 10TH 2013

Picture 9: Teacher when giving audio-only listening instruction.
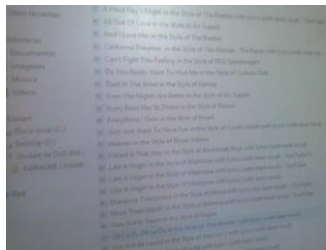

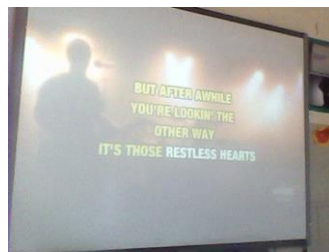Picture 10: Teacher when setting the CD player

FOURTH DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, WEDNESDAY, JUNE 12TH 2013

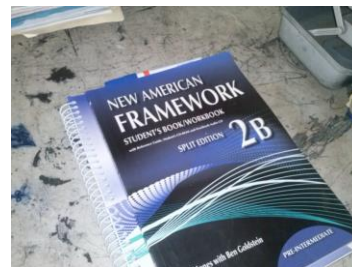
Picture 11: Students getting ready for the class.

Picture 12: list of karaoke songs

Pictures 13 & 14: Karaoke session for listening purposes (audio and video, and audio, video, and some text.).

FIFTH DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, WEDNESDAY, JUNE 12TH 2013

Pictures 15, 16, & 17: the audio-only listening class, the CD player, and the workbook used.

SIXTH DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, TUESDAY, JUNE 18TH 2013
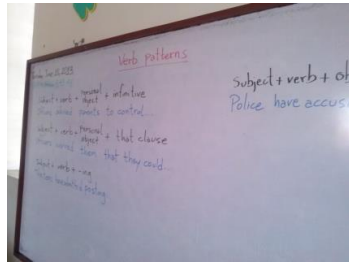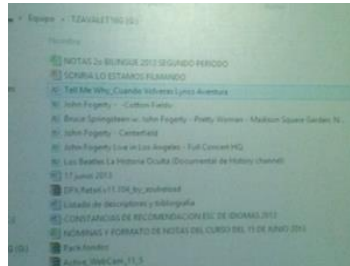

Pictures 18 & 19: the English class without listening activities.

SEVENTH DAY OF THE OBSERVATION AT INSTITUTO TECNICO EXSAL, WEDNESDAY, JUNE 19TH 2013

Picture 20: students in the Language laboratory

Picture 21:list of videos for listening instruction.

Picture 22: video from Youtube.

LAST DAY OF THE OBSERVATION AT INTITUTO TECNICO EXSAL, THURSDAY, JUNE 20TH 2013

Picture 23:Teacher with students in class without listening activities.

Pictures 25 & 26 : Images from the language laboratory equipment.

University of El Salvador
School of Arts and Humanities
Foreign Language Department

Research Question:
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Date:_____ Time of the interview:_____

Place: _____

Name of the interviewer: _____

Student # _____   Seccion # _____

Directions: interview each student from 5 to 10 minutes. Be polite and thankful for his/ her participation.

1. Tell us about yourself (hobbies, personal details, etc.) (2 min)

2. Choose one of these topics you studied in class. Tell us what you know about it. (2 min)

    - Money Talk ☐
    - Holidays ☐
    - Your Favorite Songs ☐

3. Tell us how important is for you to learn listening in English using multimedia devices– like Computers. (2 min)

4. Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer. (2 min)

5. Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.

ANNEX F: the rubric for oral interview

University of El Salvador
School of Arts and Humanities
Foreign Language Department

Research Question:
What is the influence of the audio and video, as a teaching tool, in the in-class reinforcement of the listening comprehension skill to generate oral participation of Instituto técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés?

Date: _____ Place: _____ Time of the interview: _____

Name of Interviewer:

_____

Student # _____   Sección _____

Criteria	Poor 1	Fair 3	Excellent 5
Poise, Confidence and Competence	-Speech halting, soft, nervous -Ideas expressed tentatively	-Steady, fluent speech, may not be assertive -Ideas stated unapologetically	-Fluent, steady speech, assertive -Ideas expressed affirmatively
Audience Awareness	-Inattentive, unresponsive -No use of feedback or others' ideas	-Attentive, good eye contact -Acknowledges others' ideas and feedback	-Responds to others and feedback -Works to establish rapport
Clarity	-Imprecise, confusing wording -Fails to clarify when needed	-Wording understandable -Corrects and clarifies when needed	-Work choice precise -Effectively rewords when needed for clarity
Sense/Coherence of Content and Ideas	-Few ideas -Information disjointed or confused	-Expresses some appropriate ideas -Sensible	-Ideas effective -Thoughtful, well-informed
Question and Answer	-Responds inappropriately to questions	-Effective in responding to questions	-Highly effective in responding to questions

TOTAL SCORE: ____/ 25 X 10 = _____

ANNEX G: Text Transcripts gotten from the Oral interviews made to Instituto Técnico EXSAL senior high school students taking Bachillerato General con Diplomado Opcional en Idioma Inglés

1st day of oral interviews: Tuesday, June 18th 2013

Text transcript from Oral Interview to student one from Seniors B

Interviewer: *this is interview one with student one. Hi, How are you?*

Student 1: *fine!*

Interviewer: *uh, thank you for coming to this interview*

Student 1: *O.K.*

Interviewer: *Uh, now, uh, I need you to, uh, share with us some ideas that we have for you to share. O.K. number one, tell us about yourself, I mean,if you have hobbies, personal details, O.K? Not your name.*

Student 1: *Well, My hobbie is the video games in my free time, and I play sports, for example soccer, and ….on…. will…*

Interviewer: *I mean, how are yourself, I mean, are you friendly? Or are you nice?*

Student 1: *I consider I am friendly and good.*

Interviewer: *O.K. Thank you very much. Now, we have another issue to discuss about. Choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs.*

Student 1: *Your Favorite Songs*

Interviewer: *O.K. Tell us what you know about it. Which are your favorite songs?*

Student 1: *um, my group favorite is Nirvana, and the Ramones*

Interviewer: *O.K.so you love Grunge and Punk, I think.*

Student 1: *"Yeah!"*

Interviewer: *O.K. Besides that, what other kind of music do you like?*

Student 1:, *Uh, no*

Interviewer: *O.K. Thank you very much. Now, uh, we have the next one: Tell us how important is for you to learn listening in English using multimedia devices – I mean using Computers.*

Student 1: *Uh, because I think listening music you can sing when you sing for vocabulary because can you sing them and you learn the letters and you practice.*

Interviewer: *you remember the lyrics of the song and then you learn a lot of vocabulary. Thank you, now another (one): uh, let me see: Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 1:*Yes, for example, uh, karaoke, and watch the movie, and , but, it only for the moment*

Interviewer: *O.K. Let me clarify this, uh, it means that the teacher motivates you when you watch   a movie, when you watch a video.*

Student 1: *Well, Yes!*

Interviewer: *Thank you. Now the last one is: Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason.*

Student 1: *um, yes, because I think, eh,it is difficult.*

Uh, what is the most difficult part of it? To understand the sounds, to understand the words, I don't know.

The words

Understanding the words. Well, this was all for the interview. Thank you very much for your participation!

O.K!

Text transcript from Oral Interview to student two from Seniors B

Interviewer: *"This is interview with student 2.Hi! How are you?"*

Student 2: *"Fine, and you?"*

Interviewer: *I'm fine, thank you very much. Thank you for coming to this interview. O.K. now, here we have mber one: Tell us about yourself (hobbies, personal details, etc.). But don't tell us your name, O.K. we just need some other information.*

Student 2: *I like sing.*

Interviewer: *Now tell us about yourself, I mean your favorite hobbies.*

Student 2: *Uh, my favorite hobbies uh, to sing, uh listen music.*

Interviewer: *Are you friendly? I mean, you have a lot of friends, you like to study a lot, I don't know.*

Student 2: *I like talk, I spend time with friends.*

Interviewer: *O.K. Very good, thank you, now Choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, Your Favorite Songs.*

Student 2: *Uh favorite songs.*

Interviewer: *O.K. Which are your favorite songs?*

Student 2: *Uh I like the 60's music.*

Interviewer: *O.K. and What is your favorite group?*

Student 2: *Uh, the Beatles.*

Interviewer: *O.K. And any other group you like?*

Student 2: *Uh, pink Floyd and the doors.*

Interviewer: *Very good, uh, ok. Thank you very much. Now, Tell us how important is for you to learn listening in English using multimedia devices–I mean using Computers.*

Student 2: *Uh, is important because uh this, uh, is nice, uh, the students learn more.*

Interviewer: *o.k. thank you. Now tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 2: *Uh yes, because they motivate, uh…*

Interviewer: *Motivate you a lot*

Student 2: *Uh-huh*

Interviewer: *o.k.and last:Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 2: *Uh yes is it but a la vez no*

Interviewer:*Yes and no at the same time*

Student 2: *Yes*

Interviewer: *o.k. what is the most difficult part when listening?*

Student 2: *Uh listening is easy but uh the difficult for me is the words.*

Interviewer: *Ok thank you very much for this interview.*

Student 2: *o.k.*

Text transcript from Oral Interview to student three from Seniors B

Interviewer: *this is interview with student three. Hi! how are you?*
Student 3:*I'm fine.*

Interviewer: *Thank you. Now here I have some issues to discuss about. Number one: Tell us about yourself I mean, you have hobbies, you have personal details, O.K. But do not tell us your name.o.k. we just need other information*

Student 3: *Uh, I am like playing basketball, o.k listening to music, reading, play at the computer, I like, I don't know, watch t.v.*

Interviewer: *Uh, are you friendly with everyone, I mean, how are you with everyone,imean you're friendly,*
Student 3: *Yes, of course, I am friendly!*
Interviewer:*Thank you. Now let's go to the next one. Choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 3: *Holidays*
Interviewer: *Uh, tell us: which are your favorite holidays?*
Student 3: *my favorite holidays seria my birthday, Christmas day, and new year, and independence day*
Interviewer: *Thank you.. Now: Tell us how important is for you to learn listening in English using multimedia devices – like using Computers for learning.*

Student 3: *Uh, very important because, uh, the computers, help us, and the CD's, and you can study much better.*
Interviewer: *o.k. much better learning, right?*
Student 3: *Yeah!*

Interviewer: *O.k. Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 3: *Yes, of course, the teacher motivate you like I'm a good student, o.k. and I am very interested in the class*

Interviewer: *o.k. Thank you, and o.k. last: Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 3: *Um, no, because my teacher is very interest(ant) and his class is very, uh, I like it, and you can study*
Interviewer: *o.k. That is all for the interview. Thank you very much!*
Student 3: *You're welcome.*

Text transcript from Oral Interview to student four from Seniors B

Interviewer: This is interview with number four. Hi! How are you?
Student 4: I'm fine, thank you. And you?

Interviewer: *I'm fine, thank you very much. Uh, thank you for coming to have this interview, and we need you to discuss about your ideas about the following: Uh, please Tell us about yourself (I mean, your hobbies, personal details. But not yourname. O.k.*

Student 4: *Well, uh, I like listen to music and play soccer, I love soccer, is a very beautiful sport. And that's good.*

Interviewer: *O.K. Let me ask you, uh: what is your favorite soccer team?*
Student 4: *Uh, Real Madrid.*

Interviewer: *O.k. Very good, Now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs.*

Student 4: *Holidays because is a really good topic. I love christmas.*

Interviewer: *Very good. Another holidayyou like?*
Student 4:*Holy week*

Interviewer: *Thank you very much. Now, tell us how important is for you to learn listening in English using multimedia devices– like Computers.*
Student 4: *It's a good, because you can listen to music ah it's a good form to learn English.*

Interviewer: *Thank you. Now, tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 4: *Yes, because the reason is listening is class is very interesting with the teacher and the alumnos?*
Interviewer: *Students*
Student 4: *o.k.*

Interviewer: *thank you. And last: Tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 4: *No, that is no, uh, no good because you can explain your opinions and the professor is helping, you can , is your opinion and yes.*

Interviewer: *That is all for the interview. Thank you for your participation.*
Student 4: *O.K.*

Text transcript from Oral Interview to student five from Seniors B

Interviewer: *This is interview with student 5. Hi! How are you?*

Student 5*: fine.*

Interviewer: *o.k. now thank you for coming to have this interview. O.k. uh, here we have some topics that we want you to discuss about to share ideas with us. Now number one: Tell us about yourself, I mean your hobbies, personal details, but don't tell us your name.*

Student 5:*uh, I like listening to music. Uh, I am very happy, I am very sociable, and I can detect the problems of persons.*

Interviewer: *So you are helpful with others.*

Student 5: *Yes*.

Interviewer: *Good. Now, choose one of these topics you studied in class. Tell us what you know about it: we have: Money Talk, Holidays, and Your Favorite Songs.*

Student 5: *The money talk. Uh, when you can, you spend money on clothes, food, or things, the holidays, uh, something about the person, eh, travel, to another country,eh, money activities,enjoy with family and friends.*

Interviewer: *Thank you very much, now, uh, tell us how important is for you to learn listening in English using multimedia devices– like learning with Computers. What do you think?*

Student 5: *I think learning is English through the computers is more eas for lerning because, uh, I can have uh, the facilities for learning and it is faster.*

Interviewer: *Thank you, now, tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 5*: I say yes, because I know it's for my learning.*

Interviewer: *Ok. Thank you, now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 5: *Eh, that when activities more difficult eh, I think that you say no, so I try to participate, eh, and try to give my opinion and my idea.*

Interviewer: *That is all for the interview. Thank you very much!*
Student 5: *fine.*

Text transcript from Oral Interview to student six from Seniors A

Interviewer: *this is interview with student six. Hi! How are you?*
Student 6: *I'm fine.*
Interviewer: *O.K. thank you for coming and having this interview with us.*
Student 6: *I'm very glad*

Interviewer: *O.K. good. Now, we have some issues we have in here. Now number one Tell us about yourself (hobbies, personal details, etc, but not your name, o.k. just some information about yourself.*
Student 6: *Uh I like to listening to music, to read, I like shop (?) diving, and doing very interesting stuff*

Interviewer: *o.k. now just want to know: are you friendly, talkative, I don't know?*
Student 6: *Uh, I'm very friendly, I like to talk to people.*
Interviewer: *o.k. anything else?*
Student 6: *I'm a great person*

Interviewer: *o.k. now: Choose one of these topics you studied in class. Tell us what you know about it. We have money talk, Holidays, and Your Favorite Songs.*

Student 6: *Uh money talk, uh when money goes on, you know, and how it works.*
Interviewer: *Uh o.k is it important money?*
Student 6: *Yes, it is important. In this life, uh, got some money if you want to give and share.*

Interviewer: *Thank you, now tell us how important is for you to learn listening in English using multimedia devices – like learning with Computers. What do you think?*

Student 6: *Uh, is important because you practice listening if you want to understand other people, specially americans.*

Interviewer: *Thank you. Now tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*
Student 6: *Uh, yeah, the teacher motivates because the teacher use multimedia to do it.*

Interviewer: *Thank you, now last: tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 6: *Uh, yes, it is very easy to me, like a piece of cake.*
Interviewer: *O.K. thank you very time for your time, o.k?*
Student 6: *O.K. thank you. It is a pleasure.*

Text transcript from Oral Interview to student seven from Seniors A

Interviewer: *this is interview with student seven. Hi! How are you?*
Student 7: *I'm fine*
Interviewer: *Thank you for coming and having this interview.*
Student 7: *Yeah!*

Interviewer: *Now, uh, we want you to share ideas about the following, uh number one, uh ,tell us about yourself as hobbies, personal details, how are yourself. But do not tell us your name.*
Student 7: *Well, I like the soccer, I like to practice, uh, also I like listen to music, I like the music, especialle the electronic and the rock*

Interviewer: *Are you friendly, are you talkative? I don't know.*
Student 7: *Yes, I am particip, I am friendly, happy, uh, yes.*
Interviewer: *o.k. thank you very much. Now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 7: *well, I chose holidays. Uh, principal in El Salvador, uh, there are some different holidays, for example, Christmas, new year, uh, the ester week, uh, divine Salvador holiday, and, this is very important because we know about the our culture traditions, and we practice these holidays.*

Interviewer: *Uh, very good, thank you very much. Now, number three, well us how important is for you to learn listening in English using multimedia devices – like learning with computers.*

Student 7: *It is very important because we can learn more with the listen class because we can have more participate with the class, with the multimedia programs, to listen.*

Interviewer: *O.K. tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 7: *Thank you. Now tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*
Interviewer: *Uh, yes my teacher motivates to participate in class, because if he take the computer and explanate the topic and we participate with this*

Student 7: *Thank you. Now, one last: tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*
Student 7: *Really, is not difficult because teacher can explain the class very well, and this is topic very well. And he motivates to participate in class with multimedia and todifferent things in class.*

Interviewer: *o.k. that is all for today's interview. Thank you very much!*
Student 7: *O.K.*

Text transcript from Oral Interview to student eight from Seniors A

Interviewer: *This is interview with student 8. Hi, how are you?*

Student 8: *I'm fine, and you?*

Interviewer: *I'm fine, thank you very much. Thank you for having this interview with us, O.K?*

Student 8: *O.K.*

Interviewer: *Now, we need your ideas about the following: Number one, tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*

Student 8: *O.K. my hobbies, free time, I study English, movies and videogames.*

Student 8: *You watch movies, and video games, O.K?*

Interviewer: *O.K. Thank you! Now, and how is yourself? I mean, you are friendly, talkative. i don't know.*

Student 8: *Uh, I am friendly, I study English*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 8: *Uh, holidays*

Interviewer: *O.K. Tell us what you know about it.*

Student 8: *Eh, holidays in El Salvador?*

Interviewer: *Uh, in the world, doesn't matter.*

Student 8: *For example, in El Salvador, we have: mother's day, valentine's day.*

Interviewer: *You like these holidays?*

Student 8: *Yeah!*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices– with Computers, for instance.*

Student 8: *Because I will study at the university, it is important for me to study English last year, and studying English through a computer is more interesting because you learn a lot of English.*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 8: *Um, yes.*

Interviewer: *Why?*

Student 8: *Because is a very interesting class, and I understand him.*

Interviewer: *thank you! now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 8: *No, because I pay attention to my English teacher, and I participate in class.*

Interviewer: *Thank you for your time, that is all for this interview.*

Student 8: o.k.

Text transcript from Oral Interview to student nine from Seniors A

Interviewer: *This is interview with student 9. Hi, how are you?*
Student 9: *Very good*
Interviewer: *Thank you for coming and having this interview with us.*
Student 9: *Yes!*

Interviewer: *Now, we need your ideas about these issues. Now, please, tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.we just need some information about you.*

Interviewer: *Um, my hubbies is listening to music, um, my personal ditails seria*

Student 9: *Uh, am I friendly, um, nervous.*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 9: *Holidays.*
Interviewer: *O.K. which holidays do you like?*
Student 9: *Um, valentine's day, mother's day.*

Interviewer: *O.K. number 3, tell us how important is for you to learn listening in English using multimedia devices– I mean, learning with Computers.*
Student 9: *Eh, for major listening comprehension, and learning*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 9: *Uh, yes*
Interviewer: *o.k. why?*
Student 9: *For, because… uh… uh… will teacher motivate a conversation… for comprehension.*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*
Student 9: *Eh…yes… I don't know.*

Interviewer: *What is the most difficult part to understand: words or sounds?*
Student 9: *No listen (sounds)*

Interviewer: *Thank you for your time, that is all for this interview.*
Student 9: o.k.

Text transcript from Oral Interview to student ten from Seniors A

Interviewer: *This is interview with student 10. Hi, how are you?*

Student 10: *O.K.*

Interviewer: *I want your ideas, please. One, tell us about yourself - I mean, your hobbies, your personal details.*

Student 10: *(…)my hobbies is watching t.v, listen to music.*

Interviewer: *O.k. Uh, I don't know, how are you?*

Student 10: *Uh, kind, (…)*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 10: *Holidays.*

Interviewer: *Which are your favorite holidays?*

Student 10: *I don't understand.*

Interviewer: *o.k. tell me your holidays. No idea?well, good*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices – like Computers.*

Student 10: *Yes, it is very important for me.*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 10: *Yes, because it is participate*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 10: *Yes.*

Interviewer: *Thank you very much for your time.*
Student 10: *Yes.*

Text transcript from Oral Interview to student eleven from Seniors C

Interviewer: *This is interview with student 11. Hi, how are you?*
Student 11: *I'm fine, and you?*
Interviewer: *I'm fine, thank you! Thank you for coming and having this interview.*
Student 11: *O.K.*

Interviewer: *Now, we need your ideas about the following, number one, tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*

Student 11: *Uh, like to drawing, uh, like to play guitar, and I like to, uh, reading.*
Interviewer: *o.k. how is yourself, I mean, are you friendly, talkative, I don't know?*
Student 11: *Yeah,, I'm very friendly and talkative.*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*
Student 11: *Uh, favorite songs, uh in English, super criminal, uh, the groups, Britney spears, eh, Madonna, Michael Jackson.*
Interviewer: *So you like pop music.*
Student 11: *Yes.*

Interviewer: *O.K. thank you very much now, tell us how important is for you to learn listening in English using multimedia devices– like Computers.*
Student 11: *No entendi,*
Interviewer: *Again, is it important to learn English with computers?*

Student 11: *Yes, because all the people, uh, can learn easier, uh, the English, for example, uh, when, uh I listen to music, uh, I was learning. Uh, in…*

Interviewer: *O.K. thank you! now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*
Student 11: *No, eh, in sometimes I think that the teacher is motivating.*

Interviewer: *O.K.Thank you! Now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 11: *Uh, no, because I like the listening activities but I don't like it difficult. Only that.*
Interviewer: *O.k. thank you for your time, ok.*
Student 11: *You're welcome!*

Text transcript from Oral Interview to student twelve from Seniors C

Interviewer: *This is interview with student 12. Hi, how are you?*

Student 12: *fine.*

Interviewer: *Thank you for having this interview with us.Now, we need your ideas about the following. Uh, tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*

Student 12: *My hobbies. Uh, I like listening to music, reading, uh, lo love play BKB with friends, and, uh, and I can play with games. And play videogames.*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 12: *Uh, holidays.*

Interviewer: *Which are your favorite holidays?*

Student 12: *Uh, holy week. Because I can go to the beach, I can go out with friends, with my family, with my mother and father, brothers, with, ... we near travel to places in El Savador.*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices – like learning with Computers.*

Student 12: *Uh, well, it is important, because nowadays, using multimedia is very easy uh, I can choose(it) and learn English easily, with other person.*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 12: *Yes, because the teacher is very interested in, because they give more information and have an interest class.*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 12: *Yes, because I'm nervous, and with my friends sometimes have fear because idon't know because I made mistake and I'm nervous.*

Interviewer: *Well, thank you for your time.*
Student 12: *Thank you.*

Text transcript from Oral Interview to student thirteen from Seniors C

Interviewer: *This is interview with student 13. Hi, how are you?*

Student 13: *fine.*

Interviewer: *Thank you for having this time with us. Now, we need your ideas about the following: number one, Tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*

Student 13: *My hobbies are playing with the computer, playing with video games, eh, talk with my friends, eh, is, uh, I think I am a very interested person, and I think I am shy sometimes, and just that.*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 13: *Uh, my favorite songs, because I really think it is very important to me. Because, eh, through music I can show my feelings, o.k.*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices– I mean learning with Computers.*

Student 13: *Uh-huh, eh, is very important because uh, is easy for multimedia, este, eh like computers, because you can learn it with more vocabulary or expressions, eh in groups or with you in English.*

Interviewer: *O.K.Thank you. Now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 13: *Yes, because he explanates the class well.*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 13: *No, it is easy because I participant uh, it not difficult.*

Interviewer: *O.K. Thank you for your time, O.K.*

Student 13: *O.K.*

Text transcript from Oral Interview to student fourteen from Seniors C

Interviewer*: This is interview with student 14. Hi, how are you?*
Student 14: *hi*

Interviewer: *Thank you for having this time with us.*
Student 14: *O.K.*

Interviewer: *Now, please tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*
Student 14: *O.K., uh, my hobbies are listen to music, uh, watch television, uh, I love studying, I love talking with my sisters, I don't know.*

Interviewer: *Are you friendly, or talkative?*
Student 14: *Yeah, I'm talkative.*

Interviewer: *very good. O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 14: *Um, your favorite songs. Uh, is I love listen rock bands, like green day, my chemical romance, and another. It is a really interesting topic.*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices– like Computers.*

Student 14: *I suppose that for me learning with computers is fine, and I have the opportunity to learn with the computers, makes me open windows, open doors, open much opportunities to work in a call center.*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 14: *Yes, because for me (he) is interesting and sometimes teacher save me because without him I can('t) learn, and well, he's great.*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 14: *Uh, for me it isn't difficult because I learn. My English is important, but I'm learning. Sometimes is easy, sometimes is difficult, it depends on the topic, but it is easy.*

Interviewer: O.K. Thank you for your time, O.K.
Student 14: *O.K.*

Text transcript from Oral Interview to student fifteen from Seniors C

Interviewer: *This is interview with student 15. Hi, how are you?*

Student 15: *I'm really fine, thank you.*

Interviewer: *Thank you for having this interview with us.*

Student 15: *O.K.*

Interviewer: *we need your ideas about the following. One, tell us about yourself - I mean, your hobbies, your personal details. But don't tell us your name.*

Student 15: *Eh, I like to dance, I like to listen to music, to read, and other things. I am friendly, but sometimes I am really friendly.*

Interviewer: *O.K. now, choose one of these topics you studied in class. Tell us what you know about it. We have: Money Talk, Holidays, and Your Favorite Songs*

Student 15: *Eh, money talk, eh, the different things that you van usethe money, the different things you got it, etc.*

Interviewer: *O.K. now, tell us how important is for you to learn listening in English using multimedia devices – like learning English with Computers.*

Student 15: *Eh, it is so important because, eh,we can practice it, and we can practice it more everyday, because we can practice more our english*

Interviewer: *O.K. now, Tell us if your English teacher motivates you to participate in the listening activities. Choose "Yes" or "No", and say the reason for your answer.*

Student 15: *Yes, because we do something to do different things for English learning, we do eh, things really funny so we can learn.*

Interviewer: *O.K. now, tell us if it is difficult for you to participate in listening activities during your English classes. Choose: "Yes" or "No", and say the reason for your answer.*

Student 15: *No, because I feel eh, really fine because I do funny things, and I feel motivated to do it.*

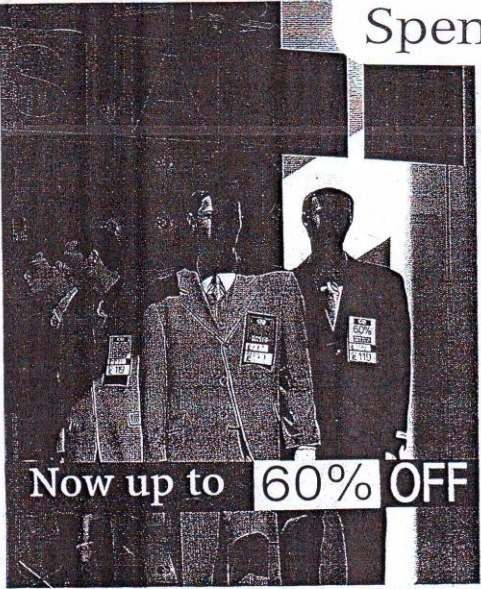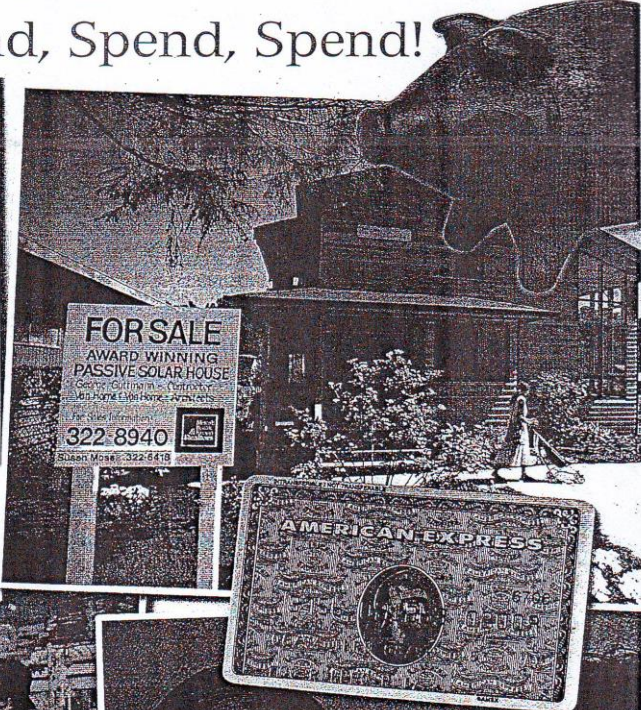Interviewer: *Thank you very much for your time, O.K.*
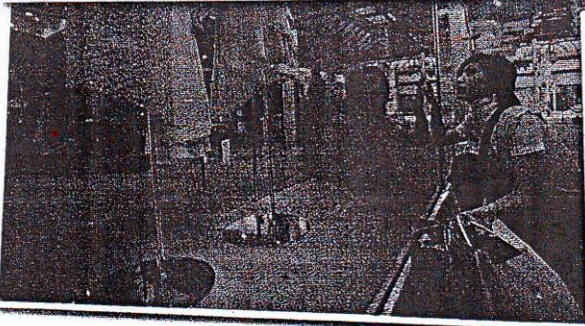
Student 15: *O.K. Thank you!*

Money Talk

- Passive voice – present & past
- Present Perfect for recent events
- Money collocations
- /ɑ/ & /ə/
- make & do
- Apologies & excuses

Spend, Spend, Spend!

FOR SALE
AWARD WINNING
PASSIVE SOLAR HOUSE
322-8940

Now up to **60% OFF**

AMERICAN EXPRESS

Vocabulary
Money collocations

1 Look at the pictures. Do you think they are a good use of money or a waste of money? Why?

2 Match the two columns. There is more than one correct answer.

bet money	in a bank account
borrow money	on cigarettes
earn money	on clothes
invest money	from a friend
save money	on a horse race
spend money	on trips
waste money	in property
win money	at work

3 Complete the sentences and then compare with your partner.

1 I waste a lot of money on _____ but I don't spend much money on _____.
2 I like to save about _____ % of the money I have.
3 Sometimes I borrow money from _____.
4 I once won / lost a lot of money on _____.
5 I'd like to buy a _____ but I can't afford it.

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Reading

1 Are you generous or stingy? Do you like to save or do you spend extravagantly?

2 Do the questionnaire and then look at the key on page 121. Do you agree with the results?

3 In pairs, write two more multiple–choice questions for the questionnaire. Choose from these topics.

> buying food   choosing a vacation
> saving   taking a taxi

ARE YOU STINGY WITH MONEY?

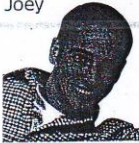**1** Do you shop for clothes in the sales?
A Almost never. The clothes I like aren't usually on sale.
B Always. Clothes are too expensive otherwise.
C Sometimes. It depends if I can find a bargain.

2 How much do you leave as a tip after a good meal in an expensive restaurant?.
A 10%, or more if the waiters were really nice..
B I never leave a tip. Waiters earn enough money anyway.
C It depends on the service but I usually leave some coins.

3 A good friend needs to borrow money to pay his / her rent. What do you do?
A Give him / her the money without asking questions.
B Don't lend him / her anything, because I might never get it back.
C Lend the money if it's really important.

4 A homeless person stops you on the street and asks you for money. What do you do?
A Give some money, even if it's only a little.
B Walk past without giving anything. I don't think it helps these people.
C It depends. I sometimes give money if the person looks sick or very thin.

5 Your favorite pop group is giving a concert in your town but the only tickets left are really expensive. What do you do?
A Buy a ticket anyway.
B Save my money. I can watch the concert on TV for free.
C Go and buy a CD of their music instead.

6 It's your grandmother's 75th birthday. What do you give her?
A Something that she would really like. It doesn't matter how much it costs.
B An old present that someone gave me but that I didn't like.
C Something special if I can afford it.

Listening

1 What have you spent money on in the last week?

2 (7.1) Listen to three people's answers to the question above. Who is the most careful with money? Who is the most extravagant?

3 Listen again and complete the table.

	What did they spend their money on?	Was it expensive?
Joey	1 Food	No
	2 Compact discs	yes
	3 Pants	No.
Boris	1 Computer games	no
	2 wheel	yes
	3 Tickets (movies)	No
Natalie	1 Food	Yes
	2 taxi	Yes
	3 Shoes	Yes.

The Real Thing: *I suppose / I guess*

We use *I suppose/I guess* when we reflect on something or we are not sure about it.

1 (7.2) Listen and complete the sentences.
Well, I guess I spend a lot of my money on music.
Yes, _____ I'm very careful with money.
That's where the money really goes, _____.
I also like expensive things, _____.

2 (7.3) Now listen and complete these dialogs.
1 A: Do you want to earn more money?
  B: I guess so.
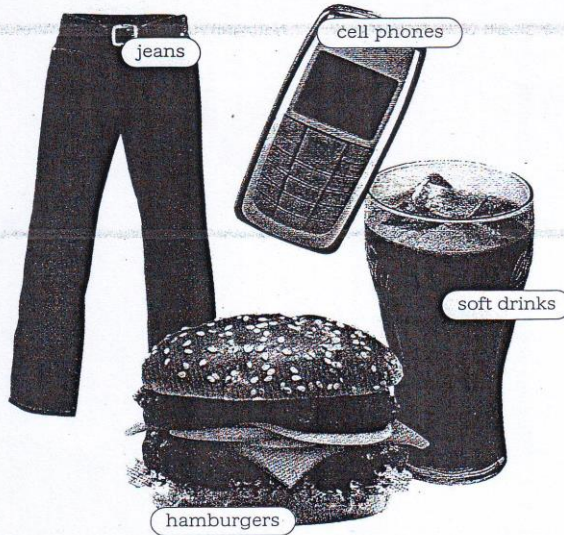2 A: Can you help me wash the dishes?
  B: I _____.

Mark the stress on the missing words.

3 In pairs, practice dialogs using *guess* and *suppose*. Use these prompts to help you.

> carry my bag   lend me money
> like your job   live in a nice place

A: Could you lend me some money until Friday?
B: I suppose so. How much do you need? ...

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Market Leaders

jeans

cell phones

soft drinks

hamburgers

Speaking & Reading

1 What companies do you associate with the products above? Do you know which company is the market leader in your country?

2 Guess the correct answer.
1 McDonald's was founded in:
   a) New York b) California c) Texas
2 Coca-Cola was invented by:
   a) a pharmacist b) a doctor c) a nutritionist
3 Nokia is based in:
   a) Japan b) Korea c) Finland
4 The first pair of Levi's® jeans were made in:
   a) 1853 b) 1873 c) 1903

3 Read the company profiles and check your answers

4 Test your partner's memory. What do these number refer to (two per product)?

8 hours	45 million	1886	200 million
¼	1991	1960s	2%

Make sentences.

A new McDonald's restaurant opens every eight hour

5 Discuss these questions in groups.
1 How often do you eat fast food? Do you ever g to McDonald's?
2 Do you drink Coca-Cola? Do you prefer Pepsi? How much cola do you drink?
3 Do you have a Nokia cell phone now or have you owned one in the past? Do you like cell phones? Why / Why not?
4 Do you think Levi's® make the best jeans? How often do you buy a pair of jeans?
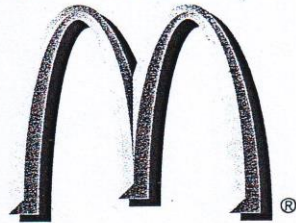
i'm lovin' it™

The hamburger was invented in 1885, and the first McDonald's opened in 1948 in San Bernadino, California. Now a new McDonald's restaurant opens every eight hours somewhere in the world. The restaurant chain serves about 45 million customers every day. The corporation's yellow M is recognized by people all over the world. It's a symbol of capitalism, happiness, and, above all, America. The busiest restaurant, however, is in Moscow.

Enjoy Coca-Cola Trademark ®

Coca-Cola is the most successful product in history and today it is sold in 185 countries. The drink was invented in 1886 by pharmacist John Pemberton in Atlanta, Georgia, while he was trying to stop his addiction to morphine. It is estimated that 200 million cans or bottles of coke are sold every 24 hours. 80% of Coca-Cola's profits now come from outside the United States.

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Language Focus

Passive voice – present and past

> a) Coca-Cola is sold in 185 countries.
>
> b) Coca-Cola was invented by John Pemberton.
>
> Look at the examples and complete the rules:
> We form the passive with the verb .... + past participle.
> The verb .... can be in any tense.
> The **subject / object** of the verb in the active sentence becomes the **subject / object** of the verb in the passive sentence.
>
> Active: John Pemberton invented Coca-Cola.
>   subject   object
>
> Passive: Coca-Cola was invented by John Pemberton.
>   subject   agent
>
> Match usage 1 and 2 to examples a and b above:
> 1 We can use the passive voice when it is not important (or we don't know) who did the action.
> 2 We can use the passive voice to emphasize who did the action (the agent).
>
> Find one more example of each usage in the texts.
>
> See Reference Guide, p 132
> See Workbook, p. 45–6, exs. 1–5

Practice

1 Look at the verbs <u>underlined</u> in the texts below. Which are in the passive voice?

2 Complete the sentences with the correct form of the verb in parentheses—Past Simple or Present Simple, active or passive.

1 Nowadays, 25% of the world's cars <u>are made</u> (make) in Asia.
2 Before 1980, most Levi's® jeans _____ (produce) in the USA.
3 In the 1980s, Levi Strauss & Co. _____ (open) a lot of jeans factories in Latin America and Asia.
4 86% of the world's goods _____ (use) by 20% of the world's population.
5 Half the world—nearly 3 billion people—_____ (live) on $2 a day.
6 Over a quarter of the world's goods _____ (produce) by 200 multinational companies.
7 In 1999, more than half a million people _____ (demonstrate) in Seattle in an antiglobalization march.

3 Which of the sentences above do you think give good or bad news? Why?

4 The passive voice is often used in journalism to achieve an impersonal style. Think of recent news reports and tell the news to your partner.

A well-known murderer was arrested this week.
The Oscar for Best Director was won by Tarantino.

NOKIA

Ironically, the Nokia Corporation <u>started</u> life as a paper manufacturer—the original form of communication. Nearly 150 years later, this Finnish company is the world's largest cell phone producer and accounts for more than a quarter of Finland's total economy. Nokia was the pioneer of cell phone communications. In fact, the first text message was sent by the mayor of Helsinki on a Nokia cell phone in 1991.

LEVI'S®

Levi Strauss & Co. was founded in 1853 and 20 years later, they produced their first pairs of jeans. The trousers were designed as tough, long-lasting work clothes for the workers of San Francisco. In the 1960s, blue jeans became very popular and since then, they have never gone out of fashion. It is estimated that Levi Strauss & Co. now make approximately 2% of the world's clothes.

Antiglobalization

Speaking & Reading

1 Look at the flag below. What do you think it represents? Can you identify any of the logos?

2 Read the text and check your answers to the first question in Exercise 1

3 Answer the questions.
1. Why do you think the flag is called the "Brands and Bands"?
2. What are antiglobalization protesters protesting about?
3. Do you think their protests do any good?
4. Are there any products or brands that you don't buy? Why not?

4 These are the opinions of some Americans on the Corporate America flag. Who is in favor of the flag?

It's shocking to make fun of our national flag like this.

It's a great way to make people aware of the problem.

Sadly it won't have any effect on the general public.

I have no idea what it means, but it's cool!

It's offensive and an insult to all Americans.

Vocabulary

Make and *do*
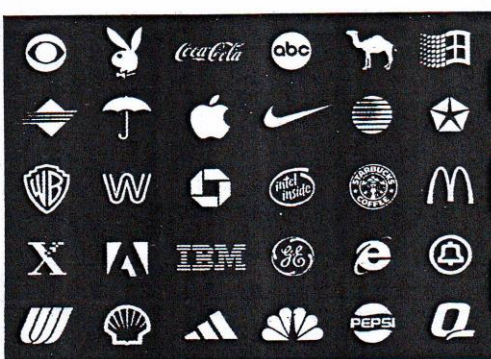
1 In the exercises on the left we saw the expressions *make fun of something / someone* and *do some good*. Complete these expressions with *make* or *do*.

1 _do_ some good	5 _____ money
2 _____ your best	6 _____ damage
3 _____ a mess	7 _____ business
4 _____ a difference	8 _____ progress

2 Complete the interview between a protestor and a reporter. Use words from Exercise 1.

J: Do you really think your protests make a ¹<u>difference</u>?

P: Yes. If enough people join us, we can change the way that big corporations do ² _____. At the moment, North America and Western Europe make a lot of ³ _____ in poor countries, but they don't use this money to help the people there. We have to do our ⁴ _____ to stop this.

J: But don't you agree that violent protests do a lot of ⁵ _____ to your campaign? Protesters make a ⁶ _____ in the streets, with graffiti and broken glass. People get angry. How does this help you to make a ⁷ _____?

P: If we can do some ⁸ _____ in the world, a few broken windows don't matter.

3 (7.4) Listen and check your answers.

This is the Corporate America flag—the "Brands and Bands." It is a symbol of the antiglobalization movement. The flag was first used in demonstrations across the United States on July 4, 2001, the USA's Independence Day. It represents the activists' belief that global companies have too much power.

Listening

1 (7.5) The first major antiglobalization protest took place in Seattle in December 1999. Listen to this news report and answer the questions.

1 Are the police and the demonstrators fighting at the moment?

2 Which four companies are mentioned in the report?

Burger King   McDonald's   Netscape
Microsoft   Starbucks ✓   Benetton
Boeing   IBM

3 Which two people does the correspondent interview?

a police officer   a protester
a conference delegate

2 Listen again and answer true (T) or false (F).

1 The windows of Starbucks have been smashed.
2 The police used tear gas and rubber bullets on the protesters.
3 Jenny Peterson has already done a day's work.
4 The mayor of Seattle has just declared a state of emergency.

Language Focus
Present Perfect for recent events

Jenny Peterson has already done a day's work.
The mayor has just declared a state of emergency.

Look at the examples and complete the rules with *just* or *already*.

We often use the Present Perfect with *just* and *already* to describe recent events.

.... = recently / a very short time ago

.... = recently / earlier than expected

What is the difference between these two sentences?
They've just left.
They've already left.

See Reference Guide, p. 133.
See Workbook, p. 46, exs. 6–7.

Practice

Complete the sentences with the Present Perfect and *just* or *already*.

1 Do you have an exam today? No. I '*ve already finished* (finished) them. My final one was last week.
2 Excuse me, is Susan Jones here? Yes, she is. She _____ (come in). She's over there taking off her coat.
3 Have you made vacation plans ? Oh yes, I've _____ (reserve) everything. I did it months ago—I like to plan ahead.
4 Have you heard the news? Yes! A friend _____ (call) me this minute. I can't believe it!
5 Would you like a cup of coffee? No thanks, I _____ (have) three today.

Pronunciation
/ɑ/ *hot* and /ə/ *son*

1 The *o* in English is not always pronounced as in *hot*. Look at the first syllable of each word. Where is it pronounced like *hot* and where like *son*?

coffee   color   dollar   gossip   government
London   lovely   money   some   done
sorry   worry

(7.6) Listen and check.

**2** (7.7) Listen and repeat. Practice saying the sentences.

1 There isn't a lot of money left for our trip to London.
2 Did you hear the gossip about the government?
3 Sorry, I forgot to pay for my coffee.
4 Don't worry. It's only two dollars!
5 Look at the sky! It's a lovely orange color.

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Status Symbols

a

b
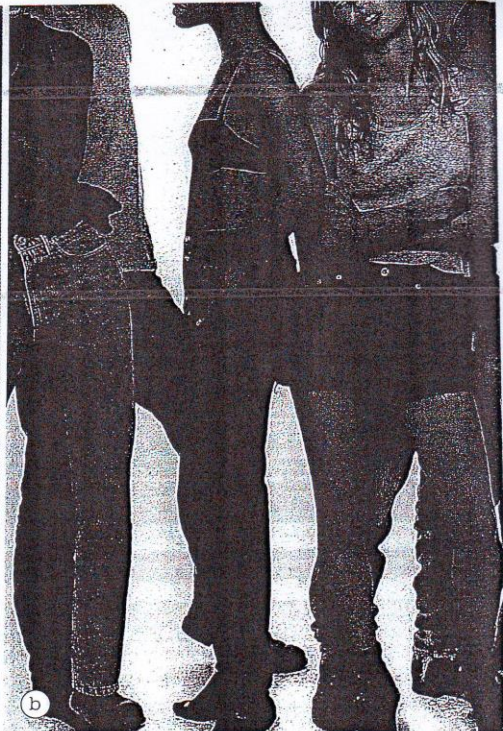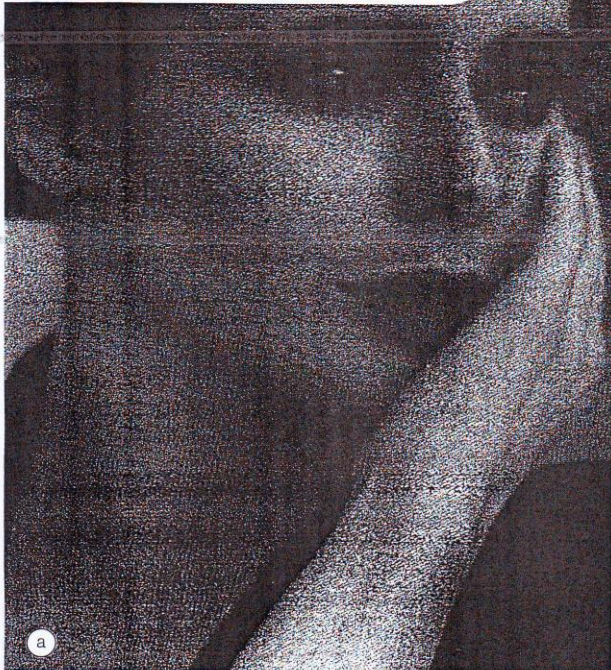
Speaking & Listening

1 Work in pairs. Make a list of places where you see advertising.

in the street, in magazines ...

Are there any products that can't be advertised?

2 Look at ads a and b above and describe each one.

1 What is the image?
2 What do you think it is advertising?

Turn to page 124 and look at the complete ads. Were you right?

3 (7.8) Listen to two marketing students. Which ad is each one describing?

4 Listen again and answer the questions.

1 How do the speakers describe the images? What adjectives do they use?
2 Who are the ads targeted at?
3 What is the message for each one?

5 Describe the ad on the right.

1 What does the image show?
2 What is it advertising?
3 Who is it targeted at?
4 What do you think the message is?
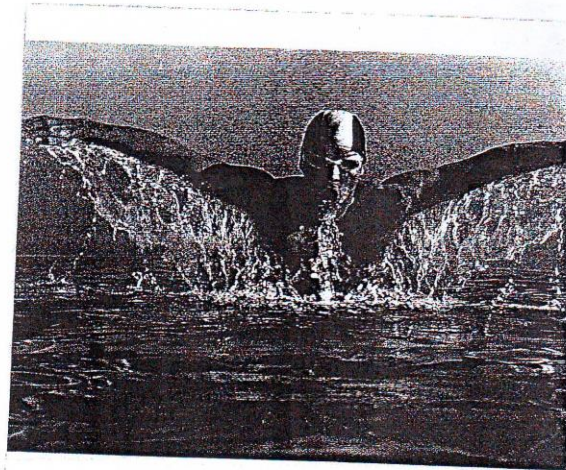
BEYOND MEASURE

TAGHeuer
SWISS MADE SINCE 1860

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Writing
Ads

1 Look at the photos and complete the ads using these expressions. Then invent a slogan.

> ~~a new look~~   class and elegance
> solid silver   our wide range
> speed and comfort   unrepeatable offer

Wear the best sunglasses money can buy.

A new look for this summer. Choose from _____ of frames and colors. You won't regret it.

Sonne-Ban: LOOK GOOD IN THE SUN!

A watch that will last a lifetime.

Made from quartz and _____
A sign of _____
Wherever you go.
Alpha: _____

Drive the best car on earth, combining _____ at a fantastic price. Make the most of this _____.
You'll never get the chance again.
Sapphire: _____!

2 Work in groups. Choose a product from page 125 and plan an ad. Look at the examples above and think about the questions in Speaking & Listening, Exercise 5.

3 Present your ad to the class. Whose product would you buy? Why?

TAKEOUT ENGLISH: *Apologies & excuses*
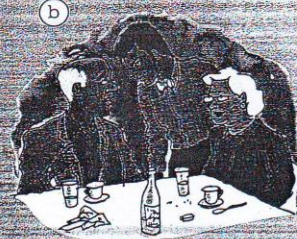
1 (7.9) Listen and match the dialogs (1–4) with the pictures (a–d).

2 (7.10) Listen to these requests and responses again. Complete the sentences.

1 "_____ the check, please?" "Yes, of course."
2 "_____ breakfast brought to room 209, please?" "Right away, ma'am."
3 "_____ by credit card?" "Sure, just one moment."
4 "_____ holding the line?" "Well, OK."
5 "_____ some money, please." "Certainly, sir."
6 "_____ some tickets for tonight's show, please?" "No problem."

Which of these requests is not made by the customer?

3 The customers are having problems. Match the apologies and excuses they are given (1–4) with the pictures above (a–d).

1 I'm sorry, sir. We're having problems with the line.
2 Sorry about the confusion. Now, how much did you want to change?
3 OK. I'll see what I can do. I'm afraid we're short-staffed tonight.
4 I'm terribly sorry but there's nothing here for 209.

(7.11) Listen and check.

4 In pairs, choose a place from pictures a–d. The customer has a problem. Act out the conversation.
A: Can I have the check, please?
B: Certainly, sir.

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Money Talk

Language Focus

Passive voice: present and past

1a Are these sentences active (A) or passive (P)? Circle your answer.
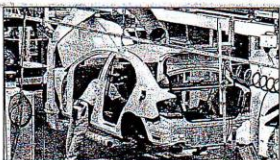
1 **A** / P It's the most fuel-efficient car sold in the USA.
2 A / P It's made in Japan.
3 A / P The name of the car comes from the Latin for "in front."
4 A / P Half a million of these cars were sold in the USA between 2000 and the end of 2007.
5 A / P Lexus and Daihatsu cars are made by the same company.
6 A / P The latest version of the car was launched in 2004.

b The sentences all describe one model of car. Do you know which one?

2 Complete the table.

Active	Passive
Present Simple	
1 They speak English in most major hotels.	1 English is spoken in most major hotels.
2 Women do most of the world's housework.	2 Most of the world's housework _____
3 China's clothing factories employ over four million people.	3 Over four million people _____
4 In the USA, they don't give people free medical assistance.	4 In the USA, people _____
Past Simple	
5 Caleb Bradham created Pepsi-Cola in 1898.	5 Pepsi-Cola _____
6 McDonald's didn't invent the hamburger.	6 The hamburger _____
7 Walter Raleigh brought tobacco to England.	7 Tobacco _____
8 They didn't allow 18-year-olds to vote in Britain until 1969.	8 18-year-olds _____

**3** Complete the questions. Then circle the correct answer.

1 When was the Eiffel Tower built _____?
   The Eiffel Tower was built in **1889** / **1900** / **1912**.
2 Where _____?
   The first dinosaur bones were discovered in **Africa** / **China** / **the USA**.
3 Where _____?
   Guy Fawkes Night is celebrated in **the USA** / **the UK** / **Canada**.
4 When _____?
   The Olympic Games were held in Athens in **1998** / **2000** / **2004**.
5 How _____?
   Earthquakes are measured on the **Reuter** / **Richter** / **Richards** Scale.
6 When _____?
   The first astronaut was sent into space in **1951** / **1956** / **1961**.
7 Where _____?
   The most diamonds are found in **South Africa** / **Botswana** / **Russia**.
8 How often _____?
   A U.S. president is elected every **three** / **four** / **five** years.
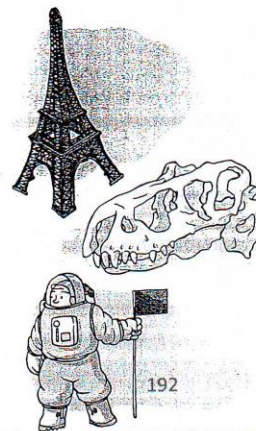
Passive voice: Try the interactive activity for this topic on your CD-Rom. 45

Passive voice: *for* and *by*

4 Mark (✔) the sentences that are correct and change the sentences that are not.

"The first elevator"

"The electric light bulb"
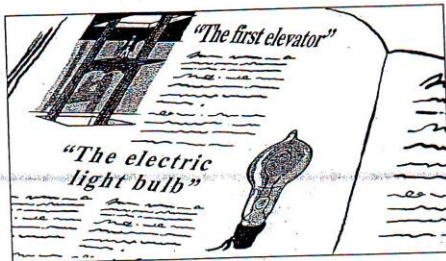
1 Coca-Cola was invented ~~for~~ John Pemberton in Atlanta. _by_

2 Levi pants and jackets were produced for the people of San Francisco. ____

3 Microsoft was founded for Bill Gates and Paul Allen. ____

4 The electric light bulb was invented by Thomas Edison. ____

5 The *Harry Potter* books were written by children. ____

6 "Imagine" was sung by John Lennon. ____

7 The first elevator was made by King Louis XV of France. ____

8 Buckingham Palace was built for the Duke of Buckingham in 1703. ____

Passive and active

5 Complete the news story with the correct form of the verbs in parentheses.

CD Sales Down

The results of a new investigation ¹ _show_ (show) that the sales of compact discs ² _____ (fall) by 10% last year. The figures ³ _____ (base) on sales to stores and not on sales directly to consumers. The music industry ⁴ _____ (believe) that illegal music downloads and CD copying ⁵ _____ (be) responsible for this fall in sales. The same investigation also ⁶ _____ (find) that about 25% of new music that consumers ⁷ _____ (listen) to at home ⁸ _____ (copy) illegally from other CDs or downloaded free from the Internet.

Present Perfect

6 Complete the sentences to make them true for you. Use the Present Perfect of the verb in parentheses and *never* if necessary.

1 I _'ve (never) won_ (win) money in the lottery.

2 My bank _____ (loan) me money.

3 I _____ (eat) at McDonald's.

4 I _____ (buy) a pair of Levi jeans.

5 There _____ (be) an antiglobalization protest march where I live.

6 I _____ (lose) my credit card.

7 I _____ (use) a cell phone to order a takeout pizza.

8 An ad _____ (persuade) me to buy a product.

Present Perfect: *just* and *already*

7 Complete the conversations with *just* and *already*.

A: I've ¹ _just_ spoken to Lenny. He's not very happy. He failed his driving test again.

B: What? He's ² _____ taken it five times!

A: Excuse me. Have you seen Helen? She's ³ _____ phoned me and asked me to meet her.

B: She's ⁴ _____ gone home. She left about an hour ago.

A: I've ⁵ _____ made some coffee. Would you like some?

B: No, thanks. I've ⁶ _____ had three cups this morning!

A: Would you like to see the new Bond movie?

B: I've ⁷ _____ seen it.

A: That's impossible. It's only ⁸ _____ come out!
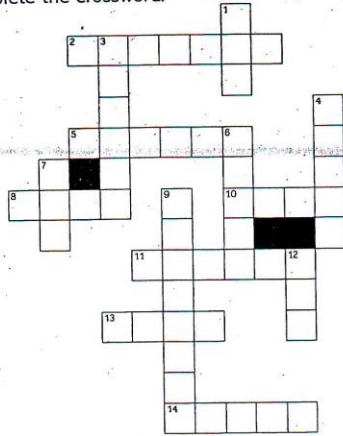
B: I saw it when I was in New York last month.

A: Why are you going to Venice again? You've ⁹ _____ seen all the sights there several times.

B: Well, I've ¹⁰ _____ been offered a new job as a travel writer, and I have to write an article on St. Mark's Square.

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Vocabulary

Money words

1 Complete the crossword.

Across

2 Something you can buy at a very good price.
5 If you don't have enough money, you could ask to _____ some from a good friend.
8 If you give money to a friend but he / she has to return it, you do this.
10 Money you don't need to spend is money that you _____.
11 If you do this with your money, it can increase in value, but it can also lose value.
13 Most people work to _____ money.
14 You do this with your money when you buy things you need.

Down

1 A lot of people buy lottery tickets, but very few people actually _____.
3 If you have enough money to buy something, you can _____ it.
4 Stores offer lower prices when they hold _____.
6 If you buy things you don't need, you _____ money.
7 This is what you do with your money in a casino.
9 People who give money away to other people are considered _____.
12 People sometimes leave this in a restaurant or in a taxi.

2 Circle the correct word in the sentences.

1 Can you **lend** / **borrow** me $20 until the end of the week?
2 You're always **lending** / **borrowing** money but you never give it back.
3 Lawyers and doctors **win** / **earn** a lot of money.
4 We **spend** / **waste** a lot of money on food because we have four children.
5 I don't know why you smoke. You're just **spending** / **wasting** your money!
6 I'd like to get a new washing machine but I can't **buy** / **afford** it.

Money prepositions

3 Complete the questions with *by, for, from, in* or *on*.

1 What do you spend most of your money _on_?
2 Who do you borrow money _____ if you need to?
3 How often do you go shopping _____ clothes?
4 Do you ever pay _____ credit card? How often? Where?
5 Have you ever bet any money _____ a sporting event?
6 What, if anything, do you waste money _____?
7 Who usually pays _____ your drinks when you go to a bar?
8 If you won the lottery, would you invest the money _____ something? If so, what?

4 Write answers to the questions in Exercise 3 that are true for you.

1 I spend most of my money on ... _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

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Money collocations: Try the interactive activity for this topic on your CD-Rom. 47

Make and do

5a Complete the sentences with the correct form of *make* or *do*.

1 Most political leaders want to ___do___ some good in the world.
2 Antiglobalization protesters _____ a lot of damage during the marches.
3 Individuals can _____ a difference to the way that society functions.
4 The way we live today _____ a lot of damage to the environment.
5 It's difficult to enjoy life if you don't _____ a lot of money.
6 The government _____ its best to help people in need.
7 Poor countries find it hard to _____ economic progress because they owe so much money to rich countries.
8 It's important not to _____ business with companies that exploit their workers.

b Mark (✔) the sentences you agree with.

Vocabulary Extension

Adjectives for products

1 Choose three adjectives to describe each product.

> accurate   poorly-made   convenient
> fashionable   fast   hard-wearing   modern
> plastic   practical   refreshing   sexy
> ~~sugary~~   unhealthy   versatile   waterproof

1 a soft drink
  sugary _____
2 jeans
  _____
3 a watch
  _____
4 a train
  _____
5 sneakers
  _____

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Pronunciation

/ɑ/ and /ə/

1a Do the underlined vowels have the same (S) or a different (D) pronunciation?

1 money / dollar	S / Ⓓ
2 company / somebody	S / D
3 color / bottle	S / D
4 sorry / apology	S / D
5 government / office	S / D
6 lovely / collector	S / D
7 coffee / shop	S / D
8 property / lottery	S / D

b 🎧 Listen and check.

c Write the words in the correct column.

/ɑ/	/ə/
dollar	money

d 🎧 Listen and check.

TAKEOUT ENGLISH: *Money problems*

Requests and responses

1a 🎧 Listen to four dialogs. Where are the people?

a) on the phone ____   c) in a hotel ____
b) in a store __1__   d) in a restaurant ____

b Complete the requests from memory if you can.

1 A: _would you like to_ change this CD, please? I tried to listen to it yesterday and it doesn't work.
  B: _____
2 A: Excuse me. _____ look over our check? We only had one bottle of wine.
  B: _____
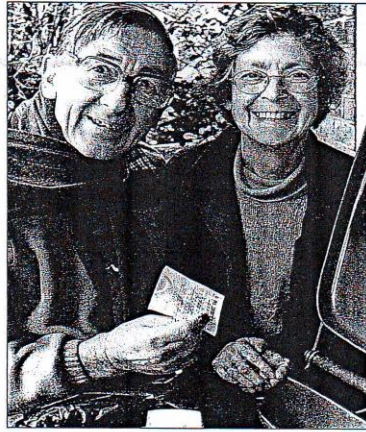3 A: _____ order a taxi to go to the airport, please.
  B: _____
4 A: _____ fix the shower in my room? It isn't working.
  B: _____

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Reading

1 Look at the photo and the title of an article from an online newspaper. What do you think happened to the people in the photo? Mark (✔) your answer.

Winning Ticket Was in the Can

The Stewarts and their trash can.

a) They lost their ticket and didn't win the lottery.
b) They found their ticket and won the lottery.
c) They found somebody else's lottery ticket.

2 Read the story on the right and see if your prediction was correct.

c Listen and check or complete the requests.

d Listen again and write the responses.

e (7.4) Practice saying the requests. Listen and repeat.

Apologies and excuses

2a Match the customers' comments (1–4) with the apologies and excuses (a–d).

1 It was a present. I don't have a receipt.	a) Sorry about that. We're really busy tonight. I'll do it now.
2 Excuse me, I asked someone to look over the check ten minutes ago.	b) I'll see what I can do. I'm sure someone from maintenance will be with you soon.
3 I ordered a taxi half an hour ago and I'm still waiting for it to arrive.	c) I'm terribly sorry, but there aren't any cars free at the moment.
4 I asked someone to fix the shower in room 423 over an hour ago.	d) I'm afraid we can't exchange the CD without the receipt.

b (7.5) Listen and check.

Kevin and Elsie Stewart, the country's newest millionaires, will be careful what they put in the trash can in the future.

The couple from East Lothian threw out a
5 six-week-old lottery ticket. They later found that they had the winning numbers and won £2,491,542. They still cannot believe their luck.

Mr. Stewart, 61, discovered that he had the unclaimed Christmas ticket when he read the
10 morning paper. "I was reading an article in *The Scotsman* at breakfast and I saw the name of our district, East Lothian," he said yesterday. "The story was about an unclaimed lottery ticket. When I saw the winning numbers,
15 I recognized them immediately. I started shouting 'We've won the lottery!' but then we started to panic because we couldn't remember where the ticket was."

The couple use the same numbers every
20 week and bought the ticket at a local supermarket the day before going on a Christmas vacation to Germany. They forgot all about the ticket until they read the paper six weeks later.
25 "It was awful," said Mrs. Stewart, "because we didn't know where the ticket was. We searched everywhere. Then I remembered that I threw out a lot of shopping receipts from my handbag on Friday. Fortunately, I did it the
30 day after the garbage collectors came, so when I opened the can it was right there in front of me."

The couple are going to share their winnings with their only daughter, Mary, her husband and their two children.

3a Complete the sentences with *Mr. Stewart*, *Mrs. Stewart* or *Mr. and Mrs. Stewart*.

a) <u>Mr. and Mrs. Stewart</u> tried to find the lottery ticket.

b) _____ found the lottery ticket in the trash can.

c) _____ won the lottery money.

d) _____ went on vacation to Germany.

e) _____ put the lottery ticket in the trash can.

f) _____ bought the lottery ticket.

g) _____ saw their numbers in the newspaper.

b Put the events in Exercise 3a into the right order.

f ...

How to... deal with new vocabulary when you read

When you read in English, you come across new words. If an unknown word stops you from understanding the text, you can look up the word in your dictionary or ask your teacher to explain. Before you do that, it's a good idea to see if you can identify the meaning of the new word from its context. You will not always have your dictionary or teacher to help you!

Step 1: Identify words that are new for you

1 Do the reading activities on page 49.

2 Find and underline these words in the newspaper story. Mark (✔) the ones that are new for you.

_____ couple	_____ searched
_____ threw out	_____ receipts
_____ luck	_____ handbag
_____ unclaimed	_____ Fortunately
_____ shouting	_____ share
_____ awful	_____ winnings

Step 2: Make connections between a new word and words around it

3 Underline words with the same meaning as the circled words.

Kevin and Elsie Stewart, the country's newest millionaires, will be careful what they put in the trash can in the future. The couple from East Lothian threw out a six-week-old lottery ticket. They later found that they had the winning numbers and won £2,491,542. They still cannot believe their luck.

Mr. Stewart, 61, discovered that he had the unclaimed Christmas ticket when he read the morning paper. "I was reading an article in *The Scotsman* at breakfast and I saw the name of our district, East Lothian," he said yesterday. "The story was about an unclaimed lottery ticket."

Step 3: Use the context to help you

4 Choose the best definition, a) or b).

1 They later found that they had the winning numbers and won £2,491,542. They still cannot believe their luck.

   luck   a) good fortune
                 b) bad situation

2 "We didn't know where the ticket was. We searched everywhere."

   searched   a) looked for it
                 b) found it

3 "I threw out a lot of shopping tickets from my handbag on Friday."

   tickets   a) things you buy in a store
                 b) the receipt they give you in a store when you buy something

4 The couple are going to share their winnings with their only daughter.

   share   a) give to someone else
                 b) keep part and give another part to someone else

5 Write definitions for these words. Use the context and other words to help you understand their meaning. Then check your definition in a dictionary.

1 unclaimed _____
2 shouting _____
3 awful _____
4 handbag _____ 197
5 fortunately _____
6 winnings _____

150   *Now do Unit Test 7 on your CD-Rom.*

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ANNEX I: carta de permiso y carta de agradecimiento

San Salvador, Mayo 14 del 2013

Prof. William Lemus Aldana
Director del Instituto Técnico EXSAL
Presente.-

Reciba un cordial saludo de parte del grupo de investigación no. 30 de la carrera de Lic. En Idioma Inglés, opción Enseñanza, del Departamento de Idiomas Extranjeros, de la Universidad de El Salvador; siempre deseándole mucho éxito en sus labores profesionales.
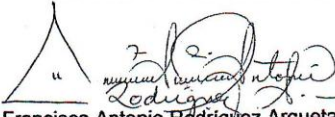
Nos dirigimos a usted, con el objetivo de solicitarle la debida autorización para que nos permita llevar a cabo las siguientes actividades enmarcadas en nuestra metodología de trabajo de graduación, cuyo tema es:" La Influencia del Audio y Video, como Una Herramienta Didáctica, en El Refuerzo de La Comprensión Auditiva en Inglés para La Participación Oral en Clases", siempre manteniendo la identidad de los estudiantes anónima. Para eso necesitamos su permiso para desarrollar lo siguiente:

1. Pasar una encuesta a algunos estudiantes que están cursando el Segundo Año del Bachillerato General con Diplomado Opcional en Idioma Inglés para obtener resultados referentes a su desarrollo de la comprensión auditiva en clases.

2. Desarrollar un pequeño experimento en el cual alguna parte de la clases, dependiendo del contenido a impartir, serán impartidas de manera tradicional (usando solo audio en la parte de comprensión auditiva, listening) y en otros grupos se impartirà dicha parte de la clase usando audio y video.

3. Asistir y observar dichas clases de inglés de los grupos a escoger en ese nivel durante algunos días en las primeras 3 semanas del mes de junio.

4. Hacer entrevistas a algunos estudiantes de dichos grupos de Segundo Año del Bachillerato General con Diplomado Opcional en Idioma Inglés. Esta actividad se realizará la última semana de junio

La referida investigación tiene como propósito determinar la influencia del audio y video, como una herramienta didáctica, en el refuerzo de la comprensión auditiva en inglés para la participación oral en clases. Y estará bajo la asesoría y supervisión de mi persona

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Consciente de su compromiso con la educación, seguros estamos de poder contar con su aprobación y apoyo a nuestro propósito. De antemano le agradecemos mucho por su comprensión.

Atentamente

MsD. Francisco Antonio Rodríguez Argueta
Asesor del Grupo de Tesis.

Eliseo Guardado Salguero   Miguel Álvaro Rivas Magaña   Juan José Santamaría Palacios

Estudiantes del grupo de investigación

Recibido 14/05/13

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Prof. William Lemus Aldana
Director del Instituto Técnico EXSAL
Presente.-

Estimado profesor:

Reciba un cordial y atento saludo, así como nuestros mejores deseos de éxito en sus actividades personales, laborales y profesionales.

La presente tiene por objeto agradecerle por todo el apoyo que nos brindó durante este mes, en el cual pudimos realizar las actividades que le habíamos mencionado anteriormente como parte de nuestro trabajo de investigación. Así también queremos agradecer a los Profesores: Juan Zavaleta y Carlos Francisco Vásquez, así como a los estudiantes del Bachillerato General con Diplomado Opcional en Idioma Inglés de esta institución, por ser parte esencial de nuestro trabajo de investigación.

De nuevo, reiteramos nuestros más sinceros agradecimientos por todo su apoyo y comprensión.
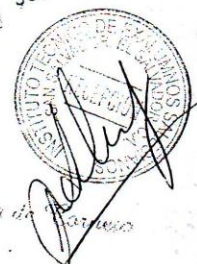
Atentamente,

Maestro: Francisco Antonio Rodríguez Argueta
Asesor del Grupo de Tesis.

Eliseo Guardado Salguero   Miguel Álvaro Rivas Magaña   Juan José Santamaría Palacios

Estudiantes del grupo de investigación

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ANNEX J: A LESSON PLAN FOR A LISTENING/SPEAKING CLASS

Topic: Halloween in USA   **Lesson Type:** Listening / Speaking

Source: http://www.EnglishClass101.com   **Level:** Intermediate Low - Teens

Materials: Marker, Eraser, Whiteboard, Video file, Proyector, Laptop.

Estimated time: 30 minutes

OBJECTIVES: Students will be able to:

- listen for specific information - show understanding of some vocabulary items

- show comprehension of the whole context - speak about the content of the context.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Vocabulary presentation: Students will learn about Halloween in United States and how it's celebrated, from food to decorations.

- Introducing the topic through the video file.   TIME: 5 MIN

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following questions:

How Halloween in United States is celebrated?

How Halloween was originated?

What date is Halloween is celebrated?

Why people dress up with scary costumes in Halloween?

Who is Samhain and what is his influence in Halloween celebration? TIME: 10 MIN

3- Post-listening activity: comprehension questions & discussion

Once the video is displayed, the teacher will arrange groups of four students. Then, students will share their answers about the video information. When they finished with the activity, teacher ask students about the words that they learned in the video.

                                                            TIME: 15 MIN