



## UNIVERSIDAD DE CUENCA

### FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

#### Escuela de Lengua y Literatura Inglesa

“Multimedia Resources: Videos as a Tool for Enhancing the Listening Skills of Sixth Graders at “Eloy Alfaro” Elementary School”

Trabajo investigativo del Curso de Graduación previo a la obtención del título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa

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**Cuenca-Ecuador**

**2013**



## ABSTRACT

English is considered one of the most spoken languages in the world. It is difficult for some individuals to acquire proficiency of this language because of its grammar and pronunciation in the four crucial skills of the English language: Reading, Writing, Listening and Speaking. Non-native speakers consider listening to be the most complex skills to master. At this time, technology can help avid language learners procure this language in a more enthusiastic manner. Among multimedia resources, video use stands out as the primary motivation tool when it comes to education. This paper focuses on enhancing listening skills in children using video-based material. The heart of our research relies on the information gathered in a survey, interview, pre-testing and a post-testing at Eloy Alfaro Elementary School. The results of this study dealt with students' attention, learning motivation and the enhancement of the listening skills. The audio-video material helped children boost their listening skill as they were not only limited to listening to a recording, but were also allowed to understand through a combination of sounds and graphics.

Key words: video, graphics, listening, enhance, multimedia, motivation, sounds.



## Resumen

El inglés está considerado como uno de los idiomas más hablados en el mundo. Es difícil para algunas personas adquirir el dominio de esta lengua debido a su gramática y la pronunciación de las cuatro habilidades esenciales del idioma Inglés: lectura, escritura, comprensión auditiva y expresión oral. Los hablantes no nativos consideran que escuchar es la habilidad más compleja para ser dominada. En este momento, la tecnología puede ayudar a los estudiantes ávidos, procurar este idioma de una manera más entusiasta. Entre los recursos multimedia, el uso del video se destaca como la herramienta principal de motivación en lo que respecta a la educación. Este documento se centra en la mejora de habilidades de escuchar en los niños con material basado en vídeo. El corazón de nuestra investigación se basa en la información recogida en una encuesta, entrevista, pre-prueba y post-prueba en la Escuela Primaria Eloy Alfaro. Los resultados de este estudio tratan la atención de los estudiantes, la motivación de aprender y la mejora de las habilidades de escuchar. El material audio-video ayudó a los niños a incrementar su habilidad de escuchar, ya que no sólo fueron limitados a escuchar una grabación, sino que también se les permitió entender a través de una combinación de sonidos y gráficos.

Palabras claves: videos, gráficos, mejorar, multimedia, motivación, sonidos.

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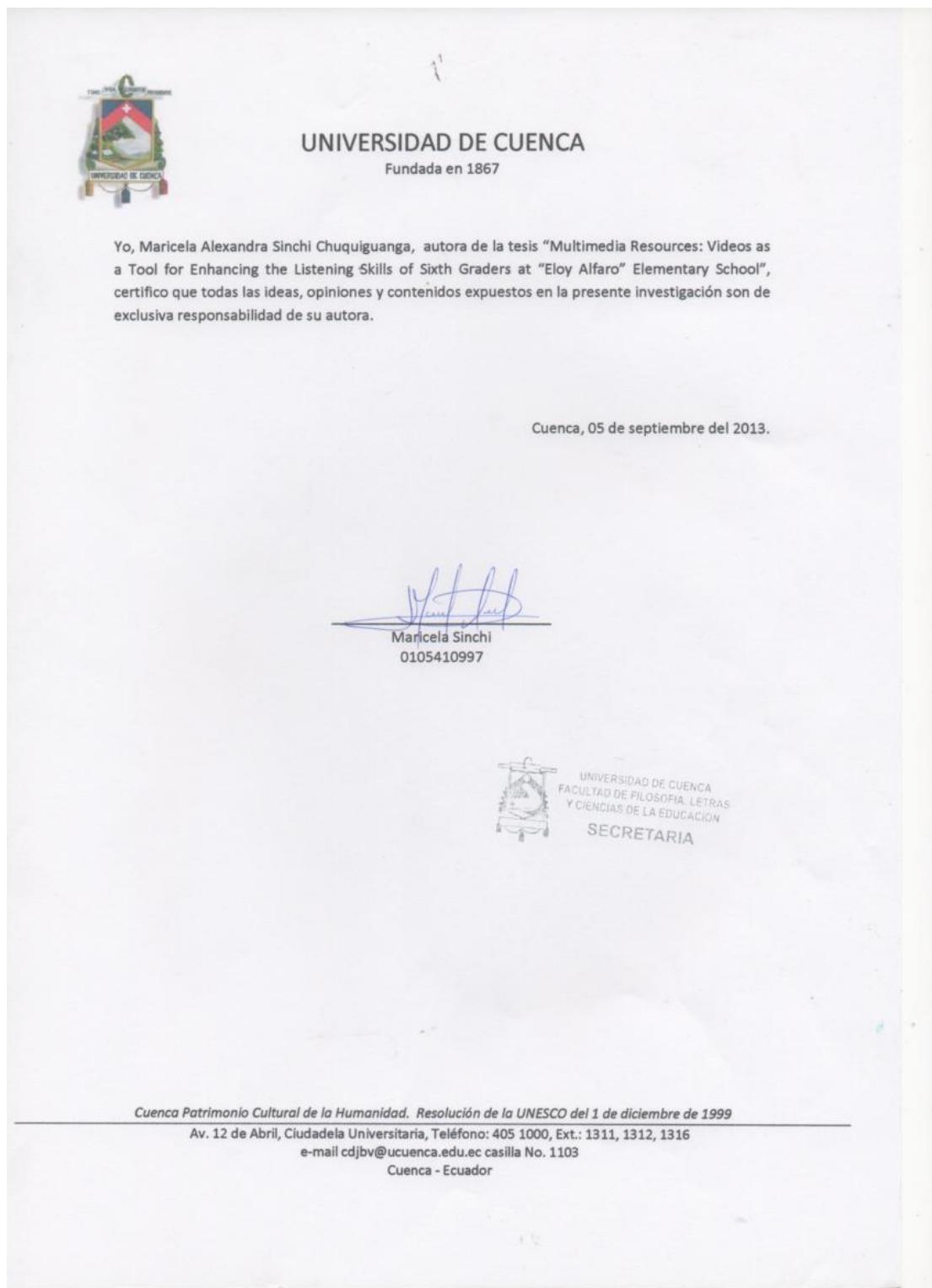
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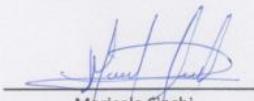




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## DEDICATION

I dedicate my thesis to God who has been my guide during all my life. A special feeling of gratitude to my dear parents, Reinerio and Olga who have helped me through this process and who have been my support to fulfill my dreams. I will always appreciate my sisters Dayana, Shomara and Sofia for encouraging to me with their words and affection. It is also dedicated to my beloved brother Leonardo and my sweet nice Dayana. Thank you for everything.

Tania

I want to dedicate this work to my Lord God, who has given me faith, health and hope to finish this dream. To my lovely parents Hector and Rosa, who have given me strength and support in all this process. To my siblings and family, who with their advice, motivated me in my career. To all of you, with love

Maricela



## **ACKNOWLEDGEMENT**

The development of this project has been possible through the help, collaboration and responsibility of our tutor, Ing. Jean Paul Jara Villacreses. Also, this project is dedicated to all our educators at the University of Cuenca because they have transmitted us their knowledge to be applied in our personal and professional live.



## INTRODUCTION

English is considered to be one of the most important languages in the world. This language helps people get better opportunities in their profession or in academics. The majority of public and private institutions have included this language in their curriculum. In Ecuador, the majority of students do not like this foreign language because they think it is very difficult to learn and study. Moreover, technology is another relevant factor which is present in education and it goes hand in hand with the English language. Technology serves as a great help in order to make it easier to learn the English language. English language education searches to develop the four skills (listening, speaking, reading and writing) in students. According to students, listening is one of the most difficult skills.

Teachers' main goal is that students learn what the teachers teach; however, the English teaching process is not easy to perform. It is important that teachers collect relevant materials and look for different strategies to transmit their knowledge to the students. Videos are multimedia resources which help teachers to create a more active class. In this project, students had the opportunity to work with videos, look at the images, graphics, animations, pictures and listen to the different sounds. In this way, listening skills could be improved in students and their way of learning was fun and different from the traditional learning process. The results show that the use of videos inside the classroom is a good method to enhance the listening skills in students and help teachers who are looking for new alternatives to make something different in their classes.



## CHAPTER I

### THE PROBLEM

#### 1.1 Topic

Multimedia Resources: Videos as a Tool for Enhancing the Listening Skills of Sixth Graders at “Eloy Alfaro” Elementary School.

#### Purpose

To gather educational videos that will be directed to sixth grade children to increase their listening skills.

#### 1.2 Description of the problem

When working with elementary school children, it is difficult for students to listen and understand in order to perform any activity within the classroom. Students think listening is one of the most difficult skills because of the following: unknown vocabulary, derivation of words, fast pace of speech, lack of attention, noise, among others. Another thing is that most teachers do not use or have access to any multimedia resources to develop this skill. This situation can be overcome with the use of videos in classroom to increase students' attention and ultimately improve their listening skills. This is because the students' attention is the key element within the learning process.

At Eloy Alfaro Elementary School where this research was carried out, it is important to note that the majority of students are not motivated to study English because of they think this language is very difficult to learn. As mentioned above, students believe that one of the most difficult skills to be developed in the teaching learning process of English is listening. It is because English teachers perform a traditional class which consists of simply following the textbook. They use mechanical methods in which students are limited to only write and repeat the new vocabulary many times. In this manner, this kind of methodology used by the English teacher of this elementary school produces apathy in students, which does not encourage students to acquire English language in a motivated way. Through this research, it will be demonstrated that the use of videos chosen according to students' age inside classrooms benefits them in their listening skills.



## 1.2Justification

The present topic was chosen for two important reasons: First, to focus on the usage of videos within an English Foreign Language (EFL) classroom and second, to investigate their possible benefits for students to develop listening skills.

In the 21st century, the technological revolution is evident, making technology a suitable means to teach English. One of the main multimedia resources that may be used in the classroom is the use of interactive videos to improve students' listening skills. These videos also engage students' attention, which is very important in a class. Since most videos are found on the Internet, teachers have to be careful when choosing such material for students. It is imperative to make sure that they are appropriate for educational use. Interactive videos can help the teacher to plan a more effective and fun class, contribute to pedagogical planning, and help persuade students to learn in a different way.

According to the stated problem, interactive videos will be of great help to learn English, focusing on improving students' listening skills. Students from Eloy Alfaro Elementary School do not show interest in learning English language and they feel frustrated when they listen to their teacher and do not understand the instructions. This is because the English teacher uses ancient methods and materials, which do not get good results and are not of great support for learning this language.

This study will attempt to enrich the pedagogical involvement by assisting teachers in the use of audio-video material and secure better results, which will in turn benefit not only the EFL student but Ecuadorian society as a whole.

### Research Question

What effects do videos have on students' listening skills?

## 1.2Objectives

### 1.4.1 General Objective

- To determine the effect of videos in the listening skills of students from the sixth grade at Eloy Alfaro Elementary School.



### **1.4.2 Specific Objectives**

- To describe theoretical aspects of videos as a multimedia resource.
- To verify the impact of the videos on listening skills.
- To search for videos that could serve specifically as support for educational purposes.



## CHAPTER II

### LITERATURE REVIEW

The world is changing rapidly; the field of education is experiencing major changes, and the traditional instruction is losing its importance in education. In this manner, the use of multimedia resources is growing rapidly and these resources are of great relevance to institutions and will continue increasing in importance in the future according to the needs of each institution.

Jun Xu, in his journal “On the problems and strategies of Multimedia Technology in English Teaching,” explains that there is a necessity to integrate multimedia into the classroom in order to develop students’ attention in studying, to encourage students’ communication abilities, to increase students’ knowledge, to develop another culture, and to expand the teaching effect. (215)

Chan, Wai Meng et al., in their book *Media in Foreign Language Teaching and Learning*, mention that the revolution of the rapid expansion of the sound and video demands to be exploited and also has implications in the way both teachers and students approach listening comprehension tasks. Videos will help teachers and students to interact among them. (43)

Also, it can be said that in recent years, there is an increase in using media for listening comprehension in the classroom. It means that the listening comprehension, long considered to be a difficult area of the language to teach, has suddenly gained access to many types of videos on the Internet with different kinds of topics. The World Wide Web provides teachers and students easy access to videos as well as an enormous amount of different information. The consistent uploading of new and wide-ranging material means that the teachers can easily choose and present materials for their classes. The magnitude of new tools on the Internet motivates students to accomplish more challenging tasks as they have found in videos as a way to learn and understand rapidly (44).

Multimedia helps children to use different strategies to understand the language through its broad range of fun and motivated activities. Video is an excellent resource and they have the advantage of combining sounds,



animation, and pictures to offer considerable language input that helps children to understand the language in a fun way.

## 2.1 Introduction to Multimedia Resources

First of all, it is important to define what is multimedia and its place throughout the history of education. UNESCO, “defines media education as the priority field of the cultural educational development in the XXI century” (qtd in Fedorov 1). American Heritage Dictionary defines Multimedia as “Relating to an application that can integrate text, graphics, videos, and sounds”.

Nowadays, media has become very important in many countries around the world. However, its first movements were made in the country of France, but also in Great Britain and Russia. Moreover, in these countries students began to study media as a mandatory subject established as part of their curriculum (Fedorov 56).

Cheng, Irene et al. in their book *Multimedia in Education: Adaptive Learning and Testing* mention that multimedia has been designed in order to help education with its ideas and techniques in the teaching learning process. Moreover, the main aim of multimedia has always been to provide the same opportunities and achievements for everyone who wants access to a learning process (1).

There are many important reasons why multimedia has contributed to the educational system. It is capable of motivating the learning process, supporting personalization of materials, and encouraging students to model it in order to improve each individual learning process (Cheng et al. 4). According to Cheng et al, “acoustic and visual effects can be combined to help students relate semantics to spellings and pronunciations”. In the same way, multimedia provides students other educational tools like games, so students can enjoy activities while benefiting the learning process (8-9).

In Ecuador, especially in the city of Cuenca, technology has spread rapidly. Technological resources are used in different companies, institutions and in homes. Today, technology predominates in most institutions. Both



public and private schools have computer labs which all students can access and do different pedagogical activities.

## 2. 2 Videos background.

Bosco James, in his book *The Educational Technology Anthology Series: Interactive Video*, mentions that in 1927, John Logie developed a technique for storing television images on phonograph records. Later, Selfridges Department Store in London had prerecorded discs for sale. During the 1970s, many companies introduced video-disc systems and a video disc could store about 30 minutes of moving images. Education has been most interested on the use of interactive video that contains a combination of videodiscs with a microprocessor and a system which can interact with the learner as well as show their progress (3).

Video provides interactivity among the learners which allows students to regulate the instruction in response to their own needs or capabilities. Video changes students from passive observers to active participants. Furthermore, teachers can freeze an image or use it frame by frame (Bosco 5).

Bosco mentions that “having considered several features of interactive video systems let us turn to three elements of schoolastic situation which have relevance to interactive video systems: the chalkboard, the book and teacher” (6).

The video chalkboard contains illustrations, a map, a diagram, a still picture, a motion picture, among others. This kind of video provides an image for the teacher’s exhibit vehicle. Thus, the book video also provides options, like a book which is similar to an encyclopedia. The teacher’s video allows no interruptions during the class in order to take questions and comments from students. Moreover, it allows students to get involved in a continuous dialogue and answers some cues (Bosco 6-7).

Today, public and private institutions of the city of Cuenca have access to Internet and some multimedia resources which facilitate the teaching process. The place of this investigation also has access to the Internet and its technological tools that help English teachers to improve and create more active classes. One of these technological tools is the interactive



video, since it makes the interaction among students easier and helps the teachers leave traditional classes and focus on new innovations in education.

### **2.2.1 The impact of videos on Education.**

According to Schwartz, Alan et al in his journal “Using videos in the Classroom,” video has become a powerful tool in the classroom today it provides a strong context for the teaching of English as a Foreign Language (EFL). Watching a video brings life to the classroom. Video provides what the audio cannot and adds paralinguistic features since many students are very visual learners. A great number of teachers use a video in their classes with certain objectives since their intention is to provide students a combination of the power of the video with the traditional print textbooks (1-3). Calverley, Mark and Lori mention “video offers more accessible introduction to the skills of deconstruction than text” (7).

Hampe, Barry in his work “Video Literacy Series: What Videos Does Well in Education-and What It Doesn’t.” describes that, teachers use videos to clarify concepts. A video can show students what they could not see before and take them to places where they cannot go. It can carry them into a jungle or dramatize important events of history. The use of video in the classroom helps teachers by playing to their strengths and avoiding their weaknesses. When teachers use video to support the different arguments of the class visually, students will be able to have a visual analogy for the events of the world (5-13).

Many educators have recognized that videos are very useful to draw students’ attention, increase their motivation, and enhance their learning experience’, increasing the availability and the value of materials in the classroom (Cruse 1).

### **2.3 Why does video promote learning?**

McNulty and Lazarevic explains that during the last three decades, a diversity of technologies including Information Technology (IT), audio, and video devices has become an essential part of language learning in many institutions of higher education. The use of video has multiple advantages in comparison to printed materials because audio components enhance contextualization and allow for better control over the medium (49-51).



Listening to and watching videos give students the opportunity to hear accurate pronunciation of words and sentences as they are spoken by the native English speakers. Videos provide students the opportunity of observing the dynamics of communication in environment (McNulty and Lazarevic 52-53).

Video-based methodologies for language learning are definitely not a new concept. The different strategies allow teachers to experiment in a number of work settings. This is because video is often considered an alternative or replacement to traditional resources used especially for listening skills, such as cassettes tapes and CDs (York 207).

Bravo, Edna, et al in her journal “Video as a new teaching tool to increase students’ motivation” mentions that there is a connection between motivation and learning results. These results depend both on students’ previous knowledge and the features that motivate them to learn. Motivation is a practice that students need to make physical or mental activities for accomplishing their goals. The learning process originates from the interaction between cognitive and motivational variables. These motivational variables have been commonly studied by educational theorists who reveal that students’ intrinsic and extrinsic motivations have a high impact upon the learning process (1).

Intrinsic motivation means a motivation originated within the individual. This means that students are encouraged by an internal sense of satisfaction. Extrinsic motivation refers to motivation produced by external factors and thus, extrinsically motivated learners accomplish their objectives receiving external rewards. Some theories on students’ motivational behavior have put emphasis on the creation of expectancy, value and affect (Bravo et al. 1).

Canning, Christine, in her research “Practical Aspects of Using Videos in the Foreign Language Classroom: Current Theory on the Use of Video as an Educational Medium of Instruction,” mentions that video is a form of communication and it can be accomplished without the help of language, since people’s interaction begins by gesture, eye contact and facial expression to express a message. Also, video offers visual stimuli such as



the environment and it can lead to and produce prediction, speculation, and a chance to stimulate background schemata when viewing a visual scene reenacted (1).

It can be argued that the language found in videos could facilitate non-native speakers to understand stress patterns. Videos allow students to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in several circumstances, allowing contextual evidence to be offered and stimulate student interest. The use of this material helps students to guess information, deduce ideas and examine the world that is brought into the classroom (Canning 1).

### **2.3.1 Authentic and Instructional videos.**

Ishihara, Noriko, and Julie Chi C. in their journal “Authentic Video in the Beginning ESOL Classroom: Using a Full Length Feature film for listening and Speaking Practice” express that students are more motivated in language learning when a video is involved in this process, especially with an authentic video. This kind of video is not designed for instructional purposes, but it reflects authentic use of the target language. This kind of video has some advantages with beginners, although some teachers and instructors tend to limit its use with advance levels (30).

Talaván, Noa, in her journal “Learning Vocabulary Through Authentic Video and Subtitles,” claims that there is an evident problem in using authentic videos in the foreign language class since they present real language that is not evaluated nor simplified, and spoken at a normal speed. For this reason, the video needs to be organized in advance, accompanied by the appropriate pre-viewing, viewing and post-viewing activities. In this manner, students of all levels could enjoy of the benefits of the use of videos since they always use easier sequences, spoken at slow rate, and can match lower students’ needs (1).

Tricia Ellis, in her journal “What is an Instructional Video?,” states that an instructional video may be defined as one containing any teaching or instructional material. This kind of video is accessible on sites like YouTube or downloaded files that can fit on an MP3 player or a computer.



The majority of these free instructional video demonstrations have in common that they are short in duration; however, they can be watched many times if the idea is not communicated during the first viewing. It is important to know that not all of these videos are really appropriate for everyone, and they should be used with some foundational knowledge that supports their usage.

Rhodes, Nancy and Ingrid Puhfahl, in their journal “Teaching Foreign Language to Children through Video,” establish that the use of instructional videos is a familiar medium that can be used in an effective way as a motivational tool. This video enhances student learning through its imagery (2).

## **2.4 Listening Skills**

According to Kusumarasdyati, the process of listening was frequently considered a passive language skill that in English as a Foreign Language (EFL) classes was performed with less emphasis than the active speaking skill. The tag designed for this passive language is considered a misnomer since the listening skill involves an active process in the learners' mind and not only seemingly quiet activities of perceiving oral stimulus (2).

In fact, listening is not a passive language skill, contrary to the misleading popular belief. Comprehension through auditory channel involves some cognitive processes that interact dynamically in a simultaneous manner. In order to perform this process in a better way, the materials should be carefully selected to ensure a conductive environment of the process learning. Thus, in this environment available videos can be conducted and employed (Kusumarasdyati 3).

### **2.4.1 Pre-Listening**

Pre- listening is an important step in this skill. It is not frequently used as a part of teaching materials, but should be included to establish a structure for listening. In this way, students do not continue their listening practice without any points of reference. This perspective is clearly in line with the use and knowledge of methods and establishing of a context. Then there are some activities like predicting content from the title, commenting on the picture, and working on their own picture (McDonough and Shaw).



#### 2.4.2 Post- Listening.

McDonough, Jo et al, in their book *Materials and Methods in ETL*, mention that post-listening is the last step of the listening skills process, which is an opportunity for students to follow up with the work using thematic, lexical, grammatical skills, and so on. In this manner, students can develop and perform some activities like reading a related text, doing a role play, writing on the same theme, and studying new grammatical structures. Therefore, through post-listening students are able to integrate relevant information into role plays where they can interact amongst themselves. Also, in this stage students are discussing a topic, which gives them the opportunity to provide their own ideas.

As mentioned before in this investigation, the listening skill is considered one of the most difficult, especially for children who are learning a foreign language. Students feel frustrated when they listen to the teacher and do not understand anything. All of this is the result of the lack of teaching materials and multimedia resources, which facilitate and assist the teacher to motivate students to learn the language. The use of the videos in the classroom could facilitate this process for a student because this tool will be new and striking for them.

#### 2.5 The importance of listening skills in English teaching learning process.

York, James, in his journal "Reason for using You Tube in the Language classroom including practical usage examples," states that listening activities typically require students to listen to and then answer comprehension questions based on a dialogue, interaction or discussion between two or more people. If a video relating human speech in an interactive context is used in such cases, students can successfully interpret body language, or other non verbal, paralinguistic information, which may aid their comprehension. It is important that when a visual stimulus is used in conjunction with spoken language, student understanding scores enhance significantly (208).



There is an obvious request for using video in the language classroom. Instead of the quite unnatural task of listening to a faceless voice originating from an audio player, students are able to see the speaker and elements of the surrounding environment. Additionally, the multi-sensory aspect of video may help reduce the cognitive demands on learners, where the more senses utilized when acquiring new language, the easier this knowledge may enter our long-term memory (York 209).



## CHAPTER III

### METHODOLOGY

#### 3.1 Basic Methodology

The present study was based on the action research method because it was developed in the classroom and seeks to improve listening skills in children through videos. Cristine Miller mentions that “Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners” (43).

This paper seeks to understand students’ experiences in solving time-consuming situations. We emphasize the qualitative inquiry because it is important to analyze the effects that videos yield on children when they watch them. It also helps us to understand if children agree to watch video to learn English better than a teacher’s explanation. In this study we are concerned with two important questions, which are: 1) why is multimedia used to improve the listening skills? and 2) how does video help children improve their listening skills?

Our investigation also incorporates the quantitative method to determine the exact number of students who agree or do not agree with learning English through video. The results will be represented with numerical data and graphs.

There are also other worthwhile statistics to mention. The integrity of this study is supported by an interview with an expert, a survey for the participants, and a class observation. Another fact is the transferability, which shows that this study can not only be used in Eloy Alfaro Elementary School, but in other parts of Ecuador as well. Confirmability is another fact, which indicates that the study took place. In this manner, the present study includes a questionnaire, a survey, a recorded interview, and statistics.

#### 3.2 Materials

A survey was applied to children from sixth grade to understand students’ preferences in material used in their English class. The survey, which was applied to students, was elaborated with seven close-ended questions. It was explained in Spanish due to the students’ English comprehension level and to avoid misunderstandings.

For each question, students had an approximate time of five minutes. During the application of the survey students felt free to answer and most of them were working in a concentrated way. In a particular case, a student enquired: "Why do you want to know if I like video if my teacher never works with that?" Also, a pre-test was applied in order to measure the students' knowledge and to know why most of them do not like English. Moreover, four class activities were applied for three weeks, during which time students were presented videos of You Tube according to the topic and some sheets. Also, a post-test was given to students in order to see if students had progressed after watching the videos, and to verify their different behaviors after working with these resources.

### **3.3 Participants**

Eloy Alfaro Elementary School is located in El Valle, Chilcapamba. Its classrooms are big and they have an equipped computer lab. In other words, teachers are in contact with technology.

The forty students were 24 girls and 16 boys and it is important to mention that two students are children with special needs. The participants' ages range from 8 to 9 years, and they take English classes two hours a week. They have a basic level of English.

The students' native language is Spanish; however, English is studied as a foreign language and it is a mandatory subject in the curriculum of the elementary school designed by the Ministry of Education. All students who form part of this level have a good disposition to work in this research.

### **3.4 Procedures**

The principal of Eloy Alfaro Elementary School showed a positive attitude to collaborate in this study and he allowed the application of this research in this institution. Parents agreed to let their children participate because some of them said that English is difficult for their children and also, they cannot explain it to their sons and daughters because they themselves never have learned English. Students were told that the objective of the survey was to know if they like to learn English through videos and if their teacher uses this multimedia resource in classes. In this survey, students wrote their ages but they were told the information would be confidential.



This 40-minute assessment was carried out on April 6<sup>th</sup> at 11:15a.m. Finally, students were thanked by the researchers.

Moreover, a personal interview with an expert Stephanie Kasten was performed in order to explore in a more detailed way the features that her experience has in this research. The interviewee was an English teacher at Manuel J. Calle High School in Cuenca. She is an American citizen and a native speaker acquainted with the subject. The recorded session was made up of ten open-ended questions and lasted about thirty minutes. Also, it was recorded with the permission of the interviewee in order to have a proof that it was done.

The next chapter will introduce the results, analysis, and interpretation of this study.

## CHAPTER IV

### RESULTS –ANALYSIS AND INTERPRETATION

The present chapter focuses on the analysis and interpretation of data that was collected in the study, which was calculated using the quantitative method. The results were the following.

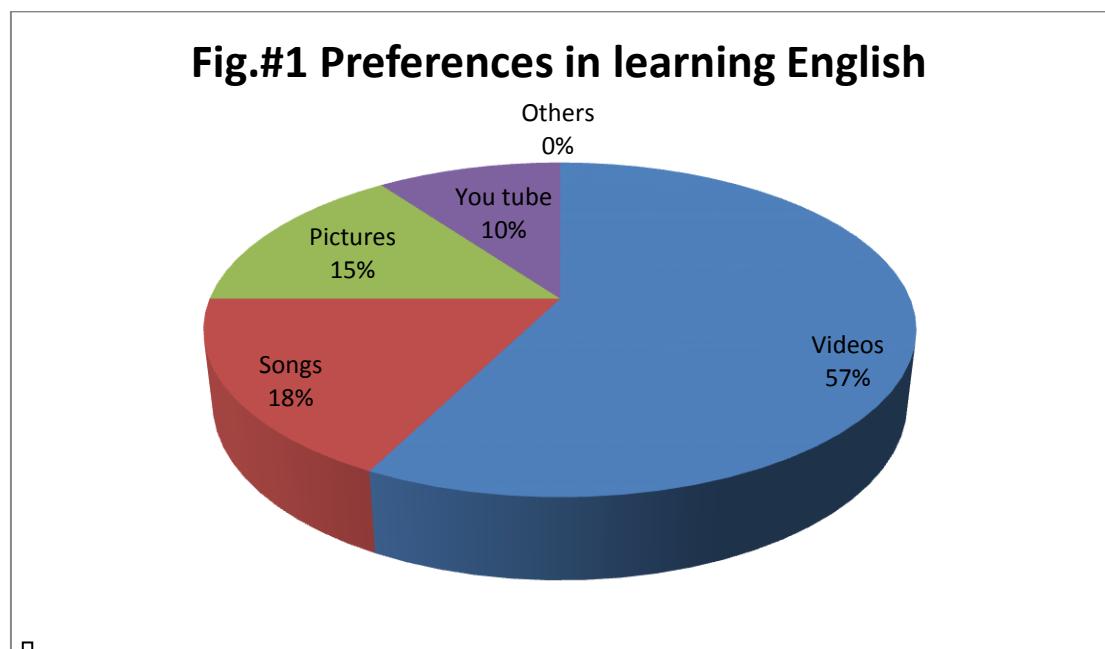
#### 4.1 Descriptive Analysis of the survey

##### 4.1.1 Analysis of the survey applied before working with videos

The survey was written in English, but it was explained and translated in Spanish in order to avoid misunderstandings. See original survey attached Appendix #1.

##### **First question: What do you like to learn English with?**

This question had the following options: videos, songs, pictures, You Tube and other, in this questions students had to color their answers.

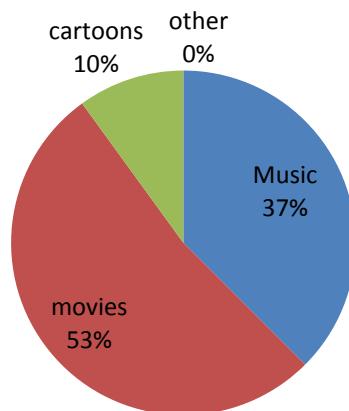


Source: Sanmartin-Sinchi

In this question fifty-seven percent (57%) of students said that they like to learn English through videos because they are interesting and fun and since this way they can watch cartoons and also learn pronunciation of English words in a better way. Moreover, it shows that eighteen percent (18%) of students like to learn English with songs because they said that there a lot of songs in English and they love to sing them. Fifteen percent (15%) of students like to learn English with pictures because in this way they can save and also finish painting them in the future. Ten percent (10%) of students like to learn English by watching videos in You Tube. No students selected that they like to learn English using other means as seen on the graph.

**Second Question: What kind of videos do you like to watch?**

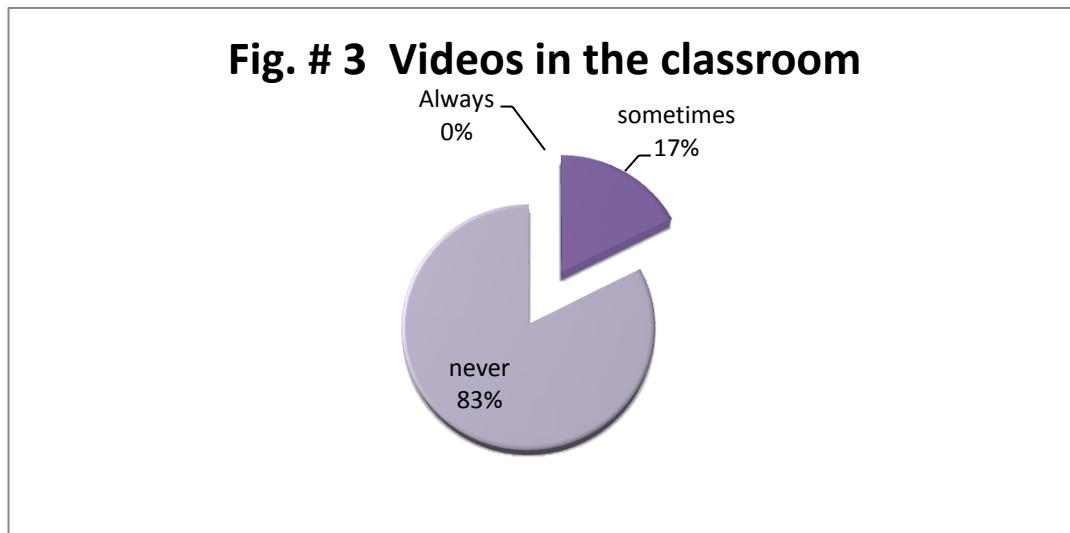
Here we found the following answers: music, movies, cartoons and other.

**Fig. # 2 Kind of videos**

Source: Sanmartin-Sinchi

As you can see in figure #2, fifty-three percent (53%) of the students prefer movies because they can watch fairytales and stories featuring their favorite characters. Moreover, thirty-seven percent (37%) chose music because they mention their favorite singers and said that if they watch videos about music they can learn English and sing, and the ten percent (10%) said that they like cartoons because in the computer they are big and have different colors.

**Third Question: How often does your teacher use videos in the classroom?** Among the options were the following: always, sometimes and never.



Source: Sanmartin-Sinchi

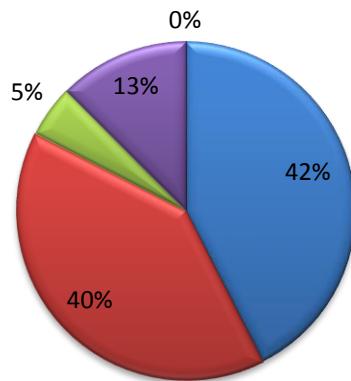
As the above figure #3 shows, eighty-three percent (83%) of students said that their teacher never uses videos in the classroom. However, the teacher mentions that she does not have time to use them. Also, videos are not necessary to teach English and that she lost control of the class when she tried to use them.

**Four Question: Do you understand videos better through...**

These were the options: listening, watching, inferring the meaning from context, or with subtitles.

### Fig.4 Understanding videos

Listening   Watching   Inferring meaning from context   subtitles   Others

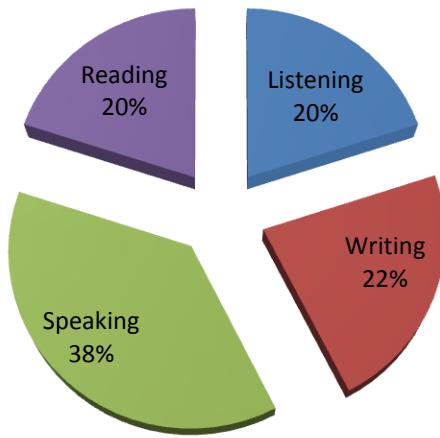


Source: Sanmartin-Sinchi

As shown in the circle, forty-two percent (42%) of the students said they understand videos better by listening to them because the pronunciation is different from the teacher's pronunciation; however, forty percent (40%) also said that they understand by watching them because they watch the attitudes, movements and feelings of the characters. The thirteen percent (13%) understand videos through inferring meaning from context and the last five percent (5%) chose through subtitles because by reading the words they can learn to write and pronounce them.

### Fifth Question: How do you prefer to learn English?

The following options were given: speaking, listening, reading and writing.

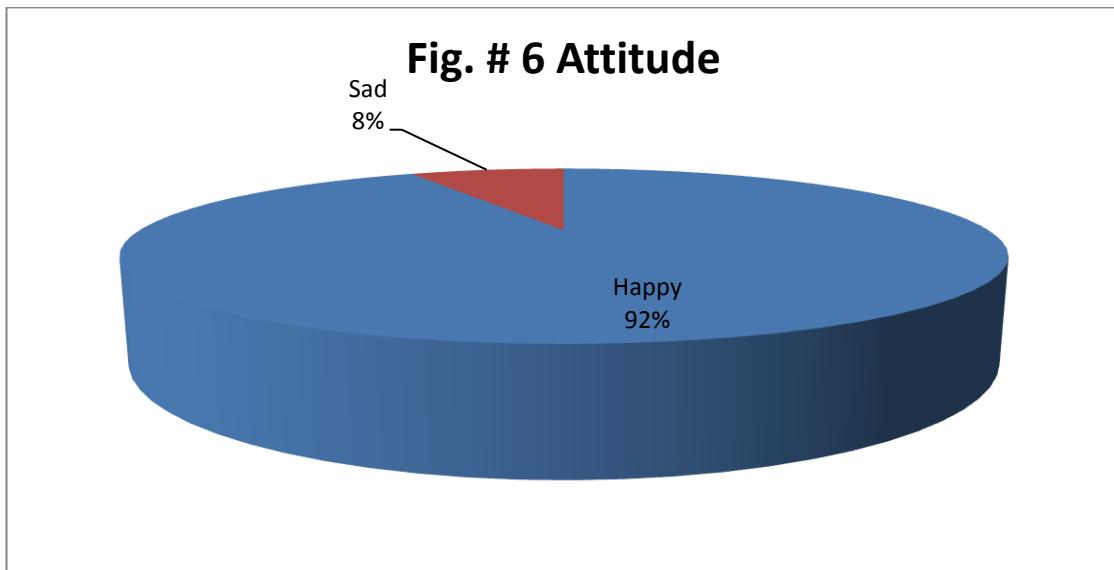
**Fig. # 5 Skills**

**Source: Sanmartin-Sinchi**

Thirty-eight percent (38%) of the students said "We prefer to learn English through speaking". They consider that speaking English is the way that they learn because they do not like to read or write. The twenty-two percent (22%) think they learn English through writing because they said that when they write in English they feel more comfortable. Listening and reading share the same percentage twenty percent (20%). Children said that although the teacher does not use a radio or television they learn in these two ways at home by listening to music or watching videos.

**Sixth Question: How do you feel when you watch a video?**

This question had the following options: happy, sad, and other.



**Source:**Sanmartin-Sinchi

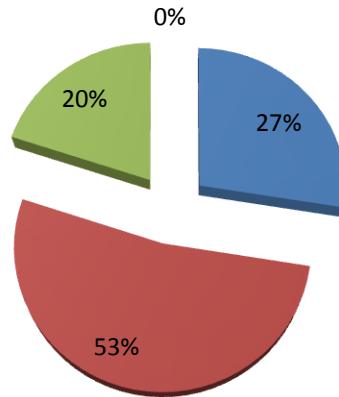
As it can be seen in figure #6 ninety-two percent (92%) of students feel happy when they watch a video because it creates a good environment and they can watch their favorite superheroes or characters. Also, they can experiment with different feelings and sometimes dream to be like them. The other eight percent (8%) said that they felt sad or bored because do not like them. This is because some of them do not have the opportunity to watch them due to lack of money or because they do not know how a computer works.

**Seventh Question: What do you learn when you watch a video?**

The options for this question were: vocabulary, pronunciation, grammar and other.

**Fig.#7 Benefits of watching videos**

■ Vocabulary ■ Pronunciation ■ Grammar ■ Others



Source: Sanmartin-Sinchi

In this question fifty-three percent (53%) said that they learn pronunciation when they watch a video because they said it is not the same way that the teacher does it and also, the sounds are clearer and they can repeat the words at the same time that they are watching the video. The other twenty-seven percent (27%) said that they learn vocabulary, which is to say new words, since there are new words that they have never seen. Twenty percent (20%) said that they learn grammar, meaning how to write a word correctly, because some videos have subtitles and the children said they watch them and the words too.

#### **4.2 Interpretation of the interview**

The interview was designed and conducted to obtain information about the interviewee's experience using videos in the classroom. Stephanie Kasten, a foreign teacher, teacher at "Manuel J. Calle High School," and an expert using technology in her class claims that "teachers use videos because they get students' attention" (1). Also, she expressed that "teachers use videos because videos can accomplish something that just pictures or audio cannot and they show a visual story that goes along with the audio". Nevertheless, the interviewer emphasized that videos definitely enhance listening skills



because they offer both audio and visual stimuli to pay attention to, and it holds their attention. Finally she said that some “students do not like English. They were used to speaking in Spanish all day, so when someone starts speaking to them in English, they do not get it, and it's frustrating. They want to communicate and understand. Videos help illustrate stories universally, and when the students understand more they like English more”. The questions and answers of this interview are attached in the Appendix #2.

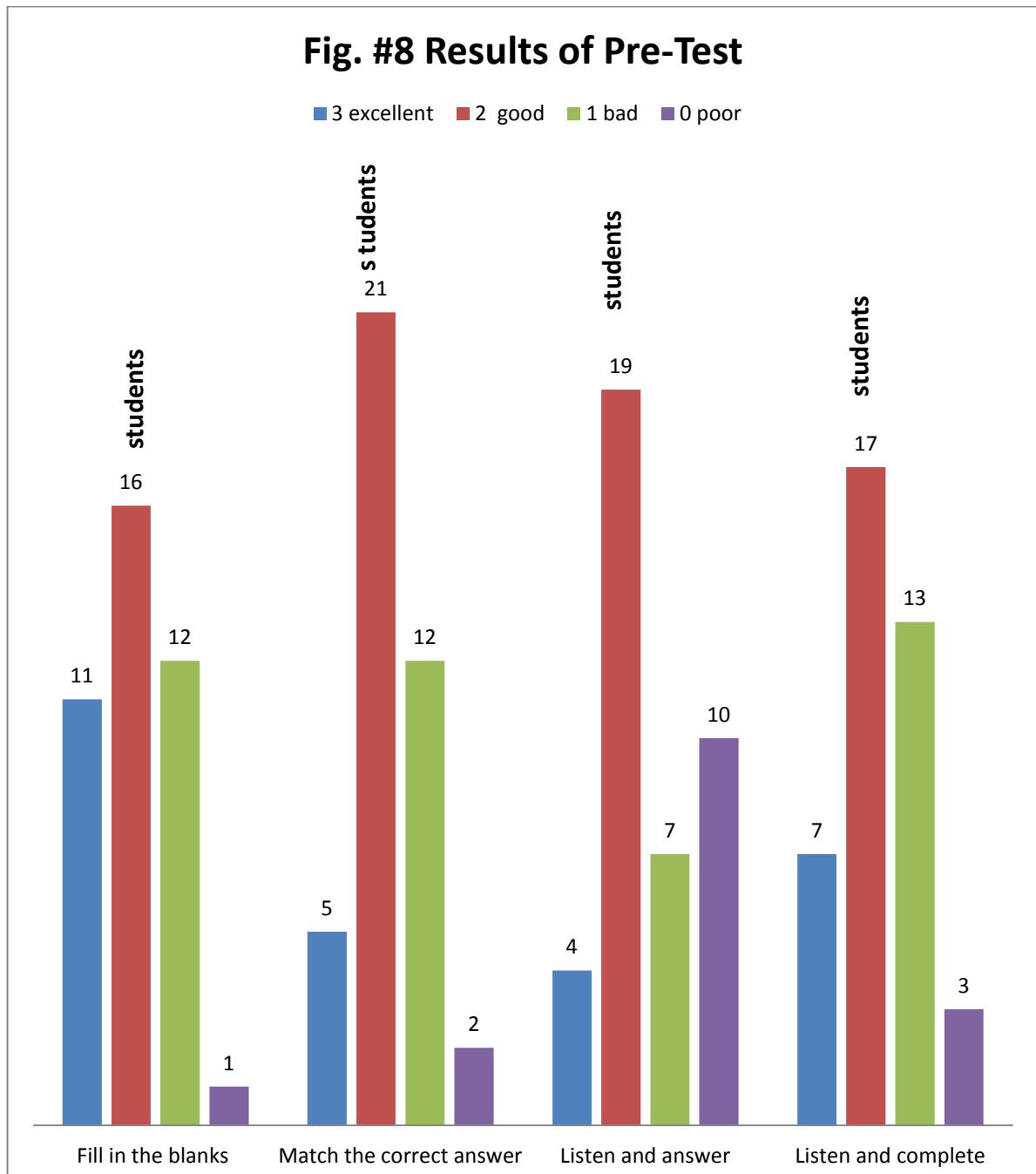
### **4.3 Observation**

During the class in which we used activities and presented videos, students collaborated with us; however, five of them preferred to leave the classroom to go and play. It was difficult to speak with them but when they saw that we gave their classmates some candies and chocolates three of children decided to pay attention and do the activities. In the moment of watching a video, students showed some positive attitudes and felt happy. Most of the children enjoyed watching the video because the videos have pictures, music, and colors, which attracted their attention. Moreover, they felt self-confidence to repeat words that they heard in the video. In addition, they mostly asked most for music videos. As we mentioned before, only two students had opposite behaviors, so they did not pay attention and preferred playing in the courtyard. Moreover, after the last class one mom thanked us because she said her child had understood English in a better way.

### **4.4 Results of the questionnaires**

In order to see if students enhanced their listening skills through videos; a pre-test and a post-test were applied, and these were the results. The questionnaires are attached in the Appendix #3.

#### **4.4.1 Pretest**

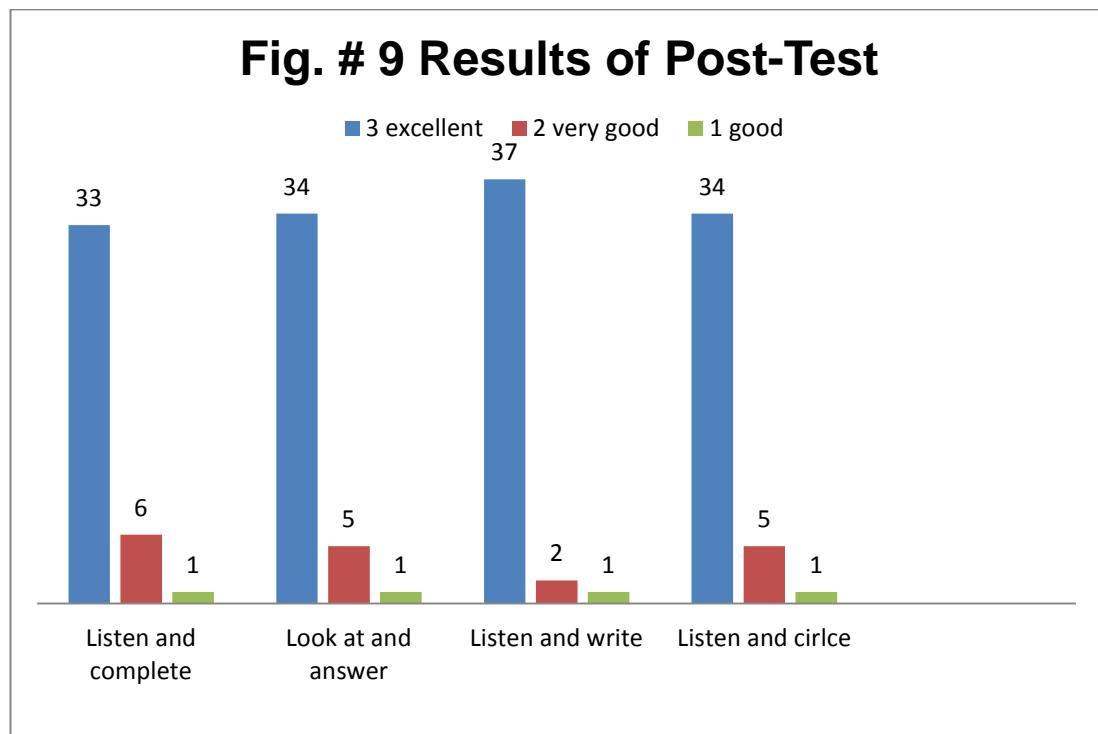


**Source: Sanmartin-Sinchi**

We applied a pre-test with four questions, out of twelve points. As it can be seen in the previous figure, students did not know much about the prepositions. They could not choose the correct preposition nor write them correctly. In the first question most of the students got two out of three points. Although they had a picture to fill in the blanks with the names, they could not identify them. In the second question twenty one students got two out of three points. This question was popular with students because there was a

rabbit. In the third question, where children had to listen and answer, nineteen students got two out of three because they did not know enough vocabulary to write the answer. In the last question where students had to listen and complete with the correct preposition only seventeen out of forty students got two points. Therefore, most of them got six and seven points out of twelve points on this English test. The questions of the pre-test are attached in the Appendix #3.

#### 4.4.2 POST-TEST



**Source: Authors**

After applying videos and activities with the students, it is noticeable that the results of our application were as we thought they might be. Referring to the forty students to whom the survey was applied to, most of them liked the videos because it helped them to improve their listening skills and their English. As you can see in figure nine, there are the obtained results about the use of prepositions, which were practiced after watching the videos. Therefore, these statistics show that watching videos improved the students'



knowledge. In general, students had ten or eleven points out of twelve. The questions of the post-test are attached in the Appendix #4.



## CHAPTER V

### CONCLUSIONS AND RECOMENDATIONS

#### 5.1 Conclusions

Students agree to work with videos in order to learn English because these videos provide a motivated and active way to interact with the language. Videos can be of great help in the classroom since they can greatly speed up the teaching-learning process and they can be controlled by the teacher.

Listening is an essential skill that students need to develop since it allows them to get involved in their own learning process actively, and also it is the first stage in the process of acquiring a new language. Learning English as a Foreign Language (EFL) means that students need to listen as much as possible in order to get familiar with the sounds of this language.

In the EFL classroom, it is essential to use tools which help the students become effective and good listeners. Videos, as stated in this research work, are those tools which contribute to developing the listening skills, making our students effective listeners. Videos are therefore fundamental in the English learning process.

Videos definitively improve students' listening skills because they involve a combination of different sounds, graphics, and animations. In this way, students have the opportunity to listen to sound and look at the pictures at the same time in order to develop an understanding of the material.

Videos facilitate the teaching-learning process by allowing students to enjoy it. Thus, students acquire new vocabulary and practice its pronunciation. Therefore, students are able answer questions and consolidate what they have learned at the end.

#### 5.2 Recommendations.

- English teachers should incorporate videos as a part of their teaching process to help students improve the class significantly.



- Teachers should change their methodology and use multimedia resources in order to encourage their students to learn of the target language
- The teacher should ask the students what they prefer to watch (videos); dialogue is useful to successfully perform different activities in the English as a Foreign Language (EFL) classroom.
- Teachers should search for videos according to the age of their students and in this manner encourage them to learn English in a fun and attractive way.
- The teacher should prepare topics including videos as part of their lesson plans in order to get better results in their classes.
- Teachers should emphasize listening skills when they work with children because most of them are better listeners than writers.



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**APPENDICES****Appendix #1****Original Survey**

**Age:** \_\_\_\_\_ **Class:** 6<sup>th</sup> level.

**1. What do you like to learn English with?**

Videos

Songs

Pictures

You tube

Other .....  
.....

**2. What kinds of videos do you like to watch?**

Music

Movies    
Cartoons

Others.....  
.....

**3. How often does your teacher use videos in the classroom?**

	ALWAYS		SOMETIMES		NEVER
--	--------	--	-----------	--	-------

**4. Do you understand videos better through**



Listening 

Watching 

Inferring meaning from context 

Subtitles 

Others.....

### 5. How do you prefer to learn English?

Speaking 

listening 

Writing 

reading 

### 6. How do you feel when you watch a video?

Happy ..... Bored..... Others.....

### 7. What do you learn when you watch a video?

Vocabulary 

Pronunciation 

Grammar 

others....

Thanks for your cooperation





## Appendix #2

### QUESTIONS FOR THE INTERVIEW

- 1) What do you think are the goals of a teacher when using videos in the class?

Stephanie: Well, I think that a lot of teachers use videos because they get students' attention. Students in the majority of schools don't get the opportunity to watch videos in the classroom very often, if ever. Maybe they watch videos on YouTube at home during their own time, but videos aren't traditionally part of the school experience. That means that when students see a video in school, it's something new and exciting. Then I also think teachers use videos because videos can accomplish something that just pictures or audio can't – they show a visual story that goes along with the audio. A lot of beginning English speakers have a really hard time with listening, so videos help students understand.

- 2) Do you view videos as a tool to engage students in listening skills?  
Why / Why not.

Stephanie: I definitely think videos are a tool for engaging students' listening skills. Like I said before, high school students generally think listening is really difficult, and it's a skill that students sometimes give up on and think that they can't do it because it's so hard. Videos help students practice listening, but they also give them a chance to see a moving story that goes along with it.

- 3) Does the video itself motivate students or does it depend on the teacher's usage?

Stephanie: Well, it's a little of both. As I mentioned earlier, videos are automatic attention getters because they are something new and interesting that students aren't accustomed to seeing at school, so in that way the video itself motivates students to pay attention. But at the same time, it's not



enough for a teacher to just show a video and that's it. The teacher has to use supplementary activities and comprehension activities to take full advantage of the wonderful resources that videos offer. So how much students learn from a video really depends on how the teacher plans the class around the video.

- 4) Do you think the video captures the students' attention more than any other multimedia resource? Why/ Why not.

Stephanie: Yeah, I do. There is much more variety in videos than there is in other multimedia resources. For example, we can listen to songs in class, and the students really like that, but if we can watch the music video in class, the students will get the benefit of listening to the song and the words in the song, and they get to see a story that goes along with the video. Videos offer more to see and hear and perceive, so they do a better job of getting students' attention.

- 5) Do you think videos are important to improve listening skills?

Stephanie: Well, here in Ecuador, most teachers and schools don't have access to the materials and resources to show videos in classes, but I think that for the teachers who do have access to projectors, laptops, and movie screens, they should definitely try and take advantage of videos. English is a foreign language, and we use languages for one main purpose – communication. So the most important thing we can teach our students is how to communicate. In real life, most situations are like videos, not like simple audio tracks. Okay, maybe a phone call consists of just listening, but almost every other situation is accompanied by visual stimuli. So in that way, using videos in class models real life communication really well.

- 6) Should teachers integrate videos to the English teaching learning process?

Stephanie: Like I said earlier, not all teachers have access to video technology in their classes. But I think that the teachers that do have access to that technology should definitely try to use it.



- 7) What are the advantages of using videos for the teachers and for the students?

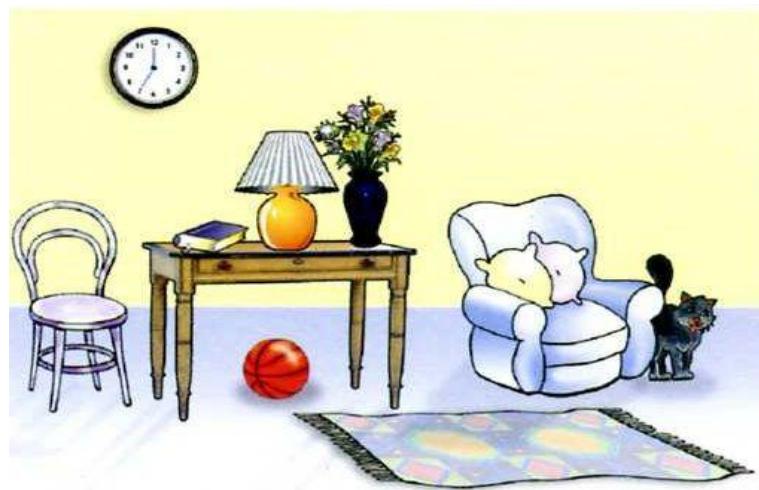
Stephanie: As English teachers, our level of English is a lot higher than our students' level of English. For some of us, it's been a really long time since we learned the things that our students are learning, so we've forgotten what it's like to learn those things. We may know the material so well that it seems obvious to us, and we have trouble explaining things to the students because it's been such a long time since we learned that stuff. Videos definitely help teachers to show things without telling them right out. I know in my classes, I'm constantly drawing little figures on the board to illustrate new vocabulary, but a video would help me not have to work quite so hard to illustrate the same point. For students, videos absolutely help their comprehension. A lot of students say they don't like English because they don't understand, and that makes sense. They're used to speaking in Spanish all day, so when someone starts speaking to them in English, they don't get it, and it's frustrating. They want to communicate and understand. Videos help illustrate stories universally, and when the students understand more they like English more.

- 8) What are some effects of students after watching a video about the topic they have learned?

Stephanie: The main effect is that they're much more engaged. There's both audio and visual stimuli to pay attention to, and it holds their attention. Usually we have some students who are doing homework, or talking to their friends, or even sleeping. When a video's being played, though, they're involved in the class.

**Appendix #3.****PRE-TEST****NAME.....****CLASS.....**

**1. Look at the picture and fill in the blanks in/on/between/under/behind/next to**



The clock is .....the wall.

The ball is ..... the table.

The cat is .....the armchair.

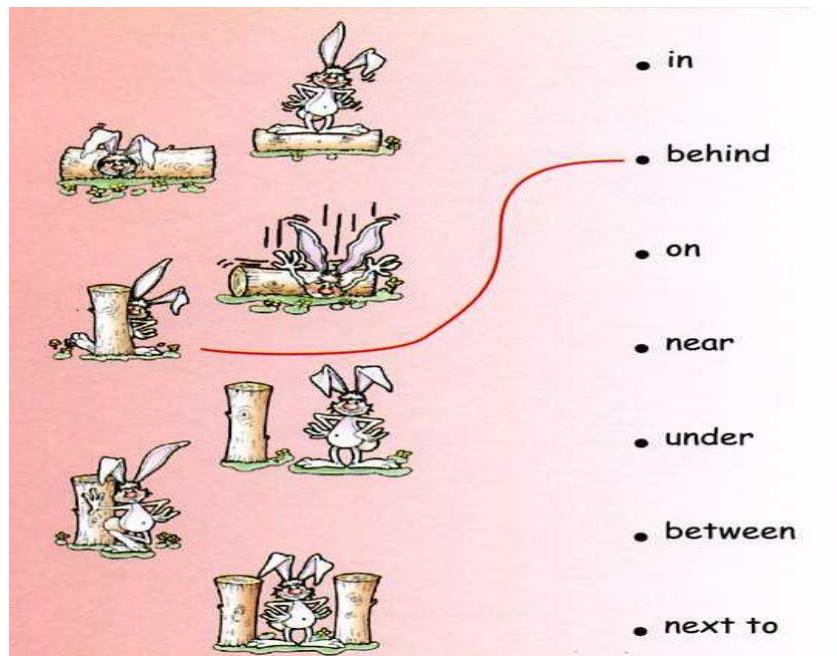
The table is .....the armchair.

The carpet is.....the floor.

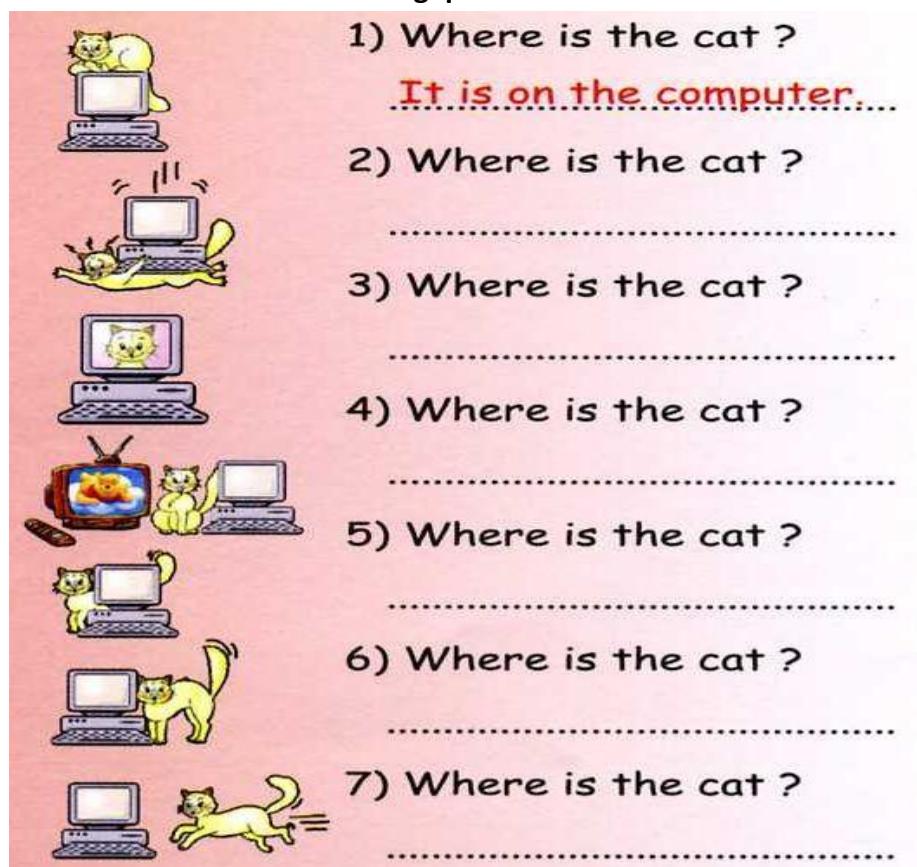
The lamp is .....the table.

The flowers are.....the vase.  
The table is ..... the chair and the  
armchair.

**2. Look at the rabbit and match the correct.**



3. Listen and answer the following questions.



The illustration shows a cat in various locations relative to a computer monitor and keyboard. The questions ask where the cat is, and the answers are provided in red.

- 1) Where is the cat ?  
It is on the computer.
- 2) Where is the cat ?  
.....
- 3) Where is the cat ?  
.....
- 4) Where is the cat ?  
.....
- 5) Where is the cat ?  
.....
- 6) Where is the cat ?  
.....
- 7) Where is the cat ?  
.....

4. Listen and complete with the prepositions.



Where is Mary? She is ..... the table.

Where is the mouse? It is.....the table.

Where is the chair? The chair is.....the table.

<http://www.detailenglish.com/index.php?page=articles&op=readArticle&id=230&title=Prepositions-of-Place-Exercises-With-Pictures>



**Appendix #4.**

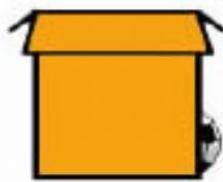
**POST-TEST**

**PREPOSITIONS OF PLACE**

NAME.....

CLASS.....

1. Listen and complete.



The ball is.....the box.

The ball is.....the box.



The ball is.....the box.

The ball is.....the box.

2. Look at the picture and answers the questions.

Between    under    next to    behind    on    in    in front of



**Where's the dog?**

**Where's the fish?**

.....

**Where's the cat?**

**Where's the mouse?**

.....

**Where's the parrot?**

**Where's the ball?**

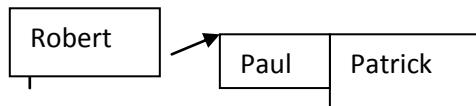
.....

**Where's the dog food?**

**Where's the cat food?**

**3. Listen to the teacher and write true or false.**

Helen





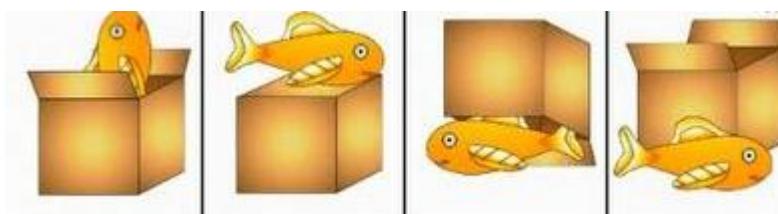
**Helen is next to Mark.** .....

**Paul is between Robert and Patrick.** .....

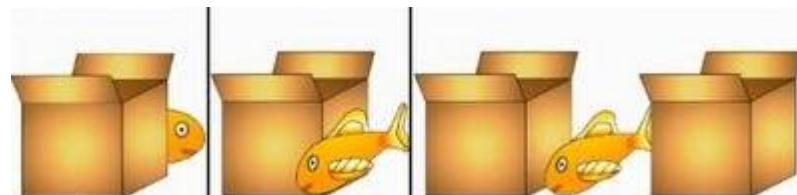
**Stephanie is under Helen.** .....

**Rose is in front of Robert.** .....

**4. Listen to the teacher and circle the correct answer.**



(in / on) (above/ on) (under/ behind) (next to/in front of)



(behind/ in) (on/ next to) (in front of/ between)

<http://bilingual20102016.wordpress.com/english/year-3/prepositions-unit-1/>

## Appendix # 5

### ACTIVITY 1

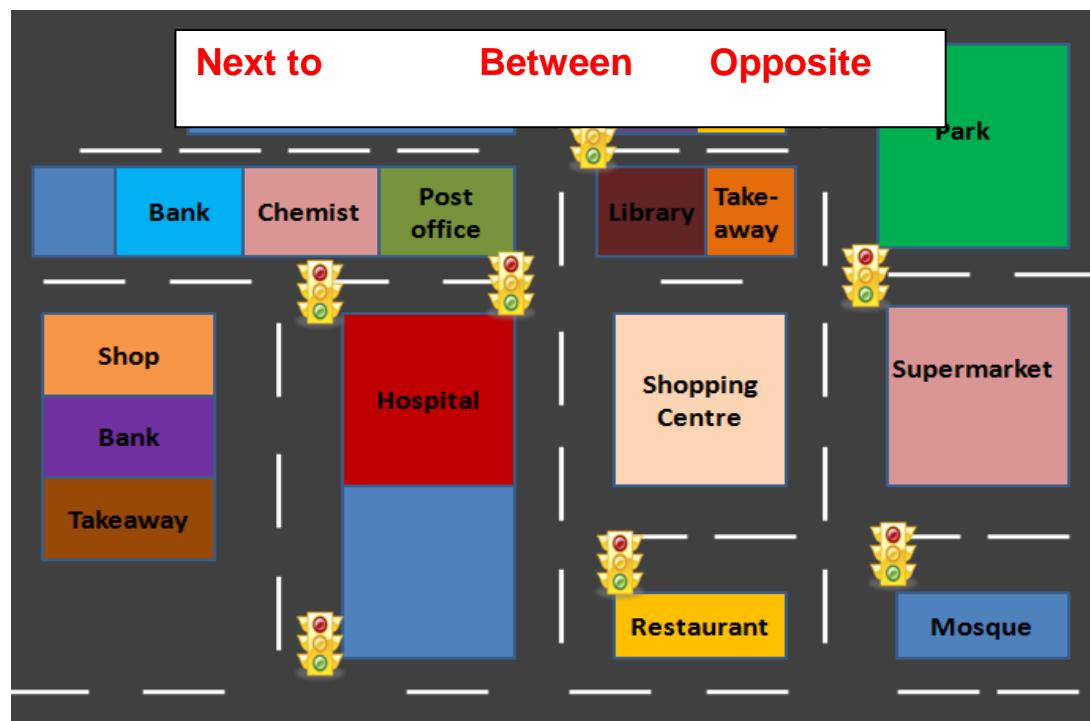
**Name of the activity:** Where is...?

**Grammar Point:** Prepositions of place.

**Description:** In this activity, students comment about video they have watched with the teacher. After have to fill in the blanks with the correct information. All of this, it is after watching a video about prepositions of place. Students have about 15 minutes and later teacher checks orally the activity with all the students.

1. Comment the video. Did you like it?
2. Read the title and look at the picture again.
3. Fill in the blanks with the correct preposition.
4. Check it with the teacher.

### WHERE IS THE...?





- ❖ The takeaway is \_\_\_\_\_ the library.
- ❖ The chemist is \_\_\_\_\_ the bank and the post office.
- ❖ The hospital is \_\_\_\_\_ the shopping centre.
- ❖ The bank is \_\_\_\_\_ the shop and the takeaway.
- ❖ The restaurant is \_\_\_\_\_ the shopping centre.

[http://en.islcollective.com/resources/printables\\_page?id=18250](http://en.islcollective.com/resources/printables_page?id=18250)

## Appendix # 6

### ACTIVITY 2

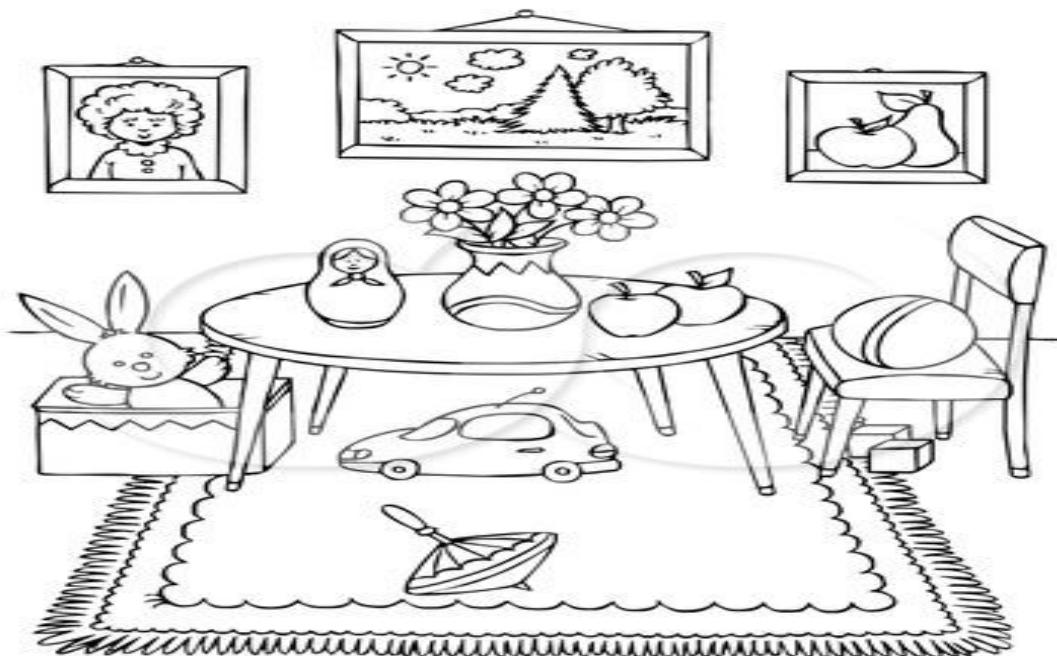
**Name of the activity:** Tom's toys...?

**Grammar Point:** Prepositions of place.

**Description:** In this activity, students have to remember Tom's house and where the toys were. Next, they have to look at the pictures and check the answers they said. Finally, students choose the correct preposition and complete the chart. The task is checked by the teacher and students.

1. Comment the video. Where were the toys?
2. Look at the pictures and check if the answers were correct.
3. Choose the correct preposition and complete the chart.

#### **TOM'S TOYS**



IN	ON	UNDER	NEXT TO
----	----	-------	---------



PREPOSITION	TOYS

[http://en.islcollective.com/resources/printables\\_page?id=11746](http://en.islcollective.com/resources/printables_page?id=11746)

## Appendix # 7

### ACTIVITY 3

**Name of the activity:** Cut and Paste?

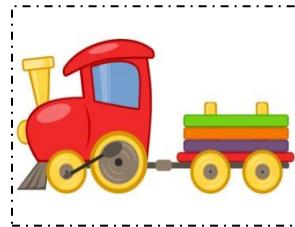
**Grammar Point:** Prepositions of place.

**Description:** In this activity, students have to pronounce the prepositions correctly after watching video. Next, they have to cut the pictures and pronounce them. Finally, they have to listen and paste the thing where the teacher says.

1. Watch a video about prepositions. Listen and repeat.
2. Cut the pictures and pronounce them.
3. Listen to your teacher and paste the pictures.

#### CUT AND PASTE





[http://en.islcollective.com/resources/printables\\_page?id=9766](http://en.islcollective.com/resources/printables_page?id=9766)

## Appendix # 8

**ACTIVITY 4****Name of the activity:** My Classroom?**Grammar Point:** Prepositions of place.

**Description:** In this activity, students have to watch a video about the objects of the classroom. Next, students comment where the objects were. Finally, students have to look at a picture on the worksheet. Listen to the teacher and answers the questions orally.

1. Watch a video and comments in the class.
2. Look at a picture on the worksheet.
3. Listen and answers the questions orally (use prepositions).

**MY CLASSROOM****behind, in front of, on, over, in, between, under**

1. Where is the bag?

It is.....the chair.

2. Where is the bag?

.....



3. Where is the bag?

.....

4. Where is the bag?

.....

5. Where is the bag?

.....

6. Where is the bag?

.....

7. Where is the bag?

.....

8. Where is the bag?

.....

9. Where is the bag?

.....

[http://en.islcollective.com/resources/printables\\_page?id=20742](http://en.islcollective.com/resources/printables_page?id=20742)



## Appendix # 9

### Links videos youtube

<http://www.youtube.com/watch?v=Oi5LLhCUde4>

<http://www.youtube.com/watch?v=cpHTgi5ZKjY>

<http://www.youtube.com/watch?v=idJYhjGyWTU>

<http://www.youtube.com/watch?v=mxDvaryY8M4>

<http://www.youtube.com/watch?v=mxDvaryY8M4>

<http://www.youtube.com/watch?v=DltuyfDJVaA>

[http://www.youtube.com/watch?v=qb4\\_xHwID8M](http://www.youtube.com/watch?v=qb4_xHwID8M)

<http://www.youtube.com/watch?v=8F0NYBBKczM>

<http://www.youtube.com/watch?v=DHb4-CCif7U>

<http://www.english-4kids.com/kidsvideos/elementaryvideos/prepositions%20on%20under%20next%20to/prepositions%20on%20under%20next%20to.html>

<http://www.youtube.com/watch?v=cpHTgi5ZKjY>

[http://www.youtube.com/watch?v=rlxZtNsR\\_oI](http://www.youtube.com/watch?v=rlxZtNsR_oI)

<http://www.youtube.com/watch?v=6jE5NMRNAAs&list=PLB6254F246911604F>