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Facultad de Educación  
Pedagogía en Inglés-Enseñanza Media

**SEMINARIO DE INTEGRACIÓN:  
THE USE OF AUDIO AND AUDIOVISUAL RESOURCES  
TO IMPROVE MOTIVATION AND LISTENING SKILLS IN  
EFL STUDENTS**

PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN  
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## **ABSTRACT**

This action research project was intended to investigate the efficacy of the use of audiovisual materials such as: song, movie trailers, TV commercials and movie sounds in the motivation and listening comprehension in students of English as a foreign language (EFL). The students were adolescents between 12 and 13 years old in 8<sup>th</sup> grade in a public school, in Santiago, Chile. These students showed a low level of listening comprehension and a low motivation toward the class.

The research project could not be finished because of the teachers' strike which blocked the possibility to implement the complete plan. However, this study is an exploratory attempt to relate the use of audiovisual materials such as: songs, movie trailers, TV commercials and movie sounds on the improvement of motivation and listening skills. This research included a plan which considered several activities aiming at making significant progress in development of listening skills, with the intention that students be more interested in the listening material used and produces a positive influence on students' motivation.

## TABLE OF CONTENTS

ACKNOWLEDGMENTS .....	2
ABSTRACT .....	3
INTRODUCTION.....	6
1. THEORETICAL FRAMEWORK .....	9
1.1 ACTION RESEARCH.....	9
1.1.1 WHY IS ACTION RESEARCH RELEVANT IN EDUCATION?.....	11
1.1.2 TYPES OF ACTION RESEARCH .....	13
1.1.3 STEPS IN ACTION RESEARCH .....	14
1.2 TEACHING ENGLISH AS A FOREIGN LANGUAGE IN CHILE.....	15
1.2.1 INTERNATIONAL STANDARDS .....	16
1.2.2 PROGRAMS AND PLANS FOR STUDENTS OF 8TH GRADE.....	17
1.2.3 FUNDAMENTAL OBJECTIVES FOR STUDENTS IN 8TH GRADE. ....	18
1.3 LISTENING SKILLS .....	18
1.4 MOTIVATION.....	26
2. STUDY.....	31
2.1 SCHOOL.....	31
2.2 STUDENTS.....	32
2.3 RESEARCH QUESTION.....	34
2.4 HYPOTHESIS.....	34
2.5 PLANNING.....	36
3. RESULTS.....	44

3.1 GRAPHICS.....	45
4. DEVELOPMENT OF THE PROJECT .....	53
5. DISCUSSION OF THE RESULTS .....	55
CONCLUSION.....	56
REFERENCES .....	58
WEB REFERENCES.....	61
APPENDIXES.....	64
APPENDIX 1 .....	64
APPENDIX 2 .....	65
APPENDIX 3 .....	67
APPENDIX 4 .....	68
APPENDIX 5 .....	69

## INTRODUCTION

We are two English pedagogy students at UCINF; this is our last year at university. We have been completing our professional practice at the INBA School, since March, 2009. During this period, we have detected problems with students' listening skills and lack of motivation in English class. Consequently, we decide to implement some strategies to motivate students to improve their listening proficiency.

Action research allowed us to focus on a specific problem and allowed us to create possible solutions. Action research effectively combines the theory with the practice, since teachers are the ones who detect the problems, participate, evaluate and try to find solutions.

This action research project was set in a public secondary school for boys; the project's focus was to motivate students in 8<sup>th</sup> grade to improve their listening abilities.

In view of the fact that motivation is the set of reasons that establishes how someone connects a situation in a particular behavior; the idea was to produce this positive connection with the students towards improving listening skills in the target language.

Through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills. Through listening activities it is possible to work with elements such as: grammatical structure, proper pronunciation and allow new vocabulary can be contextualized.

The objective of this project is that students become more interested in those elements of their daily life that involves the subject of English such as: songs, movies, television and cartoons. As a consequence of these elements, they can improve their vocabulary, pronunciation, grammatical structure, and better recognize the language of native speakers.

The students will participate in several activities such as: listening to a song and unscrambling the lines of the lyrics, watching a movie trailer and filling in the blanks exercises, watching a TV commercial and then answering some comprehension questions and hearing little sections of a movie and guessing the name of the movie. These activities have been selected based on a survey made at the beginning of the project.

This project had a good beginning but because major problems with educational issues at national level, it could not be finished. Teachers of public schools went on strike demanding payment on a performance bonus for 2007 and 2008, this movement lasted more than 40 days. Then when teachers returned to classes, public high school students shut down schools for two weeks, demanding public

education to be managed by the central government and not municipal administrations.

Both of these protests were in the middle of our practicum and the development of the project, making it impossible to work on more than two activities from the planning and consequently with little results to analyze; which leads this research open to conclusion by anyone interested in verifying our hypothesis and proving if the use of authentic audio and audiovisual material can motivate students to improve their listening skills. This research included a plan which considers several activities aimed at making significant progress in development of listening skills, with the intention that students be more interested in the listening material used and produce a positive influence on students' motivation. The research is open to conclusion by anyone interested in this theme.



## **1. THEORETICAL FRAMEWORK**

This theoretical framework is organized according to the methodology used.

This research was done under the action research parameters that allowed us to investigate and to implement a possible solution immediately. Then we will review the method of teaching English as a foreign language in Chile: what are the requirements for a teacher and the levels established for students in different stages. After that, we will mention the influence of motivation on students, starting on its definition and the kinds of motivation and how to use it in the classroom.

### **1.1 ACTION RESEARCH**

Action research is a reflective process of the progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.

The idea of using research in a natural setting to change the way that the researcher interacts with that setting can be traced back to Kurt Lewin, a social Psychologist and educator whose work on action research was developed throughout the 1940s in the United States.

Lewin(1946) defined action research as:

*A comparative research on the conditions and effects of various forms of social action and research leading to social “action” that uses “a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action.*

According to Lewin’s description of the process of change involves three steps:

1. Unfreezing: Faced with a dilemma or disconfirmation, the individual or group becomes aware of a need to change.
2. Changing: The situation is diagnosed and new models of behavior are explored and tested.
3. Refreezing: Application of new behavior that is evaluated, and if reinforcing, adopted.

McNiff, Lomax, and Whitehead (1996) indicated that action researchers focus on intentional behaviors, implement ideas, and gather evidence which can lead to new solutions and contribute to existing knowledge. Specifically, action research is a relevant form of research that teachers can apply to study their own pedagogy, classroom management techniques, and instructional impact on learners, among other considerations.

### 1.1.1 WHY IS ACTION RESEARCH RELEVANT IN EDUCATION?

Action research inside a school context is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

Action research process assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes.

Action research is based on the following assumptions:

- Teachers and principals (*director/a*) work best on problems they have identified by themselves.
- Teachers and principals (*director/a*) become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Teachers and principals help each other by working collaboratively.

- Working with colleagues helps teachers and principals (*director/a*) in their professional development.

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

Watts, (1985)

According to Johnson, (1995) there are 3 reasons for which schools should engaged in action research:

1. to promote personal and professional growth
2. to improve practice to enhance student learning
3. to advance the teaching profession.

Ferrance, (2000) states that action research benefit students and teachers because it can improve the teaching and learning process by reinforcing, modifying, or changing perceptions based on informal data and non-systematic observations.

Teachers learn what it is that they are able to influence and they make changes that produce results that show positive change. They can use it in the classroom to chart the effects of implementation of a curriculum or strategy, to study student learning and responses, or to profile individual students.

### **1.1.2 TYPES OF ACTION RESEARCH**

There are different types of action research depending upon the participants involved. A plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning.

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms.

School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. The school may also be looking to address its organizational and decision-making structures. Teams from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action.

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. Ferrance, (2000)

### **1.1.3 STEPS IN ACTION RESEARCH**

According to Ferrance, (2000) there are four basic themes: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. In conducting action research we structure routines for continuous confrontation with data on the health of a school community. These routines are loosely guided by movement through five phases of inquiry:

- Identification of Problem Area: To define a meaningful and achievable question in the confines of daily work. Careful planning at this first stage will limit false starts and frustrations.
- Collection and Organization of Data: It is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school.
- Interpretation of Data: Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data.

- Action Based on Data: Using the information from the data collection and review of current literature, design a plan of action.
- Reflection: Assess the effects of the intervention to determine if improvement has occurred.

Experience has proved that action research is useful in schools because it can be used to investigate any issue of concern, as a tool it is versatile and easy to use, it promotes shared understandings and approaches, actions are developed within, and for, a specific school environment and so are more likely to succeed, it can start small and grow over time. (Ferrance, 2000)

## **1.2 TEACHING ENGLISH AS A FOREIGN LANGUAGE IN CHILE**

To achieve a better cultural, social and work life, it is necessary to provide students the appropriate tools that could help them to make progress in their lives efficiently. The English language is no doubt, one of them, since is now the most spoken language in the world (after mandarin Chinese) <sup>1</sup>

Following this vision of the future the English program of the Ministry of Education seeks to ensure that all children reach an instrumental domain of the

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<sup>1</sup> <http://www.photius.com/rankings/languages2.html>

language, established by the ALTE<sup>2</sup> association, so they can use it when needed, thus broadening their academic and employment opportunities.

During this 10-year project the Ministry of Education will undertake initiatives to enhance the learning of this language.

There are four important areas in this program that will increase the English language in a period of ten years: the use of international standards, a professional teacher development, support for school learning and employability.

### **1.2.1 INTERNATIONAL STANDARDS**

To improve the quality in the preparation of teachers of English, to set learning standards and to diagnose the reality of the current knowledge of students in the eighth and the fourth grade of high school were one of the strengths that initially took the "English plan".<sup>3</sup>

And by 2013 all students must reach an ALTE 1 level at the end of eighth year primary and an ALTE 2 level at the end of the fourth year of secondary education.<sup>4</sup>

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<sup>2</sup> See appendix 5

<sup>3</sup> <http://www.educarchile.cl/Portal.Base/Web/VerContenido.aspx?GUID=d025e5f1-9262-44cc-9102-15b321edcc05&ID=78173>

<sup>4</sup> <http://www.ingles.mineduc.cl/destacado-det.php?idd=106>



### **1.2.2 PROGRAMS AND PLANS FOR STUDENTS OF 8TH GRADE.**

The English Program for students of the 8<sup>th</sup> grade, as in previous years, was to primarily focused on the development of receptive skills in listening and reading comprehension; but caring of not leaving behind the development of oral and written expressions.

The program provides guidance for the development of methodological skills, reading and listening comprehension; oral and written activities; generic examples; guidelines for the evaluation, guidelines for the organization of units and indications for the selection and adaptation of texts to be used in classes.

The width of topics allows the teacher to choose texts that are interesting for students, encouraging the incorporation of texts produced by the students and the possibility of establishing links with other areas of the curriculum. The subject matter of the English program is to input into cultural heritage and the development of critical thinking in young people at this level. It is indispensable that the teacher has some care with the content of the texts that he/she is going to select to provide opportunities for students to reflect on their content.

The methodological principles that guide the program give importance to the use of English language as a way to access the information and this principles point in first place, to the development of comprehension skills. Therefore, grammar is

neither the lead organizer of the program nor the focus of the evaluation, but a way to facilitate understanding and communication.

### **1.2.3 FUNDAMENTAL OBJECTIVES FOR STUDENTS IN 8TH GRADE.**

- To comprehend by listening to variety of large and complex; adapted and / or authentic texts associated with the semantic field level, identifying information and some details, in Spanish if necessary.
- To read texts comprehensively adapted and / or authentic in increasing length and complexity; to identify general information and some details, showing understanding in Spanish if necessary.
- To produce established oral and written dialogues in growing length and complexity using appropriate vocabulary to the level.

### **1.3 LISTENING SKILLS**

Reviewing the history of teaching English as a foreign language, listening skills have been the most ignored skill in this field. In the 1970s, the status of listening began to change from one of neglect to one of increasing importance. Throughout the 1990s, attention to listening increased strongly and aural comprehension in SFL acquisition became an important area of study.

Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing Rivers, (1981).

According to Brown and Yule (1983) there are four aspects that influence this process: the speaker, the listener, the content of the message and a visual support that accompanies the message.

- **The Listener:** Interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest.
- **The Speaker:** The extent to which the speaker uses these language forms impacts comprehension. The more exposure the listener has to them, the greater the ability to comprehend. A speaker's rate of delivery may be too fast, too slow, or have too many hesitations for a listener to follow.
- **Content:** Content that is familiar is easier to comprehend than content with unfamiliar vocabulary or for which the listener has insufficient background knowledge.
- **Visual support**  
Visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension if the learner is able to correctly interpret it. For example Poon(1992) used this kind of resources for her study (TV news tapes)

### **1.3.1 PROCESSES AT LISTENING**

Brown and Yule in Van Duzer (1997) mentions two types of cognitive process occur when listening: bottom-up and top-down processing.

- **TOP DOWN PROCESSING**

Top-down processing refers to utilizing schemata (background knowledge and global understanding) to derive meaning from and interpret the message. For example, in preparing for training in the operation of a new floor polisher, top-down processing is activated as the learner engages in an activity that reviews what the learner already knows about using the old floor polisher. This might entail discussing the steps in the polishing process; reviewing vocabulary such as switch, on, off, etc.; or generating a list of questions that the learner would like answered in the training.

- **BOTTOM- UP PROCESSING**

Bottom-up processing refers to deriving the meaning of the message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. Stress, rhythm, and intonation also play a role in bottom-up processing. Bottom-up processing would be activated as the learner is signaled to verify comprehension by the

trainer/teacher asking a question using the declarative form with rising intonation ("You see that switch there?"). Practice in recognizing statements and questions that differ only in intonation help the learner develop bottom-up processing skills.

Learners need to be aware that both of these processes affect their listening comprehension, and they need to be given opportunities to practice employing each of them. According to Celce-Murcia (2001) for the ones who want to provide the most successful experience inside the classroom for their second language students should consider this:

*No other type of language input is as easy to process as spoken language, received through listening.*

Through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills.

Brown, (2006) proposes several aspects to consider when teaching listening skills.

Brown recommends the activation of **prior knowledge for improved listening comprehension**. The author states that teachers must make use of students' prior knowledge or previous experiences, mental representations that help to understand new experiences. In the listening context this is: students must hear

some sounds, hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along.

Brown also states that we can help students to listen more effectively if we spend some time teaching them about purposes for listening, telling them in anticipation to focus on their reason for listening each time they listen: listening for main ideas, listening for details or listening and making inferences. This helps students to develop a sense of why they listen and which skill to use to listen better. According to him, if students know why they are listening, they are more focused.

### **1.3.2 APPROPRIATE ACTIVITIES FOR STUDENTS IN 8TH GRADE**

What is known about the listening process and the factors that affect listening can be a guide when incorporating listening skill development into ESL classes. The following guidelines have been adapted from a variety of sources including Brod (1996), Brown (1994), Dunkel (1991), Mendelsohn (1994), Morley (1991), Peterson (1991), Richards (1983), and Rost (1991).

- **Listening should be relevant.**

Because learners listen with a purpose and listen to things that interest them, accounting for the goals and experiences of the learners will keep motivation and attention high.

- **Material should be authentic.**

Authenticity should be evident both in language and in task. The language should reflect real discourse, including hesitations, rephrasing, and a variety of accents. Although the language needs to be comprehensible, it does not need to be constantly modified or simplified to make it easier for the level of the listener. Level of difficulty can be controlled by the selection of the task.

The authentic use of material, such as workplace training videos, audio tapes of actual workplace exchanges, and TV and radio broadcasts help to make it relevant.

A study made by Poon (1992) on using TV news to improve listening proficiency on ESOL students showed a significant progress in development of listening skills. The experimental group reported more interest in the listening material used and a greater feeling of improvement suggesting that the use of television news recording had a positive influence on students' motivation.

- **Opportunities to develop both top-down and bottom-up processing skills should be offered.**

As mentioned, top-down oriented activities encourage the learners to discuss what they already know about a topic, and bottom-up practice activities give confidence in accurate hearing and comprehension of the components of the language (sounds, words, intonation, grammatical structures).

- **The development of listening strategies should be encouraged.**

Predicting, asking for clarification, and using non-verbal cues are examples of strategies that increase chances for successful listening. For example, using video can help learners develop cognitive strategies.

Rubin,(1995).

Through listening comprehension activities it is possible that students improve their listening skills. Larry M. Lynch states that media instruments such as: song and movies are very useful to take some of the boredom out of learning languages. Also through these activities it is possible to work with elements such grammatical structure; a proper pronunciation new vocabulary will be contextualized.



It is always motivating to provide current, meaningful, and relevant content to students. An excellent source of material is the Internet; from there we can take different resources to work with in classes.

Listening comprehension activities based on media (music, movies, TV commercials) is a very good way to improve students listening skills. Through the activities of filling the blank, unscramble phrases of a song, specific comprehension questions and listens to and guessing the movie sound, students can also realize that learning English can be entertaining, especially on students of 13 and 14 years old who are very interested in technology. Brown states that when we teach materials in a context, we move beyond the language and the sentences get situated in the world, this is how students know and learn.

## 1.4 MOTIVATION

As we have seen previously, Brown (2006) discusses important issues about teaching listening. This author states that the stimulation and integration of real-world cultural information for students to know and to share is engaging. In other words, that it is motivating to hear about cultures you are unfamiliar with, and it is motivating to find the words to describe your own culture in English, this is the key to keep students learning.

The use of technology in the classroom is an effective way for teachers to motivate students and become active, real-world learners. Students learn best when they are actively engaged with the content and of course motivated.

Motivation is the set of reasons that establishes how someone connects to a situation with a particular behavior.

A reward, tangible or intangible, is presented after the occurrence of an action with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit.<sup>5</sup>

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<sup>5</sup> <http://en.wikipedia.org/wiki/Motivation>

### 1.4.1 TYPES OF MOTIVATION

Motivation is provided from two sources: from other people, and oneself. With respect to language learning we have instrumental motivation: the desire to pass a test or obtain a qualification and integrative motivation is the desire to be a part of the culture that speaks that language.

In a more technique and universal language these two sources are called extrinsic motivation and intrinsic motivation, respectively.

**Extrinsic motivation** is an external influence on the subject. Money is the most obvious example, in sports, the crowd may cheer the performer on, and this motivates him or her to do well. Trophies are also extrinsic incentives. Competition is often extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

*Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even a certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated.*

Douglas Brown, (2000).

On the other hand **Intrinsic motivation** comes from rewards innate to a task or activity itself - the enjoyment of a puzzle or the love of playing basketball, for example.

A person is intrinsically motivated when engaging in an activity "with no apparent reward except for the activity itself"; when he/she is motivated by internal factors and drives him/her to do things just for the fun of it, or because the belief that it is a good or right thing to do. Extrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self determination. Deci, (1972).

There is a contradiction between intrinsic and extrinsic motivation. While intrinsic motivation is far stronger a motivator than extrinsic motivation; external motivation work faster and can easily act to displace intrinsic motivation. Maslow, (1970) claimed that intrinsic motivation is clearly superior to extrinsic. According to his *Hierarchy of Needs*, people are ultimately motivated to achieve *Self Actualization* once our physical, safety, and community needs are met. Regardless of the presence or absence of extrinsic rewards, individuals will strive for self-esteem and fulfillments.

Bruner (1966), acclaiming the *Autonomy of Self Reward*, says that one of the most effective ways to help both children and adults think and learn is to free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically driven behavior is its addictive nature. Once captivated, as it were by the lure of an immediate prize or praise, our

dependency on those tangible rewards increases, even to the point that their withdrawal can then extinguish the desire to learn.

#### **1.4.2 MOTIVATION IN THE CLASSROOM**

The intrinsic–extrinsic variety in motivation is applicable to foreign language classrooms around the world. Regardless of the cultural belief and attitudes of learners and teachers, intrinsic and extrinsic factors can be easily identified.

Students are likely to be intrinsically motivated if they:

- Attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in).
- Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck).
- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

### **1.4.3 MEASURING MOTIVATION**

In a quantitative investigation into motivation by Keene (2007) motivation cannot be seen directly (because is a mental state), and what is more, as an internal concept, it is difficult to measure however; there are some techniques to determine or quantify motivation.

Assuming that motivation leads to action, to observe a behavior may give us a hint of the level of motivation but it will not reveal the kind or the reasons behind it, therefore one efficient method for collecting further relevant information from the learner is self-reporting, interview or questionnaire.

For the purpose of this investigation research we have created 2 surveys, in order to have a statistical background about the level of motivation in our students.

The first questionnaire asks about their feelings towards the English language; while the second one inquires students' preferences towards hobbies and activities that compulsory have to do with the language.

## **2. STUDY**

This research was project set at the INBA School, an internship for boys at the secondary level. The objective of the project was to plan a design of actions on how to motivate students to improve their listening skills by using audio-visual material. For this study we have chosen two groups from 8<sup>th</sup> level, 8<sup>th</sup> B and D.

### **2.1 SCHOOL**

The school has 1,755 students, from the ages of 12 to 17. 11% of the students are from outside of Santiago who live inside the internship. It provides an alternative to student housing to low-income students who wish to continue their studies and who do not have schools in their hometowns, through the delivery of a grant which covers accommodation and food services. They stay in the internship from Monday to Friday and on weekends they can go to visit their families. The other 89% are from different communities within Santiago.

The mission of the INBA is a holistic one, including: character development, social values, and adaptability as well as intellectual, emotional and volitional development. Since this is a public school, its goal in relation to teaching is to follow the English plan of the Ministry of Education. In Chile the required test, PSU to enter to the university includes: mathematics, languages and history. This condition forces secondary schools to put all their efforts and focus on preparing

students to do well on this test. So English until won't be part of a serious exam like mathematic and language are in P.S.U, will be step aside to a second level, in matter of importance from the students toward the language.

In general the socio-economic situation of students is low middle-class. In this segment are persons whose income or standards of living are slightly below of the medium level. The head of households has an average educational level of an elementary or secondary. Their children usually attend public schools. <sup>6</sup> For this socio-economic level education is very important. If we talk with any parent he or she will describe the time, and effort devoted to finding a decent school for their children, because education represents a vehicle for social mobility. <sup>7</sup>

In general students try to do their best at school in order to access to a good university once they finish school, but English is not part of the University selection test so most of students think that it is a waste of time for them and feel uninterested.

## 2.2 STUDENTS

Our work was focused on students in the 8 grade: two hours a day, twice a week. Each group has 45 students, from the ages of 13 to 15.

The materials for the classes are from the *Creative 2* resource book, a radio (for listening activities) and occasionally a data-show. The planning of the English

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<sup>6</sup> [http://www.economia.com.mx/nivel\\_socioeconomico\\_d\\_clase\\_media\\_baja.htm](http://www.economia.com.mx/nivel_socioeconomico_d_clase_media_baja.htm)

<sup>7</sup> <http://www.tcf.org/list.asp?type=NC&pubid=533>



classes has already been stated and it is fixed; it consists of follow the activities and contents of the *Creative 2* book that are proper for students of 8<sup>th</sup> grade.

The main objective of the class was to follow the planning that has been previously made at the beginning of the year.

In our classes we tried to create a climate of learning where students could feel absolutely confident and always with mutual respect by using the cross curriculum that is present in all the units of the book; being more specific, we generate this environment of mutual respect with the examples and models of life that every unit show in a different and implicit way. The general idea is, especially students, to be able and willing to hear the others, to share and respect their thoughts, ideas and opinions.

Although not always works like that and sometimes, especially after lunch, time of the day when they are usually very distracted and anxious because they want to go home soon, we spend several minutes of the class trying to make them quiet and struggling to keep their attention. In part this is because of the activities that tend to be on occasions a little bit monotonous, repeating always the same and having the same kind of exercises over and over, as a result our students feel bored and unenthusiastic in participating towards the class; using the same repetitive activities from the book *Creative 2* that consist of watching some picture, doing some comments, listen to a dialogue and reproduce it with the partner.

### **2.3 RESEARCH QUESTION**

Among all the difficulties that we had in controlling the group we had detected problems with the listening activities. A possible reason for this is:

1. They have comprehension difficulties, because of lack of motivation.
2. They are not used to hear the language in real situations.

This is why our goal by the end of our professional practice at the school is to make the difference and push the button that turns on the intrinsic motivation on them and therefore improve their listening skills. Which lead us to the following question:

**What can we do to motivate our students to improve their listening skills?**

### **2.4 HYPOTHESIS**

We believe that through the use of media resources, listening to relevant music and audiovisual materials, students will improve not only their listening skills and comprehension, but also their vocabulary, pronunciation and most importantly their motivational skills.

A similar study made by Poon (1992) by using TV news to improve listening proficiency on ESOL students showed a significant progress in development of listening skills. The experimental group reported more interested in the listening material used and a greater feeling of improvement. This research suggests that the use of television news recording had a positive influence on students' motivation.

Also Professor Larry M. Lynch, an ELT Teacher Trainer who helps language teachers to improve their skills and develop dynamic language classroom teaching techniques, states that music is very useful to take some of the boredom out of learning languages and also works to get and keep the students' interest.

To select the activities for the class we focused principally on student's interests in order make these more attractive and motivating for them, working with authentic material like movie sounds, songs, TV commercials and movie trailers. With all these activities we expect students to be more willing to learn, to keep their attention on the activity and increase their participation in class. Brown, (2000).

## 2.5 PLANNING

In order to corroborate, if the plan of action designed works in listening skills area, we applied an instrument of measurement of the listening abilities before starting any experiment that consists of to listen a paragraph of 30 seconds, taken out from the book they currently use, and at the same time to fill in the blanks with the missing words, recognizing a total of ten words. The idea is to repeat this at the end of the research to compare their scores<sup>8</sup>.

We planned to use the last 15 to 20 minutes of the class time to complete an activity related to the development of listening skills. For 8 classes during 4 weeks period, we developed 4 types of activities using audio and audiovisual material.

In the first instance we expected that students would be open and willing to do the activities, because it was going to be something different to what they are used to do. Our hook was the first song we had chosen, it has a lot of energy and power, and as a result they would be left with the feeling of wanting more. After this first activity they will be looking forward to do the next one. This will increase their motivation for the whole class.

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<sup>8</sup> See appendix 2

Our second purpose in these activities is to enhance their listening abilities by hearing real English with real pronunciation.

The materials have been selected because they agree with the survey made at the beginning of the project and they are aged appropriated for students of the 8<sup>th</sup> grade. In the case of the songs, beside from being energetic songs, they have easy pronunciation and they are not hard to remember because they are repetitive in their lyrics.

### **CRITERIA ON SELECTING APROPIATE ACTIVITIES**

We planned the activities to be used in classes according to the following criteria selected from different authors who consider these elements necessary to develop a listening activity.

<b>No</b>	<b>CRITERIA</b>	<b>DESCRIPTION</b>
C1	Relevant listening	The audio text must have a purpose; it should be about things that interest students in order to keep motivation and attention high.
C2	Authentic material	The language should reflect real discourse, including hesitations, rephrasing, and a variety of accents. Although the language needs to be comprehensible, it does not need to be constantly modified or simplified to make it easier for the level of the listener
C3	Top Down	The use of a representation (background knowledge and global understanding) to understand the meaning from and interpret the message
C4	Bottom up	The activation of the learning, the verification of the comprehension by the teacher usually by asking a question using the declarative form with rising intonation, sounds, words, grammatical relationships, meaning, stress and rhythm

RESOURCES	ACTIVITIES	GOAL OF THE ACTIVITY
<p><b>Songs:</b></p> <p>We will Rock You By Queen and About a Girl By Nirvana.</p>	<p><b>Jumbled lines:</b></p> <p>The song lyrics will be projected on the board but some lines will be jumbled so students have to put them into the correct order while listening to the song. Students can work in pairs.</p>	<p>In this activity we expect that students could recognize words by hearing its pronunciation and put it in the right order.</p>
<p><b>Movie trailers:</b></p> <p>Bee Movie Pirates of the Caribbean 3</p>	<p><b>Filling the gap exercise:</b></p> <p>The students will have a little warm up before watching the trailer in order to approach them to the movie</p> <ul style="list-style-type: none"> <li>• Have you heard anything about <i>this movie</i> (name of the movie)?</li> <li>• Do you know anything about <i>this movie</i> (Name of the movie)?</li> </ul> <p><i>This movie is a (mention the kind of movie) movie. Do you like this kind of movie?</i> After that the students watch the movie trailer and then in pairs they must fill in the gaps of the script. Check altogether and review if they have vocabulary problems. They can work in pairs.</p>	<p>In this activity we expect that they recognize the missing words by hearing it and to write it in the correct blank.</p>
<p><b>TV commercials:</b></p> <p>MasterCard (Homer)</p> <p>Pizza Hut</p>	<p><b>Listening comprehension questions</b></p> <p>What does Homer buy at the store? How much does the hair cut cost? How much does the oil change for the car Homer cost? What is the main idea for the commercial?</p> <p>What is this new pizza like?</p> <p>Students work in pairs</p>	<p>In this activity students must express in words what they have understood of what they have seen and hear of the video commercial by answering some given questions.</p>

<p><b>Movie sounds:</b></p> <p>Shrek Forest Gump</p>	<p><b>Movie Sound guessing:</b></p> <p>In this activity, students will hear several parts of a movie and they must guess the name of the movie. They will have help with the script shown written as they hear it.</p>	<p>Here, we expect that students could identify some lines script of a well known movie by listen it or at least that they recognize the voices of the characters.</p>
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**DESCRIPTION OF ACTIVITIES**

The idea is to do one of these activities, interlaced among each other, during a period of four classes (two weeks), evaluate it and do any change if necessary. Then start another round with 4 activities left to finally do the interpretation of the results.

We believe that the most appropriate period of the class to do these activities is on the last 15 to 20 minutes of it.

**Activity 1: Jumble lines (“We Will Rock You” / “About a Girl”) (C1 – C2)**

To do a pre-listening activity aiming at connecting student’s knowledge to the new material they are going to listen to (C3).

The activity starts as followed:

1. Ask the students to close their books and to pay attention to this new activity.

Do a brief warm up asking questions about the band such as: Do you know “Queen”/ “Nirvana”? What songs do you know about this group?

Do you know the song “We Will Rock You”/ “About a Girl”? (C4) The answers of the students may vary.

Then, the activity goes on associating words with what students actually listen to.

2. Explain to the students the dynamic of the activity: they will be reading the lyrics of the song at the same time they are listening to it and find out what part of the lyrics are jumbled. They can work in pairs.
3. When students have finished they can put the arranged lyrics so they can sing along.

Our aim here is that students could recognize words by hearing its pronunciation and put it in the right order also, that they could imitate its pronunciation and produce it in the right way when they sing it.

**Activity 2: Movie trailers; filling the gap (“Bee Movie”/ “Pirates of the Caribbean”) (C1 – C2)**

At the beginning of this activity also is recommendable to do a pre-listening activity aiming at connecting student’s knowledge to the new material they are going to watch. (C3)



The activity starts as followed:

1. Tell the students that they are going to watch a short video but first ask them: Have you heard anything about *this movie (name of the movie)*? Do you know anything about *this movie (Name of the movie)*? This movie is a (*mention the kind of movie*) movie. Do you like this kind of movie? (C4) Once again students' answers may vary but it won't make any effect on the result.

Then, the activity goes on listen to and watching the video but first:

2. Give them a hand out and explain them that they will have to fill the blanks that appear on the sheet with what they hear on the movie trailer. (This is for them to be aware on what they have to pay attention).
3. Students may watch the movie trailer two or three times depending on how well they can hear. They can work in pairs.
4. After that, check the answers all together and review if they have vocabulary problems. (C4)

Our aim here is that students can recognize the missing words by hearing it and to write it in the correct blank.

**Activity 3: TV commercials comprehension questions (“Homer’s MasterCard”/ “Pizza hut” advertisement) (C1 – C2)**

At the beginning of this activity also is recommendable to do a pre-listening activity aiming at connecting student’s knowledge to the new material they are going to listen to. (C3)

The activity starts as followed:

1. Explain to them that this kind of activity is shorter than the previous ones and students will only require paying the maximal attention since you will make them oral questions to see if they catch the message.
2. Ask the students to keep quiet, explain them that there are going to watch a TV commercial and then you will ask them some questions, so they need to pay attention.(C3)

Then

3. Watch the video they may ask you to watch it more than once. (C1-C2)

After they have watched the commercial, give them a piece of paper with the following questions:

- For the Homer commercial:

What does Homer buy at the store?

How much does the hair cut costs?

How much does the oil change for the car Homer cost?

What is the main idea for the commercial?

- For the Pizza Hut commercial:

What is this new pizza like?

Our aim here is that students can express in words if they understood what they have seen and hear of the video commercial by answering some given questions. (C4)

#### **Activity 4: Movie sounds guessing (“Shrek”/ “Forest Gump”) (C1 - C2- C3)**

At the beginning of this activity also is recommendable to do a pre-listening activity aiming at connecting student’s knowledge to the new material they are going to listen to. (C3)

The activity started as follows:

1. Explain the students that they must be in silence, this time there will be no images but only the sound of a movie and they will have to guess which movie the characters they hear are from. (C3)

Then

2. Put the sounds of the movie one at the time, students can hear it more than one time, also to help them you can put the scripts of the movie projected on the board, if still is too difficult for them you can help them by translating the scripts. Since the movies are well know it won’t be difficult for them.(C3)

After they have guessed you can comment together about the movie, if they like it or not, what are they favorite parts. (C4)

Our aim here is that students can identify some lines script of a well known movie by listen it or at least that they recognize the voices of the characters. Also to encourage them to watch movies in English sound instead of Spanish; since the survey showed the opposite, that students watch dubbed movies instead of in English. This simple exercise of watching, movies in its real language will bring to anyone who does it many benefits in the development of listening skills.

### **3. RESULTS.**

With the purpose of knowing and considering students' interest and to design an appropriate activity that actually students like and enjoy we create a survey and students of both classes were asked to answer these two questionnaires at the beginning of the implementation of the project.

The first survey<sup>9</sup> consist of three questions regarding motivation towards the target language; the second one<sup>10</sup> consist of nine questions regarding the interest of adolescent between 12 and 13 years old related to music, hobbies, English classes and use of free time.

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<sup>9</sup> See appendix 3

<sup>10</sup> See appendix 4

### 3.1 GRAPHICS.

Survey No 1: Motivation, 3 questions.

8th B total of 31 students

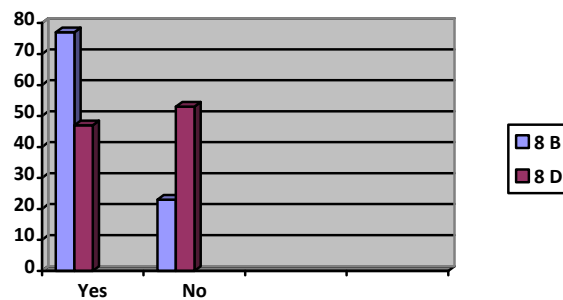
8th D total of 30 students

#### Do you like English?

There is a significant difference between classes with respects to the subject.

While 8thB approved with a 77%, the 8thD disapproved it with a 47%

	8th B	8th D
Yes	77 %	47%
No	23%	53%

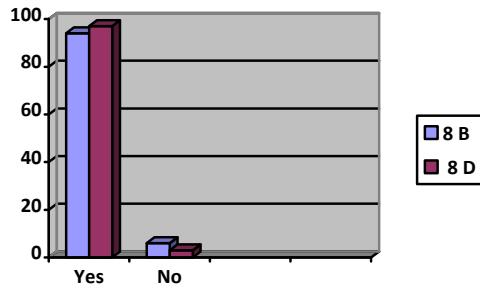


#### Is English useful?

In both classes more than 90% students agreed with the statement that the

English language is useful

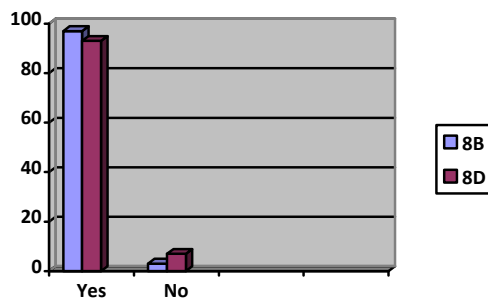
	<b>8vo B</b>	<b>8vo D</b>
Yes	94%	97%
No	6%	3%



**Do you think that English language is important for YOUR future?**

Both groups recognized with an over of 90% that the English language will make a big impact in their future

	<b>8vo B</b>	<b>8vo D</b>
Yes	97%	93%
No	3%	7%



Survey No 2: Students' interests (9 questions)

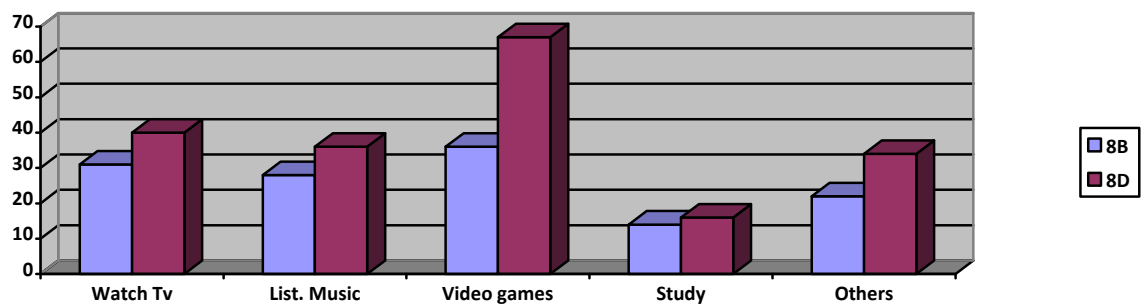
8th B total of 36 students

8<sup>th</sup> D total of 30 students

**1. What do you do in your free time? (You can answer more than one alternative)**

Both groups show apart from playing video games, a inclination on the audiovisual activities. The second preference is TV with 31% of students from 8B and 40% of students from 8D.

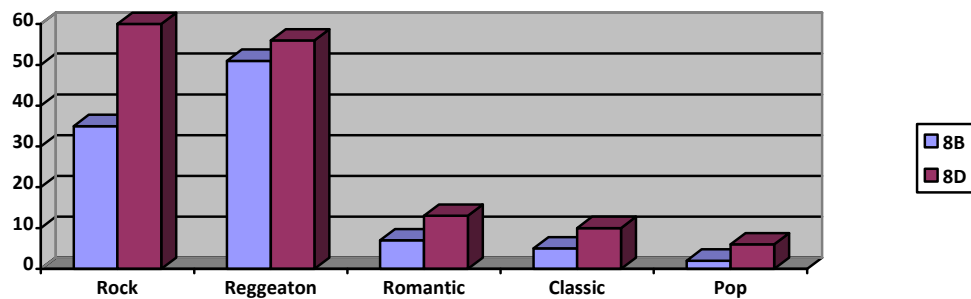
	<b>B</b>	<b>D</b>
Watch TV	31%	40%
Listening to music	28%	36%
Play video games	36%	67%
Study	14%	16%
Others	22%	34%



**2. What kind of music do you listen to? (You can answer more than one alternative)**

Both classes show a big tendency to reggeaton with an average of 53.5%, while Rock music show the second majority with an average of 47.5%

	<b>B</b>	<b>D</b>
Rock	35%	60%
Reggeaton	51%	56%
Romántic	7%	13%
Clássic	5%	10%
Pop	2%	6%

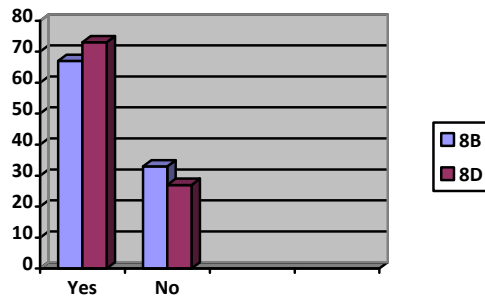


**3. Do you listen to music in English?**

More than the 60% in both groups recognize to listen to music in English language in their daily life.

	<b>B</b>	<b>D</b>
Yes	67%	73%
No	33%	27

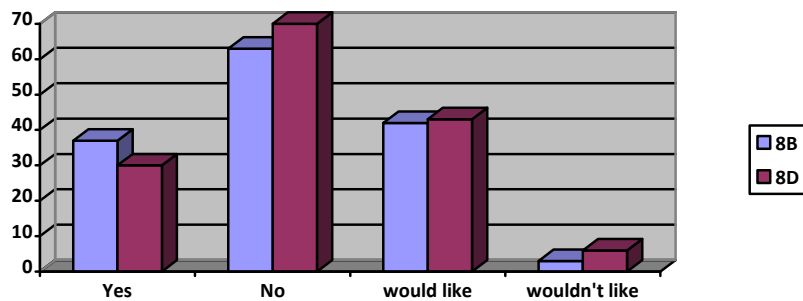




**4. When you listen to music in English, Can you understand the lyrics?  
Yes/ No (compulsory), would you like to? (Alternative)**

Less than the half of students in both classes don't understand what they listen to and what they sing (8thB 37% while 8thD 30%). But both classes show with an average of 42.5% that they would like to.

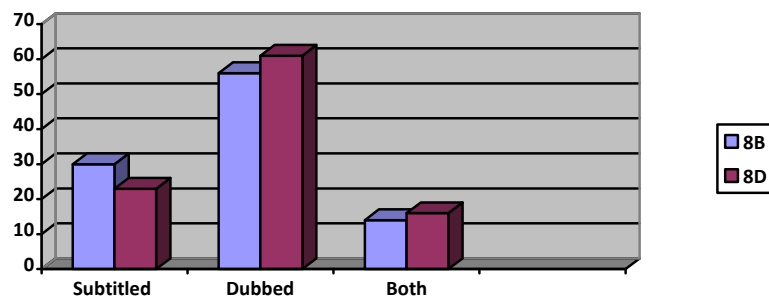
	8vo B	8vo D
Yes	37%	30%
No	63%	70%
<i>Would like</i>	42%	43%
<i>Wouldn't like</i>	3%	6%



**5. When you are watching a movie: Do you prefer them with subtitles or dubbed into Spanish?**

A 56% in 8thB and a 61% in 8thD show no interest at all of putting in practice their listening abilities; they prefer dubbed movies instead of listening in its real language.

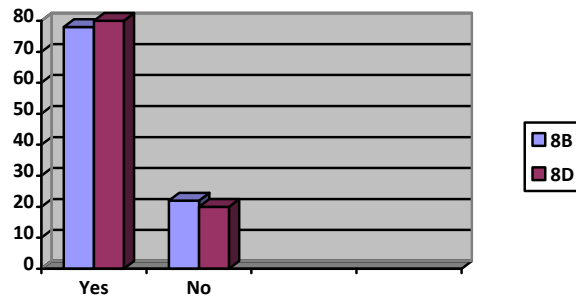
	<b>8vo B</b>	<b>8vo D</b>
Subtitled	30%	23%
Dubbed	56%	61%
Both	14%	16%



**6. When you are watching a movie in English: Do you understand any words?**

An average of 79% in both classes recognize that they understand some words when watching a movie (at least the basics ones)

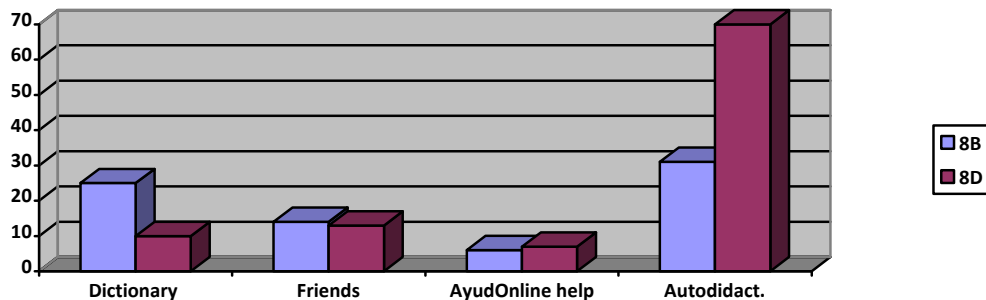
	<b>8<sup>th</sup> B</b>	<b>8<sup>th</sup> D</b>
Yes	78%	80%
No	22%	20%



**7. Do you like videogames? Most of its instructions are in English. How do you do it? Do you use a dictionary or you ask to your friends? (You can answer more than one alternative)**

Students of both groups show that they learn by practicing and making mistakes, (8<sup>th</sup> B a 31% and 8<sup>th</sup> D a 70% as their first majorities).

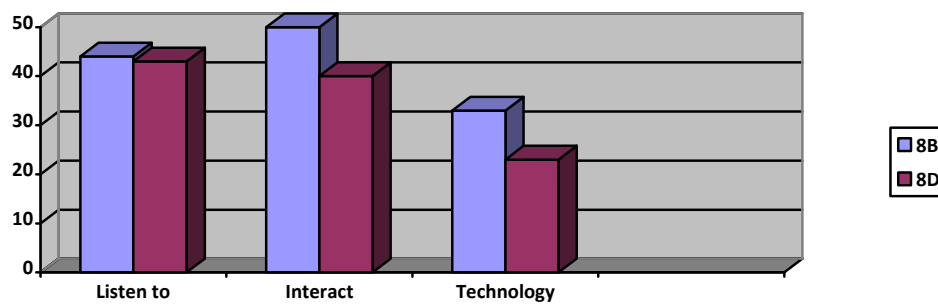
	8th B	8th D
Dictionary	25%	10%
Friends	14%	13%
Online help	6%	7%
Autodidact	31%	70%



**8. What kind of activity would you like to do in English classes? (You can answer more than one alternative)**

Students of 8<sup>th</sup>B with 44% and of 8<sup>th</sup> D with 43% show interest in participate more actively in their English classes, they also would like to have music in the same language as a background.

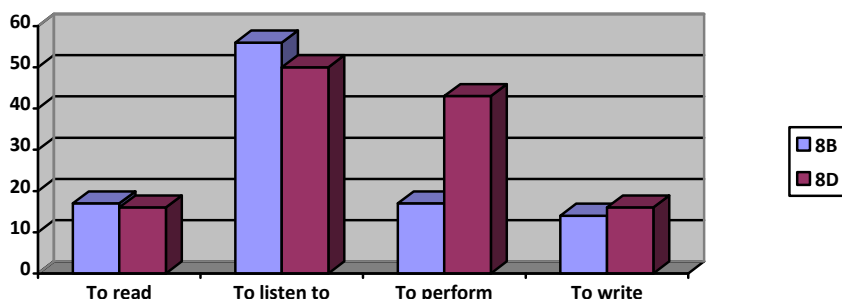
	<b>8th B</b>	<b>8th D</b>
Listen to dialogs and/or music	44%	43%
Interact	50%	40%
Incorporate more technology (datas)	33%	23%



**9. What is that attracts you the most of English classes? (You can answer more than one alternative)**

Overall the activities they usually do, they prefer the listening activities, with an approval of the 53% average.

	8th B	8th D
To read	17%	16%
Listen to dialogs and texts in English	56%	50%
To perform dialogs with classmates	17%	43%
To create and write stories in English	14%	16%



According to these surveys, students should be enthusiastic to participate in the activities we have prepared for them, since the graphics show a high interest in listening area and also that they would like to develop this skill in order to understand and complement students' interests such as: video games, songs, movies, etc.

#### 4. DEVELOPMENT OF THE PROJECT

During the progress of this project we have some external unavoidable problems related to educational issues at national level, consequently we could not finish it. Teachers of public schools went on strike and this movement lasted for more than 40 days. Then when teachers returned to classes, public high school students shut down schools for other two weeks.

We had planned to perform four different types of activities twice, in a period of eight weeks. Because of these two protests we were able to do only two activities: “Jumbles lines” and “Filling the gap exercises (of a movie trailer)”.

In the first activity, both groups of students (8<sup>th</sup> B and 8<sup>th</sup> D) were very enthusiastic and energetic in opposite of what has been their attitude during the class as we told them about the activity and the name of the group and the song. Once we played the song they started to hit the tables trying to follow the rhythm of the bits. Most of them already have heard the song before so they knew the lyrics and it was easy for them to unscramble the lines. By the end of the activity the students were worried about making noise more than sing the actual song, giving to the classroom the atmosphere of a rock concert. Students applauded and they all agreed they liked the song and the activity.

The second activity was done in the middle of the second strike, so there was the half of the students in the classroom and the mood of the students was revolutionary, they were very talkative and uninterested in the class.

We did the activity anyway but the results were not the best. In the 8<sup>th</sup> b group the most revolutionary students were outside the classroom and the ones inside the classroom (the most quite ones) were very interested in the movie and in completing the activity beside of having some audio problems.

In the 8<sup>th</sup> D group only the students who were sitting in the first row were participating of the activity, the others were making noise.

## 5. DISCUSSION OF THE RESULTS

According to the survey made, we could realize that most of students answered that they like English or at least recognized that English is important for their future but their attitudes inside the classroom showed otherwise.

Another point to highlight is that most of students said they have a preference toward receptive activities instead of the productive ones, but this is contradictory with what they usually do; when they watched a movie they prefer dubbed movies instead of the subtitles ones.

Once we had the results of these two surveys, we had the conditions to design the activities to implement in this project, according to students interests and preferences.

We cannot analyze the whole project; because of not having done all the planned activities. However we believe that the results would be positive not only in the improvement of the ability of listen, but an increment of the motivation towards the English class.

We based these assumptions on a similar research made by Anita Poon, (1992) who proved with statistical results that the hypothesis of viewing TV news will have greater effects on students' general listening proficiency that will standard comprehension materials.

## CONCLUSION

Through this research we have learned that students will be always willing to learn as long as the teacher considers their interests. It is important to mix the new knowledge with something significant in students' life, so it will stay in their minds. However, it is hard for teachers to find authentic material that be suitable with the school planning. With the intention of not interrupting this planning we decided to implement this research as something parallel to the class.

The materials used were carefully selected based on the two surveys made at the beginning of the project. This selection process took more than expected because apart from consider students preferences, activities must to go according a certain criteria established for listening activities.

The listening ability was pre tested using a regular exercise students usually use. It consisted of listening to a paragraph of 30 seconds length where they have to fill in the blanks ten words of the same paragraph simultaneously<sup>11</sup> The idea was to use this same exercise at the end of the project in order to measure students' improvements in the listening area, comparing the results of the first score with the last score and the difference between both.

If we had more time, we strongly believe that all the activities would have had a positive approval among students and we could have seen a significant progress in students' motivation and an improvement of their listening skills.

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<sup>11</sup> See appendix 1



We base our conviction in several authors who have made a contribution in the listening skill field, giving advice and evidences of their work; they had a similar objective to our project: that students become more interested in those elements of their daily life that involves the subject of English such as: songs, movies, television and cartoons. As a consequence through these elements they can improve their vocabulary, pronunciation, grammatical structure, and recognizing the language of native speakers.

In view of the fact that this project could not be finished, because of some external issues this research stays open to be concluded by anyone interested in this project.

For further application of this project or a similar project, it is necessary to have in mind the following considerations:

- Students' likes and dislikes, some of the activities wouldn't work if we have put a Frank Sinatra or Hanna Montana's song.
- Whenever you are doing a listening activity care of having good loudspeakers, otherwise the activity will not work out.

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## APPENDIXES

### APPENDIX 1

#### Exercise 1.

Listen to the tape script and complete the missing words (10 points).

Hi, my name is 1\_\_\_\_\_ and I'm from 2\_\_\_\_\_. I'm  
3\_\_\_\_\_ years old and my birthday is on 4\_\_\_\_\_. I have a  
5\_\_\_\_\_. His name is Sean. I'm interested in  
6\_\_\_\_\_ and I'm member of Greenpeace. My hobbies  
are 7\_\_\_\_\_ and 8\_\_\_\_\_. My favorite singer is  
9\_\_\_\_\_ and my favorite band is 10\_\_\_\_\_. I want to  
exchange ideas with young people in different countries. So please contact me.  
Greta.

#### Answers

Hi, my name is 1 **GRETA** and I'm from 2 **IRELAND**. I'm 3 **17** years old and my  
birthday is on 4 **MAY 1ST**. I have a 5 **BROTHER**. His name is Sean. I'm interested  
in 6 **THE ENVIROMENT** and I'm member of Greenpeace. My hobbies are 7  
**READING** and 8 **SWIMMING**. My favorite singer is 9 **BRITNEY SPEARS** and my  
favorite band is 10 **OUTKAST**. I want to exchange ideas with young people in  
different countries. So please contact me.  
Greta.



## APPENDIX 2

Subject	Score of pre test	Score of post test	Score of improvement
1. Almendras	5		
2. Alvarado Iv.	6		
3. Alvarado In.	3		
4. Andreus	4		
5. Araya	10		
6. Arce	6		
7. Arellano	7		
8. Bernal	8		
9. Bernales	4		
10. Bravo	5		
11. Canelo	6		
12. Caro	3		
13. Contreras	8		
14. Cornejo	5		
15. Diaz C. '+	6		
16. Diaz R.	8		
17. Escobedo	6		
18. Gallegos	7		
19. García L.	3		
20. García J.	2		
21. Gomez	4		
22. González B.	6		
23. Gonzales P.	8		
24. Grinpun	3		
25. Gutiérrez	8		
26. Hidalgo	9		
27. Coren	5		
28. Martínez	4		
29. Molina	3		
30. Muñoz	7		
31. Ortiz	8		
32. Pinto	9		
33. Quilodran	5		
34. Rubilar	4		
35. Salinas	4		
36. San Martin	7		
37. Saravia	8		
38. Sepulveda	8		
39. Soto	4		
40. Terrile	3		
41. Vega	5		
42. Vergara	2		
43. Zapata	9		

<b>Subject</b>	<b>Score of pre test</b>	<b>Score of post test</b>	<b>Score of improvement</b>
1.Aliaga	8		
2.Alvear	2		
3.Barrientos	8		
4.Barrientos	5		
5.Bascuñan	3		
6.Bravo	4		
7.Carrasco	5		
8.Celedon	5		
9.Del Pino	8		
10.Diaz	8		
11.Espinoza	1		
12.Ferrada	9		
13.Fierro	10		
14.Fuentes	2		
15.Gonzales	6		
16.Hermosilla	5		
17.Hernandez	5		
18.Malerba	4		
19.Matamala	8		
20.Montero	7		
21.Palominos	8		
22.Pino	4		
23.Poblete	3		
24.Puebla	3		
25.Quijada	10		
26.Rubilar	8		
27.Ruiz	6		
28.San Martin	4		
29. Sepúlveda	4		
30.Silva	5		
31.Soto	6		
32.Torres	10		
33.Troncoso	6		
34 Valenzuela	4		
35.Vasquez	4		
36.Velasquez	4		
37. Vera E.	5		
38. Vera L.	6		
39. Yáñez	10		
40.Romero	6		
	Average=5.72	Average=	Average=

## APPENDIX 3

### Encuesta 1

¿Te gusta el Inglés? ¿Por qué?

.....

¿Es útil el Inglés? Explica.

.....

¿Crees que saber Inglés es importante para TU futuro?

.....

## APPENDIX 4

### Encuesta 2

<p>1. ¿ Qué haces en tu tiempo libre? a) ver tele b) escuchar música c) jugar video juegos d) estudiar e) otra (especificar)...</p>
<p>2. ¿ Qué tipo de música escuchas? a) Rock b) Reggaeton c) Romántica d) Clásica e) Pop</p>
<p>3. ¿ Escuchas música en inglés? si/no - Por qué? .....</p>
<p>4. Cuando escuchas música en inglés ¿Entiendes lo que dicen las letras? si no, te gustaría? .....</p>
<p>5. ¿ Cuando ves películas, las prefieres subtituladas o dobladas al español? .....</p>
<p>6. Al ver películas en Inglés, ¿Entiendes algunas palabras? Cuáles? .....</p>
<p>7. ¿Te gustan los videojuegos?, En la mayoría de los videojuegos las instrucciones están en inglés. ¿Cómo lo haces: utilizas diccionarios o le preguntas a tus amigos? .....</p>
<p>8. ¿Qué actividad te gustaría hacer en las clases de inglés? .....</p>
<p>9. ¿Qué es lo que mas te atrae de las clases de inglés? a) Leer b) Escuchar diálogos y textos en inglés c) Reproducir diálogos con tus compañeros d) Crear y escribir historias en inglés.</p>

## APPENDIX 5

### Niveles ALTE

<b>ALTE 1:</b> <b>Waystage user</b>	Nivel esperado al término de 8º Básico	Comprende oraciones y expresiones de uso frecuente relacionadas con aspectos personales, familiares y del entorno. Describe aspectos de su vida y entorno en términos simples. Realiza tareas de rutina sencillas que requieren de un intercambio simple y directo de información sobre temas conocidos.
<b>ALTE 2:</b> <b>Threshold user</b>	Nivel esperado al término de 4º Medio	Comprende las ideas principales de textos orales y escritos sobre temas que conoce y enfrenta generalmente en su trabajo, estudios y tiempo libre. Maneja la mayoría de las situaciones que pueden surgir en un contexto de habla inglesa. Produce textos simples y coherentes sobre temas conocidos. Describe experiencias, hechos y explica brevemente sus opiniones y planes.
<b>ALTE 3:</b> <b>Independent user</b>	Nivel mínimo esperado para un profesor de inglés	Comprende las ideas principales de textos orales y escritos complejos sobre temas concretos y abstractos, incluyendo discusiones técnicas en su especialidad. Interactúa con un grado de fluidez y espontaneidad que posibilita la interacción con hablantes nativos de inglés. Produce textos orales y escritos claros y detallados sobre un amplio rango de temas y explica sus puntos de vista.