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GRADUATION SEMINAR

Presented as Fulfillment of the Requirements for the Attainment of the Bachelor of Education Sciences, with an English mention.

General Topic:

Methodological strategies that enhance the development

of the English Language Learning during the Second Semester, 2019.

Specific topic:

The influence of audio visual materials in the development of the listening skills of students of 10th grade "E", morning shift at Eliseo Picado National Institute (INEP), in Matagalpa, during the second semester 2019.

Authors:
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Tutor:
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Date:

February 10th, 2020. Matagalpa.

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INDEX

iii

Dedication.

We dedicate this work, primarily to God for giving us the strength and knowledge to finish this work.

To our parents because they are always encouraging us to lead in our career and give us unconditional support.

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Thanks UNAN FAREM Matagalpa that permitted us to be part of this institution.

Also, Eliseo Picado National Institute that gave us the opportunity to do this research.

Finally, special thanks to our professor Mauricio Alvarado that guided us throughout this investigation.

"2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Arcenio Antonio Muñoz López carnet número 15065692 y Tatiana Junieth Rodríguez Ortiz carnet número 13065846, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: "The influence of audio visual materials in the development of the listening skills of students of 10th grade "E", morning shift, at Eliseo Picado National Institute (INEP), in Matagalpa, during the second semester 2019." responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. Mauricio Alvarado
Tutor
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Abstract.

This study includes methodological strategies that enhance the development of the English learning process during the second semester 2019. This research is focused on the influence of audio visual materials on the development of the listening skills of students of 10th grade "E", morning shift, at Eliseo Picado National Institute (INEP) Matagalpa, during the second semester 2019.

The purpose of this study is to analyze how the use of laptops, speakers and cell phones influence on learning process and its effect on listening comprehension. This study has a great importance because it helps English teachers have a better understanding of the acquisition of listening comprehension by using audio visual materials. It is important that teachers take into account what the students need to learn. Therefore, by listening and watching videos, it is possible that students get concentrated, make the class funnier and provide learners with topics and ideas to discuss. In addition, students are motivated to participate during the class giving their points of views about the topic.

In short, the use of audiovisual materials helps students in a big way, since the language is more realistic with respect to pronunciation, vocabulary stress, and the intonation of phrases. In conclusion, after having analyzed the results, we concluded that the use of audiovisual materials doesn't influence adequately on the teaching learning process on students of tenth grade "E", they presented difficulties for the listening comprehension and with the enhance of cell phones, laptops and speakers, students felt motivated to participate in the lesson.

Introduction.

Based on the methodological strategies that enhance the development of the English Language Learning during the Second Semester 2019. This research is focused on the influence of audiovisual materials on the development of the listening skills of students of 10th grade "E", morning shift, at Eliseo Picado National Institute (INEP) Matagalpa, during the second semester 2019. Listening is one of the most important skills in the English language in order to communicate fluently inside and outside of the classroom. Because of the lack of the use of audiovisual materials, many students have difficulties that hinder the development of the listening comprehension in the English class.

Many researchers, have considered that with the use of audiovisual materials, stimuli, create a more appealing environment and motivate students to have a more effective learning, since it provides them with an incredible source of information and accessibility to new knowledge. In this study, we investigated if the use of laptops, speakers or cellphones are engaged in the classroom to develop the English class on students of tenth grade E. This research was carried out with the purpose of analyzing if the use of audiovisual materials has an effect on the students' listening skill.

This study has a qualitative and quantitative approach. It is qualitative, because we analyzed the information through the administration of the instruments applied to the students. It is also quantitative because after having applied and experimented through the instruments in the classroom, the results were analyzed and discussed. In addition, each test was applied with a purpose: the pre-test had the purpose of determining if the sample we chose had a good comprehension of listening. Second, we applied an intervention to evaluate and focus on the difficulties that students presented through the presentation of vocabulary and by completing dialogues. Lastly, we applied the post-test to compare if students obtained better results in comparison to the pre-test.

This research is experimental, because we experimented on how the use of audiovisual materials helps students to improve listening skills through the administration of instruments.

In this research, there was a universe of two hundred students of five tenth grades. The population was forty students; we chose one grade out of the five tenth grades; tenth grade "E". The age of them range between fifteen and seventeen years old. The process of the selection was randomly by quota sample, where the sample was 20 learners of both genders; ten girls and ten boys, which mean we took the 50 percent of the population.

The instruments used for collecting data for this research were three tests. The first instrument was the pre-test to determine how the listening skill on students of tenth grade was. To carry out the activity we separated the students (sample) from the population, and moved them to a classroom. After that, we organized the students and handed them the test. These activities were developed according to the level of students, the unit, and the topic that they had already receive before. The activity on the test was to listen and circle one of the three options of each question. In this case, we used a laptop and speaker to produce the audio and at the same time to visualize it. The maximum score of this pre-test was fifteen points. It contained five questions, three points each one.

The second instrument was the intervention; this was administered with the purpose of analyzing and evaluating the results that students presented in the first test. In this stage, a lesson with listening activities was designed and developed, according to the difficulties students presented. The first activity was about listening and repeating. We showed flashcards based on the vocabulary of the topic (vacations) they had studied, and the students had to listen and repeat the pronunciation of the words. The second activity was a dialogue. In this activity, we used a cell phone to record our voices, and then, in the classroom we used a speaker to reproduce the audio. The students had to listen and complete the dialogue.

The last instrument was the post-test; this was done with the purpose to compare if through the intervention students obtained better results than in the pre-test. This post-test consisted on applying the same test that it was administered in the pre-test. In this case, we only used a speaker.

The procedure of analysis of this information, we got together in order to review the results of each test. The pre-test, we analyzed this instrument by checking each one of the answers of the questions provided on the tests; as each test contained five questions, the results of it were taken into apart and then, we counted the number of the wrong answers that students obtained, and then we analyzed the percentage by presenting it in a graphic how much students of the sample presented difficulties. Of the same way in the intervention, as students were provided in a sheet of paper an activity of listening in order complete a dialogue, as it had eight spaces to be completed, we did the same procedure as we did in the pre-test by checking the spaces in blanks, we took into apart the good and wrong answers of the result of each students, and after that it was analyzed how their listening skills was.

In the post-test, we did the same procedure by checking each one of the answers of the questions provided on the tests; after having obtained the result of the student in the posttest, we compared the results obtained in the pre-test with the post-test and if with the administration of intervention helped students in the listening comprehension; all these results were represented through a graphic.

Justification.

This study is based on the influence of audiovisual materials on the development of listening skills on students of tenth grade E, morning shift at Eliseo Picado National Institute in Matagalpa, during the second semester 2019. We chose this topic because listening skills is considered one of the most difficult skills that students face in the learning process, since students are not provided with the chance to interact with materials that help them to improve this skill when the communicative process is performed.

We chose this topic in order to analyze if the influence of audiovisual materials motivate and help students improve their listening comprehension. Nowadays, there are difficulties that influence on students and limit them to get a meaningful learning when they are practicing activities of listening. Most of the students of tenth grade "E" demonstrated to have weaknesses in listening activities due to the lack of knowing vocabulary, speech sound, stress, or the lack of use of audiovisual materials during the class. For this reason, it is important to mention that the influence of audio visual materials facilitate the learning of students and they are more exposed to discriminate and understand better the meaning of the words.

The impact of this work is that the influence of audiovisual materials gives meaningful contributions to the activities that teachers propose to develop during the learning process. Moreover, it will awake the interest and motivation of students. Through laptops, tablet, cell phones, and projectors, teachers can deliver more dynamic lessons and students will feel more motivated, where they are in a comfortable environment and with more desires to learn.

The information obtained in this research will be useful for those readers who want to be documented, and for all those teachers who want to improve in the process of teaching by providing students important information and funny activities through the use of audiovisual materials in the English class.

Objectives.

General objective:

To analyze the influence of audiovisual materials on the development of listening skills of students of tenth grade E morning shift, at Eliseo Picado National institute in Matagalpa, during the second semester 2019.

Specific objectives:

- To determine what kind of audiovisual materials are used, to develop the listening skill on students of tenth grade "E", during the learning process.

- To evaluate the impact of using audiovisual materials in the development of the listening skill of students of tenth grade E.

- To suggest strategies on how to use audiovisual materials to develop listening skills during the learning process of students of tenth grade E.

Development

In this topic, two important variables are taken into account as audiovisual material and listening skills. So, this study is based on the influence of audiovisual materials on the development of the listening skills of students of tenth grade "E", morning shift, at Eliseo Picado National institute in Matagalpa during the second semester 2019. With the growth of technology as: computers, tablets or cellphones and speakers has brought many benefits to the society mainly to those educational centers to develop the English class with more innovations, motivation and interaction between students. The use of audio-visual offer and create successful classes, which ensure students in the autonomy, interaction and connectivity to a certain topic. Moreover, with the use of these materials, let students improve their pronunciation, the stress of the vocabulary, the speech and the way of communication.

Some of the authors as (Mossaab, 2013) points out in his article subtitled "the role audiovisual aids in improving EFL learners listening skill", expresses that diverse kinds of audio-visual aids is helpful in the learning process since they are stimulators, motivators, and points of focus in which the learner's attention is concentrated.

Brian (2017) in his article "the effect of teaching using audiovisual (video) media, on seventh grade students' listening comprehension", the effect of using audio visual materials in the teaching of listening skills for University Students" in Thailand. The result of this research indicated that the students' English listening comprehension ability increased significantly after learning with videos, and students had positive attitudes towards using videos in teaching listening skills. Moreover, indicates that if the sound messages are closely correlated with the visual ones, people's cognitive schema can be stimulated and enriched, which will give concrete and vivid clues to their treatment of the sound materials and improve their level of listening comprehension.

This topic was selected because listening skills is considered one of the most difficult skills that students face in the learning process. The influence of audiovisual materials motivates and help students improve their listening comprehension, but because of the lack of a good

influence of audiovisual materials, many students have deficiencies for the listening comprehension. There also can be other factors as the lack of interest, distraction or for the environment in which they can be exposed, affect students in the listening comprehension and limit them to get a meaningful learning.

This study is very important because it let readers inform about the use of audiovisual materials and how these materials can be influenced to enhance the listening skill during the English class.

1.1 Audio visual materials

1.1.1   Audio materials

1.1.2   Definition

From the audiocassettes of the 1970s to digitally recorded music on an invisible cloud, audio materials have come a long way as a teaching and learning material and are an extremely valuable method for capturing and presenting information. Audio materials provides a quick, cost-effective alternative to text for connecting with your students and providing up-to-date content, interviews, discussions or lecture materials. (Team, 2014). Audio materials are those materials that support the teaching learning process; the teachers can use them in a variety of forms. The audio materials well allow individualized programs to meet the unique needs and space of students. Audio activities provide a multisensory experience; they let the teacher to notice the weakness of the students in the listening skill, as they are practicing this ability. During the application of the instruments we had used a speaker to develop the listening activities.

4.1.3.   Kinds of audio materials

4.1.3.1 Tape recorder

Harmer (1998) stated that a tape recorder is often used for teaching English language in the classroom. Listening to tape recorder provides students information not only about vocabulary and grammar, but also about pronunciation, intonation, rhythm, stress and pitch. Listening to audio materials is a method of bringing different kinds of speaking into the

classroom. The teacher can play varied types of tape to the students; examples of them are conversations, advertisements, news broadcasts and interviews.

For teachers, a tape recorder is simple and easy to use. Those are devices with an easy function, and the students can be in a quiet place in the classroom to listen to the audios and review their answers. Tape recorders keep students concentrated on their work; catching the attention without the restrictions that normally accompany the communicative process. During the intervention we had the opportunity to talk with the teacher; and she said that the only audio material she uses is a tape recorder and CDs, because it takes a short time to use it, and she reproduces songs; and she does not have other kind of audio material.

4.1.3.2 CDs

CDs are appropriate for personal development, and listening activities. CDs in the classroom can increase the circle of learners by engaging them with auditory and spatial intelligence learning styles. With the use of CDs in classes, the students can use their own learning styles as a catalyst for in-depth study of masterworks. (TeacherVision, 2000). Teachers can explore the audios on CDs and they can be appropriated to use it in the classroom. CDs improve the listening ability; this increases the motivation to listen because the student has to analyze and understand the information that this material gives, and they by listening it, must take notes about the audio. Nowadays, CDs are not commonly used as a few years ago, because there are new kinds of devices to save and reproduce information, in this case audios, there are pen driver and Bluetooth speakers.

4.2 Visual materials

4.2.1 Definition

Visual materials are popular tools used to engage learners and enhance a learning experience. Anyone with a digital camera, webcam, tablet or Smartphone can now create and edit a movie. Visual materials are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. There are many ways to exploit videos in order to create motivating, memorable and inclusive learning experiences (Team, 2014). Visual materials in the English class are the most used, easy to apply and to

understand because these materials offer a variety of strategies to present a topic. It brings a meaningful learning, for instance, the students can recognize the vocabulary learned by the pictures they have seen.

4.2.2   Kinds of visual materials

4.2.2.1 Images

The use of images in the classroom is a pedagogical strategy aimed at engaging students who have grown up in a media-rich environment. Digital technology has made images more readily available and easier to incorporate into teaching and learning materials. Teaching with images can also help develop students' visual literacy skills, which contributes to their overall critical thinking skills and lifelong learning (Hall, 2013). When the teachers implement images in the class, they can benefit from the meaningful of them; images can be an effective way of presenting concepts or illustrating words. Teachers use images in the classroom to increase students´ memory because they relate the image with the word, and they are more capable to remind the meaning. During the intervention, according to the difficulties that students presented in the pre-test, we took into account the vocabulary by which students had difficulties in answering. Therefore, the vocabulary was practiced by showing them flashcards and pronouncing several times until students could produce the words in a correct way.

4.2.2.2 Realia

Realia is everyday objects, such as newspapers and bus tickets, used in the classroom to enhance the students´ learning process in the target language. These authentic materials aid the teacher in delivering the most realistic and useful lessons possible (Mason, 2019). The vocabulary learned from realia emphasizes essential words that the student would encounter in the environment. The use of realia with the students is not only fun, but also provides a practical and interactive perception in the learning English process. The students will immediately remember the vocabulary by exploring it by real and tangible examples.

4.2.2.3 LCD projector

LCD projector in English language teaching classroom benefits the teachers to carry a dramatic and dynamic change in the class atmosphere as well as in the teaching techniques. With multimedia projector in the class, teachers can deliver a topic not only verbally but also visually. That is much supportive for the students in order for them to have more concentration in the class. Students are also able to discuss together between the verbal and non-verbal as well as theoretical and material issues (Amin, 2018). This kind of visual material allows the teacher to interact with the students, using multimedia techniques of teaching as slides. It also provides the teacher with a different way to involve students to the class, and they engage in the class with more motivation and reach the objectives of the lesson. LCD projectors allow the students to concentrate in the classroom.

4.3 Audiovisual materials

4.3.1 Definition

One definition for audio visual materials that Hasan (2015) provides is that "they are the devices that help the teacher to clarify, establish, correlate and co-ordinate precise conceptions, understandings and appreciations. They support him to make learning more actual, active, motivating, encouraging, significant and glowing…" (p. 226). With audiovisual materials, information can be communicated in a more effective way, and it can be an effective medium for delivering information. The use of audio-visual resources requires more persistence because it provides opportunities for effective communication between teachers and students in the classroom. When teachers bring audiovisual materials into their English classrooms, students can acquire great background information and benefit attitudes about the learning materials; they could employ their autonomy in language learning.

4.3.2 Function

Audio-visual access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning. The instructional media have emerged in a variety of resources, and equipment, which can be used to supplement or complement the teachers' efforts in ensuring effective learning by students. It is recognized

that conventional media technologies can no longer meet the needs of our teaching and learning processes, as a result, they are being replaced by audio-visual technology. This technology provides a learning environment that is self- paced, learner-controlled and individualized (Idris, 2018).

There are various functions that audiovisual materials can have. One of the main ones is to reinforce what has been taught in class, so that it facilitates the learning of the students. The audiovisual materials provide information, through slides shows, cell phones and computer, guiding the student and helping the teacher to create and apply new knowledge exercising skills, and through their systems develop cognitive skills in the learners. Some other functions of the audio visual materials are that, facilitate the acquisition of new knowledge and support the evaluation and reinforcement.

4.3.3 Importance

Audiovisual materials are important in education system. Audiovisual materials are those devices that are used in classrooms to encourage students learning process and make it easier and interesting. Visual materials are the best tools for making teaching effective and the best dissemination of knowledge (Hasan, 2015). According to the author, the audiovisual materials are important tools that facilitate teachers develop the class more dynamic and effective. In such way, that motivates the learners to get interest for the class and participate more actively. A great importance of the audio visual materials is that they provide original and authentic input as they are produced originally for native speakers such as films, different apps, TV programs, and songs.

4.3.4 Kinds of audiovisual materials

According to Ashaver (2013), audiovisual materials can be classified simply on the bases of sensory experience because human beings derive their experiences mainly through

direct sensory contact. Audiovisual Aids examples are Computer, tablets, cell phones, applications, TVs, DVDs, and players.

4.3.4.1 Computer

Teachers can use computers in their classes because they give their learners drilling practice that can help them improve their listening. Computers can provide learners an interactive learning environment in different modes such as whole class, small group or pair, and teacher to student. Computer provides learners with individualized instruction, frequent practice through listening discrimination, and automatic visual support that indicate them how their own pronunciation is near to the native speaker model (Sabouri, 2017). Computers in the classroom have many benefits; they provide the ability to individualized work and with different activities in order to get the students to learn best. Computers bring the students self- study to put into practice the listening skills following instructions, and also allows the students to access the internet and complete or create a work oriented by the teacher. The pre-test was to show a video on the computer, where students have to watch and listen to the information in order to circle the correct answer. The test was applied by using audio visual materials (computer, speaker).

4.3.4.2 Tablets

Tablets are mobile internet devices; therefore, it is a portable research tool for the classroom. Tablets give teachers the ability to adapt materials to meet students' needs such as visual and audio features. "Tablets are an effective means to engage students and make lessons more interactive. Teachers can use tablets as a classroom management tool, such as offering game time as a reward. In addition, teachers can use timer apps and noise level apps for more classroom management help" (Lynch, 2018). Tablets allow students to use these devices to look for reading, and writing in the classroom. Additionally, tablets have speakers which allow for easy listening to videos. Students can listen to music or radio shows on their tablets. Students can use them to improve learning. In addition, there are also many functions that tablets have; especially for beginner's students because there are many educational apps

the students can get. The value that may be played on tablets is that it is easy to watch videos that are relevant to what students are learning in the classroom.

4.3.4.3 Cell phones

Cell phone advances have produced smarter phones that are capable of running more complex apps than ever before. The convenience of cell phones is that they have been adopted in classrooms across the world. Cell phones can help strengthen the essential connections between students with teachers, make students more self-directed, and they can make education more applicable to real life (Bresnahan, 2015). Most of the students have cell phones. This could be a disadvantage, but if we see by the other point of view, and give cell phones a different use, cell phones can be part of the classroom; teachers might include activities to develop the English class. Cell phones as audiovisual materials increase the possibility that students like to integrate them into their classes, in the intervention we used a cell phone which we already had recorded dialogs using our own voices, providing students with an activity where they should listen to and complete a dialogue using the vocabulary studied before.

4.3.4.4 Applications

4.3.4.4.1   YouTube

Almurashi (2016) states that "YouTube is considered a source of online material that can play a key role in the teaching and learning field". It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips. YouTube is a platform that also teachers and students can find a whole world of information that helps them to improve the listening ability. Many teachers who post videos use this app. Their students can watch these videos at home. English teachers can reserve class time for review, and evaluate them by an

individual way. Students can interact using different educational channels, programs and videos that YouTube offers.

4.3.4.4.2 WhatsApp

Teachers find it very useful with large classrooms because it offers opportunities for personal assessment, and audio files are a very good way of keeping students' progress. The advantages of incorporating WhatsApp in the classroom is that students are enthusiastic about using it because they get engaged very easily, and they enjoy listening to teacher or other student presentations in silence. Those students who do not like speaking in class overcome their anxiety by being able to prepare an audio file on their own and send it to the teacher when they feel comfortable about it (Wright M. , 2019). A silent atmosphere in the classroom is not easy to get, and WhatsApp lets the student be focused to follow the teacher instructions, and help to develop the listening skills. With the use of this apps we can express that almost all the students had cell phones and had the opportunity of interacting with themselves, and the teacher can create a WhatsApp group and provide information, instruction and activities about the topic.

4.3.4.5 TV

When the student/viewer watches interesting programs on TV, sufficient motivation and scope for learning the language is provided. When the learner watches language being used on TV, he or she acquires the language, its forms, meanings and associations get impressed on his mind, and they become part of his reflex actions. The learner can express appropriate forms without conscious thought and he can use the language when the occasion arises (Wright M. , 2019). The TV is a good tool in places where there are not many possibilities to get another kind of audiovisual material as a computer or a tablet. Watching TV is useful in learning listening. The student can receive and produce the new sounds and structures when he/she wants to express him/herself more easily. This is because the structures are seen in a visual context rather than the textbook reading, which makes language learning more disinteresting.

4.3.4.6 DVD player

It is a more traditional recorded material used in the classroom may also help to improve the students' listening skills, but in this case, the students can see the speaking taking place. The great advantage of watching audiovisual clips is that they get to see 'language in use'. It is easy for them to see how intonation matches facial expression and what gestures accompany certain expressions, and they can learn a number of cross-cultural clues (Corisco, 2016, p. 4). With the invention of new technological devices, DVD players are not often used as before. Videos were used in a variety of instructional and teaching benefits in classroom, as a way of presenting content and providing illustration for a certain topic and content. When the students view the video materials, they put themselves in the real atmosphere created by the video materials and understand the meaning of the language used by the characters.

2. **Listening skill**

5.1 Listening
    5.1.1 Definition

Segura (2012) defines listening as "a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them." According to the author, listening is a cognitive process that is acquired through a process of development of the people. When children are growing they listen, but without understanding; as the same way when students are starting learning a second language they just listen but without having a wide knowledge about what they listen to.

We chose the group of tenth grade because we considered that they had a level of English more developed in comparison to the others lower levels and if through the interaction with the environment during the four year of class students had developed and costumed the listening skill during the teaching learning process in the classroom.

5.2 Listening skills
5.2.1 Definition

Ahmadi (2016) indicates that "Listening consist of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning." The author expresses that listening is one of the skills that need to be processed, where speech sounds are received and modified by the ear. So, when learners are listening, they need to make a process, concentrate and catch the main idea what it is talking about. Moreover, the listener needs to master the given vocabulary and try to understand the meaning of the words.

Through the administration of the instruments, the sample of tenth grade showed that there is not a good discrimination of sounds and words, by what in the pre-test they had difficulties to listen and circle the correct answer. Of the same way, in the intervention had difficulties for complete in the blank and in the post-test, only some of the students had difficulty to discriminate the sounds of words.

5.3 Listening comprehension

Ahmadi (2016) says that Listening comprehension is the "different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences." According to the author, listening comprehension involves understanding the message or messages that are being communicated by the speakers. The listener tries to understand what other person is communicating by having knowledge of the speech sound and vocabulary, so for having a good listening, students need to be familiarized with the vocabulary engaged and of this way, learners are going to have a more effective learning. In order to understand what the speaker is saying, it is very important in this case that teachers make facial gestures and uses their body as a way that listener can catch the idea, and try to understand the information given, since teacher acts as a visual aid inside the classroom.

In order to apply the test, we engaged audio materials as laptop and speaker, the sample had not a lot of knowledge of speech sound and vocabulary, only some students could understand what the video was about. It means that in that area there is not a good comprehension of listening due to the influence of materials is not used adequately.

5.4.   Importance of listening

"Listening skills are as important as speaking skills because people cannot communicate face to face unless both types of skills are developed together. Listening skills are also important for learning purposes since through listening students receive information and gain insights." (Selin, 2016). The authors claims that the importance of listening in language learning and teaching is essential for language teachers to help their students become effective listeners. Listening is one of the first skills which is necessary acquire it in order to communicate in the target language. The students not only can receive information by teacher's voice, but also can receive by using audio materials that help students to adapt to listen to the English in native accent.

In this case, with the influence of audio visuals materials students had a great importance since it helped students realize of the pronunciation of some words that they did not know. Also, they expressed that by watching or visualizing images they can look the expression and understand better what the speaker want to say.

5.5. Types of listening

5.5.1. Active listening

This involves trying to understand both what the listener is saying and what their feelings are. Consequently, the listener takes an active part in the communication, encouraging the speaker by paraphrasing the message and reflecting feelings and meanings (Cockburn, 2003). Active listening is a form of listening communication where listeners actively listen and respond to the speaker. Moreover, the students feel motivated and

concentrated at the time of the class without caring the environment or other factors that can affect during the class.

We could experiment through the administration of the instruments some students have an active listening by what they were able to understand most of the question applied on test. Moreover, in the instrument of intervention they were concentrated by listening and repeating during the presentation of vocabulary and dialogue. Of the same way in the post-test through the analysis of the results some of the students improved in the qualification of the score.

5.5.2. Passive listening

In this kind of listening, Tyagi (2013) points out that "the listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The listener assumes that what he/she heard and understood is correct but stays passive and do not verify it." Regarding to the author, says that in this kind of listening the learners who are just hearing are not interested in comprehending the messages, are not evaluating the speaker fairly, and are not considering previously held attitudes. In addition, the students can be listened but without being sure what the teacher is communicating and do not make questions about their doubts. At the end, students are unclear.

in this kind of listening, according to the author some students of the sample seemed having a passive listening by what they showed little interest to include in the activity and improve the skills of listening. In addition, during the process of these instruments mainly in the intervention after having developed the lesson, we asked students if they had doubts about the lesson developed, and only some of them asked how the pronunciation of such vocabulary was. This means that not all the students are interested in the learning a second language.

5.6. Process of listening

5.6.1 Hearing

In this process of listening, Tyagi (2013) mentions each one of its functions that learners should acquire for having a good comprehension and for understanding exactly what

the speaker emits and claims. Hearing is referred to the response caused by sound waves stimulating the sensory receptors of the ear. So, in this process is very important for learners listen carefully who emit the information and try of receiving it, for then continue with the other process.

In the process of hearing, the sample, in which we applied the pre-test all students accomplished with this process but what they were listening the audio and at the same time watching but the only thing is that not all students could understand when they were hearing.

5.6.2. Understanding

Moreover, the same author says that this step helps to understand symbols we have seen and heard. We must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well. The meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender. Regarding to the author in this process, the learner links the known vocabulary with what he or she listen, but for having a good listening comprehension is necessary the learner knows many vocabularies and focus in listen to a good pronunciation, stress of vocabulary.

In the second process as we used a laptop and a speaker the sample could listen and at the same time look the expression of the images, so we can express that with the stimulation of these materials, learners can link previous knowledge with the images and its expression presented on the screen.

5.6.3. Remembering

In this process, Tyagi continues pointing out that "Remembering is an important Listening process because it means that an individual, in addition to receiving and

interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our minds". Regarding to what the author expresses, remembering is a very important process since this let link previous knowledge with the news. In this case, students can present two kind of memory as short-term memory and long-term memory. In the short memory, the information does not last in the learners' memory. However, the long-term memory, the information received last more time in student's memory so by trying remembering the information learners are going to be able of express their knowledge.

In this process of remembering students remembered the previous topic which it was about vacation because by listening the audio they tried to remember the vocabulary already taught, and by carrying out this process some students were able to complete the assignation or activities on the tests.

5.6.4 Evaluating

In addition, Tyagi says that only active listeners participate at this stage in Listening. At this point, the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message, people no longer hear and attend to the incoming message and as a result, the listening process ceases. The author says that in this process learners has evaluated the information require on their minds, since they are going to be able to evaluate and organize the information and then try to express ideas or knowledge.

As the author says that this process only people who have a wide knowledge of vocabulary and expression or have an active listening, they can make this process of listening. However, with the group which we worked, which was tenth grade we consider they do not evaluate all the words they listened because they only know some basic words, also they are not capable of discriminate each word and say if it is good or wrong.

5.6.5. Responding

Lastly, the author finishes giving her opinion about Responding as a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received (Tyagi, 2013). the author says that the listener finishes with this process by responding and acting actively by having a good communication and comprehension of the spoken English. these processes are given when the learner has full attention about what the speaker is saying, so the listener tries to understand the meaning by making this process. In order for the students have a good comprehension of listening, it is important to take into account the meaning of the word or vocabulary, pronunciation, and word stress.

Lastly, in this process learners should be able to understand with verbal or non-verbal gestures; comparing with the group of students, not all of them accomplished with this process because most of them had difficulties to understand and answer correctly all the activities provided by the teacher during the pre-test, intervention and post-test.

5.7.   Audiovisual materials in listening skills

Brian (2017) stated that the use of audiovisual media in teaching students listening comprehension will be very useful if the media are chosen by taking the audience, objectives, language level of students, and the content into consideration. They should involve appropriate materials for the learners. According to the author, audiovisual materials are very valuable tools for language learning especially for listening comprehension and make students understand or catch the meaning of each word or phrase.

The influence of these materials gives a positive impact in students´ learning. It makes students feel motivated and concentrated for the class. Moreover, the use of them not only facilitates on the students' learning, but also through these means facilitate on the

teaching process of teachers by saving time and providing them with the correct spoken English.

In this case according to the author as we chose the group of tenth grade in order to develop activities; we took into account the unit, the topic students had already received, and as appropriate materials was used a laptop and a speaker and reproduce a video about the topic vacations, based on the program of study foreign language secondary education (10° y 11° grade).

5.8. Stages in using audio-visual materials for listening

Brian (2017) mentions the three stages that teachers should use for teaching listening. **Pre-listening** is used to make students be aware of the purpose of listening to the audiovisual media and to focus on the information in the video while listening and seeing. The pre-test was applied by using audio visual materials (computer, speaker). The graphic number 1 shows that some of the students presented difficulties in the listening comprehension, mainly in the question number 4, where fourteen students (70%) answered wrongly. The students did not know vocabulary related to the unit IV: Tourism. In this instrument, we realized that some students have difficulty with listening comprehension and vocabulary.
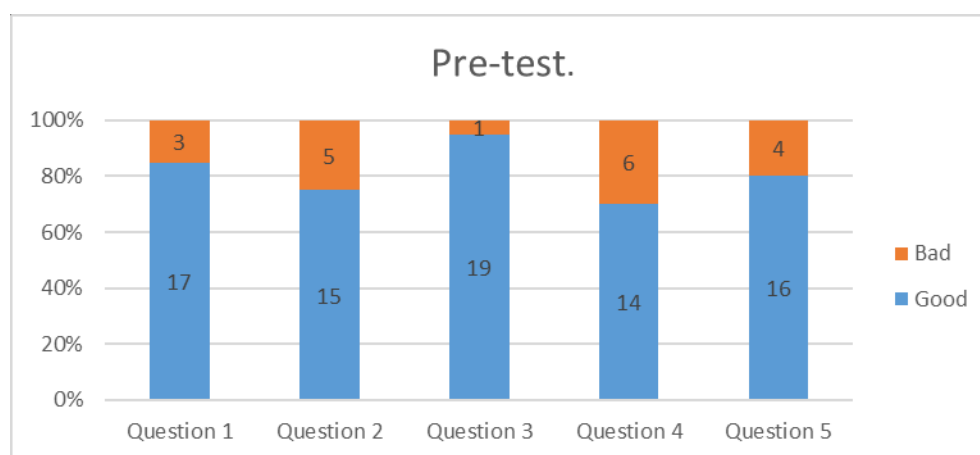

During listening, in this process the students are guided by the teacher to control their comprehension skills and focus on listening to the audiovisual media which is provided

by the teacher; The second graphic (see appendix # 2) reflects the intervention. The activity was focused on the part where the students had more difficulty, and was created according to the topic applied in the pre-test. In the dialogue, there were eight spaces. During the intervention according to the difficulties that students presented in the pre-test a lesson of activities was developed through the repetition of vocabulary and through the presentation of dialogues. It helped them to link and remember some words that they already knew and of this way familiarize with the topic; we considered that it helped to students to remember again some of the vocabulary.
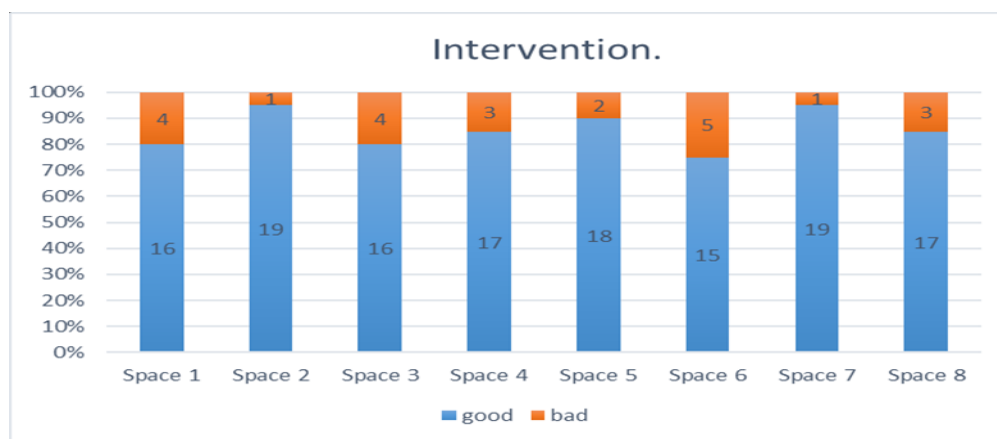
Post listening, this stage is used for assessing the students understanding about videos given. These stages, that the author states are very important to consider them at the time of using these materials. They let teachers realize the students´ level, and the results student get. Teachers are going to evaluate which strengths and weakness students have. In the post-test we applied the same test as the pre-test. The graphic shows that students obtained better scores in comparison with the pre-test. In the three first questions, students got the 100% (15 points) of score in the listening test. In the fourth question, only two students did not answer well; and in the last question, only one student answered wrongly. This means that they obtained better results in the post-test than in the pre-test.
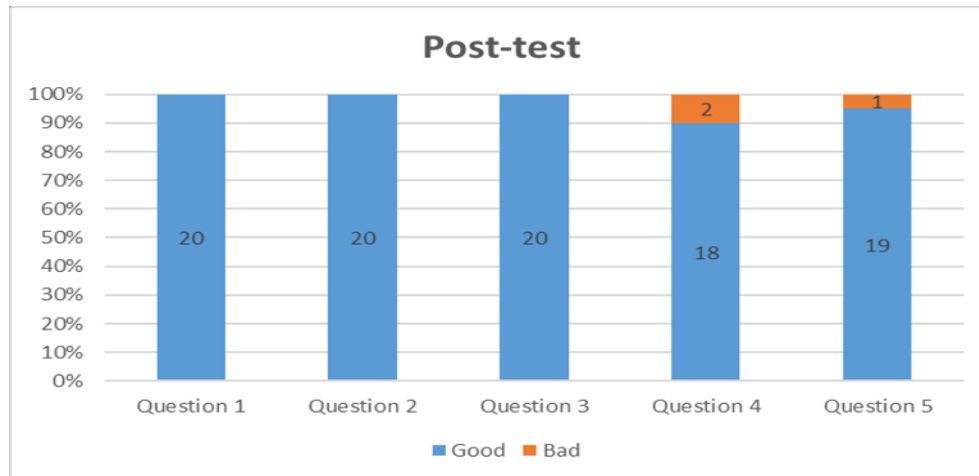
Post-test

In these three stages, as the author argues, we administered these three stages of listening on students by administering them instruments of pre-test, intervention, and post-test. The pre-test and post-test, was done with the same activities to compare if they could improve their comprehension of listening skills.

In this study, we suggested some recommendation that teachers should take into account to develop the listening skills during the teaching learning process.

- Teachers should use at least one kind of aural material or a computer for teaching listening once a week.

- Teachers can provide students with listening activities by completing, circling, matching or putting in order words or phrases. It might be applied by listening to music or watching short videos on a laptop.

- Form groups and provide them with a listening activity using a speaker in order for the students complete a task.

- Teacher can use cell phones or tablets in order to record their voices, and then reproduce the audio by using speakers to complete a task.

Conclusions

After having analyzed the results, we concluded that:

1. After having applied the pre-test we determined that some of the students of tenth grade "E" presented difficulties in the listening comprehension, this means that audio visual materials do not influence adequately in the teaching learning process.

2. During the administration of the instruments students of tenth grade "E", presented less difficulties in the development of activities.

3. In this study, we could identify that most of the students of tenth grade "E" improved a little more their listening comprehension because they were motivated to participate in the activities that we presented by using audio and visual materials as computer, cell phone and speaker.

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Annexes

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Appendix 1.

This test was applied on students of 10° grade to determine how the listen skills was.

Pre-test.

National Institute Eliseo Picado.

Listening test.

Unit IV: TOURISM.   Grade: 10th.   Date: November 4th, 2019
Topic: Vacations.
Objective: The student will be able to understand vocabulary by listening short audios using audio visual materials.
 Name: _____

Activity.

  I.   **Listen the audio and circle the correct answer.**

1. How Grace feel about her summer vacations?

    a) Sad.

    b) Excited.

    c) Bored.

2. Who is going to visit Grace?

    a) Parents.

    b) Aunt.

    c) Grandparents.

3. What is Grace going to do on her vacations?

    a) She is going to swim.

    b) She is going to take piano's classes.

    c) She is going to dance.

4. Where is she going to go?

    a) A museum.

    b) A shopping mall.

    c) A summer camp.

5. Grace is going to go to Cape Cod bay with her parents. How long are they going to be there?

    a) 2 weeks.

    b) 3 weeks.

    c) 4 weeks.

Appendix 2

The activity was focused on the part where the students had more difficulty, and was created according to the topic applied in the pre-test.

Intervention.

National Institute Eliseo Picado.

Unit IV: Tourism.   Grade: 10th "E".   date: November 18th, 2019.

Objective: At the end of this class SWABT identify tourism places by showing pictures.

Topic: Vacations.
- Going to.

Materials: Flashcards.

1. Show vocabulary about touristic places by showing pictures.

- Volcano.

- River.

- Waterfall.

- Museum.

- Mountain.

- Beach.

- Summer.

- Park.

- Cottage.

- Camp.

2. Practice the vocabulary with the students.

3. Explain the grammar structure: going to (for future plans). Give examples.

4. Students are given a dialogue in a sheet of paper and by listening, they are going to complete the dialogue.

Listening activity.

Dialogue.

Listen the conversation and complete the dialogue.

Elisa: Hey john let's get out the city this1. _____

. **John:** It sounds great! Where can we go?

Elisa: Do you want to go to Catarina2. _____?

John: It is a nice place but, what do you say if we go to other place?

Elisa: Ok, let me see. I'm3. _____ to look for another place.

John: Oh! We can go to the4. _____ or we can go to the 5. _____ with our friends.

Elisa: No, the beach is better… I'm going to ask Milena and Raul, if they want to go with us.

John: Ok, that's great. But when are we going to go?

Elisa: We are going to go on6 _____.

John: Ok, that's fine by me. And where are we going to get together?

Elisa: We are going to get together in 7_____

John: And what time are we going to be there?

Elisa: it's ok at 8_____?

John: yes, it's ok. see you in the park.

Elisa: Ok, see you. Bye.

Appendix 3

This test was applied to compare if the students got better results than the pre-test.

Post-test.

National Institute Eliseo Picado.

Listening test.

Unit IV: TOURISM.   Grade: 10th.   Date: November 4th, 2019
Topic: Vacations.
Objective: The student will be able to understand vocabulary by listening short audios using audio visual materials.
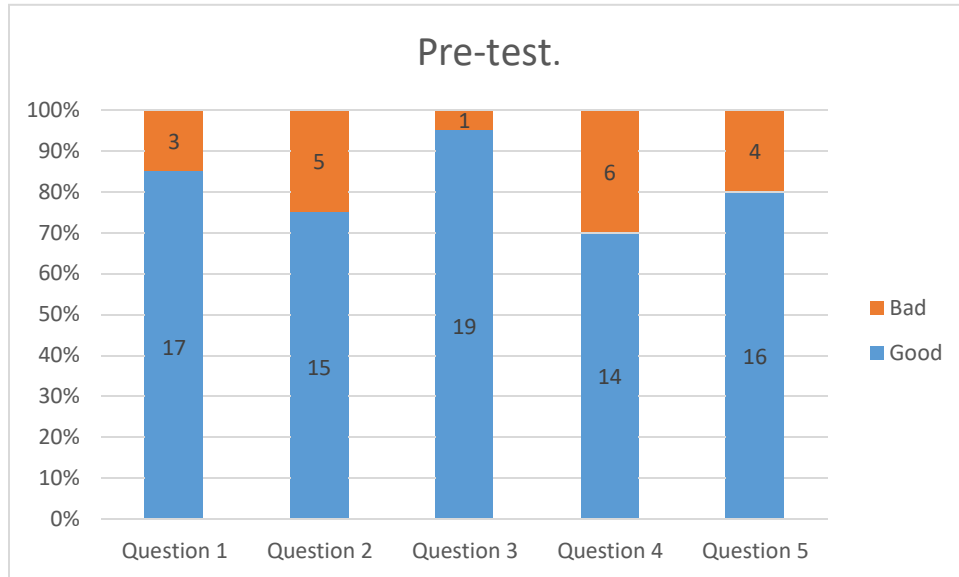Name: _____

Activity.

II. **Listen the audio and circle the correct answer.**

1. How Grace feel about her summer vacations?

   a) Sad

   b) Excited

   c) bored

2. Who is going to visit Grace?

   a) Parents.

   b) Aunt.

   c) Grandparents.

3. What Grace is going to do on her vacations?

   a) She is going to swim.

   b) She is going to take piano's classes.

   c) She is going to dance.

4. Where is she going to go?

   a) A museum.

   b) A shopping mall.

   c) A summer camp.

5. Grace is going to go to Cape Cod bay with her parents. How long are they going to be there?

   a) 2 weeks.   c) 4 weeks

   b) 3 weeks.

Data processing

Appendix 4

Pre-test

Pre-test.

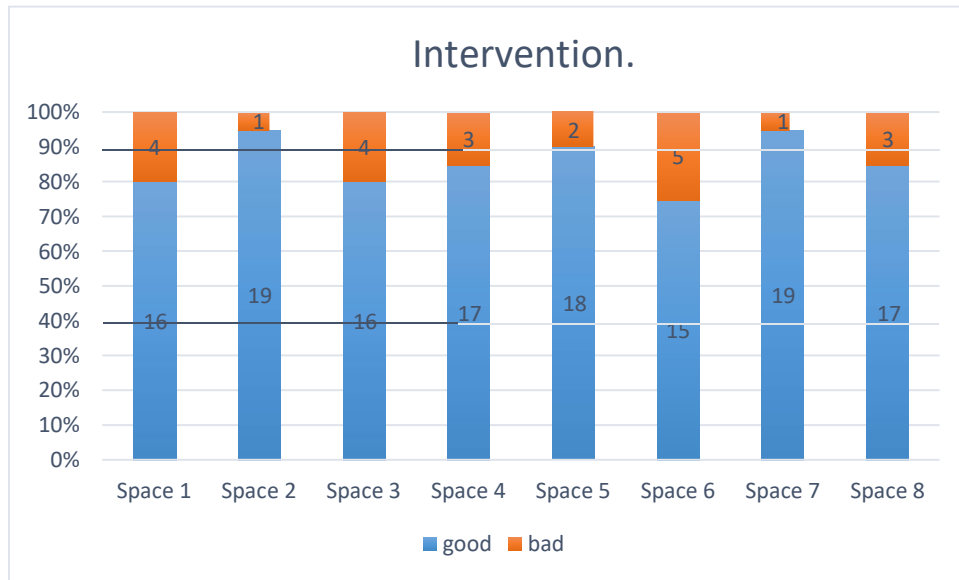|	Question 1	Question 2	Question 3	Question 4	Question 5
Bad	3	5	1	6	4
Good	17	15	19	14	16

This activity was developed according to the level of students, the unit, and the topic that they had already receive before. The activity on the test was to listen and circle one of the three options of each question. In this case, we used a laptop and speaker to produce the audio and at the same time to visualize it.

Appendix 5

Intervention

Intervention.

	good	bad
Space 1	16	4
Space 2	19	1
Space 3	16	4
Space 4	17	3
Space 5	18	2
Space 6	15	5
Space 7	19	1
Space 8	17	3

In this stage, a lesson with listening activities was designed and developed, according to the difficulties students presented. The first activity was about listening and repeating. We showed flashcards based on the vocabulary of the topic (vacations) they had studied, and the students had to listen and repeat the pronunciation of the words. The second activity was a dialogue. In this activity, we used a cell phone to record our voices, and then, in the classroom we used a speaker to reproduce the audio.

Appendix 6

Post-test
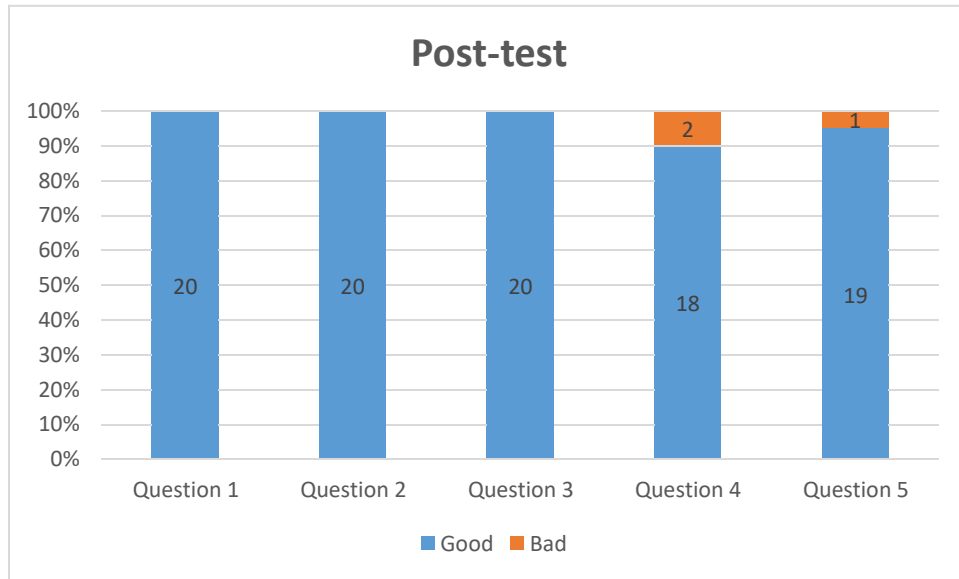
Post-test

	Good	Bad
Question 1	20	
Question 2	20	
Question 3	20	
Question 4	18	2
Question 5	19	1

The last instrument was the post-test; this was done with the purpose to compare if through the intervention students obtained better results than in the pre-test. This post-test consisted on applying the same test that it was administered in the pre-test. In this case, we only used a speaker.

Variable operationalization.

Variable	Conceptual definition	Dimensions	Operational definitions of dimensions	Indicators	Escalate of measurement	Unit of measure	instruments
Audiovisual materials.	Learning can be strengthened with audio-visual aids of different varieties because they inspire, motivate, or arrest the learner 's attention during the instructional process. It can be helpful in the learning process since they are stimulator, motivators, and points of focus in which the learner s attention is concentrated. Audiovisual aids help completing the triangular process of motivation,	Stimulation Motivation	It Is the encouragement of development or the cause of activity generally. Students are able to interact in the class with their work and one another. many activities are planned today to keep the interest of pupils not only alive but accelerated and to suit the varying interests of the children. Be a role to	Encouragement interaction Activities interest positive actions	Ordinal. Ordinal.	____ _	Application of tests: Pre-test Intervention Post-test

clarification and stimulation.		reinforce positive actions to motivate students to learn.			
	attention	Attention is more than just noticing incoming stimuli. There are two mayor form of attention which are passive attention: it refers to the involuntary process directed by external events that stand out from their environment. However active attention is voluntary and is guided concentration, interest and need	passive attention active attention: concentratio n curiosity	— ___	

			such as curiosity and anger.				
Listening skill.	It is the ability to accurately receive and interpret messages in the communication and listening process. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning.	Listening comprehe nsion.	Listening comprehension of the different process of understanding the spoken language. These includes pronunciation, stress of vocabulary knowing the speech sounds and comprehending the meaning of individual words.	pronunciati on stress Speech sound comprehens ion			