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**DIPLOMA PAPER**

**THE DEVELOPMENT OF ENGLISH LISTENING COMPREHENSION IN STUDENTS  
MAJORING IN COMPUTER SCIENCE ENGINEERING**

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## **DEDICATION:**

To my family, because without them, I would not be who I am and I would not have achieved all of that I have attained so far. They are my strength and my heart. Thank you all for providing me with so much love every day of my life even when I was not the best version of myself.

## **ABSTRACT**

The present research responds to a significant quality of the university as a social institution: the comprehensive training of highly qualified future professionals, capable of communicating and exchanging in other languages and contexts, especially based on the new strategy for the development of English teaching at universities, which presupposes a linguistic-didactic challenge due to the necessity of its implementation to expand the horizons and achieve a deeper, as well as a meaningful preparation in the students. Reason why the research problem is aimed at contributing through the use of video as a teaching resource in the development of one of the four basic macro - skills that shows more difficulty in the current context at the University of Matanzas: listening comprehension, specifically in first-year students majoring in Computer Science Engineering who currently receive level A1 (starter) through the Face2Face series. The author also deals with some important aspects related to: the integration of skills, listening, listening comprehension, listening comprehension process, video and its use in the classroom .The systematization of the theory supported by the integrative application of the dialectical-materialistic philosophical method as well as the theoretical and empirical methods, allowed the elaboration of a system of didactic activities as a proposal, whose foundations reflect what is stated by the CEFR, the system approach and the principles that support the teaching of English in Cuba.

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## INTRODUCTION

Language has always been a communication vehicle to humanity. Peace Nobel Prize winner, Nelson Mandela referring to language once said, “Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs” (extracted from the app “Quotes” version 2.0).

Among the large variety of languages that nowadays helps connecting with others, “English has been acting as a global lingua franca in the world for decades, especially after War World II” (Rojas & Hernández, 2018). Recognized as the third most spoken language, only surpassed by Mandarin and Spanish, has gained relevance in vital sectors, such as: international business, science, technology, diplomacy, entertainment, among others.

Logically in order to reach such worldwide recognition , the English Language Teaching (ELT) has undergone the influence of diverse theories, approaches, and methods in order to adapt itself to its different roles as first (L1), second (L2) and foreign language (FL), among which the author quotes : The Grammar-Translation Method (from the 1840s to the 1940s); The Direct Method (late 19<sup>th</sup> century and early 20<sup>th</sup> century), The Oral or Situational Approach (from the 1930s to the 1960s) ,The Audiolingual Method (from the late 1950s to the 1960s),The Total Physical Response Method (1960) and The Communicative Approach (late 1960s), whose context based teaching, and student-centered teaching style soon were widely assumed towards achieving the “communicative competence”, coined by the American linguist Dell Hathaway Hymes in 1966 in contrast to Chomsky’s linguistic theory mainly focus on the speakers grammatical knowledge, as cited by Richards & Rogers,(1986).

Such expansion and diverse methodologies also reached Latin American countries where in spite of their implementation, ELT has had to overcome cultural differences, language varieties and economic inequality over the years in order to be adapted within each social context. According to the English Proficiency Index, (2018), Latin America is the only region in the world to have experienced a decline in English skills in average adults since 2017.

In the particular case of Cuba, English teaching as FL, strengthened after 1959 when several structural changes were applied to our National System of Education (NSE). According to MINISTERIO DE EDUCACIÓN SUPERIOR , (2016) the continuous demands for highly-qualified professionals imposed by the technical - scientific development of the time led to the improvement of study plans and syllabuses in order to achieve a gradual inclusion of foreign language teaching in classrooms. Improvement process from which emerged over the years the Plans A,B,C,D and the currently in force Plan E, whose implementation during the 2016-2017 academic year brought along “The strategy for the improvement of the teaching of English within universities” approved in 2013 by the Cuban Ministry of Higher Education (CMHE) which introduced several actions, such as: The creation of Language’s Centers as a teaching, administrative and organizational structure in charge of its implementation; the adoption and adaptation into our social and educational context of the Common European Framework of Reference for Languages (CEFR); the initial establishment of the B1 level according to the (CEFR) as requirement in order to obtain a university degree, which due to the low proficiency shown by the students in the language was changed to the currently required A2 level; the conception of self-access centers as an interactive scenario with the most current information and “the familiarization of the English language teachers with the uses of the new information and communication technologies (ICT) ”. (Dr Rivera & Dra. Torres, 2017).

The University of Matanzas created its Language Center in 2016; assimilating the CEFR into its context through the use of the Face2Face series, to teach the levels: A1(Starter), A2(Elementary) and B1(Pre-intermediate).Although ,after four years of implementation some troubles still endure, such as: The non-existence of a self-access center which limits the free access to updated and motivational information (data banks, videos, songs, tutorials) and the unaccomplished goal of having every major in policy. Nevertheless, a gradual improvement has been perceived, mainly in the second issue mentioned constituting an example the 2018-2019 academic year during which majors like the first - year of Computer Science Engineering started to receive the A1 Level through the previously mentioned Face2Face.

However, according to the first partial tests applied by the author to the students of the aforementioned major, the lower proficiency levels were appreciated in the comprehensive aspect of listening where most could not get even the gist of the audios. On the other hand, the author also observed that most of the listening stimulus the students receive to work with are audios accompanied by poor quality images and the use of repetition drills as general practice which leaves out some more interesting and enjoyable teaching resources with a wider range of communicative and motivational situations ,such as: the use of videos to reinforce the listening comprehension problem.

The development of listening comprehension has been the concurrent topic of research of several authors, such as : (Rubin, 1994), (Nunan, 2001), (Rost, 2002), (Caldwell, 2008), (Ahmadi, 2016) and (Smith, Díaz, & Ulloa, 2019), which agree that the teaching and the development of listening comprehension in the English language is a difficult and complex process of vital importance to the achievement of communicative competence in students. On the other hand , other authors like (Wright, 1976), (Loneragan, 1984), (Katchen, 1996), (Canning, 2000), (Harmer, 2006), (Ramírez, 2013) and (Suarez, 2019) has investigated about audiovisual teaching. However, it has not been proposed a system of didactic activities based on the use of videos to reinforce the listening comprehension problem.

Based on the considerations previously stated, the following **scientific problem** has been formulated: How to contribute to the development of English Listening Comprehension of first -year students majoring in Computer Science Engineering?

**The object** of research is the listening comprehension process in the English Language.

**The action field** is the listening comprehension process in the English language in A1 level (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas.

**The objective in the present diploma paper is** to elaborate a system of didactic activities using videos to contribute to the development of English listening comprehension in students majoring in Computer Science Engineering.

In order to fulfill **the objective** of the present research the following **scientific questions** are set forward:



1. What are the theoretical foundations that sustain the listening comprehension process in the English language?
2. What is the current state of the listening comprehension process in the English language in A1 level (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas?
3. What system of didactic activities can be elaborated to contribute to the development of English listening comprehension in the first-year students majoring in Computer Science Engineering at the University of Matanzas?

To answer these questions, the following **research tasks** are proposed:

1. Systematization of the theoretical foundations that sustain the listening comprehension process in the English language.
2. Characterization of the current state of the listening comprehension process in the English language in A1 level (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas.
3. Elaboration of a system of didactic activities to contribute to the development of English listening comprehension in the first-year students majoring in Computer Science Engineering at the University of Matanzas.

The present research is based on **the dialectic-materialistic method** and its condition of fundamental research method in order to structure and develop the theoretical proposal made by the author.

**Through the research, the author used the following theoretical methods:**

**The logic-historic:** it allowed determining the evolutionary development of the object of study and the logic of its manifestation in relation to the linguistic-pedagogical framework, as well as the challenges of the proposal.

**The inductive –deductive** and the **analytic-synthetic:** it allowed delving into the object of study, to systematize the theoretical assumptions about the process of listening comprehension in the English language through the use of videos and to structure the system of activities.

**Modeling method:** it allowed designating the properties, characteristics and fundamental relationships of the system of didactic activities proposed.

**The empirical methods** helped the author to characterize the research object and to obtain sufficient data for its understanding.

**The study of documents:** to take under consideration valuable information concerning the author research.

**Participant observation** which helped to characterize the development of listening comprehension skills in first year students of the Computer Science Engineering Major at the University of Matanzas.

**The survey to professors:** allowed the acquisition of feedback from educators on the improvement of listening comprehension within the teaching-learning process of English.

**The survey to students:** allowed the author to acquired valuable feedback according to their personal assessment about the feasibility of integrating the use of video to deal with the problem under research.

**Percentage analysis:** to make the percentage analysis of the data obtained.

**The author will work with all units of study constituted** by 19 students majoring in Computer Science Engineering at the University of Matanzas.

**The practical significance** lies in offering a system of didactic activities as part of the formative goal of the pedagogical model in the university environment, as a solution to the development of the listening comprehension process in the English language in A1 level (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas.

The present diploma paper is structured as follows: introduction, development (divided into two chapters), conclusions, recommendations, bibliography and annexes. The first chapter addresses the theoretical foundations that sustain the listening comprehension process in the English language. General and specific aspects about the integration of skills, the listening comprehension process and the potentialities of using video as a teaching resource. Chapter II Presents the results of the diagnosis performed to characterize the current state of the listening comprehension process in the English language in A1 level, (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas, as well as the theoretical foundations and characterization of the system of didactic activities that is proposed. In addition to the methodological recommendations for its future implementation.

## **DEVELOPMENT**

### **Chapter I. Theoretical foundations that sustain the listening comprehension process in the English language.**

The present chapter addresses the theoretical foundations that sustain the listening comprehension process in the English language. General and specific aspects about the integration of skills, the listening comprehension process and the potentialities of using video as a teaching resource, and some important definitions and considerations to take into account.

#### **1.1. The integration of the skills in language learning.**

Nowadays, the daily use of English demands the interconnection of all the four macro skills (listening, reading, speaking, and writing), and the language components (vocabulary, grammar and pronunciation); in other words, in order to communicate with others in everyday life the use of the four skills is required in integration and in a simultaneous way rather than using them in isolation, "In the actual language use, one skill is rarely used in isolation... Numerous communicative situations in real life involve integrating two or more skills" (Cunningsworth, 1984:86) According to Harmer, (2006) any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person they are talking to, criterion shared by the author since the integration of skills can be appreciated even in the most daily of activities ,such as when you listen to a lecture by a professor and take a note about it .

Discourse, the aforementioned stated, that prior to the communicative language teaching (late 1970s to the present) was quite different, especially if it is taken under consideration that language has always been influenced by different theories which were not always in favor of the integration of skills, specially the traditional approaches (from 1800 up to the late 1960`) generally characterized according to Richards, (2006) by placing priority to grammatical competence as the basis of language proficiency, based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The author of this paper assumes the criteria of Jack C. Richards to sum up the following:

- The Grammar Translation Method (GTM) (from the 1840s to the 1940s): “Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening” (Richards & Rodgers, 1986). Translation under specified techniques of deductive style was the main language activity. The goal in GTM was to develop learners’ ability to read and appreciate the literature of the target language.
- The Direct Method (DM) (1890-1930): it’s focused on oral skills and teaching inductively with no use of L1. However, it had its own flaws, “critics pointed out that strict adherence to Direct Method principles was often counterproductive since teachers were required to go to great lengths to avoid using the native tongue , when sometimes a brief explanation in the student’s native tongue would have been a more efficient route to comprehension” (Richards & Rodgers, 1986).
- Oral or Situational Approach (from the 1930s to the 1960s) (SA): Emerged in Britain, placed primary importance on the spoken language. Speech was regarded as the basis of language, and structure was viewed as being at the heart of speaking ability. “Language was taught by practicing basic structures in meaningful situation-based activities” (Richards & Rodgers, 1986).
- The Audio-Lingual Method (from the late 1950s to the 1960s) (ALM): “Language skills are learned more effectively if the items to be learned are in the target language. Aural-oral training is needed to provide the foundation for the development of other language skills” (Richards & Rodgers, 1986:51). One of the most widely accepted points of criticism toward this method is that, the learners lacked engagement in meaningful language.
- The Total Physical Response method (1960): Based on “the belief that child language learning is based on motor activity, on coordinating language with action, and that this should form the basis of adult foreign language teaching”. (Richards & Rodgers, 1986:19). Once listening skills are acquired, speech evolves naturally and almost effortlessly.

Widdowson was one of the first linguists to call for integrating the four language skills in instruction to raise learners’ proficiency levels and enable advanced language learning. Widdowson, (1978) emphasized that virtually all language usage

takes place in the form of discourse and in specific social contexts criterion shared by the author.

According to Savignon, (1983) in the 1980s and 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four macro skills, taking into account that opportunities for meaningful communication in the language classroom were limited, particularly so in the regions where English was taught as a foreign language where a great need arose for integrated communicative activities.

It is the authors opinion that at present, language practice exercises for groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading, writing, and speaking. Such integrated classroom activities (also called tasks in the didactic materials), include, for example, listening to language tapes, playing games, or working on information gaps and problem-solving exercises.

The types of activities presented in the previous paragraph require learners to engage in interaction and integrated language usage. Group or pair-work can be carried out if the participants share and/or discuss, or read and pool their information. According to Hinkel, (2010) Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction.

The author considers that by emphasizing what students can do with the language, rather than using the forms of language or just learning the structures or the rules, EFL instructors can incorporate all the language skills into the classroom instruction. As Brown D , (2000) said, idea shared by the author, the richness of integrated-skill courses gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing.

Since the Communicative Language Teaching (CLT) , the focus of the teaching of English in Cuba has been on communicative competence where the speaker's language competence does not depend on the ability to approximate the native speaker's model, but on the ability to make the communicative interaction successful through the integration of skills .According to Scholz, (2007) there are some teaching situations on which integrating skills enhance language learning:

Addressing learning styles in lesson planning: Whenever a teacher recycles material through the four macro skills the students will have a chance to encounter several forms of input to integrate and to develop each skill (Scholz, 2007).

Cultural Learning and other content-based Instruction: (T.V. Higgs, 1985, as cited in Scholz, 2007) states that investigating cultural perception and including cultural material in ESL lessons, can build cultural competency, while it adds interest and relevance. Cultural competence is increasingly recognized as integral to language proficiency.

Practicing new material: (Meziani, 1987, as cited in Scholz, 2007) states that whenever any new material is introduced, learners need effective practice and further engagement to truly “acquire” it. Integration of the four skills in practice activities and materials can also avoid monotonous repetition. This integrated exposure helps students realize meanings and various language structures more deeply as well as gain experience in more real applications.

Assessment: (Meziani, 1987, as cited in Scholz, 2007) states that CLT should use the functional, communicative, integrated pattern of this methodology to test proficiency. In practice, students could be required to complete a “performance task” that includes listening, speaking, reading and writing skills. An example might be for a pair of students to interview each other and fill out a simple application.

However, according to Hinkel, (2010) the teaching of integrated language skills can also have a number of disadvantages, such as:

- A complex integrated instruction with more than two languages places greater demands on both the teacher and the learner.
- Curricula and syllabi that integrate a range of language skills require the teacher to be reasonably versatile and well trained what translates into more time and effort to prepare appropriate materials for integrated instruction, criterion shared by the author.
- (Stern, 1983, as cited in Hinkel, 2010) states that another notable disadvantage of integrated instruction is that many (if not most) learners have unevenly developed proficiencies across the four macro-skills.

Even though, the author considers that the integrated-skill approach helps students to develop fluency, accuracy and sociocultural communicative competence. English

becomes a real means of interaction what also allows teachers to track student's progress in multiple skills at the same time.

## **1.2 The Listening comprehension process.**

### **1.2.1 Listening.**

To the author of the present paper, listening is an important aspect of the communication process, a core point to achieve higher proficiency levels. Students through developing listening comprehension improve the language acquisition, which helps breaking pre-existing communicational barriers.

Nevertheless, the author professional experience has proven that language students face many difficulties while developing listening.

According to Howard & Darkin, (1974), listening is the ability to identify and understand what others are saying.

Thomlison, (1984) states that listening includes "active listening", which goes beyond comprehending as understanding the message content.

On the other hand, Underwood, (1989) states that "listening is the activity of paying attention and trying to get meaning for something we hear".

According to Oxford, (1993) listening is a complex problem-solving skill and it is more than just perception of the sounds.

Helgesen, (2003) states that listening is an active ,purposeful process of making sense of what is heard.

From the definitions aforementioned the author of the present paper concludes that listening is complex skill that helps to identify and understand what others say ,an active process in which listeners must pay attention in order to obtain meaning from what is heard. According to Hasyuni, (2006) listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process criterion shared by the author.

### **1.2.2 Listening comprehension.**

With regard to the term "listening comprehension" in language learning, scholars have proposed a number of different definitions.

Caldwell asseverates that comprehension is an unobservable process, which is extremely complicated and multifaceted. Listening comprehension, according to

Caldwell,(2008) is the process of simultaneously extracting and constructing meaning through interaction with oral language.

According to Ahmadi, (2016) Listening comprehension comprehends the different processes of understanding the spoken language what includes knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

According to several authors like Rivers, (1966) ; Rubin, (1994); Mendelsohn, (1998); Rost, (2002) listening comprehension involves two levels of activity or strategies, a selection level (Top-down) and a recognition level (Bottom up ) ,summarized as follow by the author of the present paper :

The Top-down listening process: is essentially a linguistic process in which we try to make sense of acoustic signals by using knowledge of language. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

- Listening for the main idea.
- Predicting.
- Drawing inferences.
- Summarizing.

The Bottom up listening process: is text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include:

- listening for specific details.
- recognizing cognates.
- recognizing word-order patterns.

According to the previous definitions and strategies about listening comprehension, the author arrived to the following conclusion:

Listening comprehension encompasses multiple processes involved in understanding and making sense of spoken language what includes to become



familiar with the speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

### **1.2.3 Listening Comprehension process.**

It is the author's opinion that in order to appreciate how listeners understand spoken language, it is essential to understand the listening comprehension process.

According to Underwood, (1989) There are three distinct stages in the aural reception of an utterance:

- At the first stage, the sounds go into a sensory store to be organized into meaningful units based on the listener's existing knowledge of the language.
- After that, in the second stage, the information is processed by the short-term memory. At this point, words are checked and compared with the information already held in the long-term memory from which the meaning is extracted. However, if the speed of processing is too fast, the actual words might be forgotten. A new language learner may not be able to process fast speech quickly and might fail to extract the meaning from it, criterion shared by the author.
- At the third stage, after the listener constructs meaning from the utterance, he/she might transfer the information to the long-term memory for later use. "Generally, a listener stores the meaning in a reduced form; the evidence shows that when recalling something from the long term memory, people usually remember the meaning of what is said rather than the exact words" (Underwood, 1989).

On the other hand Rizvi, (2005) states that the listening process includes four main stages:

- Hearing sounds and focusing in them.
- Decoding or interpreting the message.
- Evaluating the message.
- Responding.

According to Nunan, (2001) listening is a process composed by six stages in sequence and rapid succession , criterion shared by the author due to its broader approach that summarizes both Underwood and Rizvi criteria as follows :

Hearing: Links the response caused by sound waves stimulating the sensory receptors of the ear. The perception of sound, not necessarily paying attention. Listeners must hear to listen, but not listen to hear.

Attention: refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

Understanding: Process that helps to understand symbols that have seen and heard. The listener must analyze the meaning of the stimuli perceived; symbolic stimuli are not only words, but also sounds like applause 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.

Remembering: Means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, the attention is selective as well as the memory, what is remembered may be quite different from what was originally seen or heard.

Evaluating: the listener evaluates the message that has been received. The effective listener makes sure that he /she does not begin this activity too soon because beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

Responding: stage on which, according to the response, the speaker checks if the message has been received correctly. This stage requires the receiver to complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received.

Based on objective and manner in which the listener takes and respond to these processes, different types of listening can occur, such as the following selection done by the author from Tyagi, (2013):

Active Listening: Listening in a way that demonstrates interest and encourages continued speaking.

Appreciative Listening: Looking for ways to accept and appreciate the other person through what they say. Alternatively listening to something for pleasure, such as: music.

Attentive Listening: Listening obviously and carefully, showing attention.

Biased Listening: Listening through the filter of personal bias i.e. The person hears only what they want to listen.

Comprehension Listening: Listening to understand. Seeking meaning, (but little more).

Evaluative Listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

Empathetic Listening: Seeking to understand what the other person is feeling. Demonstrating empathy.

Different authors like Tyagi, (2013); Brown & Abeywickrana, (2010) demonstrated that a number of types of listening can be affected by several factors. Due to its importance in the listening comprehension process. The author considers relevant to be taken into consideration the following:

Lack of Training: Listening is not an inborn skill. "People are not born good listeners. It is developed through practice and training. Lack of training in listening skills is an important barrier" (Tyagi, 2013).

Bad Listening Habits: "Most people are average listeners who have developed poor listening habits that are hard to say and that act as barriers to listening". (Tyagi, 2013).

Wrong Assumptions: the success of communication depends on both the sender and receiver. "It is wrong to assume that communication is the sole responsibility of the speaker and that listeners have no role to play in it. Such an assumption can represent a big barrier to listening" (Tyagi, 2013).

Stress, rhythm, and intonation (the suprasegmental): Correctly understanding of prosodic elements of spoken language, which is almost much more difficult than understanding the smaller phonological bits and pieces. (Brown & Abeywickrana, 2010).

Colloquial language: "Comprehending idioms, slang, reduced forms, shared cultural knowledge". (Brown & Abeywickrana, 2010).

In the author's opinion, the factors previously stated by Tyagi and Brown & Abeywickrana as harmful as they are to the listening comprehension process must be also taken into account at the different stages of a listening activity which according to Madrid and Maclaren (as cited in Segura, 2012) are the following :

**Pre-listening:** where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear. The first stage of pre-listening usually involves activating schemata in order to help students to predict the content of the listening passage. The second stage is setting up a reason to listen. Maybe there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

**While-listening:** Students hear the input once, probably listening for gist; although of course there may be occasions when they need to listen for specific information or listen in detail. Students check their answers in pairs or groups as a way of giving them confidence and also to open up any areas of doubt. They then listen a second time, either in order to check or to answer much more detailed questions. It is important that the students should be required to do different tasks every time they listen (listening to check answers is slightly different from listening to answer questions).

**Post-Listening:** The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups. A final stage may involve the 'mining' of the recording for useful language, a particular grammatical structure, and vocabulary or discourse markers.

In the author's opinion, the stages presented in the previous paragraphs as a sequence are the most common for a listening lesson in order to achieve an effective listening which in case of being accomplished brings about great benefits.

The author considers that students during the listening process acquire the correct pronunciation of words, the correct usage of structures as well as new vocabulary. Listening also helps learners to decode linguistic knowledge and utilize it for successful communication. In other words, comprehensible input through listening leads to comprehensible output in the target language.

Listening can provide students with a large amount of language input to remove barriers in the communication process. Moreover, listening and speaking are in integration in real life hence they affect each other. Learners fail to respond appropriately if they do not understand the input. Therefore, the author concludes that listening comprehension development enhances language skills in students, improve their motivation towards language learning, and increase their language awareness.

### **1.3 Potentialities of using videos as a teaching resource to develop Listening comprehension.**

#### **1.3.1 Teaching resources.**

The increasing influence of different media, the Internet and the development of science and new technologies is appreciated on every aspect of society, which includes education. In the author's opinion, students nowadays on opposition to those from twenty or even ten years ago, have different interests, priorities and views on education and the educational process.

Before the heighten effect of technology, the teaching process was reduced to the teacher's verbal presentation of material and using chalk to write on the blackboard. Today's teaching process is difficult to imagine without the uses of different modern teaching and learning resources.

Teaching resources according to González, (1980) are all the components of the educational teaching process that serve as material support (whether instructional or educational ) to accomplish stated objectives.

Authors like Ocak, Ozcalisan, & Kuru, (2010) and Tomlinson, (2011) agree that teaching resources are materials intended to facilitate the teaching learning process, a source of activity for students to practise and that also allows to improve the teacher's effectiveness.

According to Oglade & Bardavid, (2003) teachings resources are means that facilitate the teaching-learning process within a global and systematic educational context capable of stimulating the senses, facilitating the acquisition of concepts ,abilities and skills ,as well as of the formation of attitudes and values criterion followed by the author.

In the first two definitions, the authors elucidate that the purpose of a teaching resource is to facilitate, construct, and provide meaning to explanations in order to lead students to language appropriation . Nevertheless, the definition provided by Ogalde and Bardavid includes the development of students' skills, and the formation of attitudes and values what reflects the global purpose of education, the transformation of society through education.

Teachers and instructors in the didactic planning of their courses, use teaching materials like a support for transmitting messages. Several authors like Area, (1995); McLuhan, (1996) and Martínez F. , (1999) have offered different typologies of teaching resources over the years. The author of this research selected the following stated by Bušljeta, (2013) due to its wide acceptance in teaching practice, as well as in the field of didactic theory:

Visual: This classification refers to the visual senses, it may include: chalkboard, photographs, posters, flash cards, pictures, maps, charts, globes, textbook illustrations, among other.

Audio or auditory: Category that includes audio aids, which call upon the auditory senses and thus help the individuals learn through listening, such as: dialogues, songs, stories, audio tapes, among other.

Audio-visual resources: involve both senses: auditory and visual. Being some examples of this classification: language laboratories, smart board, television, LCD Projector, films, record player, tape recorder, compact disc player, videos, among other.

New technologies: Computers, computer networks, multimedia classrooms, educational software, internet, artificial intelligence, among other. The author wishes to declare that “new technologies” was stated by Martínez F., (1999) who would early warn about their relevance as teaching resources, a criterion followed by the author as well.

Another important aspect emphasized by authors such as Tomlinson B. , (1998) and Ramírez, (2013) is the importance of being aware of the different learning styles in classrooms in order to select the proper teaching resource to achieve uniform levels of development among students. According to Wong, (2015) over the years several authors have presented different theoretical models and instruments concerning

learning styles ,a term that refers to “an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (Kinsella, 1995) .The author of the present paper assumes the following model proposed by (Oxford, Ehrman, and Lavine 1991, as cited by Wong, 2015) which is based on ESL/EFL contexts and divides learning styles into four interrelated aspects: cognitive, affective, physiological, and behavioural,as follows:

- Global : sensitive towards the overall picture.
- Analytic: sensitive to small details.
- Field-dependence: prefers to deal with information in a holistic way.
- Field-independence : able to separate from a given context, without distraction.
- Feeling-oriented : sensitive to social and emotional factors.
- Thinking-focused : makes decisions based on logic and analysis.
- Impulsivity: shows quick and uncritical response to hypotheses.
- Reflection: prefers systematic, analytic investigation of hypotheses.
- Intuitive-random: The first prefers building a mental picture of the second language information while the second prefers learning materials and activities involving different elements.
- Concrete-sequential : sound, movement and touch, that can be applied in a concrete way.
- Closure-oriented : likes to plan language study carefully.
- Open styles : prefers a discovery learning to relax and enjoy.
- Extroverted : enjoys sharing with other people, such as group activities.
- Introverted : prefers working individually .
- Visual : prefers learning through visual means (e.g. books, handouts, etc).
- Auditory : prefers listening and speaking activities .
- Hands-on (also known as kinaesthetic) : prefers activities which involve lots of movements and physical action.

It is the author opinion that teaching resources facilitates students’ language learning by tapping into the learning styles of the students and by motivating them. Authors like Ocak et al. (2010); Tomlinson B. , (2011) and Bušljeta, (2013) have stated the relevance of teaching resources to the teaching - learning process as well

as its multiple uses among which the author of the present diploma paper selected the following:

- To activate, influence motivation and arouse interest in students.
- To help to clarify, interpret and compare important concepts, phenomena and events.
- To make learning more focused, effective, interesting, vivid, meaningful and imaginative.
- To promote better understanding and development of different skills and attitudes.
- To promote teacher-student and student-student communication and interaction.
- To encourage evoking pre-gained knowledge and acquiring new information.
- To aid in finding causes and reasons.
- To encourage students' personal development.

Based on the exposed the author of the present research concludes that teaching resources motivate, facilitate and help students to achieve learning fixation through a more vivid and suggestive impression which serves as a platform to the correct development of specific skills and learning outcomes.

Unquestionably, by using teaching resources interchangeably depending on the situation and students' need, teachers will be more effective in fulfilling their duties, and the goal of language learning can be achieved.

### **1.3.2 Video.**

The wide spreading of English learning videos nowadays reveals that technology has been integrated into English language. According to Wright, (1976) audio-visual materials and many styles of visual presentations are useful to language students what translates into positive contributions to language learning as long as they are used at the right time, in the right place. In the author`s opinion, the uses of videos as an audio-visual resource in English lessons has increased rapidly as a result of the emphasis on communicative techniques in ESL and EFL acquisition research, teaching, and assessment.

Authors like Lonergan, (1984) and Lavery, (2001) have recommended the following three stages to integrate video as a teaching resource within the lesson: pre-viewing, while - viewing, and post-viewing.

According to O'Farrill, (2018) before viewing the following actions are necessary:



- Teachers should prepare viewing guides in order to identify the most challenging segments for the students and determine the best procedure to help understanding.
- Check equipment like TV, video and remote control.
- Make sure that the environmental hygienic conditions to proceed are present in the room.
- Check the seat arrangement, some students might need to sit closer or further.
- Prior to the video's presentation, the teacher must also engage the student's interest and deliver some questions to activate students' background knowledge.

According to O'Farrill, (2018) while students observe the video:

- The teacher should remain in the classroom with the students to observe possible reactions and check understanding.
- Teachers might pause to control the pace and amount of information, check for comprehension, solicit inferences and predictions, among other.

According to O'Farrill , (2018) after the viewing:

- The teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the video lessons or they are developed by teachers.
- Students` self-reflection on their own learning should be encouraged in this phase. When concluding each class, the students should know what their strengths and weaknesses have been, and what should be done next to continue developing language skills and cultural background.

According to O'Farrill, (2018) It is also helpful to design assessment activities as part of the after-viewing stage because they allow the students to concentrate on the most important content presented in the audio-visual material, by referring to the scenes or segments which best illustrate the presentation of the content.

It is the author`s opinion that teachers in their role as facilitators should become familiar with the aforementioned actions in order to avoid possible challenges that may appear during video activities. Harmer, (2006) stated the following :

- Nothing new syndrome: the teacher cannot facilitate the teaching and learning activities in a more appealing way, so the students just consider that the teaching and learning activities by using videos are like any other common learning activity.

-Poor quality video :another factor that influences on the effectiveness of using videos in class.

- Poor viewing conditions: when using a video in class, the teacher has to ensure that the situation in class will make easier for the students to see the video clearly.

- The length of the video used in the classroom should be considered if the duration of the video takes too long, students may lose interest.

-The teachers should get familiar with all the tools that will be used to support the classroom activities to avoid technical difficulties.

Another important aspect stated by different authors like Harmer, (2006) ;Çakir, (2006) and Mohammed, (2013) has been the wide range of techniques available to work with the video in lessons, among which the authors previously quoted have mentioned the following:

**Active Viewing:** Technique that increases the students' enjoyment and focuses their attention on the main idea of the video presentation. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or may take notes while viewing. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique.

**Freeze Framing and Prediction:** which means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses by freezing the scene. Therefore, the students speculate on what will happen in the next act.

**Silent viewing:** as video is an audiovisual medium, sound and vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time.

**Repetition and role-play:** a scene on the video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original

version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene.

Dubbing activity: an interesting activity where students are asked to fill in the missing dialogues after watching a sound-off video episode that can be implemented in the classroom to invite the students actively using the language by asking them to fill in the missing dialogues after watching sound of video episode.

Videos are truly meaningful teaching tools, capable of providing great benefits to the teaching-learning process. Various authors like Katchen, (1996); Canning, (2000) and Ramírez, (2013) have stated the multiple advantages of using videos to enhance language learning among which the author of the present research mentions the following:

- Can communicate meaning better than other media because authentic language use is shown.
- Language is presented in context. In other words, students can see and hear the speakers in dialogues; their ages, their sex, their way of dressing ,social status, among other.
- Present language which can be a good model for students.
- Good source for learning non-verbal language as gestures and facial expressions.
- Lead to an awareness of cultural aspects from different parts of the world, especially from English-speaking countries.
- Video is a rich sources of pictures, sounds and movement, all of which can be exploited for language practice.
- Help to cater for the diversity of learning styles in the classroom.
- Any selected short sequence from the video can be utilized for intensive study.
- Promotes the formation of values in students.

Based on the previously stated the author concludes that video materials make many additional types of information available to the language student that helps with the effective learning of listening skills through realistic examples of language in use. Video makes full use of environmental clues and the visibility of the speaker by exploiting the visual aspects, the gestures, smiles, as well as the background

knowledge helping the learners to deduce what is being said and guess the characters' feelings even if the students do not understand all the words and utterances in terms of teaching resources, videos can reduce the time and the effort of teaching and learning.

## **Chapter II Proposal of a system of didactic activities to contribute to the development of English listening comprehension.**

This chapter presents an exploratory study of the current state of the development of listening comprehension skills through the use of videos. The information obtained from the empirical methods analysis, helped the author to arrive to the essential content of the investigation as stated in the foundation and characterization of the system of didactic activities for the development of the English language in A1 level (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas. The philosophical, pedagogical, psychological and linguo-didactic foundations are present in addition to the structural elements and the methodological indications for the implementation of the system of didactic activities.

### **2.1 Current state of the listening comprehension process in the English language in A1 level, (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas.**

To characterize the current state of the listening comprehension process in the English language in A1 level, (CEFR) of the first-year students majoring in Computer Science Engineering at the University of Matanzas, the following empiric research methods were used by the author in order to obtain feedback:

- Revision of legal documents in order to analyze the treatment given to listening comprehension skills in the first-year students majoring in Computer Science Engineering at the University of Matanzas as a way of validating the existence of the problem (See Annex 1).
- Survey to 13 English teachers to appraise their criteria and suggestions about the use of videos as a teaching resource to develop listening comprehension (See Annex 3).

- Survey to 19 first- year students majoring in Computer Science Engineering at the University of Matanzas in order to become familiar with the students' points of view and suggestions with reference to listening comprehension and different teaching resources in lessons (See Annex 4).
- An observation guide to verify the current stage of the development of listening comprehension skill through the use of video in the lessons delivered to first - year students majoring Computer Science Engineering at the University of Matanzas (see Annex 5).

To obtain information the author took as a starting point the revision of legal documents, such as: The Syllabus "E" of Computer Science Engineering Major, which revealed the importance that the career infers on the development of language from the bases established in its professional model. According to the syllabus, each student will have to show a formative development in the four macro - skills based on a B1 level prior to the studies completion.

However, the greatest weight is given to the development and recognition of technical vocabulary due to its importance in topics, such as: computer architecture, operating systems and computer networks. In terms of skills development it becomes evident that the major focus is in written and oral communication as is stated in the general objectives of some subjects, such as: computer systems infrastructures.

In terms of listening comprehension, what is asked of the students is the following:

- Identifying general ideas and specific details in texts (spoken, audio only, audiovisual) on every day and academic topics through a well-articulated and standard accent.

The Common European Framework of References for Languages was also consulted by the author in order to become familiar with the descriptors concerning listening comprehension and audio-visual reception in activities that involve receiving and processing input (See Annex 2).

A survey was applied to 13 English teachers of which 12 belong to the Language Center at the University of Matanzas and one to the Department of Foreign Languages. The years of teaching experience among the respondents ranges from 41 to 2 years. According to the scientific category among the 13 survey takers,

there`s a PhD, three Master`s degrees, two Bachelor`s degree and seven teaching assistants (Sp. ATDs).

The objective of this survey was to appraise their criteria and suggestions about the use of videos as a teaching resource to develop listening comprehension.

1) 76, 9% give priority to the treatment of listening comprehension and speaking in their lessons, of which the 70% place more emphasis on listening.

2) When asked about how often listening comprehension was developed in class, the 46, 1% answered always while 53, 8% responded usually.

3) 100% of them agree that when teaching resources are used in lessons motivation is higher among students.

4) 100% of them consider that the use of videos as a teaching resource has a greater contribution towards the integration of skills.

5) 100% of them consider that the use of videos is effective for the development of the teaching learning process.

6) When asked about how often videos are used related to the content to be taught, 46,1% answered t rarely, 30,7% responded sometimes and 23,1% almost always.

6a) When asked about the reasons why videos are not used more frequently, the respondents stated that the uses of videos must meet a time frame and be planned in accordance with the content and the learning outcome to be achieved. In addition to the non-existence of a video library, that makes it quite difficult.

7) 83, 3% of the teachers agree that videos can reduce time and effort in the teaching - learning process, as well as being a motivating and truly functional teaching resource for the development of the four macro language skills.

8) In the last element of the survey when teachers were asked about the steps to follow to implement the uses of videos in language lessons,46,1% showed mastery of the methodological steps to follow, while 53,8% showed a partial knowledge.

A survey was applied to 19 first – year students majoring in Computer Science Engineering at the University of Matanzas.

The units of study consist of 19 students, 14 men and 5 women. The age range is between 18 and 20 years, which places them within the classification of young adults according to Mansilla, (2000).

The objective of this survey is to become familiar with the students' points of view and suggestions related to listening comprehension and different teaching resources in lessons.

1)63% of the respondents stated that the skill with the greatest difficulty was listening comprehension, while 36% expressed that speaking was the most difficult.

2)78.9% expressed that the use of videos helps more in the development of the four-macro skill in the language, while 26.3% selected the songs.

3)100% stated that video should be used frequently in class.

4)89.4% agreed that the use of videos helps maintaining concentration and motivation during class, and to learn about other cultures and to also keep the group involved.

In order to verify the current stage of the development of listening comprehension skill through the use of videos in the lessons delivered to first-year students majoring Computer Science Engineering at the University of Matanzas, the author designed an observation guide. The following results were obtained after analyzing the proposed parameters:

- Videos are not regularly used to develop listening comprehension skills among students.

- The students show greater participation and motivation in lessons where videos were used.

- Pre-listening, while-listening and post-listening activities were observed during lessons.

- The stages of viewing and methodological tips to work with videos were not regularly observed during the lessons.

- The use of listening techniques to work with videos were not regularly observed by the author.

- The different learning styles and difficulties were taken into account in the activities.

As a conclusion, it can be stated that the main existent strengths are:

- Most of the professors are experienced and are committed to professional training.

- The potential of videos as a teaching resource was acknowledged.

As a conclusion, it can be also stated that the main existent weaknesses are:

- In terms of skills development, Computer Science Engineering Major places greater priority on written and oral communication.
- Listening comprehension is where the greatest difficulties lie for first-year students majoring in Computer Science Engineering.
- The full potential of videos is not exploited regularly in lessons.
- The methodological steps to work with videos are not fully mastered.
- Videos are not regularly used to develop listening comprehension skills among students.
- The non-existence of a video library.

Taking into account the characterization of the listening comprehension process in the English language in A1 level of the first-year students majoring in Computer Science Engineering at the University of Matanzas, the author proposes a system of didactic activities to mitigate the difficulties aforementioned.

## **2.2 System of didactic activities to contribute to the development of English listening comprehension in first-year students majoring in Computer Science Engineering.**

Cuban pedagogy conceives the formation of individuals as the result of a complex process in which a system of influences characterized by a systematic and coherent organization converge with the aim of promoting in the student a conscious and transformative way of action.

The author assumes the position of Karl Marx, "research must appropriate in detail its object, analyze its different forms of development. Only after this work is complete (...) the observer may appear to face an aprioristic construction" (Marx, 1968). Modeling as a research method allowed the author to perceive the complexity of the pedagogical process and show its manifestation in reality.

The English language teaching process needs to reveal the essence of the development of listening comprehension through the educational process and the relationships established between its components, which is visualized through a system of didactic activities. In order to elaborate the system previously mentioned, it is necessary to delve into the terms: system, didactic and activity.



The term “system” appears abundantly in the literature of any branch of knowledge. According to François, (1999) The basic concept of “system” can be traced as far back as the time of Plato, but it has evolved and changed over the years.

(Saussure ,1931, as cited in Hurtado, 2006) refers to the term system as an organized totality ,consists of supportive elements that cannot be defined more than one in relation with others based on their place in that totality.

Alvarez de Zayas, (1998) states that a “system” is a set of elements whose relationships are of such an order that it makes possible the manifestation of certain qualities , properties that are not offered by the mere sum of elements.

On the other hand , Addine, (2004) expresses the term system “as a whole ,a configuration of elements that are reciprocally integrated over time and space ,to achieve a common purpose , a goal ,a result”.

Based on the aforementioned definitions, the author of the present investigation formulates the following considerations:

- A system is a whole formed by a set of elements, constantly influencing each other.
- Each element is interrelated and possess its own characteristics.
- The combination of components must have a common objective or purpose to be achieved.
- A system is a set of elements identified by a certain order.
- Each system belongs to a wider system.

When speaking of system, the idea of totality appears, only that the mentioned totality arises as something different from its components, which responds to the Aristotelian principle that the whole is the sum of its parts.

According to Ginoris, (2005) didactics is the pedagogical science that studies the teaching-learning process in its entirety.

Vidal et al, (2010) states that didactics is the branch of pedagogy ,which has to do with the internal relationships that occur between the educator and the student mediated by the components :objectives ,content ,methods ,forms ,means ,evaluation from a precise object of knowledge.

According to Alvarez, (2013) didactics is the science that studies the teaching - learning process as its object, aimed at solving the problems that the school faces: Man`s preparation for life, but in a systematic and efficient way, criterion followed by the author since it shows the social and systemic character of the teaching-learning process ,which leads the student in a formative and instructive way towards the progressive appropriation of knowledge in response to a previously stated objective. Regarding the term activity , José Marín Díaz (as cited in Crespo & García, 2018) states that is a set of actions ,operation or tasks ,previously planned ,that contribute to the achievement of a certain objective.

On the other hand ,according to Rosentall & Ludin, (2000) activity is the function of the subject in the interaction process, a specific link with the environment that surrounds it.The activity is stimulated by the need ,which is oriented towards an objective that satisfies that need that is carried out through a system of actions ,criterion shared by the author since alludes to the link between the subject and the object of reality which is established through activity in response to a need ,which in terms of the present research can be translated into the act of offering a system of actions (activities) with the objective of solving a problematic situation in the teaching - learning process.

Based on the aforementioned definitions and their analysis , the author concludes that a system of didactic activities is:

A set of elements or actions related to each other ,which contributes to the achievement of a general objective as a possible solution to a previously identified scientific problem, in the case of the present research " the development of English Listening Comprehension of first -year students majoring in Computer Science Engineering".

### **2.3 Philosophical, psychological, pedagogical and linguo-didactic foundations of the system of didactic activities.**

The process of teaching and learning English in Cuba is based on the philosophical, psychological, pedagogical and linguo-didactic principles that are the basis of Cuban education, which support the structural and functional expression of the system of didactic activities proposed by the author.

Philosophical foundations: The dialectical-materialist philosophy constitutes the philosophical sustenance of Cuban education. The development of the student's listening comprehension, that is assumed in the present system of didactic activities, is based on the philosophical idea that "every human being is the result of the influence of his/her biological nature, and the influence of the concrete historical conditions in which they are raised (societal and cultural influences) ,which are mediated by their own creative assimilation of culture" (Enríquez, Mijares, & Font, 2016). When considering this philosophical thesis, the development of English listening comprehension is conceived as a need that society and man have to conceive their own development and improvement.

Psychological foundations: The concept of Proximal Development Zone (ZPD) is of unquestionable value due to its high humanist content, "psychological grow and human learning occur through continuous scaffolding ,a process of personal progression from a given stage towards new successive levels (zones) of proximal development" (Vygotsky, 1979) .The proposed system, considers the student as the protagonist of his own self-progression, a conscious participant in the construction and reconstruction of culture through interaction with others in correspondence with the historical-cultural context in which they live. The didactic activities proposed have a communicative, participative and reflective nature as a way of fostering language learning.

Pedagogical foundations: University as a social institution is inextricably related to society and meet to the concrete historical - cultural context. The system of didactic activities responds to a set of demands that contributes to the materialization of a unit between instruction and education, and between the different components of the process. The direction of the teaching and learning process in relation to the proposal is also based on the Historical-Cultural theory that considers "education as a social process consisting of the transmission and appropriation of culture in collaboration with others, and encourages life-long personality grow" (Enríquez, Mijares, & Font, 2016).

Linguo-didactic foundations: According to Enríquez, Mijares, & Font, (2016) the teaching of the foreign language in Cuba is currently supported by the

communicative approach, which focuses on the acquisition of knowledge, skills, attitudes and values to communicate in the foreign language, as well as strategies and procedures to enhance their development. The communicative practice gradually moves towards student's free production in the target language what enables the development of communicative competence. The system of didactic activities responds to the promotion of an active, significant and motivated process of learning.

The CEFR as a tool to assist the planning of curricula, courses and examinations by working backwards from what the users/students need to be able to do in the language is also considered as a foundation of the present system of didactic activities.

The aforementioned foundations of the present system of didactic activities for the development of English Listening Comprehension in first -year students majoring in Computer Science Engineering allowed the author to recognize the multidisciplinary relationships that must occur in it as a valuable instrument to approach the study of complex phenomena and objects in education.

#### **2.4 Qualities of the system of didactic activities.**

Pérez, García, Nocado, & García, (2015) states that educational phenomena ,like all social phenomena ,are subject to laws that characterize it as a system .Hence, the importance of studying the general qualities of the present system of didactic activities, which the author of the present research identified as the following :

- Complexity: an inherent quality of the own concept of system. It indicates the distribution criterion and interior organization of both the elements and the relationships among them.
- Intentional: Since it has a previously defined objective to fulfill within the teaching -learning process aimed at the development of English Listening Comprehension of first -year students majoring in Computer Science Engineering.
- Contextualized: Because it responds to the current university social context and its needs for the training and development of capable future professionals according

to the new strategy for the improvement of the teaching of English within universities.

- Flexible: Because the activity system, its structure and application are not immutable in nature ,as they can be adapted ,adjusted and rectified based on the development of students.

- Participatory: Because it promotes and facilitates the formative interaction between teacher and student as well as the one that occurs between students, promoting their development through didactic activities based on the use of video as teaching resource.

- Systemic approach: Each activity is interconnected with each other and responds to a syllabus that provides structure and organization to its training function.

- Organization into a hierarchy: The activities were structured taking into account the general and specific objectives of teaching English at level A1 in order to achieve a fruitful integration in the teaching – learning process, focusing in the development of listening comprehension.

## **2.5 Methodological indications for the implementation of the system of didactic activities.**

Due to the pandemic caused by the covid-19, the global and national situation, in addition to the social isolation measures necessary to face it, the system of didactic activities proposed by the author could not go through the application and results evaluation stages.

That is why ,the author of the present research following the instructions received by the Scientific Commission of the Faculty of Languages ,proposes the following methodological guidelines to be taken into account during its implementation .

### **2.5.1 General characteristics of the didactic proposal.**

The present system of didactic activities is designed to be integrated into the English language lessons currently taught through the second edition of the Face2Face books series, specifically at level A1(Starter).

The main objective of the proposal is to contribute to the development of listening comprehension through the use of videos in first-year students majoring in Computer Science Engineering. The system is composed of twenty activities distributed through the ten units of the Face2Face Starter. Each proposed activity shares the following structure:

- Unit.
- Lesson.
- Level of performance.
- Teaching Resource.
- Type of practice.
- Procedure.
- Pacing.

The following five activities were taken from the system of didactic activities proposed by the author on which the aforementioned structure is evident :

Activity #1 Unit: 1 Lesson: 1C

Objective: To become familiar with the vocabulary related to first names, surnames and spelling.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video( Welcome to the class) , TV set.

Type of practice: Semi-controlled.

Procedure: Prior to play the video ,the teacher will try eliciting from the students what they know about the subject through a simple chat .Most of our students are false beginners therefor we should not underestimate them.

Play the video or audio recording. Students listen and tick the correct answer.

Extra task : The students can later reproduce the dialogue (reproduction).

Pacing :5-8 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Put a tick in the correct answer.

a) Hello. My name's Emma. I'm your teacher.

b) Hello.

a) Hello. What's your ( \_first \_ last \_family) name, please?

b) It's ( \_\_\_Fer \_\_ Fernando\_\_ Facundo).

a) What's your surname?

b) \_\_Ortega \_\_ Ortera \_\_Hortensia.

a) How do you spell that?

b) O-R-T-E-G-A.

a) ( \_What \_\_ Where \_\_ Who) are you from?

b) I'm from ( \_Spain \_\_ Spartaaaaaaaaaa \_\_ Switzerland).

a) Thank you, Fernando. Welcome to the class.

b) Thank you.

Activity #2 Unit 2 Lesson: 2C

Objective: To recognize the correct answers about Sophie's personal information.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video ( a new teacher) , TV set.

Type of practice: Semi-controlled.

Procedure: To focus the student's attention on the exercise through the use of questions about their own personal information. Play the video and ask them for

their general view about the video before playing the video again to answer the chart`s information.

Extra task : The students can fill in the chart as well with their information (reproduction).

Pacing: 5-7minutes.

Evaluation: Oral.

Watch the following video about the new teacher (Sophie). Fill in the chart with Sophie`s personal information.

Sophie`s personal information
First name: Sophie
Surname:
Married/Single:
Nationality:
Mobile number:
Email address:

Activity #3 Unit 2 Lesson : 2C

Objective : To select the correct character to each gap according to their personal information.

Level of performance : Recognition.

Teaching Resource : British Council video (Tom`s party ) , TV set.

Type of practice: Semi-controlled.

Procedure : The teacher will first check with the students the new vocabulary and will also introduce to them the video`s main characters (Sammy and Julia ) prior to the first reproduction to later play the video in order to them answer to the following initial question about it:



Where are Sammy and Julia ?

Then the video will be played again in order to them complete the gaps with the correct character.

Pacing:5-9 minutes.

Evaluation : First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Complete the gaps with Sammy or Julia.

1.\_\_\_\_\_ is Tom's friend from university.

2.\_\_\_\_\_ is Tom's aerobics instructor.

3.\_\_\_\_\_ is from Manchester.

4.\_\_\_\_\_ is from Devon.

5.\_\_\_\_\_ is a vet.

6.\_\_\_\_\_ 's surname is Brown.

Activity #4 Unit 2 Lesson : 2C

Objective : To recognize the question patterns studied in class related to personal information (wh-questions ).

Level of performance : Recognition.

Teaching Resource : British Council video (Tom`s party ) , TV set.

Type of practice: Semi-controlled.

Procedure : This activity can be applied right after the previous exercise if it doesn`t consume too much time of the lesson . The teacher will play the video twice to later be answered orally.

Extra task: The students work in pairs and role-play a conversation for the class based in the exercise (Application) .

Pacing : 5-8 minutes.

Evaluation : Oral.

Watch the video again. Complete the questions.

Julia: So wh \_\_\_\_\_ a \_\_\_\_\_ y \_\_\_\_\_ f \_\_\_\_\_, Sammy?

Sammy: I'm from Manchester. And you?

Julia: What's y \_\_\_\_\_ j \_\_\_\_\_?

Sammy: I'm a vet.

Sammy: A \_\_\_\_\_ y \_\_\_\_\_ m \_\_\_\_\_?

Julia: No, I'm not. Are you?

Sammy: Wh \_\_\_\_\_ y \_\_\_\_\_ m \_\_\_\_\_ n \_\_\_\_\_?

Julia: It's 636 241 752.

#### Activity #5 Unit 3 Lesson 3B

Objective: To recognize Emma`s family members.

Level of performance: Recognition.

Teaching resource: Face2Face video(in the café) , TV set .

Type of practice: Semi-Controlled.

Procedure: The teacher asks the students about their relatives and their jobs. Then the video is played twice if necessary.

Pacing:5-6 minutes.

Evaluation: Oral.

Watch the video. Match Emma`s family members in column A with the statements in column B.

Phil .

He is a doctor.

Lissa.

She is 26.

Lissa.

Lissa is single.

Emma`s father.

He is a French teacher.

### **2.5.2 Methodological guidelines to the implementation of the system of didactic activities.**

In view of the future implementation of the system of didactic activities ,the author of the present research proposes a series of recommendations and methodological steps to follow in order to work on listening comprehension through the use of videos, in addition to the guidelines for its evaluation and assessment.

The author wishes to declare that the recommendations and procedures proposed below are the result of the research carried out and are flexible in nature.

Recommendations to take into account before using the video to develop listening comprehension:

- Take into account the stages for a listening activities :pre-listening ,while-listening and post-listening to know how to proceed in each one.(See page 15).
- Carry out a study to identify the predominant learning styles in the classroom. Each teacher before applying the system of didactic activities proposed by the author must take into account the characteristics of the group to which he/she teaches in order to achieve a comprehensive formation.(See page 18).
- Take into account the stages to use video in lessons :pre-viewing, while-viewing and post-viewing . (See pages 19-20).

Methodological steps to follow to work on listening comprehension through videos:

- Deliver and explain an observation guide to students ,organized from the most general and simple elements to the most complex ones that require a higher level of understanding ,command of the language and skills.
- Check equipment like TV, video and remote control.
- Make sure that the environmental hygienic conditions to proceed with are present in the room.
- Check the seat arrangement ,some students might need to sit closer or further.

- Motivate and contextualize the video ,preferably through a discussion of possible situations related to the material to be presented.
- Project the video for viewing and listening ,either comprehensive or by chunks according to the type of subject where it is used ,the student`s proficiency levels ,the typology and time of the lessons and the objectives formulated.
- Begin to exploit the guide where possible ,with the use of individual work first and then in pairs.
- Make a second presentation without subtitles in which the material can also be subdivided into several sections if deemed necessary.
- Carrying out extension exercises or systematization of comprehension by means of answers or oral debate on the topics covered in the video ,or by assigning written tasks with a value response to what is seen in the video.

Recommendations about the observation guide :

Taking into account the systemic approach ,the observation guides can be general or a set of small independent guides by activity ,integrated into the whole (system).The author presents a general observation guide consisting of the following six questions to the proposed system of didactic activities :

- What is the main plot of the video ?
- Who are the characters that appear in the video ?
- Which are the main characteristics of the characters?
- Do you recognize any of the characters ?
- Do you relate to the video ?
- Can you tell me your personal opinion about the situation displayed in the video ?

The author wishes to express the importance of questions of particular content ,which the teachers should include during the activity related to:

- Learning outcomes.
- Cultural aspects related to the video.

- Value formation in students.

Evaluation and Assessment:

Regarding evaluation and assessment ,the author recommends studying and analyzing the CEFR,which offers a detailed explanation about the different categories and descriptors to be taken into account by level. In regard to the present research ,the author presents the illustrative scales to work with listening comprehension in communicative activities (See Annex2).

Evaluation is a systematic and objective process of measuring or observing someone or something, with the aim of drawing conclusions ,using criteria usually governed by set standards like the scales aforementioned by the author. It gauges students` performance.

In order to evaluate the activities that are part of the system ,the author proposes the following variants in general :

- Orally.
- Written.
- Orally /Written.
- Peer evaluation.

The proposed activities will be evaluated from 5 to 2 according to what is established in the Higher Education Evaluation System .The author of the present research proposes the following derivation of aspects related to listening comprehension and its evaluation in order to assign a mark to students:

Mark	Aspects to take into account:
5	<ul style="list-style-type: none"> <li>- The student includes all relevant information.</li> <li>- Correctly distinguishes relevant information from irrelevant information.</li> <li>- Identifies the main idea.</li> </ul>

	<ul style="list-style-type: none"> <li>- Correctly answers between 95% and 100% of comprehension questions.</li> <li>- Identifies specific information.</li> </ul>
4	<ul style="list-style-type: none"> <li>- The student includes much of the relevant information.</li> <li>- Distinguishes with some imprecision the relevant information from irrelevant.</li> <li>- Identifies with more elements ,the main idea.</li> <li>- Correctly answers between 80% and 94% of comprehension question.</li> <li>- Identifies 80% and 94% of specific information.</li> </ul>
3	<ul style="list-style-type: none"> <li>- The student includes between 70% and 79% of the relevant information.</li> <li>- Distinguishes between 70% and 79% relevant information from irrelevant.</li> <li>- Identifies with less elements, the main idea.</li> <li>- Between 70% and 79% of the answers to the comprehension questions are correct .</li> <li>- Identifies between 70% and 79% of specific information.</li> </ul>
2	<ul style="list-style-type: none"> <li>- The student includes some relevant information.</li> <li>- The student cannot distinguish relevant information from irrelevant information.</li> <li>- The student cannot identify the main idea.</li> <li>- Few answers to comprehension question are correct.</li> <li>- Identifies less than 70% of specific information.</li> </ul>

Assessment is an integral part of instruction that aims at determining the effectiveness of the overall performance of the assessed and the areas of improvement what involves ,setting up goals ,collecting information (qualitative and quantitative ) and using the information for increasing quality. The author proposes the following techniques to work the video as options to assess the students: (See pages 21-22 ) .

- Active viewing.

- Freeze framing and prediction.
- Silent viewing.
- Repetition and role-play.
- Dubbing activity.

### **Conclusions**

- Listening comprehension is a complex skill involving many cognitive and linguistic processes that provide students with a large amount of language input to remove barriers in the communication process. The development of listening comprehension enhances language skills in students, improve their motivation towards language learning, and increase their language awareness. During the listening process, students also acquire the correct pronunciation of words, the correct usage of structures as well as new vocabulary what helps them to decode linguistic knowledge and utilize it for successful communication. The use of video as a teaching resource offers additional types of information available to the language student what helps with the effective learning of listening skills through realistic examples of language in use what can reduce the time and the effort of teaching and learning.
- The application of the empirical research methods has demonstrated that, listening comprehension is where the greatest difficulties lie for first - year students majoring in Computer Science Engineering .The full potential of videos is not exploited regularly in lessons to develop listening comprehension among students, as a motivating and truly functional teaching resource for the development of the four macro language skills.
- The system of didactic activities proposed has been elaborated taking into the fundamentals for English language teaching and learning in the Cuban context. The proposal is intended to contribute to the development of the English listening comprehension through the use of videos in students majoring in Computer Science Engineering accompanied by the methodological steps to its future implementation.

### **Recommendations**

- To continue incorporating the use of video as part of the listening comprehension training.
- To apply the system of didactic activities in the first-year students majoring in Computer Science Engineering at the University of Matanzas.
- Incorporate the proposal into the A1 level class system at the Language Center of the University of Matanzas.



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### Annex 1

Guide of documents study.

Objective: To evaluate the treatment given to listening comprehension skills through the analysis of the following documents.

- Study Plan E of Computer Science Engineering Major.
- Common European Framework of Reference for Languages CEFR.
- Indicators:
  - Projection on English language as part of the comprehensive formation of future engineers.
  - Projection of the Syllabus on the formation of listening comprehension skills.
  - The different levels and descriptors propose by the CEFR to take into account in listening comprehension activities where audiovisuals are used.
  - Potentialities of the major.

-The Syllabus of Computer Science Engineering includes the development of listening comprehension skills in the students.

Yes\_\_\_\_\_ No\_\_\_\_\_

- The Syllabus of Computer Science Engineering acknowledges the importance of English language as part of the teaching-learning process of the major.

Yes\_\_\_\_\_ No\_\_\_\_\_

## Annex 2(Listening comprehension according to CEFR descriptors).

### Reception activities

#### Listening comprehension

The aspects of listening comprehension included under reception are different kinds of one-way listening, excluding *Understanding the interlocutor* (as a participant in interaction), which is included under interaction. The approach is strongly influenced by the metaphor of concentric circles as one moves out from the role as participant in an interaction towards the one-way role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media. Scales are provided for *Understanding conversation between other speakers* (as an overhearer) and for *Listening as a member of a live-audience*. To these scales particular media are added, with *Listening to announcements and instructions*, and *Listening to audio media and recordings*. There is also a separate scale for *Watching TV and film* included under audio-visual comprehension.

SPOKEN RECEPTION	
OVERALL LISTENING COMPREHENSION <span style="float: right;">PROSIGN</span>	
<b>C2</b>	Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
<b>C1</b>	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
<b>B2</b>	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
<b>B1</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
<b>A1</b>	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
<b>Pre-A1</b>	Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.

*Understanding conversation between other speakers* concerns two main situations: the first is when other speakers in a group interaction talk across the user/learner to each other, so that the user/learner is no longer directly addressed. The second situation is when the user/learner is an overhearer: listening to a conversation between other people nearby. Both situations are noticeably more difficult than when the user/learner is directly addressed, firstly because there is no element of accommodation to them and because the speakers may have shared assumptions, experiences they refer to and even variants in usage, and secondly because the user/learner, not being an addressee, has no 'rights' to ask for clarification, repetition etc. Key concepts operationalized in the scale include the following:

- ▶ picking up and connecting words, phrases etc.;
- ▶ catching enough to identify the topic, changes of topic;
- ▶ identifying chronological progression, e.g. a story;
- ▶ identifying when people agree and disagree, points made for and against an issue;
- ▶ identifying attitudes and sociocultural implications (C levels).

<b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b>		<b>PROSIGN</b>
<b>C2</b>	Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.	
<b>C1</b>	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.	
<b>B2</b>	Can keep up with an animated conversation between speakers of the target language. Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	
<b>B1</b>	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	
<b>A2</b>	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly. Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	
<b>A1</b>	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	
<b>Pre-A1</b>	No descriptors available	



*Listening as a member of a live-audience* concerns listening to a speaker addressing an audience, for example in a meeting or seminar, at a conference or lecture, on a guided tour, at a wedding or other celebration. Understanding the speaker as a member of an audience is in fact usually easier than *Understanding conversation between other speakers*, even though the user/learner is even further away from being a participant in the talk. This is firstly because the more structured nature of a monologue means that it is easier to bridge over sections that one doesn't understand and pick up the thread again. Secondly, the speaker is more likely to be using a neutral register and projecting his/her voice to maximize the ability of the audience to follow. Key concepts operationalized in the scale include the following:

- ▶ following talk accompanying real artefacts (e.g. on a guided tour) and visual aids (e.g. PowerPoint);
- ▶ the degree of accommodation to the audience (speed of delivery, extent to which usage is simplified);
- ▶ familiarity of the situation and subject matter;
- ▶ following a line of argument, distinguishing main points etc.

<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>		<b>PROSIGN</b>
<b>C2</b>	<p>Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology.</p> <p>Can make appropriate inferences when links or implications are not made explicit.</p> <p>Can get the point of jokes or allusions in a presentation.</p>	
<b>C1</b>	<p>Can follow most lectures, discussions and debates with relative ease.</p>	
<b>B2</b>	<p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.</p> <p>Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p> <p>Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</p>	
<b>B1</b>	<p>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.</p> <p>Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.</p>	
<b>A2</b>	<p>Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).</p> <p>Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.</p> <p>Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'</p>	
<b>A1</b>	<p>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</p>	
<b>Pre-A1</b>	<p>No descriptors available</p>	

*Listening to announcements and instructions*, involves a different type of extremely focused listening in which the aim is to catch specific information. The situation is complicated by the fact that the announcement or instructions may well be delivered by a (possibly faulty) public address system, or called out by a speaker some considerable distance away. Key concepts operationalized in the scale include the following:

- ▶ understanding directions and detailed instructions;
- ▶ catching the main point of announcements;
- ▶ degree of clarity, from slow and clear to normal speed with audio distortion.

<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>		<b>PROSIGN</b>
<b>C2</b>	<i>No descriptors available; see C1</i>	
<b>C1</b>	<p>Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.</p> <p>Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p>	
<b>B2</b>	<p>Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed.</p> <p>Can understand detailed instructions well enough to be able to follow them successfully.</p>	
<b>B1</b>	<p>Can understand simple technical information, such as operating instructions for everyday equipment.</p> <p>Can follow detailed directions.</p> <p>Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.</p>	
<b>A2</b>	<p>Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly.</p> <p>Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.</p> <p>Can catch the main point in short, clear, simple messages and announcements.</p> <p>Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p>Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.</p>	
<b>A1</b>	<p>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.</p> <p>Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.</p>	
<b>Pre-A1</b>	<p>Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.</p>	

*Listening to audio media and recordings* involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries. Key concepts operationalized in the scale include the following:

- ▶ picking out concrete information;
- ▶ understanding main points, essential information;
- ▶ catching important information;
- ▶ identifying speaker mood, attitudes and viewpoints.

<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>		<b>PROSIGN</b>
<b>C2</b>	<i>No descriptors available; see C1</i>	
<b>C1</b>	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	
<b>B2</b>	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	
	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.	
<b>B1</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	
<b>A2</b>	Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.	
	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	
	Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly. Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.	
<b>A1</b>	Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	
<b>Pre-A1</b>	Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly	

## Audio-visual Reception

*Watching TV and film* includes live and recorded video material plus, at higher levels, film. Key concepts operationalised in the scale include the following:

- ▶ following changes of topic and identifying main points;
- ▶ identifying details, nuances and implied meaning (C levels);
- ▶ delivery: from slow, clear standard usage to the ability to handle slang and idiomatic usage.

<b>WATCHING TV, FILM AND VIDEO</b>		<b>PROSIGN</b>
<b>C2</b>	<i>No descriptors available; see C1</i>	
<b>C1</b>	<p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.</p> <p>Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language.</p>	
<b>B2</b>	<p>Can extract the main points from the arguments and discussion in news and current affairs programmes.</p> <p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.</p>	
<b>B1</b>	<p>Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</p> <p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>	
<b>A2</b>	<p>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>	
<b>A1</b>	<p>Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</p>	
<b>Pre-A1</b>	<i>No descriptors available</i>	

## Reception Strategies

In reception, understanding progresses through a combination of bottom up/top down processing and of the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalized in the scale include the following:

- ▶ exploiting illustrations, formatting, headings, subtitles, position in the text etc.
- ▶ ability to deduce meaning from the co-text and linguistic context;
- ▶ exploiting linguistic clues: from numbers and proper nouns, through word roots prefixes and suffixes, temporal connectors, logical connectors – to skilled use of a variety of strategies.

IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)		PROSIGN
<b>C2</b>	<i>No descriptors available; see C1</i>	
<b>C1</b>	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	
<b>B2</b>	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
<b>B1</b>	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	
	Can make basic inferences or predictions about text content from headings, titles or headlines. Can listen to a short narrative and predict what will happen next. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).	
<b>A2</b>	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	
	Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text. Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).	
<b>A1</b>	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	
<b>Pre-A1</b>	Can deduce the meaning of a word from an accompanying picture or icon.	

### Annex 3 Survey to English professors.

Survey to 13 English teachers of which 12 belong to the Language Center at the University of Matanzas and one to the Department of Foreign Languages.

Objective: To appraise their criteria and suggestions about the use of video as teaching resource to develop listening comprehension.

Dear Teacher: The objective of the present survey is to collect data for the research work, based on the improvement of listening comprehension skills within the teaching - learning process of English in university students. The author would appreciate your cooperation in this endeavor.

Personal information:

Years of experience:

Level that you teach:

Professional category: Assistant \_\_\_\_\_ Par-time teacher \_\_\_\_\_: Senior professor:

\_\_\_\_\_

Scientific degree:

1- Arrange the four macro skills of foreign language teaching according to the priority you give them in class:

Listening comprehension \_\_\_\_\_ Reading comprehension \_\_\_\_\_

Speaking \_\_\_\_\_ Writing \_\_\_\_\_

2- How often do you work on listening skills in class?

Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_

Usually \_\_\_\_\_ Never \_\_\_\_\_

3- The motivation of your students when using teaching resources for listening comprehension in class is:

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

4-Among the following teaching resources, check the one that you consider contributes more to the integration of skills in the foreign language class:

--- Video.

--- Songs.

Audios.

Images.

5- Do you consider that the use of videos in class is an effective teaching resource for the development of the teaching-learning process?

Yes.

No.

Maybe.

6- How often do you use video in class related to the content to be taught?

Always \_\_\_\_\_ Usually \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_  
Never \_\_\_\_\_

6a) List the reasons why you don't use video more often.

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7- Among the following arguments, check those for which you use videos in the language lessons you teach:

- a)  Videos can reduce time and effort in the teaching -learning process.
- b)  It's a motivating and creative teaching resource to support lessons.
- c)  I don't have the technical skills or the necessary conditions do not exist to work efficiently with videos.
- d)  It's truly functional for the development of the four-macro skill of language.
- e)  I don't have time to download videos on the Internet.

8- List the steps you follow when using videos in language lessons.

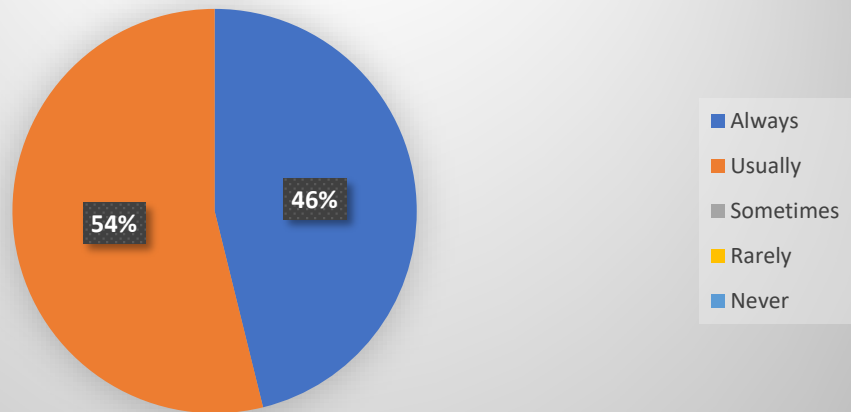
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## #2 How often do you work on listening skills in class?

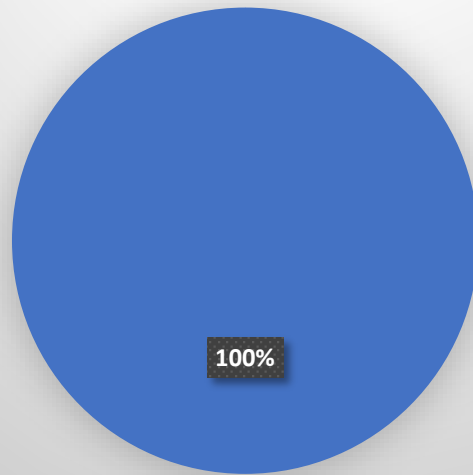


## #3 Motivation in students when using teaching resources to work on listening comprehension.



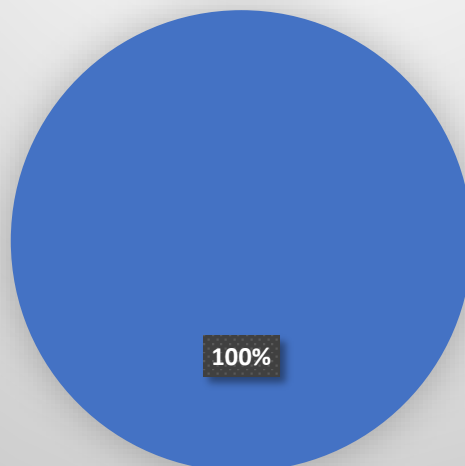


#### #4 Teaching resource that contributes more to integration of skills.



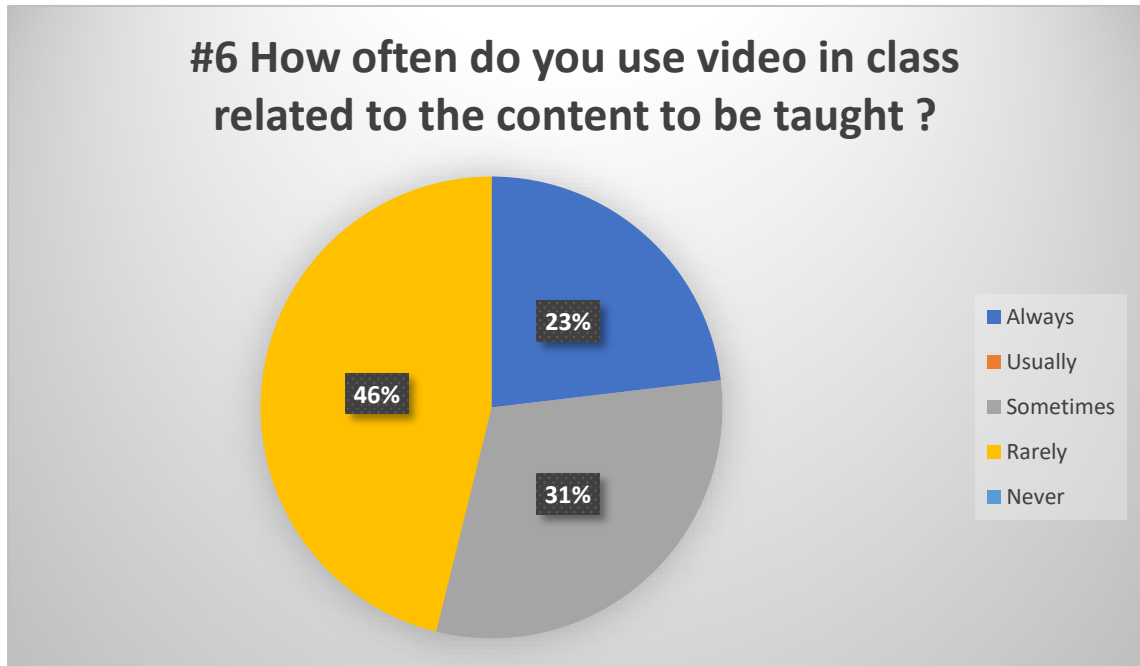
- Video
- Songs
- Audios
- Images

#### #5 Do you consider that the use of videos in class is an effective teaching resource for the development of the teaching-learning process ?



- Yes
- No
- Maybe

## #6 How often do you use video in class related to the content to be taught ?



### Annex 4 Survey to students

Survey to 19 first - year students of Computer Science Engineering Major at the University of Matanzas.

Objective: To become familiar with the students' points of view and suggestions with reference to listening comprehension and the use of different teaching resources in lessons.

Dear students: This survey is personal and anonymous, so you do not have to write your name, we just want to know your opinions and suggestions with reference to the listening comprehension and the use of different teaching resources in lessons.

Major:

Level you study:

1-Among the four macro skills in the English lessons you receive. List in descending order from four to one, with four being the most difficult one:

\_\_\_ Listening comprehension.

\_\_\_ Reading.

\_\_\_ Writing.

\_\_\_ Speaking.

2-Among the following teaching resources, which do you think would help you the most to develop the four skills mentioned above?

--- Video.

--- Songs.

\_\_ Audios.

\_\_ Images.

3- Do you think videos should be used more often in class?

\_\_ Yes.

\_\_ No.

4- Among the following reasons, check those you consider validate the use of videos in class:

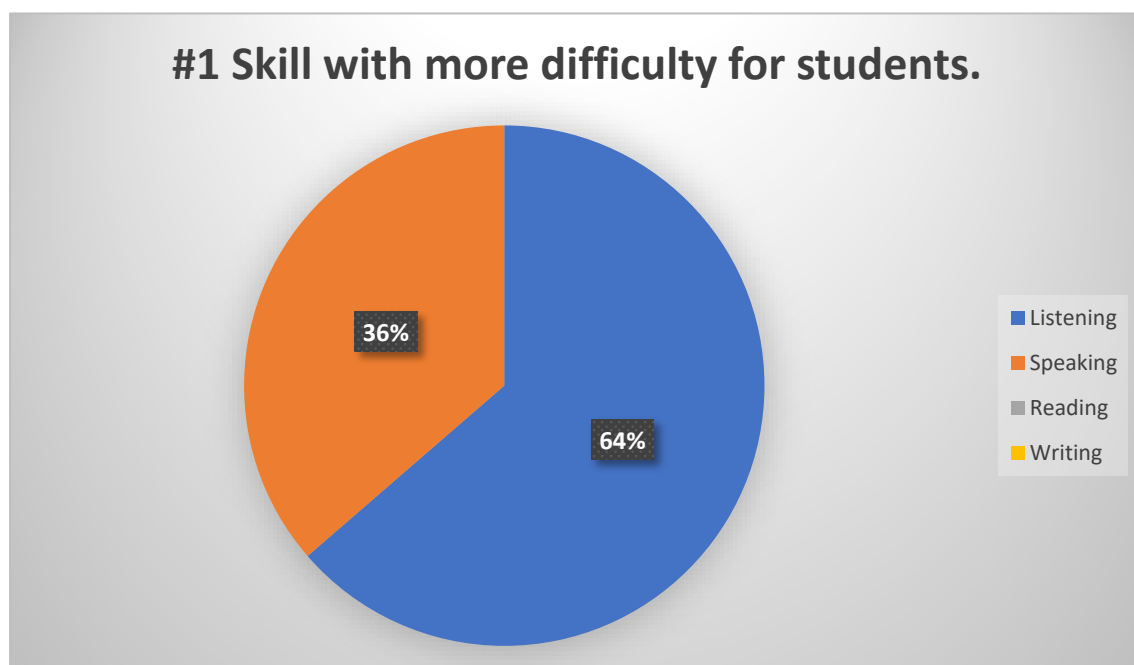
\_\_\_ Lessons become monotonous.

\_\_\_ Keeps me focused and motivated.

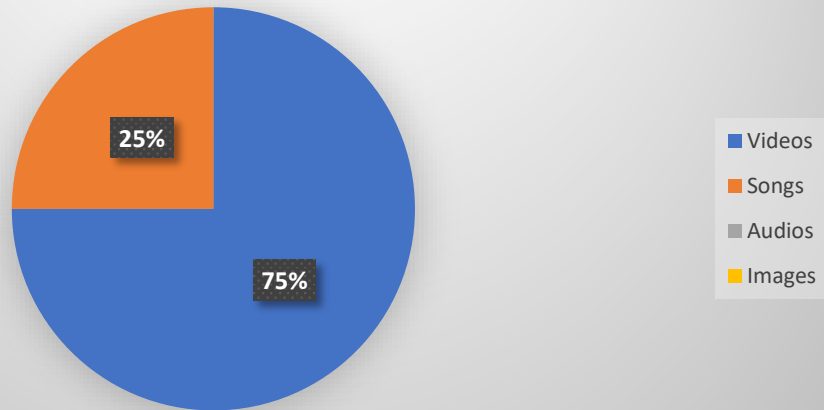
\_\_\_ The teacher does not use video efficiently.

\_\_\_ Increases my knowledge of other cultures.

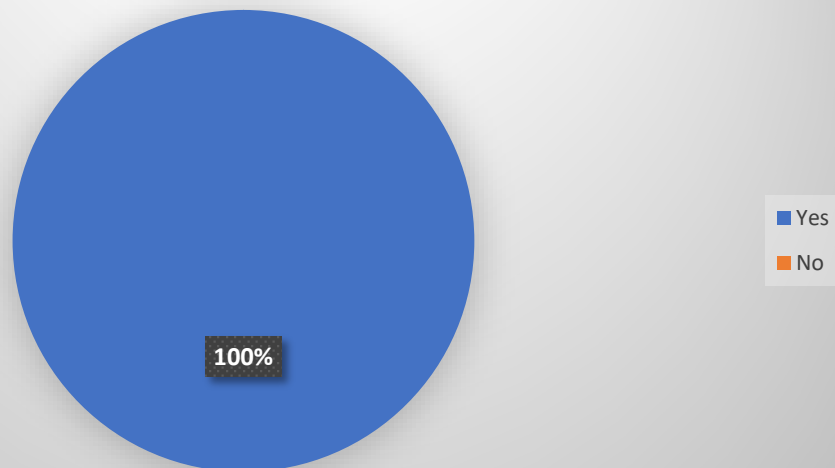
\_\_\_ Helps me to get more involved in class.



**#2 Which do you think would help you the most to develop the four skills mentioned above ?**



**#3 Do you think video should be used more often in class ?**



## Annex 5

Observation Guide.

Objective: To verify the current stage of the development of listening comprehension skill through the use of video in the lessons delivered to first - year students majoring Computer Science Engineering at the University of Matanzas.

Form of observation: Participant observation.

Observed Process: Listening comprehension process.

Aspects to be observed:

Form of activity: \_\_\_\_\_

Duration: \_\_\_\_\_

Objective: \_\_\_\_\_

Methodology to develop the activity: \_\_\_\_\_

Parameters to measure.	It is observed	It is not observed	It is regularly observed	It is not regularly observed
The lesson fosters the use of videos regularly to develop listening comprehension.				
The students show motivation towards the use of videos as a teaching resource.				
There`s presence of pre-listening, while-listening and post-listening activities during the lesson.				
The stages of viewing and methodological tips to				

work with video are present.				
There is presence of listening techniques to work with video.				
The different learning styles and difficulties are taken into account in the activities				

### **Annex 6**

#### System of didactic activities.

Activity #1 Unit: 1 Lesson: 1C

Objective: To become familiar with the vocabulary related to first names, surnames and spelling.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (Welcome to the class), TV set.

Type of practice: Semi-controlled.

Procedure: Prior to play the video, the teacher will try eliciting from the students what they know about the subject through a simple chat. Most of our students are false beginners we should not underestimate them.

Play the video or audio recording. Students listen and tick the correct answer.

Extra task: The students can later reproduce the dialogue (reproduction).

Pacing: 5-8 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Put a tick in the correct answer.

a) Hello. My name's Emma. I'm your teacher.

b) Hello.

a) Hello. What's your (\_ first \_ last \_ family) name, please?

b) It's (\_\_\_ Fer \_\_ Fernando \_\_ Facundo).

a) What's your surname?

- b) \_\_Ortega \_\_ Ortera \_\_ Hortensia.  
 a) How do you spell that?  
 b) O-R-T-E-G-A.  
 a) (\_\_What \_\_ Where \_\_ Who) are you from?  
 b) I'm from (\_\_Spain \_\_ Spartaaaaaaaaaaaaa \_\_ Switzerland).  
 a) Thank you, Fernando. Welcome to the class.  
 b) Thank you.

Activity #2 Unit 2 Lesson: 2C

Objective: To recognize the correct answers about Sophie's personal information.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (a new teacher), TV set.

Type of practice: Semi-controlled.

Procedure: To focus the student's attention on the exercise by using questions about their own personal information. Play the video and ask them for their general view about the video before playing the video again to answer the chart's information.

Extra task: The students can fill in the chart as well with their information (reproduction).

Pacing: 5-7minutes.

Evaluation: Oral.

Watch the following video about the new teacher (Sophie). Fill in the chart with Sophie`s personal information.

Sophie's personal information
First name: Sophie
Surname:
Married/Single:
Nationality:
Mobile number:
Email address:

Activity #3 Unit 2 Lesson: 2C

Objective: To select the correct character to each gap according to their personal information.

Level of performance: Recognition.

Teaching Resource: British Council video (Tom`s party), TV set.

Type of practice: Semi-controlled.

Procedure: The teacher will first check with the students the new vocabulary and will also introduce to them the video`s main characters (Sammy and Julia) prior to the first reproduction to later play the video in order to them answer to the following initial question about it:

Where are Sammy and Julia?

Then the video will be played again in order to them complete the gaps with the correct character.

Pacing 5-9 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Complete the gaps with Sammy or Julia.

1. \_\_\_\_\_ is Tom's friend from university.
2. \_\_\_\_\_ is Tom's aerobics instructor.
3. \_\_\_\_\_ is from Manchester.
4. \_\_\_\_\_ is from Devon.
5. \_\_\_\_\_ is a vet.
6. \_\_\_\_\_'s surname is Brown.

Activity #4 Unit 2 Lesson: 2C

Objective: To recognize the question patterns studied in class related to personal information (wh-questions).

Level of performance: Recognition.

Teaching Resource: British Council video (Tom`s party), TV set.

Type of practice: Semi-controlled.

Procedure: This activity can be applied right after the previous exercise if it doesn`t consume too much time of the lesson. The teacher will play the video twice to later be answered orally.



Extra task: The students work in pairs and role-play a conversation for the class based in the exercise (Application).

Pacing: 5-8 minutes.

Evaluation: Oral.

Watch the video again. Complete the questions.

Julia: So, Wh \_\_\_\_\_ a \_\_\_\_\_ y \_\_\_\_\_ f \_\_\_\_\_, Sammy?

Sammy: I'm from Manchester. And you?

Julia: What's y \_\_\_\_\_ j \_\_\_\_\_?

Sammy: I'm a vet.

Sammy: A \_\_\_\_\_ y \_\_\_\_\_ m \_\_\_\_\_?

Julia: No, I'm not. Are you?

Sammy: Wh \_\_\_\_\_ y \_\_\_\_\_ m \_\_\_\_\_ n \_\_\_\_\_?

Julia: It's 636 241 752.

Activity #5 Unit 3 Lesson 3B

Objective: To recognize Emma`s family members.

Level of performance: Recognition.

Teaching resource: Face2Face video (in the café), TV set.

Type of practice: Semi-Controlled.

Procedure: The teacher asks the students about their relatives and their jobs. Then the video is played twice if necessary.

Pacing: 5-6 minutes.

Evaluation: Oral.

Watch the video. Match Emma`s family members in column A with the statements in column B.

Phil.

He is a doctor.

Lissa.

She is 26.

Lissa.

Lissa is single.

Emma`s father.

He is a French teacher.

Activity #6 Unit 3 Lesson: 3C

Objective: To become familiar with the vocabulary related to family and the use of possessive (`s).

Level of performance: Recognition.

Teaching Resource: British Council video (Family photos), TV set.

Type of practice: Semi-controlled.

Procedure: The teacher could begin this exercise by talking about his/her own family as a hook to catch the students' attention to later on try eliciting from them the same information, that's why this first small talk must be planned according to what the group as a whole can do. Students can work in pairs; the teacher can place an advanced student with another one less advanced as a benefit society.

The video is play twice if necessary.

Pacing: 5-7 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Complete the sentences with the correct words from the chart.

uncle	brother	mother	sister	son	uncle
-------	---------	--------	--------	-----	-------

1. Neil is Sammy's \_\_\_\_\_.
2. Neil is Gavin's \_\_\_\_\_.
3. Sammy is Gavin's \_\_\_\_\_.
4. Claire is Sammy's \_\_\_\_\_.
5. Gavin is Claire's \_\_\_\_\_.
6. Claire is Gavin's \_\_\_\_\_.

Activity #7 Unit 4 Lesson: 4B

Objective: To become familiar with Present simple (questions and short answers).

Level of performance: Recognition.

Teaching Resource: British Council video (What time is it?), TV set.

Type of practice: Semi-controlled.

Procedure: Prior to the first reproduction, the teacher leaves this question to be answered:

Who are Tony and Kate?

Note: Another idea prior to reproduce the video it could be to check if students are familiarized with the simple future structure that appears in only one of Sammy`s interventions, if not the teacher must do this clarification or any other related to vocabulary during the exercise.

Later the video is played twice if necessary and the students answer the exercise.

After the exercise is checked the teacher can select some lines from the dialogue to teach them about Present simple (questions and short answers), an example could be:

-Do they live in the city centre?

-Yes, they do.

Pacing: 5-8 minutes.

Evaluation: Orally.

Watch and listen to Sammy and Julia`s conversation about Tony and Kate. Match the statements about Tony and Kate from the chart to each of the groups below.

-don't work.	- goes to lots of clubs.	- have grandchildren.	- is a very good.
- is about 65 years old.	-is about 70.	-likes books about history.	
- live in the city centre.	- sometimes goes fishing.		

Tony

Kate

Tony & Kate

Activity #8 Unit 4 Lesson: 4D

Objective: To become familiar with the vocabulary to tell and ask for the time.

Level of performance: Recognition.

Teaching Resource: British Council video (An old friend), TV set.

Type of practice: Semi-controlled.

Procedure: The teacher plays the video a first time leaving some question to be answered by the students, such as:

Do you recognize the characters?

Where are they?

Later the video will be played twice if necessary, in order for them to fill in the gaps. While the exercise is being answered the teacher can use this to familiarize the students with the new vocabulary and collocation.

Pacing: 5-6 minutes.

Evaluation: Orally.

Watch the first scene again (0.00–1.30). Write the numbers (not words) to complete the conversation.

Sammy: No, Julia, it's not 'Good evening!' It's \_\_\_\_\_ to \_\_\_\_\_.

Julia: Ah. Come on, Sammy, I'm \_\_\_\_\_ minutes late. \_\_\_\_\_ minutes!

Sammy: No, Julia. The film started at \_\_\_\_\_ past \_\_\_\_\_. You're \_\_\_\_\_ minutes late.

Julia: Uh oh. Was our date for \_\_\_\_\_ o'clock? Sammy, wait. Look! Zombie Attack starts at a quarter past \_\_\_\_\_. What time is it now?

Sammy: \_\_\_\_\_ to \_\_\_\_\_. But I hate horror films.

Julia: Yes, me too.

Sammy: My Brother's Wedding starts at \_\_\_\_\_ past \_\_\_\_\_.

Activity #9 Unit 5 Lesson 5C

Objective: To become familiar with the vocabulary related to restaurants.

Level of performance: Recognition.

Teaching resource: Face2Face starter video (in the restaurant), TV set.

Type of practice: Semi-controlled.

Procedure: Play the video or audio recording (SB p110). Students work in pairs and tick the food and drinks from the menu below according to each customer's order. Play the recording again if necessary. Then, they can calculate the bill (38.75).

Pacing: 5-7 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Emma, Sophie and Phil meet at The Sunrise restaurant. Tick the food and drinks they order from the menu. How much is the bill?



The menu for The Sunrise Restaurant is divided into three sections: MAIN COURSES, DESSERTS, and DRINKS. Each section is preceded by a decorative graphic of a sunburst. The items and their prices are listed as follows:

Section	Item	Price
MAIN COURSES	chicken salad	£7.25
	vegetable lasagne	£7.95
	burger and chips	£6.85
	mushroom pizza	£7.45
DESSERTS	apple pie and cream	£3.95
	fruit salad	£3.50
	chocolate, strawberry or vanilla ice cream	£3.25
DRINKS	bottle of mineral water (still or sparkling) 7	£3.25
	orange juice	£2.50
	coffee	£2.25
	tea	£1.95

Activity #10 Unit 5 Lesson: 5C

Objective: To become familiar with the vocabulary related to restaurants.

Level of performance: Recognition.

Teaching Resource: British Council video (I'll pay), TV set.

Type of practice: Semi-controlled.

Procedure: Focus students' attention on the first exercise in order to try eliciting a possible order to the conversation according to their personal experiences in restaurants. Play the video twice if necessary, students answer and check if they were right before playing the video a third time to answer to the second one.

Extra idea: After checking the exercises the students can be pair up and role-play a conversation for the class based in the exercise (Application).

Pacing: 5-8 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Sammy and Julia are in a restaurant. Watch and listen to their conversation with the waiter. Put their conversation in order from 1 to 11.

-- Julia: Yes, we are.... I'd like chicken soup for the first course.

-- Julia: I'll have steak and chips, please.

-- Sammy: And I'll have chicken soup too.

-- Sammy: And I'll have lasagne.

-- Waitress: And for the second course?

-- Waitress: Are you ready to order?

-- Waitress: OK, so two chicken soups, one steak and chips and one lasagne.  
Would you like anything to drink?

-- Sammy: Oh, that's a good idea, but I prefer sparkling water. But I don't mind.

-- Julia: Would you like some water with your meal, Sammy?

-- Julia: Yes, sparkling water. Can we have a bottle of sparkling water, please?

-- Waitress: Of course.

b) Answer to the following question:

How much is the bill?

Who pays the bill?

Activity #11 Unit 5 Lesson: 5D

Objective: To become familiar with phrases with frequency adverbs and phrases with every.

Level of performance: Recognition.

Teaching Resource: Face2Face Starter (Student`s Book); British Council video (A race), TV set.

Type of practice: Semi-controlled.

Procedure: First the students should do the exercise #1 in page 44 from the Face2Face Starter Student`s Book in order to become familiar with the frequency adverbs they must fill the gaps with and some others that the professor may believe appropriate to his lesson.

To later introduce this video as an additional listening activity, which after being answered can be used to elicit from the students the basic use and collocation of frequency adverbs and phrases with every by analyzing the sentences proposed.

This video can also be used to introduce the students to the question to be asked about frequency, which it is used by Sammy in the dialogue.

Pacing: 5-8 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Sammy and Julia meet in a park. Watch and listen to their conversation. Choose the correct answers to each statement.

- a) ( \_\_ Sandra \_\_ Sammy \_\_ Julia) always goes jogging in the morning.
- b) Julia ( \_\_ usually \_\_ occasionally \_\_ sometimes) rides her ( \_\_ horse \_\_ bike \_\_).
- c) He ( \_\_ often \_\_ usually \_\_ seldom) runs marathons.
- d) Sammy goes jogging ( \_\_ every afternoon \_\_ every morning \_\_ every evening).

e) Sammy and Julia love ( \_\_ running \_\_ swimming \_\_ hiking).

Activity #12 Unit 6 Lesson: 6B

Objective: To recognize the use of there is /there are in the video.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (at the tourism information centre), TV set.

Type of practice: Semi-controlled.

Procedure: To focus the student's attention on the chart, specify they only should select the places mentioned. Play the video twice if needed.

Note: This video is also used on a second activity in the lesson 6C; teacher must only play the first part of it, which goes from 0:10 to 01:14.

Evaluation: Oral.

Watch the video. Pick from the following list of places the ones mentioned by Emma and Sophie.

Panfilo`s house.	Ashmolean museum.	Tourist information centre.
Botanic Gardens.	ICRT.	Asthmatic museum.
Church.	Bus stop.	Leipzig`s place.

Activity #13 Unit 6 Lesson: 6B

Objective: To recognize the use of there is /there are in the video.

Level of performance: Recognition.

Teaching Resource: British Council video (Is there a campsite?), TV set.

Type of practice: Semi-controlled.



Procedure: The teacher plays the video a first time. Students answer to the question in the order. Later on, the video is played twice if necessary, to answer to the activity below.

Extra task: Focus the student`s attention in the question that names this video (is there a campsite) and explain through it the basic use of there is /there are. To later, ask to the students to write sentences with the places that were crossed out from the exercise (reproduction).

Pacing: 5-7 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Julia and Sammy are on holiday in France. Watch and listen to their conversation. Where do they stay?

Watch the video again. Cross out the places, which Sammy does not talk about.

a gym.

a swimming pool.

a golf course a bar.

a supermarket.

a restaurant.

a TV room.

a lake.

yoga classes and saunas.

bike paths.

baths and showers.

Activity #14 Unit 6 Lesson: 6C

Objective: To become familiar with the vocabulary related to a tourist information centre.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (at the tourism information centre), TV set.

Type of practice: Semi-controlled.

Procedure: Prior to the beginning of this activity the teacher must remember that this video must be placed on the following period (1.19 - 2.24). To focus the students' attention in the TV set. Play the recording, students work on their own and answer to the exercise.

Pacing: 5-6 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Sophie is at a tourist information center. Watch and listen to her conversation with the assistant. Put their conversation in order from 1 to 10.

Sophie – Good morning.

Assistant – Good morning, Can I help you?

Assistant – Yes of course. Here you are.

Sophie – Yes. Do you have a map of the city centre, please?

Assistant – It's two pounds. Thank you. Can I help you with anything else?

Sophie – Thank you. How much is it?

Assistant – They're open from nine a.m. to p.m.

Sophie – Are they closed on Sundays?

Assistant – No, they're open every day.

Sophie – Yes, please. When are the Botanic garden open?

Activity #15 Unit 7 Lesson: 7A

Objective: To become familiar with I like / I hate / I don't like / I love.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (asking for and giving directions), TV set.

Type of practice: Semi-controlled.

Procedure: To divide the group in two, one half is going to be Phil while the other Emma. Play the video, students answer to the exercise.

Pacing:5-8 minutes.

Evaluation: Orally/Written.

Watch the video. Fill in the information about Emma and Phil, according to what they like, hate, don't like or love.

Phil Doesn't like:	Emma Doesn't like:
Likes	Likes
Hates	Hates
Loves	Loves

Activity #16 Unit 7 Lesson: 7A

Objective: To become familiar with the vocabulary related to likes and dislikes.

Level of performance: Recognition.

Teaching Resource: British Council video (What do you like doing?), TV set.

Type of practice: Semi-controlled.

Procedure: The teacher will first initiate a small talk about his /her own likes and dislikes, to later on try eliciting the same information from the students as a way of introducing the vocabulary prior to first reproduction of the video. Students do the exercise.

Note: "Go shopping" is the activity that both characters love doing. Check if this fact was noticed by the students, if not use this to promote peer evaluation.

Pacing: 5-7 minutes.

Evaluation: First peer evaluation in order to promote the group feedback. Later, the exercise will be answered collectively.

Watch the video. Match the characters in A (Julia and Sammy) to the statements in B according to their likes and dislikes.

A

Julia.

Sammy.

B

--- I hate running.

--- I don't like cycling.

--- I can't stand opera.

--- I don't like football.

--- Go shopping.

Activity #17 Unit 7 Lesson: 7B

Objective: To become familiar with can/can't to express ability.

Level of performance: Recognition.

Teaching Resource: British Council video (Can you speak French?), TV set.

Type of practice: Semi-controlled.

Procedure: Prior to begin this activity, the teacher can use simple phrases, such as:

Can you lend me a pencil?

Can you come to the board?

Can you write down the date on the board?

This would allow some familiarization on the use of can.

Later on, the video is played twice if necessary. Students work on their own and answer to the exercise.

Extra task: It could be a good idea after the end of this activity to ask to the students what they can do individually if it doesn't consume too much time of the lesson (Reproduction).

Pacing: 5-7 minutes.

Evaluation: Orally/Written.

Watch and listen to the video. Choose the correct answers according to Sam and Julia`s conversation.

- a) Julia can/can`t speak French.
- b) Sammy have an Italian - English phrasebook/French - English phrase book.
- c) We can get a train /a cheap flight.
- d) Sammy/Julia can`t drive a car.
- e) Julia is very busy /a bit busy this week.

Activity #18 Unit 8 Lesson: 8C

Objective: To become familiar with the way of making suggestions.

Level of performance: Recognition.

Teaching Resource: Face2Face Starter video, TV set.

Type of practice: Semi-controlled.

Procedure: Focus student`s attention on the first order to introduce to them to the characters and the context. Play the video a first time, students answer and exchange their answers among themselves prior to check collectively.

The video is played twice if necessary, in order to do the second activity. While checking, the teacher can work with the students the vocabulary related to make a suggestion and ask for one.

Pacing: 5-7 minutes.

Evaluation: Orally/Written.

Watch and listen to Emma, Sophie and Phil`s conversation. Answer to the following question:

- Is Sophie`s birthday?

- Where`s Phil from?
- When was his sister`s wedding?
- What`s Phil`s job?

Watch the video again (1.20-2.01). Fill in the gaps with the vocabulary in the chart.

-went.	- Let`s.
- last night.	- shall.
- train.	- meet.
- nine o`clock.	

Emma – What shall we do tomorrow, Sophie?

Sophie – Why don`t we go to the cinema?

Emma – Maybe. But Phil and I \_\_\_\_\_ to the cinema \_\_\_\_\_.

Sophie – Oh, OK.

Emma – I Know! \_\_\_\_\_ go to Bath!

Sophie - That`s a good idea.

Emma – We can go by \_\_\_\_\_. It`s about two hours.

Sophie – Great idea. Where \_\_\_\_\_ we meet?

Emma – Let`s meet at the station here.

Sophie – What time shall we \_\_\_\_\_?

Emma – About \_\_\_\_\_.

Activity #19 Unit 9 Lesson: 9C

Objective: To identify the use of Did in question patterns.

Level of performance: Recognition.

Teaching resource: Face2Face Starter video (buying train tickets), TV Set.

Type of practice: Semi-controlled.

Procedure: To play the video twice in order to prepare the students looking forward to the upcoming listening exams.

Pacing: 5-6 minutes.

Evaluation: Oral.

Sophie makes a call to her mother. Watch the video. Answer to the following questions about it.

Did Sophie have an amazing day?

Is there a Jane Austen museum in Bath? Did they visit it?

What did Sophie's mother do?

Activity #20 Unit 10 Lesson: 10A

Objective: To recognize the use of (going to) to express future actions.

Level of performance: Recognition.

Teaching Resource: Face2Face Starter video, TV set.

Type of practice: Semi-controlled.

Procedure: The teacher focuses the student's attention on the order of the activity to offer to them some context prior to play the video. Students work in pairs and answer to the exercise.

The teacher goes through each example and clarifies any doubt concerning to the use of "going to".

Extra task: The students can write from 5 to 8 sentences about their future plans taking the sentences on the exercise as example (reproduction).

Pacing: 5-6 minutes.

Evaluation: Orally.

Watch and listen to the following conversation between Zeynep, Fernando, Emma, Phil and Sophie. Choose the correct answers according to their future plans.

Who is going to .....

a) travel around England?

\_\_\_ Zeynep and her husband. \_\_\_ Fernando and Sophie. \_\_\_ Phil and Emma.

b) begin in a new job in Oxford?

\_\_\_ Sophie. \_\_\_ Phil. \_\_\_ Fernando.

c) visit Edinburgh on vacation?

\_\_\_ Sophie. \_\_\_ Emma. \_\_\_ Zeynep.

d) travel by train?

\_\_\_ Fernando. \_\_\_ Phil. \_\_\_ Sophie.

e) Miss Emma?

\_\_\_ Sophie. \_\_\_ Phil. \_\_\_ Zeynep.