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Tema: **"TED TALKS AS A STRATEGY TO IMPROVE THE SKILL OF LISTENING"**

Trabajo de Investigación, Previo a la Obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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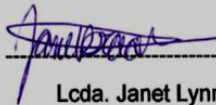
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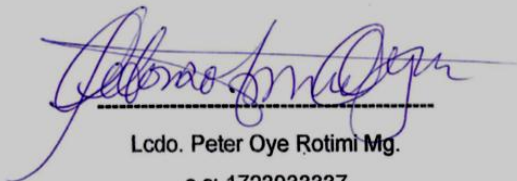
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"Todo lo puedo en Cristo que me fortalece."

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Resumen Ejecutivo

El propósito de este estudio es ayudar a los estudiantes del idioma inglés a mejorar sus habilidades de comprensión auditiva. Esta es una lucha en particular para los estudiantes de inglés como lengua extranjera ya que no tienen contacto constante con el idioma en sus situaciones cotidianas. Se sabe que el uso de material auténtico es de gran beneficio para los estudiantes, sin embargo, es una lucha para los maestros asignar el tiempo necesario para dar a los estudiantes el tiempo adecuado para el proceso. Esto se debe en parte al tiempo necesario para desarrollar las otras habilidades del idioma para convertirse en un hablante de inglés completo. Aquí es donde el aprendizaje autónomo se utiliza para complementar el tiempo no disponible en la sala de clase. Sin embargo, es importante orientar a los estudiantes para que el tiempo se use de manera efectiva y productiva. Aquí es donde entran Ted Talks. Ted Talks son videos sobre una gran variedad de temas que son de interés para una amplia variedad de personas. Además, las charlas de Ted tienen transcripciones a las que se puede acceder fácilmente, y un buen número se ha traducido a varios idiomas de todo el mundo. Esto hace posible que este estudio sea hecho en otras partes del mundo donde se enseña inglés como lengua extranjera. Este estudio encontró que hubo una mejora en la comprensión auditiva de los estudiantes a lo largo del estudio. Más importante aún, hubo una mejora en la percepción de la comprensión auditiva por parte de los estudiantes.

Descriptores: aprendizaje auditivo, aprendizaje autónomo, inglés como lengua extranjera, comprensión auditiva, habilidades auditivas, mejoramiento de comprensión auditiva, percepción de la comprensión auditiva, subtítulos, Ted Talks, videos

Abstract

The purpose of this study is to help students of the English language improve their listening comprehension skills. This is a struggle in particular for students of English as a foreign language as they do not have constant contact with the language in everyday situations. The use of authentic material is known to be of great benefit to students, yet it is a struggle for teachers to allocate the necessary time to give students adequate time for the process. This is due to in part to the time needed to develop the other language skills to become a well-rounded English language speaker. This is where autonomous learning is used to supplement the time not available in the class room. However, it is important to give students guidance so that the time is used in an effective and productive fashion. This is where Ted Talks come in. Ted Talks are videos on a huge variety of topics that are of interest to a wide variety of people. Moreover, the Ted talks have transcripts that can be easily accessed, and a good number have been translated into various languages from around the world. Making this study possible in other parts of the world where English is taught as a Foreign Language. This study did find that there was an improvement in students listening comprehension over the course of the study. More importantly there was an improvement in the perception of listening comprehension on the part of students.

Key words: Autonomous learning, English as a Foreign language, Learning to listen, Listening comprehension, Listening comprehension improvement, Listening skills, Perception of listening comprehension, subtitles, Ted Talks, Videos

Introduction

The purpose of this study is to determine the impact of Ted Talks on the skill of listening. The goal is to help students better their listening skills through more contact with English in settings outside of the classroom. Implementing the use of listening journals in which students will reflect on what they are listening to.

During this study students will have access to a variety of subjects to listen to and will be exposed to a large variety of Englishes. It is hoped that this exposure and process of listening will boost student confidence in their ability to listen in English. At the same raising the scores that they obtain on exams and/or tests related to listening.

This study will be divided into the following chapters.

Chapter one: This deals with what the issues are in the listening process. It will explain the reasons why this study is necessary and prudent to be done at this time. It contains the problem statement, contextualization of the problem, critical analysis as well as the general and specific objective of the study.

Chapter two: This give the background to why this particular study was chosen. It will show the scientific and bibliographical reason why this is a sound study. Moreover, it will include the theory, philosophy, legal ground, fundamental categories, prognosis and hypothesis. Furthermore, the important variables will be identified.

Chapter three: This contains the specific methodologies to be used. The procedures, determination of the sample group as well as the means of collecting the data. The method of data processing and analysis plan will be delineated.

Chapter four: This contains the analysis and interpretation of the results. These are the results obtained in the pre-test, mid-test, post-test taken, surveys, and journals. This information was obtained by the treatment groups and control groups. Granting that the control group did not participate in the final survey nor in the listening journals as they were specific to the treatment.

Chapter five: This is the conclusions and recommendations. Here there is a reflection on what happened during the study and it potential impact on the results. It will be possible to determine if further studies should be done or not.
.
Chapter six: The proposal for a possible extension of the study and how to improve the study based on the results of the current study. This proposal contains the following components: the informative data, the background of the proposal, the justification, objectives, feasibility analysis, the theoretical foundation, the operational plan and the evaluation plan.

Finally, there is a list of bibliographical sources and the annexes used during the research

Chapter 1: Problem statement

1.1 Theme of the Problem

Mastery of a language implies mastery in the skill of listening. Over the years there has been research done on what listening is and what it is comprised of. On the whole listening is described as the process of what happens when sound waves hit the ears and the attention that is given. Spilsbury (2014) explains the process by stating that the earflaps collect the sound so that it enters the ear canal where it travels to the eardrum. Spilsbury (2014) goes on to explain that the eardrum goes on to convert this into signals that the brain translates into something understandable. Once sound hits the brain, the process becomes even more complicated, as Chang states in his work, it is an active and complicated system that uses linguistic and non-linguistic information to give the sound meaning (Chang, 2012: p4; Vandergrift, 2002)

Listening is known to have two types that serve two overarching principles which are the interactional and the transactional types of listening (Vandergrift, 2002). Each of these types will determine the kind of strategy that is needed. This is because the listener does not need to hear everything but rather the information that they need according to the purpose that the listening has (Vandergrift, 2002). There are three main strategies that are used while listening. These strategies are the metacognitive strategy, which helps to lead the process of learning, the cognitive strategy, which gives the techniques that should be used, and the socio-affective strategy, which are the techniques that are used to reduce stress levels (Vandergrift, 2002).

1.2 Problem Statement:

The problem is that many students have a low level of listening comprehension. This is due to the fact that many of them are learning English as a foreign language so their contact with the language in significant and meaningful way is limited.

1.3 Contextualization of the problem

Rost (2013) implies that there are two main processes involved in learning a new language which are learning to listen in a language and learning by listening in the language. These processes are overlapping ones (Rost, 2013). This is known to cause problems for student all over the world. Moreover, there are four psychoacoustic elements that are involved in the process of listening that the students and teachers from around the world who are learning a language must have in mind while working with listening, these are frequency, tone, duration and intensity (Rost, 2013: p26-27). One of the issues that students face is the ability to properly coordinate the different aspects involved in listening overall (Chang 2012). This lack of ability to do this causes problems in comprehension.

Therefore, the issue of practice becomes very important as it is necessary for students to have strategies in place that can help them with their listening. Hosogoshi (2016: pp153-154) shows agreement by stating that second language (L2) students find this to be a difficult skill. Hosogoshi (2016) implies that this is due to a lack of experience with this skill outside of the classroom. For the instructors of the language this means that the choice of what to listen to is usually challenging. This is where the idea of listenability comes in. Read (2000) makes the term listenability popular as a means by which to measure the complexity of the listening that was chosen which takes into consideration the type of words used and their length to define the level of difficulty.

Part of the reason that listenability is important is because when listeners are listening they need to perceive and segment the input (Kurita, 2012: p30). This is only complicated by the fact that unlike reading they are not able to review the information (Kurita, 2012: p30). To complicate the matter listeners will use the things they listen to for different purposes. These are to learn the language and understand what it is that they are hearing (Kurita, 2012: p31). Therefore, it is important that teachers use more than just correct answers to evaluate listening comprehension (Kurita, 2012: p30). Teachers need to focus on those skills and strategies that will help their students become better listeners (Kurita, 2012: p30). Kurita (2012: p41) discusses the important role that the strategies have and the need for them to be taught to students.

Teachers need to teach students to use the cognitive skills to help them learn how to solve problems that they will face during the listening process (Gilakjani et al, 2016). Moreover, it is necessary for students to effectively use the metacognitive strategies because through these strategies' students have the ability to learn faster (Gilakjani et al, 2016, Wenden, 1998). Socio-affective strategies allow students to deal with the stress that students face when they are listening (Gilakjani et al, 2016). Moreover, it is necessary for teachers and students to make use of extensive listening outside of the class as well as the intensive listening that is used in class. Hosogoshi (2016: p154) agrees with this by stating that one of the means teachers must help L2 students gain exposure to the language is by giving them authentic listening with specifically designed structures to practice with.

Hosogoshi (2016: p154) conducted a study focused on the use of videos with the added scaffolding of captions and subtitles to aid in the understanding of the listening without the need to modify the audio itself. Hosogoshi (2016: p170) concludes that both things aided in the L2 students' ability to understand and that there is a significant difference the level of comprehension. Chou (2015: p46) discusses the different kind of strategies

that are used, and which are the most helpful to the students. Chou (2015: p50) states in the findings that the use of videos in class helped with the overall listening comprehension among some of the other useful strategies. Included in this discussion is the need to integrate the strategies that are used to promote even better comprehension and that certain skills are useful dependent on the familiarity of topic being listened to (Chou, 2015: pp50-51).

Schmidt (2016: p2) states it best when making the following assumption that listening is a skill that is simple acquired without the need for study since it is done naturally, including one's native language. Unfortunately, this is not true because it is something that must be taught by teachers and learnt by students (Schmidt, 2016: p2). Therefore, it is necessary to practice listening skills throughout the learning process. Moreover, Schmidt (2016: p3) indicates that just like learning to read well requires extensive reading, listening require the same kind of treatment. This view is gaining more support from the English Language Teaching community (Schmidt, 2016: p3).

In Ecuador, there is a growing awareness of the issue that listening is cause for students. Moreover, in the last eight years that has been a growing understanding that student need to practice more. Keeping in mind that Schmidt is not the only scholar to recognize this need to practice. Vandergrift (2002) concurs with the fact that until recently listening comprehension has not been taken into consideration. Vandergrift (2002) refers to a group of scholars who through their research showed the importance of listening in learning a language. With the abundance of things that a listener needs to do in order to comprehend what they are hearing, it follows that they need to practice this skill. Vandergrift (2002) in his article explains the two processes that are used to understand the listening which are the top-down and bottom-up processes.

In the Language Center of the Technical University of Ambato, there has been a push to use more of information technologies to help students. This coincides with the area that is currently being researched on a worldwide scale which is that of the use of information communication technologies (ICTs) in the classroom. Park and Cha (2013), Takaesu (2013), Yang and Chang (2013), Vo (2013), Schmidt (2016) as well as others have studied the impact of ICTs on students.

This is an area that merits more research here at the Language Center as there are many types of ICTs that have potential use in language learning. Ted Talks, Youtube, Pod casts, internet radio stations and TV, are a part of a growing list of available ICTs that can be used (Dang et al, 2012, pp11-26). As Park and Cha (2013: p94) state, technology is an important part of learning a language that is becoming prevalent. However, additional research is necessary to observe what the impact of ICTs are on language learning. Here is where the Language Center comes into play, since a number of the professors here have voice their concerns over the low scores student have been obtaining.

1.3.1 Problem tree

Cause			
Lack of a variety in authenitic input	Lack of autonomous listening practice	Lack of time to practice in class	Low listening test scores

Low Listening Comprehension

Effect			
Lack of understanding of native or near native speech	Dependence on other to understand listenings	Slow development of the listening skills	Lack of confidence in listening ability

Figure 1 Problem tree

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1.3.2 Critical analysis

The low listen comprehension among English student is an important issue that affects many different aspects of the learning process. There are several causal reasons for this problem that impacts the resolution of the problem. One cause is the lack of variety in the authentic input. Another cause is the lack of time in the classroom to focus on the strategies and time needed to develop this skill. Moreover, there is a lack of autonomous practice by students of this important skill. Finally, low listening test indicate that there is a lack of comprehension by students when listening.

The effects of this problem are varied. The first thing that is noted is that students take longer to develop their listening comprehension ability. This is in part due to the amount of time available to cover all the skills needed to become a well-rounded English speaker. The second thing is that students do not take advantage of practicing listening comprehension skills on their own. They become dependent on others who they see as having more confidence and higher listening skills.

This is affected by the fact that there is a lack of authentic input which leads to a lack of understanding of those who are native or near native speakers. They feel that the native speaker is too fast or hard for them to understand. Finally, there is a lack of confidence in their own ability to comprehend. This lack of confidence derived in part from the low-test scores that have been obtained by the students in the listening comprehension tests that they have received.

1.3.3 Prognosis

If this problem is not dealt with, it is assured that students will continue to develop their listening comprehension skills at a slow rate. Moreover, students will lack contact with authentic materials. This leads to a lack of ability to comprehend what is said at a normal speed used by the majority of

native and near native speakers. The frustration that most students face when they have to listen to something in English will only remain instead of finding a solution to the frustrations of low listening comprehension. Moreover, student's motivation to continue their study towards the mastery of the language will falter.

On the other hand, the use of Ted Talks will allow for the students to have the contact that is necessary for professional and personal development. Furthermore, students will be given the tools they need to develop on their own their listening comprehension skills in the future. The motivation for students will be heightened as they begin to understand English that is spoken at a normal speed for native speakers. It is believed that listening comprehension test score will improve due to the impact of the study.

1.3.4 Setting of the problem:

To what extent do Ted Talk videos impact listening comprehension when used in extensive listening practice?

1.3.5 Research questions

1. How important are Ted Talks to the development of listening skills?

2 What are the difficulties to develop listening skills

3. How Ted Talks influence the listening skills?

4. How to improve the listening skills through Ted Talks?

1.3.6 Delimitations, limitations and scope

1.3.6.1 Delimitations

Field: Education

Area: Methodology / Technology

Specific: Listening comprehension skills via online videos

1.3.6.2 Scope

This study will focus on intermediate students in the Technical University of Ambato's language center located within the country of Ecuador. These students will be on a B1+ level of English study according to the Common European Framework of References for Langauges (CEFR). It is important to pick a level of student in a standardized intermediate level. While there is obviously a variation of level between students of this level, by using CEFR as the standard there should be less of a deviation in the level of English of the participants in the samples taken.

There are three groups that are randomly selected. One group will be the control group and the others will receive the intervention. The study will be run over a semester in which the intervention groups will be keeping a listening journal that will be used when they receive the intervention. The reason for the use of a semester timeframe is that it is the amount of time to pass to a new level in the language in a language institute. This should be a reasonable amount of time to observe changes in the area of listening comprehension. The semester that will be used in this study is from September 2017 to February 2018.

1.3.5.3 Limitations

A limitation that this study has is the amount of time that will be allotted to complete the tasks. As these are university students they will have many other responsibilities therefore the journals will be limited to once a week. This is supported by the study of Park and Cha (2013) in which they have to reduce the number of activities due to the workload of the participants.

Another limitation that this study will have is that some of the students may not be university aged students. This is because the students at the institution may be part of the open program. This means that there may be a

possibility of an age difference. However, steps will be taken to limit the age range so that the participants are between the ages of 18-25 years old.

1.4 Justification:

This study is one that needs to be done in the Ecuadorian context. To date there have not been any studies of this kind found in Ecuador. There are some studies that have taken place in Asia that are related to the topic, but they do not follow the same rational nor are they looking for the same thing (Takaesu, 2013; Yeh, 2013; Galloway et al, 2014). Galloway and Rose (2014) and Takaesu (2013) direct the study towards the perceptions of the students. Yeh (2013: p135) focus the study on a different Information and Communication Technology (ICT) to promote the same idea of extensive listening outside of the classroom. This makes the study ideal to perform in the Technical University of Ambato's Language Center as no study like this has been done here in Ecuador.

Additionally, it is important to observe whether the use of Ted Talks has an impact on the listening comprehension. The study of Takaesu (2013) demonstrates a potential to improve the comprehension. However, this is implied since the study focuses on only the perceptions of the students (Takaesu, 2013: p154). Takaesu (2013: pp155-157) states in his findings that are were some issues that need to be addressed, if this is to be affective for lower level students. The study in this proposal will take these suggestions into consideration as well as the ones made by Schmidt (2016) in his paper.

This study has the potential to benefit the students in the regular and open programs of the Language Center. Student who enter the programs here are in the processes of gain sufficiency and expertise in English. It has been mentioned by some of the students that they have difficulties in understanding the messages that they hear. This study offers a potential

solution to some of the difficulties that students face when listening. This could potential allow student to obtain higher test results on exams and on international exams.

Another potential impact of this study on students is the motivational factor. This study gives student the chance to choose the topics that they are interested in to listen to. This can motivate them to do more listening. Furthermore, students are listening to lectures from the real world. This means that they can learn about topics that can be of use for them in the future both for work and for study. One more potential benefit is that of improving self-confidence. One of the things that the participants will be doing is marking down their percentages of understanding and it is believed that there will be improvement. If this is the case, it is expected that participants will feel more confident in their own abilities.

This study can be feasibly done in the language center. This is because students are required to do autonomous work as part of their grade. This means that the Ted Talks could be sent in the place of the other types of work that could be sent. Moreover, permission to use just the data obtained from the journals and surveys is easy to obtain so long as the data is used in an anonymous fashion. Allowing for the use of Action Research as the means for obtaining the information, data collection is facilitated. Furthermore, the time of study per level is one semester which is a sufficient time to observe whether the Ted Talks have an impact or not.

Additionally, in this current age most people have internet in their homes or easy access to the internet as some public building and parks have free internet service. Therefore, it can be assumed that the participants would have either a smart phone or a computer to complete the tasks. This means that it is feasible for the participants to complete the activities. The Language Center has a library where students have free access to computer with

internet access in the eventuality that there are any participants with low income and/or lacking the technological tools to do the activities.

Moreover, this research is justified because it complies with the following lines of research in education in the Technical University of Ambato. The first is the study of the impact of communication and information technology on the learning and teaching of English. The second, while it may be weaker, is the widespread use of technology in the acquisition process of English. Based on the expected outcomes for students, it is expected that this will be of benefit the teachers in the language. It will provide teachers with the additional tools that they can provide to their students who are struggling with this skill. Moreover, due to using technology, teachers are able to use Ted Talks in compliance with the university policy of using more information technology in the curriculum.

1.5 Objectives:
1.5.1 General objectives
To analyze the impact of Ted Talk videos on the listening comprehension of English students.

1.5.2 Specific objectives
1. Ascertain the importance of Ted Talks are to the development of listening skills.
2. Determine the difficulties to the development of listening skills.
3. Establish the influence of Ted Talks on listening skills
4. Propose the means by which to improve on the use of Ted Talks to improve listening skills

Chapter 2 Theoretical framework

2.1 Previous studies / Research background:

Park and Cha (2013) look at the perspective of pre-service teachers and the use of Ted Talk in a blended course. Park and Cha (2013) have the teacher create activities to use with students based on Ted Talks. The goal of this study is to observe the type of activities created and the perspectives of the pre-service teachers on the use of Ted Talks in blend classroom (Park et al, 2013: p99). The result of this study is that the pre-service teachers feel that the use of this kind of matter is over all beneficial (Park et al, 2013). There are concerns mentioned such as the level of difficulty of the certain Ted Talks and appropriateness of certain talks for teenagers (Park el al, 2013: p106).

Takaesu (2013) studies the use of Ted Talks as an extensive listening resource for university English students. The goal of the study is to improve students listening skills through exposure to authentic speech (Takaesu, 2013: p152). The secondary goal is to offer an enjoyable and motivational experience that they will take into the future (Takaesu, 2013: p152). This study also used listening journals as well (Takaesu, 2013: p153). There is a noted enhancement of the listening comprehension in the results (Takaesu, 2013: p157). However, Takaesu (2013: p157) recommends further studies on the topic.

These studies show that Ted talks are an important tool to be utilized in the process of improving the listening skill. The demonstrate the usefulness of this tool as well. This is because the studies are using the same tool in different and creative ways. This is due to some of the additional features that Ted Talk provide for both the teacher and the student. Making this an ideal tool to use in this study.

One of the tools that Ted talks have are the subtitles. There have been a number of different studies done on the use of videos over the last few years. One of these studies is the one that Hosogoshi did which was published in JALT CALL journal of 2016. The premise of this study is to discover the extent at which the use of captions, subtitles and no text affect the listeners in certain ways (Hosogoshi, 2016: p160). Hosogoshi's (2016: p170) studied found that if the language teacher wants to provide realistic listening situations then the caption and no texts forms are the best. However, the study shows that learner own language (L1) subtitles have a use within the teaching of listening (Hosogoshi, 2016: p170)

There is the one that was done by Harji, Woods and Alavi (2010: p41) which show that using subtitled vides improves vocabulary learning in Iranian EFL learners. Hayati and Mohmedi (2011) did a study on the effectiveness of films recorded in English with subtitles in first language as well as in English and without any type of subtitle. The study reached the conclusions that low level and intermediate level students benefit from subtitles (Hayati et al, 2011: pp188-190). Moreover, it concludes that subtitles in the target language are able to help listening comprehension, especially in the case of the intermediate student (Hayati, 2011: p189). The recommendation given is the need for further studies (Hayati, 2011: p191).

Winke, Gass & Sydorenko (2010: p65) did a study where there were two groups of students that watch a video. One group uses captions and the other do not have the captions (Winke et al, 2010: p65). This study shows that the more input the students had the better the outcomes are (Winke et al, 2010: p71). Moreover, this includes improvement in the areas of vocabulary acquisition, focusing attention, and understanding large chunks of language (Winke et al, 2010: p81).

These previous studies show how videos have been an important part of the learning process for listening. With the advances in technology videos now have subtitles that can be used to aide students. What Ted talks has done is to include subtitles of the transcript in an easily accessible fashion so that students and teachers can potential use them in a variety of ways.

In Egypt, Amin, Aly and Amin (2011: p11) did a study to observe the effects of strategic listening on English as a foreign language (EFL) listening comprehension skills. Their study focuses on secondary school students. They conclude that strategic listeners appear to have better listening comprehension then their peers who do not (Amin et al, 2011: p17). Moreover, they recommend that students be taught to use strategic listening in class as a means to improve listening comprehension (Amin et al, 2011, pp3, 17).

Siegel (2014: p5) studies the use of strategies from the perspective of the teacher's instruction. In the study, only the teachers voice is recorded and only that which pertained to instruction of technique or strategy is kept (Siegel, 2014: p5). The results from the study show an imbalance in the type of instructions that are given (Siegel, 2014: p5). Therefore, more balanced instructions are needed when teaching listening (Siegel, 2014: p5). This possibly explains the reason why Amin, Aly and Amin (2011) study had the results that it had.

These studies have demonstrated the importance of the strategies used when Ted talks are used. This means that in the formation and execution of the study these factors need to be considered and incorporated in such a fashion so as to optimize the results. Therefore, the instruction and steps need to point towards the use of appropriate strategies.

Some other useful studies are discussed. One of these is that of Pardo-Ballester (2016: p91) on using video in web-based listening tests. While this study focused primarily on the assessment aspect, the premise that is used is that if videos are good for teaching then they should be used in assessment (Pardo-Ballester, 2016: p91). Pardo-Ballester (2016: pp91-92) demonstrates in the literature review of the study that videos are a good classroom teaching tool. The study concludes by stating that there is a need for including visual aids in listening test, particularly short quizzes (Pardo-Ballester, 2016: p98).

Chang and Millet (2013) did a study the effect of extensive listening on developing second language listening. The goal of the study is to observe what the real impact of reading and listening at the same time to listening fluency (Chang et al, 2013). The study find that extensive listening founded on listening was key to improving listening fluency (Chang et al, 2013: pp38-39). This means that the fact that this study is focused on extensive listening is good since this is a means by which listening can be improved.

2.2 Philosophical foundations

2.2.1 Literature review:

Listening has been defined by Chasten (1971) as having the goal of comprehending speech delivered at normal native speed. This definition has been added to by other over the years to develop it into a more comprehensive and complete definition. Therefore, "listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy" as Gilakjani (2016: p124) noted. Comprehension is an important part of listening. This can be defined as understanding of the audio stimuli that has been received by the listener, however, there is a variety of opinions on the exact definition of this term (Gilakjani et al, 2016).

Moreover, Buck (2001: p4) states that listening is different from other skills. Listening is a skill that is used every day no matter the language, however, when learning a new language there are difficulties that are experienced in the process. Bozorgian (2012) notes that listening comprehension is a difficult skill for students and teachers. Chang (2012) notes that the activity of listening is a complex process that includes both linguistic and non-linguistic knowledge to what is heard. Chang (2012) is not alone in this assertion as other scholars have over the course of time made and agreed with this (Buck, 2001, Field 2004, Long, 1989, Vandergrift, 1999).

Several scholars are also stating that listening has become known as an active skill which is different from what has been said in the past as cited from Mendelsohn and Rubin (1995) by Chang (2012). This means that the strategies for listening should also be focused on and promoted as cited by Chang (2012) from Mendelsohn and Rubin (1995). Richards (2008) notes that after the strategies, there are two ways that the listening is processed for comprehension which are bottom-up and top-down processes.

Each of these processes serve a different purpose for the listener. Bottom-up processes focus on working with different successive levels of organization such as sounds, words, clauses (Richards, 2008: p4). Bottom-up processing makes use of chunks of language to identify the underlying meaning of the words that are heard (Richards, 2008: p4). When remembered, it is in the chuck form that they are remembered and not necessarily in the format that it is originally heard (Richards, 2008: p4). This process requires that the learner have a large vocabulary bank and a good understanding of grammar (Richards, 2008: p5).

Top-down processes focus on the other hand refers to use of background information in the understanding of what is heard (Richards, 2008: p7; Vandergrift,2002). Therefore, the starting point is meaning which then moves

to the language, which is the exact opposite of bottom-up processing (Richards, 2008: p7; Vandergrift, 2002). Richards (2008: p8) points out that if the schema is understood then only minimal information is needed to be able to comprehend the situation. Moreover, the meaning of the words used is dependent on the situation in which they are expressed (Richard, 2008: p8). Therefore, teachers when using this process with their students need to activate the schema.

For these reasons, the skill of listening should be studied and not relegated to side. On the whole students have found this to be a difficult skill to master (Chang, 2012). Even though students are facing many different issues, current text books do not emphasis this and teacher have the tendency to ignore the processes involved in learning listening skills (Gilakjani et al,2016). It is very important to develop different techniques and strategies to improve the students listening skill. The strategies that have been considered by researchers are metacognitive strategies, cognitive strategies, and socio-affective strategies (Chamot et al, 1987, Chang, 2012, Gilakjani et al, 2016, Vandergrift, 2003).

These strategies are used to help teachers and students deal with the problems that arise when selecting listening. The things that must be faced are the quality of the recording, cultural differences, accent, unfamiliar vocabulary, length and speed of the listening among others (Gilakjani et al, 2016). The issue of accent has the potential to be particularly challenging since intonation and stress change the meaning of the message thereby insuring that they play an important role in listening (Chang, 2012). Cross (2011) states that listening is an idiosyncratic process and so there are going to be differences among the students in the use of the information they hear and the information that they see such as in a video or a written piece of work. Therefore, it is necessary for the students to be exposed to a larger variety of accents to become more familiar to the language.

However, it is more than just exposing students to a variety of accents. It is an issue of practice. Renandya and Farrell (2010: p56) observe that the key to listening is to have opportunities for meaningful practice. Duke, Simmons and Cash (2009: p318) demonstrate that it is the strategies that are used in practice that are the key to retention. O'Bryan and Hegelheimer (2011: p10) agree with this when stating that students have to develop skills and strategies that will help them. If these ideas are combined the conclusion can be drawn that students need opportunities to practice. These practice times need to be well put together so as to re-enforce the strategies needed to be effective listeners.

Besides practice, there are studies that have been done that show the importance of note-taking. One study is that of Kiliçkaya and Cokal-Karadas (2009: p55) which demonstrates that students who take notes do better in listening comprehension tests. Other studies that are compiled by Kiliçkaya and Cokal-Karadas (2009: p54) demonstrate that students take notes for a variety of reasons. Kiliçkaya and Cokal-Karadas (2009: p55) show that note-taking is a common strategy used in academic situations. Students find note-taking to be beneficial to their comprehension and memory of the lecture listened to (Kiliçkaya et al, 2009: p55). It has been recommended to have students use the note-taking strategy when doing exams (Kiliçkaya et al, 2009: p55). Moreover, students should be encouraged to use this ability when they have to listen in any context.

2.2.2 Philosophical framework
In 1984, Gilman and Moody discuss the importance of listening in the language learning process. They comment on the fact that in first language acquisition among children there is a time when they understand more speech then they can produce (Gilman et al, 1984). This is because listening is the basis of speech, since speech is not just reproduction of sound (Gilman et al, 1984). It works in conjunction with listening to create meaning from the

sounds and thus communication (Gilman et al, 1984). Gilman and Moody (1984) state that students need to have heard the sound prior to actually attempting to reproduce said sound and understanding the message is paramount (pg 331).

Departing from this vantage point, listening comprehension became an important part of the English language classroom. Richards (2008) concurs with this statement adding that this could be in part to the fact that listening components have been added to a large variety of tests which are integral to future activities of the students. Richards (2008) indicates that the understanding of how listening works has change much since 1984. Vandergrift (2002) contributes to this view by stating the importance of Gilman's and Moody's research on the topic as being a turning point on listening's importance.

Richards (2008) contrasts the earlier views of listening as being focus on specific skills to the current view of it being tied to processes. These are used to help the listener decode and understand the message that is being spoken (Richards, 2008). Moreover, Gilman and Moody (1984) demonstrate that the quality of the input is important. This is because children who are in the process of learning their first language respond better to normal grammatically correct speech rather than baby talk (Gilman et al, 1984).

 Baby talk is similar the scripted speech due to the graded nature of the speech that is used. Moreover, the similarity to each other carries over into the fact that they are not part of natural everyday speech. Fields (1998) states that it is necessary to expose students to authentic material because of the fact that it is composed of natural speech. The heavily scripted material used in are not as effective in teaching the students the skills needed to understand authentic speech (Fields, 1998).

Fields (1998) gives two arguments for the use of authentic materials. The first of these is that it affords students the chance to interact with the language in real contexts with the real distractions and coping technics used by native speakers (Fields, 1998). Fields (1998) indicates that there needs to a systematic method to the exposure to the language so lower leveled students can learn the features (pg 115). The second reason for the use of this type of material is that it affords them the opportunity to extract meaning from listenings that are above, by the most part, their current level of understanding (Fields, 1998).

These concepts work together to support the need for students to be involved in the use of authentic materials. Still there is a problem that many of these types of materials are longer and take more time if they are to be used effectively and properly. This cause issues with the fact that listening is not the only skill that teacher need to focus on. Autonomous learning can be used to compensate for the lack of time if the project is properly designed. Moreover, with the advent of modern technology access to authentic material has become easier for both teachers and students.

Moreover, the idea of this study is in line with Krashen's concept of the need that learners have to sufficient input (Wilson, 2008). Wilson (2008) points out that while Krashen's concept did not have sufficient empirical evidence, it is a very logical view. Furthermore, this view of the need of input has gone on to influence the certain listening theories (Wilson, 2008). It seems that it is very important to give language student sufficient input in the target language even if they may not understand everything at first.

Harmer (2010) states that there are six principles for teaching listening that are very important. The first of these is that students must be encouraged to do a lot of listening (Harmer, 2010). This is important because students like native speaking children need to have a lot of input so as to grasp the

intricacies of the language (Harmer, 2010). Second, teachers need to provide the opportunity for the students to be prepared for what they are going to hear (Harmer, 2010). Third, while in real life things are not usually repeated, it is important for students to sometimes hear things more than once (Harmer, 2010). Four, the content must not be forgotten in favor of focusing only on the language aspects (Harmer, 2010). Five, the tasks need to vary as the stages of the listening are done (Harmer, 2010). Finally, when practicing listening, it is important to use it to its fullest potential (Harmer, 2010).

2.2.3 Theoretical framework:

Vandergrift (1999) affirms that listening comprehension to be an active and complex process that is not acquired passively. Renandya and Farrell (2010) show in their study that this is still a true statement and that students must be afforded extensive listening opportunities because of the benefits that are received. Moreover, demonstrating the importance of practice in the study (Renandya et al, 2010: pp56-57). Fields (1998) states that the issue is not one of just random and large amounts of listening practice. It is one in which the practice teaches and reinforces the teaching of listening skills need (Fields,1998: p113).

Vandergrift and Tafaghodtari (2010: p471) demonstrates the importance of the metacognitive processes in listening by coordinating multiple strategies at once. Hinkel (2016) as cited by Vandergrift and Tafaghodtari (2010: p472) states that there is a range of strategies that are recognized for their vital importance to assisting learners in the process of learning how to listen. These strategies include the metacognitive, cognitive and socio-affective strategies and these have been defined by various theorists.

The issue of authenticity and practice are ones that pose significant challenges to the language teacher. Takaesu (2013: p151) points to the

issue of authenticity by stating that learners need to be exposed to this type of material because scripted materials lack key features of authenticity. In order for this study to have a plethora of authentic material, it is important to choose the correct type of ICT. Therefore, this study will use Ted Talks. This is because TED, which stands for Technology, Entertainment, Design, organizes conferences for different people to give lectures in English about their knowledge and ideas (Elk, 2014: p219). What is special about this site is that their videos are free to the public on their website and these have the ability to be watched with or without the subtitles (Elk, 2014: p219).

Other reason for using Ted talks is outlined by DeAngelis (2014). DeAngelis give six reasons for using Ted Talks. The first reason is the provision of engagement for the students (2014: p4). This provision leads to an increased motivation which is the second reason (DeAngelis, 2014: p5). The third reason is that there is support for interdisciplinary learning that is built in to the talks (DeAngelis, 2014:6) A fourth reason is that it offers a challenge to the traditional model of teaching (DeAngelis, 2014: p6). A fifth and very important reason is that it appeals to a variety of learning types (DeAngelis, 2014: p7). The sixth and final reason given is that it promotes intergroup respect and appreciation (DeAngelis, 2014: p8).

Yeh (2013: p135) explains the need for practice outside of the classroom due to the fact that the time in class for practicing listening is not enough so it needs to be practiced outside of the classroom. Vo (2013) explains the benefits of choice when practicing outside of the classroom. Since students chose what they want to listen to, it motivates them to become independent learners (Vo, 2013: p30). Moreover, they derive a sense of pleasure and incidentally pick up more vocabulary as they listen to their stories (Vo,2013: p30). Vo (2013) discusses the importance of using internet tools and the challenges that are faced when using these tools. Vo (2013: p36) notes that these challenges include the need to teach students how to choose the

resource and level that they need. This will prevent frustration and motivate them to become self-learners (Vo,2013).

O'Bryan and Hegelheimer (2011: p10) discuss that students have input that is important for their language development which is in an aural form. Therefore, it is important that they have strategies to deal with the information that they are receiving (O'Bryan et al, 2011: p10). It is important to note that this information is in real time and has to be dealt with in real time (O'Bryan et al, 2011: p10). In order for there to be comprehension the input has to be related to what the student already knows (O'Bryan et al, 2011: p12). This is not something that just happens on its own. According to O'Bryan et al (2011: p12) students need to be given opportunities to practice listening at their level and pace as well as training in how to do so.

2.3 Legal basis:

Part of the legal basis for this study is found in the "Ley Orgánica de Educación Intercultural Título I de Los Principios Generales Capítulo Único del Ámbito, Principios y Fines" which was published in 2011. Article 2.- Titled Principios has two points which are related to this subject. The first is letter g which states that learning needs to be permanent over the lifetime of the person. This study is offering a means that the participants can use over their lifetime to practice English and learn about topics of interest at the same time.

The second point was letter s which deals with the need for education to be flexible using both science and technology. Ted Talks are found on the internet and they have the ability to be adapted to the level of the student. There are buttons that allow the listener to change the speed of the speech and to modify other qualities that allow for the easy access to the information. The videos can be downloaded as well, which would allow for them to be

transported to another means of viewing if the internet was not easily accessible for those who are to participate.

The next part that shows the legality of this study is found in the rules and regulations of the Consejo de Educación Superior (CES), which is the Superior Education Board. Article 31, which was published in 2017, states that students must learn a foreign language as part of their studies. This must be part of a gradual and progressive process where the student is able to obtain at least a B1 level of the language by the time they finish high school. This B1 level is as defined by the Common European Framework (CEFR). This is with the goal of reaching a B2 level by the end of their studies,

This B2 level is in accordance with the guidelines found in the CEFR. The eventual goal is that the student will demonstrate that they have the level by taking an international accepted exam. They will also need to demonstrate their level in the foreign language to be able to continue their studies at a higher level. This study has the goal of helping the student to obtain higher scores on their listening tests by improving their ability to listen. This will help them better be able to obtain the B1 and B2 levels they need as they study their majors.

These are the laws that are in effect for the university level and high school level students. The majority of the sample group fall within these to groups. This is because the Language Center of the Technical University of Ambato has two programs. One is the regular program which is designed for the students of the university. Other one is the open program which has been designed for general public. Many high school students join in this program as a means of obtaining the necessary levels as stated previously. Therefore, in compliance with the law it is necessary to ensure and help students gain this very important and legally mandate goal.

2.4 Key categories
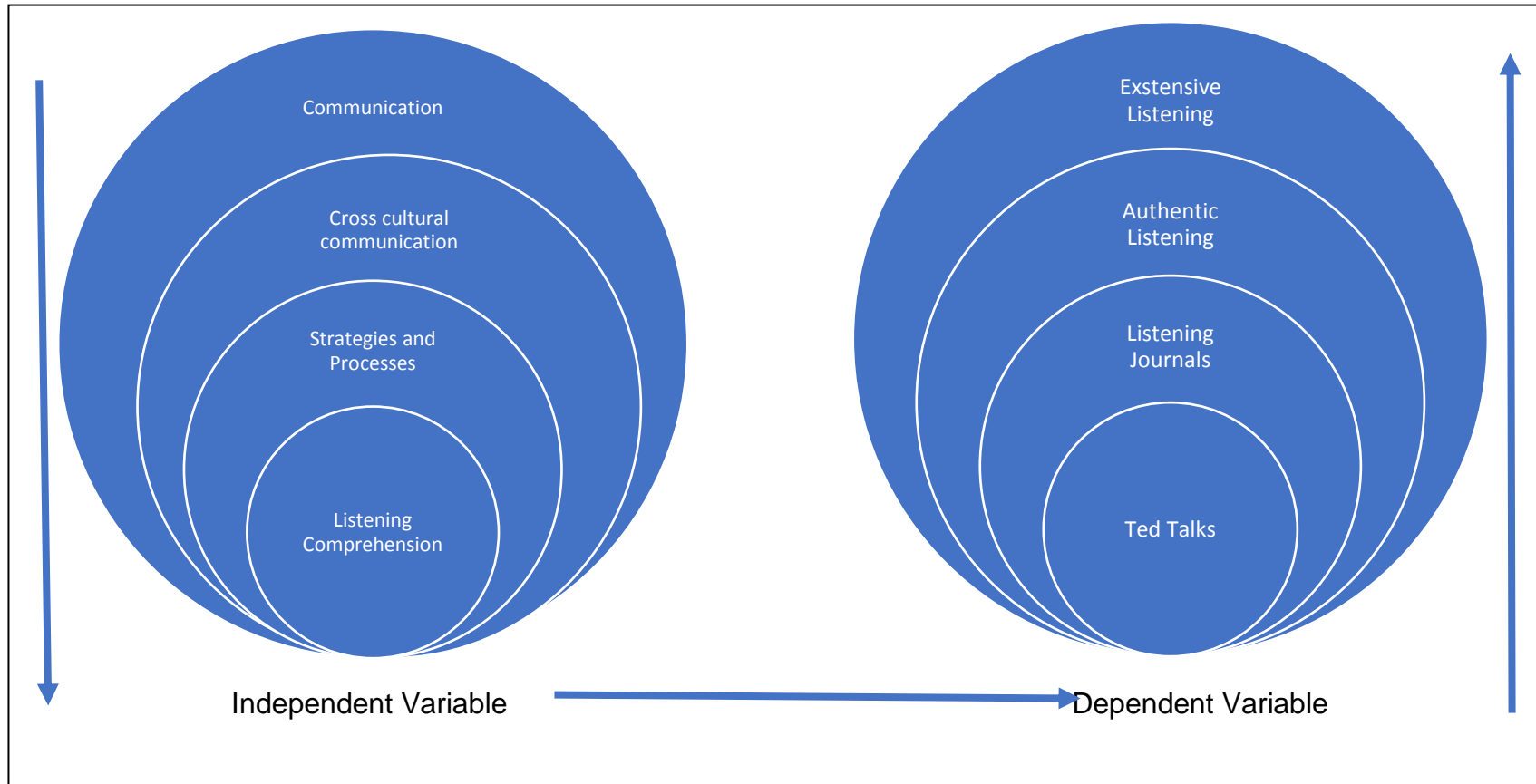
Figure 2 Key Categories

Created by Janet Bravo 2018

2.4.1 Communication

De Valoes (2014) states that there are a variety of reason why a person would choose to learn a foreign language. The first of these is that one cannot expect that the rest of the world will be able to speak one's native language. Moreover, there is the need to business in a global community which requires the ability to communicate with others who do not speak the same language (De Valoes, 2014). It has the tools that are needed to form lasting friendships as well as open the door to opportunities that otherwise would not be possible (De Valoes, 2014). This demonstrates that humanity has the need to communicate with others

Communication is the overarching goal that English students have. The reason that most give for the learning of a language is to be able to understand and be understood. Language students are interested in the ability to communicate their ideas in a language that is not their mother tongue to other who use that language as their means of communication. It is important to remember that listening is just as important as speaking in the ability to communicate (Harmer, 2010).

Reems (NA) give a concise definition of communication in her article. Reems (NA) states that communication is the need to talk with others and this can be done spoken words as well as non-verbal means as well. Communication must be understood in a local context as well as cross cultural contexts (Reems, NA). This means that it will not be effective if both parties do not understand it (Reems, NA).

There are numerous things that can be communicated, and this can be intentional as well as accidental (Reems, NA). This is because communication travels both ways and has implications that are both explicitly and non-explicitly expressed during communication (Reems, NA). Littlejohn and Foss (2010) discuss the theories of communication in greater depth than

Reems. Pointing out that communication is a part of every aspect of human daily life (Littlejohn et al, 2010).

Littlejohn and Foss (2010) state that it is a very difficult thing to define communication in particular for scholarly and scientific reasons (pp 3-4). This is due to the fact that the verb has been very clearly defined despite the inherent deficiencies ((Littlejohn et al, 2010). This is because even the most basic theories have a limiting effect on the definition of communication due to the complexities that are involved (Littlejohn et al, 2010). This is because the process itself is nuanced and full of ambiguities (Littlejohn et al, 2010. P 3). This means that even the most basic of theories will be limited in its ability to define communication because to the tendency to not take into consideration all of the inherent complexities of the matter.

It is due to these complexities that communication is often defined by the theory being used for the purpose of the study being done (Littlejohn et al, 2010). There are scholars who believe that it is best to define communication as a family of concepts versus having just one single definition (Littlejohn et al, 2010). These will encompass three dimensions which are observation, intentionality and normative judgement (Littlejohn et al, 2010, pp3-4). This means that the scholar must first take it to consideration which theory best suits the field of study that they are working in (Littlejohn et al, 2010).

Some of the theories available for communication are the Idea theory, Nomothetic, Practical and Evaluating communication theory (Littlejohn et al, 2010). Furthermore, there are the traditions of communication which have their theories (Littlejohn et al, 2010). These are Sematic, Phenomological, Cybernetic, Sociopsycological, Sociocultural, Critical and Rhetorical. (Littlejohn et al, 2010). It is important therefore to define which theory of communication will be use in the area of language learning. (Littlejohn et al, 2010).

For the sake of this study the tradition that best suites the purpose of this study is that of sociocultural tradition (Littlejohn et al, 2010). This is because this tradition focuses on the interactional world of the people who are involved (Littlejohn et al, 2010, p54). It is the means by which meaning, norms, rules, roles and understanding are gained by the individuals involved (Littlejohn et al, 2010 p54). There is a focus on the patterns of interactions between people (Littlejohn et al, 2010 p55). Moreover, it explores the cultural background that impacts the communication between cultures, how each society builds constructs of their reality and the sociolinguistic components that are used by each society (Littlejohn et al, 2010).

2.4.2 Cross cultural communication

After defining communication as the means of transmitting a message, it is important to note that there is the need to understand what cross cultural communication is. The first thing to be aware of is that every person has a culture from which they come. Culture can be defined as a common identity among a group of people (Carbaugh, 2013) It uses a variety of norms and patterns to communicate within the group (Carbaugh 2013)

Communication happens with in social contexts meaning that one's cultural identity is involved in the decoding and encoding of the messages that are being transmitted (Carbaugh, 2013). It is through one's cultural understanding of the definitions of the symbols and terms used that meaning is transmitted (Carbaugh, 2013). Without this understanding communication is no longer ideal, especially, when they do not share the same background (Carbaugh, 2013). Reems (NA) states that it is very difficult if not impossible to communicate with each other when the cultural identities are very diverse.

One of the reasons for learning another language is to be able to communicate to diverse cultures in diverse settings (De Valoes, 2014). To do this it is necessary to learn a language and be able to use that language.

Besides the need to understand the different points of view and means of seeing the world that are inherent in each culture, it is necessary to have some of the basic skills needed to understand the target language. It is these skills that allow for communication to take place. Textapeal (2016), which is a business community blog spot, highlights some of the skills that they consider to be important in cross cultural communication. One of the skills that Textapeal (2016) discusses is that of listening and awareness.

Textapeal (2016) states that it is a very important skill and it implies much more than hearing the words that are spoke. It was pointed out that this is a skill that very few people seem to possess, and it is very important (Textapeal 2016). One of the important things is to be able to understand the message that is being transmitted (Textapeal 2016). This type of listening implies that colloquial terms and expressions are understood (Textapeal 2016). This is something that requires practice and time to become accomplished at. It is therefore important that students practice the art of listening so that they are able to comprehend that which is being said to them.

In order to be able to communicate in a cross-cultural setting it is important to have a lingua franca. It is as De Valoes (2014) says, that it is necessary to be able to speak the same language. Part of doing this is learning to read, write, speak and listen. As Textapeal (2016) demonstrates it is very important to be able to listen to others and understand the message that they are trying to transmit. While the other language skills are important for communication, there is a need to place a special importance on the skill of listening.

2.4.3 Strategies and processes
There are four main skills that have to be in place in order to be a well-rounded communicator in a language. These are listening, reading, speaking and writing. In order to be able to do these skills it is important to make use of certain strategies and processes. This can be especially hard when the

listening is done in a language that is not ones one's own. Therefore, it is necessary to teach students the strategies that are needed to become effective listeners.

There are many strategies that are considered when teaching listening that are essential if the listening is going to be comprehended. Levy (2007-2018) on her blog site mentions some important skills that students need to master as well as native speakers. These skills are knowing how to pay attention, listen actively, note the structures being used, and listen for key words and discourse markers (Levy, 2007-2018). Levy (2007-2018) points to an important fact which is that students need to practice these skills and that teachers need to make a point of teaching these skills.

However, these are not the only strategies that are needed when one is listening to other people speaking. This is especially true of second language learners. Wilson (2008) states that often time the problems that second language learners have can be overcome through the use of listening strategies. Wilson (2008) among other scholars, states that there needs to be a purposeful use of the strategies in order for them to be effective.

The strategies that are going to be taken into consideration are metacognitive, cognitive, and socio-affective. In this case metacognitive means the strategies that students use to guide their learning (Vandergrift, 2002). Wilson (2008) confirms the use to the previously mentioned strategies in the effective learning process of listening. Cognitive strategies are those technical skills that are used to modify or manipulate the texts that the students use while listening (Vandergrift, 2002). Socio-affective strategies are those that are used to work with others which helps to lower the stress of listening and permits the checking of understanding (Vandergrift,2002). Furthermore, Wilson (2008) points to the fact these strategies are mainly easy to add to the teaching process.

There are processes that are important such as top-down and bottom up. According to Richards (2008: p7) top-down processing means working from prior knowledge to gain understanding of what is being listened to. The second of these is bottom-up processes. According to Richards (2008: p4) this is the process by which the student breaks the language into smaller chunks and works up from the chunks to get meaning.

Wilson (2008) discuss the importance to these two processes. It is important that students are able to use both of these processes as listening comprehension is complex process. Wilson (2008) mentions that it is important to remember to have these processes in balance. All the while realizing that mistakes in top-down processing has often been the cause in listening comprehension issues (Wilson, 2008, p15).

By using these processes, it is possible for the listener to get the meaning from what they are listening to (Richards, 2008). Then understanding of the message becomes possible. Once the message has been understood then it can be acted upon, which leads to listening comprehension. Richards (2008) states the comprehension requires the use of two processes.

2.4.4 Listening comprehension

Researchers have stated that listening comprehension is not just a passive activity that students do but it involves active skills as well (Vandergrift,1999, p168). There is a need to use the different aspects of language to get the message (Vandergrift,1999). First, however, it is important to define what listening comprehension is. According to Volkmar (2013) listening comprehension is a group of processes that lead to the understanding and sense making of the language that is being spoken. It includes a variety of components to be used, which can vary depending on the length of the speech involved (Volkmar, 2013).

Buck (2001: p114) defines listening comprehension as the capability to process lengthy texts of real language that is automatically and fluently as well as understand the information that it contains with to ability to make proper inferences of what is heard. In their case study Vandergrift and Baker (2015) use this as the definition of what listening comprehension is due to the flexibility of the definition.

Richards (1983) does not specifically define listening comprehension for second language listening comprehension, preferring to delineate the processes of listening comprehension in language learning. These can be summarized as first receiving the input then organizing the input so as to identify the content and function (Richard, 1983). After the identification process is completed, meaning is constructed (Richard, 1983). Finally this meaning is moved into the long term memory and the original input is lost (Richards, 1983).

Richards (1983) delineates that there are a number of things that must be considered in the process of comprehension. This is because listening comprehension is a complex process in which the meaning must be understood (Richards, 1983). There must be a clear and understandable message in the speech which is coherent to the topic that is being discuss (Richards, 1983). There are various means by which this can be done (Richards, 1983). To complicate the process more is the fact that the medium of the utterances must be included when decoding the meaning of the utterances (Richards, 1983).

The medium is important because it denotes many relevant aspects to the speech (Richards, 1983). These can be put into nine factors that influence the work that needs to be done by the students (Richards, 1983). These are clausal basis of speech, reduced forms, ungrammatical forms, pausing and speech errors, rate of delivery, rhythm and stress, cohesive devices,

information content and interactivity (Richards, 1983). These factors must be understood and used by the students.

To do this there are listening skills that the students must use. Richards (1983) breaks these skills into two types of micro-skills. These are the micro-skills of conversational listening and the micro-skills of academic listening (Richards, 1983). These skills need to be diagnosed and areas in which the students are weak need to be re-enforced (Richards, 1983). Richards (1983) states that there are two things that teachers can manipulate in the activities used to practice listening comprehension. These are the input and the task that is sent to the students. Therefore, the idea of using ted talks as an input is valid since the tasks and the input can be both manipulated.

2.4.5 Ted talks

Ted talks are as described by the organizers as short, no cost, unrestricted and educational videos (Romanelli et al, 2014). These videos are done in an interesting and non-normal academic lecture style with the goal of spreading ideas (Romanelli et al, 2014). Although it must be said that due to the popularity of this style, some researchers have found that there are teachers who are trying to emulate this style (Textapeal, 2016). This style of video has an appeal to the digital generation since they are accessed on line (Romanelli et al, 2014). Furthermore, they are of interest to the older generations as well (Romanelli et al, 2014).

The goal of the videos is to stimulate the interest of the listener, give main ideas or other important new aspects without going into a lengthy discussion on a topic (Romanelli et al, 2014). There are some criticisms which have been leveled at the academic level of these talks (Romanelli et al, 2014). One of these is the over simplification of the topic (Romanelli et al, 2014). However, in the realm of second language learning this may well be an advantage. This is because it would allow for the ease in understanding of

the topic that is watched. Moreover, it has been suggested teachers should use the platform and the idea of the platform for their students to practice and use the knowledge that they have acquired (Romanelli et al, 2014).

One way that this may be done is through the use of Ted Talks. It is possible that students will be able to improve their listening comprehension. Ted Talks are an online platform that allow for people to watch different types of videos from a large variety of topics. Ted talks have a variety of features that make it a great choice to use for this study. The first is that all of the videos have a transcript of the audio. Second many of these have been translated into a large number of other world languages (Textapeal, 2016). This means that the videos can be seen with subtitles in both English and in the case of this study Spanish as well.

Another reason why ted talks are so valuable is the fact that they serve educational purposes (Taibi et al, 2015). They are seen as primarily a source of knowledge that student can learn important information from (Taibi et al, 2015). Moreover, they have significant role as material for language learning (Taibi et al, 2015). Part of the reason for this is that the transcripts have been translated into many different languages (Taibi et al, 2015). Furthermore, there are currently Ted Talks that are produced in language other than English allowing for them to be used for learning other languages. Another advantageous feature is that the rate of speed of delivery can be adjusted so that it is slower. This is particularly useful for lower level students.

These are part of the reasons why Ted talks are seen as a useful tool. Romanelli, Cain, and McNamara (2014) recommend that teachers have students create their own "Ted Talks" as a means of explaining what they have learned. This could be extrapolated to be a means of demonstrating their skills in speaking the language. Taibi, Chawla, Dietze, Marenzi and Fetahu (2015) created a web site that would allow for an easier selection of

the desired topics and vocabulary that is to be studied. Furthermore, the web site was used by the students for listening practice (Taibi et al, 2015). DaVia Rubenstein (2012) points out that they can be used to provide relevance to the topic that is being taught. It is important to consider the fact that Ted talks allow the student to be in contact with more authentic materials. These materials, due to the internet, are more accessible than in previous times.

Thomas (2018) has created several lesson-plans using Ted talks as the bases of the lesson. Thomas (2018) mentions that the reason for doing this was due to the massive quantity of videos on a massive subject base. The additional features that Ted Talks offer such as very precise subtitles and transcripts that can be printed were an important point in the selection of the use of this type of material (Thomas, 2018). Thomas (2018) points out that while she has focused on only a few activities there are in fact many activities that can be done with these Ted Talks. Moreover, due to the authentic material that the site provides it allows for learning about real topics and motivational input for students (Thomas, 2018).

2.4.6 Listening Journals

Ted Talks by themselves do not effectively provide the means to practice listening comprehension skills. There is the need for a task to be involved otherwise they are just used for entertainment. The task that is done needs to be one that has an emphasis in a real-world context (Guariento et al, 2001). If the task is not realistic then it serves no real benefit to the student who use it (Guariento et al, 2001). This is why the use of listening journals is so important. They are something that can allow for reflection on the listening being done.

Listening journals are not something new. In 1996, Katchen uses journals for extensive home listening practice for students as a means to improve their listening skills. The main purposes of the journals are to allow for student

reflection, provide additional grading material and as a means of collecting data (Katchen, 1996). The reflection section purpose of the journal is seen as the most beneficial part as it allows for students to see their strengths, weakness and more importantly where they have improved over the time of use of the journals (Katchen, 1996).

The need to improve listening is something that has been seen as a necessity for a long time. Wolvin (1977) recommends the use of listening journals as a way for listeners to improve their awareness of what they are listening to. By completing the listening journal students were able to complete set objectives as well as reflect on what they had listened to (Wolvin, 1977) This is especially important for second language learners as it will give them a written record of what they felt and did during the listening process. It is found that listening journals can help student to concentrate on what they are listening to (Wolvin, 1977). Not only do listening journals help students but they permit teachers to have an insight into what the students are finding difficult and easy to do (Wolvin, 1977).

The use of a listening journal is a means by which the listener is activity participating in the process and not just spectators. Listening journals have several different forms that are used dependent on the desired outcome. Elk (2014: pp220-221) enumerates a number of different uses of journals in the learning/teaching context. Schmidt (2016: p3) recommends the use of journals as a means of helping students to improve their listening strategies and skills. Galloway and Rose (2014) use listening journals in two ways. The first is that of a means to promote autonomous learning and second as a means of research data collection (Galloway et al, 2014: p3). Journals have the potential to be the point of departure in class discussions and as a means of showing the import of mutual intelligibility (Galloway et al, 2014: p9).

Fauzanna (2017) finds that students are able to listen more and apply more of the strategies when using listening journals. This method seems to make the action of listening easier (Schimdt, 2016). Fauzanna (2017) finds that by having the habit of reflection students are able to improve their listening skills. This means that it is important that teachers use journals as means of assisting students to improve their listening skills. Something that is closely associated with the improvement of listening skills was that of using authentic materials when having student fill out the listening journals (Fauzanna, 2017).

The listening journal that is going to be used for this study has some activities in it that are useful for students who will be continuing on to higher education. The fact of the matter is that listening activities to be effective need to have pre-task during task and post-task activities (Wilson, 2008). This is why there is a predictive element to the activities as a means of activating any prior knowledge that the students may have on a topic. The act of taking notes and writing down the percentage of material understood allows students to practice the art of taking notes in lectures and evaluating their rate of comprehension. The last part of the journal is made up of reflection questions designed to have students reflect on what they did right and what they did wrong and create a plan of action to improve it (Schmidt, 2016).

2.4.7 Authentic materials

The first thing that is necessary to be done is to define what authentic material is. Wilson (2008) gives one way of defining it is that if the text that is use serves a purpose that is not to teach language. Wilson (2008) lists some of the attributes of authentic material. First there is the overlapping of speakers when they are talking as well as interruptions (Wilson, 2008). The rate of delivery is the one that is normally used in the situation (Wilson, 2008). The lack of structured speech that has instances where the sentences are incomplete, false starts, and moments of pausing (Wilson, 2008). To

compound the issue there is the need to deal with background noises, which can include other people talking at the same time (Wilson, 2008). Moreover, there is the interactions between the speaker and the listener to be considered as well (Wilson, 2008). Finally, there is the need to recognize the fillers that are used around the information that is given (Wilson, 2008).

These features are important because they are what differentiate the authentic from the scripted materials (Wilson, 2008). Both of these types of listening serve a purpose (Wilson, 2008). Wilson (2008) states that while the script texts are good for grammar points they are not suitable for helping students understand the everyday speech that is heard outside of the classroom. This is due to the fact that authentic speech is messy and full of features that are not found in scripted speech (Wilson, 2008). It is the duty of the teacher to decide on which material is the best for each situation that they apply listening (Wilson, 2008). Teachers need to make sure that students have the chance to practice all of these types of listening. There are times in which authentic materials are needed.

As previously stated authentic materials have many benefits. It is important that the tasks that are used in conjunction with the proper scaffolding needed depending on the level of the student. Moreover, it can be a source of motivation for the students. Authentic materials are good because they expose students to the complexities of the language. Authentic materials are good when used as extensive listening.

One of the reasons for using authentic materials is the emphasis on communicative competences (Guariento et al, 2001). This means that there is a high demand for students to have the necessary skills to listen in the real world (Guariento et al, 2001). This means that authentic texts need to be used both inside and outside of the classroom to help recreate the real world that students will face in the future (Guariento et al, 2001). This is important

if students are going to be able to hone the skills that they are in need of developing.

Besides the development of these skills, authentic materials have been known to have an impact on student motivation (Guariento et al, 2001). It can be seen as a way of creating favorable connections to and a sense of contact with the people who speak the language (Guariento et al, 2001). Teachers would find it profitable to encourage students to listen to appropriately leveled authentic texts as a way to increase student motivation to actually learn the language.

It is through the use of authentic materials that students are able to develop the skill of compensation (Guariento et al, 2001). Needless to say, it is not always possible to have perfect understanding of what is being listened to (Guariento et al, 2001). It is for this reason that students need to be taught and must practice the use of compensational skills when listening (Guariento et al, 2001). This is because students and teachers need to realize that in the real world it is not always possible to understand 100 percent of what is heard (Guariento et al, 2001). Therefore, by having the ability to make educated guesses, students will be better able to interact in the real world where there are many interferences to understanding the message (Guariento et al, 2001).

2.4.8 Extensive listening

According to Renandya and Farrell (2010: p56) extensive listening is any type of listening that is done in which the student gets listening that is comprehensible and fun, with the idea being that of a meaningful practice. However, like its counterpart in reading, extensive listening is usually done outside of the classroom (Yeh, 2013: p 135). Yeh (2013: p135) explains that this aspect is necessary as teachers do not have enough time in class to do this sufficiently. Intensive listening is the type of listening that is typically done

in the classroom and is based on a strategy (Renandya et al, 2010: pp56-57).

Extensive listening can be used to help build the confidence of the student. Wilson (2008) states that a common complaint among language learns is the fear of not being able to understand the native speaker. This can happen due to a variety of reasons, however, due to the nature of extensive listening students can have the opportunity to listen and practice listening to native speakers in a semi-controlled environment. This is particularly true when using Ted Talks as they can be played various times and the with the newer feature of being able to control the velocity at which they are listening to the speaker.

Fields (2002) states that extensive listening practice is an important component to students listening skill development. By allowing the students to do extensive listening practice, they will be able to normalize their ability to listen to speech in a foreign language (Fields, 2002). Furthermore, due to the length of time that is typically used in extensive listening text it becomes possible to include the use of authentic material (Fields, 2002). Fields (2002) reiterates that it that teachers must scaffold the activities that are associated to the extensive listening that is used. This helps to ensure that the skills that are being focused on are practiced (Fields, 2002).

Fields (2002) states that with higher level students the use of extensive listening materials is very important. This is because it helps to avoid a very common error which is the belief that because they can understand the intensive classroom listening they will be able to understand the other (Fields, 2002). Extensive listening gives students the chance to practice the skills that they have learned (Fields, 2002). The benefits of the use of extensive listening can be enhanced when the materials used are authentic as previously mentioned (Fields, 2002).

Extensive Reading Central (ERC)(2017) has an article regarding the nature of extensive listening. There are five characteristics that extensive listening has. These are the need to listen to a large quantity of material, the texts are relatively smooth to understand, permit high levels of comprehension, not be limited to a set group of questions or tasks and be at or bellow the level of the person who is listening (ERC, 2017). There are at least four main reasons why this kind of listening is important to do (ERC, 2017). The first is to create the ability to automatize the understanding of what is heard in the listening (ERC, 2017). The second is for entertainment and enjoyment of listening to a text (ERC, 2017). The third is for the reason of practicing one's listening skills and thus improve those skills (ERC, 2017). Finally, there is the ability to notice the features of the spoken language because it is one thing to study this and other to hear it in use (ERC, 2017).

These aspects have been contemplated in this study. The fact of the matter is that one may find a particular video easy and the same video may be too difficult for another (ERC, 2017). Therefore, a list of videos has been provided and the participants can choose a different video if the one that they have selected at first is too difficult. The tasks that are assigned to the video watching are designed to aid in the concentration of the participant on what is actually being listened to.

 Furthermore, the videos coming from the media source of Ted Talks means that they will be enjoyable as well as entertaining for the participants. Another aspect that has been included is the limitation on the duration of the video. The videos that have been selected are no more that six minutes in length so as to prevent frustration if there is an inability to understand a specific video. This helps the extensive listening process to full the criteria of being enjoyable for the listener.

2.5 Hypothesis

It is presumed that the students in the B1+ level will find the use of the journals in combination with the Ted talk beneficial to their listening comprehension skills. This is because they will have the opportunity to do a controlled listening practice using authentic input from the Ted talks. This will give them exposure to the other types of accents and speeds of normal every day speech. This will in turn make the process of listening easier as they will have practice listening with more frequency than before.

It is believed that through the use of Ted talks student will be able to improve their test score when they complete the listening section. It is believed that more exposure to the different dialects and pronunciations will aid student in the development of their listening skills. By reflecting on what they did during the process, they should be able to implement strategies to help them understand better the next time that they listen. This should translate into higher testing scores.

Finally, it is believed that by completing these types of listening the students will be more motivated to listen to things in English. It is hoped that more than just improving their skills, students will be motivated to study and learn about different topics of interest on their own through the use of these videos. Furthermore, students will be encouraged and perceive that they have made progress in their listening skill.

2.6 Signaling hypothesis variables
Independent variable: Listening comprehension
Dependent variable: Ted talks

Chapter 3 Methodology

3.1 Research approach:

The method that will be used to collect the data is based on experimental method model. It will be combination of field and laboratory because it will have certain aspect that are controlled (Margetts and Stoker, 2010: p315). However, the main method to collect the data and the selection of the participants will be through action research. Due to the nature of the sample, the study will be a cross case study in which the results will be compared. This is because there will be three groups of participants.

The methodology of action research is not new (Chung, 2008). It started in the early 40's and has grown significantly in use in the educational fields (Chung, 2008). This is due to the practical nature of action research and the focus that the researcher has in the process which is to find ways by which to make improvements (Chung, 2008). As Chung (2008) demonstrates that action research is an appropriate way by which to gain in-depth qualitative data (p. 53).

3.2 Field

The field of study will be in the Language Center of the Technical University of Ambato. This is due to the fact that the research is using action research as the means by which to obtain data. Moreover, it is the place where the researcher is located thus allowing for the closer observation of the problem and possible other issues that will arise during the study.

3.3 Level

This study is a mix of action research and cross case study. There will be treatment groups and a control group to ensure that the data that is obtained

is balanced. It uses a qualitative method that is based on a cross case study. Due to time constraints and other factors it will use action research methods in its execution. This will allow for the greatest amount of reliable data to be obtained for analysis as well as a balanced approach to the analysis.

3.5 Population and sample

The participant sample will come from the language programs of the university where the students go to study English as part of their language requirement. The Language Center offers course to the general public as well. It is assumed that the students will be in their late teens to early twenties. This assumption is made since the language centers or departments cater to the needs of the undergraduate program. The average size of a class is between 25-30 students. The study will include all of the students in each of the three courses selected. This will allow for a larger population and take into consideration the fact that there are students who drop out at the beginning and after the midterm.

3.6 Operational Variables

3.6.1 Independent variable

Independent variable: Listening comprehension	Dimensions	Indicators	technique	Instruments
Listening comprehension is the ability to listen to the words that are being produced by a speaker in a language and transform the sounds that are being heard into an intelligible message that is understood and can be acted upon	Understanding of the message that is hear in a lecture setting.	Writing the answers to questions in the periodic tests Answers from the surveys	Survey & testing	Questionnaire and standardized tests.

Table 1 Independent Variables   Created by Janet Bravo 2018

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3.6.2 Dependent variable

Dependent variable: Ted Talks as a strategy	Dimensions	Indicators	technique	Instruments
Ted talks are a series of lectures that are produced in English by native and non-native speakers.	Extensive listening	Written responses in the journals and answers to the surveys	Journal entries & testing & survey	Questionnaire and Cloze fill tests and listening journals.

Table 2 Dependent variables

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3.7 Data collection plan

The data will be collected from the following sources which are standardized listening tests, listening journals and surveys. From the listening tests data, a more quantitative in scope will be obtained. This data will be used to see if there has been an actual improvement. The rest of the data will be qualitative. This data will give insight into the perceptions of improvement by the participants of the study.

3.7.1 Procedures of study

The first step will be to select three sample groups of the same level in the Language Center. The second step will be to measure the student's current level of listening comprehension. The test that will be used to check for the listening comprehension will be based on an international exam. The test that is accepted on an international level is the TOEFL therefore, this will be the exam that is used. Moreover, Park and Chang (2013) and Kiliçaya and Cokal-Karadas (2009) use this type of exam in their respective studies.

However, these tests will be obtained from websites that purport to help people prepare for the TOEFL and as an accommodation to their level the audio will be played twice and only the section related to lectures will be the one used to evaluate them. This is due to the fact that the ted talks use a lecture style and the lecture section of the TOEFL would be the most appropriate section to use.

The third step will be to give the students who are participating in the study a survey on what they think the study will be like. This will serve as a base line to know how the students perceive their current level of listening comprehension. The fourth step is to have two of the groups receive the intervention which is comprised of a listening journal. This listening journal comes from Schmidt's (2016) article in which a process for using Ted Talks is described in full. It will also take into consideration the recommendations of Takaesu (2013) and Cross (2011). The journals will be used by the students over the length of a semester. These students will be completing weekly journals. The reasons for doing weekly journals are varied.

The first reason is due to the time that the students will have to dedicate to their other tasks aside from the English course, would make this to heavy if it is more than weekly. Park et al (2013) has the student using the Ted talks for the creation of activities at least twice a week. However, this is dropped to once a week once the study is started due to the workload (Park et al, 2013). Second, Galloway and Rose (2014) use the listening journals entries once a week as a means to collect the data that is needed. Norkunas (2011: p68) requires the students to have weekly entries in their journals. Third, this will allow the students to listen in a relaxed manner allowing them to focus on the comprehension aspect of the task (Vo, 2013: p30).

Students who are part of the intervention will pick the videos they want to watch from a list of selected videos. According to Ucán (2010: p39) students

prefer to pick the type of extensive listening that they will use to practice. However, it has been shown that it is not easy to pick the right video to use (Ucán, 2010; Park et al, 2013). Therefore, it is important that the materials to be used are selected from a list of appropriate leveled materials (Ucán, 2010: p42). This will help to ensure that the materials listened to are appropriate and not too difficult and demotivational (Ucán,2010).

Moreover, it will limit the amount of time that students have to spend completing the journals. The videos that will be selected range from around three to six minutes which is the average length of the audios that are used in the majority of the B1 to B2, according to the Common European Framework of Referencing of Language, leveled books. Galloway and Rose (2014: p3) use listening journals in which the average listening time is ten minutes, which is appropriate for the level of students. Since the participants in this study will be listening to the Ted Talks at least five times, this will give them a listening time of approximately 30 mins per week plus the time that is needed to complete the written journal.

During the study, all the students will have periodic listening comprehension tests to monitor the process and note if there is a line of improvement that is not random. This will allow for patterns to be seen. Moreover, demonstrating whether or not there is an actual improvement in the skill, thus eliminating the one-off factor that potential could exist. Students will fill out periodic surveys regarding their listening comprehension. This will help bring an understanding into their perceptions regarding the improvement of their listening comprehension. There will be two different surveys used. One for those who are part of the intervention and the other for those who are not.

The fifth step will be to have the students take a comprehension test similar to the original test to observe if there has been an improvement in their listening comprehension. The sixth step will be to have the students

complete an exit survey regarding their experience and to what extent they see that their listening comprehension has improved. Then the data will need to be analyzed to discover what the results are from the study. This should allow for the finding out what the actual and perceived impact is on the improvement of listening comprehension.

3.7.2 Procedures for the journal

The following will show the procedures for the journal entries and the watching of the Ted Talk videos. These steps are adapted from Schmidt's article in 2016 where there is a discussion on the need to practice extensive listening (p5). They have been adapted to take into consideration Takaesu (2013), Cross's (2011) and Ucán's (2010) findings.

"TED TALK ACTIVITY 1

1. A video is picked from the list of optional videos to watch. The title of and the predictions about the video are written about the visual and audio content. Three pens, each of a different color (e.g., black, blue, and red), are needed.

2. The TED Talk video is watched video without subtitles and without pausing the video. Notes are written in the Notes section. When finished with the first viewing, visual predictions reviews to determine how close they were. At this time the percentage of what was understood is recorded.

3. Second, the video is watched with English subtitles and without pausing the video. More information is added to the notes using a pen with a different color ink. At this time the percentage of what was understood is recorded.

4. Finally, the video is watched with subtitles in students first language and without pausing the video. More information is added to the notes using a pen with a different color ink. At this time the percentage of what was understood is recorded. When finished with this viewing, audio predictions reviews to determine how close they were.

5. The reflection questions for Activity 1 are answered and then on to Activity 2.

TED TALK ACTIVITY 2

1. After pressing the play button, a small "Transcript" icon below the video on the right will appear. The icon button is clicked on to access and make sure the transcript is in English.

2. The transcript is read for new and interesting vocabulary. These words and phrases are recorded in the vocabulary section of the journal.

3. A section of the transcript is chosen which is one to two minutes long to copy the text.

4. The cloze test creator at http://l. georges.online.fr/tools/cloze.html is opened. The text is then pasted into the yellow box and the "Interactive" and "No clues" buttons below the yellow box are selected.

5. On the right side of the website, how many words should be removed is chosen. The letter "n" can be replaced with a number. For example, if "5" is chosen, the website will delete every fifth word. If a small number is chosen, then there will be many missing words. If a large number is chosen, then there will be only a few missing words. If "n" is left, the number and pattern of missing words will be random. It is recommended to choose a small number or just leaving "n." "Submit" is clicked on

6. An interactive gap fill (cloze fill) is created. The TED Talk video is listened to again in English and the gap fill is completed without looking at the clues!

7. Step 6 is done at least twice. The score is written down each time.

8. The gap fill is printed and submitted it with the journal.

9. The reflection questions from activity two are answered." (Schmidt, 2016: p5)

In the annex 1, there will be a copy of how the journal for the treatment participants will look. This is because it is recommended by Takaesu (2013) that there should be some pre-listening task that are not present in what Schmidt (2016) designed as shown by the quote above of Schmidt's (2016) design. Therefore, it is important to add these activities since they are part of the strategies that students use when listening.

3.8 Data analysis

The data from the three tests will be analyzed by first separating into three groups. Treatment group one, treatment group two and control groups. Each test's scores will be averaged across the group. These averages will be compared to see if there has been improvement.

The surveys will be analyzed in a similar fashion. However, each question from each survey will be analyzed across the groups to be able to note how each group responded and then compared to each other as a means to note the differences and similarities in responses. This will be based on the percentages of participants who answered in the same way.

The journal entries will be categorized according to the month that they were completed. They will be sorted by treatment group 1 and treatment group 2. The information that will be extracted from the listening journal is the perceived percentage of understanding the first time the audio was listened to in English only. This percentage is based on students perception of their understanding of the audio.

Chapter 4 Analysis and Results

4.1 Results of the study

4.1.1 Tests

4.1.1.1 Results of the tests

The students took three different TOELF like test that are freely found on the internet. These are from websites that offer TOEFL exam practice, one of these being the ETS website itself. The tests had 14, 14 and 12 points available (giving one point for each correct answer) respectively. In the first treatment group the first test had an average score of 4.5 out of the14. The highest score was of 9 out of 14 and the lowest was of 1 out of 14. In the second treatment group the average score of 4.8 out of the14. The highest score was of 8 out of 14 and the lowest was of 1 out of 14. The control group had an average score of 4.7 out of the14. The highest score was of 9 out of 14 and the lowest was of 1 out of 14.

In the second test the results were better among all the groups. In the first treatment group the first test had an average score of 8.6 out of the14. The highest score was of 14 out of 14 and the lowest was of 3 out of 14. In the second treatment group the average score of 6.3 out of the14. The highest score was of 10 out of 14 and the lowest was of 3 out of 14. The control group had an average score of 6.9 out of the14. The highest score was of 11 out of 14 and the lowest was of 3 out of 14.

In the third test the results were lower among all the groups but still higher than the first test. In the first treatment group the first test had an average score of 8 out of the14. The highest score was of 11 out of 14 and the lowest was 1 out of 14. In the second treatment group the average score of 5.3 out of the14. The highest score was 10 out of 14 and the lowest was 1 out of 14.

The control group had an average score 5.1 out of the14. The highest score was 10 out of 14 and the lowest was 2 out of 14.
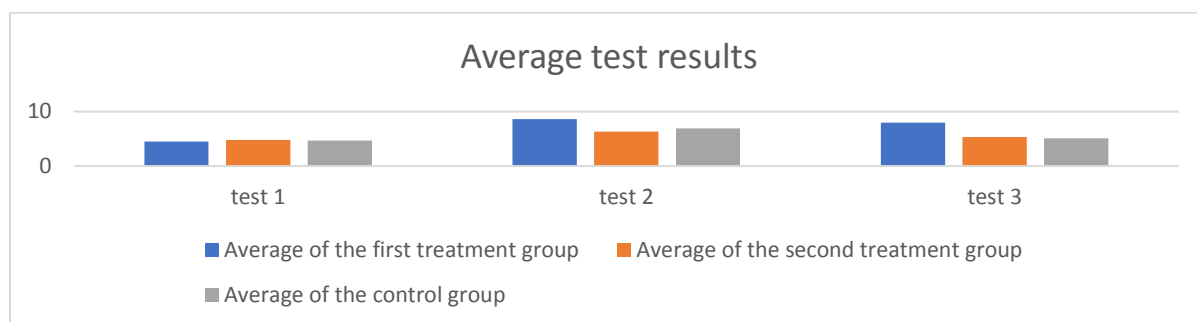
Figure 3 Average Test Results

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4.1.2 Surveys

4.1.2.1 Survey one

In the first survey there were six questions for the treatment group regarding their age, listening patterns and perspective of the project. The first treatment group was an average age of 15 years and the second group was an average age of 17 years. Following are the questions for the treatment group.

Question 1: How good are you at listening? A = very good, B = good, C = Okay, and D = bad

Question 2: Do you practice listening outside the classroom? A = 5-6 days a week, B = 3-4 days a week, C = 1-2 days a week, and D = never.

Question 3: What do you do to practice? A = listen to the radio in English, B = Watch videos on YouTube in English, C = Watch movies in English, D = Listen to pod casts, E = Watch Ted Talks and F = other please specify.

Question 4: Do you like to listen to things in English? A = yes all of the time, B = Yes, sometimes, C = if only part of the lesson.

Question 5: Do you think that watching Ted Talks will help you improve your listening comprehension? A = yes, B = Maybe, and C = No.
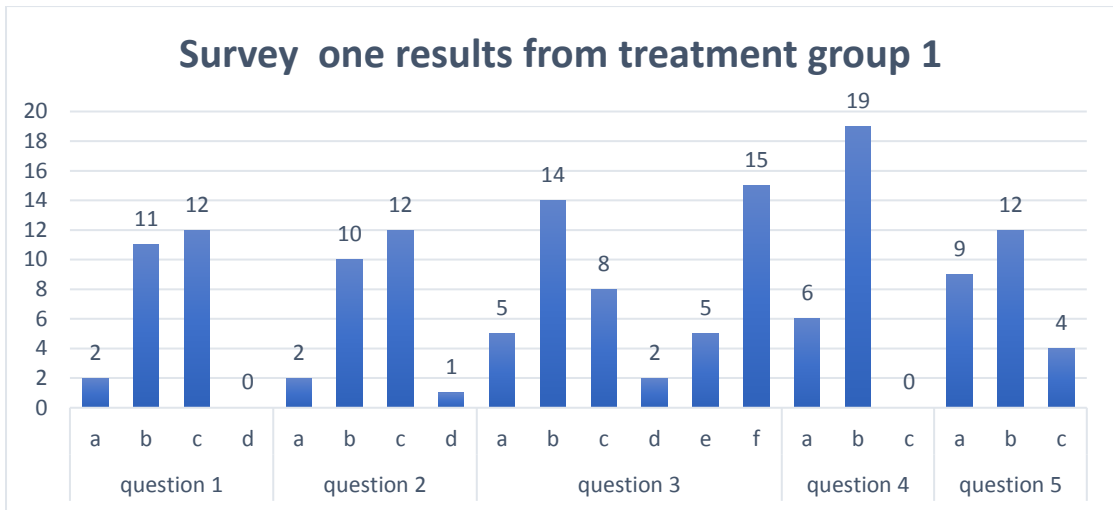
Figure 4 Survey one results group 1

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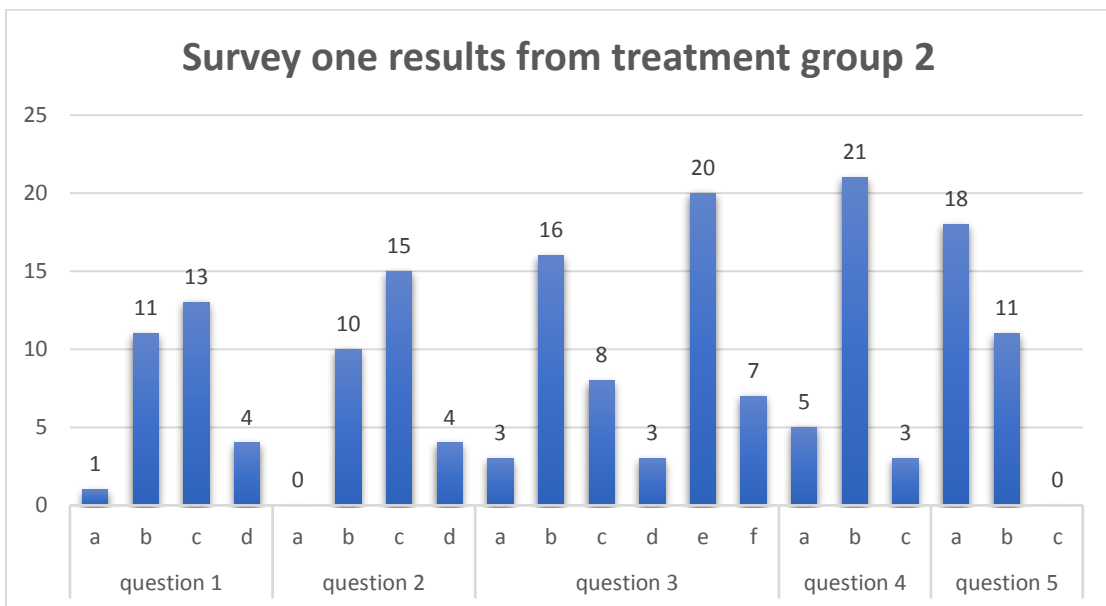
Figure 5 Survey one results group 2

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In the first survey there were five questions for the control group regarding their age and listening patterns. The question regarding their perspective of the project was not asked. The control group was an average age of 20 years. The following are the charts to their answers to the following questions:

Question 1: How good are you at listening? A = very good, B = good, C = Okay, and D = bad

Question 2: Do you practice listening outside of the classroom? A = 5-6 days
a week, B = 3-4 days a week, C = 1-2 days a week, and D = never.

Question 3: What do you do to practice? A = listen to the radio in English, B
= Watch videos on YouTube in English, C = Watch movies in English,
D = Listen to pod casts, E = Watch Ted Talks and F = other please
specify.

Question 4: Do you like to listen to things in English? A = yes all of the time,
B = Yes, sometimes, C = if only part of the lesson.
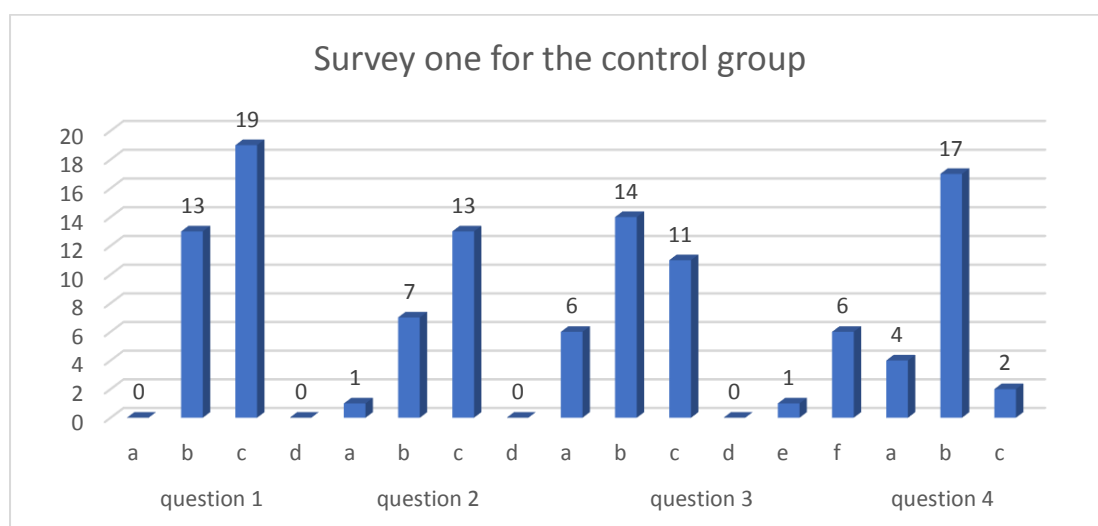
Figure 6 Survey one control group

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4.1.2.2 Survey two

In the second survey there were three questions about the project and
perceived progress for the treatment groups. For the control group only the
first two questions about listening progress were asked. The first question
was "over the last few weeks has your listening ability improved?" A = yes, a
lot, B = yes, some, C = Yes, a little, and D = no. The second question was
"have your listening habits changed over the last few weeks?" A = yes, a lot,
B = yes, some, C = Yes, a little, and D = no. The Third question, which was
not included with the control group, was "how do you like the activity so far?"
A = a lot, B = some, C = not that much and D = not at all. Here are the
following result charts for each group.
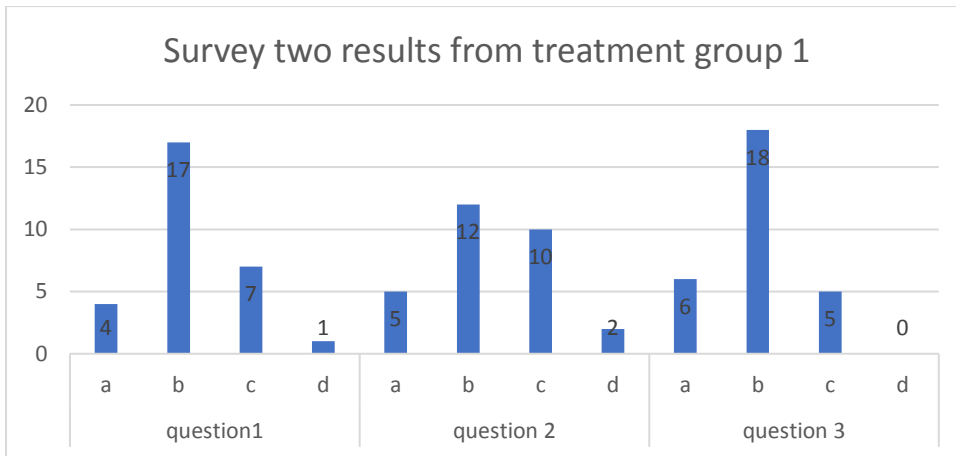
Figure 7 Survey two group 1

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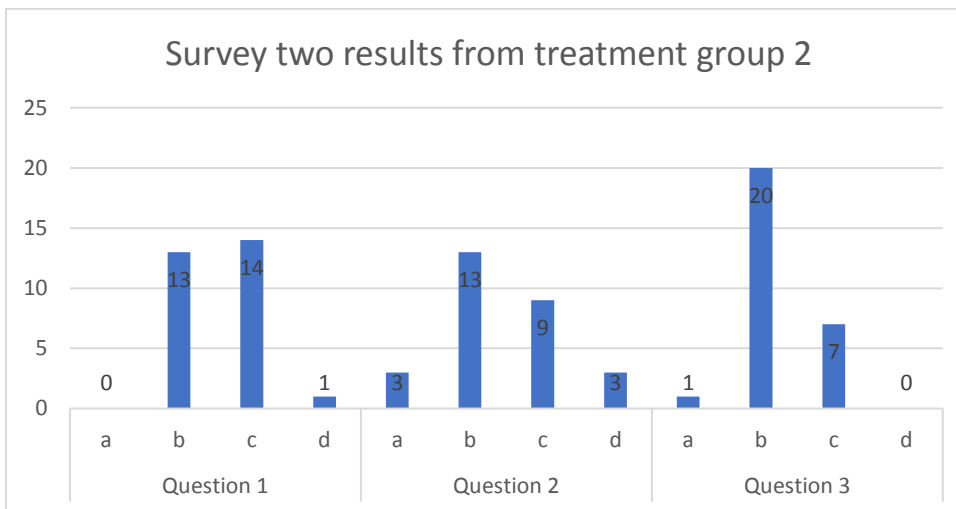
Figure 8 Survey two group 2

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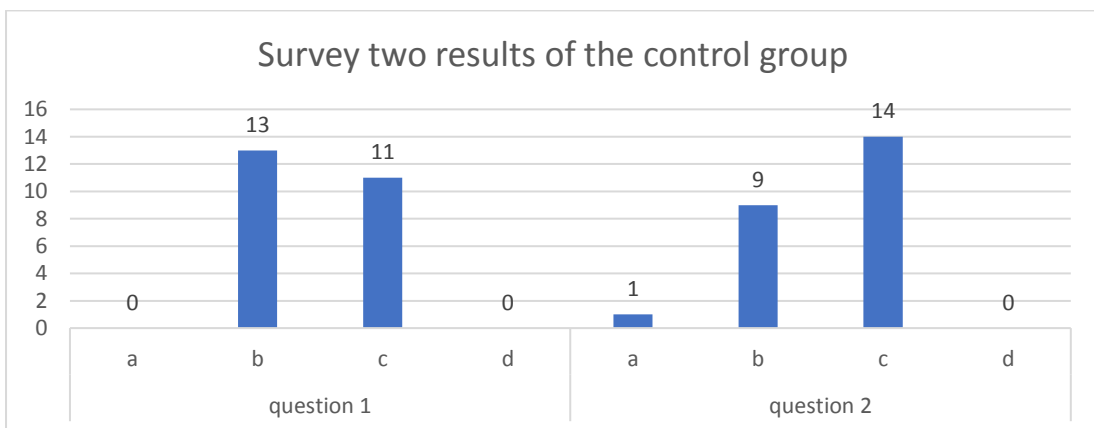
Figure 9 Survey 2 control group

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4.1.2.3 Survey three

The third survey was given only to the treatment group in regard to their opinion about the project and suggestion they had to improve the experience of the projects. The following questions were used:

Question one: In comparison to the beginning of the semester you would say that your listening comprehension ability has improved a lot. A = Strongly agree, B = Agree, C = disagree, and D= strongly disagree.

Question two: You will continue to practice listening to Ted Talk now that the study is over. A = Strongly agree, B = Agree, C = disagree, and D= strongly disagree.

Question three: You will continue to practice listening to English (not necessarily Ted Talks) outside of the classroom. A = Strongly agree, B = Agree, C = disagree, and D= strongly disagree.

Question four: The listening journal was a good way for me to improve my listening comprehension skills. A = Strongly agree, B = Agree, C = disagree, and D= strongly disagree.
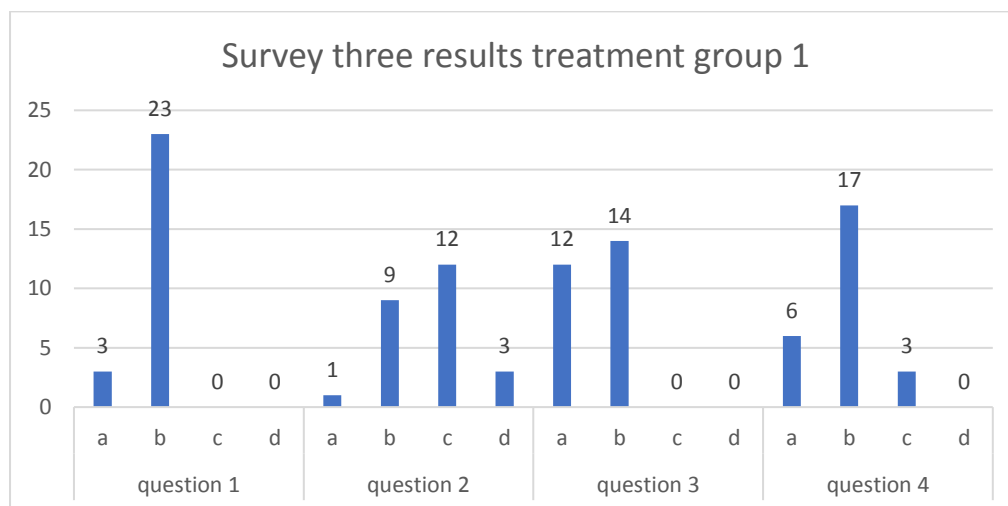
Figure 10 Survey 3 group 1

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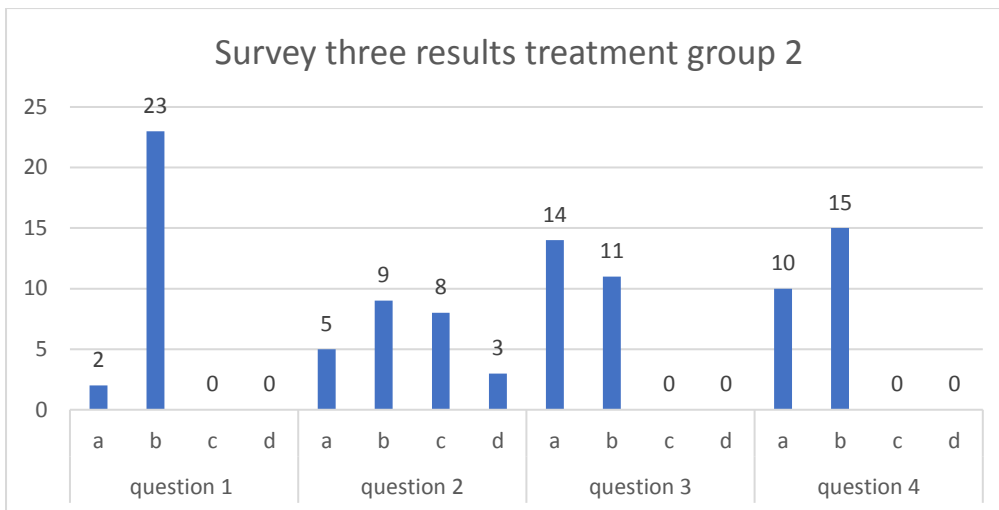
Figure 11 Survey 3 group 2

Created by Janet Bravo 2018

The third survey contained three open questions that were as a result of the second surveys results. The first of these questions was, what did you like about the project. The second was, what didn't you like about the project. The final question was, "please write down any comments or suggestions that you have." There was a variety of answers from the questions that were given.

For the first question in group one these were the things that they liked about the project.

A	different types of listening
B	did not do any of the ted talk listening journals
C	can understand others and learn new words
D	interesting videos
E	the platform
F	fun option for listening
G	liked the games
H	helped in school
I	improved listening skills
J	liked one topic

K	inspirational
L	group activities in class
M	liked topics

Table 3 Survey

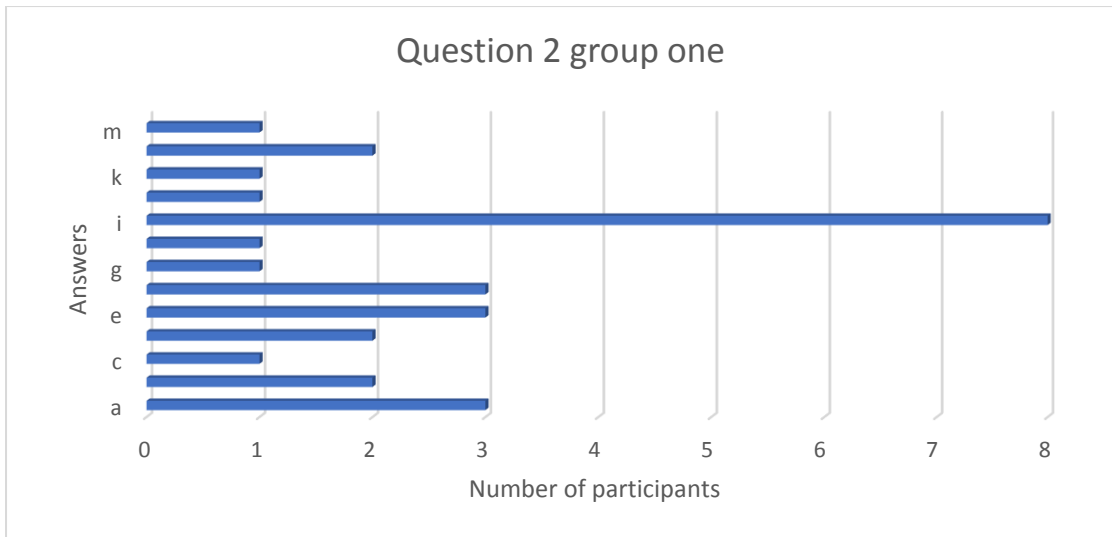*3 questions 1 group 1   Created by Janet Bravo 2018*
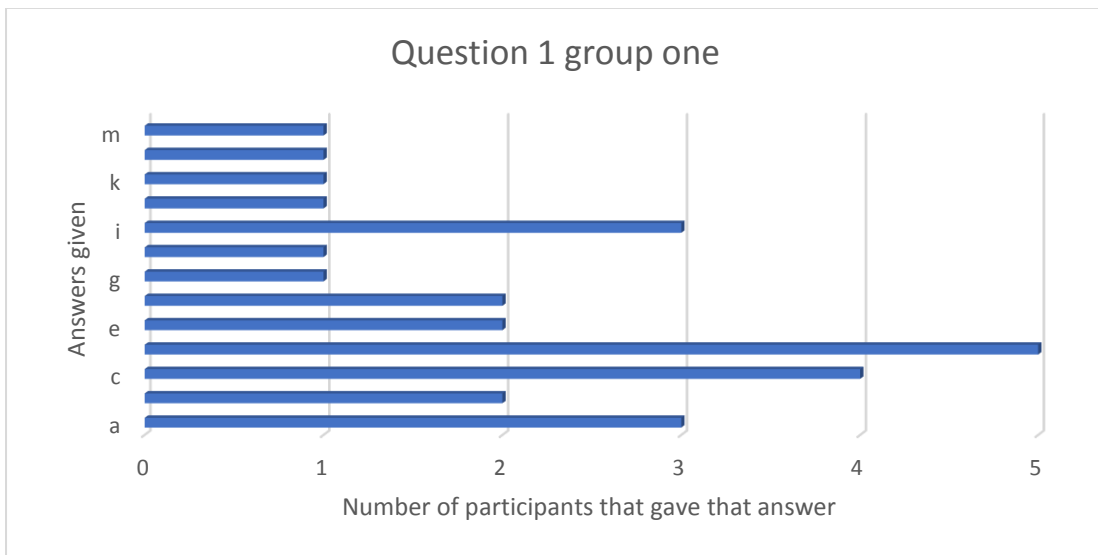
Figure 12 Survey 3 question 1 group 1 Created by Janet Bravo 2018

In group two these were the things that they liked about the project.

a	I liked the conferences about each topic because there were very interesting
b	I improved my listening skills at the same time I learned something new
c	innovative ideas
d	lots of different topics
e	liked the information
f	improved listening skills
g	like the list and free choice
h	Learning new vocabulary

Table 4 Survey 3 question 1 group 2   Created by Janet Bravo 2018
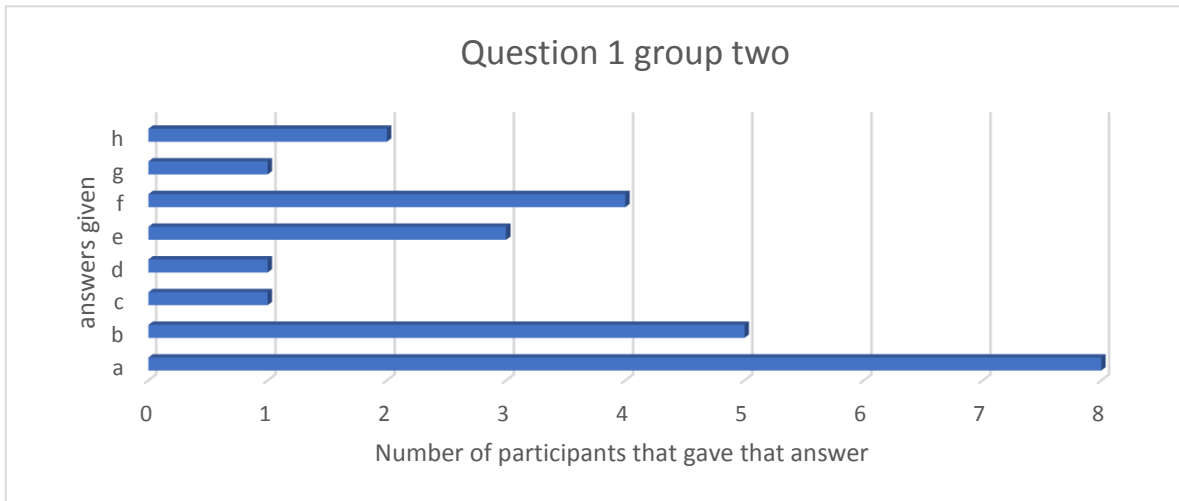
Figure 13 Survey 3 question 2 group 1

Created by Janet Bravo 2018

For the second question in group one these were the things that they did not like about the project.

a	too long and boring
b	did not do any of the ted talk listening journals
c	answering the questions
d	too long and had too much other homework
e	too fast
f	not easy to understand
g	nothing
h	want more tech
i	too long
j	too many activities
k	some boring videos
l	the topics
m	the project as a whole

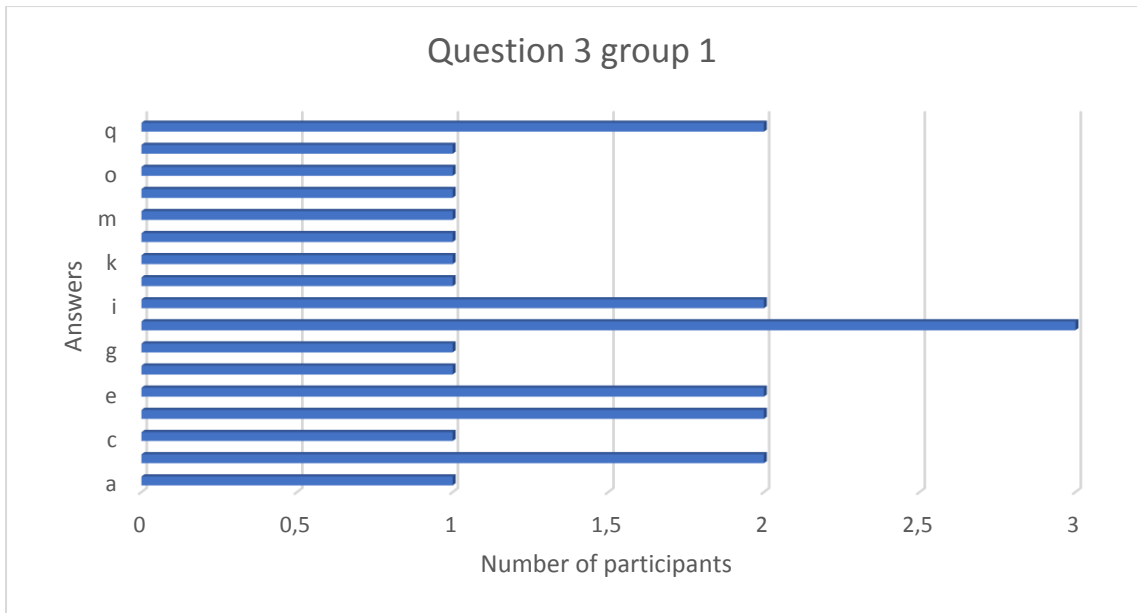*Table 5 Survey 3 question 2 group 1*

Created by Janet Bravo 2018

Figure 14 Survey 3 question 2 group 1

Created by Janet Bravo 2018

In group two these were the things that they did not like about the project.

a	I didn't like that the presenters spoke too early
b	I don't like homework in general
c	Some were too fast and not always able to complete the gap fill
d	some boring videos
e	too many activities
f	Watching three times
g	the video structure too long
h	Writing the notes three times
i	lack of time
j	Some videos were too hard to understand
k	cloze fill – fill in the gap
l	too much time

Table 6 Survey 3 question 2 group 2

Created by Janet Bravo 2018
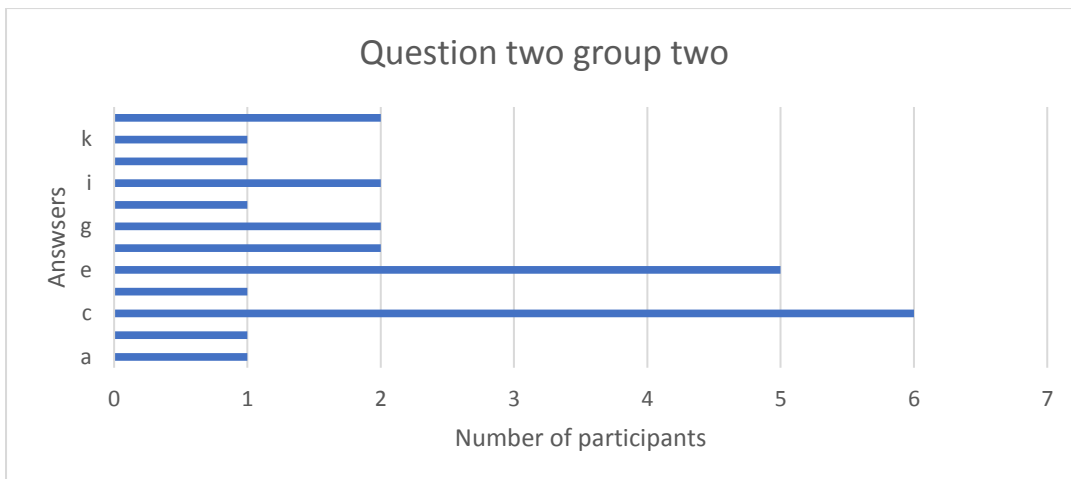
Figure 15 Survey 3 question 2 group 2

Created by Janet Bravo 2018

For question three in group one these were the suggested changes that they would make to the project.

A	not just ted talks
B	did not do any of the ted talk listening journals
C	more interesting topics
D	less and shorter questions
E	not every Monday
F	the teacher to teach the class more slowly when explaining grammar
G	Additional movies
H	updated topics
I	shorter videos
J	less vocabulary
K	good idea
L	games for activities
M	create charts
M	Not to do the project
O	more questions about videos
P	listen to music
Q	less time

Table 7 Survey 3 question 3 group 1   Created by Janet Bravo 2018

Figure 16 Survey 3 question 3 group 1 Created by Janet Bravo 2018

In group two these were the suggestions that they would make to the project.

A	games regarding the videos
B	updated topics
C	nice project
D	Use in the classroom
E	Cloze fill only once
F	less activities
G	funnier videos
H	good idea
I	more interactive talks
J	more pictures in the videos
K	summary of 1&2
L	listening to songs

Table 8 Survey 3 question 3 group 2

Created by Janet Bravo 2018
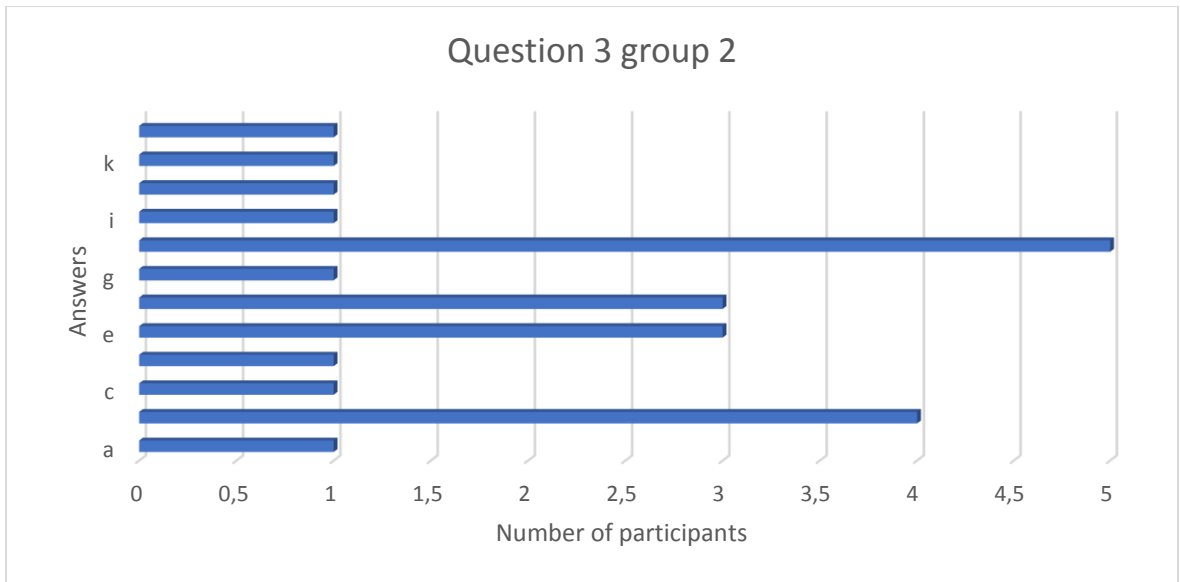
Figure 17 Survey 3 question 3 group 2

Created by Janet Bravo 2018

4.1.3 Journal Results

The participants were asked to write down the percentage that they understood the first time, second time and third time that they listened to the video. See the following charts for the number of participants who stated perceived understanding for each percentage category given by the participants. The charts will be separated for each group.

4.1.3.1 First month average perception

In first group of the treatment in the month of October they had a 31% average of perceived understanding the first time they listened, and the second group had a 24% average of perceived understanding.
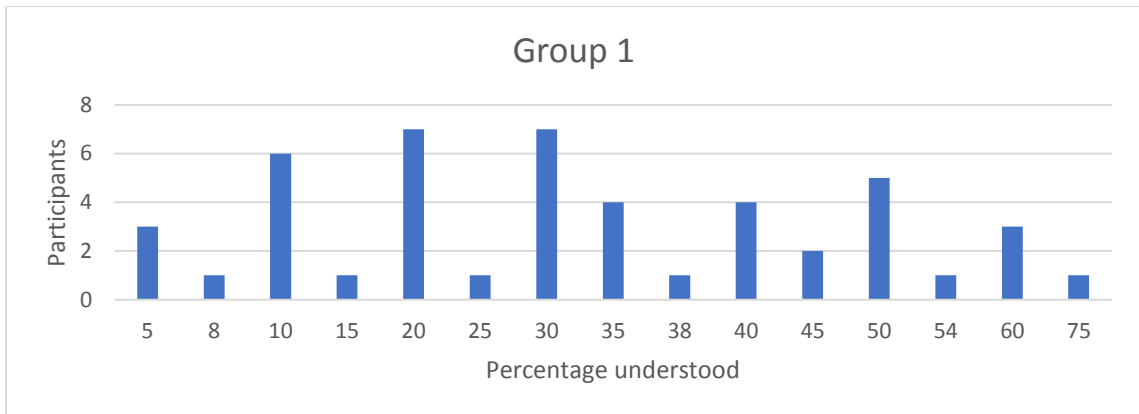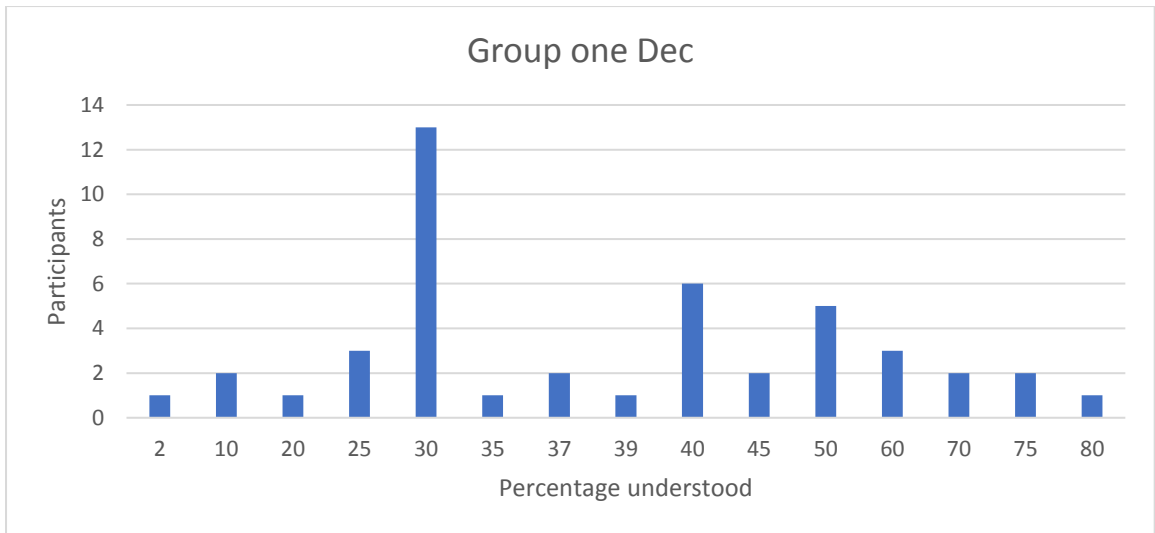
Figure 18 First Month Average group 1 Created by Janet Bravo 2018
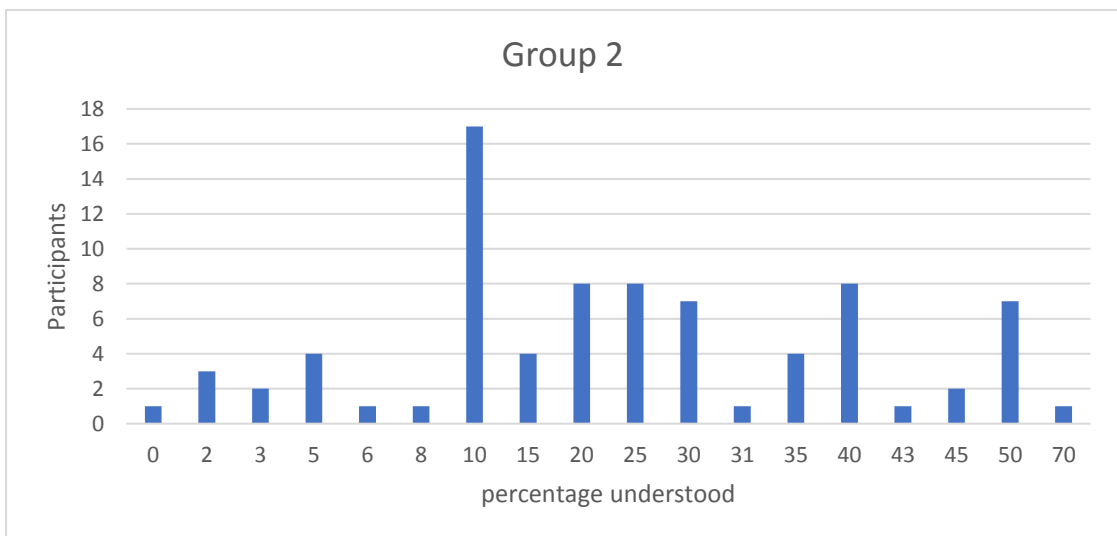
Figure 19 First Month Average group 2 Created by Janet Bravo 2018

4.1.3.2 Second month

In November, the average percentage of perceived understanding from group one was 37% and from group two was 31%.
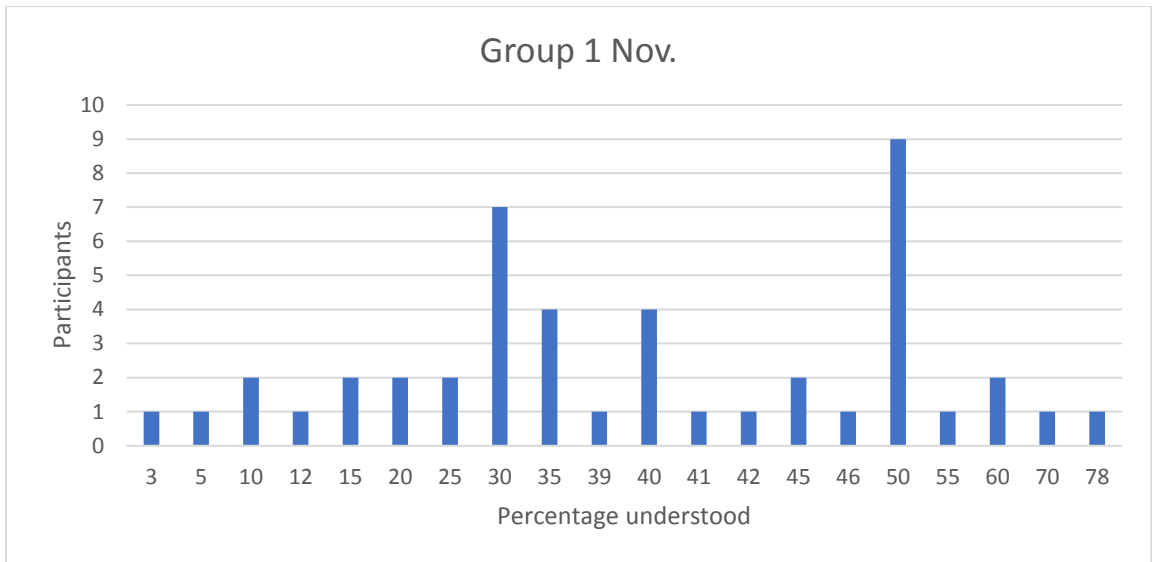
Figure 20 Second month average group 1 Created by Janet Bravo 2018
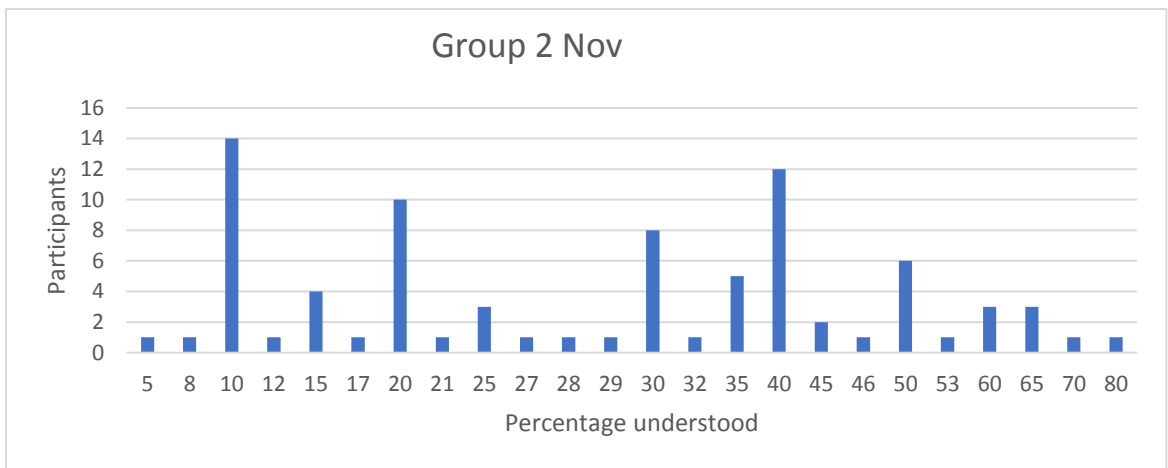
Figure 21 Second Month average group 2 Created by Janet Bravo 2018

4.1.3.3 Third month

In December, the average of perceived understanding was 40% for group one and 35% for group two.
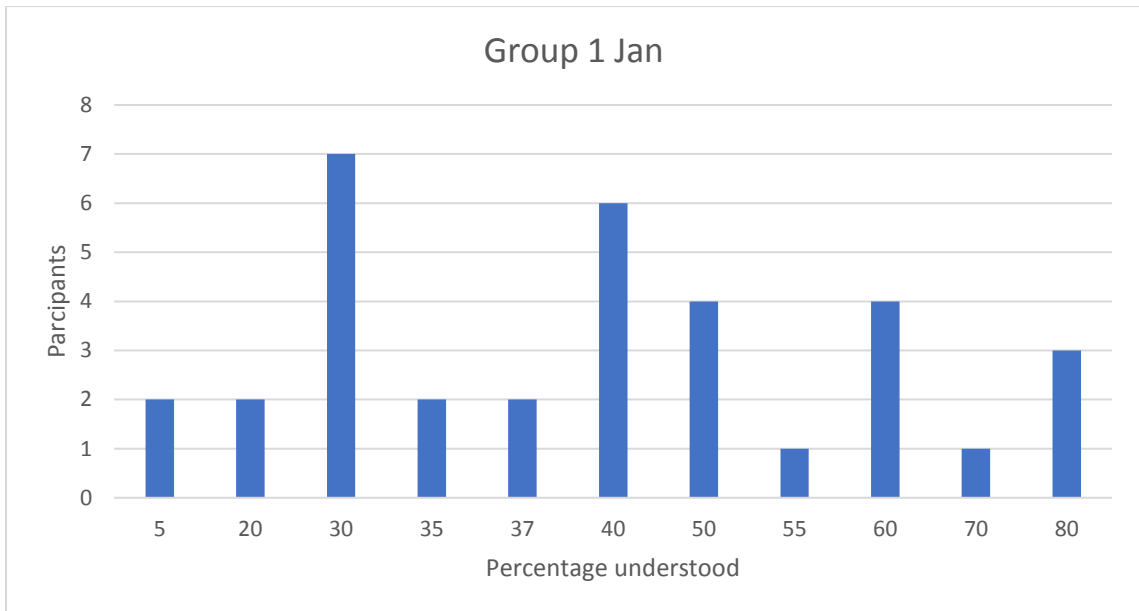
Figure 22 Third month average group 1 Created by Janet Bravo 2018
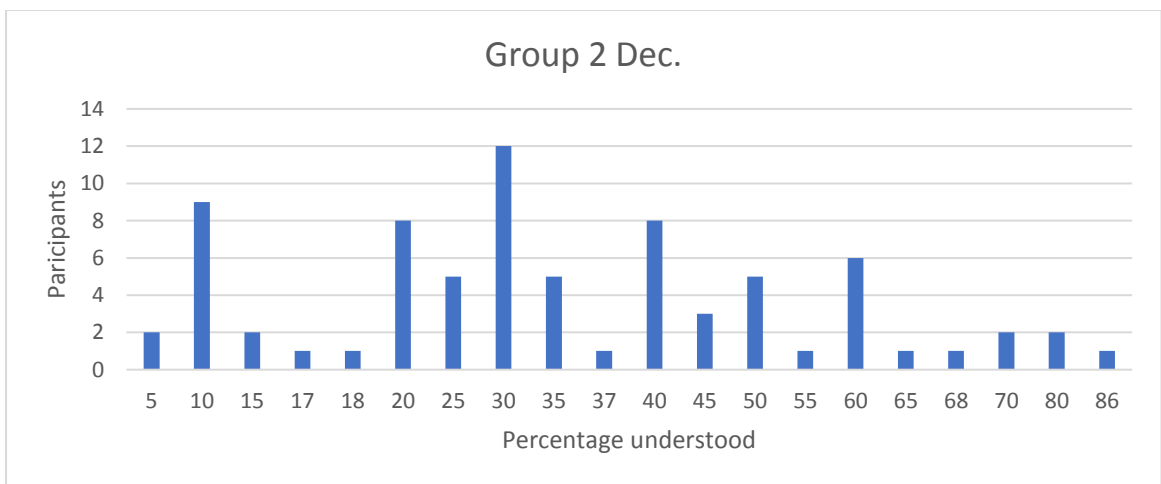
Figure 23 Third month average group 2 Created by Janet Bravo 2018

4.1.3.4 Fourth month

In January, the average of perceived understanding was 43% for group one and 41% for group two.

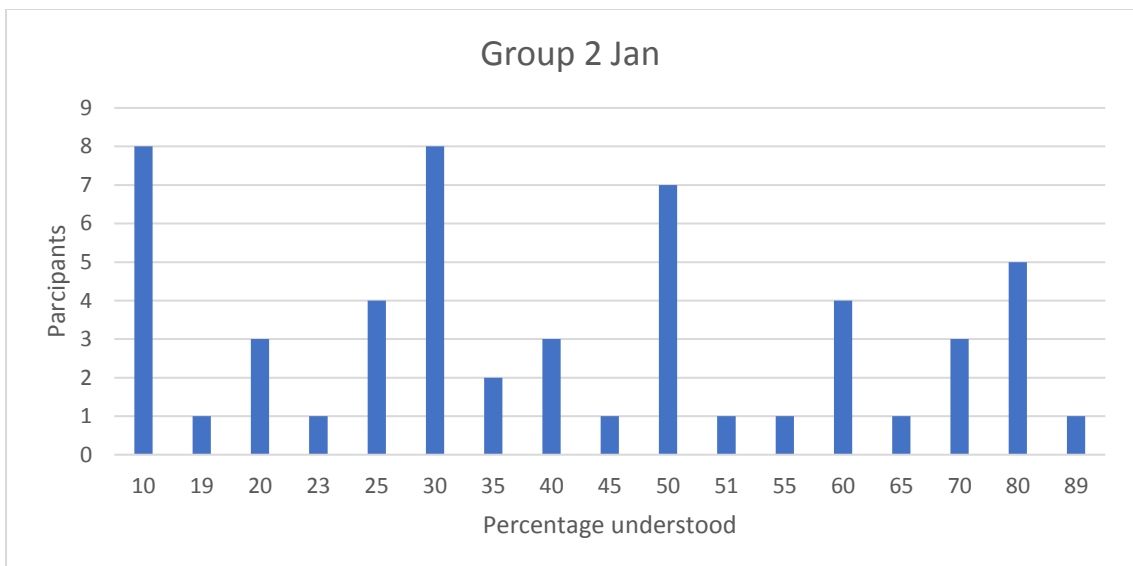*Figure 24 Fourth month average group 1 Created by Janet Bravo 2018*

Figure 25 fourth month averages group 2 Created by Janet Bravo 2018

4.2 Analysis of the results

4.2.1 Tests

When looking at the test results from all the groups, it does not appear that there is much of an improvement in listening comprehension skill in two of the groups. On the first test the averages were low as was expected. All the groups did better on the second test, with the first group doing significantly

better than the others. However, the control group did better than the second treatment group. Unfortunately, all of them did poorly on the third test, with the control group being the lowest group. However, there is an improvement across the board when comparing the first to the last test.

The first treatment group showed significant improvement from their first test average to the second with only a slight drop from the second to the third. The second treatment group also had an improvement from the first to the second but not as dramatic as the first group did and their drop from the second to the third was greater than the first group. The control group was very similar to the second treatment group. There are more similarities between these two groups than between them and the first group. This is because the first group is younger in age, and this may have had an influence on their ability to adapt to and learn from the treatment.

There are several factors that could have influenced the results from the tests. Firstly, the students were not in exam period in their schools when they took the first two tests, so they were less stressed and more prepared to take the tests. Secondly, in the last test it was the end of the term in their schools and universities. This meant that the students were more stressed and more concerned on their minds than just listening to English. Their stress levels were noted in classroom behavior and requests for less homework as they had a lot of exams on their hands. This was particularly true with the second treatment group and the control group. Thirdly, the level of the test may have been too hard, but it was chosen because it was a standardized test. However, the average results across all the groups from the third test are still higher than the average results from the first test. This means that there was some progress in the listening skills of the students.
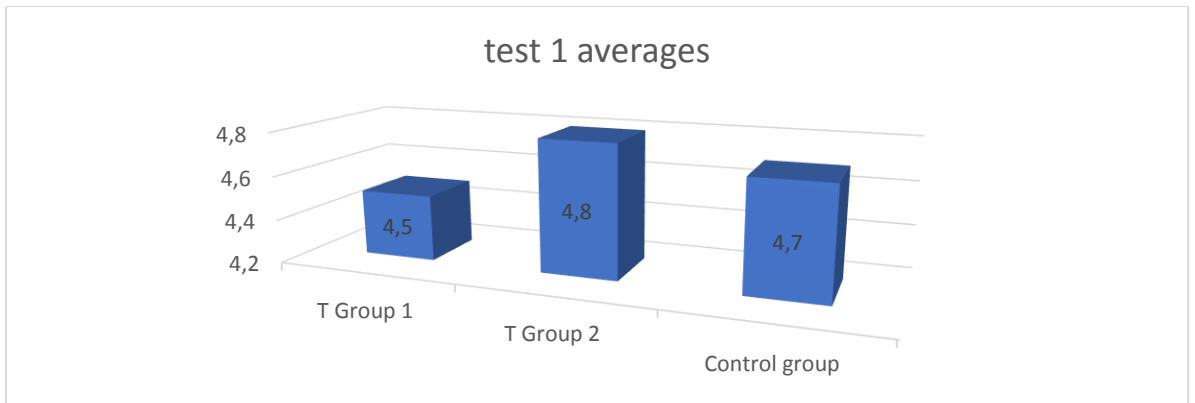
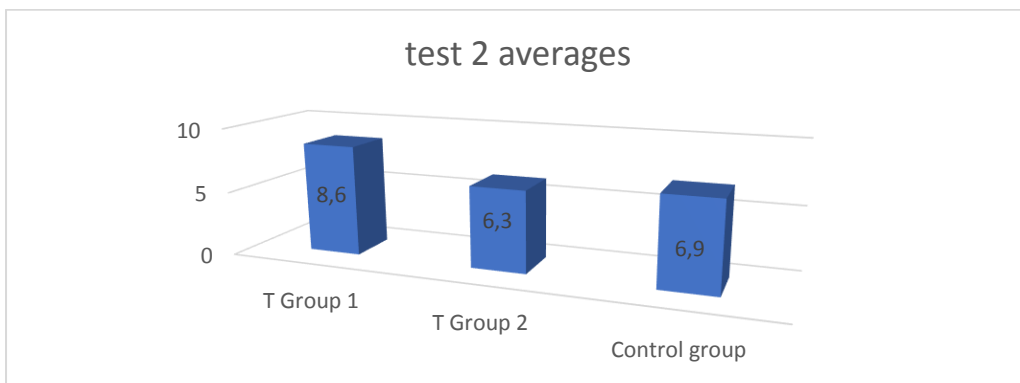*Figure 26 Test 1 averages*

Created by Janet Bravo 2018

Figure 27 Test 2 averages

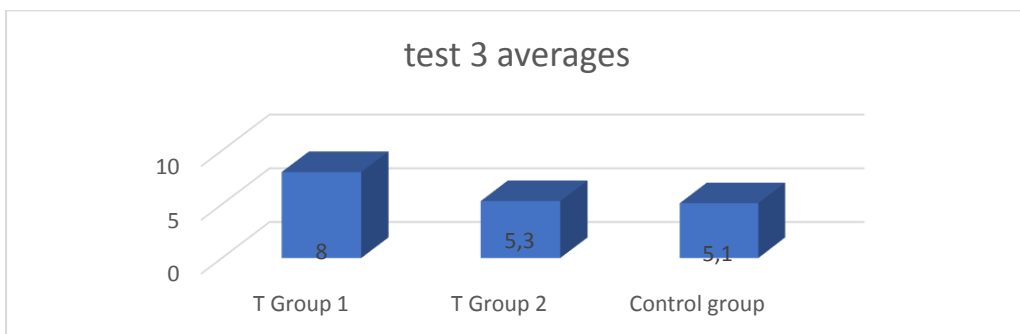Created by Janet Bravo 2018

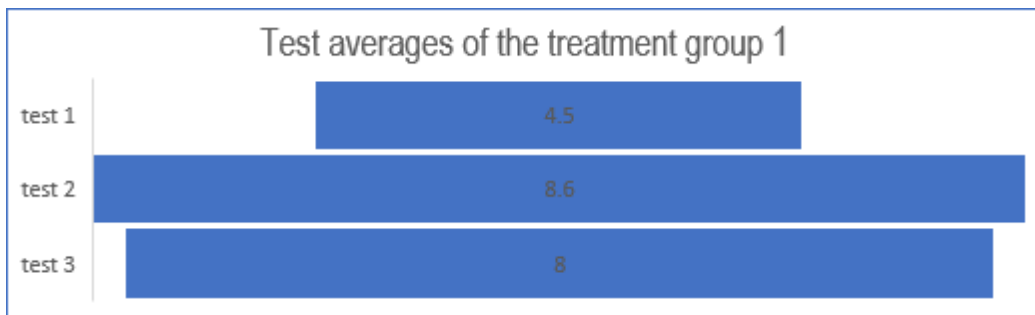*Figure 28 Test 3 averages*

Created by Janet Bravo 2018

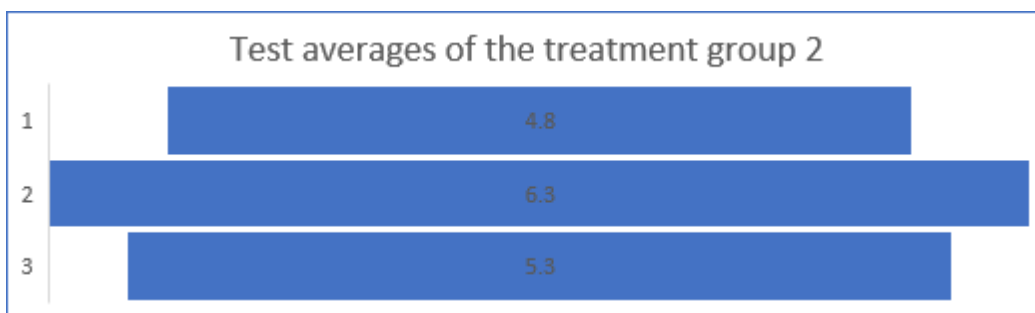*Figure 29 Test averages group 1 Created by Janet Bravo 2018*

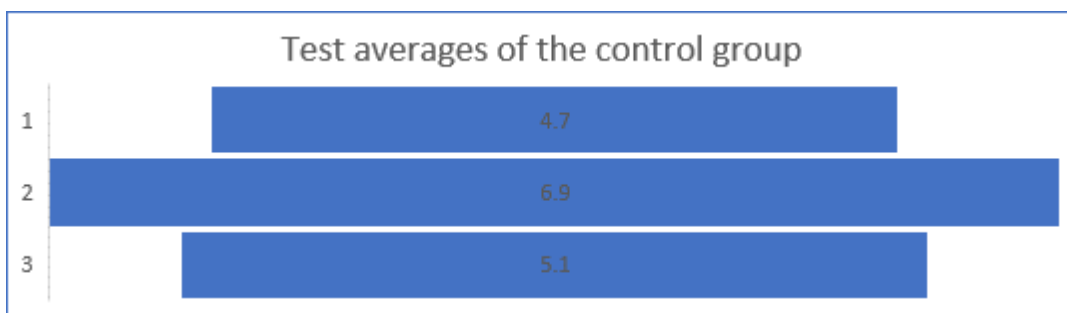*Figure 30 Test averages group 2 Created by Janet Bravo 2018*

Figure 31 Test averages control group Created by Janet Bravo 2018

4.2.2 Analysis of the survey results

4.2.2.1. Survey one

The first question was, how good are you at listening. For letter A = very good: In the first treatment group 8% of the participants said that they had very good listening skills. In the second group 3% said that they had very good listening skills while in the control group no one admitted to having very good listening skills. For letter B = good: in the first treatment group 44% said that they had good listening skills while 38% said the same in the second treatment group. In the control group 41% of the participants said that their listening skill was good.

For letter C = Okay: in the first treatment group 48% said that their listening skill was okay. In the second group 45% said that their listening skill was okay. In the control group 59% said that their listening skill was okay. For letter D = bad the only group that had participants that felt their listening was bad were in treatment group two. 14% of the participants felt this way about their listening. See charts.
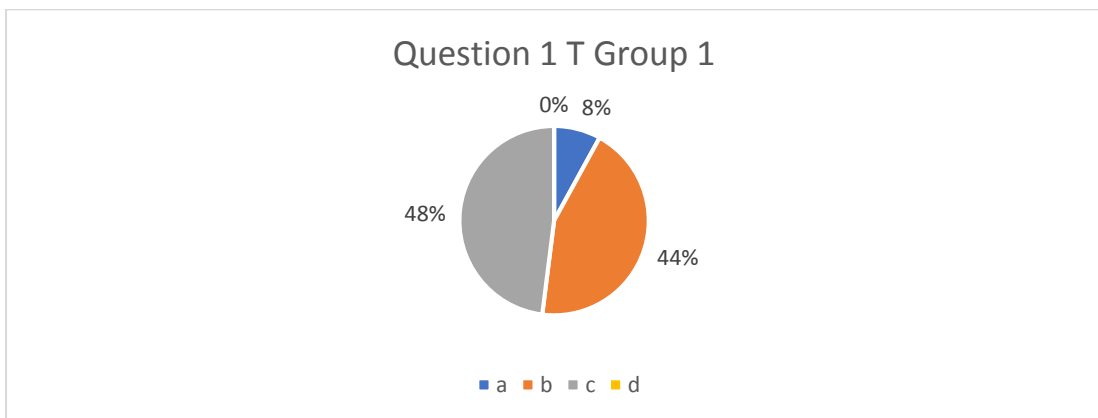
Question 1 T Group 1

0% 8%

48%

44%

■ a ■ b ■ c ■ d

Figure 32 Question 1 group 1   Created by Janet Bravo 2018

Question 1 T group 2
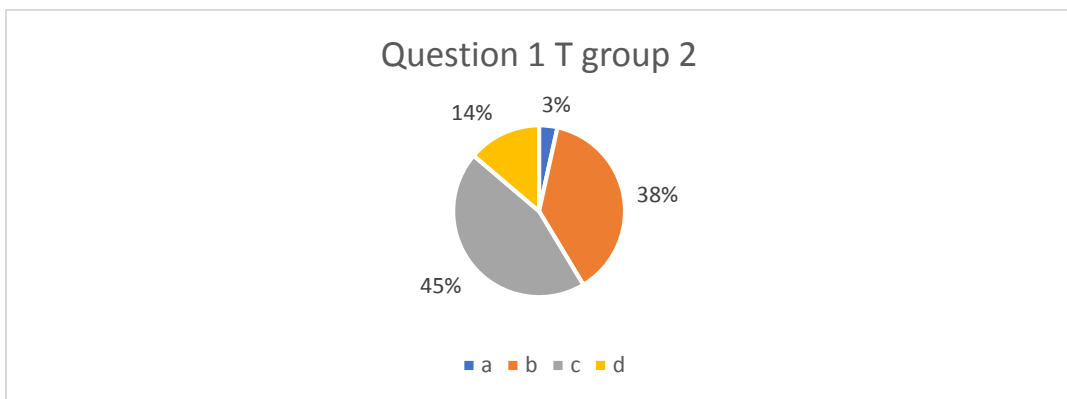
14% 3%

38%

45%

■ a ■ b ■ c ■ d

Figure 33 Question 1 group 2
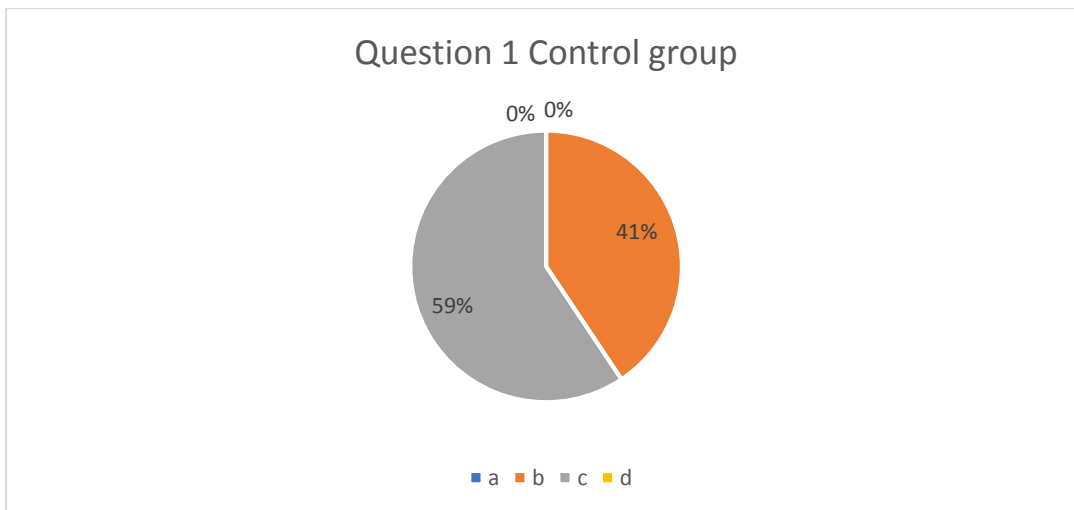
Created by Janet Bravo 2018

Figure 34 Question 1 control group
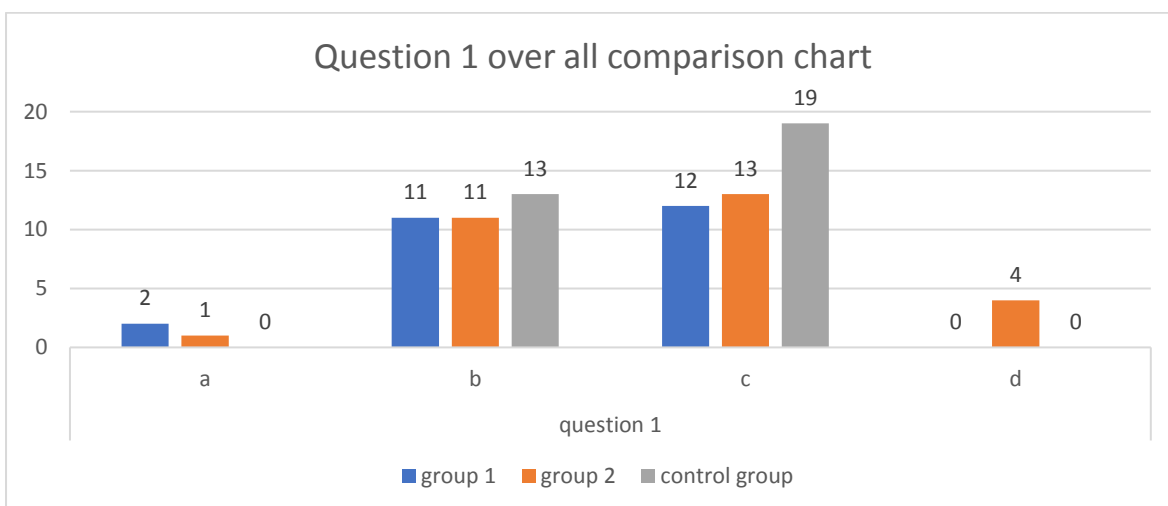
Created by Janet Bravo 2018

Figure 35 Question 1 overall comparison   Created by Janet Bravo 2018

What can be gathered from this is that the first treatment group felt very confident about their listening skills while those who were in the other two groups were more reserved about their actual skill level. Quite a few of the participants, regardless of the group, felt that they only had okay skills when it came to their listening skill.

The second question was, do you practice listening outside of the classroom. For letter A = 5-6 days a week: B = 3-4 days a week, C = 1-2 days a week, and D = never. For group one 2.8% said that they practiced 5-6 days a week

and no one in group two practiced like this, however, the control group had the highest in this category of 5% who did this. Letter B was similar in all of the groups with group one having the highest of 40% followed by group two at 34% and ending with the control group at 33%. With the answer letter C, the highest percentage was in the control group being of 62% followed by group 2 which was 52% and ending with group 1 at 48%. No one in the control group had the answer of D while 1.4% and 14% where found in groups one and two respectively. See the charts bellow:
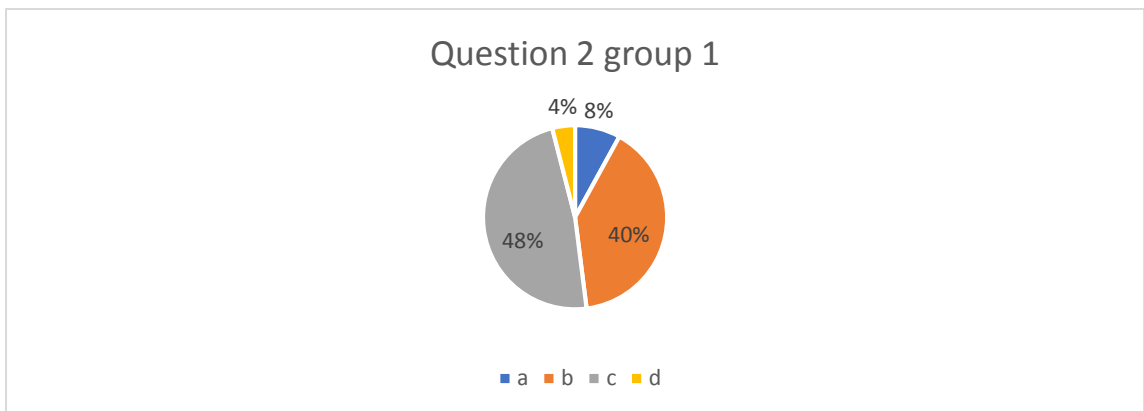

Figure 36 Question 2 group 1
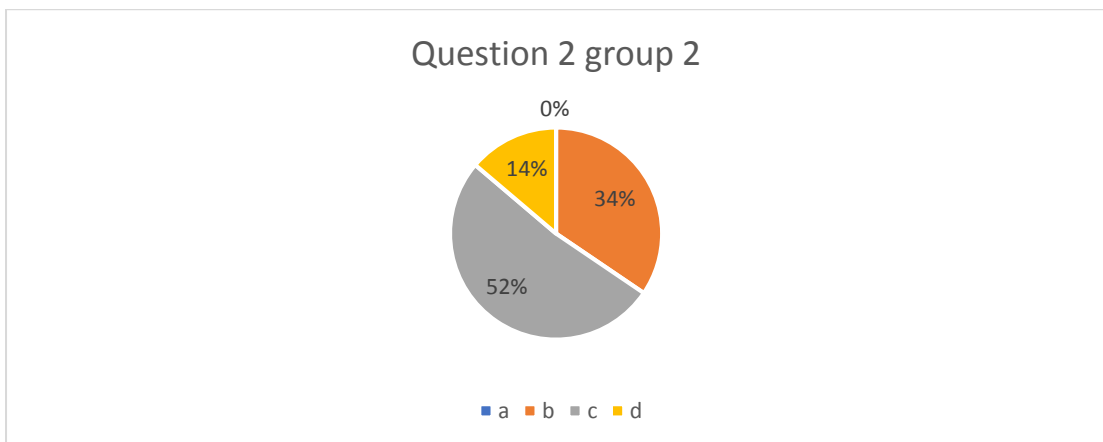Created by Janet Bravo 2018

Figure 37 question 2 group 2
Created by Janet Bravo 2018

Figure 38 Question 2 control group

Created by Janet Bravo 2018

Figure 39 Question 2 overall comparison

Created by Janet Bravo 2018

What can be gathered from this is that the majority of the participants have similar listening practice habits. The majority practice listening in English one to two days per week. This meant that the Ted Talk practice would not significantly increase their days practicing listening to English so the burden to do so would not be too great.

The third question was, what do you do to practice. A = listen to the radio in English, B = Watch videos on youtube in English, C = Watch movies in English, D = Listen to pod casts, E = Watch Ted Talks and F = other please specify. Only a small percentage listened to the radio when they practiced

English with the control group having the highest at 16% and group 2 the lowest with 5% and group one with only 10%. Most of the participants used youtube videos to practice their English. 37%, 29% and 28% for the control group, group one and group two respectively.

A number of the participants also watched movies in English as a way to practice their English with 16%, 14% and 29% for group one, group two and the control group respectively. Not that many listened to podcast. In group one only 4% listened to podcasts and only 5% in group two while no participants listened to podcasts in the control group. Quite a large number of the group two listened to Ted Talks as a way to improve their English at 35% followed by group one at 10% and the control group at 2%.

This is interesting as it was not expected that the control group would be listening to Ted Talks. Still the percentage was low, so it is not expected that this will influence the outcomes. In group one 31% used different ways not mentioned in the survey while 16% of the control group mentioned that they used other means as well. Group two only 13% used a method not mentioned to practice. The most common method that was written in was to listen to music in English for all of the groups. Two to three participants mentioned their high schools and friends respectively as means of practicing their English. See charts bellow:

Figure 40 Question 3 group 1

Created by Janet Bravo 2018

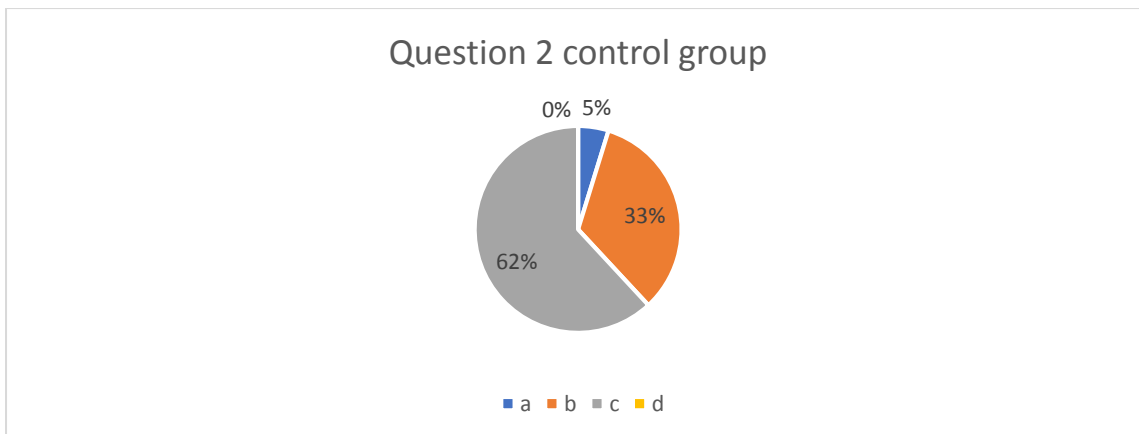*Figure 41 Question 3 group 2*

Created by Janet Bravo 2018

Figure 42 Question 3 control

Created by Janet Bravo 2018
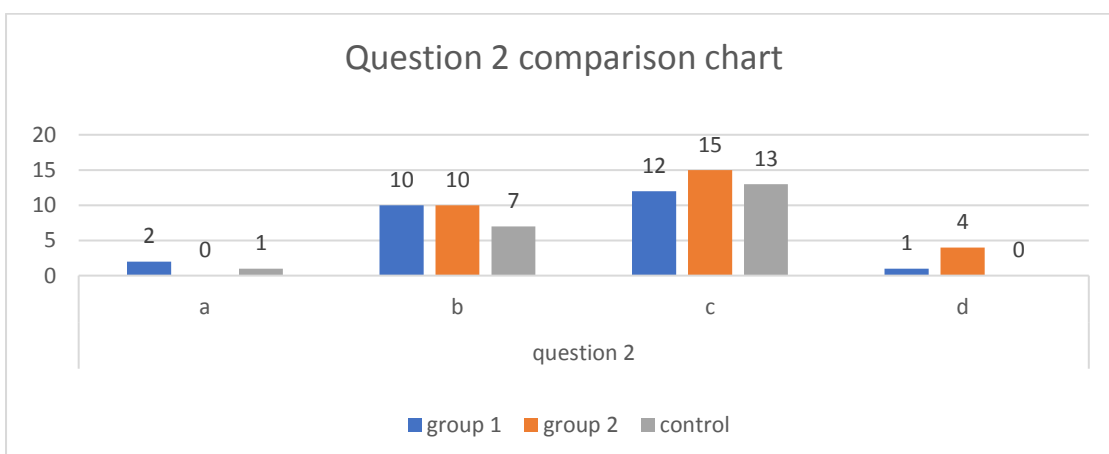

Figure 43 Question 3 overall comparison

Created by Janet Bravo 2018

Question 4 was do you like to listen to things in English. A = yes all of the time, B = Yes, sometimes, C = if only part of the lesson. 24% of group one and 17 percent of group two and the control group said that they liked to listen to things in English all of the time. The majority of the participants liked to listen to things in English some of the time, 76% group one, 73% group 2 and 74% control group. This indicates that they would not feel overly burdened by having to listen to English outside of the classroom since the

activity was one that they were accustomed to doing on occasions on their own.
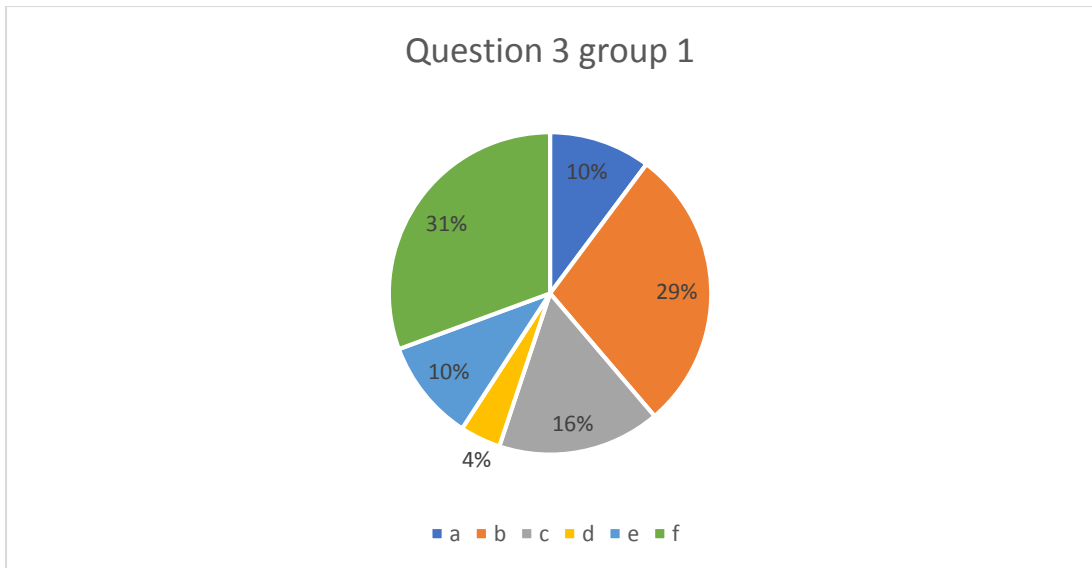

Figure 44 Question 4 group 1
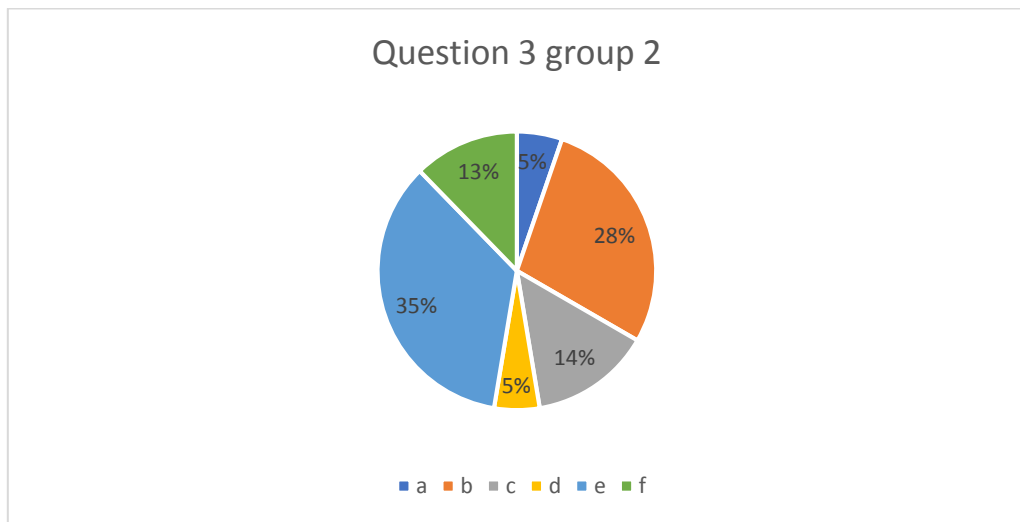
Created by Janet Bravo 2018

Figure 45 Question 4 group 2
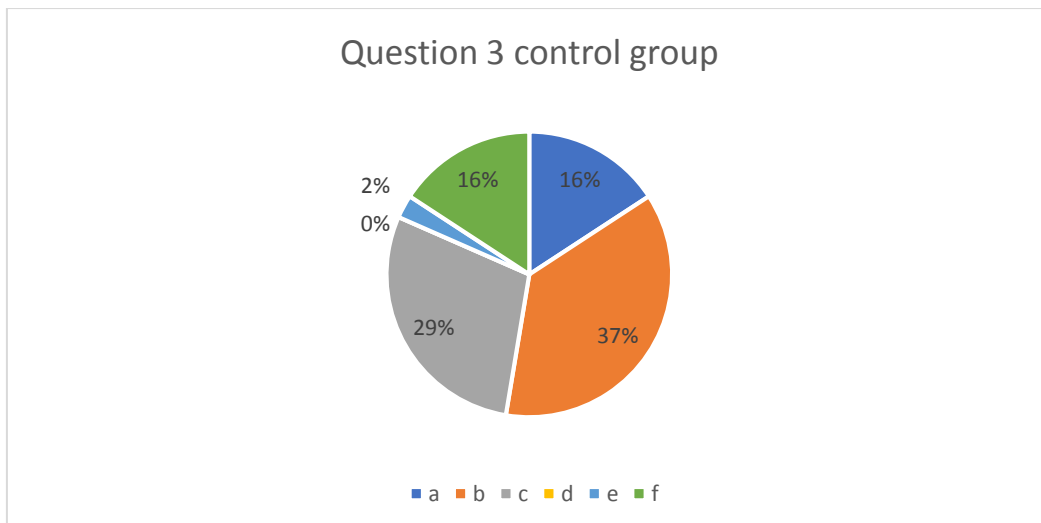
Created by Janet Bravo 2018
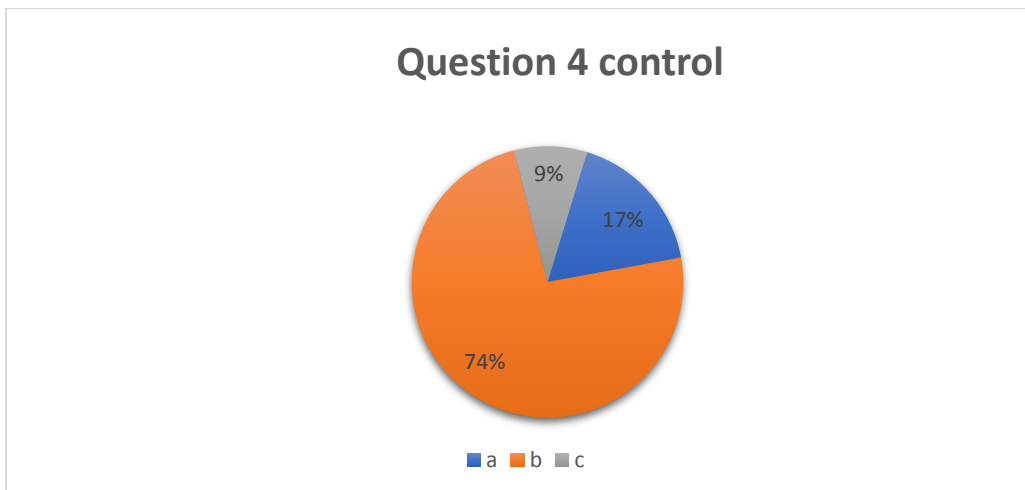
Figure 46 Question 4 control group
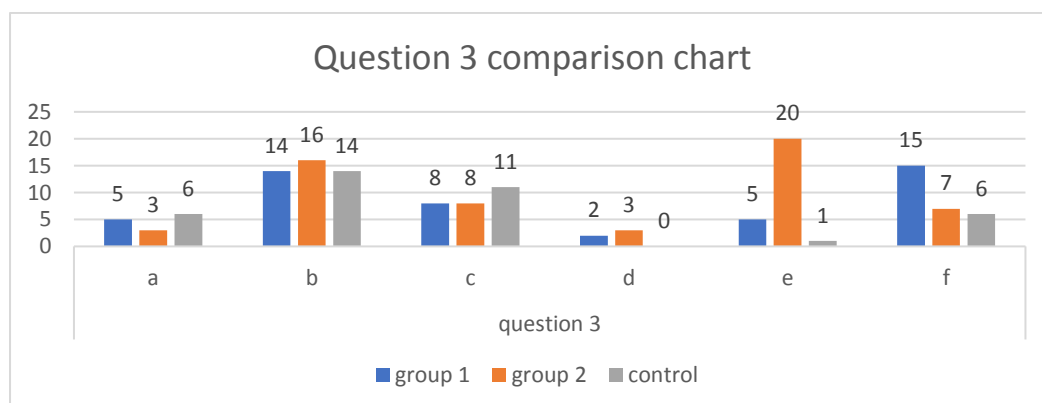
Created by Janet Bravo 2018
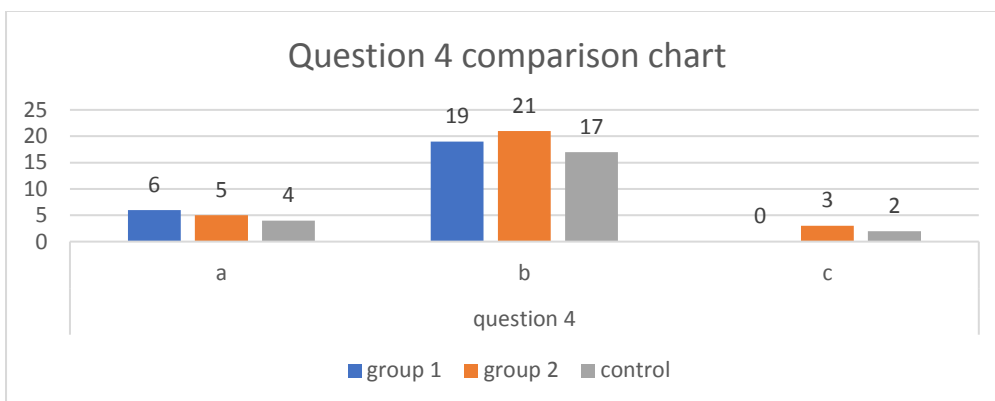
Figure 47 Question 4 overall comparison

Created by Janet Bravo 2018

Questions five was do you think that watching Ted Talks will help you improve your listening comprehension. A = yes, B = Maybe, and C = No. This question was only asked to the participants who would receive the treatment. It can be noted that 62% of the second group and 36% of the first group had a positive image of treatment topic while only 16% from the first group and none from the second thought that it would not work. 48% of the first group and 38% from the second group feel are uncertain if it will be effective to help them improve their English listening skills. What these results imply is that there is an overall positive view of the project.
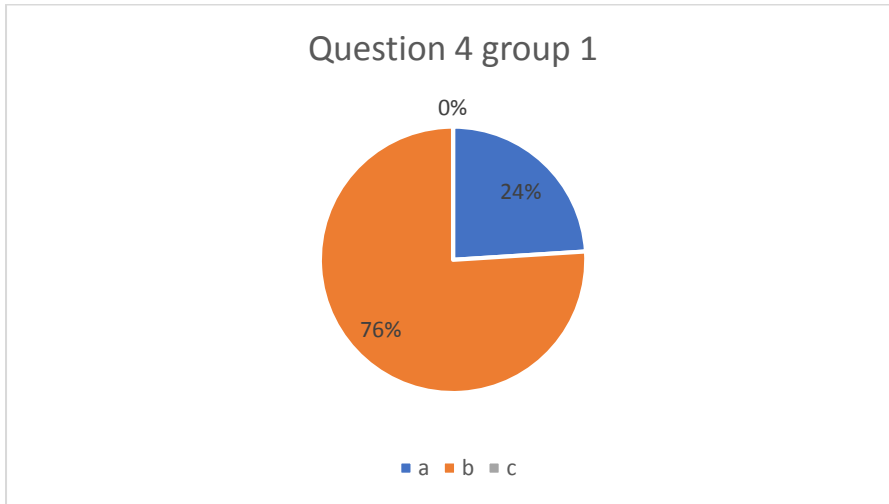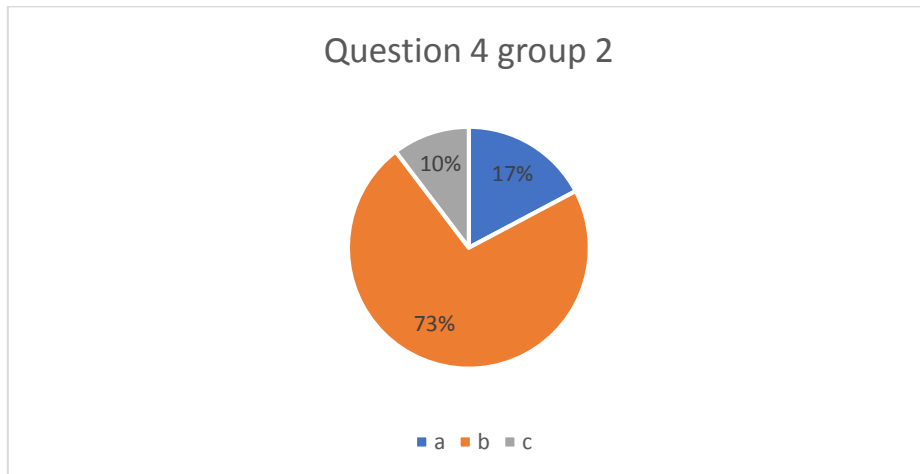
Figure 48 Question 5 group 1

Created by Janet Bravo 2018
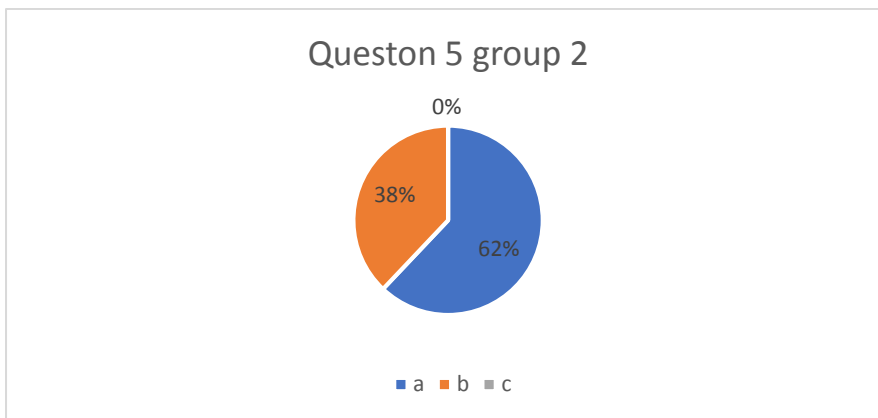
Figure 49 Question 5 group 2

Created by Janet Bravo 2018
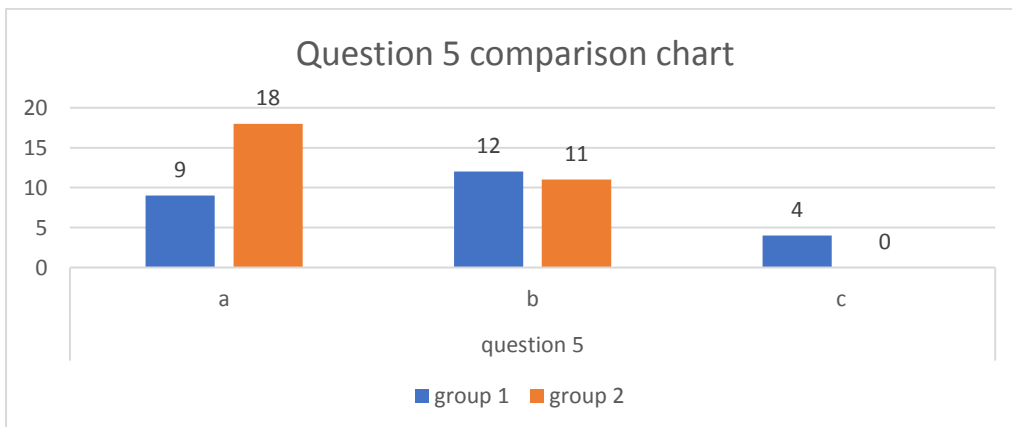
Figure 50 Question 5 overall comparison

Created by Janet Bravo 2018

4.2.2.2 Survey two

This survey was given at the midpoint of the treatment process. The objective was to see how the participants were feeling about the treatment. The first question was "over the last few weeks has your listening ability improved?" A = yes, a lot, had only 14% from group one that felt that they had a significate rate of improvement in their listening skills. No one from the second group or the control answered this way. B = yes, some, had the highest percentages from most of the group. 59%, 46% and 54% respectively. C = Yes, a little, 24%, 50% and 46% for the first group, second group and control group respectively. D = no, had the lowest percentage over all with 3% from the first group and 4% from the second group. No one in the control group answered this way. This means that they majority of the participants felt that their English listening skills had improved over all. However, these feelings were mutually held over all of the groups with very little variance between them.

Figure 51 Question 1 group 1

Created by Janet Bravo 2018

Question one group 2

4% 0%

50%

46%

■ a ■ b ■ c ■ d

Figure 52 Question 1 group 2

Created by Janet Bravo 2018

Question 1 control group

0% 0%

46%

54%

■ a ■ b ■ c ■ d

Figure 53 Question 1 control group

Created by Janet Bravo 2018

Question one comparison

■ group 1 ■ group 2 ■ Control

Figure 54 Question 1 overall comparison

Created by Janet Bravo 2018

The second question was "have your listening habits changed over the last few weeks?" A = yes, a lot, had 17% from group one and 11% from group two while only 4% of the control answered this way. Answer B = yes, some, had 41% from group one and 46% from group two while in the control group 38% answered this way. Answer C = yes, a little, the answers from the treatment groups were similar with the percentage being 35 and 32 respectively. 58% of the control group felt that they had made a small change in their listening habits. For answer D = no, 7% from group one and 11% of group two while no one from the control group answered that way. This means that most of the participants felt that they have made some changes in their habits. The fact that some of the participants did not make changes was indicative that they were not following the treatment which was evidenced when the journals were collected and some of the participants did not have any to hand in. Fortunately, it was only a small group who fell into that category.

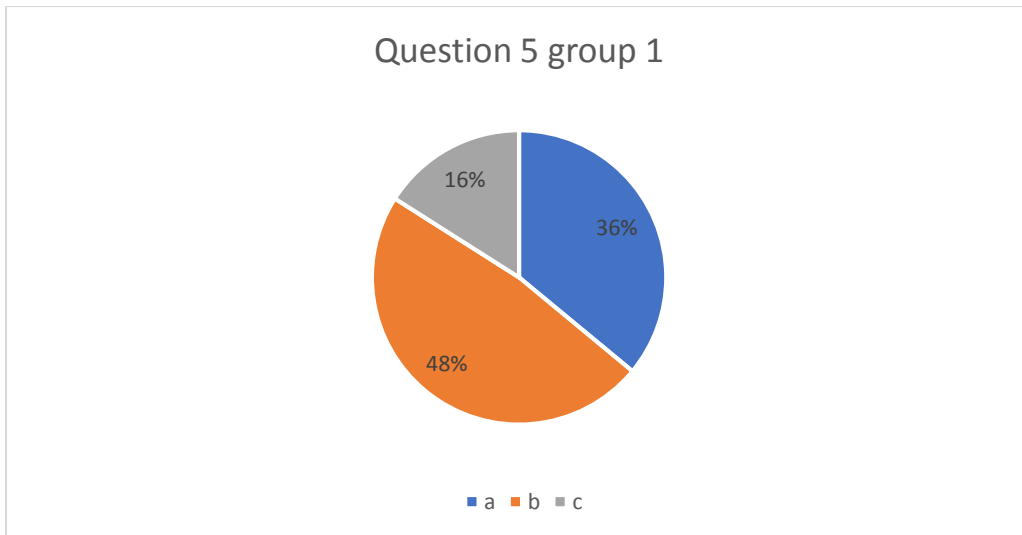*Figure 55 Question 2 group 1*

Created by Janet Bravo 2018

Figure 56 Question 2 group 2

Created by Janet Bravo 2018
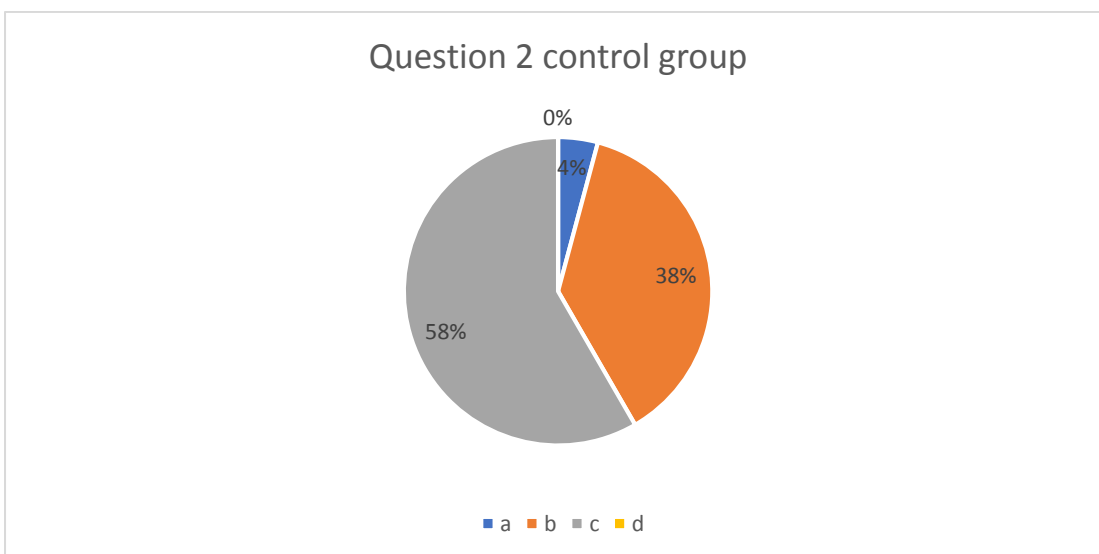
Figure 57 Question 2 control group

Created by Janet Bravo 2018

Figure 58 Question 2 overall comparison

Created by Janet Bravo 2018

The third question, which was not included with the control group, was how do you like the activity so far. From answer A = a lot, only 21% and 4% from group one and two respectively answered that they liked in a lot. From answer B = some, 62% and 71% answered respectively answered that way. This means that the majority of the participants liked the activity somewhat. This is a good sign, but it would have been better if more liked it a lot. From answer C = not that much 17% and 25% respectively answered this way. This result was caused for a question that was not originally contemplated to be added to the final survey, which was how to improve the project for the next time that the project was implemented. For answer D = not at all none of the participants in the project answered this way. See charts:
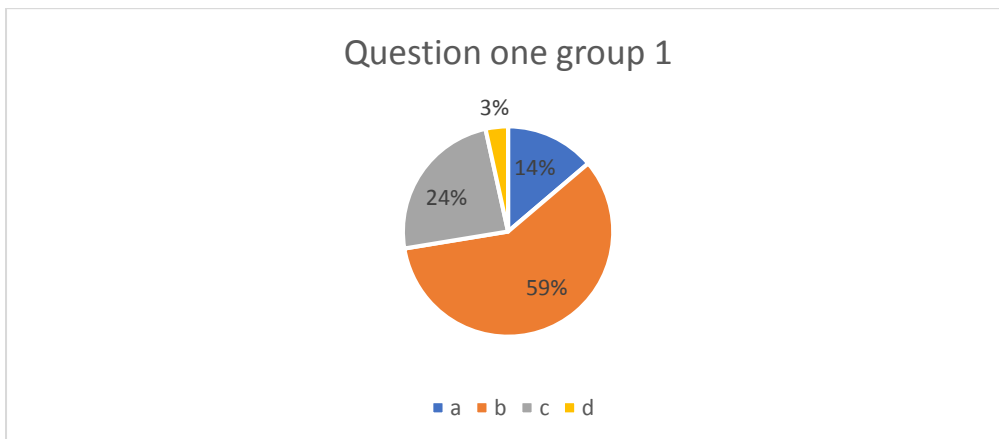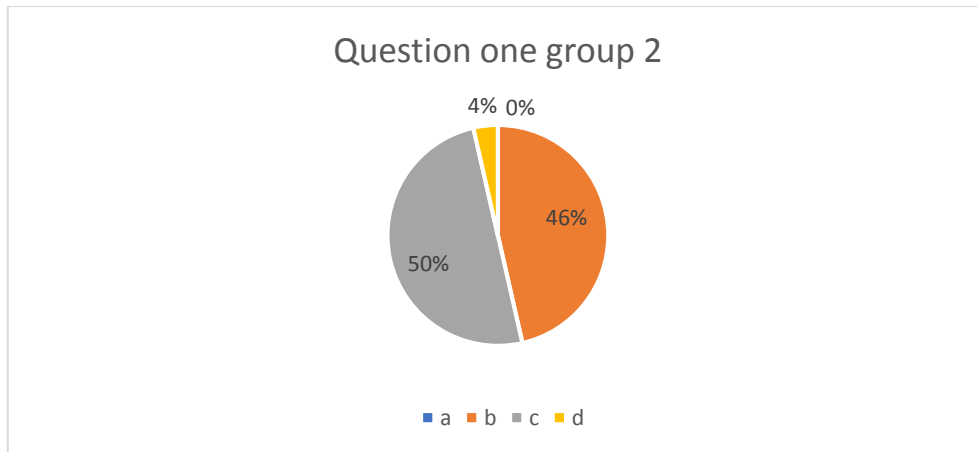

Figure 59 Question 3 group 1   Created by Janet Bravo 2018
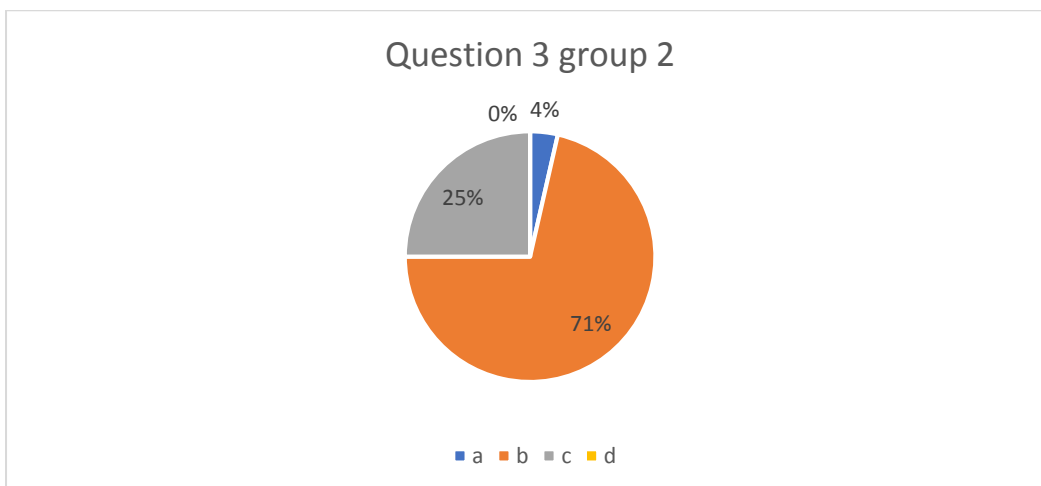
Figure 60 Question 3 group 2

Created by Janet Bravo 2018

Figure 61 Question 3 control group

Created by Janet Bravo 2018

4.2.2.3 Survey three

The first question was "in comparison to the beginning of the semester you would say that your listening comprehension ability has improved a lot". 12% and 8% for groups one and two respectively answered A = Strongly agree. 88% and 92% respectively answered B = Agree. None of the participants answered either C = disagree or D= strongly disagree. This means that the participants feel that they have seen improvement in their ability to listen in English. See charts:
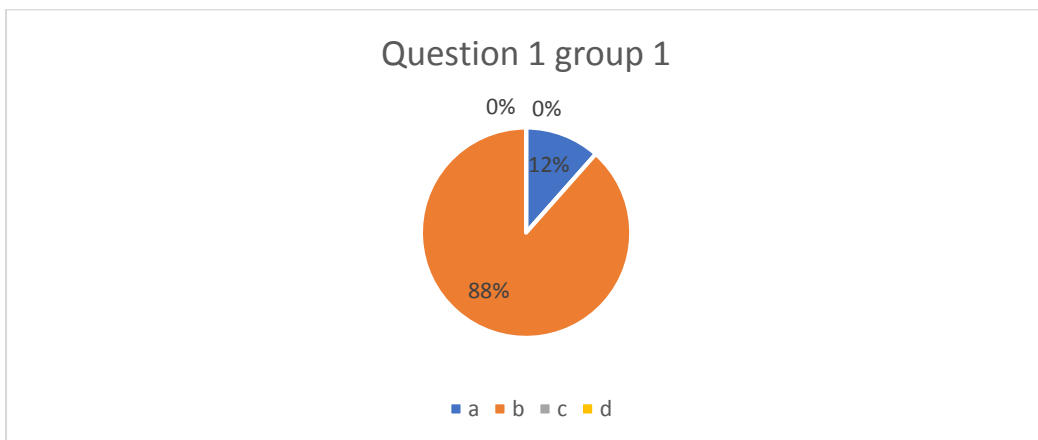
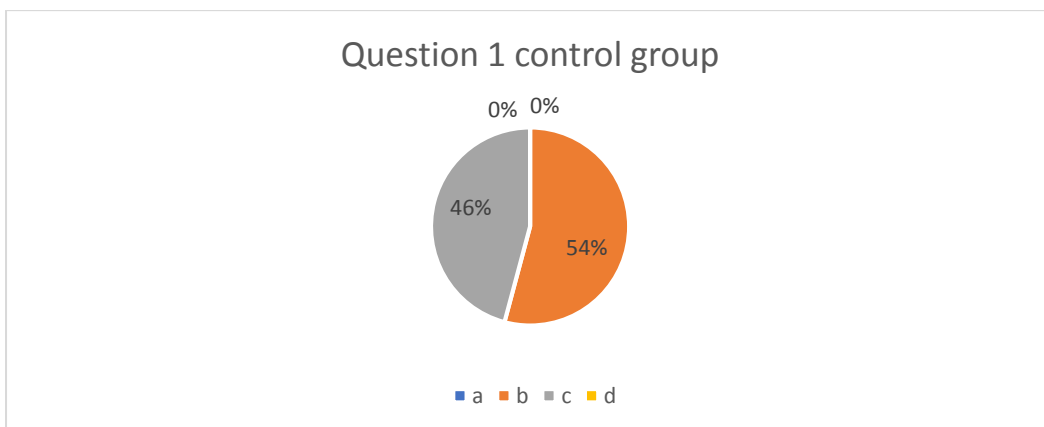*Figure 62 Question 1 group 1*

Created by Janet Bravo 2018
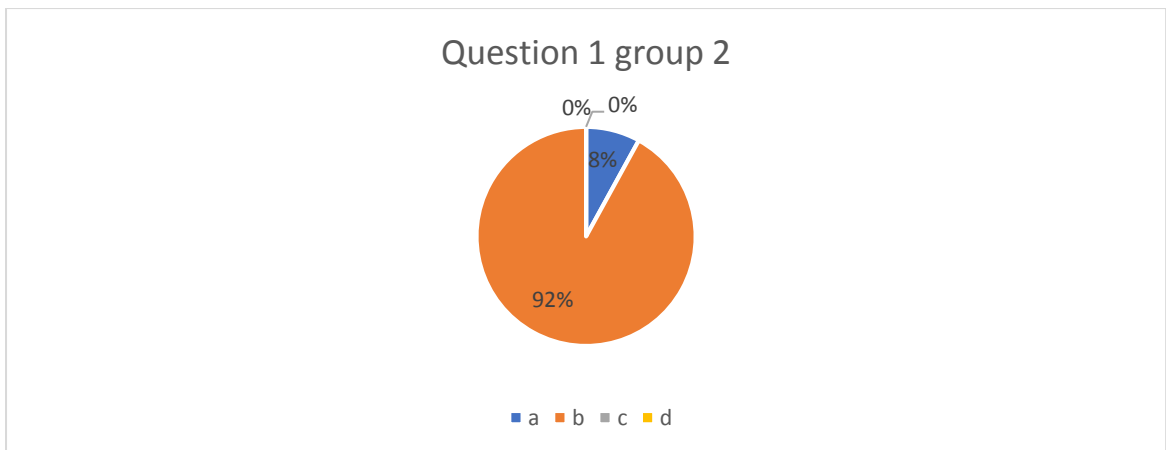
Figure 63 Question 1 group 2

Created by Janet Bravo 2018
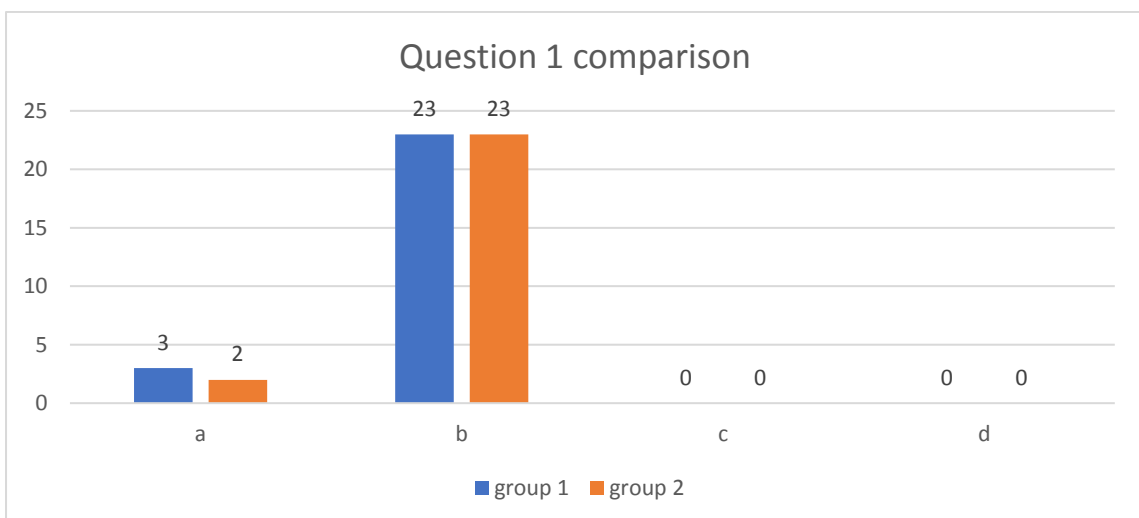
Figure 64 Question 1 control group
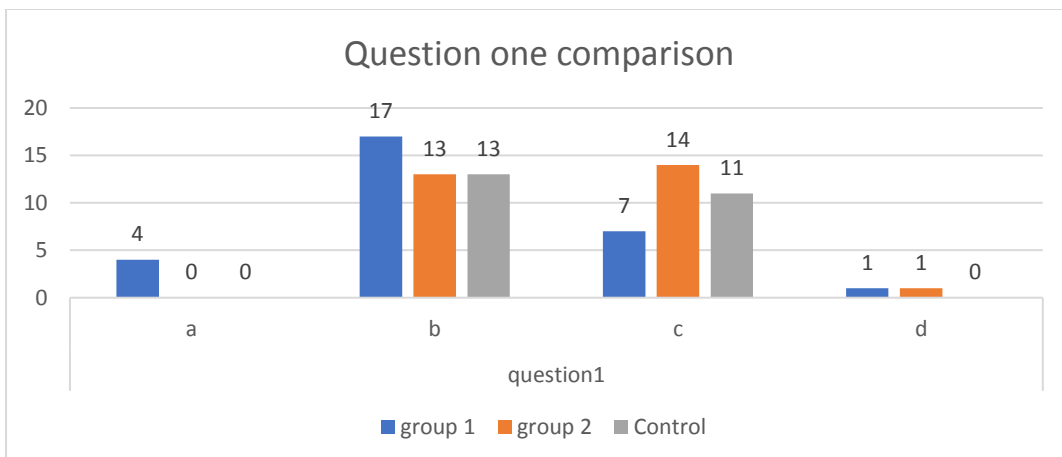
Created by Janet Bravo 2018

The second question was will you continue to practice listening to Ted Talk now that the study is over received 4% from group one and 20% from group two stated A = Strongly agree. In both groups 36% stated B = Agree. This is a good number of participants that will continue, however, the number is still low when compared to C = disagree which was 48% and 32% respectively and 12% from both groups answered D= strongly disagree. It is important to see that in group one, a good number of the participants stated that they would not continue but in group two the participants were split about in half on whether they would continue to watch the videos. See charts:
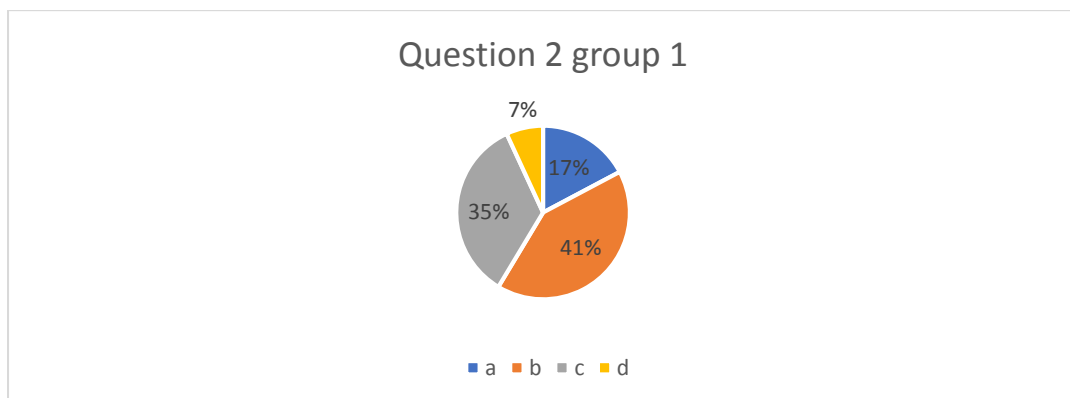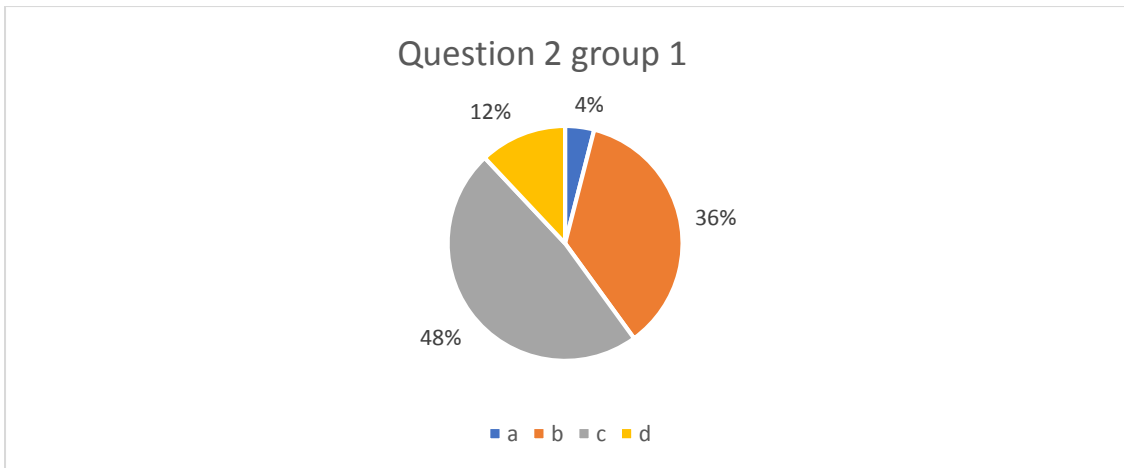
Figure 65 Question 2 group 1

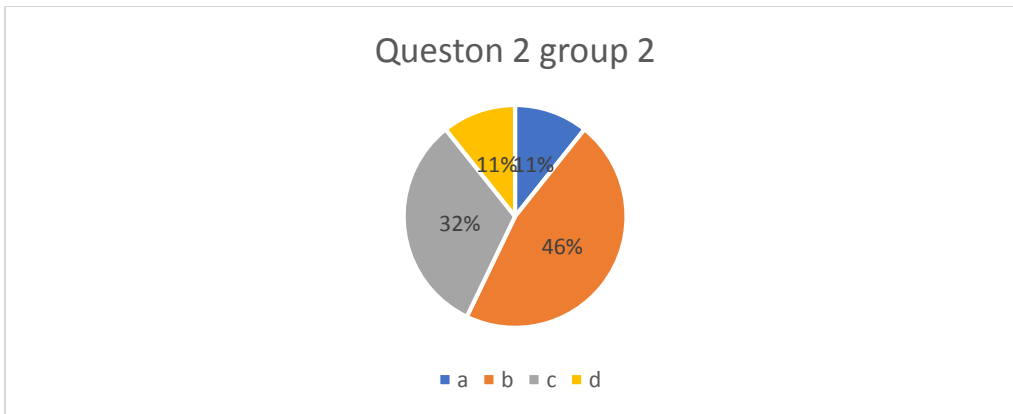*Created by Janet Bravo 2018*
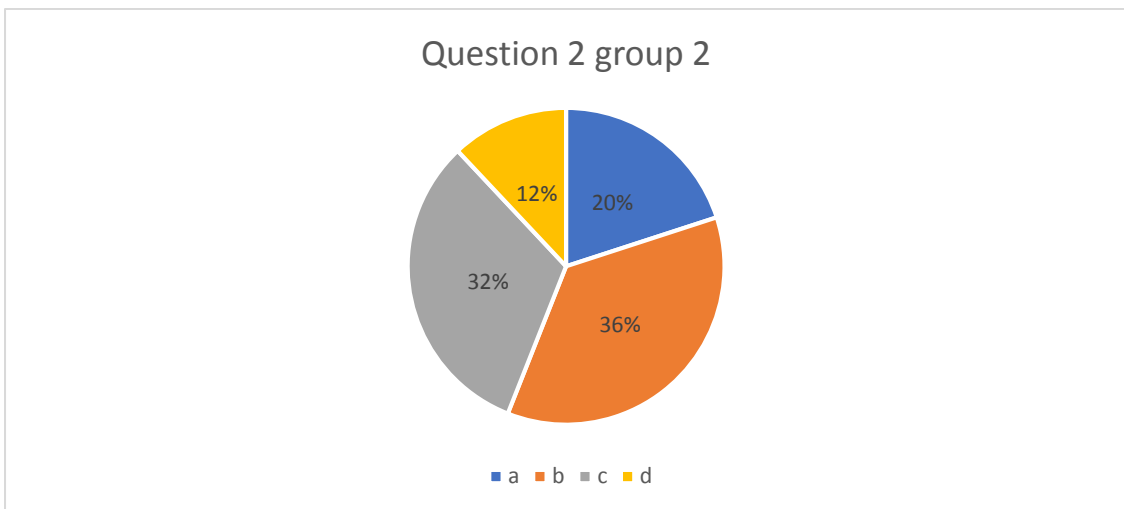
Figure 66 Question 2 group 2

Created by Janet Bravo 2018
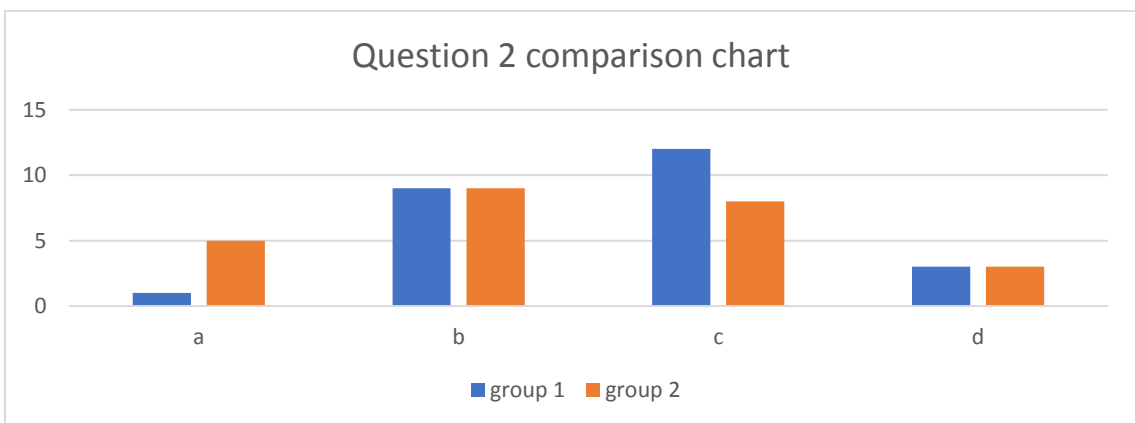
Figure 67 Question 2 control group

Created by Janet Bravo 2018

In the third question, you will continue to practice listening to English (not necessarily Ted Talks) outside the classroom 46% of group one and 56% of group two stated that they A = Strongly agree. 54% of group one and 44% of group two answered B = Agree. None of the participants answered either C = disagree of D= strongly disagree. This means that they are definitely interested in practicing their listening skills outside the classroom.
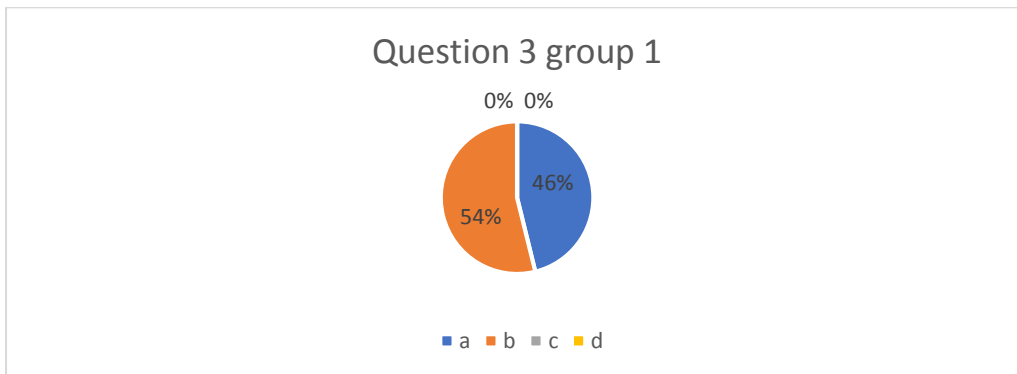
Figure 68 Question 3 group 1

 Created by Janet Bravo 2018
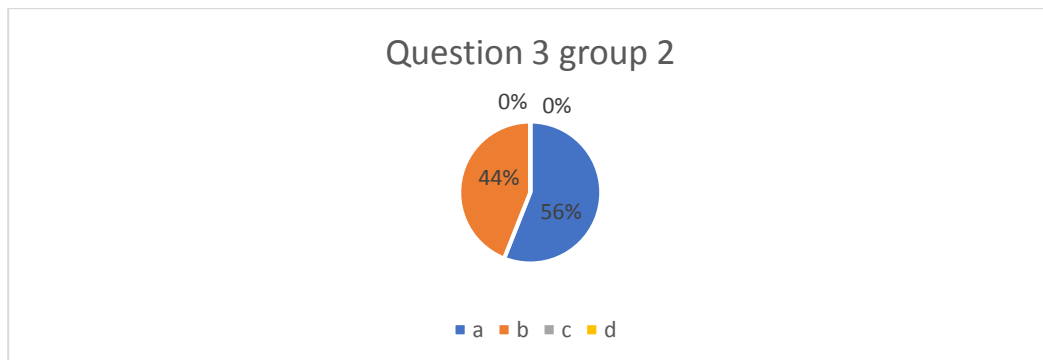
Figure 69 Question 3 group 2

Created by Janet Bravo 2018
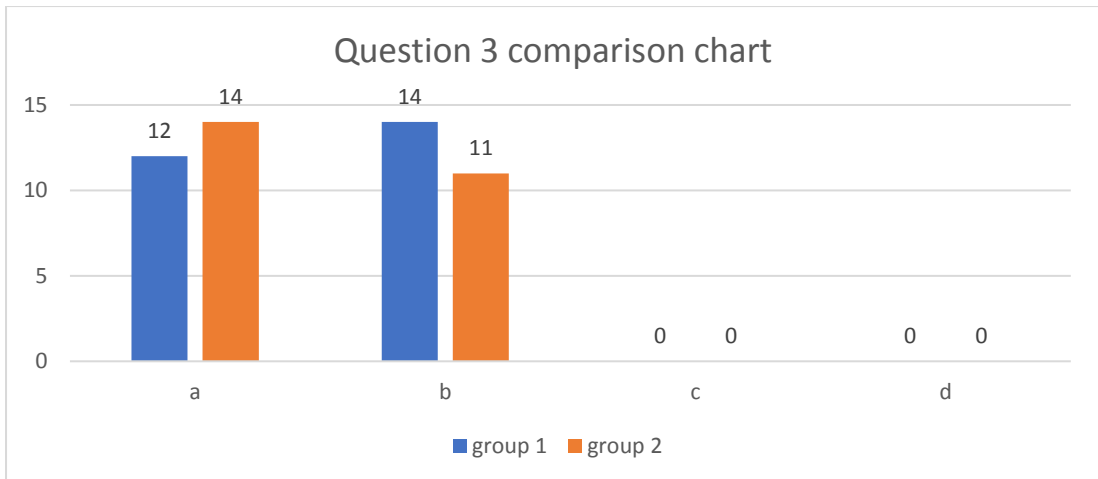
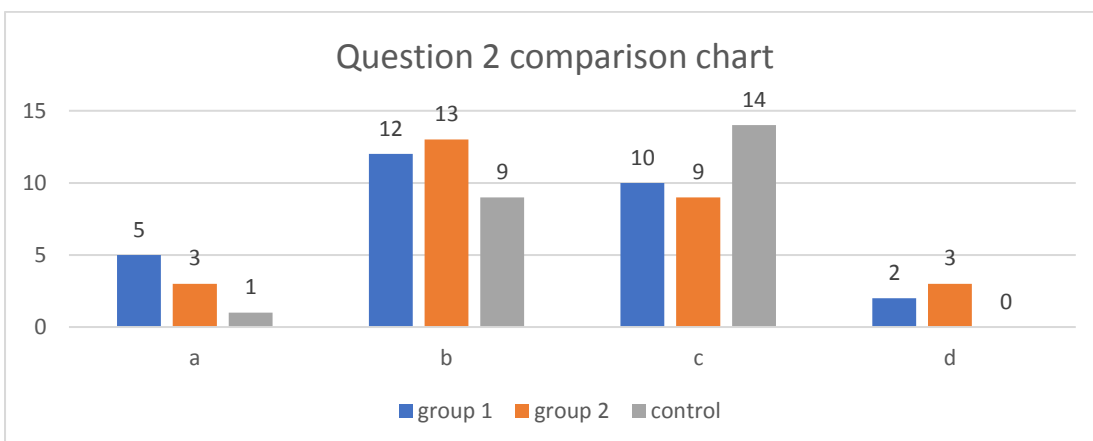*Figure 70 Question 3 Control group*

Created by Janet Bravo 2018

The fourth question was, "the listening journal was a good way for me to improve my listening comprehension skills". 23% of group one and 40% of group two answered A = Strongly agree and 65% of group one and 60% of group two answered B = Agree. This means that a good number of the participants found the journal useful as a means of improving their listening skill. In group two none of the participants answered either C = disagree or D= strongly disagree. However, in group one there was 12% who disagreed with the statement. Therefore, it was a very small percentage who did not find any value in the listening journal as a means to improve their listening skills. See charts:
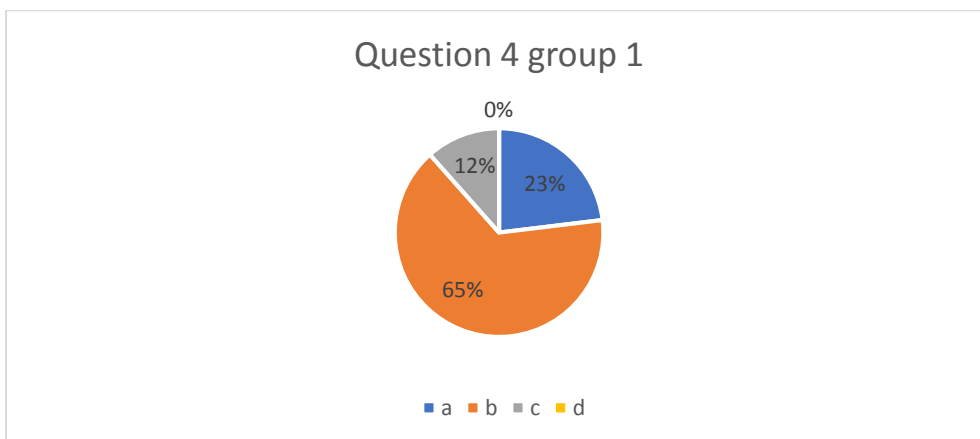
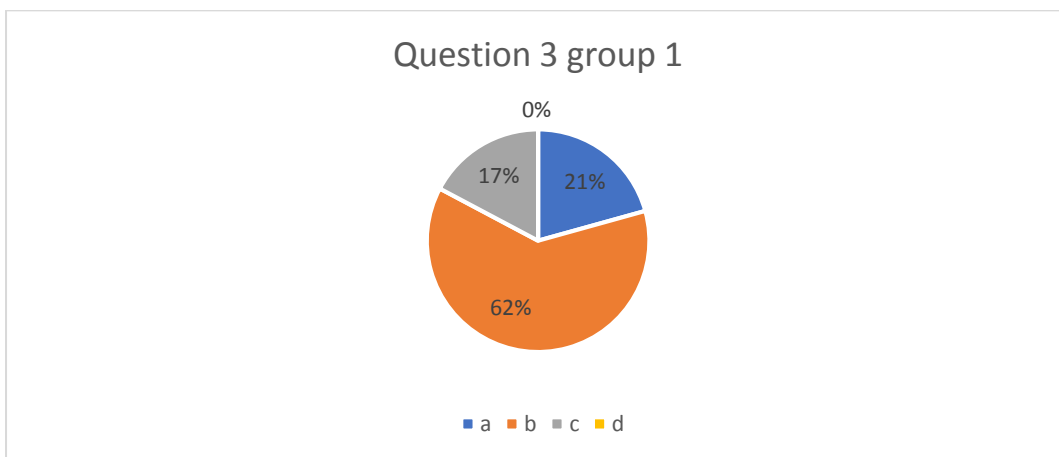*Figure 71 Question 4 group 1*

Created by Janet Bravo 2018

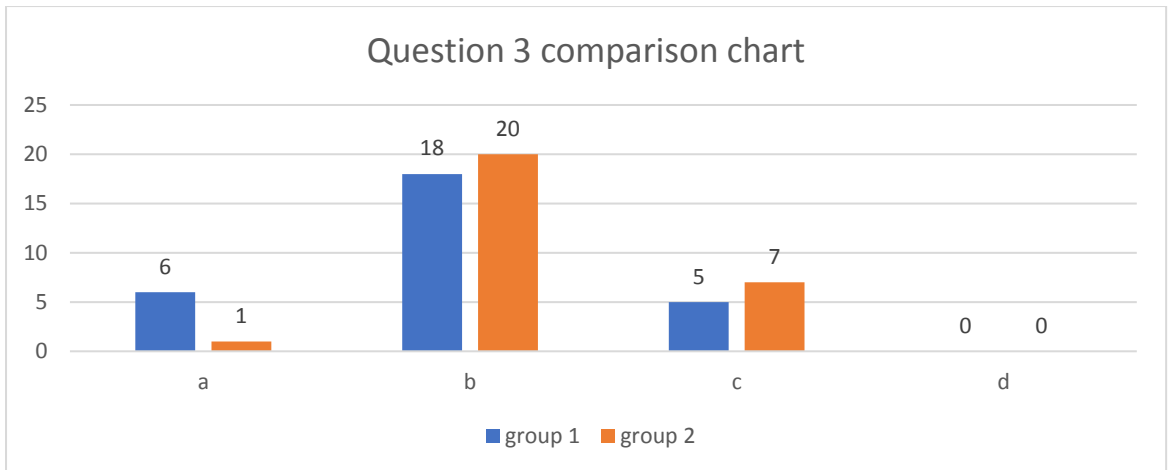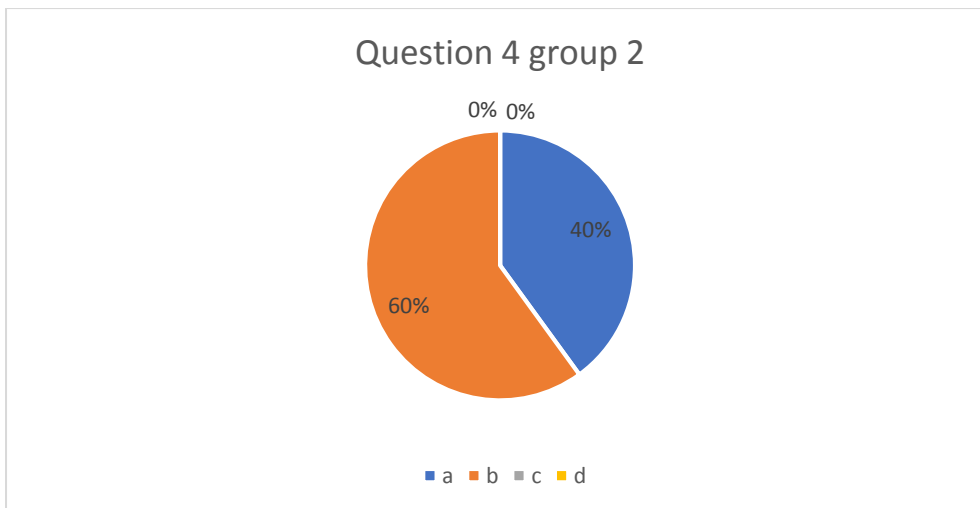*Figure 72 Question 4 group 2*   *Created by Janet Bravo 2018*
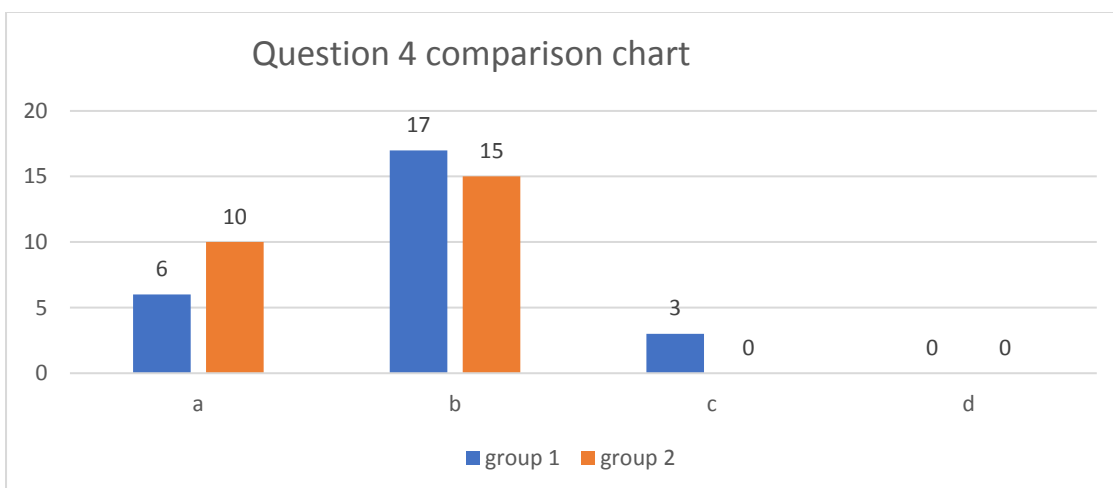
Figure 73 Question 4 Overall comparison

Created by Janet Bravo 2018

The last three questions of the survey three were designed to gain insight into what the participants liked, what they did not like and what they would have changed. Some of the responses seem to be directed more towards the English course that they were in and not to the project but were included in the results as it was the perception of participants who were also studying English at the same time as the project. However, they were not included in the analysis because they have nothing to do with the actual project at hand.

Here the answers of both groups have been combined. In the first question, 28% thought that the topics were interesting. 26 % felt that this really did help

their listening skills while learning new things.13% felt that this had helped them to learn new words and understand others. in other areas not just in English.11% liked that they there were a number of different topics that they could freely choose from. 6% liked the information in the videos. 4% liked the fact that the videos were inspirational and contained innovative ideas. However, the same 4% did not do any of the listening journals. 4% thought it was a fun way to listen and the same 4% only liked one topic that they listened to.
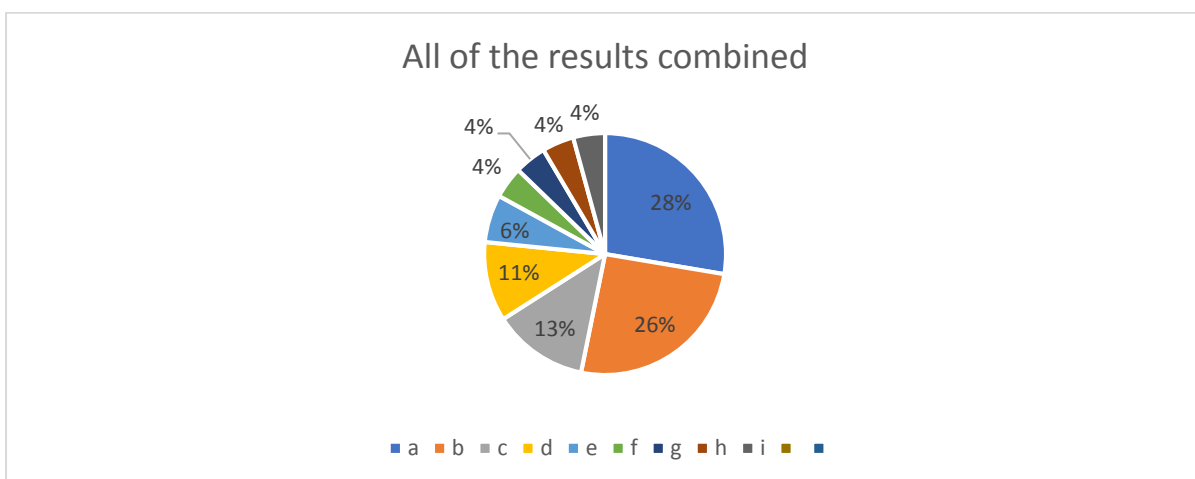
Figure 74 Combined results question 1

Created by Janet Bravo 2018

A	I liked the conferences about each topic because there were very interesting	
B	I improved my listening skills at the same time I learned something new	
C	can understand others and learn new words	
D	lots of different topics	
E	liked the information	
F	innovative ideas and inspirational	
G	did not do any of the listening journals	
H	fun option for listening	
I	liked one topic	

Table 9 answers given in combined

Created by Janet Bravo 2018

In the second question, the answers that were not specifically directed to the project were eliminated from the analysis. The biggest issue was that they felt the time was too long that they had to spend on the project, 40% felt this way. The second was that some of the videos the people talked too fast and this made completing the activity harder, 17% felt this way. The third thing that was not liked was that there were too many activities for them to do, 11% felt this way. 9% thought the videos were too hard and 7% thought the videos were boring. 4% admitted that they had not done any of the listening journals. Then 2% said that they don't like homework, having to fill in the notes three times, the cloze fill, answering the questions and the project as a whole. 2% said that there was no problem with the project. So, overall the main issue was the length of the videos.
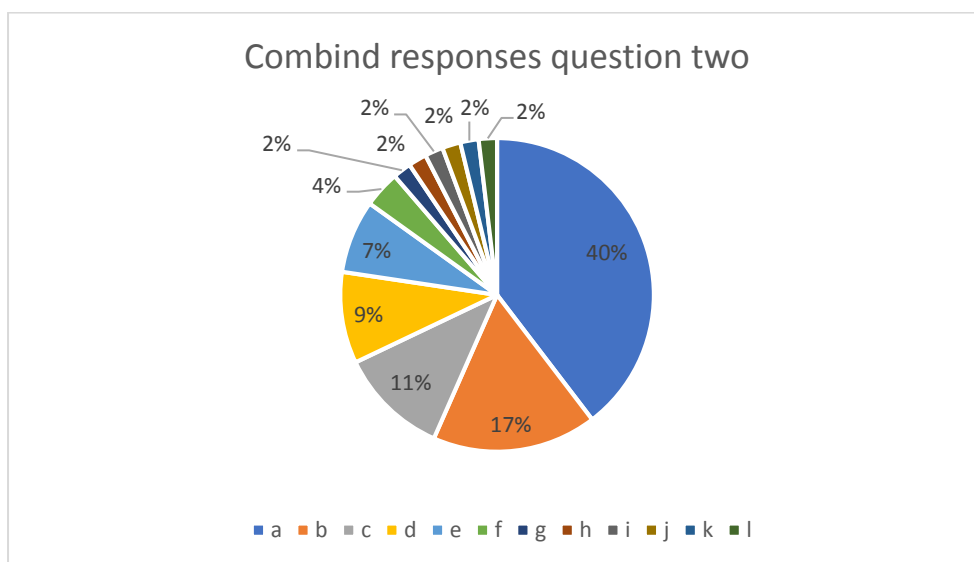
Figure 75 combined results question 2
Created by Janet Bravo 2018

a	Too long other homework to do
b	Some were too fast and not always able to complete the gap fill
c	too many activities
d	Some videos were too hard
e	some boring videos
f	did not do any of the listening journals

g	I don't like homework
h	three times the notes
I	cloze fill
J	answering the questions
k	nothing
L	the project

Table 10 combined answers question 2

Created by Janet Bravo 2018

The last question was regarding any suggestions that they had which would improve the project for the future. Here the answer that pertained to the classroom learning environment or are related to factors such as adding more pictures to the videos are eliminated from the table. The most common suggestion was that with 24% was to have updated topics. They wanted to have more current and interesting topics added to the list. 17% said that it was a nice project and that it was a good idea to do this project and did not offer any suggestions for change. 15% wanted it to have less activities involved. 10% said that they would like to do this same project but with other types of listening such as movies and music.

10% percent said that they would like for it to not take as much time as it did. 5 % said that they wanted less questions to answer and shorter questions. 5% said that they wanted the videos to be shorter. 5% said that they would have preferred other types of activities, however, they did not specify what kinds of activities except for one participant who said they would have liked to play games related to the videos. 3% said that they would like to do this activity in the class room while 2% said that this activity should not be done. 2% wanted less vocabulary and 2% wanted there to be more questions related to the videos.
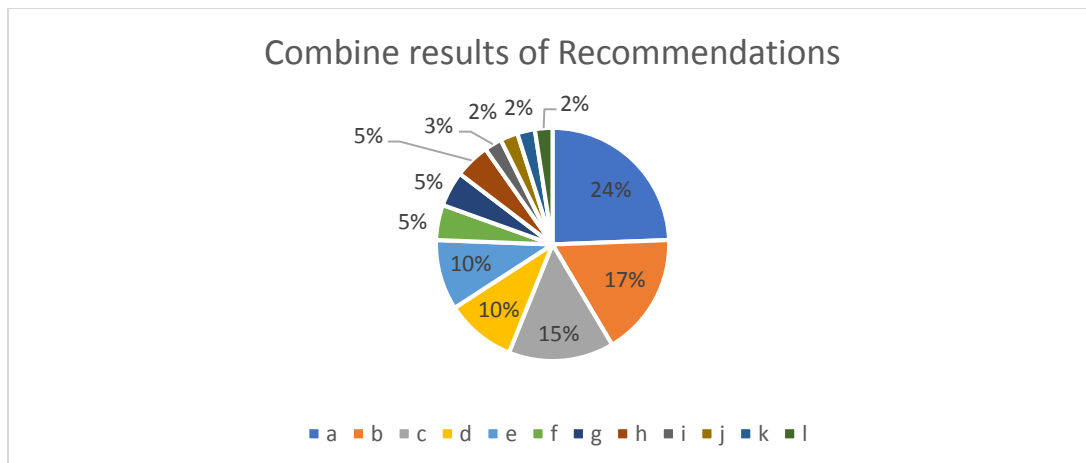
Figure 76 Combined results question 3

Created by Janet Bravo 2018

A	updated topics
B	nice project
C	less activities
D	not just ted talks
E	less time
F	less and shorter questions
G	shorter videos
H	Other kinds of activities
I	Use in the classroom
J	less vocab
K	do not do
L	more questions about videos

Table 11 Answers Combined answers questions 3   Created by Janet Bravo 2018

4.2.3 Analysis of journal results

It is can be seen that the perceived understanding among the participants increased over the months of the project. Both groups have an average that is slowly climbing, and the second group appears to be reaching the same average as the first group even though they started at a lower average than the first group. A possible reason for this lag could be the fact that there were

participants from the second group who felt that their listening skills were bad, and this is reflected in their perceptions of understanding.

Averages of perceived understanding
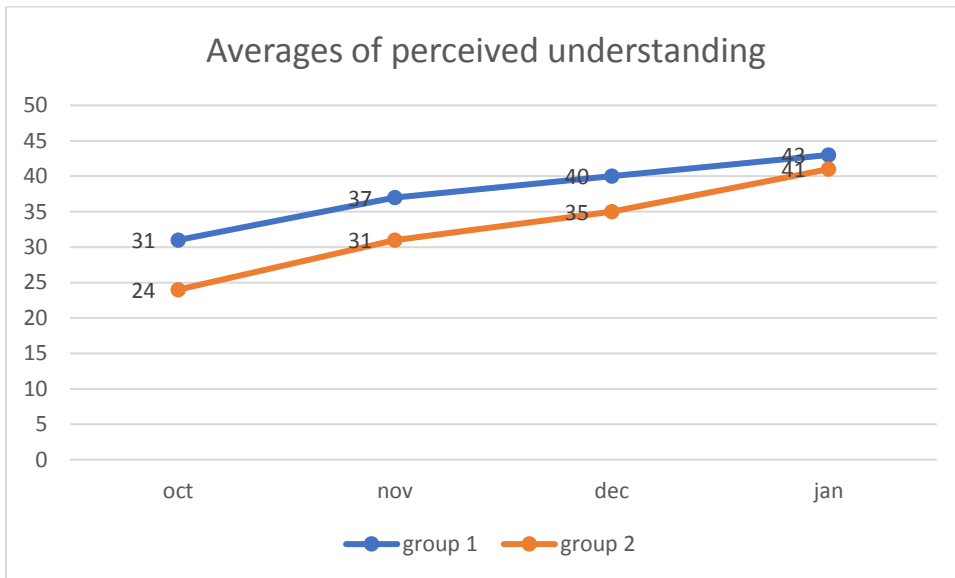
Figure 77 Averages of perceived understanding Created by Janet Bravo 2018

4.3 Hypothesis verification

It appears that Ted Talks do help with the improvement of the skill of listening but not to the extent that was hoped for. The participant perception of their ability did improve over the course of the study, but the test results were not a significate improvement. Participants did feel that their listening had improved as shown in the surveys results.

Chapter five

5.1 Conclusions and Recommendations

5.1.1 Conclusion

It can be seen from the results that there is an improvement in the listening skill of the participant. While the numbers from the tests taken do not show any major improvement, participants perception of their listening skill do show a slight but steady improvement over the course of the semester. This means that the ted talks were useful to improve the participant's perception of their own listening skill. Some of the participants mentioned this in separate conversation in a tutoring session without it being asked of them.

The lack of significant listening comprehension improvement, particularly with the tests, is not the results that were expected from the study. However, while there is not an extreme improvement, the perceptions of the participants are that they are able to understand English better the first time that they hear it. It may be that to have a more significant improvement, the listening must be done over the course of a year. However, what is important to note is that there was a perceived improvement on the part of the students which is something that is motivational to the students in their journey of learning English.

Another factor that could have influenced the results is that they may not have done the project as they were supposed to. Some of the factors that influenced this is that the participants on certain occasions stated that they had a lot of other work to do besides the project. It may be that there is a need to get the participants to see how this extra listening is going to go a long way to help them. Showing the results from the study in following studies may be influential to get them to understand the value that the activity will have in the improvement of their listening skill.

This project should be repeated, but with some modifications in the body of the project to making sure that it is more on the level of the participants while still allowing them to have real world experience with English language. It would be a good project to do over the course of a school year. Unfortunately, it is not possible to ensure that researcher would have the same participants in their class in the current context of the language institutions.

5.1.2 General recommendations

It would be a good idea to repeat this again with the students, taking into consideration the recommendations of the participants and other observed issues on the project. The first thing to do would be to have all the treatment the participants, as suggested, complete a sample journal entry. This would eliminate some of the issues that were encountered at the beginning of the project, where the participants were not sure of how to complete the journal entry properly. By showing the participants how to do this would make it easier for them to follow the whole procedure and gain the most benefit from the activity.

The second thing is to add more videos to list and categorize the list of the videos by topic. This will allow the participants to pick videos that would be of interest to them without having to guess or open each video to know what the topic is. The following is a sample of what will be needed done depending on required topic. A completely updated list can be found in the proposal.

1. Science
    a. https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t?language=en
    b. https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets?language=en
2. Medicine
    a. https://www.ted.com/talks/todd_scott_an_intergalactic_guide_to_using_a_defibrillator?language=en

b. https://www.ted.com/talks/tal_danino_we_can_use_bacteria_to_detect_cancer_and_maybe_treat_it?language=en

The third thing to do is to remove the video summary sentence as one way to reduce the number of activities that they have to do with the project. The summary sentence would be good for higher leveled students; however, it appears to be a bit too difficult for lower leveled students without some form of scaffolding. Moreover, the addition of the question about if they like or not a specific video will allow for the updating of the video list by the removal of any videos that are not liked by the majority of the participants. By adding the questions of if there are videos that they would recommend allows for the expansion of the list of any appropriate videos. This would allow for the list to be update and with topics of interest for a variety of people. The following is a sample of how the first page would look.

Name and date			
Video Title			
Why did you pick this video from the list of videos?			
Did you like the video? Why or why not?			
Is there a video you would like to recommend? Write the title and the link.			
Predictions about the contents of the video audio and visual	Visual		Audio
Where your predictions right or wrong?			
What percentage did you understand the first time, the second time and the third time?	1st time	2nd time	3rd time
New and interesting vocabulary			
Notes: remember that the black pen is for the first time you listen, the blue pen is for the second time you listen, and the red pen is for the last time you listen. You may use other colors, but you must include a key that say which color is for which time you listened.			

Key: 1st time: _____ 2nd time: _____ 3rd time: _____		
Cloze fill score	1st time	2nd time

Table 12 Proposal 1 Created by Schmidt (2016)

The fourth thing to do is to would be to modify the questions to reduce the number of questions that need to be answered. This would help to lessen some of the time that is spent doing the activity in answers to the fact that some of the participants mentioned that they often had too much homework from other sources that interfered with their ability to do the task. The activity to be eliminated would be the cloze fill. This is particularly true for the intermediate level since part of the problem was the complexity and length of the work to be done. The project should be done again to see if by removing this one activity the results are lower than what is expected. The question section would be as follows:

Reflection questions:

1. "Compare your no-subtitle notes to your English subtitle notes.

   a. What information did you get when you listened without subtitles? What kind of information did you miss?

   b. Why do you think you missed this information?

2. Compare your English subtitle notes to your native-language subtitle notes.

   a. Did you miss or misunderstand any major or important ideas? Did you miss any minor details or specific examples?

   b. Why do you think you missed or misunderstood this information?

3. what skills have already improved or are already strong?

4. What listening skills do you need to improve further? (Make this the goal of your next listening journal.) (Schmidt,2016: p10)"

5.1.3 Lesson plan with recommendations

It would be good to follow the same procedure again but with the recommendations taken into consideration. The first thing do is to have the participants fill out the introductory survey. Second thing is to give to the treatment groups the instructions of how the journal is going to work and what they need to do. Then it is important to have a sample of the journal entry ready for the participants to do together in one place by way of a demonstration of what the rest of their journal entries will look like.

It is important to collect the journal entries once a week. This would allow for feedback into the process and the ability to offer motivation for those who are not actively following the procedures. Moreover, it will allow for the ability to update the video list in a prudent fashion and allow for the removal of videos that are deemed as out of date or of little interest to the participants. Since they will be making recommendations it will be possible to update the list of videos with new videos that may be of interest to the participants.

Following would be a recommended timetable over the course of one semester that is similar to the semester that this project was executed in order to repeat this project. This timetable is projected on a weekly basis of action.

Activity	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
First two surveys, first diagnostic test and demonstration of the journal	X											
Reception of the journals		X	X	X	X	X	X	X	X	X	X	X
Second control test and second survey						X						
Final control test and exist survey												X

Table 13 Sample lesson plan Created by Janet Bravo

See Chapter 6 for the completed and updated proposal.

Chapter 6

Proposal

6.1 Introduction

It is believed that there is a potential for the Ted Talks to have a greater impact than the original study suggests. This is because there are some modifications that need to be made to the study. The participants have made some suggestions that potential could increase the value of the work. Moreover, the perception of the participants indicates that there is perceive improvement. There is a need to explore this further.

6.2 Background and theoretical foundations

Listening is a skill that is a quintessential skill in the process of learning. As Kurita (2012) states the comprehension of what is heard is the heart of language learning (p 30). Furthermore, Kurita (2012) comments that much of what is done in class does little to prepare students for the listening that is done the real world. Therefore, it is important to give students the chance to practice their listening in contexts outside of the classroom.

One of the issues that many English as a Foreign Language students face is access to authentic speech. One of the greatest equalizers in the 21st century is the access to the internet. With this access people from all around the world have the ability to hear native and non-native English in real world contexts.

However, students still need guidance on how to use these types of listening and understanding of the strategies they can use to understand what they are hearing (Siegel, 2014). Therefore, the use listening journals is a great way for students to use the authentic material that they come across to

further their learning. It is hoped that these authentic materials will be of motivation for the students to further improve on their own, their listening skills (Takaesu, 2013).

6.3 Justification

Further study of this project is warranted due to the fact that there was improvement on the part of the students in their listening skill. There were numerous other factors that played into the numbers not being as high as they could have been. It is important to see if steps are taken to mitigate this, if the results are higher. Moreover, it is believed that this skill is one that takes more time to develop and it would be useful to do this study over a longer period of time.

Students did become more motivated and were more active in the process of improving their listening skill. As stated in the original study, a student reached out and stated that they felt their listening skill had greatly improved by the use of this method. Moreover, 100% of the treatment participants felt that their listening skill had improved over the course of the study.

These results from the study are important because it is the goal of the students to reach the B2 level, as required by law, by the end of their university studies. By having a better perception of their own listening skill breeds confidence that they will do well on the international exams that they will have to take. Furthermore, it strengthens the universities language program by encouraging and fomenting this skill.

6.4 Objectives
6.4.1 General objective

To optimize the use of Ted talks to improve the listening skills of students as part of their autonomous work done.

6.4.2 Specific objectives
1. Ascertain the if there has been a significant improvement in the listening skill.
2. Determine the difficulties to the development of listening skills.
3. Propose further means by which to improve on the use of Ted Talks to improve listening skills

Feasibility

It is possible to do this study because the resources needed are easily accessible to the participants. Nowadays in Ecuador, access to the internet is growing exponentially. Moreover, the speed of the internet is going up as well as the quality of the internet. The city public library offers access to the internet to the citizens of the city. Furthermore, many of the universities offer free internet access on their campuses.

The length of the study is of such that it can be currently done over the course of the semester. This is important since many of the students will have different teachers in the following semester as they continue the process of their language learning. Moreover, it is possible to see improvements over the course of the semester which is why the level changes are projected over that time frame.

6.6 Methodology
6.6.1 Basic Methodology
The methodology for this study is a qualitative cross case study through the means of action research. This allows for the researcher to be close to the study and make any necessary changes as the need arises. Furthermore, by having the cross-case study it is possible to determine if the results are a normal part of the learning process or if they are the effect of treatment on the students.

6.6.2 Population and sample

The population is taken from the Language Center of the Technical University. The level of the students would be B1+ from both the regular program and the open program. The average class size is of 30 to 36 students. There is an average of 10 to 12 course created each semester. A pre-study survey would be applied in order to select potential participants in the study. The goal would be to have a minimum of 15 students per course who would participate in the treatment.

6.6.3 Data collection

The data will be collected in the following forms. Pre-test, mid-test and post-treatment test would be applied across all the groups including the control groups. Surveys would also be administered in conjunction with the tests. From the treatment group only listening journals will be collected.

6.7 Administration

This study would be applied over the course of a semester. This would be done with the same level of students as the original study which were B1+ students according to the Common European Framework of References for languages. Following are the procedures for the study and for the tests and surveys. Moreover, the updated forms and questions are included.

6.7.1 Updated Procedures for the listening journal

1. A video is picked from the list of optional videos to watch. The title of and the predictions about the video are written about the visual and audio content. Three pens, each of a different color (e.g., black, blue, and red), are needed.

2. The TED Talk video is watched video without subtitles and without pausing the video. Notes are written in the Notes section. When finished with the first viewing, visual predictions reviews to determine how close they were. At this time the percentage of what was understood is recorded.

3. Second, the video is watched with English subtitles and without pausing the video. More information is added to the notes using a pen with a different color ink. At this time the percentage of what was understood is recorded.

4. Finally, the video is watched with subtitles in students first language and without pausing the video. More information is added to the notes using a pen with a different color ink. At this time the percentage of what was understood is recorded. When finished with this viewing, audio predictions reviews to determine how close they were.

5. The reflection questions one and two are answered" (Schmidt, 2016: p5)

6.7.2 Updated Journal entry form
adapted from Schmidt (2016: p9) and including the pre-listening activity as recommended by Takaesu (2013)

Name and date			
Video Title			
Reason for pick the video?			
Predictions about the contents of the video audio and visual	Visual	Audio	
Where your predictions right or wrong?	Yes / No	Yes/no	
Is there a video you would like to recommend? Write the title and the link.			
What percentage did you understand the first time, the second time and the third time?	1st time	2nd time	3rd time
New and interesting vocabulary			
Notes: remember that the black pen is for the first time you listen, the blue pen is for the second time you listen, and the red pen is for the last time you listen. You may use other colors, but you must include a key that say which color is for which time you listened. Key:1st time: _____ 2nd time: _____ 3rd time: _____			

Table 14 Proposal journal entry

6.7.3 Updated reflection questions
*adapted from Schmidt (2016: p10)

1. "Compare your no-subtitle notes to your English subtitle notes.

   a. What information did you get when you listened without subtitles? What kind of information did you miss?

   b. Why do you think you missed this information?

2. Compare your English subtitle notes to your native-language subtitle notes.

   a. Did you miss or misunderstand any major or important ideas? Did you miss any minor details or specific examples?

   b. Why do you think you missed or misunderstood this information?

3. What skills have already improved or are already strong?

4. What listening skills do you need to improve further? (Make this the goal of your next listening journal.) (Schmidt,2016: p10)"

6.7.4 Updated Video list

1. Science

   a. https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t?language=en

   b. https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets?language=en

   c. https://www.ted.com/talks/sanjay_dastoor_a_skateboard_with_a_boost?language=en

   d. https://www.ted.com/talks/damian_palin_mining_minerals_from_seawater?language=en

   e. https://www.ted.com/talks/lucy_mcrae_how_can_technology_transform_the_human_body?language=en

   f. https://www.ted.com/talks/taylor_wilson_yup_i_built_a_nuclear_fusion_reactor?language=en

   g. https://www.ted.com/talks/kevin_surace_fixing_drywall_to_heal_the_planet?language=en

2. Medicine

    a. https://www.ted.com/talks/todd_scott_an_intergalactic_guide_to_using_a_defibrillator?language=en

    b. https://www.ted.com/talks/tal_danino_we_can_use_bacteria_to_detect_cancer_and_maybe_treat_it?language=en

    c. https://www.ted.com/talks/cosmin_mihaiu_physical_therapy_is_boring_play_a_game_instead?language=en

    d. https://www.ted.com/talks/lee_cronin_print_your_own_medicine?language=en

3. Animals

    a. https://www.ted.com/talks/frans_lanting_photos_that_give_voice_to_the_animal_kingdom?language=en

    b. https://www.ted.com/talks/sonaar_luthra_meet_the_water_canary?language=en

    c. https://www.ted.com/talks/tony_buffington_why_do_cats_act_so_weird

4. History

    a. https://www.ted.com/talks/prosanta_chakrabarty_clues_to_prehistoric_times_found_in_blind_cavefish?language=en

    b. https://www.ted.com/talks/ziyah_gafic_everyday_objects_tragic_histories?language=en

5. Music

    a. https://www.ted.com/talks/sofi_tukker_awoo?language=es#t-43688

    b. https://www.ted.com/talks/sara_ramirez_and_michael_pemberton_rollercoaster?language=en

6. Social

    a. https://www.ted.com/talks/chinaka_hodge_what_will_you_tell_your_daughters_about_2016?language=en

b. https://www.ted.com/talks/malcolm_london_high_school_training_ground

c. https://www.ted.com/talks/trevor_timm_how_free_is_our_freedom_of_the_press?language=en

d. https://www.ted.com/talks/bassam_tariq_the_beauty_and_diversity_of_muslim_life?language=en

e. https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism?language=en

f. https://www.ted.com/talks/will_potter_the_shocking_move_to_criminalize_non_violent_protest?language=en

g. https://www.ted.com/talks/malcolm_london_high_school_training_ground?language=en

h. https://www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity?language=en

i. https://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived?language=en

j. https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself?language=en#t-15495

k. https://www.ted.com/talks/hannah_brencher_love_letters_to_strangers?language=en

l. https://www.ted.com/talks/damon_horowitz_philosophy_in_prison?language=en

m. https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?language=en

n. https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?language=en

o. https://www.ted.com/talks/terry_moore_how_to_tie_your_shoes?language=en

p. https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

q. https://www.ted.com/talks/cameron_sinclair_the_refugees_of_boom_and_bust?language=en

r. https://www.ted.com/talks/kirk_citron_and_now_the_real_news?language=en

7. Art

a. https://www.ted.com/talks/sanford_biggers_an_artist_s_unflinching_look_at_racial_violence?language=en

b. https://www.ted.com/talks/magda_sayeg_how_yarn_bombing_grew_into_a_worldwide_movement?language=en

8. Language

a. https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en

b. https://www.ted.com/talks/terry_moore_why_is_x_the_unknown?language=en

9. Photography

a. https://www.ted.com/talks/camille_seaman_photos_from_a_storm_chaser?language=en

b. https://www.ted.com/talks/steven_addis_a_father_daughter_bond_one_photo_at_a_time?language=en

c. https://www.ted.com/talks/edward_burtynsky_photographs_the_landscape_of_oil?language=en

10. Business

a. https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk?language=en

b. https://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey?language=en

c. https://www.ted.com/talks/pete_alcorn_s_vision_of_a_better_world?language=en

6.7.5 Surveys
6.7.5.1 For the section of participants
This survey would be good to apply so as to obtain a commitment from the treatment group and to gage their potential commitment to the project. This type of survey would be good to use over a larger population to obtain smaller more workable sample groups. The fifth question 5 is only for treatment groups that will be selected

1. Do you have easy and dependable access to the internet?

   a. Yes   b. No

2. Are you willing to complete weekly listening journals following the format for the length of the semester?

   a. Yes   b. No

3. Are you able to dedicate at least one hour a week to filling out the journals?

   a. Yes   b. No

4. What is your age?

   a. 15-17   b. 18-25   c. 25+

6.7.5.2 Pre-intervention survey
This survey can be used as the original study used it. This is because it was open enough to gain insight into the participants original way of practicing their listening skills. See annex #4 for the original survey.

6.7.5.3 During intervention survey
This survey can be used as it was in the original study as it is to see the perception of the participants so far. The only additional question that may be added is the following. Are you having any particular difficulties that you would like to have addressed? What are they? This could be added a final question to this survey. See annex #5 for the original survey.

6.7.5.4 Post-study survey *(adapted from Takaesu, 2013)*
An additional post survey would be beneficial, especially applied to the control group. It would need be only three questions long. See example

bellow. For the treatment group the post survey could be the original one that was used. See annex #6 for the original survey.

1. In comparison to the beginning of the semester you would say that your listening comprehension ability has improved a lot.

    a. Strongly agree   **c.** disagree

    b. Agree   **d.** strongly disagree

2. Why do you think that is? _____
3. What did you do to help improve your listening over the semester?

6.7.6 Recommendations for tests

The tests that are in the annex could be used or any other test that is online that is used for TOELF preparation. Specifically, the lecture section of the exam since the Ted talks are lectures that are similar to what they will hear. It would be preferable to change the tests in case the participants have contact with the previous participants or are the previous participants. This is particularly important if the study is to be repeated at the same place.

6.7.7 Weekly time table

Activity	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
First survey, first diagnostic test and demonstration of the journal	X											
Reception of the journals		X	X	X	X	X	X	X	X	X	X	X
Second control test and second survey						X						
Final control test and exist survey												X

Table 15 Proposal time table Created by Janet Bravo 2018

Annexes

Annex 1

Listening Journal used

Sample journal entry 1 *adapted from Schmidt (2016: p9) and including the pre-listening activity as recommended by Takaesu (2013)

Name and date			
Video Title			
Why did you pick this video from the list of videos?			
Predictions about the contents of the video audio and visual	Visual	Audio	
Where your predictions right or wrong?			
Video summary: this must be one sentence long only.			
What percentage did you understand the first time, the second time and the third time?	1st time	2nd time	3rd time
New and interesting vocabulary			
Notes: remember that the black pen is for the first time you listen, the blue pen is for the second time you listen, and the red pen is for the last time you listen. You may use other colors, but you must include a key that say which color is for which time you listened. Key: 1st time: _____ 2nd time: _____ 3rd time: _____			

Table 16 Journal Entry used Created by Schmidt (2016)

Sample Questions page 2 of journal entry *adapted from Schmidt (2016: p10) used

"QUESTIONS

Activity 1 questions:

1. Compare your no-subtitle notes to your English subtitle notes.
    a. What information did you get when you listened without subtitles? What kind of information did you miss?
    b. Why do you think you missed this information?
2. Compare your English subtitle notes to your native-language subtitle notes.
    a. Did you miss or misunderstand any major or important ideas? Did you miss any minor details or specific examples?
    b. Why do you think you missed or misunderstood this information?

Activity 2 questions:
 • Gap-Fill Score 1:
 • Gap-Fill Score 2:
1. How well did you do?
2.What was easy to hear and understand?
3.What was difficult to hear and understand?

Overall Reflection:

1. After completing Activities 1 and 2, what skills have already improved or are already strong?

2.What listening skills do you need to improve further? (Make this the goal of your next listening journal.) (Schmidt,2016: p10)"

Annex 3

List of videos used of three-minute to six-minute videos to choose from

1. https://www.ted.com/talks/sofi_tukker_awoo?language=es#t-43688
2. https://www.ted.com/talks/todd_scott_an_intergalactic_guide_to_using_a_defibrillator?language=en
3. https://www.ted.com/talks/sara_ramirez_and_michael_pemberton_rollercoaster?language=en
4. https://www.ted.com/talks/chinaka_hodge_what_will_you_tell_your_daughters_about_2016?language=en
5. https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t?language=en
6. https://www.ted.com/talks/prosanta_chakrabarty_clues_to_prehistoric_times_found_in_blind_cavefish?language=en
7. https://www.ted.com/talks/trevor_timm_how_free_is_our_freedom_of_the_press?language=en
8. https://www.ted.com/talks/sanford_biggers_an_artist_s_unflinching_look_at_racial_violence?language=en
9. https://www.ted.com/talks/magda_sayeg_how_yarn_bombing_grew_into_a_worldwide_movement?language=en
10. https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets?language=en
11. https://www.ted.com/talks/tal_danino_we_can_use_bacteria_to_detect_cancer_and_maybe_treat_it?language=en
12. https://www.ted.com/talks/cosmin_mihaiu_physical_therapy_is_boring_play_a_game_instead?language=en
13. https://www.ted.com/talks/bassam_tariq_the_beauty_and_diversity_of_muslim_life?language=en
14. https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism?language=en
15. https://www.ted.com/talks/frans_lanting_photos_that_give_voice_to_the_animal_kingdom?language=en

16. https://www.ted.com/talks/ziyah_gafic_everyday_objects_tragic_histories?language=en

17. https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en

18. https://www.ted.com/talks/will_potter_the_shocking_move_to_criminalize_non_violent_protest?language=en

19. https://www.ted.com/talks/camille_seaman_photos_from_a_storm_chaser?language=en

20. https://www.ted.com/talks/malcolm_london_high_school_training_ground?language=en

21. https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk?language=en

22. https://www.ted.com/talks/sanjay_dastoor_a_skateboard_with_a_boost?language=en

23. https://www.ted.com/talks/lee_cronin_print_your_own_medicine?language=en

24. https://www.ted.com/talks/steven_addis_a_father_daughter_bond_one_photo_at_a_time?language=en

25. https://www.ted.com/talks/hannah_brencher_love_letters_to_strangers?language=en

26. https://www.ted.com/talks/damian_palin_mining_minerals_from_seawater?language=en

27. https://www.ted.com/talks/terry_moore_why_is_x_the_unknown?language=en

28. https://www.ted.com/talks/lucy_mcrae_how_can_technology_transform_the_human_body?language=en

29. https://www.ted.com/talks/taylor_wilson_yup_i_built_a_nuclear_fusion_reactor?language=en

30. https://www.ted.com/talks/sonaar_luthra_meet_the_water_canary?language=en

31. https://www.ted.com/talks/damon_horowitz_philosophy_in_prison?language=en

32. https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?language=en

33. https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?language=en

34. https://www.ted.com/talks/jok_church_a_circle_of_caring?language=en

35. https://www.ted.com/talks/terry_moore_how_to_tie_your_shoes?language=en

36. https://www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity?language=en

37. https://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived?language=en

38. https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself?language=en#t-15495

39. https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

40. https://www.ted.com/talks/kirk_citron_and_now_the_real_news?language=en

41. https://www.ted.com/talks/edward_burtynsky_photographs_the_landscape_of_oil?language=en

42. https://www.ted.com/talks/cameron_sinclair_the_refugees_of_boom_and_bust?language=en

43. https://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey?language=en

44. https://www.ted.com/talks/kevin_surace_fixing_drywall_to_heal_the_planet?language=en

45. https://www.ted.com/talks/pete_alcorn_s_vision_of_a_better_world?language=en

Annex 4

Pre-intervention survey (question 5 is only for intervention groups)

1. How good are you at listening?

    a. Very good

    b. Good

    c. Okay

    d. Bad

2. Do you practice listening outside of the classroom?

    a. 5-6 days a week

    b. 3-4 days a week

    c. 1-2 days a week

    d. Never

3. What do you do to practice listening?

    a. Listen to the radio in English

    b. Watch youtube videos in English

    c. Watch movies in English

    d. Listen to pod cast

    e. Watch Ted Talks

    f. Others: (please specify) _____

4. Do you like to listen to things in English?

    a. Yes, all the time

    b. Yes, sometimes

    c. Only if it is part of the lesson

5. Do you think that watching Ted Talks will help you improve your listening comprehension?

    a. Yes

    b. May be

    c. No

Annex 5

During intervention survey (Question one and two will be given to the non-intervention group)

1. Over the last few weeks has your listening ability improved?

   a. Yes, a lot

   b. Yes, some

   c. Yes, a little

   d. No

2. Have your listening habits changed over the last few weeks?

   a. Yes, a lot

   b. Yes, some

   c. Yes, a little

   d. No

3. How do you like the activity so far?

a. A lot

b. Some

c. Not that much

d. Not at all

Annex 6

Post-study survey (adapted from Takaesu, 2013)

1. In comparison to the beginning of the semester you would say that your listening comprehension ability has improved a lot.

    a. Strongly agree

    b. Agree

    c. disagree

    d. strongly disagree

2. You will continue to practice listening to Ted Talk now that the study is over

    a. Strongly agree

    b. Agree

    c. disagree

    d. strongly disagree

3. You will continue to practice listening to English (not necessarily Ted Talks) outside of the classroom.

    a. Strongly agree

    b. Agree

    c. disagree

    d. strongly disagree

4. The listening journal was a good way for me to improve my listening comprehension skills.

    a. Strongly agree

    b. Agree

    c. disagree

    d. strongly disagree

5. What did you like about the project? _____

6. What didn't you like about the project? _____

7. Please write down any comments or suggestions

Annex 6

Directions: Now answer the questions.

1.   What is the lecture mainly about?

(A) How animals emit ultrasonic pulses

(B) How bats use acoustical signals

(C) A comparison of echolocation and radar

(D) Variations among bats in the use of ultrasound

2.   Why does the professor decide NOT to add more information to the diagram on the board?

(A)   She wants students to complete the diagram themselves as an assignment.

(B)   She needs to look up some information in order to complete the diagram accurately.

(C)   The additional information is not relevant to the topic that she wants to discuss next.

(D)   Students already have the additional information in their textbook.

3.   According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? Choose 2 answers.

[A] The moth might stop beating its wings.

[B] The moth might emit high-frequency sounds.

[C] The moth might leave the area.

[D] The moth might change its color to match its surroundings.

4.   What surprising information did a recent experiment reveal about lesser spear-nosed bats?

(A) They filter out echoes from some types of trees.

(B) They can analyze echoes from stationary objects with complex surfaces.

(C)   They cannot analyze "jagged" echoes.

(D) They cannot analyze echoes from certain types of small moving objects.

5. According to the professor, why does a pine tree produce a "smooth" echo?

(A) Because it has a smooth trunk

(B) Because it has large branches spaced at regular intervals

(C)Because it has many small, densely packed needles

(D)Because it remains stationary in all types of weather

Directions: Now answer the questions.

6. What is the lecture mainly about?

(A) Political events that led to the invention of eyeglasses

(B) A comparison of attitudes toward vision correction in Europe and China

(C) The relationship between the printing press and literacy

(D) An overview of vision correction over time

7. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?

(A) Clear glass was easier to find than quartz.

(B) Clear glass was easier to cut to the appropriate size.

(C) Clear glass magnified the letters more than quartz did.

(D) Clear glass was less expensive than quartz.

8. What does the professor imply about the invention of eyeglasses?

(A) Its historical records are more detailed than those of other inventions.

(B) It had little impact on social attitudes toward vision correction.

(C) Its occurrence in different places at approximately the same time is not unusual.

(D) It contributed to a substantial increase in the number of literate people.

9. Which sentence best describes eyeglasses before the invention of the printing press?

(A) They were available to everyone.

(B) They were a symbol of wealth and wisdom.

(C) They could not correct vision accurately.

(D) They could be bought only from traveling peddlers

10.   Put the events in the order that they happened.

1.

2

3

4.

Answer Choices

(A) Inexpensive eyeglasses became available.

(B) The first eyeglasses were made.

(C) The number of people interested in reading increased.

(D) The printing press was invented.

Annex 7

Mid-treatment test

Lecture 1

1. Which of the following is defined as the number of children born per 1000 people per year?

  a. Replacement Level   **c.** Birth Rate

  b. Fertility Rate   **d.** Fertility Level

2. Which of the following countries in the UK has the highest fertility rate?

  a. England   **c.** Wales

  b. Scotland   **d.** Northern Ireland

3. Why is fertility rate in the UK higher than it was twenty years ago?

    a. Couples are choosing to have larger families.

    b. A higher proportion of women are having children.

    c. Women who delayed childbirth are having children now.

    d. Fewer women are interested in their careers.

4. What proportion of women in their mid-forties do not have children nowadays?

  a. 10%   **b.** 4%   **c.** 25%   **d.** 40%

5. What do French couples who have eight children receive?

A   B   C   D
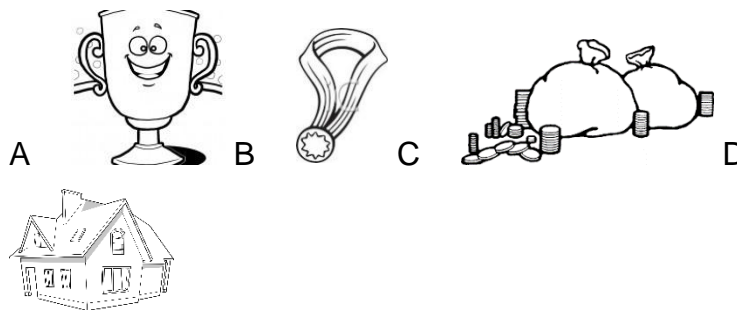
6. Which of the reasons for low fertility rates is NOT mentioned?

    a. Women are increasingly focused on their jobs.

    b. People want to enjoy their lives before taking on responsibility.

    c. Parents do not have time to have many children.

    d. Children are considered to cost a lot of money.

Lecture 2

1. Where does the TV show 'Las Vegas' take place?

a. In a shopping mall   c. In a casino

b. In a police department   d. In a crime lab

2. What is a faceprint?

a. a code which identifies a   c. a 2D image of the face
    face   d. the number of nodal points

b. distinctive curves in the face   on the face

3. Identify TWO problems with 2D facial recognition from the list below.

a. It is not effective if a picture is dark.

b. The person in the photograph must face the camera.

c. Facial curves change over time.

d. Nodal points cannot be measured

4. What is the problem with the 3D technology?

a. It can only be used when the individual is directly facing the camera

b. The image might change over time

c. It's impossible to match a 3D image to a 2D image

d. It cannot distinguish between identical twins

5. Which TWO elements below can be measured by Skin Biometric technology?

a. the curve of someone's chin

b. the texture someone's skin

c. the existence of lines on the face

d. the distance between the eyes

6. Which of these faces will the Skin Biometric System be UNABLE to identify?

A   B   C   D

Annex 8

Final practice test https://www.examenglish.com/TOEFL/toefl_listening.htm

Name:_____

1. The Bell Jar was
   a. about her father
   b. her first novel
   c. a very successful collection of poems
   d. her last poem

2. Sylvia Plath's 'Collected poems'
   a. won the Pulitzer Prize twenty years after it was published
   b. were written during the last year of her life
   c. won the Pulitzer Prize in 1982
   d. were never published

3. Sylvia's husband
   a. made movies
   b. died in 2003
   c. was also a poet
   d. had a movie made about him

4. Susan Bassnett thought Sylvia's work
   a. was about her husband
   b. wasn't very good
   c. was about work life
   d. was of great interest to women

5. Sylvia's brother
   a. was two years older than her
   b. was born two years after her
   c. was a professor at Boston University.
   d. was a highly educated academic

6. Sylvia Plath's time at college was difficult because
    a. she got bad grades
    b. she won a scholarship
    c. boys didn't like her
    d. she was short of money

7. In 1953 Sylvia
    a. left New York to get a job as an editor
    b. rejected an offer to teach creative writing
    c. worked as a guest editor in New York
    d. returned to New York because she was depressed

8. What does the lecturer imply when she says "Very few modern poets have captured the popular imagination as much as Plath"?
    a. Plath was able to understand the hopes of ordinary people.
    b. Plath has become very popular
    c. It is unusual for a modern poet to become popular with ordinary people.
    d. Plath's writing was about modern people and their imagination.

9. What does the lecturer imply when she says, "This domineering father figure became a common theme that recurred throughout Plath's writing."
    a. The image of her father appears in many of her poems.
    b. Plath often wrote of her love for her father.
    c. Plath writings were dominated by the image of her father.

10. Plath's father often told her what to write about. Which THREE sentences best summarise the passage?
    a. What's remarkable about Plath's work is that it addresses many women's issues that were ahead of her time.
    b. Plath's father was one of her guiding influences and he supported and mentored her until he died in 1940.
    c. Plath's early life was spent living happily by the sea with her mother who had a part time job to support the family.

d. The real significance and the greatness of work was never recognised within in her lifetime.

e. Plath's academic path to success was secured by winning an early scholarship. After this she never looked back.

f. Plath's work reflects the many of the personal difficulties that she had whilst growing up and later as a wife and mother

Annex 9 Permission to use the data obtained from the study

UTA

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE IDIOMAS

Oficio Nro. UTA-CI-2018-0028-O

Ambato, 15 de mayo de 2018
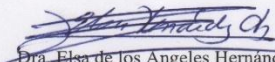
Asunto: Autorización

Licenciada
Janet Lynn Bravo
Docente Centro de Idiomas
UNIVERSIDAD TECNICA DE AMBATO
En su Despacho

De mi consideración:

En respuesta a su comunicación sin número, de fecha 09 de mayo de 2018; mediante el cual solicita autorización para hacer uso de la información recopilada con sus estudiantes utilizada en el Ciclo Académico Septiembre 2017 – Febrero 2018, en lo referente al listening; me permito indicar que su pedido ha sido autorizado, cabe indicar que la información será utilizada para el desarrollo de su proyecto de tesis de Maestría.

Con sentimientos de distinguida consideración.

Atentamente,

Dra. Elsa de los Angeles Hernández Chérrez
DIRECTORA CENTRO DE IDIOMAS

DR. GALO NARANJO LÓPEZ, PH.D
RECTOR

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