



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del
Título de Licenciado en Ciencias de la Educación**

Mención: Inglés

TOPIC:

The TED Talk videos and the Listening Skill.

AUTHOR: Jefferson Javier Poveda Taipe

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín

Ambato-Ecuador

2019-2020

TUTOR APPROVAL
SUPERVISOR APPROVAL

CERTIFY:

I, Verónica Elizabeth Chicaiza Redìn PhD. holder of the I.D No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: “The TED Talk videos and the Listening Skill” investigated by Mr. Jefferson Javier Poveda Taipe with I.D No. 180492132-6, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



Verónica Elizabeth Chicaiza Redìn PhD.

1715106322

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "The TED Talk videos and the Listening Skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



Jefferson Javier Poveda Taipe

I.D 180492132-6

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "The TED Talk videos and the Listening Skill" which is held by Mr. Poveda Taipe Jefferson Javier undergraduate student from Carrera de Idiomas, academic period January, 2020, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January, 2020

REVISION COMMISSION



Mg. Manuel Xavier Sulca Guale
REVISER



Mg. Cristina del Rocío Jordán Buenaño
REVISER

COPYRIGHT REFUSE

I, Jefferson Javier Poveda Taipe I.D. N° 180492132-6, confer the rights of this undergraduate dissertation “The TED Talk videos and the Listening Skill”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



Jefferson Javier Poveda Taipe

I.D. N° 180492132-6

AUTHOR

DEDICATION

Though it is true, the process of preparing this thesis has been difficult and laborious because it has required a lot of effort and dedication. That is why I dedicate this thesis work with love to the people who have supported me and encouraged me during the elaboration of it. To my parents Roberto and Silvia, who with their love and effort have allowed me to reach one more goal in my studies. To my wife Cristina, who with her love and charisma has encouraged me to keep going so as not to fall but get better every day. And, last but not least, my brother John, who has encouraged me to move on despite the difficulties that come along the way.

Jefferson Poveda

ACKNOWLEDGEMENTS

First, I would like to thank God for giving me the opportunity to reach my desires with wisdom and patience. My eternal gratitude to my mother for all the love and the great effort she has made every day to be able to give me the best and greatest gift that education is, for her words of support and encouragement during my study process. I thank my father for holding my hand at the right time to train and help me be the person I am today, because with his example, he has instilled in me values and principles to achieve what one proposes in life.

In addition, I would like to thank my wife for her unconditional support at all times and for believing in me. Thank you for being my accomplice, my partner, my confidant and my best friend, that despite the circumstances you always said keep going learning and surpassing professionally. Thanks to my brother for being my motivation for not stopping on the road and moving forward, since with that example he will be able to follow my steps and not get lost on the way to the right thing.

I also would like to thank my uncle Juan infinitely for supporting me since the first day I started my studies because he has been like a father caring for me. I thank Mr. Pablo Arias for his advice and words of encouragement that have inspired me not to give up on the struggle to succeed.

Similarly, a huge thank you to all the professors who have been my teachers and have shared their knowledge with me, it has helped me to move forward and reach this point. Especially, thanks to the PhD. Verónica Chicaiza for guiding me with her experience and knowledge to the development and successfully culmination of my thesis to obtain my degree of Languages.

Finally, thanks to the people who DID NOT believe in me and were alert, thinking that I would give up at any time. They were an important factor to keep going and showing them that I am able to go further than they thought.

Jefferson Poveda

TABLE OF CONTENTS

TUTOR APPROVAL	ii
SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
COPYRIGHT REFUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
INDEX OF TABLES	x
INDEX OF FIGURES	xi
ABSTRACT	xii
CHAPTER I	1
THEORETICAL FRAMEWORK	1
1.1 Investigative Background.....	1
1.2 Objectives	7
1.3 Theoretical Framework	9
1.3.1 TED Talk videos	9
1.3.2 Listening Skill	11
CHAPTER II	13
METHODOLOGY	13
2.1 Resources	13
2.2 Methods	14
CHAPTER III	20
RESULTS AN DISCUSSION	20
3.1 Analysis and discussion of results	20
3.1.1. Pretest Results	20
3.1.2. Results of the intervention process	21
3.1.3. Posttest Results.....	24
3.1.4 Pretest-posttest comparative analysis	25
3.1.5 Discussion of results.....	26
3.2 Verification of hypotheses.....	27

CONCLUSIONS	29
RECOMMENDATIONS	30
REFERENCES	31
ANNEXES	35

INDEX OF TABLES

Table 1 Pretest	20
Table 2 Student progress	21
Table 3 Posttest.....	24
Table 4 Pretest-Posttest	25
Table 5 Paired Samples Statistics.....	27
Table 6 T- student.....	28

INDEX OF FIGURES

Figure 1 Pretest.....	20
Figure 2 Student progress.....	22
Figure 3 Posttest.....	24
Figure 4 Pretest-Posttest.....	25

ABSTRACT

In recent years, innovations and technological advances have been developed that allow both teachers and students to facilitate English language learning. One of them is the TED platform where high-impact educational videos are disseminated. Reason why the current study was developed with the aim of analyzing how the use of activity-based TED talk videos facilitates the development of listening skill.

To achieve the objectives, a quasi-experimental methodology was used, which included 29 students from the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato, a group of students that was selected for convenience. To achieve it, nine TED talk videos of an educational nature and with high entertainment content were selected, lasting between 15 and 20 minutes. After the presentation of each TED video, an activity related to the topic was carried out in the classroom to identify the listening capacity achieved by the students. Data collection was performed using the Cambridge PET test, which was applied at the beginning of the experimentation, after the application of 8 activities and at the end of the intervention. The results of the intervention were checked through the statistical test of Chi square.

According to the development of the research, it was determined that using activities based on The TED talk videos has a positive effect on the students' listening skills because it motivates them to listen, in addition to contributing to the development of vocabulary, pronunciation, contraction, speed and speech time, since TED Talk presents only native speakers.

Keywords: Conferences, listening skills, listening, TED Videos, visual media.

CHAPTER I.

THEORETICAL FRAMEWORK

After the bibliographic review of indexed articles, journals, publications and research worldwide and nationally, the analysis of the two variables was carried out; it began with a general review about the use of videos to develop the listening skill. Afterward, the specific ones, where the advantages and disadvantages of the use of TED talk videos in the listening skill from the point of view of several authors were analyzed.

1.1 Investigative Background

In recent years, innovations and technological advances have been developed that allow both teachers and students to facilitate English language learning where they can benefit from these resources to contribute to the teaching-learning process. Based on the above, the TED platform emerges, which is a very useful tool to improve any ability in English according to the different activities that the teacher applies to the students. At this point, it is important to highlight that the TED platform presents TED Talk videos with content related to real global issues such as science, technology, design and entertainment (TED, 2015).

According to (Lotfi & Shabani, 2014) extensive listening is an activity where the teacher encourages the students to listen for pleasure in order to improve their pronunciation and listening skills. An example of this concept is the TED Talk videos that are considered authentic material and that allow the teacher to follow the student's learning development because this kind of material motivates students, since it gives them the feeling that they are learning the real language and also brings them closer to the objective culture.

Based on this important resource, several investigations have been developed that highlight its usefulness in the development of English language skills, especially at the level of listening:

In fact, in the research **“It is written to fulfill one of the requirements of the completion of graduate degree of education in English”** by (Cahyaningrum, 2010) it was identified the effectiveness of using videos in the teaching of listening to oral narrative texts through experimental method and where the data analyzed were pre and post-test of the experimental group and the control group. It is concluded that there is a significant difference in the listening comprehension of the oral narrative text between the experimental and control group.

In addition, the writer found that the media of the experimental group was higher than the control group. The result of the study implied that the videos were effective for the development of the skill to listen more effectively.

In addition, the research **“The Importance of teaching listening and speaking skills”** by (Segura A. , 2003) is focused mainly on showing the importance of listening and speaking skills in the classroom to obtain a perfect acquisition of the second language increasing the vocabulary. Furthermore, it is mentioned that these skills should be developed because students, during all the courses, seek the development of abilities, especially listening that is the key to the development of the rest.

Making emphasis on the use innovative teaching strategies more than guide book in order to capture the students’ attention, such as audiovisual resources that allow students to feel more comfortable and safe when they have to hold an English conversation, generates more effective skills to get a perfect second language acquisition.

Identically, the work titled **“The use of Contextual Video to Improve Students Listening Ability”** by (Kamilah, 2013) investigated the effectiveness of using contextual video in improving the listening skill, where eight secondary school students were included. It is mentioned that the videos were effective to capture the students’ attention.

The data analysis revealed that students' responses to the use of contextual video in listening practice were positive, since most students stated that those kinds of videos give greater advantages to their listening skill. The study concluded that contextual videos can be used as an alternative teaching medium for listening practice.

(Lotfi & Shabani, 2014) in the research “**Extensive & Intensive listening**”, where resources were analyzed to improve the listening skill, they mentioned that the TED Talk videos are short public presentations that directly help to improve the listening skill, where experts in the area present their main ideas in the most didactic way possible, which directly contributes to the potential development of listening skills. They are light conferences that allow people to take a good learning by investing very little time, where listening skills develop, people can summarize what is heard, and ask questions at the end.

Certainly, the research “**The Effect of Video-Bases Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners**” by (Sarani, Zare, & Nezhad, 2014) aimed to find the effect of the tasks with the only implementation of videos to improve the ability to understand, applying the listening skill.

An experimental and control group were used, each one of 20 participants. The experimental group was assigned an instructional course based on video tasks to develop the listening skill. The results showed that video-based teaching had a significant effect on students, where the development of listening comprehension was evident, which was beneficial to understand the language and pronunciation of the English language.

Moreover, the research “**Using Video Materials as a Teaching Strategy for Listening Comprehension**” by (Arteaga, Guarín, & López, 2014) showed the impact of videos on listening skills, in a group of 5 students, they highlighted the improvement in listening skills, as well as vocabulary acquisition and pronunciation practice.

The research emphasized the importance of pedagogical and investigative implications in video activities as teaching strategies. In addition, TED Talk had a positive effect on listening comprehension in English, consequently, these results led to the reaffirmation that using videos help students develop their listening skill.

The research **“Influence of the audio conference program of the TED WEB page in the listening comprehension of the pre-intermediate students of the University of the Armed Forces-ESPE in the period October - November 2015”** developed by (Añamisi, 2015) stands out that the listening skill development through TED Talk videos has been transformed into a strategy for the different educational units since it provides great potential for young people to be interested in learning the English language. It happens because these videos offer the possibility of developing the listening skill systematically and globally reflecting them at all times of life.

Inside the TED Talk videos, a series of own behaviors could be observed for the growth of the listening skill, such as: receiving the information provided, paying attention to the TED Talk videos in 100%, taking advantage of their potential, asking and resolving concerns orderly and in an understandable way, and constructively appreciating all the recommendations offered by the TED Talk videos.

Likewise, the article **“Using Animation Clips to Improve the Listening Ability of the Eighth Graders of a SMP Negeri 21 Malang”** by (Stiviani, 2015) described how the use of videos can improve the listening skill and was developed through planning, observing and reflecting. It was exposed that online videos could improve the listening skill because their learning content and innovation improved the comprehension of the English language with more vocabulary and grammar.

The research stated that the visualization provided in the animation clips could help students identify the main ideas of the stories, and the audio contributed to the listening comprehension by listening selection, but it was required that the teacher paid more attention to the students to guide the process.

Another support sample, the research **“Youtube Videos in Teaching Listening: The Benefits in Experts Views”** by (Puspa, 2016) proposed to discover theories and research of experts, which provide evidence on how videos improved the students' listening skill. It is important to mention that Youtube is still an important resource that provides audio and video to students, which gives the opportunity to discover the speech or words they heard while learning about the subject, helping students obtain a better description of the language spoken.

The results showed that videos allow teachers to create activities in order to improve students' listening ability, as well as helping them identify vocabulary, contraction, speed and speech time. Hence, it is suggested that teachers provide videos to familiarize students with the language.

(Povey, 2016) in his research entitled “**Extensive Listening: Pedagogy, Resources, and tools**” mentions that students could be encouraged to use different resources and verify their understanding, if the teacher allows them to choose the resources to develop the listening skill. Having a positive effect on students who are learning English, since the videos can attract the attention of all language students because of the content they present. Considering multiple intelligences and that not all students learn in the same way.

The study concluded that TED Talk videos can be used as materials for group projects, homework and class assignments, and activities inside or outside the classroom, providing students with different methods to improve their learning process. In addition, the TED Talk videos help students expand their knowledge, improve pronunciation and develop their listening skill due to the fact that the TED Talk are presented by native speakers.

(Aleles & Hall, 2016) in the study “**TED Talks for Authentic Learning: An Academic Oral Communication Course for Improving Presentation Skills for EFL University Students**” mention that the use of authentic TED Talk videos allows students to practice their listening skills extensively, which has a positive effect because it helps develop the ability to listen encouraging faster learning and comprehension is achieved either in grammar or vocabulary, opening wide horizons for the English language.

The authentic nature of the TED Talk videos allows students to receive real-life contributions while cultivating more interest in specific fields or subjects that may eventually lead to more autonomous learning. But choosing the TED content, beyond the level of the students is critical to the success of this course, and then learners may have problems with the use of excessively difficult or complex material.

Similarly, (Bravo, 2018) developed the research “**TED Talks as a strategy to improve the skill of listening**” based on the application of the TED Talk videos for the development of the listening skill. The research refers to TED Talks presenting a great contribution to the development of English language learners, mainly framed in listening skills. The author also mentions that the TED Talk videos allow students to have the necessary contact for personal and professional development because it provides effective tools for language learning.

However, regarding the listening skill, students should be provided with a wide variety of materials to develop it in a higher percentage than currently obtained, instead of just using a textbook because it does not help to improve the development of this skill.

The current research concludes that an improvement can be observed from the results in the development of the listening skill using the TED Talk videos as a tool for their cognitive development, since the TED Talk videos were useful to improve the participant's perception of their own ability to listen.

Correspondingly, the article “**TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students**” by (Martinez, Vargas, & Ramirez, 2018) reflects on the incidence of TED talks in teaching and learning English as a foreign language. In addition, it is mentioned that TED is a website and a downloadable application where videos are shared with a wide variety of English speakers born in many parts of the world, who speak in a fun and familiar way with the audience on various topics of interest. Furthermore, they are presented with cultural content, expanding the range of accents, words, expressions and ways of referring to the same topic.

The use of these videos provides students with all the communicative elements to use English. It offers an idea of how useful authentic videos and subtitles are when students are encouraged to learn English. The article concludes that learning English autonomously and based on technology is effective because the use of applications, blogs and online courses have shown good results. However, many of these tools were not originally designed for teaching, but can be adapted for that purpose, hence the importance of analyzing their contents before using them.

Finally, to support the topic, the article **“TED Talks: An Approach for Activating the World Knowledge Schema of EFL Writers”** by (Harb, 2018) sat as main objective to investigate the usefulness of short Ted Talk videos as a motivating tool that activates enough prior knowledge in a short time, where 21 Lebanese university students participated. It revealed the effectiveness of the approach to help students overcome the challenge of brainstorming and delineating, expanding their content, showing deep thinking and feeling more confident about writing.

The article concludes by mentioning that TED allows generating relevant ideas on the subject discussed, as well as reducing the level of difficulty of listening comprehension. Several participants emphasized the tool effectiveness to improve their critical thinking and analyze the indications from a deep perspective.

1.2 Objectives

General Objectives

- To analyze how the use of activity-based TED talk videos facilitates the development of listening skill.

Specific Objectives

- To review the effectiveness of using TED Talk videos for the development of the listening skill.
- To assess the development of the listening skill in students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.
- To establish the impact of the TED Talk videos on the listening skill of the students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.

Process to achieve the objectives

1. To review the effectiveness of using TED Talk videos for the development of the listening skill.

For the success of the first objective, a systematic search for information about the use of TED Talk videos was carried out in the pedagogical field and especially in languages teaching. Once the advantages and implications of this strategy were recognized, studies were selected and classified from several related updated sources, to capture the research background of the subject and thereby expand the knowledge about the effectiveness of the use of TED Talk videos in the development of the listening ability.

2. To assess the development of the listening skill in students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.

To achieve the second objective, a validated listening ability assessment instrument was required. Subsequently, the Preliminary English Test (PET) was selected because it is a widely used instrument that allows determining the mastery of fundamental aspects of English.

The evaluation process was carried out in two stages, one as a pretest and the other as a posttest, both of similar complexity. The results obtained in both tests allowed to determine the level of listening ability development in the students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.

Because the research required several interventions (9 TED Talks videos), it was necessary to evaluate by using a PET test adapted to the content taught, allowing to know the level of progress of each student regarding the listening skill.

3. To establish the impact of the TED Talk videos on the listening skill of the students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.

In order to establish the impact of the TED Talk videos on the listening skill, the most appropriate contents presented by this technological platform were selected for the group of elected students. During the strategy application, the level of acceptance of contents and the impact on the development of receptive and productive skills were observed.

At the end of the presentation of the nine TED talk videos selected, the students were evaluated to know their level of progress in listening ability in order to determine the impact achieved through a comparative analysis between the test and posttest results.

1.3 Theoretical Framework

1.3.1 TED Talk videos

The TED Talk videos are part of a platform, which is a nonprofit organization that presents videos of lectures about different topics that people live in their daily routines or about scientific topics, it will depend on the level of interest that the learners have for specific subjects. The TED Talk videos began in 1984, and it presented topics about technology, entertainment and design. Now, this platform covers a variety of topics which are about business, medicine, environmental issues, technology, among others that learners can take advantage of. The main objective of this platform is to spread ideas and motivate people who watch its videos under the motto ideas worth spreading, “The argument is that learners should be exposed to real-life input because scripted materials are devoid of the redundancies of informal speech” (Takaesu, 2013, pg.151).

The TED platform organizes conferences or lectures twice a year with a group of successful people with the aim of calling the people’s attention by standing for design, entertainment and technology, and covering a wide variety of topics related to different areas according to the audience’s age and interests. In addition, it is necessary to mention that the topics of the TED Talk videos contain real information since most of the audience are adult people and have a developed critical thinking to draw their own conclusions.

Not all TED Talks are appropriate for middle or high school students since some of the topics are suitable only for adults and excessively focused on a professional field with many technical terms, which might make those with no

background knowledge difficult to fully understand. (Park, S. M., & Cha, K. W., 2013, pg. 106)

As this research is going to be done with university students, who are adult people, the TED Talk videos are an important and interesting tool to be applied along the research. According to Brickfield (2015), the learning process of the students is more than just the reception and storage of information, it involves other stages such as psychological, perceptual and physical, which means that to understand the learning process it is important to understand the knowledge of the world because it helps to develop the learning process. For this reason, the use of the TED Talk videos is an additional tool that will be joint with the previous knowledge of the students in order to develop their Listening Skill.

According to (Richards, 2015) an advantage is that the TED Talk videos provide learners' autonomous learning because these videos can be selected based on their interests, and considering the English Students' level, so they can understand and improve the listen skill due to the nature of the language used. The TED Talk videos are probably not an ideal resource for beginners, but more appropriate for intermediate and advanced students.

TED Talk videos attract people's interest and get their attention, so students do not get bored of watching and listening to the lectures presented on this platform. In addition, these videos will motivate and inspire students to continue watching, which is a positive aspect because it will help them improve their listening skill progressively, and obviously improve their spoken pronunciation because both listening skill and speaking skill work cooperatively (Wajiha, 2018)

1.3.2 Listening Skill

It is known that the Listening Skill is one of the most difficult to improve, but as important as the other skills because of its use for the learning process and communication in general.

Listening has received little attention in language teaching and learning because the teaching methods emphasize the productive skills, and listening was characterized as a passive activity. However, researchers have revealed that listening is not a passive skill but an active process of constructing meaning from a stream of sounds. Therefore, listening can be considered as the fundamental ability to speak because without understanding the entry into the correct level, any learning cannot begin (Solak, 2016).

The micro-skills of listening comprehension are: retaining fragments of language of different lengths in short-term memory, discriminating between the distinctive sounds of English, recognizing stress patterns in English, words in stressed and unstressed positions, rhythmic structure, intonational contours recognize reduced forms of words, distinguish word boundaries, recognize a core of words, process speech that contains pauses, errors, corrections, speed, etc., recognize grammatical word classes (nouns, verbs, etc.), systems, patterns, rules and elliptical forms, in addition to the recognition of particular meanings expressed in different grammatical forms (Solak, 2016).

According to Prakaash (2016), listening has several types:

Active listening: it is a communication technique that the listener has to give feedback in his own words about what he or she has heard to confirm what another speaker said in order to confirm the comprehension of both parts. Active listening involves interpreting body language or focusing on something else than only words. There are two types of active listening: understanding and purpose.

Empathic listening: it is a way of listening and responding to another person that improves comprehension and trust. It is an essential skill for third parties and the disputants allow the listener to receive and respond accurately.

Critical listening: the ability to listen critically is essential in a democracy. There is virtually no place to go where critical listening is not important, whether at work, in the community, in service clubs, in the place of worship or in the family.

Casual listening: it refers to someone who listens to another person or something without any particular purpose.

Focused listening: it is an intensive listening to take accurate information where the listener focuses on what the speakers say.

According to (Tyagi, 2014), listening is a process, which implies more than just listening to sounds and noises, it includes the identification, comprehension and interpretation of spoken languages that denotes the active participation of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending building meaning and responding to spoken and / or nonverbal messages.

Listening consists of some key components, which are:

- Sound discrimination.
- Word recognition and comprehension of meaning.
- Identification of grammatical word groupings.
- Identification of expressions and sets of expressions that act to create meaning.
- Connection of linguistic signals with non-linguistic and paralinguistic signals.
- Use of previous knowledge to predict and confirm meaning and remember important words and ideas.

CHAPTER II

METHODOLOGY

2.1 Resources

Human Resources

- Research Tutor.
- Review Tutors.
- Researcher.
- Students.

Institutional Resources

- Universidad Tècnica de Ambato.
- Facultad de Ciencias Humanas y de la Educaciòn.
- Pedagogìa de los Idiomas Nacionales y Extranjeros.
- Libraries.

Materials

- Office supplies.
- Technological materials.
- Books.

Economics

- Transportation.
- Photocopies

2.2 Methods

According to (Creswell, 2014) the qualitative method allows the researcher to describe the different characteristics and events of the research without the need to compare them in terms of quantities or measures because this research is based on data collection, while the quantitative method focuses on quantities or measurements of events, people or characteristics that the researcher studies. In this case, the research was also qualitative because it provided measures for the theory test.

In the current study, the qualitative-quantitative method was used. Qualitative because interpretive techniques were used to decode and describe the main problems around the students' listening skill. On the other hand, the quantitative approach was used to test the hypothesis, based on numerical measurement and statistical analysis, leading to the study results about the effectiveness of the TED Talk videos in the listening skill.

Basic Modality

Bibliographic-documentary

(Arias , 2012) mentions that the documentary bibliographic modality is based on search, recovery, selection, analysis and interpretation of data obtained and registered by other researchers in documentary sources: printed, audiovisual or electronic. Consistently, the study mainly used the bibliographic-documentary modality because of the systematic contribution of sources of books, magazines, and reports that provided as much information as possible for a more complete analysis of the use and effectiveness of the TED Talk videos in the listening skill.

Field

Field research consists of collecting data directly from the subjects under study or the reality where the events occur. Thus, the information was essential for the objectives achievement and the solution of the problem (Arias , 2012).

The current study was essentially from field because a direct contact was made with the reality of study, which were the students of the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato in order to collect data about the development of the listening skill and for the application of the TED Talk videos in an English class.

Research level

Descriptive

(Arias , 2012) mentions that descriptive research focuses on knowing the different situations of an investigation by describing activities, characteristics or processes considering that its main objective is not to collect data, but to identify or explain all the characteristics that help obtain the results.

This type of research allowed the researcher to observe, characterize and describe the reality of study. First, to highlight the potential and difficulties that students had about the listening skill. Then, analyze the effectiveness of the use of the TED Talk videos in this skill.

Quasi-experimental

According to (Segura A. , 2003) the quasi-experimental method is useful for studying problems that cannot have absolute control of situations, but it is intended to have the greatest possible control, even when already formed groups are being used. A characteristic of quasi-experiments is to include "intact groups" that are already constituted groups.

The current study was quasi-experimental since a new pedagogical strategy (TED Talk videos) was applied to a group of students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato for two months to verify its effectiveness on the listening ability.

To achieve it, nine TED talk videos of an educational nature and with high entertainment content were selected, lasting between 15 and 20 minutes. After the presentation of each TED video, an activity related to the topic was carried out in the classroom to identify the listening capacity achieved by the students. At the end of the

activity an evaluation PET test was applied in order to determine with greater precision the students' listening skill development.

At the end of the processes of intervention (2 months) and evaluation, the results of the different tests (9) were compared to determine the progress level achieved by the students. The result of the initial and final PET test led to a comparative analysis to establish the effectiveness of the strategy.

Population and sample

The study was attended by 29 students from sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato. This group of students was selected for convenience due to the accessibility for the application of the TED strategy and the assessments.

Considering that it was a small and accessible population, a sample design was not carried out and the entire population was taken as a sample. The current research was carried out with the 29 students of the sixth semester.

Data collection technique and instruments

As a data collection technique, a validated preliminary test was used to assess the students' listening skill PET test. The evaluation instrument was a questionnaire taken from the Cambridge.org website, which was used for the Pretest and Post-test evaluation process.

It is important to note that only the listening section was used, which contains 4 parts and consists of 25 items. These parts include listening tasks based on conversations or monologues, people talking about specific topics, interviews or interactions between two people.

Information Collection Plan

- Prior to the data collection, an authorization letter was sent to the Universidad Técnica de Ambato for the approval of the research. Based on it, the focus group and the hours for the intervention were coordinated.

- Once the experimental group (Sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato) was assigned, the process and implications of the research to be developed were explained.
- A pretest PET test was applied to the 29 students of the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato to know their level in the listening skill.
- Before applying the TED Talk videos, a review of the platform content was made to select the most appropriate for the focus group. Later on, an explanation was given to the students about the contents of this platform, highlighting their strengths regarding the listening ability.
- In the investigation, 9 videos (2 weekly videos) were selected, the titles of the videos were:
 1. The secrets of learning a new language. Lydia Machova
 2. The agony of trying to unsubscribe. James Veitch
 3. Get comfortable with being uncomfortable. Luvvie Ajayi
 4. The hidden power of smiling. Ron Gutman
 5. The danger of silence. Clint Smith
 6. Three things I learned while my plane crashed. Ric Elias
 7. 8 secrets of success. Richard St. John
 8. The mindset of a champion. Carson ByBlow
 9. Is the world getting better or worse? A look at the numbers. Steven Pinker
- At the end of each video, an activity was carried out. Later on, a PET test was applied (contextualized to the theme of each TED talk).
- It is important to mention that the activity proposed was based on the “Listening subskills” because each of the tests applied had different types of questions.

The first and second listening activities were based on one of sub-skills: "Listening for gist". In the activity, the students made a short summary of the TED Talk videos presented because they were able to get the general idea of the video and improve the listening skill.

The third and fourth listening activities were raised based on listening sub-skills called "Listening for specific information". In this activity, the students heard specific information from the TED Talk videos in order to answer a series of questions.

The fifth and sixth activities were based on the "Listening in detail" sub-skill. In this activity, the students had to listen carefully to the content of the TED talk videos in order to understand as much information as possible in order to complete the activity, since it required writing words mentioned in the TED Talk videos.

The seventh and eighth activities were based on the "Understanding conceptual meaning in spoken text and utterances" sub-skill. In this activity, the students had to capture and identify specific information from the TED Talk videos in order to answer certain questions of the activity.

For the ninth TED Talk video a specific activity was not raised, but the content was socialized, where the students gave their points of view and after that, the last PET test (posttest) was applied, which served as the basis for the realization of a comparative analysis between the evaluation results of the test and posttest.

Information Processing Plan

Once the information from the nine PET test was collected, it was adapted to each TED talk content, and was scored over 25 points, assigning one point to each item. Additionally, they were divided into excellent, very good, enough, acceptable and insufficient and processed through Microsoft Excel. They were located by evaluation date in order to perform a comparative analysis and be able to determine the progress level achieved by the students during the intervention. The process was monitored through a checklist, where the presence or absence of the observed characteristic (listening skill) was recorded.

The results were presented in absolute and relative frequencies. The absolute frequency was used to determine the total number of students who achieved mastery or deficits in listening skill. On the other hand, the relative frequency that contributed to the visualization of the results, which was the percentage of students who made progress in the listening skill in comparison to the general sample. To determine the effectiveness of the proposed strategy, the chi-square statistical test was carried out, and by using the level of significance, it was suitable to accept the alternative hypothesis, which assumed the effectiveness of TED talk videos in the listening skill.

CHAPTER III

RESULTS AN DISCUSSION

3.1 Analysis and discussion of results

3.1.1. Pretest Results

Table 1 Pretest

Categories	Frequency	Percentage
Excellent (25-21)	3	10%
Very good (20-16)	13	45%
Enough (15-11)	10	35%
Acceptable (10-6)	3	10%
Insufficient (5-0)	0	0%
TOTAL	29	100%

Source: PET test

Developed by: Poveda, J (2020)

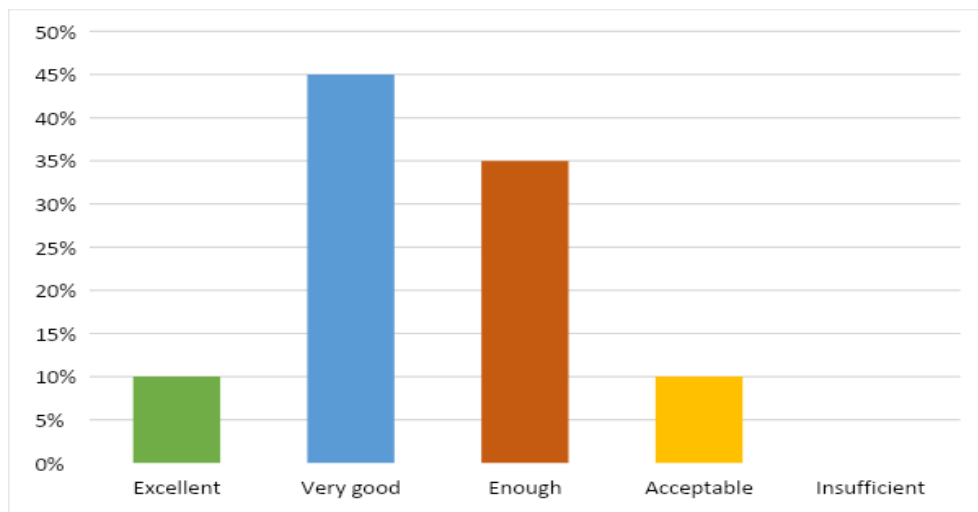


Figure 1 Pretest

Source: PET test

Developed by: Poveda, J (2020)

Analysis and interpretation:

The pretest allowed to know that 45% of students in the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato were at a very good level in the listening skill, 35% had an acceptable level, the 10% insufficient, but it can also be observed that a 10% were at an excellent level.

Consequently, it can be affirmed that the majority of students in the sixth semester had a good level of development with regard to the listening skill. However, in certain parts of the class, there was a lack of agility to capture what was said, especially when native speaker conversations were used, it was possible to identify problems with vocabulary, grammar and absence of deduction strategies.

3.1.2. Results of the intervention process

Table 2 Student progress

Categories	1	2	3	4	5	6	7	8
Excellent (10)	0%	0%	17%	7%	35%	35%	0%	7%
Very good (9-8)	0%	17%	28%	41%	59%	34%	38%	83%
Enough (7-6)	7%	17%	28%	31%	3%	28%	52%	7%
Acceptable (5)	34%	35%	27%	21%	3%	3%	3%	3%
Insufficient (4-0)	59%	31%	0%	0%	0%	0%	7%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Source: PET test

Developed by: Poveda, J (2020)

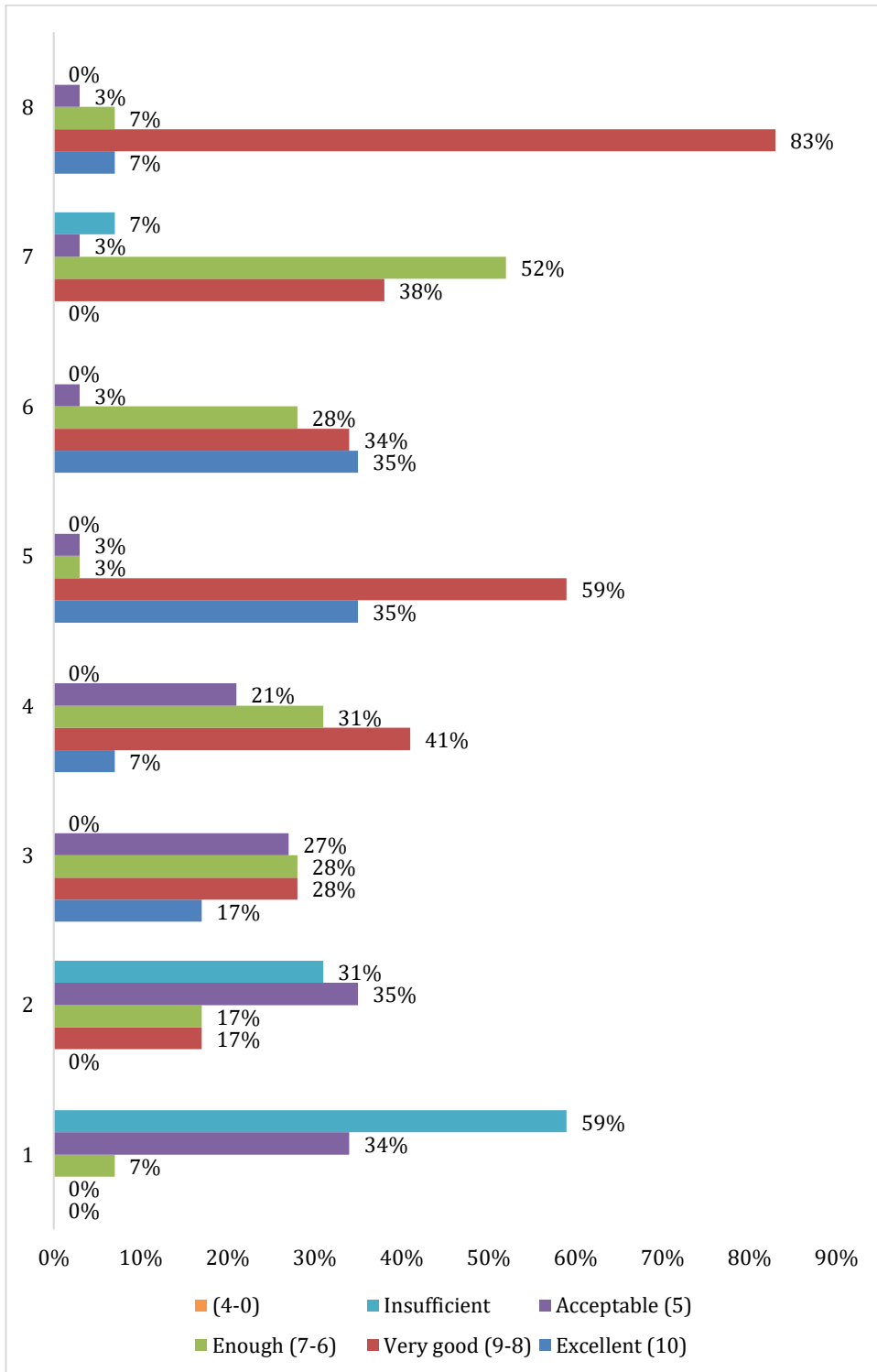


Figure 2 Student progress
Source: PET test
Developed by: Poveda, J (2020)

Analysis and interpretation:

During the intervention process, several evaluations were carried out (after each TED Talk video) in order to determine the evolution of the students regarding their listening skill. Figure 2 shows the results of the eight interventions, where it can be observed that:

In the first TED talk video, the majority of students had an insufficient performance (59%), 34% acceptable and 7% enough.

In the second TED Talk video, 35% of the students reached an acceptable level, 31% insufficient and 17% enough and very good levels.

In the third TED Talk video, 28% of the students showed a very good performance, 28% enough, 27% acceptable and 17% excellent.

In the fourth TED Talk video, 41% of students showed a very good performance, 31% enough, 21% acceptable and 7% excellent.

In the fifth TED Talk video, 59% of students showed a very good performance in the listening skill, 35% excellent and 3% acceptable and satisfactory.

In the sixth TED Talk video, 35% of the students had excellent performance, 34% very good, 28% enough and 3% acceptable.

In the seventh TED Talk video, 52% of students showed enough performance, 38% very good, 7% insufficient and 3% acceptable.

In the eighth TED Talk video, 83% of students showed a very good performance, 7% excellent, 7% enough and 3% acceptable.

Hence, it can be indicated that the TED talk videos favored the listening skill because at the beginning of the practice, it was possible to observe students with an insufficient and acceptable level, while towards the end of the experimentation an improvement was already evident since the majority of students reached levels not only “acceptable” but “very good” and even “excellent”.

3.1.3. Posttest Results

Table 3 Posttest

Categories	Frequency	Percentage
Excellent (25-21)	15	52%
Very good (20-16)	14	48%
Enough (15-11)	0	0%
Acceptable (10-6)	0	0%
Insufficient (5-0)	0	0%
TOTAL	29	100%

Source: PET test
 Developed by: Poveda, J (2020)

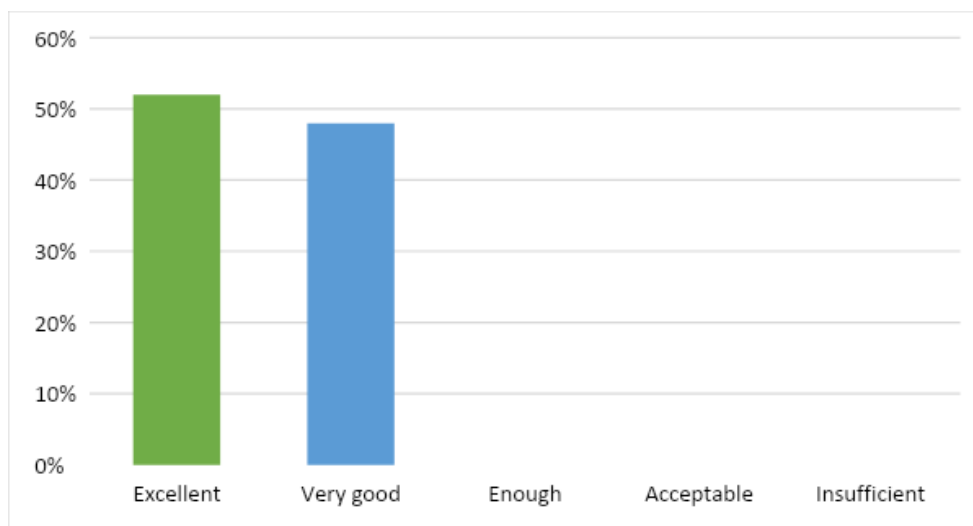


Figure 3 Posttest
 Source: PET test
 Developed by: Poveda, J (2020)

Analysis and interpretation:

After the application of the nine TED talk videos, it was observed that 52% of students reached an “excellent level” of performance in the listen skill, while 48% reached a very good level.

Therefore, the majority of students showed a favorable evolution regarding their listen skill after the investigative intervention because they managed to recognize, understand and deduce the information contained in the videos presented, as well as showing greater security, interaction and enthusiasm for the practice.

3.1.4 Pretest-posttest comparative analysis

Table 4 Pretest-Posttest

Categories		Pretest	Posttest
Excellent (25-21)		10%	52%
Very good (20-16)		45%	48%
Enough (15-11)		35%	0%
Acceptable (10-6)		10%	0%
Insufficient (5-0)		0%	0%
TOTAL		100%	100%

Source: PET test

Developed by: Poveda, J (2020)

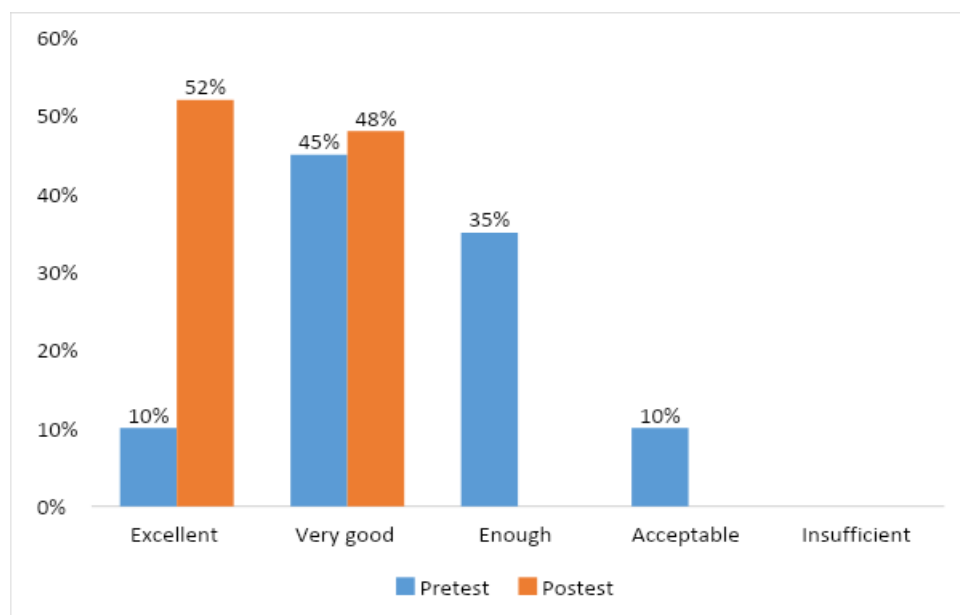


Figure 4 Pretest-Posttest

Source: PET test

Developed by: Poveda, J (2020)

Analysis and interpretation:

While applying the pretest, it was observed that the 45% of students in the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato showed a very good performance level, 35% of the students were in the “enough or acceptable” range, since scores between 11 and 20 points were reached out of 25, and also, students with an acceptable level (between 6 and 10 points) were observed.

The post-test application allowed to note the level of progress achieved because students were no longer in an “enough or acceptable” range, but the majority were excellent (52%), and the number of students with a very good level also increased from 45 % reached in pretest to 48% in posttest.

Finally, it can be mentioned that the TED Talk videos strategy was effective in the development and improvement of the students’ listening ability because they showed a greater mastery, achieved a better degree of comprehension of the contents and enjoyed the strategy applied.

3.1.5 Discussion of results

According to (Yildirim & Yildirim, 2016) the ability to listen plays an important role in both daily life and in the academic context, since it is crucial for people to maintain effective communication. However, it is noted that although the importance of listening in the development of communicative and cognitive skills is recognized, it has not had the importance that it deserves in the language teaching process, generating several difficulties in the learners.

In this context, the current research showed the need to propose strategies to emphasize this ability, such as the TED talk videos, which after the experimentation displayed positive results because they managed to capture the interest and attention of the students to promote autonomous learning. The above is similar to what (Povey, 2016) reported in his research, where the TED talk videos had a positive effect on students who were studying English because the videos attracted the students’ attention due to their content which improved the learning process. As well as the videos of TED Talk helped students expand their knowledge, improve pronunciation and, above all,

develop their listening skill because the TED Talk videos are presented by native speakers.

Additionally, (Aleles & Hall, 2016) added that the use of authentic TED talks allow students to practice their listening skill extensively, which has a positive effect since being able to develop the listening ability improves meaningful learning and comprehension faster, either in grammar or vocabulary, allowing a better conception of the English language.

3.2 Verification of hypotheses

H1: The application of TED talk videos allows the development of the students listening in the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato.

To check the hypothesis raised, the T-student test was used. This test is used when the samples are independent, that is when it is a single sample that has been evaluated twice or when the two samples have been matched.

Table 5 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control group Pre-test	2,4483	29	,82748	,15366
Control group post-test	1,4828	29	,50855	,09443

Source: PET test

Developed by: Poveda, J (2020)

The table 5 shows the means obtained from the samples, used to determine that there is a significant difference because from a value of 2,4483 which is the initial or pre-test average, it passed to a value of 1.4828 in the post-test.

Table 6 T- student

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control group Pre-test - Control group post-test	,96552	,49877	,09262	,77580	1,15524	10,425	28	,000

Source: PET test

Developed by: Poveda, J (2020)

Once the T-Student test was calculated in the SPSS statistical program, it was determined that the p.value was equal to 0, and in its absence was less than the value of the level of significance $\alpha = 0.05$. For this reason, the null hypothesis was rejected and the alternative hypothesis was accepted, that is: The application of the TED talk videos allows the development of the students listening in the sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato

CONCLUSIONS

- According to the development of the study it was possible to determine that using activities based on TED conversation videos had a positive effect on the students' listening skills because it motivated them to listen, it contributed to the development of vocabulary, pronunciation, contraction, speed and speech time since the TED Talk videos are presented by native speakers.
- When evaluating the development of listening ability in students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, it was found that 45% were at a very good level, 35% had an acceptable level, the 10% insufficient, but it could also be observed that a 10% were at an excellent level. Additionally, among the main problems found, it could be noticed the lack of agility to understand what was said, especially when native speaker conversations were used. Also, it was identified problems with vocabulary, grammar and absence of deduction strategies.
- The TED talk videos strategy was effective in the development and improvement of the students' listening skill because they showed a greater mastery, achieved a better degree of comprehension of the contents and enjoyed the strategy applied, which was verified with the application of the posttest, where it was observed the level of progress achieved because students were no longer in the "enough or acceptable" range, but the majority were excellent (52%) and the number of students with a very good level also increased from 45 % reached in pretest to 48% in posttest.

RECOMMENDATIONS

- It is important that language teachers constantly evaluate productive and receptive skills in students to identify difficulties that occur more frequently to provide feedback, academic support and thereby, allow all students to progress in a similar way because that is the process in which the learning for individual or collective work can be consolidated.
- It is substantial that the teaching practice is based on innovative and high-impact strategies that encourage attention and motivate students to learn and improve their listening skills that are important for the development of the rest of the abilities because it must be considered that the ability to listen is essential to speak or write. Without comprehension, the input of information of any type of learning cannot occur properly at the correct level.
- The use of the TED Talk videos implies the teacher's guidance and supervision to be able to select the contents and direct the learning process in order to achieve the proposed objectives, because otherwise, the presentation of them would only generate distractions. Therefore, it is important to make a brief introduction of what is going to be seen, highlighting the most important aspects that should be fixed and presenting some motivating questions whose answer they will find in the video, capturing the attention and interest of the students.
- It is necessary that the contents of the TED videos are compatible with the curricula to support students in each level of instruction because in this way, activities that reinforce the previous knowledge of the students can be formulated and finally evaluation processes can be developed and feedback.

REFERENCES

- Ajayi, L. (2017, November). *Get comfortable with being uncomfortable*. Retrieved from https://www.ted.com/talks/luvvie_ajayi_get_comfortable_with_being_uncomfortable
- Ales, J., & Hall, M. (2016). TED Talks for Authentic Learning: An Academic Oral Communication Course for Improving Presentation Skills for EFL University Students. *International Journal of Humanities and Management Sciences*, 4. Retrieved from [www.isaet.org: http://www.isaet.org/images/extraimages/UH0216008.pdf](http://www.isaet.org/images/extraimages/UH0216008.pdf)
- Añamisi, C. (2015). *Influence of the audio conference program of the TED WEB page in the listening comprehension of the pre-intermediate students of the University of the Armed Forces-ESPE in the period October - November 2015*. Quito.
- Arias, F. (2012, February 15). *The Research Project Introduction to scientific methodology* (6 ed.). Caracas - Venezuela: Editorial Episteme. Retrieved from [www.gutcheckit.com: https://www.gutcheckit.com/blog/what-is-descriptive-research/](https://www.gutcheckit.com/blog/what-is-descriptive-research/)
- Arteaga, L., Guarín, E., & López, A. (2014). *Using Video Materials as a Teaching Strategy for Listening Comprehension*. Pereira.
- Bravo, J. L. (2018). "TED Talks as a strategy to improve the skill of Listening". Ambato, Ecuador.
- Byblow, C. (2018, March). *The mindset of a champion*. Retrieved from https://www.ted.com/talks/carson_byblow_the_mindset_of_a_champion
- Cahyaningrum, D. (2010). *THE EFFECTIVENESS OF USING VIDEO IN TEACHING LISTENING OF ORAL NARRATIVE TEXT*. Surakarta: Sebelas Maret University. Retrieved from <https://core.ac.uk/download/pdf/16508466.pdf>

- Cambridge. (2019). *English B1 Preliminary for Schools preparation* / Cambridge English. Retrieved from https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/preparation/?fbclid=iwar2adqkztkv67jl2ahvvt_vf9svesu4v-myhkcvw4et0pza9ypew5zjli
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches - 4th ed.* The United States of America: SAGE.
- Elias, R. (2011, March). *Three things I learned while my plane crashed.* Retrieved from https://www.ted.com/talks/ric_elias#t-8139
- Gutman, R. (2011). *The Hidden power of smiling. Obtenido de TED ideas worth spreading.* Retrieved from https://www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling
- Harb, G. (2018). TED Talks: An Approach for Activating the World Knowledge Schema of EFL Writers. *Internacional Journal of Language and Linguistics*, 5(4). Retrieved from https://www.researchgate.net/publication/329228627_TED_TALKS_AN_APPROACH_FOR_ACTIVATING_THE_WORLD_KNOWLEDGE_SCHEMA_OF_EFL_WRITERS
- John, R. (2005, February). *8 secrets of success.* Retrieved from https://www.ted.com/talks/richard_st_john_s_8_secrets_of_success
- Kamilah, M. (2013). The use of Contextual Video to Improve Students Listening Ability. *University of Education.* Retrieved from <https://media.neliti.com/media/publications/193276-EN-the-use-of-contextual-video-to-improve-s.pdf>
- Lotfi, M., & Shabani, O. (2014, March 03). *“Extensive & Intensive listening”*. Retrieved from Slideshare: <https://es.slideshare.net/omidpoyan/intensiveextensive-listening>
- Machová, L. (2018, October). *The secrets of learning a new language.* Retrieved from https://www.ted.com/talks/lydia_machova_the_secrets_of_learning_a_new_language

- Martinez, H., Vargas, J., & Ramirez, A. (2018). TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students. *Canadian Center of Science and Education*, 11(12). Retrieved from https://www.researchgate.net/publication/329028486_TED_Talks_as_an_IC T_Tool_to_Promote_Communicative_Skills_in_EFL_Students
- Pinker, S. (2018, April). *Is the world getting better or worse? A look at the numbers*. Retrieved from https://www.ted.com/talks/steven_pinker_is_the_world_getting_better_or_w orse_a_look_at_the_numbers
- Povey, E. (2016, August). Extensive Listening: Pedagogy, Resources, and Tools. *International Journal of Educational Investigations*, 3(7), 35-49. Retrieved from [www.ijeionline.com: http://www.ijeionline.com/attachments/article/56/IJEI.Vol.3.No.7.04.pdf](http://www.ijeionline.com/attachments/article/56/IJEI.Vol.3.No.7.04.pdf)
- Puspa, L. (2016). Youtube Videos in teaching Listening: The nefits in Experts Views. *Research in English and Education*, 1(2), 152-160. Retrieved from <https://pdfs.semanticscholar.org/46ca/ab51f583a3222ed8679afd99d474fcd61 0ef.pdf>
- Richards, J. (2015, January 13). The Changing Face of Language Learning: Learning Beyond the Clasroom. *Altmetric*. Retrieved from [www.journals.sagepub.com: https://journals.sagepub.com/doi/abs/10.1177/0033688214561621?journalCo de=rela](http://www.journals.sagepub.com/doi/abs/10.1177/0033688214561621?journalCo de=rela)
- Sarani, A., Zare, E., & Nezhad, S. (2014). The effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Chabahar Maritime University*, 29-47. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1062660.pdf>
- Segura, A. (2003). *Diseños cuasiexperimental*. Universidad de Antioquia.
- Segura, A. (2012). *The importance of teaching listening and*. Retrieved from <https://www.ucm.es/data/cont/docs/119-2015-03-17- 12.RocioSeguraAlonso2013.pdf>

- Smith, C. (2014, July). *The danger of silence*. Retrieved from https://www.ted.com/talks/clint_smith_the_danger_of_silence#t-12438
- Stiviani, R. (2015). Using Animation Clips to Improve the Listening Ability of the Eighth Graders of SMP Negeri 21 Malang. *State University of Malang*. Retrieved from <http://jurnal-online.um.ac.id/data/artikel/artikelBC3FB08453722E29E147C9A08F00FEC8.pdf>
- TED. (2015). *TED Ideas worth spreading*. Retrieved from TED Ideas worth spreading: <https://www.ted.com/about/our-organization>
- Veitch, J. (2016, June). *The agony of trying to unsubscribe*. Retrieved from *TED Ideas worth spreading*. Retrieved from https://www.ted.com/talks/james_veitch_the_agony_of_trying_to_unsubscribe
- Wajiha, F. (2018, May). *International Journal of Advanced Research*, 4(12), 1137-1141. Retrieved from www.researchgate.net: https://www.researchgate.net/publication/312392931_EXPLORING_AUTHENTIC_MATERIAL_FOR_IMPROVING_THE_WRITING_OF_ESL_LEARNERS
- Yildirim, S., & Yildirim, O. (2016). *The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review*. *Üniversitesi Eğitim Fakültesi Dergisi*.

ANNEX 3

VALIDATION AND APPROVAL RUBRIC

TEST

	2.5	2	1.5	1	0
Difficulty of the questions.	The test's questions are clear and formulated according to the level of the students.	The test's questions are formulated according to the level of the students, but they are not very clear.	The test's questions are clear, however, they are not formulated according to the level of the students.	The test's questions are not fully understandable due to the complexity of the vocabulary.	The test's questions are not clear and are not formulated according to the level of the students.
Relationship between the questions and the research	The test questions are 100% related to the investigation.	Most of the test's questions are related to the investigation.	The test's questions are 50% related to the investigation.	Few test's questions are related to research.	The test's questions are not related to the investigation.
Organization	The test is very well organized with well formulated and clear questions.	The test is well organized.	The test is organized, but the questions are not well formulated.	The test is not well organized.	The test is not organized and the questions are not well formulated.
Use of referencies	The test contains name, link and referencies with APA standards of the audiovisual material used for the test.	The test contains the link and the referencies with APA standards of the audiovisual material used for the test.	The test contains name and link of the audiovisual material used for the test.	The test only contains the name or the link of the audiovisual material used for the test.	The test does not contain the name, link or referencies with APA standards of the audiovisual material used for the test.
Total:					

Validated and Approved by:


Mg. Mayorie Chimbo


Mg. Xavier Sulca


Mg. Edgar Encalada

ANNEX 4

Photographic evidence



Source: Sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros - UTA
Developed by: Poveda, J (2020)

ANNEX 5

PET

**Preliminary English Test. Listening
INSTRUCTIONS TO CANDIDATES**

- Answer all the questions.
- You can change your answers at any time during the test.

INFORMATION FOR CANDIDATES

- There are four parts to this test.
- Each question carries one mark.
- You will hear each recording twice.
- For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1.

You will hear seven short recordings. For questions 1 – 7, choose the correct picture.

1. What does the boy want from the shops?



a)

b)

c)

2. Which programme is on first this evening?



a)

b)

c)

3. What present will the girl give Luisa?



a)

b)

c)

4. Which instrument does the boy play now?



a)

b)

c)

5. What will the weather be like for the sports day tomorrow?



a)

b)

c)

6. Who is the boy phoning?



a)

b)

c)

7. What food will the boy's mother buy?



a)

b)

c)

Part 2

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For questions 8 – 13, choose the correct answer.

8. Why did Sally decide to write her first book?

- A. people said her stories were good
- B. her family bought her a diary
- C. her penfriend suggested it

9. Why didn't Sally's Dad want her to send her book to a publisher?

- A. He didn't like it very much.
- B. He had given her help to write it.
- C. He was worried that they wouldn't be interested.

10. Sally sent her book to a company which.

- A. published books only on the internet.
- B. published her favorite stories.
- C. published books of a similar type.

11. How did Sally feel when the company phoned her Mum?

- A. very excited
- B. extremely surprised

C. anxious about the future

12. Sally says that, as a result of her book,

A. she now has more money.

B. she has lost some of her friends.

C. she is in contact with new people.

13. What does Sally say about her next book?

A. It will be quite different from her first one.

B. It will be written for older readers.

C. It will be about something all children experience.

Part 3

You will hear some information about a film-making competition. For questions 14 – 19, write the correct answer in the gap.

FILM-MAKING COMPETITION

Maximum length of film

Type of film

Subject this year The

JUDGES

Martha Fernando, presenter of the programme called 'Film

Mark Matthews, director

PRIZES

First prize visit to a film school

Other prizes books and modern

Where the best films will be shown

Part 4

You will hear a conversation between a girl called Michelle and a boy called Antony about a television programme called 'Pop Choice' in which teenage singers compete for a prize. For questions 20 – 25, choose YES if the sentence is correct or NO if the sentence is not correct.

- 20 Antony enjoyed watching last night's 'Pop Choice'. YES NO
- 21 Michelle believes the first prize would be a good career opportunity. YES NO
- 22 Antony thinks that Michelle sings well enough to appear on TV. YES NO
- 23 Michelle thinks the singers should wear more fashionable clothes. YES NO
- 24 Antony often disagrees with the opinions of the judges in the programme. YES NO
- 25 Antony tells Michelle that he would prefer to watch the programme alone. YES NO

Name: _____

Date: _____

Source: (Cambridge, 2019)

Developed by: Poveda, J (2020)

ANNEX 6

FIRST TEST PART 1
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____

Date: 17 – 10 – 2019

Practice of Part 1

For questions 1 – 7, choose the correct picture in order to answer the questions about the TED Talk video.

1. Where did she meet her friend Benny?



a)



b)



c)

2. Which one is not a method that a polyglot can use to learn a new language?



a)



b)



c)

3. What is the method that she used to learn German with enjoyment?



a)



b)



c)

4. What can people achieve with the principles that she mentioned during the learning process of a language?



a)



b)



c)

5. How is the period of time in which polyglots learn a new language?

Months

a)

2 YEARS

b)

DAYS

c)

6. How long did his friend Benny study Irish Gaelic at school?

10 years

a)

21 years

b)

11 years

c)

7. How did her friend Lucas learn a language?



a)



b)



c)

Video's name: The secrets of learning a new language.

Video's link: https://www.youtube.com/watch?v=o_XVt5rdpFY&t=52s

Source: (Machová, 2018)

Developed by: Poveda, J (2020)

ANNEX 7

SECOND TEST PART 1
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____

Date: 21 – 10 – 2019

Practice of Part 1

For questions 1 – 7, choose the correct picture in order to answer the questions about the TED Talk video.

1. Who did he visit?



a)



b)



c)

2. What is the name of the market from which he received an e-mail?



a)



b)



c)

3. How did he feel when he received the first e-mail?



a)



b)



c)

4. How did he feel after he received some e-mails from the market?



a)



b)



c)

5. How did the man feel about the opening of the market?



a)



b)



c)

6. James told Dan that he ordered something for the opening of the market. What was it?



a)



b)



c)

7. Who did answer the e-mails with the case number?



a)



b)



c)

Video's name: The agony of trying to unsubscribe | James Veitch

Video's link: <https://www.youtube.com/watch?v=Dceyy0cX6J4>

Source: (Veitch, 2016)

Developed by: Poveda, J (2020)

ANNEX 8

THIRD TEST PART 2
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____

Date: 24 – 10 – 2019

Practice of Part 2

You will watch a TED Talk video called “Get comfortable with being unconfortable” by a woman named Luvvie Ajayi. For questions 8 – 13, choose the correct answer.

8. According to the woman, how is the best way to change the world?

- a) by speaking and being the first when playing domino
- b) by being the domino when playing it
- c) by speaking up, by being the first and being the domino

9. How is to be the domino for the woman?

- a) It's like doing the difficult things when needed
- b) It's like speaking up when it is needed.
- c) It's like speaking up and doing the difficult things when needed

10. How did Luvvie use to call herself when she was a kid and wanted to be a doctor?.

- a) Doctor Luvvie
- b) Doc. McStuffins
- c) Doc. Luvvie

11. Where did she go skydiving?

- a) Punta Cana
- b) Mexico
- c) She does not mention the place.

12. According to the woman, what is justice?

- a) Justice is an option for people who speak the truth
- b) Justice is an option or value for those who speak the truth
- c) Justice is a value for everyone

13. What did she mention about white people in the conference that she had to go some time before?

- a) She mentioned that white women got everything payed for
- b) She mentioned that white men got compensated and got their travel payed for
- c) She mentioned that black women had to pay to speak there

Name: _____ Date: _____

Video's Name: Luvvie Ajayi - Get comfortable with being unconfortable

Video's Link: www.youtube.com/watch?v=QijH4UAqGD8

Source: (Ajayi, 2017)

Developed by: Poveda, J (2020)

ANNEX 9

FOURTH TEST PART 2 Universidad Técnica de Ambato Carrera de Idiomas

Name: _____

Date: 28 – 10 – 2019

Practice of Part 2

You will watch a TED Talk video called “The hidden power of smiling” by a man named Ron Gutman. For questions 8 – 13, choose the correct answer.

8. **What did the man want to be when he was a child?**
 - a. He wanted to have superpowers and make everyone happy
 - b. He wanted to be a superhero, save the world and make everyone happy
 - c. He wanted to make everyone laugh by saving the world with his superpowers
9. **What was possible to predict with the studies about the students’ smiles in the photos?**
 - a. It was possible to predict if they would be happy in their marriage
 - b. It was possible to predict how they would behave in their marriage
 - c. It was possible to predict how fulfilling and long lasting their marriage would be
10. **What does the man say about the player’s life span?**
 - a. He says that players who smile in their pictures were happy, but lived only 72 years.
 - b. He says that players who don’t smile in their pictures were sad most of the time, but lived almost 80 years
 - c. He says that players who smile in their pictures lived almost 80 years
11. **How many times does an adult person smile per day?**
 - a. 400 times per day
 - b. Some 20 times per day and others less than 5 times per day
 - c. Less than 5 times per day
12. **What did Charles Darwin write in his facial feedback response theory?**
 - a. The act of smiling makes us feel better
 - b. The act of smiling is the result of not feeling good.
 - c. The act of smiling makes us have a good result and feel better
13. **What did British researchers find about the smile?**
 - a. They found that 2000 bars of chocolate can stimulate the muscles to smile
 - b. They found that one smile can generate the same level of brain stimulation as up to 2.000 bars of chocolate
 - c. They found that one smile is not enough to generate the same level of brain stimulation as up to 2.000 bars of chocolate

Video’s name: Ron Gutman – The hidden power of smiling

Video’s Link: <https://www.youtube.com/watch?v=2ovO5rCGNNY>

Source: (Gutman, 2011)

Developed by: Poveda, J (2020)

ANNEX 10

FIFTH TEST PART 3
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____

Date: 29 – 10 – 2019

Practice of Part 3

You will watch a video called “The danger of silence” by Clint Smith. For questions 14 – 19, write the correct answer in the gap.

Dr. Martin Luther King Jr gave a speech in 14)

The consequences of silences reflect in form of 15)

Clint encourages the students to explore the silence through poetry. Also, he stated four principles, which are “Read critically”, “Write consciously”, 16) and “Tell your truth”.

The last principle was difficult because he had to tell his students the times that he failed to do so.

Clint says “But one year, I gave up 17)

He says that he spent a lot of time telling the people what they wanted to hear, but not what they needed to.

Clint mentions that silence is the residue of 18) . It is charring, it is chain, it is privilege, it is pain.

So, this year. Instead of giving something up. He decided to live every day as if there were a microphone tucked under his tongue because all you’ve ever needed is your 19)

Video’s name: Clint Smith: The danger of silece

Video’s link: https://www.ted.com/talks/clint_smith_the_danger_of_silence

Source: (Smith, 2014)

Developed by: Poveda, J (2020)

ANNEX 11

SIXTH TEST PART 3
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____

Date: 05 – 11 – 2019

Practice of Part 3

You will watch a video called “Three things I learned while my plane crashed” by Rick Elias. For questions 14 – 19, write the correct answer in the gap.

Ric tells his story when he was traveling by plane and a there was a scary noise.

He was sitting in 14) Two minutes later, three things happened. First, the pilot lined up the plane with the Hudson River. Second, the pilot tuned of the engines. Finally, the pilot says: 15) At that moment, Rick could see terror in the attendance’s eyes. Life was over. He thought some things about the things that he wanted to do, but he didn’t. Later on, he came up with a saying, which is 16)

The second thing he learned was about to get better in life. He mentioned that he hasn’t had a fight with his wife in two years. He says, “I no longer try to be right;

17) ”

The third thing he learned as the plane was coming down is that feeling of dying, and he mentioned that dying is not scary, but it was very 18)

A month later, he went to a performance by his daughter, and he could realize that the only thing that matters in his life was being 19)

He was given the gift of a miracle; the miracle of not dying that day. Also, he was given another gift, which was to be able to see into the future and come back to live differently.

Video’s name: Ric Elias: Three things I learned while my plane crashed

Video’s link: https://www.ted.com/talks/ric_elias (Elias, 2011)

Source: (Elias, 2011)

Developed by: Poveda, J (2020)

ANNEX 12

SEVENTH TEST PART 3
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____ **Date:** 08 – 11 – 2019

You will watch a video called “8 secrets of success” by Richard St. John. For questions 20 – 25, choose YES if the sentence is correct or NO if the sentence is not correct.

- | | | |
|---|------------|-----------|
| 20) Was the man about to give a two-hour presentation? | YES | NO |
| 21) Did the man travel with his student from high school? | YES | NO |
| 22) Did the man organized a meeting with successful people at TED? | YES | NO |
| 23) Did Carol Coletta say “Do it for love, don’t do it for money?” | YES | NO |
| 24) The man says it is not easy to push yourself. | YES | NO |
| 25) Does the man recomend to pay 4.000 and attend a TED talk? | YES | NO |

Video’s name: Richard St. John: 8 secrets of success

Video’s link: https://www.ted.com/talks/richard_st_john_s_8_secrets_of_success

Source: (John, 2005)

Developed by: Poveda, J (2020)

ANNEX 13

EIGHTH TEST PART 3
Universidad Técnica de Ambato
Carrera de Idiomas

Name: _____ **Date:** 14 – 11 – 2019

You will watch a video called “The mindset of a champion” by Carson Byblow. For questions 20 – 25, choose YES if the sentence is correct or NO if the sentence is not correct.

- 20) Did Michael Jordan lose almost 300 games? **YES NO**
- 21) Is “mindset” a word that describes the way we feel? **YES NO**
- 22) Coaches and professional scouts look for athletes with some skills. **YES NO**
- 23) Each night his parents read aloud to try to get better at reading? **YES NO**
- 24) Does the boy like to receive comments from the people? **YES NO**
- 25) Is Carol Dweck a writer about psychology? **YES NO**

Video’s name: Carson ByBlow: The mindset of a champion

Video’s link:

https://www.ted.com/talks/carson_byblow_the_mindset_of_a_champion

Source: (Byblow, 2018)

Developed by: Poveda, J (2020)

ANNEX 14

ENGLISH POST-TEST

Name: _____

Date:

19/11/2019

INSTRUCTIONS TO CANDIDATES

- Answer all the questions.
- You can change your answers at any time during the test.

INFORMATION FOR CANDIDATES

- There are four parts to this test.
- Each question carries one mark.
- You will watch the video twice.
- For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1.

You will watch a video called “Is the world getting better or worse? A look at the numbers” by Steven Pinker. For questions 1 – 7, choose the correct picture.

1. According to the man, What do the people face everyday in the news?



a)



b)



c)

2. What was the year called “The worst year ever”?

2017

a)

2016

b)

2006

c)

3. Who pointed out the phrase “Nothing is more responsible for the good old days than a bad memory”?



Bryan Adams

a)



John Frank Adams

b)



Franklin Pierce Adams

c)

4. How old is the measure data that he is taking in order to make a comparison with the present?



a)



b)



c)

5. According to the comparison that the man made, how is the world?



a)



b)



c)

6. Did the comparison show the results that 1988 was a bad year?



a)



b)



c)

7. The man found out that intellectuals hate something. What is it?



a)



b)



c)

Part 2

You will watch a video called “Is the world getting better or worse? A look at the numbers” by Steven Pinker. For questions 8 – 13, choose the correct answer.

8. How do intellectuals call themselves?

- a. Fruits of progress
- b) Progressive
- c) Aggressive

9. Who is rankled by the idea of progress?

- a) The chattering class
- b) The pacific class
- c) The unintellectual class

10. Which character declared “All is for the best in the best of all possible worlds”

- a) Pollyanna character
- b) Pangloss character
- c) Voltaire character

11. How was the attitude of Professor Pangloss?

- a) He was pessimist
- b) He was optimist
- c) He was neutral

12. How long was the “life expectancy” years ago?

- a) 70 years
- b) 30 years
- c) 80 years

13. 250 years ago, what was the amount of children who did not live for more than five years?

- a) A third
- b) A fifth
- c) A half

Part 3

You will watch a video called “Is the world getting better or worse? A look at the numbers” by Steven Pinker. For questions 14 – 19, write the correct answer in the gap.

Mr. Pinker says that “Famine” is one of the four horsemen of the apocalypse, but today it has been 14) 200 years ago, 90 percent of the world’s population subsisted in extreme poverty. Today, fewer than 15) of people do.

The last great power war was 16) 65 years ago.

The annual rate of war has fallen from about 22 per hundred thousand per year in the early 50s to 1.2 today.

Democracy has suffered obvious setbacks in Venezuela, Russia and Turkey; and it is threatened by the rise of authoritarian populism in 17) and The United States.

Over the last century, we’ve become 96 percent less likely to be killed in a

18) , 88 percent less likely to be moved down on the sidewalk, 99 percent less likely to die in a plane crash, etc.

Before the 17th century, no more than 15 percent of Europeans could read or write. Now, Europe and The United States achieved universal literacy by the middle of the 19)

Part 4

You will watch a video called “Is the world getting better or worse? A look at the numbers” by Steven Pinker. For questions 20 – 25, choose YES if the sentence is correct or NO if the sentence is not correct.

20) Has happiness increased in the recent decades?

21) Is progress a matter of faith, optimism and human history?

22) Do people estimate risk using a mental shortcut called the “Availability Heuristic”?

23) According to Mr. Pinker, does the news capitalizes on our morbid interest in what can go wrong, captured in their program policy?

24) According to Mr. Pinker, is “extremism” part of one of the dangers to indiscriminate pessimism?

25) Is “radicalism” part of the danger of thoughtless pessimism?

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

Video’s name: Is the world getting better or worse? A look at the numbers” | Steven Pinker

Video’s link: https://www.ted.com/talks/steven_pinker_is_the_world_getting_better_or_worse_a_look_at_the_numbers

Source: (Pinker, 2018)

Developed by: Poveda, J (2020)