



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del  
título de Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** Documentaries and listening skill

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Ambato – Ecuador

2023

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## DEDICATION

### TO:

God for giving me the strength and wisdom to develop a good project, my parents who were always there to give me support and advise me, my loved sibling that made my days much more relaxed, to my dear cousins, aunts and uncles who brightened my days during this process and to my family because they always believed in me. Finally, to a special person who was there to encourage me to keep going and never give up. Thank you so much for your help during this journey, this is for you.

*Evelin Aracelly*

## ACKNOWLEDGEMENTS

First, I thank God for giving me life and helping me to fulfill my goals, as well as my parents who made an effort to give me a good education. To my teachers, Mg. Edgar Encalada, Mg. Xavier Sulca and Mg. Wilma Suárez who were always there to guide me through this difficult process. In addition, I would like to thank all of my teachers in the major for sharing their knowledge with me. Finally, I would like to thank Belén Morales, who was a great friend and support throughout this process.

*Evelin Aracelly*

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**THEME:** “Documentaries and listening skill”

**AUTHOR:** Evelin Aracelly Santamaría Santana

**TUTOR:** Lic. Mg. Edgar Guadía Encalada Trujillo

**ABSTRACT**

English language learning through the use of documentaries in classes is a different and striking way of teaching. Furthermore, listening is one of the most difficult skills to teach, for that reason teachers need to find an innovative way to teach this skill. The current research aims to determine the influence of documentaries to develop students' English listening skill. A group of 26 students from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato was the selected population of this study. For the development of the project, the researcher applied a pre-test and post-test the Preliminary English Test as an instrument. In addition, a pre-experimental design was carried out and treatment was applied during seven interventions using documentaries during the English classes. Moreover, the data collected was analyzed and verified through the SPSS statistic program to allow the investigator to describe the impact of using documentaries for listening skill improvement. Once the treatment and post-test were applied, the results showed that there was an improvement in the listening level of the students. At the same time, it could be evidenced that the students' listening sub-skills such as listening for gist and listening for detail improved, after the treatment the students are able to understand the main idea of a listening and they are more interested in the cultures, traditions and foods of different countries of the world.

**Key words:** Documentaries, teaching aids, elements of a documentary, listening skill, listening sub-skills.

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**RESUMEN**

El aprendizaje de la lengua inglesa mediante el uso de documentales en las clases es una forma diferente y llamativa de enseñar. Además, la comprensión oral es una de las destrezas más difíciles de enseñar, por lo que los profesores necesitan encontrar una forma innovadora de enseñar esta destreza. La presente investigación pretende determinar la influencia de los documentales para desarrollar la destreza auditiva en inglés de los alumnos. Un grupo de 26 estudiantes del tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato fue la población seleccionada de este estudio. Para el desarrollo del proyecto, el investigador aplicó un pre-test y un post-test el Preliminary English Test como instrumento. Además, se realizó un diseño pre-experimental y se aplicó el tratamiento durante siete intervenciones utilizando documentales durante las clases de inglés. Además, los datos recogidos fueron analizados y verificados a través del programa estadístico SPSS para permitir al investigador describir el impacto del uso de documentales para la mejora de la habilidad auditiva. Una vez aplicado el tratamiento y el post-test, los resultados mostraron que se produjo una mejora en el nivel de escucha de los alumnos. Al mismo tiempo, se pudo evidenciar que mejoraron las sub-habilidades auditivas de los alumnos como la escucha de lo esencial y la escucha de los detalles, después del tratamiento los alumnos son capaces de comprender la idea principal de una audición y están más interesados en las culturas, tradiciones y comidas de los diferentes países del mundo.

**Palabras clave:** Documentales, materiales didácticos, elementos del documental, destreza auditiva, sub-destrezas auditiva.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research background

To support the current research, relevant information was collected from some previous studies in different reliable databases such as Google Scholar, ResearchGate, Scielo, university repositories, and books, works like journals, thesis, and articles give us similar points of view to the study of documentaries and listening skill. In addition, the majority of these studies were developed in different countries around the world such as Prague, Irak, and Indonesia.

In research from the author Kautská (2021), the main aim was to demonstrate the effectiveness of using documentary film-based lessons effective for English language teaching. The research used a qualitative approach, a population of 160 high school students, and 4 teachers from the Czech Republic. The population was divided into two groups, one with the students and the other one with the teachers. To establish the effectiveness of using documentary film-based lessons for English language teaching a questionnaire and oral questions were applied. The result of the research shows that, once de documentary film-based lessons were applied the skills of both groups were developed, which means that documentary film-based lessons were effective for English language teaching.

Pramesti (2021) managed research with a population of 21 students from the 8th grade of SMP Muhammadiyah Boarding School Cepu. The research had a qualitative and quantitative investigation because the researchers' used observation and application of a questionnaire and documentation. On the other hand, quantitative data were collected by the application of a pre and post-test. The results of the research show that after the application of audio-visual media students' listening skill is increasing. In addition, the use of audio-visual media makes students increase their level of motivation and they are more enthusiastic to learn.

Akazhanova (2021) examined the effectiveness of using documentary films in English to develop students listening skill. The research involved the use of a quantitative approach, for that reason, the researcher applied a pre-test to determine the level of listening that students have prior to the application of the treatment. In addition, the author collected information from a 10th-grade class in Kazakhstan. All learners were part of the experimental group as it was only one class. After the application of the treatment, a post-test was applied to see if the students had improved their level of listening. The results of the research show that documentary films in English influence learners' listening ability.

Nushur and Astutie (2021) published a research work that aimed to improve the critical thinking of students by creating documentary films. An observational methodology and qualitative approach were applied. Moreover, a sample population of 10 groups of students from the Aceh Documentary Foundation located in Banda Aceh. The main results showed that the production of documentary films can increase the critical thinking of students who are participants in documentary film production.

MacKay et al. (2020) managed a research work that aimed to explore the effect of a documentary film through the WTL process, including how students experience the film and their feelings about the experience. The method used in this research was qualitative research with a pre-experimental design. The tool that the researcher used to collect data was a questionnaire that included 9 questions. The population was 204 undergraduate students from a university in a Mid-Atlantic state. The results of this study showed that the most commonly reported experiences related to viewing the documentary included "I gained new knowledge" and "I learned a lot". In other words, through the use of documentaries students learned new and interesting facts.

Shaban et al. (2020) conducted research with which the aim was to inquire about the influence of using documentaries and picture strip stories to improve the listening comprehension of women and men from the Department of English, Basic Education College at Mosul University. The study involved the use of a quasi-experimental approach and to determine the level of comprehension equality, the

TOEFL Listening Test was applied. The population was divided into two experimental groups, then documentary videos were introduced to the experimental group while the control group received the same content but using picture strip stories, a pre-test, and a post-test accepted for this study. For that reason, the results are significant for the development of this research because it provides effective data on using documentaries as tools to improve students' listening skill and English.

Djabborova (2020) worked on a study whose purpose was to clarify the importance of receptive skills as well as focus highly on some productive methods for teaching them in ESL and EFL classrooms. It was qualitative and had a descriptive type of research. The results showed that listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. In addition, since listening is essential to be a good listener and perfect communicator, lessons should be encompassed pre-, while, and post-listening activities which are important steps for both teachers and pupils.

Hakim (2019) developed research and one of the objectives was to find out if the use of audiovisuals can improve student's listening skill. An important thing is that documentaries are part of the audiovisual aids used in this investigation. The population of the research was 28 students from the 8th grade, 16 boys and 12 girls of the Mts Assalafi Susukan. This research used both methods qualitative and quantitative, observation and interviews were applied to collect qualitative data. On the other hand, pre and post-tests were applied to collect quantitative data. The results of the research show that the implementation of audiovisual materials to improve students listening skill was successful and helped them to understand better the class.

Neuman (2014) conducted research in which the aim was to determine if the amount and specific content being viewed affected the growth and development of listening behavior. The study involved the use of a quantitative approach and to evaluate the listening skill level of students the Peabody Picture Vocabulary Test, and the Listen to the Story subtest (CIRCUS) were applied. The population was one group of 200 preschool children who participated in the project for 8 months. During the

treatment, children were exposed to different documentaries to determine if they have an improvement or not. The results showed that the students did not improve, on the contrary, they obtained worse grades in the post-test, which means that their level of listening skill decreased.

Hosseini (2013) demonstrated the result of using documentaries to teach listening in an advanced EFL class. The approach used in this research was quantitative using quasi-experimental research, 54 students were divided into two groups of 27 students. The first group was the experimental group in which documentaries were applied, on the other hand, the control group worked without applying documentaries. This research work also used a test, BBC documentaries, and some questions as a means of collecting data. In the end, it was concluded that using documentaries in a class it is possible to develop the listening comprehension level of the students. These findings contribute to the research work with information on the effectiveness of using documentaries to improve student listening skill.

The results of the previous studies show that the use of documentaries during English classes could help students to develop their listening skill. In addition, documentaries motivate students to improve their listening skill by using new tools which involve the use of technology.

## **Theoretical framework**

**Independent variable:** Documentaries

### **Didactics**

Diaz (2013) expressed that since didactics is one of the sciences of education it focuses on how students and knowledge interact together and how both can act as a support to the other one. Didactics is a clue subject that every single teacher needs to know and has to be part of their curriculum. Moreover, didactics include different things such as teaching methods, content, and principles. Three important elements are

part of the learning process are teachers, the students, and the content that is presented during the lesson.

According to Gundem (2000), didactics is what should be taught and learned, how to teach and learn, and to what purpose or intention something should be taught and learned. It involves the use of different resources and materials to share knowledge with different people. Both authors agree on the idea that didactics is a science that helps the teacher to know how knowledge affects students. In addition, Wickman et al. (2020) mentioned that in Europe didactics is considered the science of teachers; the main aim of didactics is to develop methods and principles that are helpful for teachers when planning it also involves the evaluation of the result of teaching.

### **Teaching approaches**

The term teaching approach is defined as a group of principles, ideas, and beliefs of the learning that then are shared with the classroom (Hoque, 2016). There are a number of teaching approaches but the best known are the teacher-centered approach, students centered approach, deductive and inductive approach, and evaluation approach. Furthermore, an approach can help teachers and students see what a language is and how it can be learned and taught.

According to Spratt et al. (2011), a teaching approach is the way or methods of teaching that teachers use during their classes. Additionally, it is related to how the teacher engages students with the subject or topic of the class and how they facilitate the learning, but it can be expressed as the way of teaching too. For example, it can be a lecture, a tutorial, a presentation or role-play, or any other way to present new information. In addition, Richards and Rodgers (2014) mentioned that teaching approaches were created in order to improve the effectiveness of language teaching, taking into account oral proficiency rather than reading comprehension.



## Teaching aids

Tonks (1995) stated that teaching aids are all the objects or devices that a teacher can use to make their classes more interactive and dynamic. Teaching aids are also known as teaching tools, they are used to make students engaged in learning differently, not using traditional materials, but using new ones. In addition, teaching aids can create motivation for students to learn and develop their English skills. Many teaching tools can be used in the classroom such as videos, worksheets, music, etc.

Ordu (2021) indicated that there are different types of teaching aids:

- **Conventional/traditional teaching aids:** These are those which do not need the use of the internet or technological devices. For example, books, periodicals, blackboards, etc.
- **Non-conventional/modern teaching aids:** These are those that require the use of the internet or technological devices. For example, the use of computers, televisions, radios, interactive whiteboards, projectors, etc.
- **Audio-visual aids:** These are those that can be seen and heard through the use of technological devices and the internet. It can include videos, films, documentaries, music, cartoons, etc.
- **Projected aids:** These include PowerPoint Presentations, slides, film strips, and videos, and are those that can be presented on a screen.
- **Non-projected aids:** These are those that do not require a screen to be presented. For example, charts, posters, images, graphs diagrams, worksheets, etc.

Sanekhot and Boonmoh (2019) stated that teaching aids are really important components of every class. Teachers need to implement different teaching aids during their classes to promote learning and prevent students from feeling bored. In addition, there are a lot of benefits to using teaching aids during English classes. As an example of that, English pronunciation and the four skills have improved with their use of them.

One important thing is that it allows the creativity of teachers because they are the ones in charge of creating their teaching tools.

## **Documentaries**

Recent studies show that the use of technology and the internet during English classes have a positive impact on teaching and student learning. Moreover, the use of audio-visual aids like documentaries in classrooms has been increasing over the years. When using documentaries in the classroom, students are not only taught about a topic, on the contrary, learn about various topics and at the same time the different skills and sub-skills of English are developed, such as listening, reading, pronunciation, etc (Soong, 2012).

The definition of documentary in the Cambridge Dictionary is “a film, television or radio program that gives facts and information about a subject” (Cambridge, 2022). They are also known as documentary films and are used in different situations and environments. Documentaries are videos on different topics such as nature, animals, history, investigation, etc. In education, documentaries are tools that are helpful for teachers to teach the English language and also make students improve their listening skills. In addition, documentaries can be used with students of different ages and backgrounds. On the other hand, Eitzen (1995) mentioned that documentaries are films with a message for the audience, documentaries can be dramatized but involve the representation of real things or situations.

## **Types of documentaries**

According to Glynn (2013), documentaries can be positioned in different types of films but they have their way to divide the kind of information that is going to be presented to people.

Cohen (2009) stated that there are some documentary types such as:

- **Expository documentaries:** These are those who offer a strong argument about something and have a different point of view. For example, historical, socio-political, and wildlife documentaries are presented in this way.
- **Poetic documentaries:** These are those who try to express ideas, emotions, and views. Colors, ideas, concepts, and feelings are part of these documentaries.
- **Observational documentaries:** The main purpose of this kind of documentary is to present real information. Observation and presentation are the main strategies used in this type of documentary.
- **Participatory documentaries:** These are those that involve the participation of different subjects like the filmmaker and the person that is presenting the information in the documentary.
- **Reflexive documentaries:** The objective is to make the viewer think about the topic presented and interrogate the reality of different things. Political documentaries are part of reflexive documentaries.
- **Performative documentaries:** These are those documentaries in which personal experiences and emotions are dramatized.

### **Elements of a documentary**

Rabiger (2014) concluded that different elements form part of a documentary and make them more professional and interesting for the audiences. They are divided into two groups, the first one is related to the pictures in the documentary and involves the action which is about the creatures, landscapes, people, and inanimate things. Moreover, more things that take part in it are the graphics, archive materials, people talking, and interviews. On the other hand, the second group is about the sound of the documentary and takes into account elements like the narration, voice-over, music, sound effects, and the silence in the documentary.

**Dependent variable:** Listening skill

### **English language**

According to Wyse et al. (2018), the English language appeared for the first time in the fifth century with the arrival of the Anglo-Saxons. English language is the mother tongue of the United States of America, Australia, Canada, and the United Kingdom and has a lot of influence in many countries around the world for that reason, countries like Poland, India, Finland, and Germany, have English as a second language. In addition, English is one of the most widely spoken and learned languages around the world and has a lot of influence when people want to communicate with foreigners.

Moreover, the English language is considered a global language that is used in different areas such as communication, culture business, etc. As a result, English is used as a second language in a lot of countries around the world and it can be expressed in different ways oral or written. It is important to mention that oral communication includes speaking and listening while written communication involves reading and speaking (Baugh & Cable, 1993).

### **English language skills**

Harmer (2007) mentioned that in English there are four basic skills which are listening, speaking, reading, and writing, and the main purpose of them are to communicate the English language in an effective way in a real-life situation. It is important to take into account that the English language also has two types of skills. The first one is called receptive skills and the second one is productive skills. Moreover, the four English Language skills are also called “macro-skills”, but also exist the “micro-skills” that involve vocabulary, pronunciation, grammar, and spelling.”

One of the main objectives of teaching English as a foreign language is to develop students’ skills. That means that every student must be able to understand and communicate the language by using speaking, reading, and writing. In addition, each

student is going to develop their skills according to their age and necessities. The development of those skills is in charge of the teacher or tutor and students, each of them is an active participant in the teaching-learning process and must put effort to achieve a good level of English (Usmanova, 2021).

### **Receptive skills**

The English language contains four skills that can be classified into two groups, the first one is called receptive skills which include listening and reading, and the other one named productive skills which involve writing and speaking. According to Spratt et al. (2011), listening and reading are receptive skills because they do not need to produce the language, in other words, people extract the meaning of what they hear or read. Reading involves responding to a text rather than producing it while listening involves understanding the spoken language. In addition, the use of receptive skills allows the use of technology during English classes, which is one way to make students understand better the topics presented.

Nowadays, receptive skills listening, and reading are best taught and learned by the implementation of audiovisual materials like videos, music, and images, and with the use of technology in English classes these skills improve in a significant way. Furthermore, the use of these materials has a positive influence on the teaching-learning process in both scenarios inside and outside the classroom; they also allow teachers and students to be creative to make a better understanding of the presented topic (Surkamp & Yearwood, 2018).

Gabrielatos (1998) concluded that the main objective of receptive skills is not the teaching of more grammar and vocabulary, but the development of the learners' ability to understand and interpret texts and audios using their existing language knowledge, learners usually start with the receptive skills because they have to understand first new vocabulary, phrases, expressions, and sentences. Moreover, when learners are hearing something new, they can learn the correct pronunciation of different words and produce the same sounds as they listened to before. Then, learners

move on with productive skills once they have learned a good group of words and sentences.

### **Listening skill**

According to Harmer (2007), listening is a process that involves students having knowledge of phonology, syntax, and semantics and being able to understand complete listening. This skill is very important in the moment of understanding what other people are trying to communicate orally. Most students do not take seriously listening and that is why it becomes more challenging because they do not pay attention to it.

Ronald and Roskelly (1985) concluded that listening is an unconscious activity that is activated when performing the rest of the skills. Once students start to hear words, they internalize them, and through repetition, students recognize their pronunciation and begin to produce language. Moreover, listening is a skill that helps develop speaking and writing, identifying different things from the speaker such as the accent of the person, the grammar that the person uses as well as the vocabulary and pronunciation. Listening is the process of hearing, analyzing, and understanding information. Furthermore, listening is one of the four skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill that involves responding to language rather than producing it (Spratt et. al, 2011).

Al-Jawi (2010) mentioned that there are three main stages when a listening activity is presented in class. The first one is called the pre-listening stage in which the teacher tries to make students feel interested in what they are going to listen to. The second one is named while listening stage it is about the main point of the listening, there, students have to complete an activity related to the listening. Finally, the post-listening stage is about students discussing what they heard in the listening and giving some comments about it. By using these three stages, students will be able to develop their listening skill successfully and make their English classes well-established.

## **Listening sub-skills**

According to Spratt et al. (2011), there are a number of sub-skills in the listening process and the use of them depends on the reasons for listening. The sub-skills that the author mentioned are the following:

- **Listening for gist:** This is the process of obtaining the most important information about something and taking out the general idea of what the person is hearing. It involves hearing the complete audio in order to take the main idea and understand it completely (Manhuel, 2021).
- **Listening for specific information:** There, the person that is hearing needs to have a general idea of what he or she is hearing, after that they are going to hear a specific piece of information presented on the listening (Craven, 2018).
- **Listening for detail:** It is also known as intensive listening. It involves hearing specific words or phrases on the listening and details like names of people or cities, years, hours, etc. It is not necessary to have a previous general idea of listening (Field, 2009).
- **Listening to infer attitude:** It is listening to see what attitude a speaker is expressing while he or she is speaking. It involves analyzing the speech volume, speed, and pitch (Brown, 2003).

According to Palupi (2021), documentary films are used to gain the learners' attention toward several aspects of English correct pronunciation. Using documentaries during a class allows students to learn more about the topic presented, at the same time students can learn the correct pronunciation of different words and also learn new expressions and phrases. In addition, Rabiger (2014) mentioned that to use documentaries that promote the development of listening skills in students, the documentaries must contain certain elements such as a narrator who speaks, music that students like, sound effects, and above all, relevant and clear information about the topic. The correct way to use documentaries to develop learners' understanding is to first introduce learners to the vocabulary that will be found in the documentary. Because of that, students will be able to get specific information. Second, the teacher

will present the documentary making sure the students can understand everything. Finally, after the documentary was presented, the teacher checked if the students understood correctly the information presented by asking a round of questions (Soong, 2012).

## **1.2 Objectives**

### **General objective**

- To determine the influence of documentaries to develop students' English listening skill at third semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

### **Specific objectives**

- To define the main elements of documentaries for the listening skill.
- To explore the level of listening skill development of students.
- To describe the impact of using documentaries for the listening skill improvement.

### **Fulfillment of the objectives**

To accomplish the first objective, it was necessary to apply a pre-test taken from Cambridge which was the Preliminary English Test (PET) exam to diagnose the level of listening that students have. The test lasted 35 minutes and this test focused on evaluating students' ability to understand the main idea of listening, to listen for gist, and to listen for specific information.

To fulfill the second specific objective exhaustive bibliographic research was made about the elements of the documentaries that could help students to develop students listening skill. For that reason, some journals, articles, books, academic papers, and websites were used to find out reliable information.



To reach the third specific objective it was necessary to apply a post-test to see the impact of using documentaries to improve students listening skill. As a result, documentaries improved the student's listening skill because the content of them was interesting for students and presented something new. Moreover, a post-test was applied to evaluate the level of improvement students had after the treatment.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Materials**

To develop the following research, human and technological resources were needed. First, students in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros Major at Universidad Técnica de Ambato were the experimental group of this research. Moreover, several scientific journals, articles, books, and magazines were investigated to find relevant information to develop the theoretical framework. In addition, the Preliminary English Test (PET) of Cambridge was applied, which is divided into 4 four parts, but only parts 1, 2, and 3 were taken in the pre and post-test. Furthermore, this project also used technological tools such as YouTube, BBC videos, and the internet. In each intervention, different materials were used such as a whiteboard, laptop, markers, worksheets, pens, etc. Finally, the SPSS program was used for the analysis of the results.

#### **2.2 Methods**

##### **Research approach**

##### **Quantitative approach**

This research used a quantitative approach because the data was collected and analyzed in a numerical way. Moreover, this study was quantitative because it measured the dependent variable listening skill through the application of a pre and post-test. Sukamolson (2007), in quantitative research the researcher is in charge of collecting numerical data in order to analyze the information by using statistics or any other mathematical method. On the other hand, Williamson (2018) mentioned that quantitative research involves the use of statistical programs in order to analyze the collected information. In addition, the techniques used during quantitative research are experiments, interviews, observations, etc.

## **Research modality**

### **Field research**

This was field research because it involved collecting data from the reality where the events occur; the information was not manipulated. The research project collected real data from direct contact with third-semester students. According to Müller (2021), field research is the observation of how different people interact in a real-life context and if the researcher has access to the place where the investigation is going to be developed.

### **Bibliographic research**

This research used a number of books, articles, journals, and academic papers from different authors based on the two variables to describe the impact of using documentaries for listening skill improvement. Reed and Baxter (2006) mentioned that bibliographic research is the process of looking for information about a certain topic in a library or bibliographic resources. It involves a lot of investigation, analysis of information, and time to collect useful data to develop good research.

## **Type of research**

### **Correlational research**

This research work aimed to analyze the relationship between documentaries and listening skill. According to Seeram (2019), correlational research uses two or more variables to see how they are related. Moreover, in this type of research hypotheses are needed in order to be tested.

## **Research design**

### **Pre-experimental research**

This research used a pre-experimental design because only one group was observed. In addition, a pre-test, treatment, and post-test were applied to determine the influence of documentaries to develop students' English listening skill in the third

semester of Pedagogía de los Idiomas Nacionales y Extranjeros Major. Hernandez and Mendoza (2018), in pre-experimental research the use of a pre and post-test application is needed. Moreover, a treatment is applied to just one experimental group to obtain data.

## **Procedure**

In the following study, 7 interventions were applied to face-to-face classes, during an hour each session. On the first intervention, the lesson entitled “Bangkok, Thailand” was applied. First, the class started with a warm-up in which students created a short story. Then, the concept of a documentary was explained, after that, students watched the documentary about Thailand and at the same time completed a worksheet. Finally, students were asked to share their opinions about the documentary and an assignment was sent to students.

During the second intervention, the lesson named “Taiwan for food lovers” was applied. First, the class started with a warm-up in which students explained the meaning of their names to know each other in better way. Then, the kinds of documentaries were presented by the teacher, after that, students watched a documentary about food in Taiwan and at the same time students completed a worksheet. In the end, students were asked to answer the question “what kind of documentary is the one presented?” and an assignment in Padlet was sent.

In the third intervention, the lesson called “10 best places to visit in India” was applied. First, the class started with a warm-up in which students had to find someone who had the object mentioned by the teacher or classmate. Then, the elements of a documentary were presented to the class, after that, students watched the documentary about India, and at the same time, they completed a worksheet. Finally, students were asked which elements they could recognize in the documentary, and an assignment in Jamboard was sent.

During the fourth intervention, the lesson entitled “10 best places to visit in China” was applied. First, the class started with a warm-up, students entered an online game called Scattergories in which they had to write words with the letter given in each category. Then, some tips for developing students' listening skills were presented.

Next, students watched a documentary about China and at the same time, they completed a worksheet. Finally, students were asked a question related to the documentary, and as an assignment, an activity in Padlet was sent.

In the fifth intervention, the lesson called “10 best places to visit in Japan” was applied. First, the teacher started the class with a warm-up in which some students passed to the board to draw different objects and the others had to guess what the objects were. Then, the listening sub-skills were explained, after that, students watched a documentary about Japan and at the same time, they had to complete a worksheet. Finally, students were asked if they want to travel to Japan.

During the sixth intervention, the lesson entitled “10 best places to visit in Ireland” was applied. First, the class started with a warm-up, students were asked to guess the songs that they listened to. Then, some purposes of listening were presented. Next, students completed a worksheet while they watched the documentary about Ireland. Finally, students were asked which place in Ireland is most interesting for them and an assignment was sent.

Finally, in the seventh intervention, the lesson called “10 best places to visit in Australia” was applied. First, the teacher started the class with a warm-up in which students had to guess the Disney song and from which movie it is. Then, the process of listening was presented, after that; students watched the documentary about Australia and at the same time, they had to complete the given worksheet. Finally, students were asked which of the countries presented is most interesting for them and an assignment was sent.

### **Techniques and tools**

PET Exam is one of the Cambridge English Qualifications. The main aim of this exam is to evaluate if learners can use English skills in different situations and contexts. It measures a B1 English level according to the Common European Framework of Reference (CEFR). Moreover, the exam is divided into four different papers that evaluate the four skills listening, reading, speaking, and writing (Cambridge Assessment English).

To carry out this research, the listening paper was used to diagnose the listening level of the students. Currently, the PET exam has four parts scored out of 1 mark per question. These parts measure the learner's ability to understand specific information such as names, words, hours, etcetera. Nevertheless, this research used parts 1, 2, and 3 for the pre and post-test application with an estimated time of 30 minutes to complete the test. First, part one was composed of seven questions in which students had to select the image that best describes the audio. Second, part two was multiple choice with six questions in which students had to listen to the audio and choose the option that best describes the conversation. Finally, part three was a gap-filling activity with six questions; students had to complete each gap with the correct word according to the audio.

### **Population**

The population in this study was made up of 27 students from 3rd semester “A” from Pedagogía de los Idiomas Nacionales y Extranjeros Major at Universidad Técnica de Ambato. The age range was between 19 to 24 years old; 10 of them were males and 17 were females as shown in Table 1.

**Table 1**

*Population*

<b>Population</b>	<b>Experimental group</b>	<b>Percentage</b>
<b>Male</b>	10	37%
<b>Female</b>	17	63%
<b>Total</b>	27	100%

*Note:* Number of participants of the project

## **Hypothesis**

### **Alternative hypothesis**

H1: Documentaries improve the listening skill of third semester students.

### **Null hypothesis**

H0: Documentaries do not improve the listening skill of third semester students.

### **Variable identification**

Documentaries (independent variable)

Listening skill (dependent variable)

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

This chapter includes the analysis of the data collected through pre-test and post-test, where a group of 26 students from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major was selected as the population of this project. Moreover, the listening paper of the Preliminary English Test (PET) of Cambridge was applied. The exam was used to explore the level of listening skill development of students. Then, students took part in the research to improve their listening skill by using documentaries. In addition, other tools were used such as worksheets, video apps, and PowerPoint presentations. The results obtained were analyzed using tables that allowed a good analysis and interpretation of the data.

The pre-test and post-test had 19 questions in total, which evaluated the listening skill level of the students. Moreover, the test had three parts, part one consisted of seven questions; part two was made up of six questions and part three consisted of six questions. For that reason, the exam was rated over ten points in total, part one was over 4 points, and parts two and three were over three points each part.

Lastly, the IBM SPSS program was used for the development of the tables. After analyzing the results obtained with a test of normality it was evidenced that the data is scattered. In addition, Wilcoxon's nonparametric two-related samples test was applied to accept or deny the proposed Null hypothesis. As a result, the data analyzed showed that the null hypothesis must be rejected and the alternative hypothesis was accepted.



## Pre-test results

**Table 2**

*Pre-test results*

<b>Pre-test results</b>				
	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Pre-test Score</b>
<b>Average</b>	2,19	1,38	2,26	5,83
<b>Expected score</b>	4	3	3	10

*Note:* Average of each part in the pre-test

## Analysis and interpretation

The pre-test was applied to 26 students from the third semester, and the results obtained showed that in part 1 there is an average of 2,19 out of 4 points. On the other hand, in part 2, students obtained an average of 1,38 out of 3 points. In addition, in part 3 the average was 2,26 out of 3 points. As a result, the average score of the pre-test was 5,83 out of 10 points.

The information collected shows that students have difficulties with their listening skill. In part 1, which was about listening for specific information students got low grades, in this part, students had to listen to the audio and choose the correct image. It is evident that part 2 is the most difficult for students because they got really low grades. Part 2 was about listening for gist, students had to select the correct answer according to what they heard on the audio. It is clear that for students, it is difficult to understand the main idea of listening. The reason why students have low grades on their listening skill is that they do not practice their listening and are not fully involved with the English language. Finally, the results of the pre-test suggested that the students' listening skill is low so it needs to be improved.

## Post-test results

**Table 3**

*Post-test results*

<b>Post-test results</b>				
	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Post-test Score</b>
<b>Average</b>	2,55	1,88	2,58	7,01
<b>Expected score</b>	4	3	3	10

*Note:* Average of each part of the post-test

## Analysis and interpretation

The post-test was applied to 26 students from the third semester, the results showed that in part 1 there is an average of 2,55 out of 4 points. On the other hand, in part 2, students obtained an average of 1,88 out of 3 points. In addition, in part 3 the average was 2,58 out of 3 points. As a result, the average score of the pre-test was 7,01 out of 10 points.

The information collected shows that the use of documentaries during the English classes had a positive impact on the students listening skill development. Nevertheless, in part 1 which was about listening for specific information, students got better grades. It is evident that part 2 is still the most difficult for students. Part 2 was about listening for gist, students had to select the correct answer according to what they heard on listening. For students, it was difficult to get the main idea of listening so they need to keep on practicing with different activities. Although students showed an improvement in their listening skills through the use of documentaries, it was evident that they still need to improve more and keep on practicing. To sum up, the result of the post-test suggested that the students' listening skill is better than in the pre-test.

## Pre-test and post-test comparative results

**Table 4**

*Pre-test and post-test comparative results*

Criteria	Pre-test average	Post-test average	Difference	Expected average
<b>Part 1</b>	2,19	2,55	0,36	4
<b>Part 2</b>	1,38	1,88	0,50	3
<b>Part 3</b>	2,26	2,58	0,32	3
<b>Total</b>	5,83	7,01	1,18	10

*Note:* Difference between the pre-test and the post-test

### Analysis and interpretation

The comparison of results between the pre and post-test applied shows the following, in part 1, the result of the pre-test was 2,19 while in the post-test was 2,55 out of 4 points, which shows an increase of 0,36. On the other hand, in part 2, on the first test students got an average of 1,38 over 3 points and it improved on the post-test to 1,88 which means that the student's grade increased by 0,50. Moreover, in part 3, the result of the previous test was 2,26, while the final test was 2,58, out of 3 points, which shows an increase of 0,32. The general average at the beginning was 5,83 points over 10 after the application of the different interventions, it is clear that documentaries helped students to develop their listening skill, the general average of the post-test was 7,01 which mean an increase of 1,18 points.

To sum up, the use of documentaries during English classes contributes to the improvement of students listening skill. Documentaries are very easy to find on different platforms such as YouTube, National Geographic, the BBC, etc. In addition, documentaries can be seen on different electronic devices such as computers, cellphones, tablets or TVs and students can access them at any time of the day which is a positive thing. Finally, as the results of the post-test shows an increase of 1,18 points it is determined that students are able to listen for specific information, listen for gist and they can understand the main idea.

### 3.2 Verification of the hypothesis

#### Hypothesis statement

##### Null hypothesis (H0)

Documentaries do not improve the listening skill of third semester students.

##### Alternantive hypothesis (H1)

Documentaries improve the listening skill of third semester students.

#### Test of normality

**Table 5**

*Test of normality*

Test of normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,198	26	,010	,888	26	,009
Post-test	,201	26	,008	,849	26	,001

a. Lilliefors Significance Correction

*Note:* Shapiro-Wilk normality test values

#### Analysis and interpretation

The normality test was taken by using the SPSS Software, in this case, the table was performed focusing the attention on Shapiro-Wilk because the sample is less than 50. After the analysis, data showed that the significance level of Shapiro-Wilk in the pre-test was 0,009 while on the post-test was 0,001. As a result, the null hypothesis was rejected.

## Wilcoxon signed ranks test

**Table 6**

*Wilcoxon signed ranks test*

		<b>Ranks</b>		
		N	Mean rank	Sum of ranks
Post-test – pre-test	Negative ranks	8 <sup>a</sup>	10,19	81,50
	Positive ranks	17 <sup>b</sup>	14,32	243,50
	Ties	1 <sup>c</sup>		
	Total	26		

a. Post-test < Pre-test.

b. Post-test > Pre-test

c. Post-test =Pre-test

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*Note:* Mean rank of students who improved the listening skill

## Analysis and interpretation

After the application of the pre and post-test to the students from the third semester, the Wilcoxon signed rank test was run. This test is a comparison between the results of the pre and post-test. Therefore, 8 students got a lower grade on the post-test than on the pre-test. On the other hand, there were 17 students who in the post-test got higher grades than in the pre-test. Furthermore, there was 1 student who in the post-test got the same grade as in the pre-test. Finally, the mean of the negative ranks was 10,19, and for the positive ranks was 14,32. The sum of the negative ranks was 81,50 while the sum of the positive ranks was 243,50. As a result, it was proven that the null hypothesis, which states that documentaries do not improve the listening skill of third-semester students must be rejected.

The Wilcoxon signed ranks test showed four different things. First, it was shown that eight students worsen their listening skill after the interventions. Moreover, it was proven the majority of students improved their listening skill after the interventions. Moreover, only one student stayed with the same level of listening skill

until the end. Lastly, the null hypothesis, which states that documentaries do not improve the listening skill of third-semester students must be rejected.

### Test statistics

**Table 7**

*Test statistics*

<b>Test statistics</b>	
	Post-test – pre-test
Z	-2,180 <sup>b</sup>
Asymp. Sig. (2-tailed)	,029

a. Wilcoxon signed ranks test.  
b. Based on negative rank.

*Note:* Asymptomatic Significance statistic test

**Table 8**

*Non-parametric test*

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between pre-test and post-test equals 0.	Related Samples Wilcoxon Signed Rank Test	,029	Retain the null hypothesis.

Asymptotic significance are displayed. The significance level is ,05

*Note:* Significance value

### Analysis and interpretation

The following tables show the significance test, in which the result is 0,029. Consequently, the value was less than 0,05. For that reason, it means that the null hypothesis is rejected, and the alternative one is accepted. As a result, documentaries improve the listening skill of third-semester students.

## **Discussion of results**

After having implemented documentaries as authentic material for making students improve their listening skill, a notable improvement was evidenced in students from the third semester from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. As Soong (2012) mentioned the use of audio-visual aids like documentaries in classrooms during English classes has a positive impact on teaching and students' learning and on the development of different skills including listening.

Sanekhot and Boonmoh (2019) teaching aids are really important components of every class. Teachers need to implement different teaching aids during their classes in order to promote learning and prevent students from feeling bored. Teaching aids include documentaries which allow students to be more interested in class and learn about new things. Furthermore, it was evidenced that by using documentaries students had improved their listening and they were more attentive in class because the documentaries presented were of their interest and shared new information about different countries around the world.

Finally, although the results still present a deficiency in listening skills, after the interventions applied using documentaries, a notable improvement in student listening is evident. Therefore, the use of documentaries improved the listening of students in the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Moreover, students need to keep on practicing to further develop their listening, so they can reach a higher level.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After the data collected has been analyzed regarding to the use of documentaries to improve students listening skill the following points can be concluded.

- As a result of research, it has been determined that documentaries contain different elements which make them more striking. In addition, the elements of each documentary can vary according to the type of documentary presented. The main elements of documentaries are divided into two groups, the first one is related to the pictures in the documentaries and the second is about the sound on the on it. To develop students listening skill the main element to take into account were the narration, voice-over, music, sound effects, and the silence in the documentary.
- After the application of the pre-test students got low grades which means that students had difficulties at the moment of understanding the main idea of the listening, also it is hard for them to get specific information. For that reason, it was important to apply documentaries in order to analyze how they can improve students' listening skill.
- After the results obtained, it can be said that documentaries have a high impact on students listening skill. Thanks to the use of documentaries during the different interventions, students were able to develop their listening sub-skills such as listening for specific information and listening for gist. Students used the different activities on the worksheets based on the documentaries presented to improve their listening skill.



## 4.2 Recommendations

- It is recommended to use documentaries when teaching English, in order to make students to learn new phrases, words and expressions that documentaries contain on it and make students to be exposed to a real English language environment.
- It is necessary to promote the development of the student's listening skill through the use of documentaries. Documentaries should be part of a class because students can learn about different topics around the world in this case, about different countries and cultures. In addition, the use of audiovisual materials during the English classes makes students feel more interested and motivated to learn new things.
- It should be fundamental for teachers to use documentaries to promote the different English sub-skills including listening for the main idea, listening for gist and listening for specific information in order to make students improve their listening and be able to develop that important skill.

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## ANNEXES

### Annex 1: Institution approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

#### CARTA DE COMPROMISO

Ambato, 03 de Octubre del 2022

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de Integración Curricular  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

De mi consideración:

Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Documentaries and listening skill" propuesto por la estudiante Santamaría Santana Evelin Aracelly, portadora de la Cédula de Ciudadanía N° 1754022364, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Mg. Sarah Jacqueline Iza Pazmiño  
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
C.I. 0501741060  
0984060528  
sj.iza@uta.edu.ec





## Annex 2: Pre-test and post-test

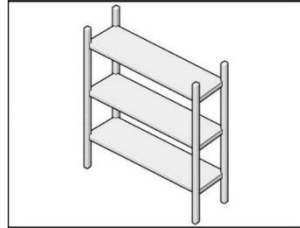
### Part 1

#### Questions 1 – 7

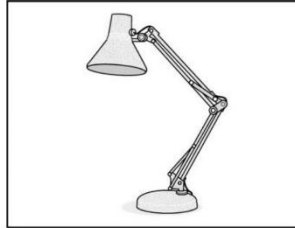
For each question, choose the correct answer.

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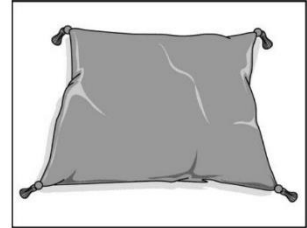
1 What did the girl buy on her shopping trip?



A

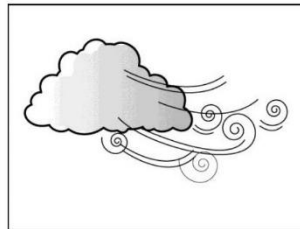


B

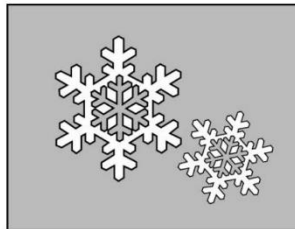


C

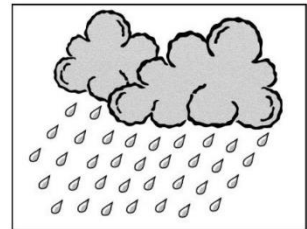
2 Why did the plane leave late?



A



B



C

3 What activity does the woman want to book for the weekend?



A

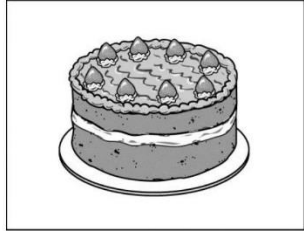


B

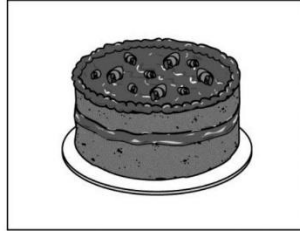


C

4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

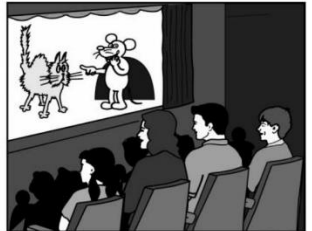
6 What did the family do on Sunday?



A



B



C

7 Which programme is on first?



A



B



C

## Part 2

### Questions 8 – 13

For each question, choose the correct answer.

---

- 8 You will hear two friends talking about a new clothes shop  
What does the girl say about it?
- A The staff are helpful.
  - B It only has the latest fashions.
  - C Prices are reduced at the moment.
- 9 You will hear two friends talking about a pop band's website.  
They think the site would be better if
- A its information was up to date.
  - B it was easier to buy concert tickets.
  - C the band members answered messages.
- 10 You will hear a woman telling a friend about an art competition she's won.  
How does she feel about it?
- A upset that the prize isn't valuable
  - B excited that the judges liked her picture
  - C disappointed that she can't use the prize
- 11 You will hear two friends talking about the girl's flatmate.  
The girl thinks that her flatmate
- A is too untidy.
  - B talks too much.
  - C plays music too loud.

- 12 You will hear two friends talking about a football match. They agree that their team lost because
- A the players weren't confident enough.
  - B they were missing some key players.
  - C the players didn't do the right training.
- 13 You will hear two friends talking about a tennis match they played. The boy wants the girl to
- A help him to get fitter.
  - B practise with him more often.
  - C enter more competitions with him.

**Part 3**

**Questions 14 – 19**

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

**ANITA'S HOLIDAY IN CUBA:**

In the National Gardens, the (14) ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15) ..... away.

On the day in the countryside, Anita almost fell off a (16) .....

In the capital city, Anita saw a (17) ..... in a theatre.

Anita enjoyed visiting a farm where (18) ..... is produced.

Anita bought some (19) ..... as gifts.

**Taken from:** <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>



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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Candidate name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ANSWER SHEET**

**PART 1**

	<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			

**PART 2**

	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			
<b>12</b>			

**PART 3**

<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	
<b>19</b>	



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EXTRANJEROS**

**ANSWER KEY**

**PART 1**

	A	B	C
1		✓	
2		✓	
3	✓		
4			✓
5		✓	
6		✓	
7			✓

**PART 2**

	A	B	C
8	✓		
9		✓	
10			✓
11		✓	
12		✓	
12		✓	

**PART 3**

14	waterfall
15	shark (s)
16	horse
17	musical
18	Sugar
19	ring (s)

### Annex 3: Lesson plans

LESSON PLAN 1			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> Bangkok, Thailand	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 55 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>At the end of the class students will use documentaries to improve listening skill focus on listening for details.</li> </ul>			
<b>SUBSIDIARY AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to listen to specific information.</li> <li>Students will be able to identify the context and get the specific idea of the documentary.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
<ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
10 minutes	<b>Warm up</b> -Teacher presents herself to the class. -Teacher starts the class with a warm up -Teacher explains that the warm up is about a storytelling. -Teacher asks a question to students "How shall we start?"	-Students will listen to instructions on how to create the story.	-Markers -Whiteboard -Laptop -Pen -Worksheets -Documentary -PowerPoint presentation
15 minutes	<b>Pre-listening activity</b> -Teacher starts with a key question. What is a documentary? -Teacher asks some students if they know the definition of documentary. -Teacher explains the definition of documentaries.	-Students answer the question of the teacher. -Students pay attention to the explanation of the teacher.	
	<b>While-listening activity</b>		

25 minutes	<p>-Teacher gives the students a worksheet in which there are some activities that the students have to complete according to what they hear.</p> <p>-Teacher gives instructions on how to complete the worksheet.</p> <p>-Teacher plays the documentary about Bangkok.</p>	<p>- Students pay attention to the teacher instructions.</p> <p>-Students watch the documentary about Bangkok and complete the given worksheet.</p>	
5 minutes	<p><b>Post-listening activity</b></p> <p>-Teacher asks students their opinions about the documentary.</p> <p><b>ASSESSMENT AND FEEDBACK</b></p> <p>Problem-solving (Ordering)</p>	<p>-Students share their opinions about the documentary.</p>	

**Link of the presentation:**

[https://www.canva.com/design/DAFQodDNzY4/ZDaoSSuGY14SuCRZ68qR3Q/view?utm\\_content=DAFQodDNzY4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFQodDNzY4/ZDaoSSuGY14SuCRZ68qR3Q/view?utm_content=DAFQodDNzY4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**Link of the documentary:**

<https://www.youtube.com/watch?v=xC4h7SA6sBc&list=PLovlAKbQVz6BE-32-Q5ojt-Pggap-Ye9&index=26>



<b>LESSON PLAN 2</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> Taiwan	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 55 minutes	
<b>LESSON OBJECTIVES</b> <b>MAIN OBJECTIVE:</b> <ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about Taiwan.</li> </ul> <b>SUBSIDIARY AIM:</b> <ul style="list-style-type: none"> <li>Students will be able to listen to specific information about food in Taiwan.</li> <li>Students will be able to identify the context and get the specific idea of the documentary about Taiwan.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b> <ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<b>POSSIBLE SOLUTION:</b> <ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<b>Warm up</b> -Teacher presents herself to the class. -Teacher starts the class with a warm up -Teacher explains that the warm up is about a What does your name means? -Teacher asks the question to random students.	-Students will listen to instructions on how to answer the question.	-Laptop -Pen -Worksheets -Documentary -PowerPoint presentation -Padlet
15 minutes	<b>Pre-listening activity</b> -Teacher starts with a key question. Do you know the types of documentaries? -Teacher asks some students if they know the types of documentaries. -Teacher explains the types of documentaries.	-Students answer the question of the teacher. -Students pay attention to the explanation of the teacher.	
	<b>While-listening activity</b>		

25 minutes	<p>-Teacher gives the students a worksheet in which there are some activities that the students have to complete according to what they hear.</p> <p>-Teacher gives instructions on how to complete the worksheet.</p> <p>-Teacher plays the documentary about Taiwan.</p>	<p>- Students pay attention to the teacher instructions.</p> <p>-Students watch the documentary about Taiwan and complete the given worksheet.</p>	
5 minutes	<p><b>Post-listening activity</b></p> <p>-Teacher asks students what type of documentary is the one presented.</p> <p><b>ASSESSMENT AND FEEDBACK</b></p> <p>-Teacher asks students to complete a Padlet with their opinions about the documentary.</p>	<p>-Students share their opinions about the documentary.</p>	

**Link of the presentation:**

[https://www.canva.com/design/DAFRfFozvNI/yiXLbpGbrm1-e9nh9xlMw/view?utm\\_content=DAFRfFozvNI&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=homepage\\_design\\_menu](https://www.canva.com/design/DAFRfFozvNI/yiXLbpGbrm1-e9nh9xlMw/view?utm_content=DAFRfFozvNI&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

**Link of the documentary:**

<https://www.youtube.com/watch?v=kBZdsMb9upI&t=273s>

**Padlet:** <https://padlet.com/pekesluli/x1p0dkwapvjmdefm>

<b>LESSON PLAN 3</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> India	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 45 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about India.</li> </ul>			
<b>SUBSIDIARY AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to listen to specific information about 10 best places to visit in India.</li> <li>Students will be able to identify the context and get the specific idea of the documentary about India.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
<ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Teacher presents herself to the class.</li> <li>Teacher starts the class with a warm up</li> <li>Teacher explains that the warm up is about "Find someone who"</li> <li>Teacher tells students "find someone who has blond hair"</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen to instructions on how to answer the question.</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Pen</li> <li>Worksheets</li> <li>Documentary</li> <li>PowerPoint presentation</li> <li>Jamboard</li> </ul>
15 minutes	<p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>Teacher starts with a key question. What are the elements that you think a documentary contains?</li> <li>Teacher asks some students if they know the types of documentaries.</li> <li>Teacher explains the types of documentaries.</li> </ul> <p><b>While-listening</b></p>	<ul style="list-style-type: none"> <li>Students answer the question of the teacher.</li> <li>Students pay attention to the explanation of the teacher.</li> </ul>	

15 minutes	<p><b>activity</b></p> <p>-Teacher gives the students a worksheet in which there are some activities that the students have to complete according to what they hear.</p> <p>-Teacher gives instructions on how to complete the worksheet.</p> <p>-Teacher plays the documentary about India.</p>	<p>- Students pay attention to the teacher instructions.</p> <p>-Students watch the documentary about India and complete the given worksheet.</p>	
5 minutes	<p><b>Post-listening activity</b></p> <p>-Teacher asks students to mention the elements that they can identify on the documentary</p> <p><b>ASSESSMENT AND FEEDBACK</b></p> <p>-Teacher asks students to complete a Jamboard with what they think about India.</p>	<p>-Students share their opinions about the documentary.</p>	

**Link of the presentation:**

[https://www.canva.com/design/DAFSr9F3JQs/u13RNEmf38NC58PSz-0m\\_A/view?utm\\_content=DAFSr9F3JQs&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=homepage\\_design\\_menu](https://www.canva.com/design/DAFSr9F3JQs/u13RNEmf38NC58PSz-0m_A/view?utm_content=DAFSr9F3JQs&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

**Link of the documentary:** <https://www.youtube.com/watch?v=IgAnj6r1O48>

**Jamboard:**

<https://jamboard.google.com/d/1nJLj9upXE95BcsnC3pwCqC2EAnDMA48e3F7-vi-2td0/edit?usp=sharing>

<b>LESSON PLAN 4</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> China	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 45 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about China.</li> </ul>			
<b>SUBSIDIARY AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to listen to specific information about 10 best places to visit in China.</li> <li>Students will be able to identify the context and get the specific idea of the documentary about China.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
<ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Teacher presents herself to the class.</li> <li>Teacher starts the class with a warm up</li> <li>Teacher explains that the warm up is about "Categories word game"</li> <li>Teacher asks students to access to the link sent through the Whatsapp group.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen to instructions on how to play the game.</li> <li>Students enter to the link.</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Pen</li> <li>Worksheets</li> <li>Documentary</li> <li>PowerPoint presentation</li> <li>Scategories game</li> </ul>
15 minutes	<p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>Teacher starts with a key question. "How do you think you can improve your listening?"</li> <li>Teacher asks some students how they can improve their listening skill.</li> <li>Teacher gives students some tips to improve their listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer the question of the teacher.</li> <li>Students pay attention to the explanation of the teacher.</li> </ul>	

15 minutes	<p><b>While-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher gives the students a worksheet in which there are some activities that the students have to complete according to what they hear.</li> <li>-Teacher gives instructions on how to complete the worksheet.</li> <li>-Teacher plays the documentary about China.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the teacher instructions.</li> <li>-Students watch the documentary about China and complete the given worksheet.</li> </ul>	
5 minutes	<p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students which part of China they would like to visit.</li> </ul> <p><b>ASSESSMENT AND FEEDBACK</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete a Padlet.</li> </ul>	<ul style="list-style-type: none"> <li>-Students answer the teacher's questions</li> </ul>	

Scattergories game: <https://scattergoriesonline.net/new-game.shtml?already-started=A22AGWWHAQ>

Link of the presentation:

[https://www.canva.com/design/DAFTSshEWK0/XVU0u8t17Pkv4o i ssnEQ/vie w?utm\\_content=DAFTSshEWK0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFTSshEWK0/XVU0u8t17Pkv4o i ssnEQ/vie w?utm_content=DAFTSshEWK0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Link of the documentary: <https://www.youtube.com/watch?v=tBNkeXmq4IQ>

Link of the Padlet: <https://padlet.com/pekesluli/lzzfd8gpc2pi01o7>

<b>LESSON PLAN 5</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> Japan	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 45 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about Japan.</li> </ul>			
<b>SUBSIDIARY AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to listen to specific information about 10 best places to visit in Japan.</li> <li>Students will be able to identify the context and get the specific idea of the documentary about Japan.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
<ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Teacher presents herself to the class.</li> <li>Teacher starts the class with a warm up</li> <li>Teacher explains that the warm up is about "Guess the picture"</li> <li>Teacher ask one student to draw something on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen to instructions on how to play the game.</li> <li>Students will guess what his or her classmate is drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Pen</li> <li>Worksheets</li> <li>Documentary</li> <li>PowerPoint presentation</li> <li>Markers</li> <li>Board</li> </ul>
15 minutes	<p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>Teacher starts with a key question. "Do you know what the listening sub-skills are?"</li> <li>Teacher asks some students how they can improve their listening skill.</li> <li>Teacher gives students some tips to improve their listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer the question of the teacher.</li> <li>Students pay attention to the explanation of the teacher.</li> </ul>	

15 minutes	<p><b>While-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher gives the students a worksheet in which there are some activities that students have to complete according to what they hear.</li> <li>-Teacher gives instructions on how to complete the worksheet.</li> <li>-Teacher plays the documentary about Japan.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the teacher instructions.</li> <li>-Students watch the documentary about Japan and complete the given worksheet.</li> </ul>	
5 minutes	<p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students which part of Japan they would like to visit.</li> </ul> <p><b>ASSESSMENT AND FEEDBACK</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete a Padlet.</li> </ul>	<ul style="list-style-type: none"> <li>-Students answer the teacher's questions</li> </ul>	

Link of the presentation: <https://www.canva.com/design/DAFT5wJACIs/i-bKl9BxG->

[cbbGu5zvf4sA/view?utm\\_content=DAFT5wJACIs&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=homepage\\_design\\_menu](https://www.canva.com/design/DAFT5wJACIs/i-bKl9BxG-cbbGu5zvf4sA/view?utm_content=DAFT5wJACIs&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

Link of the documentary:

<https://www.youtube.com/watch?v=CxuiFNYnEr4&t=93s>



<b>LESSON PLAN 6</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> Ireland	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 45 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about Ireland.</li> </ul>			
<b>SUBSIDIARY AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to listen to specific information about 10 best places to visit in Ireland.</li> <li>Students will be able to identify the context and get the specific idea of the documentary about Ireland.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
<ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<b>Warm up</b> -Teacher presents herself to the class. -Teacher starts the class with a warm up -Teacher explains that the warm up is about "Guess the song" -Teacher shares with students a video with different songs.	-Students will listen to instructions on how to play the warm up. -Students will guess which songs are the ones on the video.	-Laptop -Pen -Worksheets -Documentary -PowerPoint presentation -Songs
15 minutes	<b>Pre-listening activity</b> -Teacher starts with a key question. "What do you think is the main purpose of listening?" -Teacher asks some students to answer the question. -Teacher explains the	-Students answer the question of the teacher. -Students pay attention to the explanation of the teacher.	

<p>15 minutes</p>	<p>purposes of listening.</p> <p><b>While-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher gives the students a worksheet in which there are some activities that students have to complete according to what they hear.</li> <li>-Teacher gives instructions on how to complete the worksheet.</li> <li>-Teacher plays the documentary about Ireland.</li> </ul> <p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students which part of Ireland they would like to visit.</li> </ul> <p><b>ASSESSMENT AND FEEDBACK</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete Jamboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the teacher instructions.</li> <li>-Students watch the documentary about Ireland and complete the given worksheet.</li> </ul> <ul style="list-style-type: none"> <li>-Students answer the teacher's questions</li> </ul>	
<p>5 minutes</p>	<p><b>ASSESSMENT AND FEEDBACK</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete Jamboard.</li> </ul>		

**Guess the song video:** <https://www.youtube.com/watch?v=7bVRmT7j6Zo>

**Link of the presentation:**

[https://www.canva.com/design/DAFT\\_yslx1M/7YVy0Dto2WRH-ZQ2aEFMkA/view?utm\\_content=DAFT\\_yslx1M&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=homepage\\_design\\_menu](https://www.canva.com/design/DAFT_yslx1M/7YVy0Dto2WRH-ZQ2aEFMkA/view?utm_content=DAFT_yslx1M&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

**Link of the documentary:** <https://www.youtube.com/watch?v=MZO4B1RZU5g>

**Link of the Jamboard:**

<https://jamboard.google.com/d/1yRwNJEDUVwG2BaFP41LjAVlada0R9Yb2Z7ZOyDFhybs/edit?usp=sharing>

<b>LESSON PLAN 7</b>			
<b>CLASS:</b> 3 <sup>rd</sup> semester <b>TEACHER'S NAME:</b> Evelin Santamaría		<b>TOPIC:</b> Australia	
		<b>NUMBER OF STUDENTS:</b> 26 students	
		<b>TIME:</b> 45 minutes	
<b>LESSON OBJECTIVES</b> <b>MAIN OBJECTIVE:</b> <ul style="list-style-type: none"> <li>At the end of the class students will be able to share interesting information about Australia.</li> </ul> <b>SUBSIDIARY AIM:</b> <ul style="list-style-type: none"> <li>Students will be able to listen to specific information about 10 best places to visit in Australia.</li> <li>Students will be able to identify the context and get the main idea of the documentary about Australia.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b> <ul style="list-style-type: none"> <li>Students may not understand all the documentary.</li> </ul>		<b>POSSIBLE SOLUTION:</b> <ul style="list-style-type: none"> <li>Add subtitles to the documentary so that students can understand it better.</li> </ul>	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS'S ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>-Teacher presents herself to the class.</li> <li>-Teacher starts the class with a warm up</li> <li>-Teacher explains that the warm up is about "Guess the Disney song"</li> <li>-Teacher shares with students a video with different songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will listen to instructions on how to play the warm up.</li> <li>-Students will guess which songs are the ones on the video.</li> </ul>	<ul style="list-style-type: none"> <li>-Laptop</li> <li>-Pen</li> <li>-Worksheets</li> <li>-Documentary</li> <li>-PowerPoint presentation</li> <li>-Songs</li> </ul>
15 minutes	<p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher starts with a key question. "Do you know the process of listening"</li> <li>-Teacher asks some students to answer the question.</li> <li>-Teacher explains the process of listening to students.</li> </ul>	<ul style="list-style-type: none"> <li>-Students answer the question of the teacher.</li> <li>-Students pay attention to the explanation of the teacher.</li> </ul>	

15 minutes	<p><b>While-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher gives the students a worksheet in which there are some activities that students have to complete according to what they hear.</li> <li>-Teacher gives instructions on how to complete the worksheet.</li> <li>-Teacher plays the documentary about Australia.</li> </ul>	<ul style="list-style-type: none"> <li>- Students pay attention to the teacher instructions.</li> <li>-Students watch the documentary about Australia and complete the given worksheet.</li> </ul>	
5 minutes	<p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students which part of Australia they would like to visit.</li> </ul> <p><b>ASSESSMENT AND FEEDBACK</b></p> <ul style="list-style-type: none"> <li>-Teacher asks students to complete a Jamboard.</li> </ul>	<ul style="list-style-type: none"> <li>-Students answer the teacher's questions.</li> </ul>	

**Link of the songs:** <https://www.youtube.com/watch?v=VZgE0JzZkkw&t=132s>

**Link of the presentation:**

[https://www.canva.com/design/DAFUp2\\_WU20/JTIEgKEJX2wDVU2tvZt9HA/view?utm\\_content=DAFUp2\\_WU20&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=homepage\\_design\\_menu](https://www.canva.com/design/DAFUp2_WU20/JTIEgKEJX2wDVU2tvZt9HA/view?utm_content=DAFUp2_WU20&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

**Link of the documentary:** [https://www.youtube.com/watch?v=PdVLk\\_dPmtc](https://www.youtube.com/watch?v=PdVLk_dPmtc)

**Link of the Jamboard:** [https://jamboard.google.com/d/1AJHH418li6-foiEbR2MVHn\\_GQt6TPP84PwQPRDBVX5A/edit?usp=sharing](https://jamboard.google.com/d/1AJHH418li6-foiEbR2MVHn_GQt6TPP84PwQPRDBVX5A/edit?usp=sharing)

## Annex 4: Urkund report



### Document Information

Analyzed document	Cuatro capítulos.pdf (D155431852)
Submitted	2023-01-11 02:06:00
Submitted by	
Submitter email	esantamaria2364@uta.edu.ec
Similarity	2%
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.....  
Mg. Edgar Guadia Encalada Trujillo

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / THESIS ACOSTA_URKUND.pdf</b> Document THESIS ACOSTA_URKUND.pdf (D111183024) Submitted by: xcalero@uta.edu.ec Receiver: xcalero.uta@analysis.orkund.com	 1
<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/bitstream/123456789/34495/1/Magdalena%20Misshell%20Macias%20Mor...">https://repositorio.uta.edu.ec/bitstream/123456789/34495/1/Magdalena%20Misshell%20Macias%20Mor...</a> Fetched: 2022-07-26 03:12:38	 2
<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/bitstream/123456789/34655/1/PROYECTO%20DE%20TITULACI%C3%93N%20A...">https://repositorio.uta.edu.ec/bitstream/123456789/34655/1/PROYECTO%20DE%20TITULACI%C3%93N%20A...</a> Fetched: 2022-05-05 16:22:08	 1
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / PROYECTO DE TESIS- Myrian Chadan.pdf</b> Document PROYECTO DE TESIS- Myrian Chadan.pdf (D139273740) Submitted by: mchadan1561@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com	 1

### Entire Document

CHAPTER I THEORETICAL FRAMEWORK 1.1 Research background To support the current research, relevant information was collected from some previous studies in different reliable data bases such as Google Scholar, ResearchGate, Scielo, university repositories and books, these works like journals, thesis, articles give us similar points of view to the study of documentaries and listening skill. In addition, the majority of these studies were developed in different countries around the world such as Prague, Irak, Indonesia. In a research from the author Kautská (2021) the main aim was to demonstrate the effectiveness of using documentary film-based lessons effective for English language teaching. The research used a qualitative approach, a population of 160 high school students and 4 teachers of the Czech Republic. The population was divided into two groups, one with the students and the other one with the teachers. To establish the effectiveness of using documentary film-based lesson for English language teaching a questionnaire and oral questions were applied. The result of the research shows that, once de documentary film-based lessons were applied the skills of both groups were developed, it means that documentary film-based lesson were effective for English language teaching. Pramesti (2021) managed a research in which the population of were 21 students from 8 th grade of SMP Muhammadiyah Boarding School Cepu. This is a qualitative and quantitative investigation because the researchers' used observation and application of a questionnaire and documentations. On the other hand, quantitative data was collected by the application of a pre and post-test. The results of the research shows that after the application of audio-visual media students listening skill is increasing. In addition, the use of audio-visual media makes students to increase their level of motivation and they are more enthusiastic to learn.