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**SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

**“FILM CLIPS TO IMPROVE LISTENING SKILLS  
IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE.”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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La Libertad, August 10<sup>th</sup>, 2022

### **ADVISOR´S APPROVAL**

In my role as Advisor of the research paper under the title “FILM CLIPS TO IMPROVE LISTENING SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE” prepared by Maria Isabel Mosquera Zapata undergraduate student of the 8° Semester Major, School of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED “FILM CLIPS TO IMPROVE LISTENING SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE” IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

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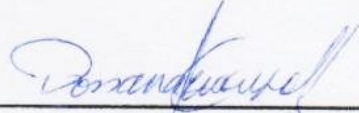
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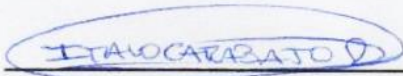
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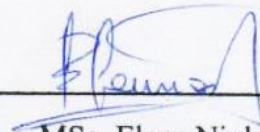
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I would like to thank God for being with me every second of my life. I have never been a faithful believer, but I believe that human beings need to believe in something that gives us hope and motivates us to continue. I want to thank all the people who supported me in this process, but there is no paper or words that can express my gratitude. I want to thank my mum for being with me through all the bad nights I had, for every cup of coffee that warmed my heart, and for her many words of encouragement at times when I thought I couldn't go on. At the same time, I want to thank the university for giving me the opportunity to meet such great people as my classmates, especially my best friends "El Team". Last but not least, as someone once said, "I wanna thank me for believing in me and for doing all this hard work".

## **DEDICATION**

I would like to dedicate this work to my parents, Ernesto, and Isabel, although I do not express it openly, they know how much I love them. I also want to dedicate this work to my brothers, John, and Daniel, especially to Daniel because this would not have been possible without his help and supervision. I owe this beautiful, but tiring part of my life to him because he was the person who made sure I got into university and without his curiosity, I would never have been able to check my admissions mail. To my nephews and nieces whom I love so much. To my family. And to those who were my students in module I, since it was because of them that the idea for this project was born.

Finally, I also dedicate this project to people who accompanied me in this process, classmates who became my closest friends.

With love

Maria Isabel Mosquera Zapata

## **ABSTRACT**

By using a qualitative method, an exploratory research study was carried out to analyze the use of film clips to improve the listening skills of Module III students at the language center of the Universidad Estatal Peninsula de Santa Elena. The aim was to analyze and establish the relevance of the use of audio-visual materials as communicative activities in which students are participants in their teaching-learning process. There are many approaches and methods such as Audio Lingual which according to theories such as Cognitivism prove that students are more attracted to learning through graphics in which they can understand the context of the situation. In addition, the use of film clips opens up opportunities for students to improve their pronunciation and to communicate in a natural environment. It is foreseen that more studies are needed to implement activities that reinforce the advantages of this type of activity in which films play an important role.

**KEYWORDS:** listening skills, film clips, improvement, qualitative research



## **RESUMEN**

Mediante el uso del método cualitativo se realizó un estudio de aproximación cuyo fin fue analizar el uso de fragmentos de películas para mejorar las habilidades de escucha de los estudiantes de modulo III del centro de idiomas de la Universidad Estatal Península De Santa Elena. Se planteó analizar y establecer a su vez la relevancia del uso de materiales audiovisuales como actividades comunicacionales en donde los estudiantes son participes de su enseñanza- aprendizaje. Existen muchos enfoques y métodos tales como el Audio Lingual el cual según teorías como el Cognitivismo prueban que estudiantes se sienten más atraídos a aprender mediante gráficos en los que puedan entender el contexto de la situación. Además, el uso de fragmentos de películas abre paso a que los estudiantes mejoren su pronunciación y puedan comunicarse en un entorno natural. Se prevé que se necesitan más estudios al respecto en donde se implementen actividades las cuales refuercen las ventajas de este tipo de actividad en donde las películas juegan un rol importante.

**PALABRAS CLAVES:** habilidades de escucha, fragmentos de películas, mejoramiento, investigación cualitativa.

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## INTRODUCTION

English is a fundamental tool for the development of both nations and individuals in general. Therefore, learning has become not only imperative but also indispensable for a person's personal and professional fulfillment. The identification of difficulties in learning English as a foreign language for a Spanish speaker is relatively simple since English, being a foreign language, entails a certain type of difficulty in learning. Through an observational study carried out during the pre-services teaching practices of the researcher, it was able to notice how students have problems understanding the audio and how this influences their pronunciation. As an educator, the researcher was motivated to look for efficient and didactic alternatives that could be helpful for teaching and learning in the classroom.

Related articles such as, "Using Films to Teach Listening Comprehension", "Students' Perception about Improving English Listening Skills using Movies among the Vocational High School Students", and "English Major Students' Perceptions Towards Watching English Movies in Listening and Speaking Skills Development" among others, demonstrate the effectiveness of the use of audio-visual materials such as films and how this opens a door for reflection on existing theories and methodologies and their adaptation for a versatile lesson plan where students feel comfortable to learn and since for the authors of these studies, listening goes hand in hand with improving students' pronunciation and their confidence in communicating in their environment. Numerous articles cited in the theoretical framework have been observational processes of theories and implementation in countries such as India, Saudi Arabia, and South Korea, among others, which show that it is possible to improve students' listening skills through the use of films, mini-videos, and other audio-visual materials.

On the other hand, it should be noted that studies such as "Video-based task teaching for non-English major students at HUFU", and "Adapting Adult Learning Theory to Support Innovative, Advanced, Online Learning" show that there is a certain percentage of disapproval from teachers who indicate that the use of films can cause distractions.

At the same time, it is imperative to know the opinions of the students because education should be student-centered. These opinions were collected through a focus group whose aim was to answer the questions of the project and whose focus is to show where the problem comes from and provide a possible solution. Since there are many audiovisual materials from which resources can be drawn to learn and teach how to develop students' listening skills.

This project aims to analyze the use of film clips for educational purposes to improve the listening skills of petroleum engineering students belonging to module III of the language center at the Universidad Estatal Peninsula de Santa Elena because not all films are appropriate to show in a classroom. In addition to identifying which techniques or strategies are the most appropriate and examining how it is advantageous for students to be educated through this communicative activity. Finally, it seeks to establish the relevance of the use of film clips and their influence on the development of students' listening skills which in turn influences communication.

In Ecuador, the importance of listening as a receptive skill has been investigated and how it is necessary to learn it from the early stages, but the use of communicative activities such as the use of films and similar audiovisual material has not been analyzed in detail. This shows that the theory exists but not the implementation. The proposal and future implementation are necessary for further qualitative and quantitative studies of the case. For checking the reaction of the students to it.

## CHAPTER I

### THE PROBLEM

#### 1.1. Research Topic

Communicative Learning Activities and Listening skills

#### 1.2. Research Title

Film clips to improve listening skills in teaching English as a foreign language

#### 1.3. Problem Statement

According to Champoux (1999) in his article “Films as a teaching resource”; “films are a comfortable familiar intermediate to contemporary students that can keep student interest in the theories and concepts under dialogue.” The world changes constantly, therefore the strategies and techniques for teaching must adopt a more contemporary measure that allows and facilitates the students a better understanding of what is to be taught. English is known to be one of the most spoken languages in the world, thus this project seeks to present films as a teaching-learning tool.

It is necessary to know which activities can be implemented in the classroom to ensure that the use of films is not disadvantageous, since, as Butler et al. (2009) say “When information mentioned in the text is not consistent with information exposed in films, students tend to recall incorrect information rather than correcting inconsistencies in information, which need to be handled cautiously.” Hence, the present research gathers important data that validate the use of films as a reliable source of teaching.

Students at the language center who take modules are from different backgrounds and degrees, therefore, studying English is not in their short-term goals, thus it could be identified that many of them not only do not like learning English but also find it quite difficult. During the pre-service teaching practice, it was observed how little attention is paid to listening

skills, which is one of the receptive skills. At the same time, teachers and practitioners are guided by the materials provided in the official teaching books, thus giving a more standard approach.

Using extracts from films helps teachers to make lessons more creative and participative as the student will create an enjoyable environment for learning English and, above all, adapting to the target language without feeling pressurized. In addition, it is aimed at students learning and getting to know real-life English, which is not the same as that presented in books. A different teaching context will not only help them to improve their listening skills but also adapt their speech and listening, which will influence verbal skills such as pronunciation.

For that reason, a phenomenological study of the specific delimitation of the use of a modern alternative such as films as an activity for learning a foreign language is aimed to be accomplished. Alongside and in combination with the knowledge acquired with the subjects required in the curriculum of the Pedagogy of National and Foreign Languages degree, such as Educational Inclusion, Teaching English as a Foreign Language (TEFL), and Educational Psychology, it is intended to give a different and more inclusive approach to the traditional one.

#### **1.4. Problem question**

##### **1.4.1. General question**

In this context, the researcher formulates the following questions:

- How does the use of films influence the development of listening skills in Petroleum Engineer module III students?



### **1.4.2. Specific questions**

- How effective is the use of film clips for the development of listening skills in Petroleum Engineer module III students?
- What is needed for using film clips as a teaching-learning resource?
- What is the relationship between the use of film clips as an audiovisual communicative activity and the improvement of students' pronunciation and listening skills?

## **1.5. Objectives**

### **1.5.1. General Objective**

To analyze the use of film clips for educational purposes in order to develop listening skills in Petroleum Engineer module III language center's students at Universidad Estatal Peninsula de Santa Elena.

### **1.5.2. Specific objectives**

- To identify the techniques/strategies using audiovisual materials for communicational activities for the teaching-learning process in Petroleum Engineer module III students.
- To examine how the use of film clips as an audiovisual communicative activity is advantageous for the development of listening skills in Petroleum Engineer module III students at Peninsula de Santa Elena University.
- To establish the relevance of using film clips in the process of developing listening skills.

## **1.6. Justification**

Learning English as a non-native American becomes somewhat more challenging since having another base language, different sounds, words, and even actions differ depending on the area you live in. According to an investigation carried out by Chamorro, C;

Bejarano, S, and Guano, D., it is stated that speaking and listening skills are the most complicated when teaching English as a foreign language due to the effort and concentration required by the student at the time of learning. (p. 316)

Listening is described as the absorption of the meaning of words and sentences by the mind. Listening skills guide human beings to understand real facts and insights. However, this skill demands a high level of focusing attention on a particular problem or topic; thus, listening skills are crucial. In daily life, listening is an everyday activity that has an important role in receiving information (Nushi & Orouji, 2020). Rost (2013) stated that listening refers to a complex process that allows people to comprehend spoken language. “Not only is it an essential element of producing effective communication, but it also helps people to understand the world”

Educators traditionally use many types of materials and items to help get their classroom message across to a learner, that is why audio and visual resources have come to play a central role in education (Albán & Méndez, 2018). Therefore, the presentation of topics of interest to the audience through sound (video) is expected to attract learners' passion for materials presented through multimedia media (text, image, sound, and video) with different colors and images. (Dung, 2021)

On the other side, communication technologies and activities are used in organizations as well as in private companies. Communicational technologies are the set of techniques, tactics, resources, and communication tools, in other words, tools that are used to carry out a communication process to ensure that there is feedback, which is not simply an exchange of information, but rather that effective communication is perceived and occurs, that the person understands it, practices it and promotes it. Within the communicational activities, communication products can be used, such as audiovisual products like videos,

images, animations, and podcasts, which can be introduced in different formats depending on the target audience.

By using a communicational activity as film clips, it is hoped to achieve a greater impact on the target audience to promote a different didactic strategy to the traditional one which the students will be able to put into practice outside the classroom. Which is going to help them to improve their listening skills.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Listening skills**

Listening comprehension is characterized as challenging for foreign/second language learners not only because of the phonemic differences but also all the different types of accents that prevail around the world. Unlike other language skills, listening requires an immediate understanding and processing for the learner to be able to communicate effectively. “Therefore, listening is an integrated performance that requires the listener to use his/her sight and hearing senses and the power of the mind in following up with the speaker's speech to understand, comprehend, and determine ideas” (Patrick, 2019).

For an understanding of both written and verbal information, learners must use “bottom-up” and “top-down” processes; the first process draws on the learner's previously acquired knowledge of vocabulary and language grammatical and syntactic structure, while the second process relies on the learner's abilities to use that previously acquired data to interpret meaning through background experience. Both are vital processes in the teaching-learning of active listening skills in students. To be more specific, the process of “bottom-up” listening is to pay attention to every detail regardless of experience or personal knowledge. (Sulistiyowati, 2019).

In this way, a foreign listening environment is created where learners will effectively communicate and listen based on context which is part of the “top-down” process. “The two processes cannot be separated during listening comprehension. In other words, listening comprehension is not either top-down or bottom-up processing, but an interactive process during which listeners use both prior knowledge and linguistic knowledge in understanding.” (Tong Thi Hue, 2019)

This implies that active learning is not only meaningful for the development of listening skills but also for the learner to be immersed in an interactive learning environment in search of improvements in the target language. Active learning is the cognitive process that the learner goes through and is based on the learner's previously acquired knowledge to help him/her understand the text, context, or situation in which it is found. It is a communicative process where the student will be able to understand the audio-visual material independently of the context. (A.S., 2021)

According to Anderson and Lynch (1988) cited by Liando et al., (2018), there are controversies surrounding the nature of listening comprehension. Two views influence this process: the traditional view, which states that the learner is a tape recorder who can memorize auditory messages in such a way; and the alternative view, which states that learners can combine new information with their prior knowledge and experience to fully comprehend the information presented. Anderson and Lynch argued that in the interpretation of prior knowledge lies the essence of a good listening process.

## **2.2. Films as an Educational Resource**

By establishing why listening comprehension is fundamental to the development of English as a foreign language (L2) teaching and learning, film clips are identified as a modern alternative for developing listening skills inside a classroom environment. Due to its high rate of accuracy in engaging and motivating adult learners to be participants in their

learning. The relevance lies in making students aware of how listening skills can be developed through other methods. (Albiladi et al., 2018)

According to the Cambridge dictionary, the definition of a movie or film is a series of moving images that tell a story or event. There are many types of film genres such as science fiction, thriller, horror, romance, comedy, educational, documentary, and real-life case histories that aim to entertain a certain type of audience.

Teaching English through films has attracted the attention of many EFL teachers since in this way they can illustrate real-life content. “These audiovisual media lead the learners to use and optimize their sight and hearing to grasp the information delivered by the films. These two senses, sight and hearing, enable the learners to absorb the input more optimally.” (Amalia et al., 2020) Because of that, students can actively participate in class while developing their skills.

Using films as a learning resource even offers improvements in the student's fluency development. This is because learners focus all their senses on paying attention to what is being presented. Moreover, listening to the language spoken by native English speakers influences how the student almost unconsciously learns to use English (L2) appropriately through listening and speaking.

English films are one stimulating listening media to be used since they can attract and interest the pupils. “Watching movies in foreign languages is beneficial for students, such as their speaking skills increased, their pronunciation improves, they get new vocabulary from the movies, they can develop self-expression ability, and their listening skill increase.” (Bagus et al., 2020) Those are, to mention a few, some advantages of the use of films in class.

By using films as a communicative activity in a classroom, students are motivated by seeing and hearing real-life situations rather than listening to monotonous conversations

proposed in textbooks. In turn, this provides a relaxed, guided environment for students to increase their enthusiasm for learning, and, through teacher-guided activities, students will improve their vocabulary and word recognition. The process of language acquisition via audio-visual material such as films is considered to be effective in the teaching space. (Hidayat, 2021)

On the other side, many English native speakers produce spoken sounds that, in terms of syntax, are easier to understand orally than written. Therefore, being aware of this information is helpful for adult learners as they can apply it in their development of listening skills and learn certain phonological sounds based on their experience, which is linked to the "top-down" process. (Tong Thi Hue, 2019)

Among the advantages of using films as a teaching method for the development of listening skills is that students stimulate their perception directly whereas in written work they do so indirectly. Films are more sensory than texts in terms of sounds, graphics, and colors. Films capture students' immediate attention in a classroom as it is something new for them, becoming an alternative model to the traditional approach.

According to Liando et al., (2018), films are accepted as the most reliable material that educators can use in a classroom environment. In turn, films tend to motivate people because it is made to entertain and impress the audience. Thus, the experience becomes more interesting when it is focused on teaching the target language and even more engaging when it comes to developing students' listening skills.

In addition, students can understand better in context because of the graphics presented. By watching movies, students will have the opportunity to use such an experience in a semi-real learning environment where communication will flow properly. This indicates that the use of films is not only beneficial for the development of adult learners' listening

skills but also for improving their speaking and pronunciation skills quite similar to native speakers.

Students, at the same time, will be immersed in different socio-cultural environments where non-verbal language also represents a small percentage of learning. In other words, through gestures, students will be able to identify what the actors or actresses are trying to say; how people interact in different situations, including idioms, collocations, and even the diversity of accents that can be found in the same country. Thu (2019), agreed with Harmer (2001) and claimed that “Video is richer than audio: speakers can be seen; their body movements give clues as to meaning; so, do the clothes they wear, their location, etc. Background details can be supplied in visually.”

Furthermore, homophones, which are words that have the same pronunciation but different meanings, are better understood through the context provided by the film; as are homonyms, which are words that have different meanings depending on the context. Foreign language adult students tend to have problems differentiating these sounds and different techniques or methods are necessary for their learning.

Despite that, Gilakjani (2017) in his article “A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills” states that educators' attitudes toward new teaching methodologies influence their strategies in the classroom. Thus, even if students are willing to learn through innovative technological methods, teachers might affect the students' motivation to participate in the learning process, which is an essential factor, so it may become a disadvantage of using films in a classroom.

Moreover, there are some disadvantages to the use of films as a communicative strategy namely that without adequate resources, students can easily get distracted. This would cause teaching to be relegated to the background and the film would no longer serve as an educational resource. In addition, designing activities correlated to the curricular plan of

the subject may take more time since including films requires educators' research on what kind of films are recommended as educational material for teaching adults. (Amalia et al., 2020).

For those authors, not only the films could be quite time-consuming which would cause students not to pay attention but also confusing for the students because the level of language spoken may be beyond the students' listening comprehension at A2.1 level. Added to this is the fact that commonly in films the cast often shortens sentences and uses many contractions which would become a barrier to students' learning and listening skills development. That is why fragments of films are necessary to adapt students to learn in that way. With film clips, students will catch the idea easily and the learning effect will be quick in comparison with the whole movie.

**Table 1**

*Advantages and Disadvantages of the Use of Films to improve Listening Skills*

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>✓ Improvements in the student's fluency development.</li> <li>✓ Films are more sensory than texts.</li> <li>✓ Films tend to motivate people.</li> <li>✓ Students can understand better in context.</li> <li>✓ Video is richer than audio.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students can easily get distracted.</li> <li>✓ Including films requires educators' research which takes time.</li> <li>✓ Educators' attitudes toward new teaching methodologies influence the use of films as a teaching-learning resource.</li> </ul>

### **2.3. Methods**

The world is constantly evolving. New approaches in language theories, as well as psychological theories, have emerged as people progress. Learning methods are modified depending on the sample population. Learning theories such as structuralism and behaviorism have attracted the attention of many EFL and other foreign language educators. Some



methods have been universally adopted, although each manner has unique characteristics that allow practical implementation of the teaching methods that influence the outcome to be efficient in practice. (Hao, 2017)

For the use of film clips as an educational technique, among the most suitable approaches and methods to use is the Audio-lingual approach since, according to its creator Skinner (1957), its principles and originality are based on behaviorism, focusing on grammar as well as meaning and contextualization. The materials used in the audiolingual method derived from the approach in the 1970s in France include tapes and films used for repetition. With this method, learners can use innovative materials to develop their language learning. Beatty (2003, p.7) cited by Alharbi, (2018) states that as a communicative method; in which the learner uses innovative ideas such as the use of films, classroom interaction will be successfully reinforced.

Similar to the Audio-Lingual Method is The Direct Method. The Direct Method of teaching, also known as The Natural Method, was created in the eighteenth century. It is based on stimulating apprentices to learn and further develop their listening and speaking skills through simulations of real-life scenarios. Thus, enabling learners to communicate only in the target language. (British Council, 2022).

Many studies approve of the teaching of a foreign language with the direct method since the teacher reinforces the learners' understanding and confidence in the target language. Based on studies provided by Naeini and Shahrokhi (2016), Anupan (2018), Li (2019), and Hakim (2019) it is established that on relation to the combined teaching of other methods such as Audio-lingual along with Direct method reinforce how the student through pre-test and post-test acquires additional vocabulary and knowledge of the foreign language using innovative technological tools. (Al Hazmi & Lengkanawati, 2020)

Both methods are related because they only use the target language. The main difference between these two methods is that the Direct Method focuses on vocabulary teaching while the Audio-Lingual Method focuses on more specific grammar teaching. Therefore, when applied together they become a great teaching-learning technique for activities such as the use of film clips in TEFL. (Ali, 2018)

Additionally, there is the Lexical approach. In the Lexical approach, instead of teaching irrelevant vocabulary processes or rules, the emphasis is on educating students with authentic language relevant to the needs of the learners' daily lives. In connection with film clips, the teacher offers useful lexical phrases as collocations and the students will be able to speak and understand the language in a slightly more natural way. This approach contemplates the "bottom-up" process essential to the language learning process. Functions absent from lexis are not helpful, so learners need the lexis necessary to express the task being learned. (Mersad Dervić & Senad Bećirović, 2020)

#### **2.4. Theories**

Learning is an exchange of beliefs, perceptions, and behaviors of an individual as a result of individual's interaction with the environment. Applied to teaching through film clips, Behaviorism plays an important role as it enables educators to improve, adapt and innovate their teaching tools. According to Watson (1920), all behavior, no matter how simple or complex, can be compact to a simple incentive response learner connotation. In short, behaviorism applied to learning states that behavior can be controlled or guided if an optimal teaching environment is provided by clearly defining the environment that will encourage recall, all this through a system of reward or punishment. (Saari, 2019)

On the other hand, one of the founders of constructivism, Vygotsky, associates the cognitive intellectual as the result of a reciprocal interaction between individuals and society and how society shapes the individual. Applied to education, it states that students cannot

learn without interaction with the environment. In the classroom through exploration, observation, and communication students grow and develop. By using film as a learning resource, students will be immersed in an exchange of vocabulary provided by the film and thus a listening and speaking skills development role will be triggered. (Yarbrough, 2018)

Furthermore, Meta-cognitive listening instruction is characterized by developing learners' knowledge to learn to listen, i.e., by using either communicative or developmental strategies, learners will be able to grow their listening comprehension and development. Strategies considered meta-cognitive are crucial to help learners reflect on their environment, and thinking and, thereby, control their mental processes of learning a foreign language (Nelson, 1996). This requires constant assessment, monitoring, and evaluation of general knowledge involving comprehension and learning factors. (Waer, 2019)

In relation is the cognitive process. It is stated as a progressive reorganization of mental processes resulting from the individual's biological maturation together with his or her environmental experience. For Piaget, an individual learns best in his childhood stage through active exploration. When working with adults, cognitive theory can be applied for mental development based on second language (L2) learning, thus using film clips as a strategy for immersion into the target language. (Elyas et al., 2020) (Piaget, J., & Inhelder, B, 1973)

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1. Method

Based on the objectives of this research project, the use of the qualitative method is presented, in which it is imperative to conduct an interview focused on the use of films as a communicative activity for the development of listening skills. The qualitative method is defined by its focus on the humanistic approach to understanding the beliefs, behaviors, attitudes, and experiences of the target audience. (Busetto et al., 2020) Therefore, a reliable and comprehensive research strategy is used to accomplish the needs of the project.

#### 3.2. Type of Research

A phenomenological study of specific delimitation to analyze characteristics of a population and the viability of the investigation of the use of a modern alternative such as film clips as an activity for learning a foreign language is aimed to be accomplished as a type of research. According to Guerrero Raúl et al. (2017), Phenomenology is a philosophical method of reflection and research that aims to understand the lived experiences of a human being. It allows visualization and reflection in a way that enables it to be appropriated to the construction and orientation of a project or case study.

The phenomenological research method is used in this research with the topic and problem stated as the deficiency in the development of listening skills and how film clips are an alternative and contemporary activity for this process; the collection of experiences by the target audience is necessary. The interview aims to focus on a group of students from module III of the language center.

#### 3.3. Data Collection Techniques

According to the Britannia dictionary, the technique is defined as the set of rules, procedures, and/or protocols that are implemented to fulfill a specific and specific objective.

This concept can be applied to various areas, from art, computers, and sports, to science and nearly any human commotion. The techniques are considered by relying on unceasing practice and exercise. They involve certain kinds of aids and abilities, whether knowledgeable, corporeal, or otherwise, as well as the use of special tools. This research is aimed to use a focus group interview.

Rabiee (2004) (Thomas et al. (1995), Burrows & Kendall (1997), and Krueger & Casey (2000)), state that a focus group is a technical strategy used in detailed interviews of a specific population sample focusing on the topic on which information is expected to be obtained based on the criteria and experiences of the interviewees. Therefore, participants must meet a series of requirements such as being in the same age range, studying, or working in the same environment. This approach is applicative since the sample subjects are selected based on the above-mentioned requirements. The focus groups provide diverse points of view depending on the perspective of the individuals.

To ensure that the evidence provided is clear, a data analysis procedure must be carried out so that everything needs to be properly documented and understandable. This will allow future researchers to verify findings, increase the rigor of the research and preserve against selective perception. To achieve these objectives, sufficient data must be available to allow the construction of an evidence trail.

### **3.4. Instruments**

The main instrument of this project is a focused interview with a group of students. An interview is understood as a conversational modality aimed at achieving specific objectives. During the interview, the interviewer asks and formulates a series of questions directed to the sample population, through these pre-selected individuals it is anticipated to obtain intelligible answers that assist the researcher to have a clearer vision of the project.

(Georgescu, 2021) Thus, the interview is required as sociological field research based on the experience of the students.

#### **3.4.1. Questionnaire**

An adequate questionnaire should be unbiased, able to answer the researcher's doubts, and without leading questions (unambiguous). One of the key steps of an ethical questionnaire is in the design, selecting inclusive elements is as relevant as the presentation of the questionnaire. In the first instance, a draft should be prepared to evaluate the type of questions that fit the research, and then the interview can be conducted. (Stone, 1993)

The questionnaire consists of a series of questions created for a focus group. It contains six open and closed questions which students are expected to answer honestly based on their experience. The questions are in a specific order in relation to the qualitative research variables. The application will be carried out virtually through a Zoom meeting where the selected students will be recorded with their consent for better data collection and analysis.

The purpose of the questionnaire is to examine the students' preferences, their past experiences, and how the use of films as a communicative activity influences the development of their listening skills. In this way, the students will be involved in their teaching-learning process which involves an alternative and innovative educational design that involves learners becoming capable of working with the activity in a meaningful form.

#### **3.5. Data Collection Processing and Resources**

The interview was conducted through a Zoom session in which the participation of the students was successful. It was performed on Friday, July 8th of the current year by the students of Petroleum Engineering 5/1 who receive module III in the language center of the Universidad Estatal Península de Santa Elena. The students attend classes in the evenings from 7 to 10 p.m., thus, it was proposed - with the permission of their professor in charge - to conduct the interview from 7 to 8 p.m.

The interview was conducted through a focus group to collect information related to the use of film clips to improve their listening skills. Following the qualitative method, the students felt comfortable expressing their opinion based on their experience with English classes. The focus group helped to collect information depending on the views of each student giving different perspectives for a fruitful data analysis.

The aim of the interview goes hand in hand with knowing and analyzing the use of film clips as an activity for the development of students' listening skills. At the same time, to know the preferences of the students since this way they will be able to participate in their teaching-learning process. This provides a basis for establishing the relevance of the use of film clips in an educational environment.

### **3.6. Population and Sample**

The effectiveness of the application of communication activity is undoubtedly based on how well the target audience is known, hence it is necessary to be aware of the characteristics and qualities of the person or public to whom the message is addressed, to address the objectives and goals to which the institution owes its existence as an entity. According to González & Aguas (2018), it is significantly beneficial to know the target audience, as well as being the first step in the creation of communication activity, it will make it possible to analyze the type of instruments that could be implemented to achieve the aim of the objective of the institution.

Therefore, under the delimitation of the population sample of the present project, and following the guidelines provided by the university, it was taken as a population sample the 5/1 Petroleum students of the language center who are coursing module III as a requirement for obtaining its degree, since the basis of the research problem arose from an observational study in the 2022-1 cycle through pre-service teaching practices. Hence, of the sample





The interviewees agreed that understanding the audio provided by the books is very difficult for them. Various factors such as accents, pronunciation, contractions, people speaking very fast, and their low level of English which does not allow them to catch complete sentences influence their learning process. Besides the fact that the audios are usually repeated only twice.

**Figure 2**

**Question 2:** *What challenges do you face when developing listening skills?*



*Source: nubedepalabras.es*

*Author: Maria Isabel Mosquera Zapata*

**Most frequently used words:** understanding, pronunciation, audios, context, conversations.

For the interviewees, one of the biggest challenges in developing their listening skills is understanding the information in the audio. In addition, one hundred percent of the students consider that pronunciation is fundamental when listening and most of them find it difficult due to the different accents that are presented when learning, as well as the differences between

words depending on their context. On the other hand, a small number of respondents said that they found it easy to understand pronunciation and accents, but that they found it difficult to comprehend when native speakers are talking quite fast.

### Figure 3

**Question 3:** *What activities do you enjoy the most when practicing your listening skills?*



*Source:* [nubedepalabras.es](http://nubedepalabras.es)  
*Author:* Maria Isabel Mosquera Zapata

**Most frequently used words:** videos, films, role-plays, YouTube, series, music.

Ninety-five percent of the respondents answered that among the activities they enjoy the most when developing their listening skills are audio-visual materials such as films, series, YouTube videos, or streaming videos. Among the opinions, the fact that all audio-visual material is interactive as it promotes the use of language, as well as constant listening to the

target language, stands out. The remaining percentage responded that in addition to enjoying learning through films, it is also feasible to develop their listening skills through role-plays applied in class, video games, and music.

#### Figure 4

**Question 4:** *What do you think about film clips as an activity to develop listening skills?*



*Source:* [nubedepalabras.es](http://nubedepalabras.es)

*Author:* Maria Isabel Mosquera Zapata

**Most frequently used words:** learning, pronunciation, teaching, didactics, innovative.

Film clips as a learning activity in the classroom are a didactic, strategic, and innovative tool for the interviewees. According to the students, it would be highly interesting because in this way they could familiarize themselves with the language and learning would not be monotonous. Film clips would help students to better comprehend each audio if a picture of

what it refers to is shown. For them, this would improve their pronunciation because they would be practicing their listening with native speakers of the target language.

### Figure 5

**Question 5:** *What kind of movies do you prefer to learn receptive skills (listening and speaking)?*



*Source:* nubedepalabras.es  
*Author:* Maria Isabel Mosquera Zapata

**Most frequently used words:** animated, comedies, entertainment, realism.

Most of the students (90%) responded that the best way to learn English through films is through animated and comedy films. This is because when something causes emotion, they tend to repeat the part and even adopt certain behaviors or phrases of the actors or characters. At the same time, anything that involves entertainment is characterized by the use of social references that can be helpful in a classroom. On the other hand, some students (30%) also consider that realist films such as documentaries, dramatizations, and others help them to get to know small parts of different cultures and localities around the world.



#### **4.2. Analysis and Discussion of the Focus Group vs Theoretical Framework.**

The first question, "How difficult is it to understand the audio from the books when learning?", is related to the dependent variable of the study which is focused on the cognitive process that the student goes through at the moment of active listening. Among the students' responses, it stands out that they do not have an adequate level of English, which causes them to be unable to understand the audio or that the audio is perceived as confusing. At the same time, the students consider that the speed with which the speakers express themselves makes the audio unintelligible. Because of this, it can be considered that students often go straight to the "top-down" process without a correct formation of the "bottom-up" process which is the one that oversees the acquisition of basic knowledge when learning English.

In the second question, "What challenges do you face when developing listening skills?", the students expressed that among the difficulties they have when developing their listening skills, the most noticeable is the accent of the people in the audios from the textbooks. The English teacher speaks with a neutral and slow accent, while in the books, the speakers are from different countries. In addition, the pronunciation also varies, so even when they want to understand in context, they find it difficult because of the accents and pronunciation of the speakers. Therefore, the use of films can be very helpful for students to hear and see real and natural situations where English will improve their listening skills effectively. According to Hidayact (2021), students tend to increase their enthusiasm for learning when audiovisual materials such as films are used.

Further questioning about films as a communication resource, students were asked "What activities do you enjoy the most when practicing your listening skills?" For most of them, audiovisual material, whether YouTube videos, series, or films, are a fundamental part of their listening skills development, thus they consider these activities the most enjoyable in this process. This confirms that, according to Bagus et al., (2020), Liando et al, (2018), and

Thu (2019), students understand better when they can experience a semi-real environment and understand the contexts presented through graphics.

The basis for why the use of film clips is beneficial in improving the development of listening skills in students has been established. It is necessary to know the point of view of the sample population so the question, "What do you think about film clips as an activity to develop listening skills?", allowed students to express their thoughts as they are participants in their teaching-learning process. Among the responses, it was repeatedly mentioned that the use of film clips is very innovative and didactic and that it would be very helpful for them to understand the language better and improve their pronunciation. Many said that lessons can generally be boring, but with film clips or mini videos, it would be much more interesting. On the other hand, a small percentage of students said that the informal language of films could be a distraction from learning as well as hindering the process of improving their listening skills. That is why correct handling of didactic material by the teacher is necessary.

In the last questions asked to the interviewees, they highlight the advantages and disadvantages of using film clips for the development of listening skills. In addition, the correct teaching methodology is key to ensuring that films remain a didactic resource in the classroom. The interviewees in the question "What kind of movies do you prefer to learn receptive skills (listening and speaking)?", expressed that among the different genres of films, for them comedies or animated films would be very helpful as this genre of films uses different dialects, accents and is much more entertaining. Moreover, it is important to emphasize how the use of certain types of film genres in the classroom requires extensive research to instruct teachers as activities according to teacher's lesson planning. As stated by Amalia et al. (2020) in their article *Using Films to Teach Listening Comprehension*.

Thus, through the question, "Do you consider learning English through films would be helpful for your listening skills? Why? Why not?" the students responded that learning to

develop their listening skills through films would be an activity to which they would pay a lot of attention and feel motivated. Based on Watson's (1920) perception, it is established that behavioral theory has a strong influence on students' learning. The use of films in class attracts their attention, which leads to the meta-cognitive theory that students in control of their learning process are more efficient, and the teacher needs to monitor their progress constantly according to their communication and listening skills.

## **CHAPTER V**

### **REFLEXIONS OF THE STUDY**

Through the process of collecting information, interviewing, and interpreting data, the reflections of the study vary around the variables and objectives set out. Under the qualitative phenomenological study, a discussion of the results is made, the reflections and conclusions of which are the following.

The study was carried out 100% under the supervision of the corresponding people. As a first point, it was viable to analyze the influence of the use of films as a communicative activity for the improvement of the listening skills of petroleum engineering students, it was possible to show that the use of films is possible in an educational environment as long as a curricular plan is adapted where activities related to audiovisual learning are detailed. In this way, students' motivation and focus on learning in an alternative way are maximized.

In addition, because of the time, it would take an educator to introduce in the lesson planning films that are included in an educational environment, it is more feasible to use film clips to promote the use of vocabulary, phrases, or grammatical structures to help students to improve their listening skills with native speakers. In this way, they will improve their understanding and pronunciation which is fundamental in language acquisition as well as increase their overall linguistic level.



On the other hand, the students are enthusiastic about improving their listening skills in class through activities that allow them to feel immersed in an English-speaking environment. Learners say that this will not only help them with their listening but also with what they consider to be extremely necessary, which is pronunciation. Each student learns differently, being necessary the use of alternative and participative activities that go beyond the use of the audios provided in the texts, being the first advance in the use of audio-visual materials. Therefore, a relationship is established between listening and speaking through the use of the aforementioned resources.

Furthermore, it is established that there are different types of methodologies and techniques for the use of film clips as an activity to improve students' listening skills. Such as the audio-lingual method and the direct method which function is to use the target language in a classroom which encourages communication and participation of students by making them active participants in their teaching-learning. In addition, various learning theories such as Behaviorism support how behavior influences learning hence different teaching-learning techniques are necessary.

In turn, the relevance of the use of film clips lies in the fact that students believe that through this type of activity they can significantly improve their skills. Focusing on the improvement of listening skills, studies affirm that it is fundamental that audiovisual resources are used from the first instance, as they allow students to communicate effectively in their environment through sight and hearing. In addition, as mentioned above, there are homophonous words that are better understood in context, as well as idiomatic expressions and common English phrases.

This project helped the researcher to learn how to research differently. As students, learning is often considered the first instance, but as a teacher one learns to reflect on what one is researching so that it becomes an experience. A set of experiences that consists of

applying the knowledge acquired throughout the major and demonstrating that these skills can be applied in the field.

At the same time, as a teacher it is crucial to have vocation, this project was born from the idea of improving the listening skills of petroleum students in module III. As the research was conducted and supported, the information was obtained, and it became evident that the theory is present, but the practice is not. There are many articles stating that the use of audio-visual materials leads the improvement, even so, most of these articles only show the theory and show that there is a certain unfavorable reaction on the part of the educators. This is because among the disadvantages of using films in class, the fact that students can easily get distracted and their attention diverted from the main objective of learning predominates. That is when vocation opened the way for the researcher to investigate the subject in depth so as not to make mistakes in the future.

It should be emphasized that the knowledge acquired in each subject was very helpful because as a future teacher it will be able to apply this knowledge to improve the students' education. Furthermore, it is essential to continue educating oneself to reinforce this knowledge beyond theory. Since it has been determined that knowledge without practice only remains theory without evidence.

In particular, of the four English language skills, the one the researcher is most attuned to is listening, which has been learned to improve through the use of films and series, so there is proof that films work. Depending on the type of methodological focus, each researcher considers the skill he or she is researching the most important. As a language learner, the researcher is aware that there is no point in knowing all the grammatical structures if that knowledge cannot be communicated freely. Among the problems around language learning, students agree that without the improvement of listening skills the other skills are not fully developed.

Finally, there is a need for further studies related to the topic, field studies where the advantages are reinforced and improvements are proposed to limit the disadvantages. As a researcher, a qualitative in situ study is proposed to develop various activities to be presented in different educational institutions and to be involved in initiating innovation and change for the improvement of students' listening skills.

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## Annexes



### Annex 1: Anti-plagiarism Report



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<b>SA</b>	<b>Gil Samaniego Sheyla Nicole - Farias Cuellar Aaron David.docx</b> Document Gil Samaniego Sheyla Nicole - Farias Cuellar Aaron David.docx (D112323425)	 <b>1</b>

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## Annex 2: Tutor Assignment



**Facultad de  
Ciencias de la Educación e Idiomas**  
Pedagogía de los Idiomas Nacionales y Extranjeros

**MEMORANDO****REFERENCIA:** PINE-043-2022**DE:** Lcda. Sara González Reyes, MSc.  
DIRECTORA DE CARRERA**PARA:** María Isabel Mosquera Zapata  
**CC:** Ítalo Carabajo Romero, MSc.**ASUNTO:** Aprobación de tema de Trabajo de Integración Curricular**FECHA:** 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Film clips to improve listening skills in teaching English as a foreign language"; siendo designado como tutor el docente:

DOCENTE	CORREO	TELÉFONO
MSc. Ítalo Carabajo Romero	icarabajo@upse.edu.ec	0991742622

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Lcda. Sara González Reyes, MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

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### Annex 3: Focus Group-Questionnaire



## UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



### *Film clips to improve listening skills in teaching English as a foreign language*

**Objective:** To collect information related to the use of film clips to improve listening skills in students of Petroleum Engineering 5/1.

### INTERVIEW QUESTIONS

1. How does English is relevant to your education?
2. How difficult is it to understand the audio from the books when learning?
3. What challenges do you face when developing listening skills?
4. What activities do you enjoy the most when practicing your listening skills?
5. What do you think about film clips as an activity?
6. What kind of movies do you prefer to learn receptive skills (listening and speaking)?
7. Do you consider learning English through films would be helpful for your listening skills? Why? Why not?

## Annex 4: Interview - Microsoft Forms

8/8/22, 21:16

Film Clips to improve listening skills in Teaching English as a Foreign Language.

# Film Clips to improve listening skills in Teaching English as a Foreign Language.

11

Responses

14:10

Average time to complete

Closed

Status

1. ¿Qué dificultad tiene usted para entender el audio de los libros cuando aprende inglés? (0 point)

11

Responses

Latest Responses

**"UN PROBLEMA DE AUDICIÓN"***"Un poco de dificultad, porque a veces hablan un poco rápid..."**"Representa una dificultad minima al momento comprender ..."*

5 respondents (42%) answered **UN** for this question.



2. ¿Qué retos afrontas a la hora de desarrollar la capacidad de escucha? (0 point)

11

Responses

Latest Responses

**"COMO COMENTÉ TENGO UN PROBLEMA CON AUDICIÓN"***"Entender el contexto de lo que se habla en el audio, y la pro..."**"Muy pocos retos debido mi problema es al momento de hab..."*

5/5/22, 21:16

Film Clips to Improve listening skills in Teaching English as a Foreign Language.

3. ¿Qué actividades son las que más disfrutas cuando practicas tus habilidades de escucha? (0 point)

11  
Responses

Latest Responses

"QUE LOS AUDIOS SEAN CONVERSACIONES PERO QUE NO...

"Responder preguntas acorde al contexto del audio, excepto ...

"El escuchar musica y el jugar video juegos me ayuda a com...

4 respondents (33%) answered **LOS** for this question.



4. ¿Qué opinas de las películas como actividad? (0 point)

11  
Responses

Latest Responses

"ME PARECE ALGO QUE ESTÁ BIEN PARA QUE EL QUE LO ES...

"Considero que son muy prácticas para comprender gestos, p...

"las películas usan lenguaje informal lo cual en ocasiones dif...

3 respondents (25%) answered **aprendizaje** for this question.



5. ¿Qué tipo de películas prefieres para aprender las habilidades receptivas (escuchar y hablar)? (0 point)

11  
Responses

Latest Responses

"COMEDIAS "

"Sketch, dramatizaciones y pelis de acción "

"Películas de suspenso dado que suelen ser expresiones realis..."

3 respondents (25%) answered **Películas** for this question.



6. ¿Consideras que aprender inglés a través de películas sería útil para tus habilidades de escucha y para mejorar tu pronunciación? ¿Por qué? (0 point)

11  
Responses

Latest Responses

"CONSIDERO QUE SI POR QUE AL SER PELICULAS QUE CON..."

"Sí las considero útiles, porque como su lengua nativa es el i..."

"El escuchar el idioma en un ambiente informal tiene sus lad..."

5 respondents (42%) answered **película** for this question.

