



FACULTAD DE FILOSOFÍA

ESCUELA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

**ELABORATE A METHODOLOGICAL GUIDE FOR THE USE OF VIDEOS TO
ENHANCE THE LISTENING SKILLS IN FRESHMAN STUDENTS AT KENNEDY
TECHNOLOGICAL HIGH SCHOOL IN CUENCA.**

**TRABAJO DE GRADUACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

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DEDICATION

I would like to dedicate this work to my children, Damaris and Mathias, because they have been my strength and a miracle in my life.

Domenica

I want to dedicate this work to God for giving me physical and spiritual strength. Also, I would like to thank my husband and my daughter for their patience and support, and especially my mom for being my guide, my help and my companion.

Cristina

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I thank God for giving me life, and for allowing me to complete another of the many goals that I have accomplished in my life.

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ABSTRACT

This project proposes the elaboration of a methodological guide for the use of videos to enhance listening skills in freshman students at Kennedy Technological High School in Cuenca.

This Methodological Guide includes a collection of several listening activities with videos divided into different topics such as grammar, movies, music, TV series, documentaries, and vocabulary, with corresponding worksheets to check the listening comprehension of each one.

This thesis is based on the theoretical framework of David Ausubel's Theory of Meaningful Learning, and Jerome Brunner's Theory of Discovery Learning, which highlights the Methodological Guide, was tested with students of Kennedy Technological High School. and the recommendation and conclusions drawn from the realization of this thesis are based on the idea that the English class should not only be a didactic learning space, but also an entertaining and dynamic space where teenagers can learn more affectively.

RESUMEN

Este proyecto propone la elaboración de una Guía Metodológica usando videos para mejorar la comprensión auditiva del idioma Inglés en los estudiantes del ciclo básico de Colegio Tecnológico Kennedy de la ciudad de Cuenca.

Esta guía incluye una colección de varias actividades de comprensión auditiva a través de videos, divididos en diferentes temas tales como gramática, películas, música, series de TV, documentales, y vocabulario, con sus respectivas hojas de trabajo para comprobar y evaluar la comprensión auditiva por parte de los estudiantes de cada una de las actividades.

El marco teórico de este proyecto está fundamentado en la teoría del Aprendizaje Significativo de David Ausubel y la teoría del aprendizaje por descubrimiento de Jerome Brunner. El proceso de aplicación y evaluación se realizo con los estudiantes del ciclo básico del colegio Tecnológico Kennedy de la ciudad de Cuenca de donde se obtuvieron las recomendaciones y conclusiones.

INTRODUCTION

This thesis presents a description of the process followed to elaborate a methodological guide which offers an interactive way to learn English using videos. It will help students to reinforce their knowledge, as they will be able to learn new vocabulary, different grammar structures, pronunciation, and intonation, as well as develop the listening skill through listening activities. It will also motivate them to learn in an entertaining way.

The methodological guide is placed on a website that makes it easy for students and teachers to access and use it, both in the classroom and at home.

The first chapter of this work presents a study of the different learning theories that provide the theoretical background required for its preparation in order to comply with the educational and pedagogical purpose of teaching the English language.

The second chapter introduces the participants, the materials used and the procedures followed in the preparation of this methodological guide.

Chapter three is the printed website, which presents a complete description of the site and a better view of all the information it contains.

Chapter four contains the results obtained in the different stages of the elaboration of the Methodological Guide, which demonstrate the usefulness of the activities elaborated in the guide.

The last chapter presents the conclusions and recommendations made after the elaboration and application of the methodological guide.

CHAPTER I

THEORETICAL AND CONCEPTUAL FRAMEWORK

Learning English as a foreign language may be difficult for students if it is not correctly taught through the use of appropriate methodology and suitable teaching techniques which take into account the students' age, academic level, and heterogeneity. The development of the different skills is a challenge for teachers. They teach grammar, vocabulary, reading and speaking which are evaluated through written and oral exams, but listening is a skill always. To succeed in teaching students must become aware of their own learning pace and listening is one of the skills where students can evaluate their progress in learning for themselves.

The theoretical concepts of David Ausubel (1968) and Jerome Brunner (1963) are the foundation of this work. The implementation of this proposal is based on the study of the Constructivism Perspective of Teaching which emphasizes the concept of students as builders of their own knowledge. According to Ausubel (2002) in his theory of "Meaningful Learning", learning is a process in which students relate new concepts of learning to other concepts that they already have, becoming responsible for their own learning process. This theory is complemented with Bruner's concept of "Learning by Discovery Method", in which the students are the center of their learning process. (Ausubel, 2002)

Based on these theories of learning, we consider that the use of a methodological guide for listening activities will help the students become the builders of their own learning as they will have to relate the new information received from the videos in the guide with the knowledge that they had before, like vocabulary, grammar, and the different language skills.

In addition, listening is an activity that gives the students the possibility of using vocabulary and grammar learned in the classroom. Therefore, they can see the value of the language learned through real activities that will lead them to communication. Working in a real context will help students comprehend and at the same time develop the necessary skills by hearing, reading and observing.

1.1 Cognitivism

Cognitivism is a learning theory and a psychological approach to learning. The primary focus of the research based on Cognitive Psychology emphasizes the internal and structural processes inferred through the observation of behavior; therefore, the external reality is equally important to the internal processes and structures inside the mind.

It emphasizes the idea that knowledge can be transferred from the outside of the mind, which is called the new knowledge, into the inside of the mind which is the previous knowledge that the learner already has; "The cognitivist paradigm essentially argues that the "black box" of the mind should be opened and understood" Ausubel (2002). In other words the learner is viewed as an information processor that receives, arranges, and organizes the new information in order to turn it into new knowledge.

1.1.1 How do we apply Cognitivism into instruction using videos?

In order to apply Cognitivism into instruction when using videos, teachers must know what students' prior knowledge is in order to motivate their learning process and make their knowledge meaningful. In order to organize new information and relate it to existing knowledge, it is necessary to do preliminary tests to know the level of each student in the classroom before showing the videos, and presenting the new vocabulary and grammar structure. And finally, teachers should encourage students to do active research; which means independent activities to support their learning. These could be learning new vocabulary, additional information about the topic of the video to be able to carry out reading, writing and communicative tasks.

1.2 Constructivism Perspective

Constructivism is a philosophy of learning, according to Piaget (1967), who said that humans generate knowledge and meaning from an interaction between their experiences and their ideas, depending on their environment; therefore, learning is simply the process of adjusting our mental models to accommodate new experiences.

1.2.1 Guiding principles of Constructivism

There are several guiding principles of constructivism. First of all, learning is a search for meaning; therefore, learning must start with the issues students are actively trying to construct meaning around. Second, students must understand the context as a whole that is to try to understand the whole and its parts. Therefore, the learning process focuses on significant information in the principal idea of concepts not in isolated facts. Finally, the real purpose of learning should be the construction of its own meaning, seeking to achieve meaningful learning and not just memorizing the right answers to obtain a better evaluation. The most important is to really learn and take advantage of the new knowledge learned. According, University of Massachusetts Amherst (2008)

1.3 Meaningful learning

Meaningful Learning refers to the concept that ideas and new information learned are to be understood rather than merely memorized, as they must be related to the learner's existing knowledge and ideas. The long term acquisition of knowledge is the principal aim of meaningful learning, to then reach critical thinking through a correct and guided instruction. (Ausubel, 2002)

Ausubel's meaningful learning theory demonstrates that it is important for students to have enough prior knowledge because just with this knowledge they can create new learning; that is to say that knowledge is meaningfully integrated by association and internalization of elements into a unique cognitive structure, being this the main idea of meaningful learning. Therefore, "meaningful learning takes place where a stable cognitive structure exists" (Schunk, D.H, 2011); a framework into which the new learning is related and the new information can be moved in hierarchy with other concepts to create new interpretations or meaning. "According with this type of subsumption, new concepts can emerge, and previous concepts can be changed or expanded to include more of the previously existing information" (Ausubel, D., 1968)

Also, Ausubel proposed the use of expository teaching methods at the moment of teaching. From this perspective, expository learning encourages rapid learning and retention, for that reason it is important to help students integrate new information with their existing knowledge, leading to "meaningful learning" as opposed to rote

memorization. "This is a means of preparing the learner's cognitive structure for the learning experience about to take place". (Keating, S.B., 2010, pp.59)

1.3.1. Application in Teaching

To apply this theory in instruction it is important that teachers provide students a pre-view of the information to be learned. Teachers could do this by providing a brief introduction about the way information is going to be presented and structured. This would enable teachers to start their class with some images to introduce the topic of the upcoming content, so students could connect new ideas, concepts, and vocabulary to existing mental maps of the content area. For example the most general ideas of a subject should be presented first and then progressively differentiated in terms of detail and specificity of instructional materials. Teachers should attempt to integrate new material with previously presented information through comparisons of the new and old ideas to incorporate in students' knowledge the new material presented.

1.4. Discovery Learning Theory

According to Bruner's concepts, learning is an active process in which "learners construct new ideas or concepts based upon their current and past knowledge". (Leonard, D.C., 2002, pp. 288)

Bruner (1963) stated that teaching should not distinguish between age or grade because people have individual differences, so teachers should teach taking into account individual students' mind development, teachers should teach them how to think and get notions from activities, and then process the information according to their own experience. This is the main point of the discovery learning theory.

Bruner (1966) states that a theory of instruction should address four major aspects: First, predisposition of students towards learning. Second, the ways in which knowledge can be structured so that it can be most readily grasped by the learner. Third, the most effective sequences in which the material is presented; and, fourth the nature and pacing of rewards and punishments.

Also, Bruner (1966) said that good methods for structuring knowledge should result in new propositions, and increasing the manipulation of information. He focused in the role of strategies in the process of human categorization; interpreting information

and experiences by similarities and differences. This is a key concept in the development of human cognition where children are active problem-solvers capable of exploring difficult subjects by themselves and, where the teacher is only a guide in the learning process. Also, learners have to select and transform information, construct hypotheses and make decisions relying on a cognitive structure; this cognitive structure provides meaning and organization to experiences and allows the students to go beyond the information given by their teacher.

In addition, Bruner introduced the ideas of readiness for learning a spiral curriculum that refers to the idea of revisiting basic ideas over and over, building upon them and elaborating them to the level of full understanding. (Bruner, J.S.2006, pp.47). Also, according to Bruner any subject could be taught at any stage of development in a way that fits the student's cognitive abilities. As far as instruction is concerned, according to the learning by discovery theory, teachers should try and encourage students to discover principles by themselves; therefore, students should engage in an active dialog with the teacher. The task of the teacher is to translate information to be learned into a format appropriate for the learner's understanding.

1.4.1 Application in Teaching

In Discovery Learning Theory, instruction must be in accordance with the experiences and contexts that make the student willing and able to learn. Also, it must be structured so that it can be easily grasped by the student (spiral organization), and it should be designed to facilitate extrapolation and/or fill in the gaps (going beyond the information given). In the process, teachers have to offer continuum guidance or mediation in leading learners to discovery and learning. Students require less guidance as they become more competent.

Applying this theory in the right way allows transference of knowledge and the retention will be easier, because it increases problem solving ability and motivation. It leads students to discover and learn by themselves. Therefore, teachers have to analyze what learners are going to learn and how to structure activities. To lead learners to this discovery and at the same time make learners take responsibility of their learning. Teaching must involve the application of logical steps to solve problems. First, to formulate and clarify a question; second, to collect examples and make observations; third, to arrive at hypothesis; and, finally, to conduct tests and make generalizations.

1.5 The use of Multimedia in English teaching and learning

“Multimedia is the combination of different media (texts, sounds, pictures, images, animation, and videos, it can bring a lot of benefits in Teaching and Learning English” (Stephen M. & Stanley R., 2001). Multimedia can help teachers in delivering information to the students faster and easily. For example, video clips deliver information in a fun and effective way. They enable the students’ sense of hearing and sight to absorb more information. This is exactly what this project seeks to achieve. Furthermore, multimedia can motivate students to learn English because it makes the class alive and interesting. It can help students understand the lesson easily, because the combination of texts, sounds, images, pictures, animation, and videos raise students’ interest.

Also, by using multimedia, the students do not only hear the sounds but also see the pictures that represent the sounds. Therefore, they can understand the lesson easily. The purpose of using videos in this methodological guide is to potentiate all the English Language skills at the same time, because at the moment students watch the videos they not only see but hear, read and write. Some of the videos are captioned and others have some text to support the student's understanding.

Additionally, at the moment of completing the worksheet to check their listening comprehension, students can write and develop this skill too. For these reasons, we believe that videos are a very good source of information and can be applied in teaching English.

1.6 Listening

“Listening is a basic skill for different learning processes” (Flohr. S, Paesler. P, 2010). Also, according to Susanne Flohr and Pia Paesler (2010) listening involves: hearing, understanding and judging, and has two major intentions which are to maintain the communicational relation and to import information. They say in their book “Teaching Listening and Speaking” that the most important factors of which listening is composed are the knowledge of linguistic structures, the number of vowels and consonants, phonemes, rhythm, intonation, prior knowledge, attention and the short and long-term memory.

"Listening involves a five-step process: attending, understanding, interpreting, responding and remembering (Downs. L.J, 2008, pp. 3). For that reason listening is

an active process that involves three basic steps. First, hearing, which means listening just what speaker is saying; second, understanding, which happens when the listener understands it in his own way; and finally, when the listener is sure of the meaning of the speaker. (Moore. K D, 2006, pp.185)

There is a big difference between these two actions. Hearing is only a physiological process of the reception of the sound, that is to say, the vibration of sound waves on our eardrums. On the other hand, listening is more difficult than hearing because it is a psychological process where it is important to pay very close attention to make sense of what we hear. Therefore, hearing and listening is not the same; most people have the ability to hear but in order to listen they need a lot of effort, especially to understand and make sense of a message. For that reason, it is important to develop this skill because it can be helpful in almost every aspect of our lives.

1.6.1 Why is teaching listening important

Teaching listening skills is very important for students because it supports the development of other aspects of the language, such as speaking, writing and reading. Also, listening helps to overcome the demands in School, work, travel or other settings; for that reason, most of the English Institutes, high Schools, Schools, publishers of English language text books, etc have responded to these needs providing a range of methodologies, courses, materials, guides etc to support the teaching of listening in the classroom. Our objective is precisely this, to provide teachers and students a didactic support for their English classes which aims to develop the four language skills, but mainly listening, proposing an entertaining and contemporary way to learn English using videos.

Teaching listening is very important in learning processes, this skill in students is received through teacher and classmates because "students spend more time using their listening skills than any other kind of skill; however, like other skills, listening takes practice for high performance". (Moore. K D, 2006, pp.185). Students must be actively involved in the interpretation of what they hear because that contributes with their previous knowledge, and teachers should apply different teaching strategies to potentiate and develop this skill of each student. They become the protagonists of their own learning. Therefore, organizing the information received, the assimilation, and understanding of the message is the goal of teachers.

In addition, the role of teachers is essential to help their students become effective listeners. For this reason, we want to provide teachers and students an opportunity to practice with authentic situations through the use of different videos, where the students can listen to real English, that is to say, everyday English which is precisely what they will encounter when they use the language outside the classroom.

Teaching listening has never been easier, due to the wide variety of interesting materials on the market such as lots of information on the web, CDs, DVDs, online English courses and endless options to reinforce teaching. However, it is very important for teachers to be constantly updated, to become familiar with the use of technology, and to apply it in their English classes, because, only in this way, teachers and students will benefit from all these options that help to improve the teaching and learning of English Language.

1.6.2. How to teach listening

There are three different stages of teaching listening: pre-listening, while-listening and post-listening. According to Flohr and Paesler (2010) Pre-listening means that the teacher makes the students aware of a situation and activates their prior knowledge, in other words, this phase prepares students for practicing listening comprehension through activities involving prior knowledge, making predictions, and reviewing key vocabulary; Next, while-listening means that the teacher gives the students visual support or guiding questions beforehand and helps them in their comprehension through exercises which require selective listening, gist listening, sequencing and so forth; Finally, the post-listening stage where the students work with what they have heard, which involves a response to comprehension.

Students have to try to incorporate new linguistic items into their language repertoire; teachers have to make students take part in activities which require them to try out and experiment using newly learned language forms in order increase their language repertoire. Evidently, listening in a foreign language is a complex process because students have to be able to understand the main idea of what is said as well as specific details. Also, there are different ways of listening for example: listening for the main idea, listening for details, listening for specific information, predicting, inferring meaning, inferring relationships, recognizing context, etc.

When we teach listening, we need to teach how it is used in real English situations. That is to say teaching the language system, (grammar and vocabulary) and the use of the language system, (the skills of language use). (Flohr .S, Paesler. P, 2010).

According to a publication of ELT Publishers ABAX, a magazine about Better teaching listening: "Listening is being taught as well as it could be", however the problem with most listening classes is that it is only concentrated on teaching the language system and misses the skills of language use instead," listening includes our knowledge of words, (syntax or grammar), how these words are said in connected streams (phonology), how these words are strung together in longer texts (discourse) and so on". In concordance with this information, using the language system involves how we apply the knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning.

1.6.3 Listening strategies for developing listening skills

Listening strategies are techniques or activities that contribute with the listening comprehension. Students become effective listeners using top-down listening and bottom-up listening approaches. "Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language" (Flowered. J, Miller. L, 2005). This type of strategies help the listener to interpret what is heard and anticipate what will come next, it includes the following: Listening for the main idea, Predicting, Drawing inferences, Summarizing. "Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning" (Grenfell. M, Harris 1999). Bottom-up strategies include the following: Listening for specific details, recognizing cognates, and recognizing word-order patterns.

Other listening strategies are the meta-cognitive strategies which are used to plan, monitor, and evaluate listening comprehension. Also, according to the National Capital Language Resource Center, to implement meta-cognitive strategies, teachers have to do the following: decide which listening strategies will serve best in a particular situation, monitor their comprehension and the effectiveness of the selected strategies, and evaluate by determining whether the students have

achieved their listening comprehension goals and whether the combination of listening strategies selected is the effective one.

1.6.4 Listening skills can be learned inside and outside the classroom

Listening skills can be learned inside the classroom and outside the classroom. For example some opportunities to learn listening outside the classroom include: listening to music, watching videos, movies, TV, playing games, talking on the telephone, etc. Also a good way to learn listening is by using technology; for example, in the Internet students can find a lot of different information, online courses, listening activities, games, etc. Also, teachers can find a lot of different options to use technology to teach listening such as: Internet, audio books, CD-ROOMS, DVD, etc. Digital technology allows interactive learning to take place both at the level of basic skill development and at the level of content learning.

In addition, outside the classroom students will use different types of listening, for this reason it is important that they are prepared to use the language outside the classroom. For example: listening to radio and television programs, announcements in airports, train/bus stations, stores, speeches and lectures, telephone customer service recordings, etc. These situations are common in everyday life and students have to use this type of listening in different situations. It is important to teach students real English so they will be able to communicate in every single situation. If they learn only grammar and syntax of the English language they will not be able to understand and they will not be able to communicate in real situations. (<http://www.nclrc.org/essentials/listening/goalslisten.htm>)

Teachers have to help students identify the listening goal to obtain specific information; to understand most or all of the message and help students identify key words and phrases to listen for. Also, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources; for example, Interpersonal Activities, Group Activities, Audio Segments, Video Segments, etc. This project is focused on video segment, including short sketches, news programs, documentary films, interviewing segments, and dramatic and comedy material with the audio segments, the selection and length of the video segment based on the level of the students.

(http://www.ehow.com/about_5478603_modern-methods-teaching-listening-skills.html.)

1.6.5 Active Listening

“Active listening is the process in which the listener is an equal participant in the communication process. True communication requires the active participation of the listener as well as the speaker” (Davis, James 2007).

Active listening means that the listener must consider many factors when interpreting the message, for example: the context, personal experience and feelings, facial clues, pitch, loudness and rhythm. Commonly, students with good listening active skills generally can follow directions correctly the first time they are given. Active listeners use new information more productively, because they don't have to spend as much time asking questions to clarify information or fix mistakes as result of passive listening. They are better equipped to access their prior knowledge, which allows them to make connections into their knowledge schemas with new information as proposed by Brunner (1963) and Ausubel (1968) in their Learning Theories.

Active listeners have better concentration and memory and they use their knowledge in a meaningful way, they have a better comprehension of the content than their peers who listen more passively. Also, they have active attention, that is to say, they understand the speaker and this helps them to build their confidence with the speaker, because speakers know they are really being listened to. Also, they may have the ability to persuade and successfully negotiate.

1.6.5.1 Active Listening Steps

According to Steven Brown and Dorolyn Smith (2007) describing the basic steps for active listening. First of all, make eye contact with the speaker, or in the case of a large group of people, follow the speaker's movements during the speech. Second, summarize what the speaker is saying by stating the main ideas and if it is helpful taking notes of it. Third, make connections between what you are hearing and the previous knowledge that is what you already know, and finally, ask and answer questions in order to check your understanding. If you can answer the questions, it is because you understood the material but if you cannot answer the questions, it is because you didn't understand the message and you need to ask the speaker for help. (<http://www.learningally.org/Educators/Why-Teach-Listening/Benefits-of-Teaching-Listening/722/>)

1.6.6 Benefits of teaching listening with videos

Videos are a very popular tool in language teaching. All language skills can be taught and developed with videos. Videos can provide a great approach for the teaching- learning process of English language. Also, videos can be used in the classroom and outside it and they can help students improve their listening skill and motivate them to engage in language learning. Through the use of videos teachers can design several activities such as communication activities, writing activities, or games about the topic of the video presented.

Also, the availability of videos to use in teaching listening is increasing, for example, on the web everybody can find a wide range of videos with different topics that can be applied in English classes to support and reinforce a topic. There are many different kinds of videos that can be used in different kinds of lessons. Teachers can choose appropriate videos to develop listening, speaking, reading, or writing skills or even to teach vocabulary or grammar structure. Furthermore, many videos are designed for young children, teenagers, adults, and older people with regard to their learning styles and their level of understanding.

According to Melissa Allen Heath & Dawn Sheen, teachers can even record television programs to use authentic video material in their lessons or use off-air recordings from television. The increasing availability of videos has made video use easier and more and more teachers are using them in their classes almost every day. This will benefit both teachers and students in this field. However, although the availability of video materials for teaching listening is high, the choice of videos is fundamental to make videos useful or useless in a lesson plan; therefore, teachers should make good use of them to make lessons more fun and interesting for teachers and students.

The proposed methodological guide offers a selection of videos for the group of freshman students at Kennedy Technological high School that was made for their age, level and interests. It seeks to help teachers save time and effort and encourages them to use videos more often in their classes in a time where Internet and technology have to be part of our daily lesson planning.

1.6.7 Using captioned videos for teaching English

Every student has individual strengths and weaknesses; for this reason teachers use this knowledge to provide instruction and content through a variety of modalities to help students in different ways. For example, a student may be very good at reading but slow at listening. Often students need printed material to support their understanding because they cannot understand what it is said in a video or recording only when they hear; therefore, the use of captioned videos is a good option to help the understanding of students because, when we use these videos they do not only help to develop listening skills in students but reading skills too. Also, it helps to ensure the understanding in most of the students because in addition to receiving information from the images, sounds, expressions of the video, they can read the subtitles or texts related to the topic and improve their comprehension.

On the other hand, captions are a good option to improve word recognition and new vocabulary. The videos that we use in this methodological guide are authentic video materials, such as movies, TV series, commercials, documentaries and also videos with different grammar topics and vocabulary that we have collected from the web and organized into groups for teachers and students to access to them easily. However, given that the authentic videos contain different forms of speaking from the ones used in English classes, and because the speaker in authentic videos uses expressions, idioms, and sometimes speaks faster than the way the teacher normally speaks during English classes, it is important that teachers teach new vocabulary.

For this reason, this methodological guide contains some videos with the vocabulary that students need to know to understand the content of the authentic video, together with the grammar structure used in the video and its corresponding worksheet to check student's listening comprehension.

Other important point about the use of captioned videos is to know how and when to use the subtitles in English class efficiently. Subtitles are a support for understanding new words, spelling, or idioms. On the other hand, in some way they can distract them from the information contained in the aural channel, that is, students only concentrate on the subtitles to understand the content of the video and not in developing the listening skill.

CHAPTER II

METHODOLOGY

This chapter describes in detail the participants, a group of 36 freshman students from Kennedy Technological School of Cuenca, the materials used to diagnose, analyze, and prepare the methodological guide, and the procedures followed in the elaboration of this guide.

2.1 Participants

The participants in this project consist of 36 freshman students of Kennedy Technological High School of Cuenca, a private high school that was founded in 2007 to fulfill the necessity of a school designed to prepare students for technical careers. Kennedy High School has the vision to educate students for life by giving them opportunities to think critically about, act on, and experiment with what they learn. Students have to learn “by doing it themselves” and develop their intellectual and practical capacities as a result. As a private school, Kennedy is regulated by the Ministry of Education and therefore includes English in the curriculum eight hours a week.

The group of freshman is made up of seventy-two percent 14-year-olds, and twenty-eight percent 15-year-olds. Thirty-six percent of students are male and sixty-four percent female. Ninety-two percent live in an urban area of Cuenca, and eight percent live in a rural area.

An important aspect was that thirty percent of students have their parents living in another country like the USA and Spain. In addition, some students in the group have fluency speaking English because they have lived in the United States. (Annex 1)

Another important factor to mention is that the institution has good audiovisual equipment, which includes two laboratories with computers, Internet and videos to develop the listening skill. All these considerations made this group appropriate for the application of this project in this school.

2.2 Materials

The materials used in the elaboration of this methodological guide include, first, the matrix applied to the students during the diagnostic process, to identify the critical factors that students presented in the English learning process.

Other important materials used are the interviews, questionnaires and surveys applied to teachers, authorities, and students to find out the problems faced by students in the English learning process and the strengths and weaknesses in the different skills being developed.

A collection of videos was also used; these videos were selected from different websites because of their potential usefulness in teaching English as a foreign language and for the development of the listening skill. We found many interesting videos on the Web that can be used in different kinds of lessons; however, only 15 were selected to be applied with the students in their regular classes. Most of the videos were selected according to the grammar topics that were part of the content of studies in the freshman year; others were selected based on the interest that they could raise in students, and yet others to provide new vocabulary and knowledge about different grammar structures.

The fifteen videos selected and applied with the group of students were about different topics taken from the school program of the Freshman Class, such as “Proper and Common Nouns”, “Future Tense with *will*”, “Jobs and Occupations”, “What is an Ecosystem”, “Second Conditional”, “Going to”, “Will .vs. Be going to”, “Countries and Nationalities”, “Describing People”, and “The Weather”.

Other important materials elaborated were the worksheets designed for each video to check listening comprehension of the new vocabulary and grammatical structure presented. Most of the worksheets include multiple choice, completion, and questions about personal information, to check specific information from the videos. The videos about grammar topics present the use of grammar structure in a communicative context within conversations, interviews, songs and speeches. (See examples of worksheets in chapter III)

2.3 Procedures

2.3.1 Diagnostic process

The first step of our project was the diagnostic of the English teaching and learning process for freshman students at Kennedy Technological High School. We started with the application of a matrix of relationships with the students and field research with the aim of finding out the critical factors and deficiencies that students had when learning English as a foreign language.

After surveying students, interviewing teachers, and observing English classes, we were able to identify several problems. These included the heterogeneity of academic standards of students, lack of interest and motivation, discipline problems, lack of knowledge, and poor performance with listening skills. These factors have created difficulties in the development of programs during school terms; however, one of the most critical was the poor performance on listening skills due to the lack of competence in understanding the language. The following graphic presents the Matrix of Relationships that was applied to the students.

FACTORS	Lack of knowledge	Discipline problems	Lack of interest and motivation	Poor performance with listening skills	Heterogeneity of academic standars	TOTAL
Heterogeneity of academic standards	Heterogeneity of academic standards	Discipline problems	Lack of interest and motivation	Poor performance with listening skills	XXX	1
Poor performance with listening skills	Poor performance with listening skills	Poor performance with listening skills	Poor performance with listening skills	XXX		4
Lack of interest and motivation.	Lack of interest and motivation	Lack of interest and motivation.	XXX			3
Discipline problems.	Discipline problems	XXX				2
Lack of knowledge	XXX					0

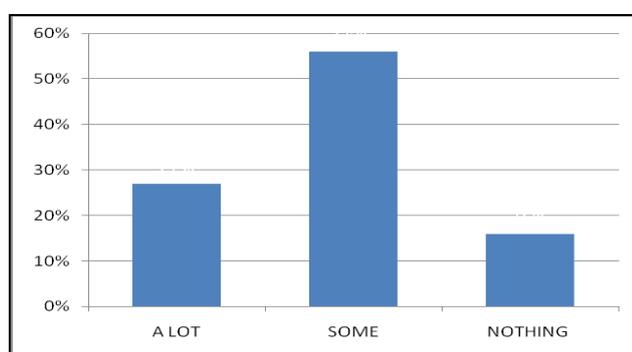
GRAPHIC: 2.1 MATRIX OF RELATIONSHIPS Source: (Surveys applied to the students)

After applying this matrix to the students, surveys were carried out with teachers and students in order to verify the information obtained from the matrix of comparison and the results of both procedures.

2.3.1.1 Results of the surveys during the diagnostic process

The results obtained from the surveys carried out with teachers and students were the following:

First Question: Do you like your English classes?

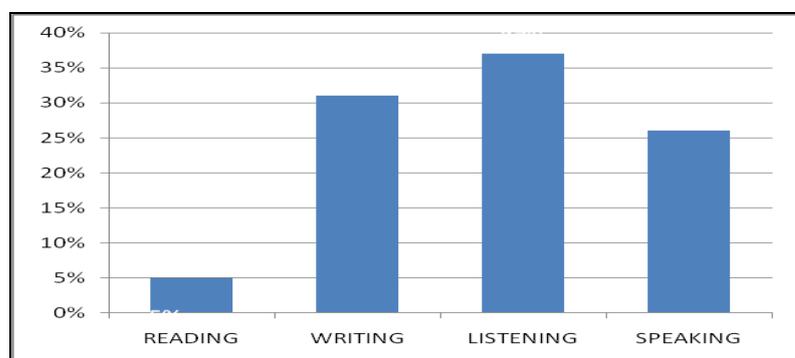


GRAPHIC: 2.2 First Question: Do you like your English classes?

Source: Annex 2

According to the surveys, most of the students, that is, more than 50 percent, like English in some way, even though they do not understand everything and they don't like grammar.

Second Question: What is the most difficult skill for you in your English classes?

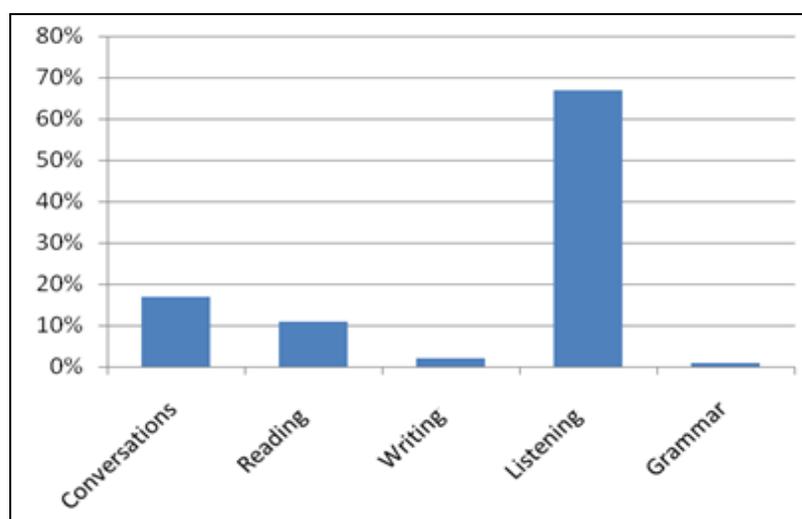


GRAPHIC: 2.3 Second Question: What is the most difficult skill for you in your English classes?

Source: Annex 2

According to the graphic above, students consider listening to be among the most difficult skills of English. With regard to the listening skill, students said that the activities they do with the teacher during class are too difficult because people on the tapes talk too fast and they don't understand them, unless the teacher repeats the words and writes them on the whiteboard. In addition, even some simple commands that the teacher gives during class such as "open your books" or "listen to the tape" are not understood by the students and they need the teacher to write them on the whiteboard to be able to understand what has been said.

Third Question: What activities do you like the most in your English classes?

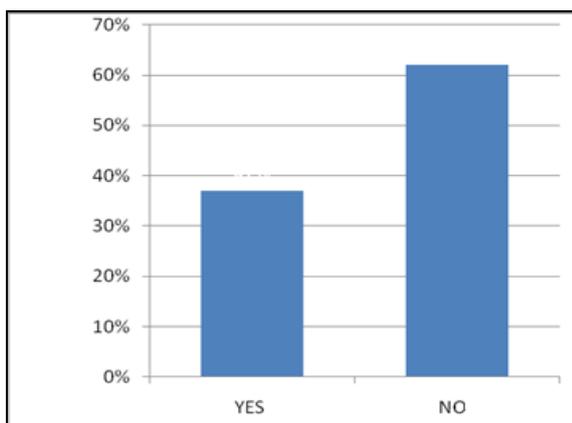


GRAPHIC: 2.4 Third Question: What activities do you like most in your English classes?

Source: Annex 2

Even though the most difficult tasks for students are the listening activities, they also mentioned that the listening activities are the ones they enjoy the most. They prefer listening to tapes, listening to music, or watching videos to doing grammar exercises or reading activities because they are more entertaining and fun.

Fourth Question: Do you understand when you listen to videos and CDs in English?



GRAPHIC: 2.5 Fourth Question: Do you understand when you listen to videos and CDs in English?

Source: Annex 2

Only 35 percent of students understand some of the listening material in class and 60 percent of them do not understand because they say that the speakers on the tapes talk too fast.

After this process, it was determined that the main problem was poor performance on the listening activities due to the lack of competence in understanding the language.

2.3.1.2 Results of the interviews to the teachers

An interview with teachers was also carried out during the diagnostic process in order to know how often they were using the Internet and videos in their classes, and what were the strengths and weaknesses of the students in the learning process.

The first question for teachers was their opinion about the use of the Internet for homework and research. Teachers mostly agree that Internet is a very good option for students since they have easy access to it and they use computers and technology faster and easier than teachers.

Another question was about the negative aspects in the use of videos in the classroom. Teachers said that a negative aspect would be if the classes are not properly planned, for example, if the videos are not appropriate for the age, level and/or interest of students.

In addition, they said that it was sometimes difficult to access the audiovisual equipment necessary for the projection of videos in class, because even though the school has audiovisual facilities, sometimes the equipment doesn't work well.

Finally, the last question was about the frequency of the use of videos. Teachers agreed that videos should be used frequently, because they are very helpful in the development of the four skills of English.

2.3.1.3 Results of the interviews to the School authorities

Authorities of the high school were also interviewed in order to learn their opinion about the different aspect related to English teaching in their high school, such as the importance of the subject, the facilities that the school offers to students, and the level of commitment with teachers and students of the institution.

The first question was about the importance of English in the curriculum of the school, to which they responded that they consider it a very important subject, and even more so in this globalized world where English is a basic necessity in order to access to all kinds of information and for cultural interchange.

The second question was about the material and technological equipment that the school has available. The answer was that the school has some equipment in the audio visual rooms. However, they need to acquire more equipment to fulfill the necessities of the school. They consider this technology to be an excellent tool to motivate students in the learning process, not only in English, but in all the different areas of learning.

The third question was about the use of the Internet or a virtual classroom to complement the teaching of English. The authorities expressed a positive opinion about the use of these resources with the guidance of the teachers. They said that it would be very useful for teachers and students, because this is the new tendency in education and they explained that the school has the facilities for the use of the Internet.

Overall, both teachers and school authorities showed interest in this proposal and their disposition regarding to the application of the methodological guide in their high school.

2.3.2 Elaboration of the Methodological Proposal

Once it was determined that listening was a critical factor in the English learning process, the necessity of elaborating material to help developing this skill arose. The idea of making a methodological guide for developing listening was applied.

Traditionally, listening activities in the classroom have been reduced to listening to the teacher explain some grammar point or read a text or dialogue or listening to the tapes provided with the book, with very low comprehension on the students' part. Teachers rarely presented videos or movies during the class and when they did, they didn't have an appropriate worksheet or a follow up activity.

The Methodological guide proposes the use of different listening activities to help teachers develop this skill, for example, the use of videos to teach vocabulary and phrases in English, the use of videos to present grammar in context, and the practice of listening through the use of films and music in class to help students' retention of specific vocabulary.

2.3.3 Pilot test

After the elaboration of the guide of videos a pilot test was made with the aim of discovering the results of using them in the classes. It was applied from January 3 to January 7, 2011, with 5 different videos; most of these videos presented grammar and vocabulary topics taken from the school program.

Throughout the process several strengths and weaknesses were observed in relation to the use of videos to teach English. First, the students increased their level of understanding because they listened, read and watched at the same time. The images and sounds of the videos helped students to receive the information; also, they were also able to complete the worksheets based on the information from the video. In that way, they were able to receive feedback in terms of understanding new words and expressions, and they could check their listening comprehension.

However, a problem that was observed during this process was the time that teachers needed to install the audiovisual equipment, which usually had to be previously requested. Most of the time they had a single, 45-minute period of class, which was not enough time to install an InFocus, present the video a couple of

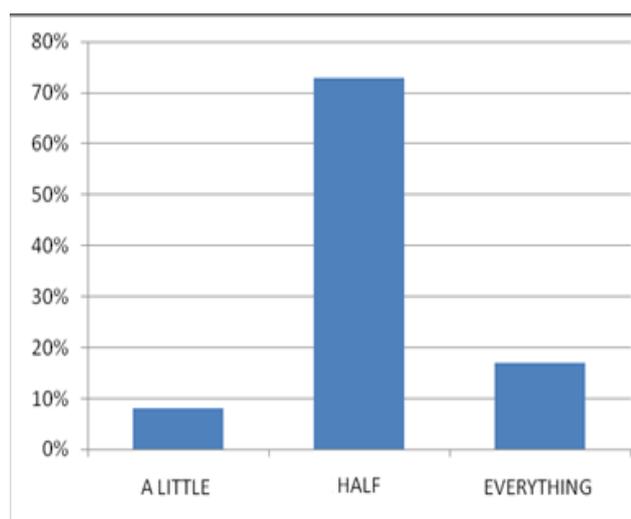
times, and do the activities with the corresponding evaluation. This was one reason teachers preferred not to use videos, and continued to use the traditional methodology, applying only the activities that the text proposed.

With the aim of helping teachers and students to optimize their time, the methodological guide of videos was placed on a website where students and teachers would be able to find the videos with worksheets, at any time and from any place. The videos on the site could be used in the classroom or as homework resource, for review, reinforcement or just for fun.

To obtain the opinions from the students, surveys were applied and the results are presented as follows.

2.3.3.1 Results of the surveys during the pilot test

First Question: Did you understand all of the content of the videos?

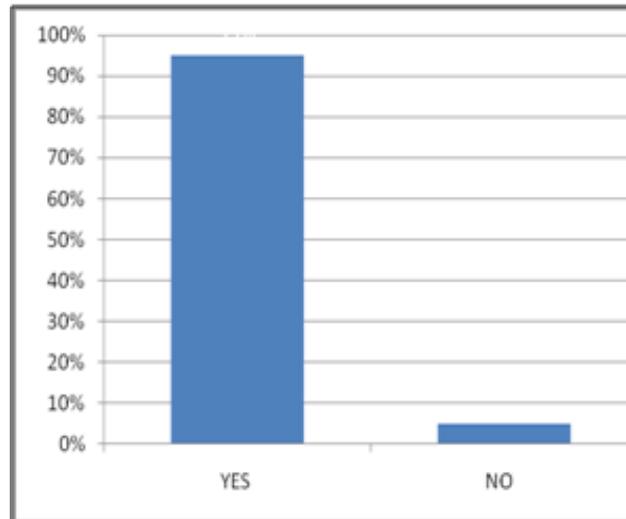


GRAPHIC: 2.6 First Question: Did you understand all of the content of the videos

Source: Annex 3

Many students, that is more than 70 percent, said they understood about half of the videos, almost 20 percent said they understood everything and less than 10 percent expressed that they understood only a little.

Second Question: Did you like the videos?

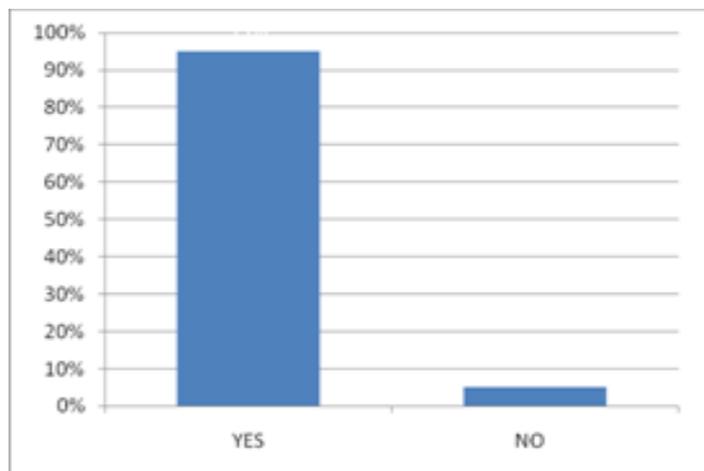


GRAPHIC: 2.7 Second Question: Did you like the videos?

Source: Annex 3

Approximately 95 percent expressed that they liked the videos presented, and less than 5% said that they didn't, which showed that the topics chosen were of their preference

Third Question: Did the images help in the comprehension of the video?

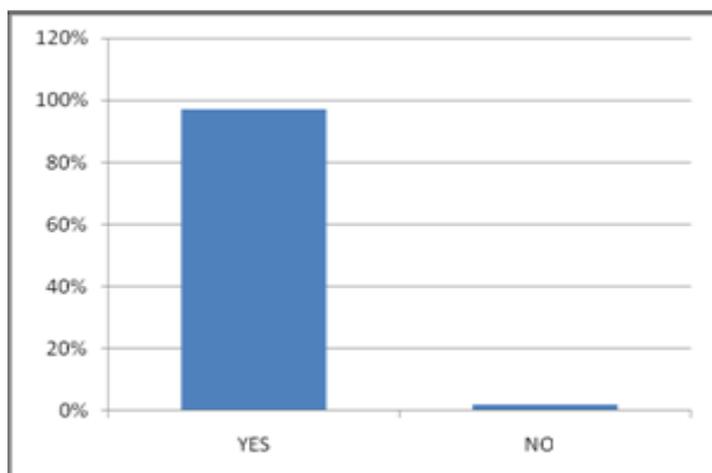


GRAPHIC: 2.8 Third Question: Did the images help in the comprehension of the video?

Source: Annex 3

The majority of students said yes which confirmed the usefulness of images in the comprehension of messages.

Fourth Question: Did the subtitles help in the comprehension of the video?

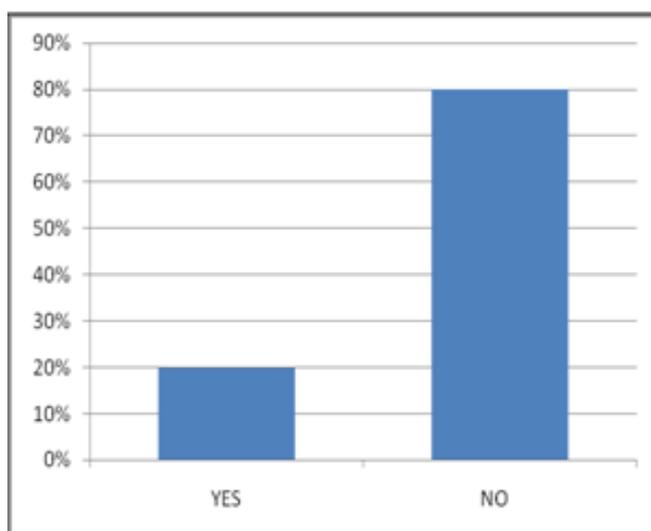


GRAPHIC: 2.9 Fourth Question: Did the subtitles help in the comprehension of the video?

Source: Annex 3

A high percentage of students (80%) recognized the importance of subtitles to complete their comprehension of the videos. This data proved the usefulness of subtitles at the moment of listening at certain stage of the process.

Fifth Question: Has your English teacher showed you this type of videos before?

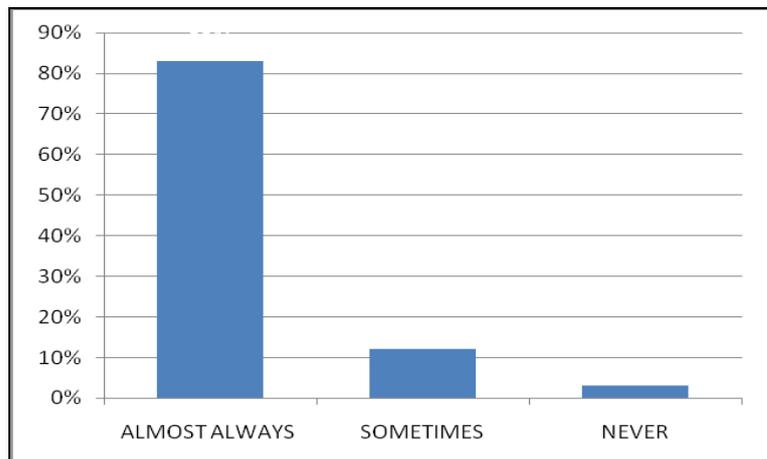


GRAPHIC: 2.10 Fifth Question: Has your English teacher showed you this type of videos before?

Source: Annex 3

Eighty percent of the students expressed that they haven't had presentation of videos before or that they have rarely seen movies in class.

Sixth Question: How often would you like to see this type of videos in your English classes?

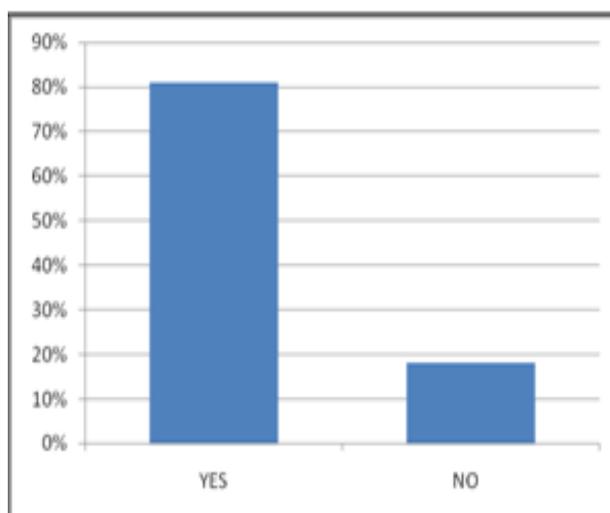


GRAPHIC: 2.11 Sixth Question: How often would you like to see this type of videos in your English classes?

Source: Annex 3

Over eighty percent said they would like to watch videos in their classes more often, at least once a week.

Seventh Question: Do you have easy access to Internet?

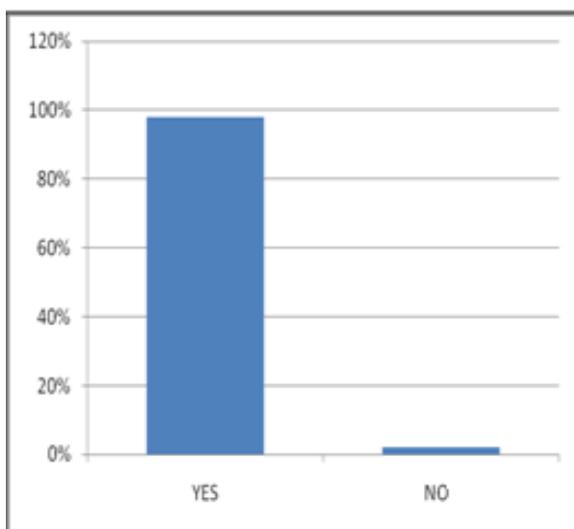


GRAPHIC: 2.12 Seventh Question: Do you have easy access to the Internet?

Source: Annex 3

Eighty percent of students have access to Internet which is a good indicator for the use of the present methodological guide on the website.

Eight Question: Do you do homework and research on the Internet? How often?



GRAPHIC: 2. 13 Eighth Question: Do you do homework and research on the Internet? How often?

Source: Annex 3

Almost 100 percent of the students said that they frequently do homework and research on the Internet.

Therefore the matrix and surveys applied determined that the main problem was the poor performance on the listening activities due to the lack of competence understanding the language.

After the application of the videos in the classrooms and after reviewing the results of surveys and interviews, it was clear that using videos in teaching English, particularly in the development of the listening skill, is a very good and motivating option to teach the language in a more entertaining and interesting way. Therefore, a methodological guide was developed and placed on the Internet.

CHAPTER III

THE WEBSITE

The design of the site was developed with the help of a systems engineer who made it as simple as possible in order to facilitate its use. The following is a description of the instructions, users, contents and questionnaires of evaluation.

The link (www.videosaprenderingles.com) is the URL of the website which displays a list of videos under different categories, such as grammar topics, vocabulary, movies, music, documentaries, TV series, and others, all of them taken from the Internet. In addition, the users can reinforce and verify the understanding of each video with the corresponding vocabulary and grammar worksheet in order to check their level of comprehension.

3.1 Instructions for the use of the website

On the home page, visitors will have access to a small menu and the welcome introductory information. On this page visitors can register and if they are already registered, they can enter with their username and password.

3.2 Types of users

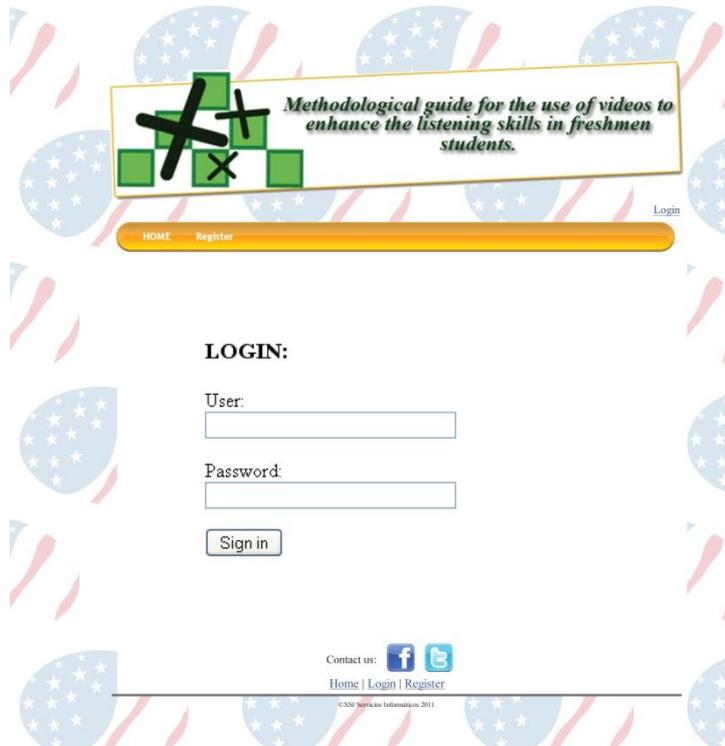
There are three types of users. First the visitors who cannot access to any type of file, they cannot see videos or grammar pages or fill out the questionnaires, they can only see the home page. Second, the registered ones who have access to the videos, grammar, and can also complete questionnaires that will be automatically graded; but cannot make modifications of any kinds; finally, the administrator, who is the only one that has full control of all information pages. He/she can enter new content, modify, and delete information.

We must clarify that there is only one administrator user but there can be an unlimited number of registered users. For a visitor to sign up the application he /she must complete the following information.

Visitors have to enter their names and email, and in this way, they create a user's account and can access to all of the information that it contains.

Picture: 3.1 Register Users.

Source: (http://www.videosaprenderingles.com/nuevo_usuario.php)



3.2.1 Administrator

The administrator type user will have access to make any modifications (entry, modification and deletion) as follows:

- User Maintenance
- Issues Maintenance
- Content Maintenance
- Videos Maintenance
- Grammar Maintenance
- Surveys Maintenance
- Questions Maintenance

- Response Maintenance

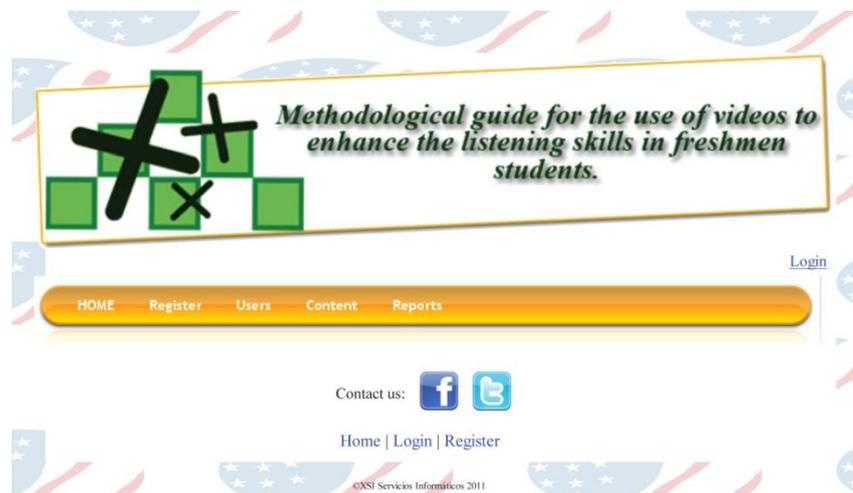
You can also see reports from questionnaires completed by all users. The same can be revised according to the following classification

- Report by date
- Report by User
- Report by Rating

As we can see in the following picture:

Picture: 3.2 Users Control

Source: (http://www.videosaprenderingles.com/nuevo_usuario_adm.php)



3.3 Main Menu

The main menu is opened when a visitor selects any content on the home page, that is to say, when he/she chooses a topic among all of the webpage contents, the visitors will have access to the next page that contains the following information:

Visitors will be able to see videos divided in different topics such as: grammar topics, vocabulary, movies, music, TV series, documentaries, and others, so students can choose the needed topic. Each video comes with a vocabulary video to support the understanding of the video and a PDF document with the grammar structure that each video contains.

3.4 Comprehension Questionnaire

Picture: 3.3 Main Manu web page

Source: (<http://www.videosaprenderingles.com/index.php>)

Methodological guide for the use of videos to enhance the listening skills in freshmen students.

[HOME](#) [Register](#) [Login](#)

Menu

Grammar topic

- [♥ Introductions](#)
- [♥ Daily routine](#)
- [♥ Jobs](#)
- [♥ Countries and nationalities](#)
- [♥ Weather](#)
- [♥ Proper and common nouns](#)
- [♥ Comparatives and superlatives](#)
- [♥ Simple present](#)
- [♥ Past regular verbs](#)
- [♥ What did you do yesterday?](#)
- [♥ Present perfect](#)
- [♥ Used to do](#)
- [♥ Describing people](#)
- [♥ Going to](#)
- [♥ Simple future tense "will"](#)
- [♥ Will vs Going to](#)
- [♥ Use of can "Ability"](#)
- [♥ How much?](#)
- [♥ Second conditional](#)
- [♥ If clauses](#)

Contact us: [f](#) [t](#)

[Home](#) | [Login](#) | [Register](#)

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By clicking on the worksheet visitors will see a comprehension questionnaire about the video. Each question has several possible answers from which they can only select one. All questions have a default selected answer which is not necessarily the correct answer; this will force the student to select the correct one.

Picture: 3.4 Comprehension Questionnaire

Source:(http://www.videosaprenderingles.com/cuestionario.php?cod_cuestionario=1)

Methodological guide for the use of videos to enhance the listening skills in freshmen students.

[HOME](#) [Register](#) [Login](#)

Questionnaire: CSI Funny Scene / 100pts.

Select the correct answer according to what you understood in the video. The selected answer is not the correct, it is only for reference, you have to click on the correct answer.

1) How many person were there in the crime scene?

- Five
- Two

2) Are there any witnesses?

- Yes, there is.
- No, there are not.

3) Are there dead people?

- Yes, there is.
- No, there are not.

4) The witness knows the woman that died.

- True
- False

[Ratings](#)

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)

At the end there is a button called "Ratings" which automatically grades the comprehension questionnaire showing the scores obtained by the student with an "OK" mark for the correct answers and "X" mark for the incorrect answers.

Picture: 3.5 Rating for Users.

Source: (<http://www.videosaprenderingles.com/calificacion.php>)

Methodological guide for the use of videos to enhance the listening skills in freshmen students.

HOME Register

1) How many person were there in the crime scene?
Five ✘
Two

2) Are there any witnesses?
Yes, there is. ✔
No, there are not. ✘

3) Are there dead people?
Yes, there is. ✔
No, there are not. ✘

4) The witness knows the woman that died.
True ✔
False ✘

Save

Questionnaire: 50 / 100pts.

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3.5. Website Contents

The following section presents the website printed, to give a complete vision of the contents of the guide and its organization. It presents sixty three different listening activities plus the links of the videos, worksheets, and additional information.

Home Page

Welcome

Grammar Videos

Introduction

Daily routine

Jobs

Countries and nationalities

Weather

Proper and common nouns

Comparatives and superlatives

Simple present

Past regular verbs

What did you do yesterday?

Present perfect

Used to do

Describing people

Going to

Simple future tense "will"

Will vs Going to

Use of can "Ability"

How much?

Second conditional

Conditional Sentences

Grammar Structures

English alphabet

How to use comparatives and superlatives?

Present simple

Regular Verbs List

How do we make the Simple Past Tense?

How do we make the Present Perfect Tense?

Structure of Used to do

Going to

Simple Future Tense

Second Conditional : unreal possibility or dream

Grammar Worksheets

Worksheet Introduction

Worksheet Routines

Worksheet Jobs

Worksheet Countries and nationalities

Worksheet Weather

Worksheet Proper and common nouns

Worksheet Comparatives and superlatives

Worksheet Simple present

Worksheet Past regular verbs

Worksheet What did you do yesterday?

Worksheet Present perfect

Worksheet Used to do

Worksheet Describing people

Worksheet Going to

Worksheet Simple future tense "will"

Worksheet Will vs Going to

Worksheet Can

Worksheet How much?

Worksheet If Clauses

Movies Videos

Pirates of the Caribbean

Charlie and the chocolate factory

Da Vinci Code

King Arthur

New moon

Toy story

Dead's poets society

Astro boy

Karate kid

Movies Worksheets

Worksheet Pirates of the Caribbean

Worksheet Charlie and the chocolate factory

Worksheet Da Vinci Code

Worksheet King Arthur

Worksheet New Moon

Worksheet Toy story

Worksheet Dead's poets society

Worksheet Astro boy

Worksheet Karate kid

Music Videos

The Beatles: Yesterday

Shania Twain: I feel like a woman

Nelly Furtado: I`m like a bird

Fool's Garden Lemon Tree

Alejandro Sanz: Looking for paradise

Rihanna: Only girl in the world

Timbaland's song

U2: I still haven't found

Cristina Aguilera: Beautiful

Mariah Carey: Hero

Nelly Furtado: Say it right

Bryan Adams: Everything I do, I do it for you

Miley Cyrus: Party in the U.S.A.

Music Worksheets

Worksheet Yesterday

Worksheet Shania Twain: I feel like a woman

Worksheet I`m like a bird

Worksheet Fool's Garden Lemon Tree

Worksheet Looking for paradise

Worksheet Only girl in the world

Worksheet Timbaland's song

Worksheet U2: I still haven't found

Worksheet Cristina Aguilera: Beautiful

Worksheet Hero

Worksheet Say it right

Worksheet Bryan Adams

Worksheet Party in the U.S.A.

TV Series Videos

How to make a peanut butter and jelly sandwich?

Garfield's birthday

Porsche commercial

How to make a perfect hamburguer?

The Simpsons

Mr. Bean: Judo class

Friends: Bloopers Friends

Friends: One of the funniest things ever

Friends 3

How to make chocolate brownies?

How to make pizza?

CSI: Funny scene

TV Series Worksheets

Worksheet How to make a peanut butter and jelly sandwich?

Worksheet Garfield's birthday

Worksheet Porsche commercial

Worksheet How to make a perfect hamburguer?

Worksheet The Simpsons

Worksheet Mr. Bean: Judo class

Worksheet Friends: Bloopers seasons 8 and 9

Worksheet Friends: One of the funniest things ever

Worksheet Friends: Deleted Scene

Worksheet How to make chocolate brownies?

Worksheet How to make pizza?

Worksheet CSI: Funny scene

Documentary Videos

Ecosystem

Frozen hotel

Earth seasons

Mummification process

Shopping

The use of plants

Confusing words

Could you be a sumo wrestler?

Secrets of Stonehenge

The London eye

Five ways to save the planet

Global warming

Globalization

The Galapagos Island

Documentary Worksheets

Worksheet Ecosystem

Worksheet Frozen hotel

Worksheet Earth seasons

Worksheet Mummification process

Worksheet Shopping

Worksheet The use of plants

Worksheet Confusing words

Worksheet Could you be a sumo wrestler?

Worksheet Secrets of Stonehenge

Worksheet The London eye

Worksheet 5 ways to save the planet

Worksheet Global warming

Worksheet Globalization

Worksheet The Galapagos Island

Vocabulary and Comprehension Videos

Asking for and giving directions

Greetings

Talking about the past

Family

Animals

Verbs

Adjectives

Food

Health problems

Body parts

Transportation

Telling time

100 most common words in English

Clothing

English School

Hotel and Tourism: Checking into a hotel

Vocabulary and Comprehension Worksheets

Worksheet Asking for and giving directions

Worksheet Greetings

Worksheet Talking about the past

Worksheet Family Vocabulary

Worksheet Animals

Worksheet Verbs

Worksheet Adjectives

Worksheet Food

Worksheet Meaning and Pronunciation of the words about Health Problems

Worksheet Body parts

Worksheet Transportation

Worksheet Telling time

Worksheet Words

Worksheet Clothing

Worksheet School

Worksheet Checking into a hotel

The videos from the site were available for teachers and students since March 31 up to now. Teachers from Kennedy Technological High School used 15 videos during their regular classes for a period of 3 weeks from March 1 to March 18 2011. And the students were informed that they could use the website at home as well. The results in details are presented in the next chapter.

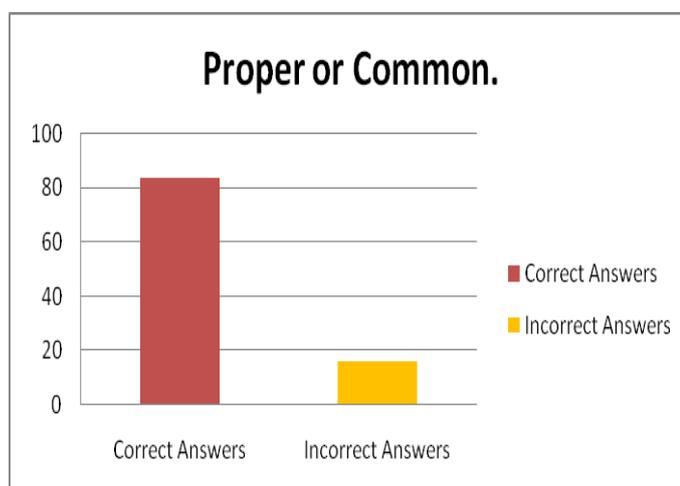
CHAPTER IV

RESULTS

This chapter presents the results obtained after the use of the videos from the website. The graphics represent the results of the application of ten videos from the website. The results of the surveys and interviews with teachers and students can be found here as well.

4.1 Results obtained from the worksheets applied to students after watching the videos on the website

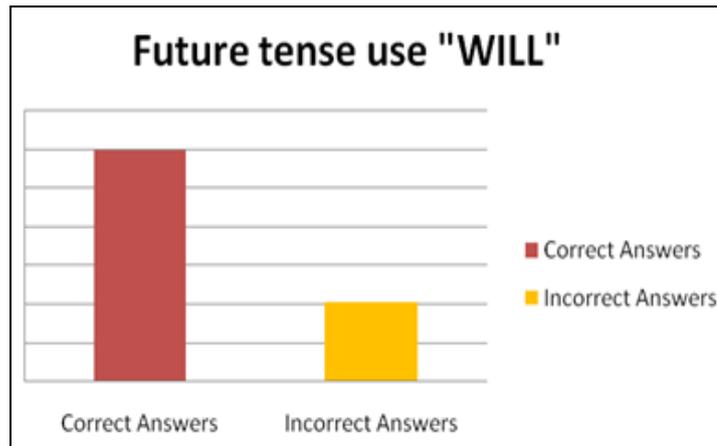
The first video evaluated was about “Proper or Common nouns”, where 18 tests were analyzed with students, 83.89 percent of the answers were correct, 16.10 percent were incorrect. Therefore, the evaluation of the comprehension of this video was positive.



GRAPHIC: 4.1 First Evaluation.

Source: Worksheets developed by students

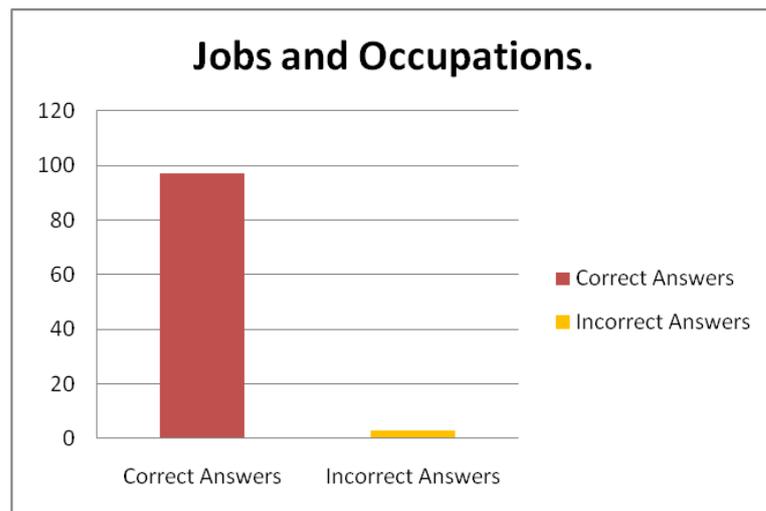
The second topic was the “Future simple Tense "Will"”. For this topic 34 tests were analyzed and the results showed that 53.92 percent of answers were correct and 46.67 percent were incorrect.



GRAPHIC: 4.2 Second Evaluation

Source: Worksheets developed by students

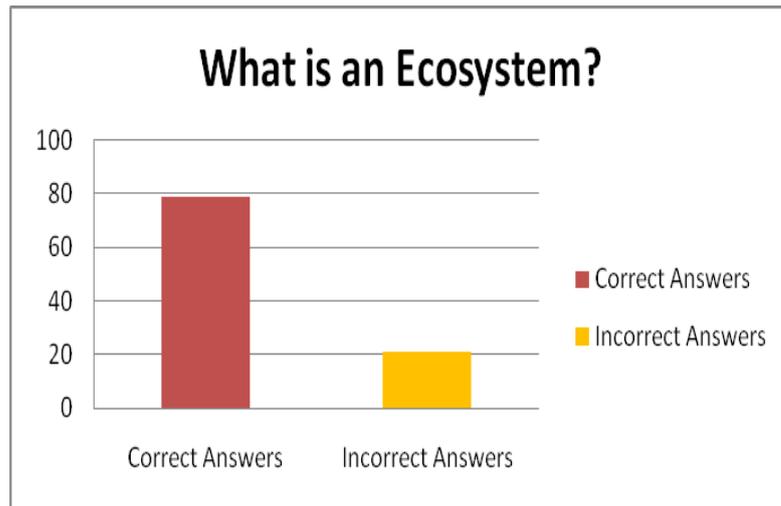
The next proposed theme was “Jobs and occupations”. This video was evaluated with 24 students, 97.22 percent of answers were correct and 2.7 percent of answers were incorrect. The comprehension of the students was almost 100 percent.



GRAPHIC: 4.3 Third Evaluation.

Source: Worksheets developed by students

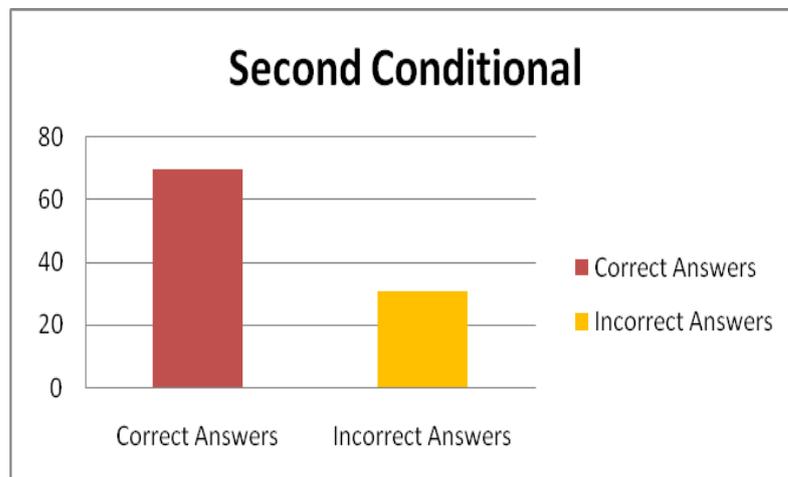
Another topic put into student consideration was "What's an Ecosystem" which was developed by 18 students from which we got 78.73 percent of correct answers and 21.26 percent of incorrect answers.



GRAPHIC: 4.4 Fourth Evaluation

Source: Worksheets developed by students

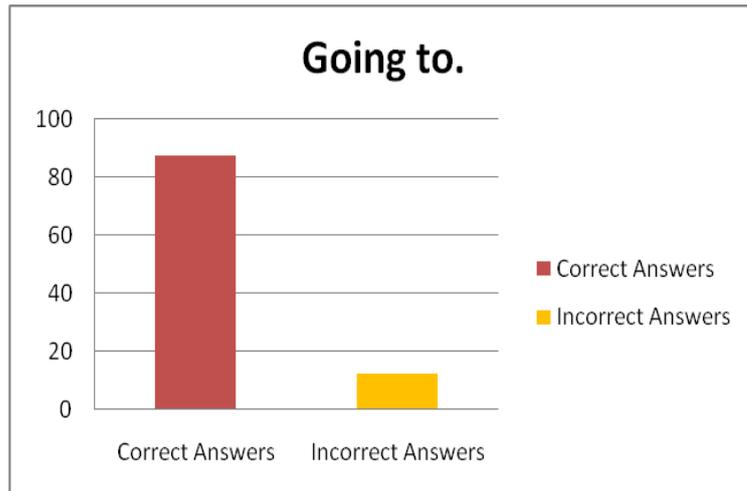
The next grammar issue presented to 36 students was the “Second Conditional” and the results were as follow: 69.44 percent of the students chose the correct answers and 30.55 percent incorrect answers. Although, this topic is a little difficult for students the level of listening comprehension was good.



GRAPHIC: 4.5 Fifth Evaluation.

Source: Worksheets developed by students

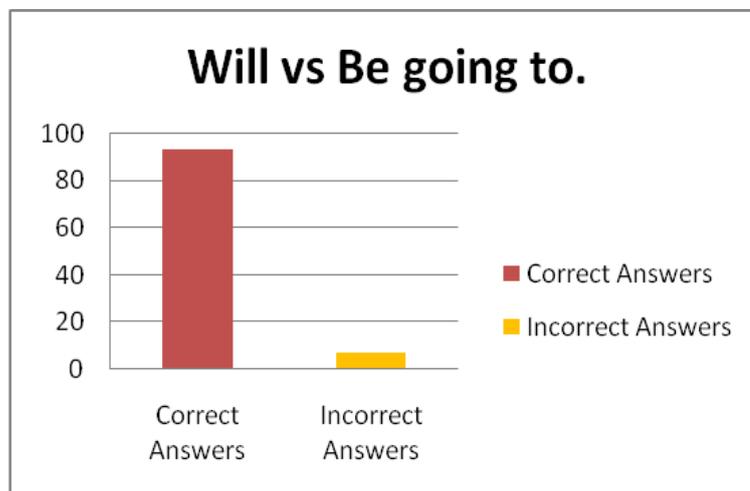
Another grammar structure used was future using "Going to". The subject was evaluated by a number of 16 students who scored 87.5 percent of correct answers and 12.5 percent of incorrect answers. The result obtained in this application was positive too.



GRAPHIC: 4.6 Sixth Evaluation

Source: (Worksheets developed by students)

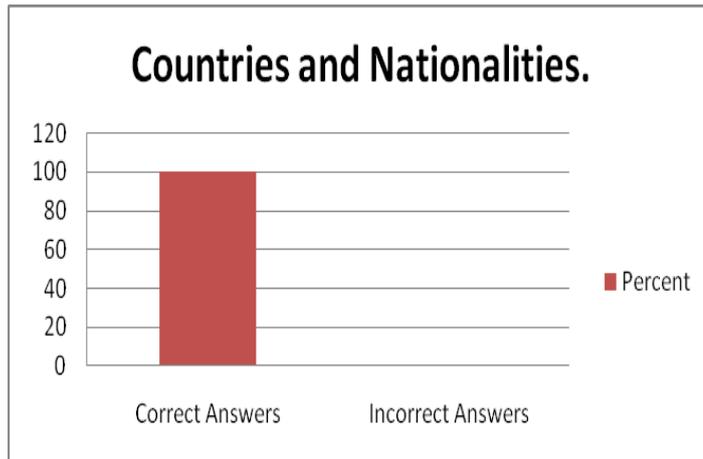
Below is the graphic evaluation of future using "Will and Be Going to". It was applied to 34 students and the results obtained were 93.33 percent of correct answers and only 6.66 percent of incorrect answers. Most of the students could understand this video in an appropriate way.



GRAPHIC: 4.7 Seventh Evaluation

Source: Worksheets developed by students

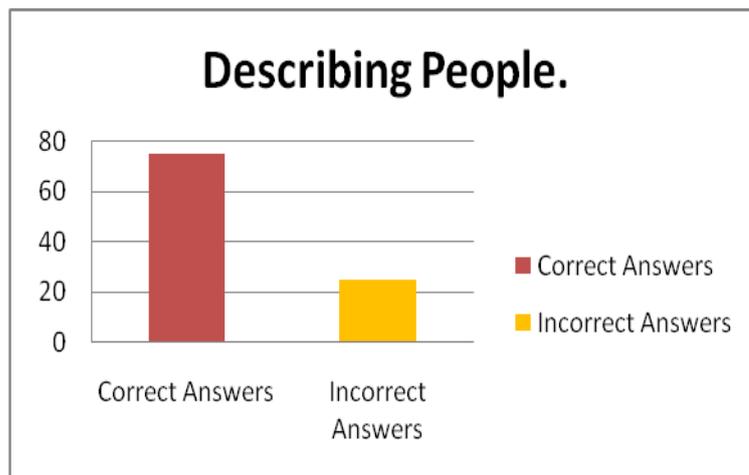
The next topic evaluated was "Countries and Nationalities". From a total of 34 students, 100 percent chose the correct answers.



GRAPHIC: 4.8 Eighth Evaluation

Source: Worksheets developed by students

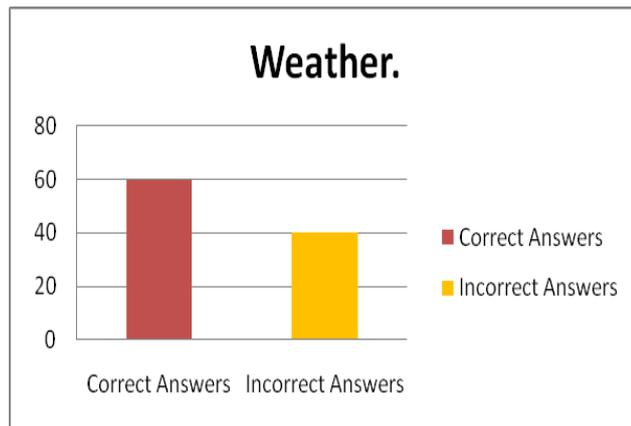
The next topic was "Describing people" and it was evaluated with 27 students who, after performing the multiple-choice test, obtained a result of 75 percent of correct answers and 25 percent of incorrect answers.



GRAPHIC: 4.9 Ninth Evaluation

Source: Worksheets developed by students

Finally, the last topic evaluated was "The Weather". Out of 21 students, 59.86 percent of students had correct answers and 40.13 percent incorrect answers.

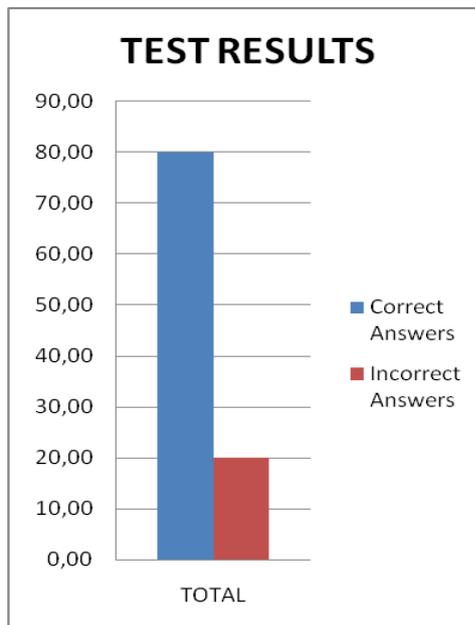


GRAPHIC: 4.10 Tenth Evaluation

Source: Worksheets developed by students

Finally all the ten worksheets evaluated were analyzed and the results obtained were recorded.

The next graphic show the percent of correct answers and the percent of incorrect answers of the 10 worksheets done by the students.



GRAPHIC: 4.11 Test Results

Source: Evaluation Recorded

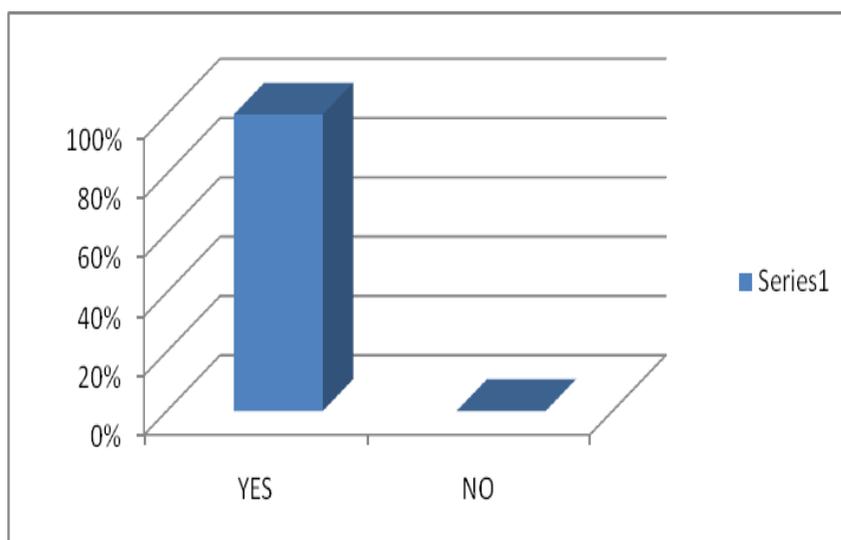
These results demonstrate that the majority of the students were able to understand the videos from the website, demonstrating that it was a very useful tool in learning

English and an excellent aid to learn new vocabulary, practice grammar, and to develop the listening skill.

It was also important to obtain the opinions of the teachers after they had used the videos from the website. The results of each of the questions the teachers were asked are shown in the graphics below.

4.2 Results of the surveys applied to the teachers after using the website

Question 1: Is this methodology interesting to you for teaching purposes?

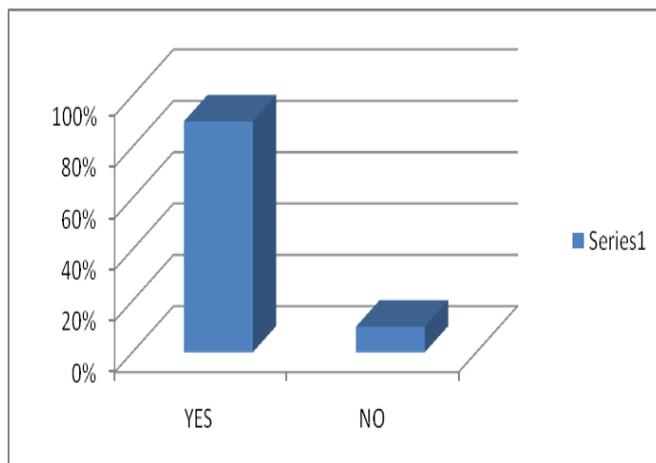


GRAPHIC: 4.12 Question 1 Teachers

Source: Annex 4

One hundred percent of the teachers think that the use of videos is interesting for English teaching; they are truly interested in this kind of methodology.

Question 2: Are the subjects of the videos found on this web site suitable for English Teaching?

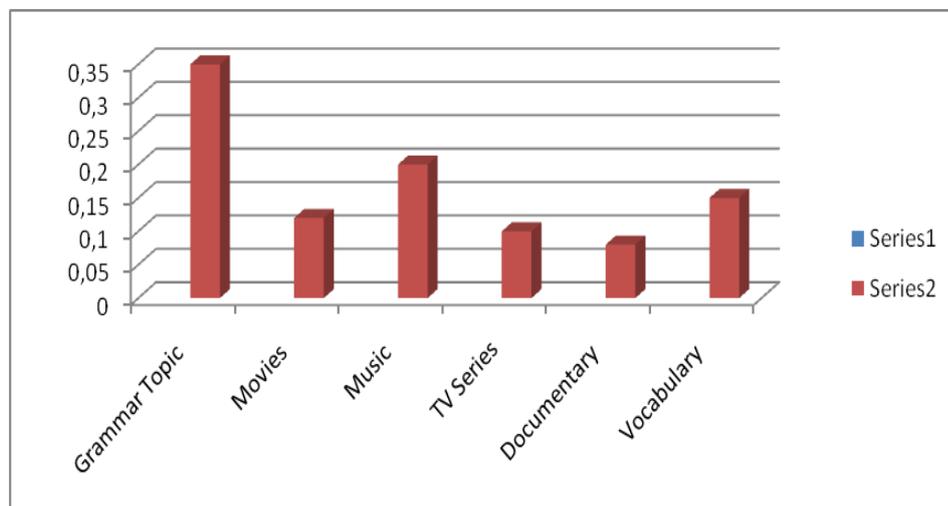


GRAPHIC: 4.13 Question 2 Teachers.

Source: Annex 4

Ninety percent of the teachers reported that the topics of the videos were suitable for English Teaching and they explained that the majority of the grammar topics were used by them.

Question 3: Which of the following topics did you like the most?

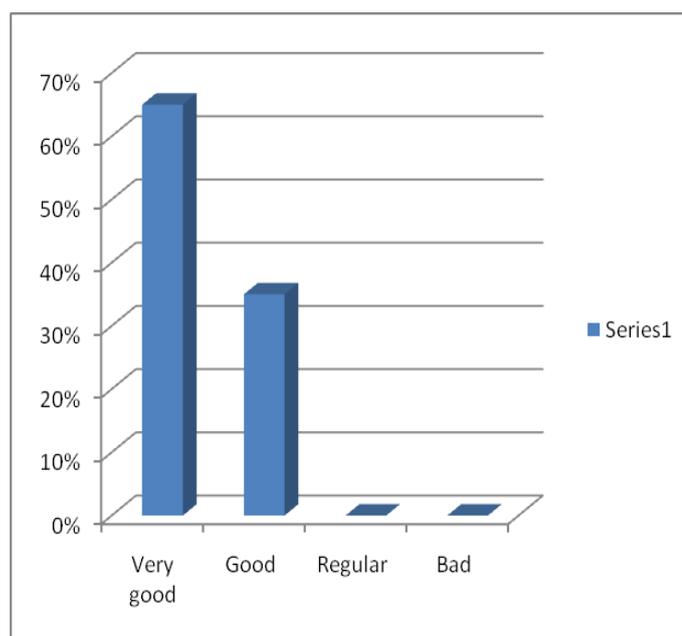


GRAPHIC: 4.14 Question 3 Teachers.

Source: Annex 4

Thirty-five percent of the teachers thought that the most useful topics of the videos on this website were the Grammar topics, because they helped reinforce the students' knowledge and they could be used in different units and levels. Vocabulary was also easier to teach when presented on a video. Finally, music was one of their favorite activities to work with, presenting vocabulary and grammar as integrated skills.

Question 4: What rating would you give to this website?



GRAPHIC: 4.15 Question 4 Teachers.

Source: Annex 4

Sixty-five percent of the teachers rated the website as very good, and only thirty-five percent said it was good; therefore, it can be said that this website has had a very good acceptance in the teachers' opinions.

4.3 Results of the interviews applied to the teachers after using the website

The interviews with the teachers are another important aspect to mention because they were utilized in order to determine their opinions about the website and its usefulness in teaching listening.

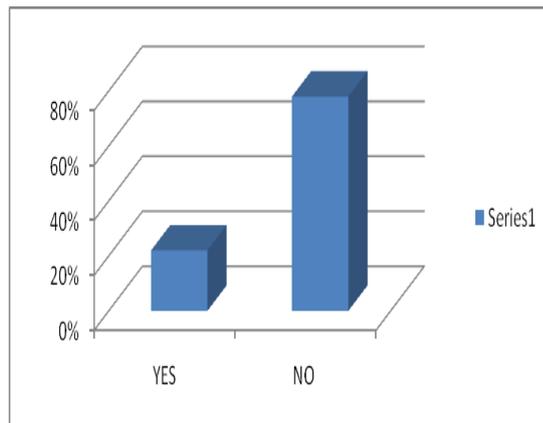
When the teachers were asked about the website, most of them said it was a very good option to motivate students in order to make their classes more dynamic and entertaining. The teachers also said the use of technology and the Internet is becoming more and more important in the learning process of English.

Teachers agreed that the frequency recommended for the use of the site was at least once a week, depending on the planning and the time available, Annex 5.

4.4 Results of the surveys applied to the students after using the website

The next graphics contains the results obtained from the surveys applied to the students after they used it.

Question 1: Have you ever visited a web site like this before?

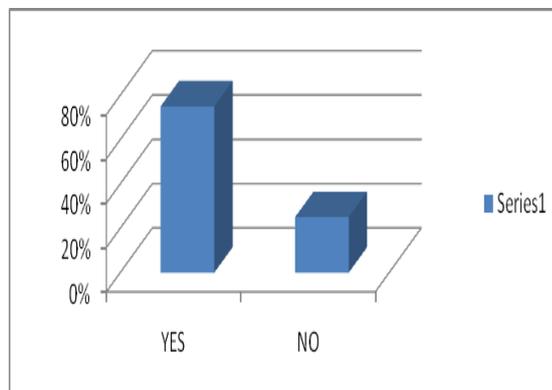


GRAPHIC: 4.16 Question 1 Students

Source: Annex 6

Only 22 percent of the students had visited websites like this before and 78 percent of the students had not visited this kind of websites before. In conclusion, the majority of the students visited this kind of websites for the first time during the application of this project at Technological Kennedy High School.

Question 2: Did you like the videos of this website?

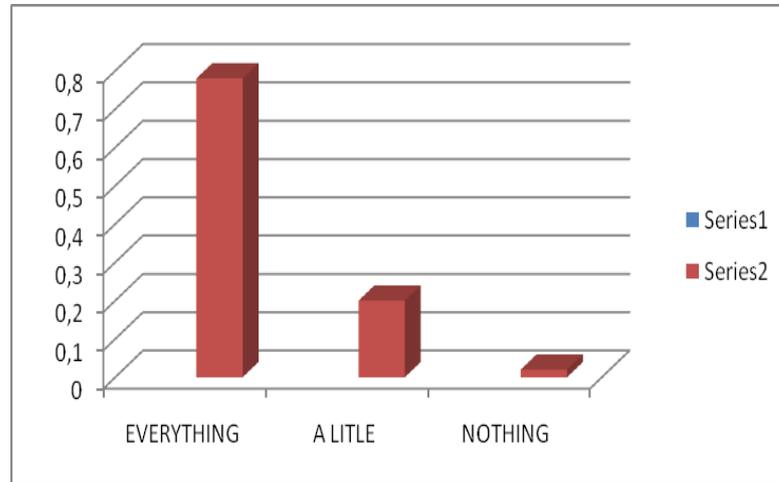


GRAPHIC: 4.17 Question 2 Students

Source: Annex 6

Seventy five percent of the students answered that they liked the videos they watched in this website and 25 percent said that they didn't like them.

Question 3: How much did you understand of the videos in this website?

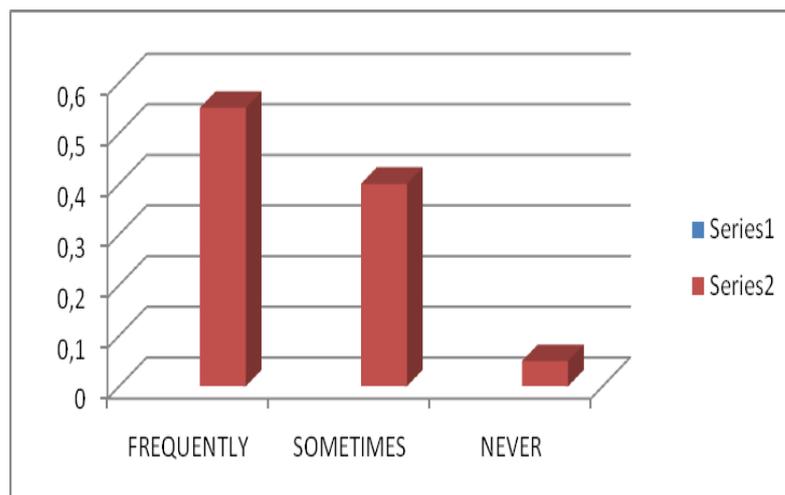


GRAPHIC: 4.18 Question 3 Students

Source: Annex 6

Seventy eight percent of the students understood everything from the videos they watched on the website, 20 percent understood a little and 2 percent didn't understand anything.

Question 4: How often do you like to visit this website?

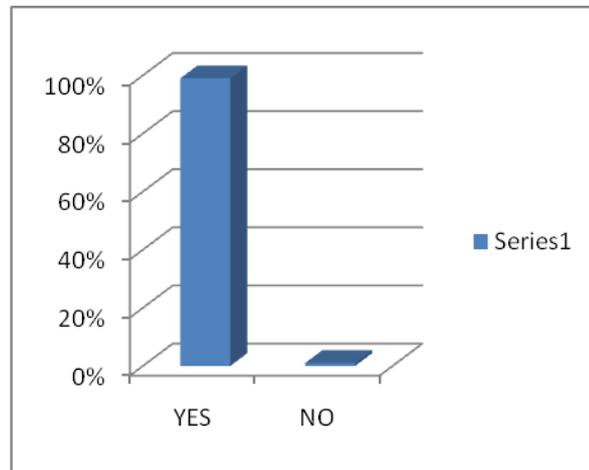


GRAPHIC: 4. 19 Question 4 Students

Source: Annex 6

Fifty five percent of the students like to visit the website frequently; 40 percent of them visit this website sometimes and only 5 percent of the students are not interested in visiting the website.

Question 5: Would you like your teacher to use this website during the English classes?

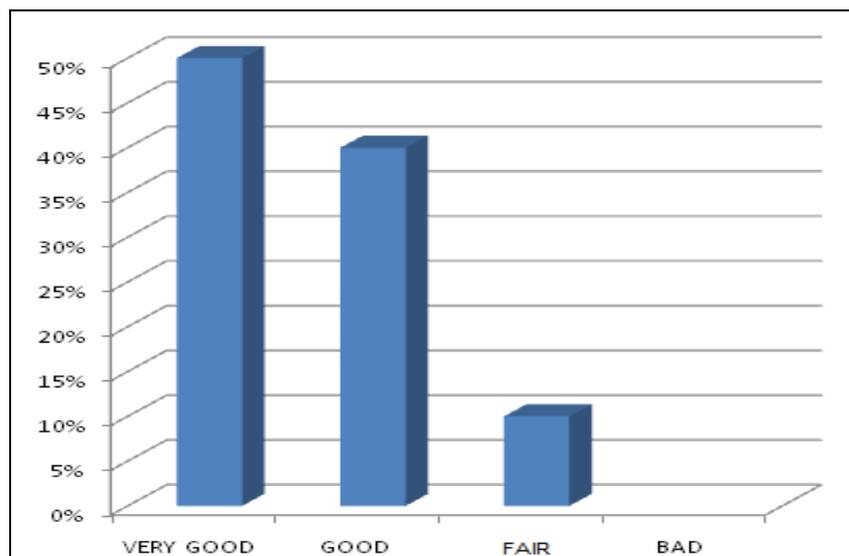


GRAPHIC: 4. 20 Question 5 Students

Source: Annex 6

Ninety nine percent of the students would like teachers to use this website often during the English classes.

Question 6: What rating would you give to this website?



GRAPHIC: 4. 21 Question 6 Students

Source: Annex 6

Fifty percent of the students think that this website is very good; 40 percent think that this website is good and only 10 percent think that this website is average.

After checking all the results obtained, some conclusions were stated, the ones that can be seen in the next chapter.

CHAPTER V

RECOMMENDATIONS AND CONCLUSIONS

After the presentation and analysis of the results, it can be concluded that the methodological guide of videos was appropriate for developing the listening skill of freshman students at Kennedy Technological High School. Students developed their listening skill and showed more interest and motivation in learning English.

The creation of a website with the guide has permitted students to use the guide more frequently due to the accessibility of the guide on the Internet; it can be used not only by freshman students but by any students of any level and at different times or places. In addition, by using the website students can evaluate themselves, practice, and improve their knowledge without the need of a teacher.

The website created has been used by different students, not only from Kennedy Technological High School. The level of acceptance of this website during the past six months can be found in detail in Annex 7.

An important recommendation is to use this and other similar websites frequently, because videos really contribute to the development of the listening skill in classes, and they also help to reinforce the different aspects of the language.

Teachers need to assume the responsibility of implementing audiovisual resources in their classes. Nowadays, it is easy to access these materials and very important to use them in class.

A final recommendation is to promote the use of this guide not only at Kennedy Technological High School but also in other schools, where teachers could benefit from saving time and effort in the presentation of videos while presenting more interesting, entertaining and dynamic classes.

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Annex 1: First survey applied to the students at Kennedy Technological High School about personal information.

1. Fill in the blanks with your personal information

Age: _____

Sex : feminine _____

Masculine _____

2. Where do you live ?

Urban area _____

Rural area _____

3. Do you live with your parents?

Yes _____

No _____

If not where do you parents live? _____

Annex 2: First survey applied to the students at Kennedy Technological High School during the diagnostic process.

1. Do you like your English classes?

A lot

Some

Nothing

2. What is the most difficult skill for you in your English classes?

Reading

Writing

Listening

Speaking

3. What activities do you like most in your English Classes?

Conversations

Reading

Writing

Listening

Grammar

4. Do you understand when you listen to videos and CDS in English?

Yes

No

Annex 3: First survey applied to the students at Kennedy Technological High School during the pilot test.

1. Did you understand all of the content of the videos?

A little

Half

Everything

2. Did you like the videos?

Yes

No

3. Did the images help in the comprehension of the video?

Yes

No

4. Did the subtitles help in the comprehension of the video?

Yes

No

5. Has your English teacher showed you this type of videos before?

Yes

No

6. How often would you like to see this type of videos in your English classes?

Almost always

Sometimes

Never

7. Do you have easy access to the Internet?

Yes

No

8. Do you homework and research on the Internet? How often?

Yes

No

Annex 4: First survey applied to the teacher at Kennedy Technological High School after using the website.

1. Is this methodology interesting to you for teaching purposes?

Yes

No

2. Are the subjects of the videos found on this web site suitable for English teaching?

Yes

No

3. Which of the following topics did you like the most?

Grammar Topic

Movies

Music

TV Series

Documentary

Vocabulary

4. What rating would you give to this website?

Very good

Good

Regular

Bad

Annex 5: First interviews applied to the teachers at Kennedy Technological High School after using the website.

1. What is your opinion about the website, the videos and the information contained that you could find on it?

2. What do you think about the uses that you could give to the videos of the website?

3. Which do you think is a negative aspect of the website?

Annex 6: First survey applied to the students at Kennedy Technological High School after using the website.

1. Have you ever visited a web site like this before?

Yes

No

2. Did you like the videos of this website?

Yes

No

3. How much did you understand of the videos on this website?

Everything

A little

Nothing

4. How often do you like to visit this website?

Frequently

Sometimes

Never

5. Would you like your teacher to use this website during the English classes?

Yes

No

6. What rating would you give to this website?

Very good

Good

Fair

Bad

Annex 7: Engineer's report of website operations from March 31 to September 22, 2011.

Dispositivos móviles

30/03/2011 - 22/09/2011



Estos dispositivos móviles han enviado 3 visitas a través de 3 sistemas operativos.

Uso del sitio **Conjunto de objetivos 1**

Métrica	Valor	Promedio del sitio	Cambio
Visitas	3	-	-
Páginas/visita	2,00	10,75	(-81,39%)
Promedio de tiempo en el sitio	00:01:14	00:15:02	(-91,76%)
Porcentaje de visitas nuevas	100,00%	26,27%	(280,72%)
Porcentaje de rebote	0,00%	26,27%	(-100,00%)

Sistema operativo	Visitas	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote
1. BlackBerry	1	2,00	00:00:53	100,00%	0,00%
2. iPad	1	2,00	00:01:09	100,00%	0,00%
3. iPhone	1	2,00	00:01:41	100,00%	0,00%

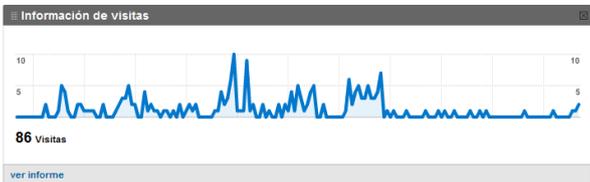
Filtrar por Sistema operativo: que contienen [Filtro avanzado](#) Ir a: 1 Mostrar filas: 10 1 - 3 de 3

Panel

30/03/2011 - 22/09/2011



316 Visitas	26,27% Porcentaje de rebote
3.396 Páginas vistas	00:15:02 Promedio de tiempo en el sitio
10,75 Páginas/visita	26,27% Porcentaje de visitas nuevas



Visión general del contenido

Páginas	Páginas vistas	Porcentaje de páginas vistas
/index.php	494	14,55%
/	408	12,01%
/index3.php?tema=5	119	3,50%
/index3.php?tema=1	110	3,24%
/index3.php?tema=2	108	3,18%

[ver informe](#)

Fidelización de visitas

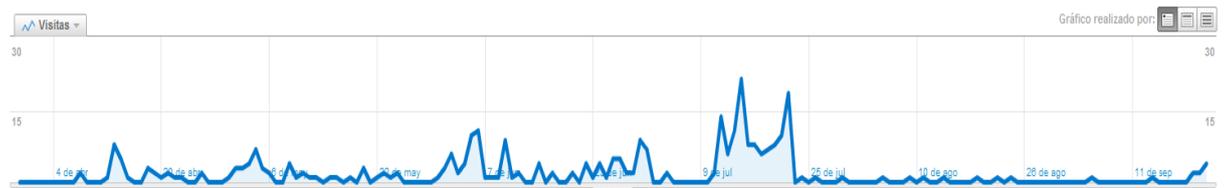
30/03/2011 - 22/09/2011

La mayoría de las visitas se han repetido: 1 veces

Número de visitas que ha realizado el visitante, incluida esta.	Visitas que se correspondían con la enésima visita del visitante	Porcentaje de todas las visitas
1 veces	83,00	26,27%
2 veces	33,00	10,44%
3 veces	24,00	7,59%
4 veces	19,00	6,01%
5 veces	17,00	5,38%
6 veces	14,00	4,43%
7 veces	12,00	3,80%
8 veces	10,00	3,16%
9-14 veces	43,00	13,61%
15-25 veces	36,00	11,39%
26-50 veces	24,00	7,59%
51-100 veces	1,00	0,32%

Idiomas

30/03/2011 - 22/09/2011



316 visitas han usado 8 idiomas.

Uso del sitio		Conjunto de objetivos 1		Vistas: [iconos]					
Visitas	316	Páginas/visita	10,75	Promedio de tiempo en el sitio	00:15:02	Porcentaje de visitas nuevas	26,27%	Porcentaje de rebote	26,27%
Porcentaje del total del sitio: 100,00%		Promedio del sitio: 10,75 (0,00%)		Promedio del sitio: 00:15:02 (0,00%)		Promedio del sitio: 26,27% (0,00%)		Promedio del sitio: 26,27% (0,00%)	
Idioma	Ninguna	Visitas ↓	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote			
1. es		122	9,35	00:13:59	34,43%	30,33%			
2. es-es		93	11,60	00:16:44	25,81%	25,81%			
3. en-us		84	13,29	00:16:22	13,10%	17,86%			
4. es-419		12	4,50	00:09:19	25,00%	25,00%			
5. en		2	1,50	00:00:27	100,00%	50,00%			
6. c		1	1,00	00:00:00	100,00%	100,00%			
7. en_GB		1	1,00	00:00:00	0,00%	100,00%			
8. ja JP		1	1,00	00:00:00	0,00%	100,00%			

Filtrar por idioma: que contienen [input] Ir Filtro avanzado Ir a: 1 Mostrar filas: 10 1 - 8 de 8

Información de visitas

30/03/2011 - 22/09/2011



86 usuarios han visitado este sitio.

-  316 Visitas
-  86 Visitantes únicos absolutos
-  3.396 Páginas vistas
-  10,75 Promedio de páginas vistas
-  00:15:02 Tiempo en el sitio
-  26,27% Porcentaje de rebote
-  26,27% Nuevas visitas

Segmentación de visitas

-  Perfil de los usuarios: idiomas, ubicaciones de red, definido por el usuario
- Perfil del navegador: navegadores, sistemas operativos, navegador y sistemas operativos, colores de pantalla, resoluciones de pantalla, compatibilidad con Java, Flash
-  Gráfico de visitas por ubicación
Visualización de la ubicación geográfica

Perfil técnico

Navegador	Visitas	Porcentaje de visitas
Chrome	107	33,86%
Internet Explorer	106	33,54%
Firefox	99	31,33%
Safari	3	0,95%
BlackBerry9530	1	0,32%

Información sobre el país/territorio:

Ecuador

30/03/2011 - 22/09/2011



Este país/territorio ha enviado 304 visitas a través de 4 ciudades.

Nivel de detalle: Ciudad Dimensión: Ninguna

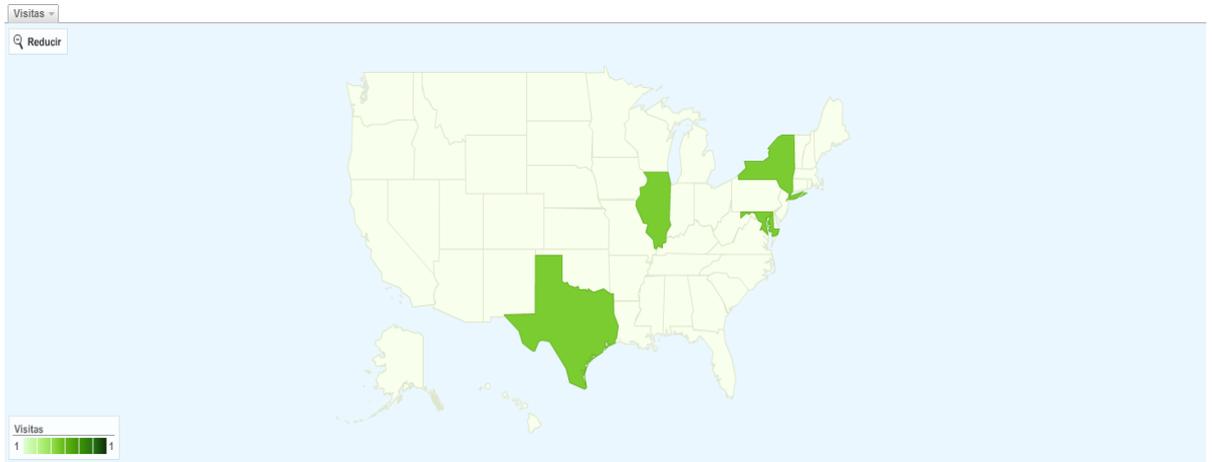
Uso del sitio		Conjunto de objetivos 1				Vistas	
Visitas	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote			
304	11,12	00:15:37	24,01%	24,34%			
Porcentaje del total del sitio: 96,20%	Promedio del sitio: 10,75 (3,49%)	Promedio del sitio: 00:15:02 (3,90%)	Promedio del sitio: 26,27% (-8,58%)	Promedio del sitio: 26,27% (-7,32%)			
Nivel de detalle: Ciudad	Visitas ↓	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote		
1. Cuenca	240	10,48	00:16:32	25,00%	23,33%		
2. Quito	40	18,18	00:14:28	17,50%	37,50%		
3. Guayaquil	23	6,00	00:08:36	21,74%	13,04%		
4. Manta	1	2,00	00:01:09	100,00%	0,00%		

Filtrar por Ciudad: que contienen Ir Filtro avanzado

Ir a: 1 Mostrar filas: 10 1 - 4 de 4

Información sobre el país/territorio:
United States

30/03/2011 - 22/09/2011



Este país/territorio ha enviado 4 visitas a través de 4 regiones.

Nivel de detalle: Ciudad | Región Dimensión: Ninguna

Uso del sitio		Conjunto de objetivos 1			
Visitas 4	Páginas/visita 1,50	Promedio de tiempo en el sitio 00:00:20	Porcentaje de visitas nuevas 100,00%	Porcentaje de rebote 50,00%	
Porcentaje del total del sitio: 1,27%		Promedio del sitio: 10,75 (-86,04%)		Promedio del sitio: 00:15:02 (-97,75%)	
		Promedio del sitio: 26,27% (280,72%)		Promedio del sitio: 26,27% (90,36%)	
Nivel de detalle: Región	Visitas ↓	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote
1. New York	1	1,00	00:00:00	100,00%	100,00%
2. Maryland	1	1,00	00:00:00	100,00%	100,00%
3. Illinois	1	2,00	00:00:20	100,00%	0,00%
4. Texas	1	2,00	00:01:01	100,00%	0,00%

Navegadores

30/03/2011 - 22/09/2011



316 visitas han usado 5 navegadores.

Uso del sitio		Conjunto de objetivos 1			
Visitas 316	Páginas/visita 10,75	Promedio de tiempo en el sitio 00:15:02	Porcentaje de visitas nuevas 26,27%	Porcentaje de rebote 26,27%	
Porcentaje del total del sitio: 100,00%		Promedio del sitio: 10,75 (0,00%)		Promedio del sitio: 00:15:02 (0,00%)	
		Promedio del sitio: 26,27% (0,00%)		Promedio del sitio: 26,27% (0,00%)	
Navegador	Visitas ↓	Visitas	Contribución de Navegador al total: Visitas		
1. Chrome	107	33,86%			
2. Internet Explorer	106	33,54%			
3. Firefox	99	31,33%			
4. Safari	3	0,95%			
5. BlackBerry9530	1	0,32%			

Páginas vistas de todos los visitantes

30/03/2011 - 22/09/2011



3.396 Páginas vistas

Periodo	Porcentaje	Cantidad
30/03/2011 - 31/03/2011	0,00%	(0)
01/04/2011 - 30/04/2011	4,18%	(142)
01/05/2011 - 31/05/2011	7,63%	(259)
01/06/2011 - 30/06/2011	24,71%	(839)
01/07/2011 - 31/07/2011	61,84%	(2.100)
01/08/2011 - 31/08/2011	0,38%	(13)
01/09/2011 - 22/09/2011	1,27%	(45)

Proveedores de servicios

30/03/2011 - 22/09/2011



316 visitas de 23 proveedores de servicios

Uso del sitio: Conjunto de objetivos 1

Visitas: 316 (Porcentaje del total del sitio: 100,00%)

Páginas/visita: 10,75 (Promedio del sitio: 10,75 (0,00%))

Promedio de tiempo en el sitio: 00:15:02 (Promedio del sitio: 00:15:02 (0,00%))

Porcentaje de visitas nuevas: 26,27% (Promedio del sitio: 26,27% (0,00%))

Porcentaje de rebote: 26,27% (Promedio del sitio: 26,27% (0,00%))

Proveedor de servicios	Visitas	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote
1. puntonet s.a.	61	12,89	00:17:54	21,31%	19,67%
2. etapa ep	60	13,83	00:29:29	15,00%	10,00%
3. clientes cuenca	50	7,44	00:11:17	28,00%	28,00%
4. satnet cuenca cable modems	49	4,63	00:03:44	30,61%	40,82%
5. otecel s.a.	45	11,87	00:13:28	13,33%	26,67%
6. universidad de cuenca	12	22,75	00:25:05	50,00%	0,00%
7. red interministerial	7	32,43	00:08:25	14,29%	57,14%
8. centrosur	5	2,40	00:02:45	100,00%	40,00%
9. corporacion nacional de telecomunicaciones - cnt ep	4	16,00	00:06:30	50,00%	50,00%
10. easynet s.a.	4	6,75	00:19:52	25,00%	0,00%

Filtrar por Proveedor de servicios: que contienen Ir Filtro avanzado

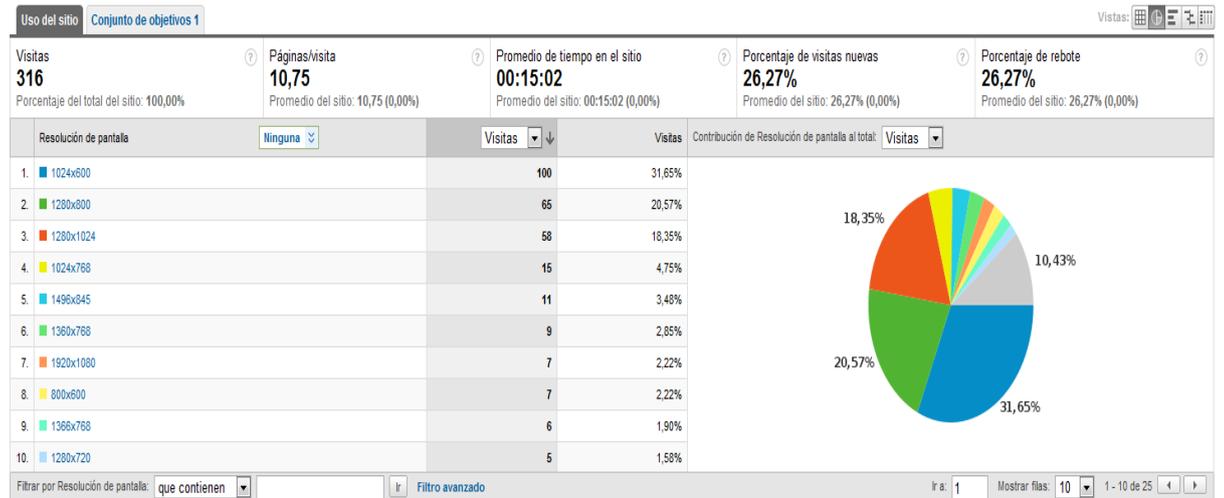
Ir a: 1 | Mostrar filas: 10 | 1 - 10 de 23

Resoluciones de pantalla

30/03/2011 - 22/09/2011



316 visitas han usado 25 resoluciones de pantalla.

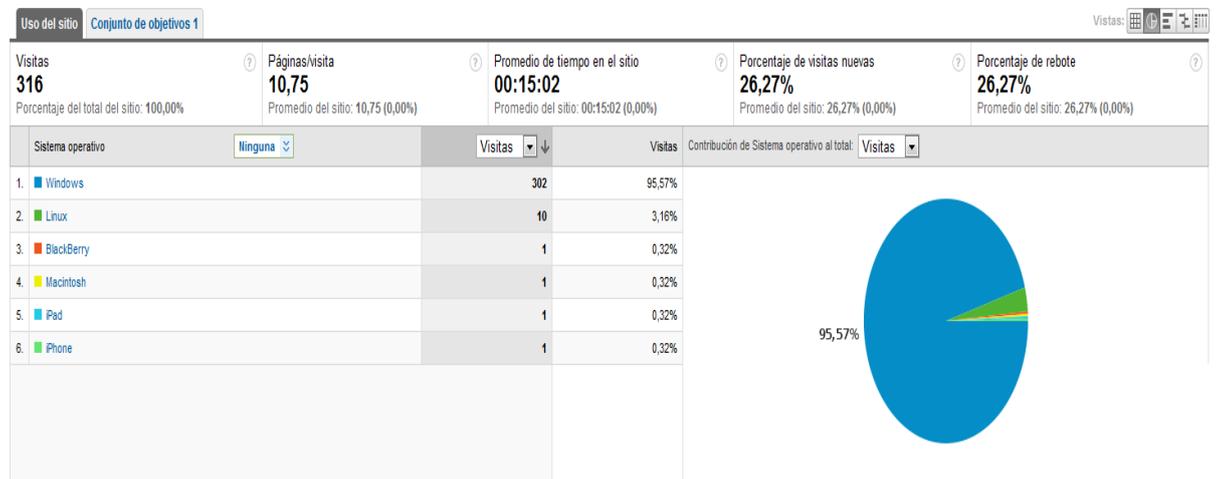


Sistemas operativos

30/03/2011 - 22/09/2011



316 visitas han usado 6 sistemas operativos.



Todas las fuentes de tráfico

30/03/2011 - 22/09/2011



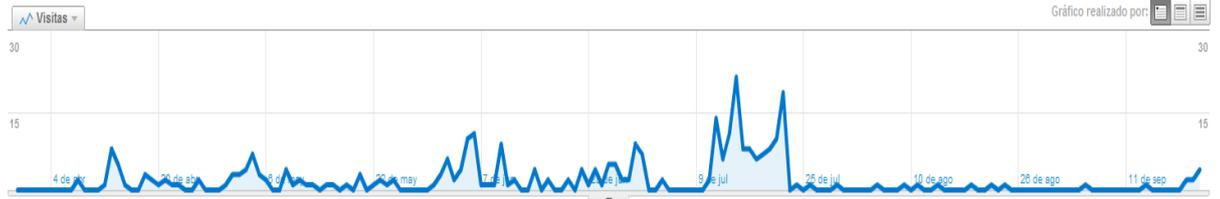
Todas las fuentes de tráfico han enviado 316 visitas a través de 9 orígenes y medios.

Mostrar: Medio de origen

Uso del sitio		Conjunto de objetivos 1				Vistas			
Visitas	316	Páginas/visita	10,75	Promedio de tiempo en el sitio	00:15:02	Porcentaje de visitas nuevas	26,27%	Porcentaje de rebote	26,27%
Porcentaje del total del sitio: 100,00%		Promedio del sitio: 10,75 (0,00%)		Promedio del sitio: 00:15:02 (0,00%)		Promedio del sitio: 26,27% (0,00%)		Promedio del sitio: 26,27% (0,00%)	
Fuente/Medio	Ninguna	Visitas ↓	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote			
1. (direct) / (none)		244	10,43	00:15:39	30,74%	24,59%			
2. google / organic		54	13,72	00:14:40	7,41%	24,07%			
3. clientes.aqphost.com / referral		8	11,88	00:17:25	0,00%	37,50%			
4. iwipa.com / referral		4	1,75	00:00:04	0,00%	50,00%			
5. yahoo / organic		2	1,50	00:00:10	100,00%	50,00%			
6. google.com.ar / referral		1	1,00	00:00:00	100,00%	100,00%			
7. google.es / referral		1	1,00	00:00:00	100,00%	100,00%			
8. www.bcl.mx/ForexMarket / referral		1	1,00	00:00:00	0,00%	100,00%			
9. www.br4.mx/ForexMarket / referral		1	1,00	00:00:00	0,00%	100,00%			

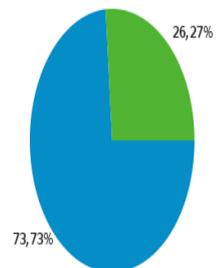
Visitantes nuevos vs recurrentes

30/03/2011 - 22/09/2011



316 visitas desde 2 tipos de visitantes

Uso del sitio		Conjunto de objetivos 1				Vistas			
Visitas	316	Páginas/visita	10,75	Promedio de tiempo en el sitio	00:15:02	Porcentaje de visitas nuevas	26,27%	Porcentaje de rebote	26,27%
Porcentaje del total del sitio: 100,00%		Promedio del sitio: 10,75 (0,00%)		Promedio del sitio: 00:15:02 (0,00%)		Promedio del sitio: 26,27% (0,00%)		Promedio del sitio: 26,27% (0,00%)	
Tipo de visitante	Ninguna	Visitas ↓	Visitas	Contribución de Tipo de visitante al total: Visitas					
1. Returning Visitor		233	73,73%						
2. New Visitor		83	26,27%						



Visitas de todos los visitantes

30/03/2011 - 22/09/2011



316 Visitas | 1,79 Visitas / día

Periodo	Porcentaje	Visitas
30/03/2011 - 31/03/2011	0,00%	(0)
01/04/2011 - 30/04/2011	9,49%	(30)
01/05/2011 - 31/05/2011	13,92%	(44)
01/06/2011 - 30/06/2011	29,11%	(92)
01/07/2011 - 31/07/2011	42,09%	(133)
01/08/2011 - 31/08/2011	2,22%	(7)
01/09/2011 - 22/09/2011	3,16%	(10)

Gráfico de visitas por ubicación

30/03/2011 - 22/09/2011



316 visitas de 7 países/territorios

Nivel de detalle: Ciudad | País/territorio | Regiones del continente | Continente Dimensión: Ninguna

Uso del sitio: Conjunto de objetivos 1

Vistas: 316

Páginas/visita: 10,75

Promedio de tiempo en el sitio: 00:15:02

Porcentaje de visitas nuevas: 26,27%

Porcentaje de rebote: 26,27%

Nivel de detalle: País/territorio	Visitas ↓	Páginas/visita	Promedio de tiempo en el sitio	Porcentaje de visitas nuevas	Porcentaje de rebote
1. Ecuador	304	11,12	00:15:37	24,01%	24,34%
2. United States	4	1,50	00:00:20	100,00%	50,00%
3. Brazil	2	1,00	00:00:00	0,00%	100,00%
4. Argentina	2	1,00	00:00:00	100,00%	100,00%
5. Spain	2	1,00	00:00:00	100,00%	100,00%
6. Canada	1	2,00	00:00:53	100,00%	0,00%
7. (not set)	1	1,00	00:00:00	100,00%	100,00%