

TEACHING LISTENING COMPREHENSION USING VIDEO MATERIALS.

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Abstract: The purpose of this study is to investigate the effectiveness of the use of video materials on developing listening comprehension. Despite numerous challenges which can be faced in English learning classrooms, while using video materials, their effectiveness nobody can deny. This article shows investigation done by researchers on effectiveness of video materials in fostering English language skills, especially listening comprehension.

Key words: listening skill, listening comprehension, authentic videos.

In contemporary world, learning a foreign language is becoming a complex process. Especially developing listening comprehension in English language classrooms is a challenging task which requires much effort and practice. Therefore, teachers should choose proper materials and guide language learners to real conversations to help them how to deal with real listening situations. In this sense, using video materials is becoming more and more popular in English language classrooms. Videos serve not only as entertainment for people, but also as a useful tool for learning second language. Because, the combination of both audio and visual input gives the opportunity to make listening process more understandable and clear as videos include images and sounds which attract the attention of school children. Therefore, using video materials is the most effective way to help learners to be engaged in classroom. The high rate of delivery of authentic materials, increase of learner's esteem, and facilitation of material development in the classroom will all be improved by employing video in teaching and learning activities.

In connection with many reviews about the effectiveness of video materials, numerous foreign researchers have paid considerable attention to the use of videos as a learning platform and have successfully introduced different educational applications. One of these researchers, Abbas (2018) says about the role of video materials in gaining an understanding of other cultures. He considers that the cultural aspects present in videos allow students to see and understand values, history, and social customs from the target language that can be narrowly provided by the textbooks. He also asserts that through the use of videos in class, it is possible to develop students' cultural awareness and competence because videos present communicative situations such as the ways of invitation, accepting and refusing a request, ordering food in a restaurant, booking a hotel, talking about preferences and so on, which allow students learn the pragmatics of the language and understand that language is an essential and inseparable part of a culture. This means that a better way to understand a foreign language is to know the culture in which it is immersed. Therefore, beside improving language skills language learners learn other aspects of the language as the culture of native speakers, their customs, traditions and values. As a consequence, it provokes in language learners more interest to learn the language.

In addition Arteaga, Guarín & López (2009) also conducted research analyzing the impact of using video materials as a teaching strategy for listening comprehension. They explored this project by studying a group of 5 students, 4 females and 1 male of first semester in a TEFL program of Basic English course, with a level of proficiency equivalent to A1 of a public university in Colombia, located in the coffee region. The data collection methods used to develop this project was:

1. Field notes: they provide a means of recording behaviors.
2. Post video 13 activity questionnaire: to collect the students perceptions about the video activities applied in class to obtain information.

3. Interviews: to answer the research questions.

4. Test: to identify the impact of videos in listening skills.

5. Instructional design: to implement the study. Subsequently, the data obtained from each instrument were analyzed, codified and grouped into categories to get relevant information.

Arteaga, Guarín & López (2009) reported in their project important aspects based on the students' perceptions about implementing videos in class. First, the activities used to engage students' attention were enjoying and successfully completed. Second, it was evidenced that students had a good perceptions of the effectiveness of presenting vocabulary prior to the video, as much as they feel contextualized. Also, it was shown, when the learners were continually exposed to videos, they start to familiarize with the real language and it facilitated not just the listening comprehension process, but also, pronunciation and recognition of words. Arteaga, Guarín & López, concluded that, the use of video materials as teaching strategies in a TEFL class have a positive effect on English listening comprehension. It goes to show that, they the use of authentic videos in classroom is necessary to enhance listening comprehension of language learners.

The current article aimed at studying the effectiveness of the use of video materials (AV) in English classrooms. A large number of attempts of investigation conducted by numerous researchers prove that videos play a central role in enhancing listening comprehension of English learners.

First, video materials, being an uncommon tool, attracts the attention of learners thereby increases motivation of them to learn English language.

Second, by using video materials promotes the understanding of other cultures of learners. Because watching videos of various cultures gives them a perception of another world, another history and another custom. Therefore, it will be more interesting for learners to learn a second language.

Last but not the least, through this article we identified that video materials in English learning classrooms helps language learners to master an English language and achieve their particular goal in learning a foreign language. Consequently, it is sufficient for language teachers to know the steps of using video materials in English learning classrooms in order to overcome possible problems.

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