



TED-ED PLATFORM AS A TOOL DEVELOP ENGLISH TEACHING UNDERGRADUATE STUDENTS' LISTENING COMPREHENSION SKILLS¹

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ABSTRACT: This paper presents a pedagogical proposal for English language teachers in higher education, based on the TED-Ed platform. The practice aims to use educational videos and demonstrates that the use of audiovisual resources can add to the teaching of listening comprehension skills in an additional language. The theoretical contributions that underpin listening skills and strategies are mainly based on the ideas and concepts of the authors Morley (1991), Harmer (1998), Field (2002), Brown (2007-2006), Nunan (2006), David (2008), Rost (2011), and others. In this respect, the proposal is aimed at intermediate level and undergraduate teachers, considering that the use of TED-Ed videos can contribute to the process of teaching listening. This research also offers a more comprehensive understanding of the use of TED-Ed as pedagogical support for teaching. Finally, this research is a useful contribution to the analyses that highlight language teaching through the use of audiovisual and technological resources to improve listening skills.

Keywords: English Teaching, listening skills, listening strategies, TED-Ed, pedagogical proposal, videos.

RESUMO: Esse presente trabalho apresenta uma proposta pedagógica para docentes de língua inglesa do ensino superior, baseada na plataforma TED-Ed. A prática visa a utilização

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de vídeos educativos e ilustrativos buscando demonstrar que o uso dos recursos audiovisuais pode acrescentar no ensino da habilidade de compreensão oral em uma língua adicional. As contribuições teóricas que embasam a respeito da habilidade e estratégias de escuta, utilizam-se principalmente das ideias e conceitos dados pelos autores, Morley (1991), Harmer (1998), Field (2002) Brown (2007-2006), Nunan (2006), David (2008), Rost (2011). Nesse viés, a proposta é direcionada para o nível intermediário e para docentes de graduação, considerando que o uso dos vídeos do TED-Ed pode contribuir para o processo de ensino da escuta. Essa pesquisa também oferece um entendimento mais abrangente sobre o uso do TED-Ed como apoio pedagógico para o ensino. Por fim, esse estudo convém contribuir para as análises que destacam o ensino de idiomas através do uso de recursos audiovisuais e tecnológicos para o aprimoramento da habilidade de escuta.

Palavras chave: Ensino de Inglês, habilidade de escuta, estratégias de escuta, TED-Ed, proposta pedagógica, vídeos.

1 INTRODUCTION

Nowadays, knowing an additional language such as English is a necessity that is gaining more ground in the current scenario in which we live, because as well as being very useful for understanding different situations that occur in our daily lives, it also helps us to communicate with people from different parts of the world, without many barriers, thus enabling many opportunities and establishing quality communication.

According to the website The British Broadcasting Corporation (2014), English is one of the most widely spoken languages in the world. As such, there is a need for practices that aim to teach English as a foreign language, since it is not the learner's mother tongue and requires more precise attention from the teacher in order to make teaching more dynamic and motivating for the student.

This work was motivated by the need to develop listening skills in English language classes during the undergraduate program. To do this, we looked for resources that would help improve this skill, using the learning styles that favor the students in this process: the visual and auditory. It was considered these two characteristics, and we looked for a digital platform that obtained these two factors to help me in this process. Therefore, it is important to share

this determining factor that can contribute to the development of listening skills in English language classes in the academic context.

Considering this motivation, this work develops a pedagogical proposal that contributes to the teaching of listening in an additional language, improving the learning of this skill, and for this it relies on audiovisual resources such as videos. In this sense, the practice of this study is based on Technology, Entertainment, Design, Education, (TED-ED), a free platform that offers educational and informative videos for creating dynamic and interactive lessons.

Language teaching with a focus on listening skills has become increasingly debated, but little emphasis has been placed on teaching with the use of technological tools, so this research contains two questions that will guide the development of this work with a view to using the TED-Ed Platform, among which the following points stand out: How do the theories of teaching listening skills apply to ted-ed? and How can Ted-ed be incorporated in the English Language Teaching? These questions will be answered in the course of this work.

The aim of this research is to propose activities aimed at improving the teaching of listening skills in an additional language using the resources available on TED-Ed. In this way, it seeks to emphasize how the use of this tool can provide more didactic practices for undergraduate English language teachers.

Given the interest in teaching listening, it is understood that this is one of the most present skills in the educational process. Morley (1991, p.82) claims that “we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write.” Sepúlveda and Souza (*apud* Brown 1994) point out that, in the school environment, listening is the skill that students develop most when they are present, and it is also emphasized that listening is universally greater than speaking. As such, we understand the importance of listening comprehension in the process of teaching and learning a second language. In addition, this work aims to contribute to future studies that analyze the importance of listening comprehension in language teaching through audiovisual resources.

This paper is divided into five sections: the first deals with theoretical aspects of teaching listening skills, which is fundamental to the construction of this article; the second part provides listening strategies, which are crucial to this contribution; the third section provides a detailed explanation of the TED-Ed platform, and in the fourth section, a pedagogical proposal is presented which aims to improve the teaching of listening

comprehension skills in an additional language for undergraduate teachers, using TED-Ed videos which aim to make teaching more didactic. Finally, the final considerations of the work are made, highlighting the advantages and points to be improved in the teaching of listening skills in foreign languages.

2 TEACHING LISTENING COMPREHENSION

In order to have a linguistic notion of a language, it is necessary that, in the teaching process, the teacher develops the four communication skills with the learner: oral production, listening, reading and writing. In this way, the teacher enables the learner to master the language and the student to communicate in any situation through the use of the language. Therefore, the importance of the development of listening skills in the process is fundamental to the mastery of a language.

This section considers analyzing authors who emphasize the importance of teaching listening, as well as considering the interest given to this skill with analysis from different perspectives that seek to explain how listening comprehension can be developed in the classroom in English language teaching.

However, listening comprehension was considered a forgotten skill for a long time when it came to language teaching, and so Nunan (2006, p. 238) states that “listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister – speaking”. It is understood that all skills should be practiced equally. Each skill is given its due importance in building communication skills. Therefore, listening should not be neglected as it is a fundamental tool in the development of a language.

After highlighting listening skills as the Cinderella of language teaching. It is noticeable that studies on listening skills have recently come to the fore. According to Rost (2011, p.1), teaching listening comprehension has been of interest to “in the early 1900s, when, due to developments in recording technology, acoustic phonetics was seen as a major breakthrough in communications research”. In contrast, Field (2002, p 242) says that this importance stems from “from the late 1960s, practitioners recognised the importance of listening and began to set aside time for practicing the skill”. From that time onwards, studies on listening gained momentum and several authors began to develop research to highlight this skill in second language learning

To better understand the process of listening, consider the following perspectives that define and reflect on the reasons for teaching this language skill, as well as illustrate strategies for improving listening. In view of this, Rost (2001) defines that,

the term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. (Rost, 2001, p.7)

Another definition of listening, Brown (2007, p. 301), states that “listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain”. It is therefore understood to be a physiological factor that enables messages to be received and understood. Other than this definition, Brown (2011, p.5) contextualizes that listening is making sense of what you hear and, for him, making sense of auditory input is using your personal knowledge of language, such as sounds, words, grammatical patterns, in conjunction with your understanding of the topic, thus achieving an understanding of what you are hearing.

However, listening without understanding does not mean developing the ability to listen. In order to develop this ability, it is necessary to understand certain characteristics of listening that will facilitate comprehension, and for according to (Rost 1991 apud David 2008, np), listening comprises some component skills which are understanding sounds, comprehension words and their grammatical groups, in addition to recognizing the expressions that will construct meanings from listening, and finally, the use of prior knowledge to confirm after listening what has been understood.

The objective of listening includes the need in which the listener is interested, and in order to understand some perceptions that the learner attributes to listening, Rost (2011) states that listening skills involve four orientations: receptive, constructive, collaborative and transformative. The aim of receptive listening is to actually understand the message the speaker is giving, so the listener cannot recreate meanings from what they hear. The constructive orientation, on the other hand, states that listening means having the speaker construct meaning according to what is relevant to them.

Collaborative listening, according to Rost (2011), is about negotiating information and meaning with the speaker, with the listener being able to respond and make clear what their interests are in receiving the message. The purpose of transformative listening for the author

is to build a connection between the speaker and the listener, to create meaning by immersing oneself in the speaker's world and to be totally empathetic to what one hears. It follows that the process of listening is a factor that depends on different perspectives, and the listener can make use of them to develop the skill by knowing which way they can best understand.

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According to Richards (2009, p.3), the listening skill, “is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.” Along the same lines, David (2008 np) considers that listening means “listening and understanding what we hear at the same time”, from these perspectives, it is clear that listening is labeled through the understanding of the audio input. In synthesis, it is understood that these two perspectives explain that the main component of listening is understanding the audio input, which is an important factor in developing this skill.

The following section complements this topic and aims to describe important strategies that facilitate the teaching of listening in language teaching through authentic audiovisual materials.

3 STRATEGIES FOR TEACHING LISTENING WITH VIDEOS

With the emergence of audiovisual and multimedia resources, it is important to emphasize that these mechanisms have been fundamental to the development of listening skills. To this end, Harmer (1998, p. 110), “considers that one of the most important ways of introducing students to a spoken language is by using recorded material, such as songs, television programs, conversations and other audio and video sources.” According to the same author, these tools can provide the listener with a multitude of benefits “not only about grammar and vocabulary but also pronunciation, rhythm, intonation, pitch and stress”. In this way, the use of audio-visual materials makes a significant contribution to the improvement of listening comprehension in the learning of a language.

In a study conducted by David (2008), 40 students participated in a regular listening comprehension class. In order to understand teaching practices using audio and video sources. The author used questionnaires and interviews as a method of obtaining responses. All students said that

watching video clippings and movie while listening enables to identify the right responses, styles, expressions, behaviors, attitudes and emotions in particular situations through concentrating on gesture, body language, non- linguistic cues, planning utterances, adjacency pairs, turn-taking, repairing utterances by asking for repetition, pre-closing and closing.” (David, 2008, np).

In addition, the students emphasized that visual resources motivate the learning process even more. It's clear how important audio and video recordings can be in understanding a spoken language. Based on this, the following are important recommendations for finding a useful practice in teaching listening comprehension, as well as ideas for using audiovisual tools to develop this skill.

Rost (2001, p.11), says that in order to teach listening effectively, it is necessary to follow these ideas:

careful selection of input sources (appropriately authentic, interesting, varied and challenging);. creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing); assistance to help learners enact effective listening strategies (metacognitive, cognitive, and social); and integration of listening with other learning purposes (with appropriate links to speaking, reading and writing).”

For this reason, it is understood that listening comprehension activities should not be planned in just any old way. Therefore, the teacher must take into account the objectives that guide the development of listening comprehension activities, making them productive for the teaching and learning process. After defining the reasons for teaching, it is of the utmost importance to make use of strategies that encompass means of inserting listening practices.

In order to improve listening comprehension skills, it is important to emphasize that audiovisual resources are fundamental to this process. As a result, attention to the use of videos has become more widespread. And with this in mind, this article set out to highlight strategies aimed at supporting videos as a teaching tool for this skill. One of the strategies for using videos is described by Çakir (2006), the following practice is called silent viewing and can be understood as

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, the video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video. (Çakir, 2006, p.70).

We believe that the use of this activity makes it possible to use video in the teaching of an additional language for listening comprehension, focusing first on the visual resource to arouse curiosity in the learner, and then with the audio on, the student verifies their assumptions about what the video is about.

One of the main strategies for understanding what you hear is proposed by Brown (2006, p.2), says that “one very important idea for teaching listening is that listening courses must make use of students’ prior knowledge in order to improve listening comprehension” This technique is explained by the same model proposed by Morley (2001, p.74), which is understood as the process:

the top-down facet of listening involves the listener’s ability to bring prior information to bear on the task of understanding the “heard” language. This internal resource includes a bank of prior knowledge and global expectations about language and the world. It is used by the listener to make predictions about what the incoming message is expected to be at any point, and how the pieces fit into the whole.

In listening comprehension activities, the process of top-down is very important in the development of an activity, as it prepares the listener to listen with an idea about the subject. The learner can also opt for another perspective that contributes to the development of listening activities, described by Brown (2006, p.3) as, “bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time”. From this perspective, the learner creates meaning only after processing all the information in the message, so it is important that the learner understands which way is best for understanding the speaker.

Field (1998, p. 242) defines a sequence for teaching listening, consisting of three stages. Pre-listening consists of preparation for listening, providing input on prior knowledge,

vocabulary and grammar. The second stage is defined by two types of listening, Extensive which is "followed by general questions establishing context and Intensive followed by detailed comprehension questions". And finally, the post-listening "analysis of the language in the text (Why did the speaker use the present perfect?) Listen and repeat: teacher pauses the tape, learners repeat words".

Rost (2011, p.198) Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The listener's response in this type of activity is 'affective' expressing an opinion or point of view rather than 'informational' giving back facts based on what was heard.

The next section gives an overview of the platform that is the subject of this research study, providing an overview of how to register as well as instructions on how to prepare activities.

4 TED-ED PLATFORM AND THE USE OF VISUAL RESOURCES

Nowadays, it's important to notice that knowing a second language has become increasingly necessary for different sectors. Today, English is considered a universal language and is one of the most sought-after languages for learning. To this end, in the educational context, the insertion of technologies has significantly fostered the development of communication skills. With this in mind, we set out to carry out a study that would help English language teachers to use audiovisual tools to their advantage in order to improve their listening skills.

In this way, for this work its practices concern using the TED-Ed platform, a non-profit foundation created to share ideas on various subjects in the form of illustrative and educational videos, in addition, an extension of it called TED-Ed is available, which was created in 2012 and has the initiative of reaching young audiences and the educational sector. In this sense, the platform's mission is

To spark and celebrate the ideas of teachers and students around the world. Everything we do supports learning — from producing a growing library of original animated videos, to providing an international platform for teachers to create their own interactive lessons, to helping curious students around the globe bring TED to their schools and gain presentation literacy skills, [...]. (TED-Ed, 2012).

In addition, the platform has a user-friendly system and can be accessed via its website⁴. The site is available in English, but can be translated into other languages, which makes usability more accessible. TED-Ed offers several lessons created by teachers, as well as the opportunity for non-teaching users to create assignments, thus making access broad and unrestricted. One of the most striking features of the digital tool is the audiovisual illustrations. According to TED Ed,

Animations are our signature content: short, award-winning animated videos about ideas that spark the curiosity of learners everywhere. Every TED-Ed Animation represents a creative collaboration between experts. Such experts may include TED Speakers and TED Fellows, as well as educators, designers, animators, screenwriters, directors, science writers, historians, journalists and editors. These original animated videos, paired with questions and resources, make up what we refer to as TED-Ed Lessons. (TED-Ed, 2012).

With the diverse content in the form of audiovisual recordings that the platform provides, it becomes more accessible to use it to teach the improvement of listening in a second language because, according to Rashtchi, Khoshnevisan and Shirvani (apud Nation, 2013), "one reason for the usefulness of audiovisual input is that they provide a framework to promote comprehension by facilitating guessing the meaning of the unknown vocabulary". To this end, it is understood that visual resources and audio output leverage the understanding of a spoken language, enabling more fluid communication between learners.

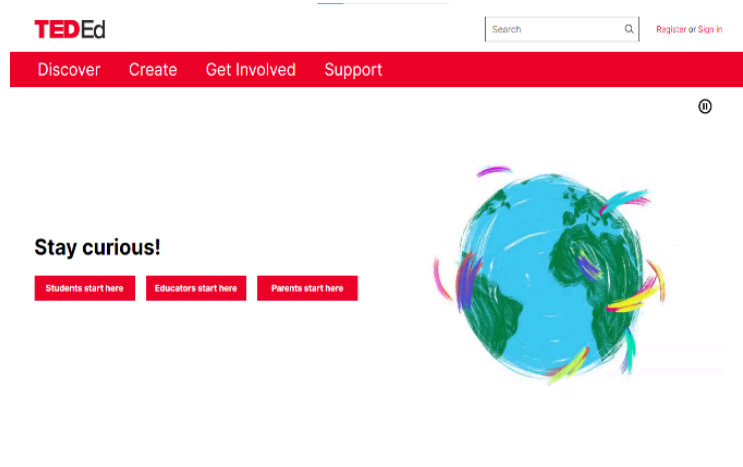
Following this same perspective, in a more sophisticated view of the use of videos Rashtchi, Khoshnevisan and Shirvani (2013, p.3)

The animations used in the movies coordinated with interesting content could foster learner involvement in the input received. The animations can draw learners' attention to the vocabulary and promote learning and remembering the words. Additionally, the videos reduce the cognitive load on working memory to facilitate learning. (Rashtchi, Khoshnevisan and Shirvani, 2013 p.3)

For a clearer understanding, the following images will illustrate the features of TED-Ed and its objectives, as well as showing how to register to access the resources offered by the platform. In presenting the platform, a pedagogical proposal will be drawn up to help higher education English language teachers who are looking for more didactic classes, using videos to improve listening comprehension skills. Figure 1 below shows the platform's home page:

⁴It is accessible via the following link: <https://ed.ted.com/>

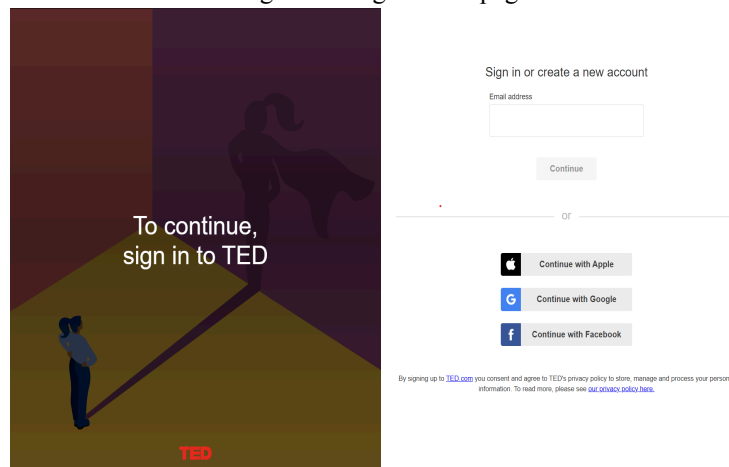
Figure 1 - TED-Ed home page



Source: TED-Ed website

To register, the user must go to the top right corner and click on register and enter some data so that the account is validated, after which the site will provide the username and password for secure access. As shown in the image below:

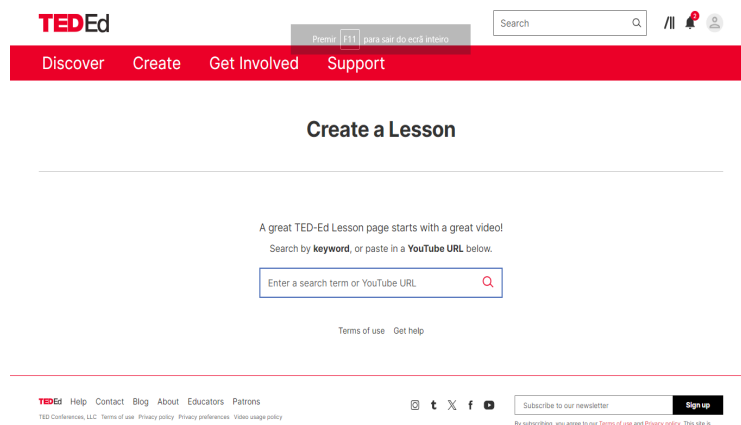
Figure 2- Registration page



Source: TED-Ed website

Once you have registered your account, the platform has 4 options: Discover, Create, Manage and Support, to design the lesson it is necessary to click on create and when clicking you have two alternatives: A lesson and A collection, the teacher must choose the first, and at this stage a search tab will be displayed and the user must search for the desired subject for the lesson, as illustrated in the following image:

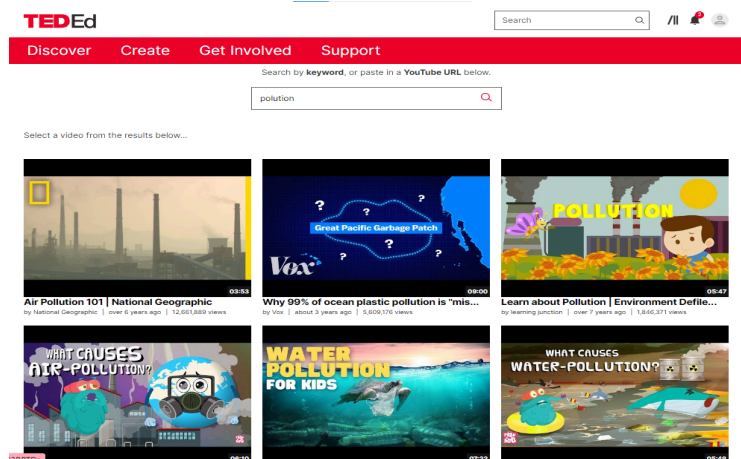
Figura 3- Topic search



Source: TED-Ed website

By searching, TED-Ed selects all the videos that have the same importance as the desired topic, giving the teacher numerous options to choose from. As in the image below:

Figure 4: Selecting the video



Source: TED-Ed website

To illustrate this, we will use the theme of "pollution" to make it easier to understand the usability of the platform. To build the lesson, we chose the video Air Pollution 101/ National Geographic.⁵

Figure 5: Selected video for the proposal

⁵ <https://youtu.be/e6rglsLy1Ys>



Source: TED-Ed website

After selecting the desired video, it's time to prepare the lesson in which the teacher can carry out the activities according to the template provided by the platform, as shown below. The user has 6 options for constructing the lesson and these will be detailed in the course of this explanation.

Figure 6: Stages of lesson development

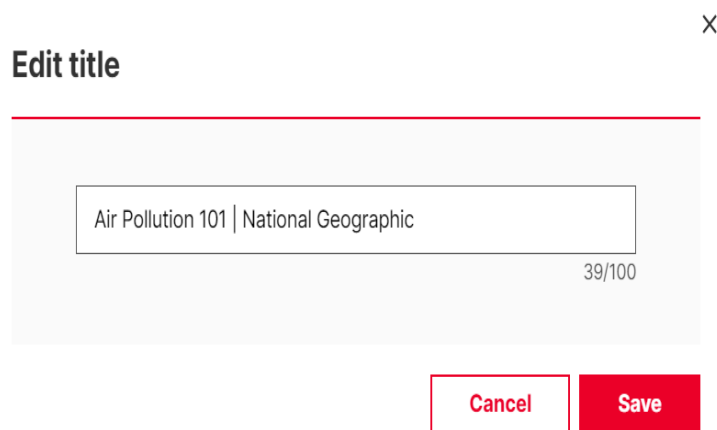
Create a Lesson

- ⊙ **Lesson Title**
- ⊙ **Let's Begin**
- ⊙ **Think**
- ⊙ **Dig Deeper**
- ⊙ **Discuss**
- ⊙ **And Finally...**

Source: TED-Ed website

At first, the teacher has the option of: Lesson Title which gives the possibility to edit the lesson title as desired, as shown below:

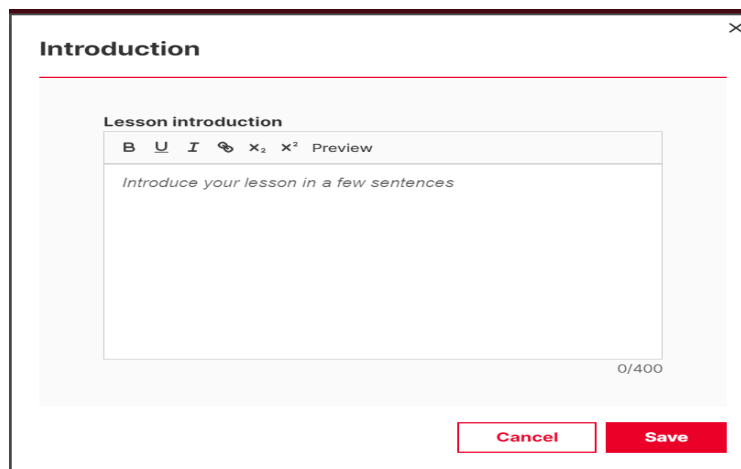
Figure 7: Definition of the lesson title.



Source: TED-Ed website

In the next stage, there is the introduction, where the teacher should give a brief context about the subject of the lesson, giving the learner prior knowledge of what will be seen in the video, as shown in the image below:

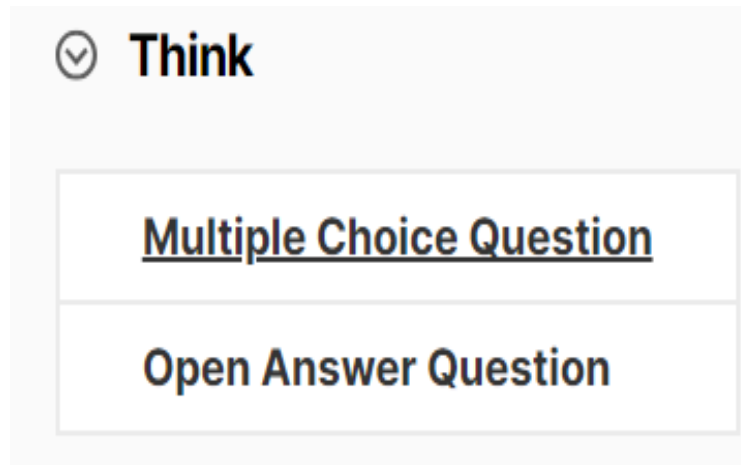
Figure 7: Introduction of a lesson context



Source: site TED-Ed

When it comes to working on video comprehension, the platform has two activity models, the first has multiple choice answers and the second is free response, as shown below:

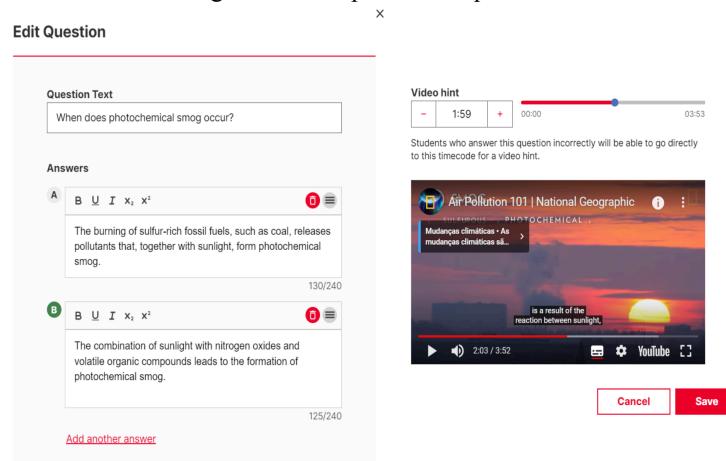
Figure 8: Selecting the activity model



Source: TED-Ed website

The first activity option is a multiple choice activity, depending on the video, the teacher creates or rephrases the questions and the student has the option of choosing one of the answer options. When the student makes a wrong choice, they have the option of being redirected to the part of the video where the possible answer is, this option is given by the video hint, as shown on the right-hand side of the image.

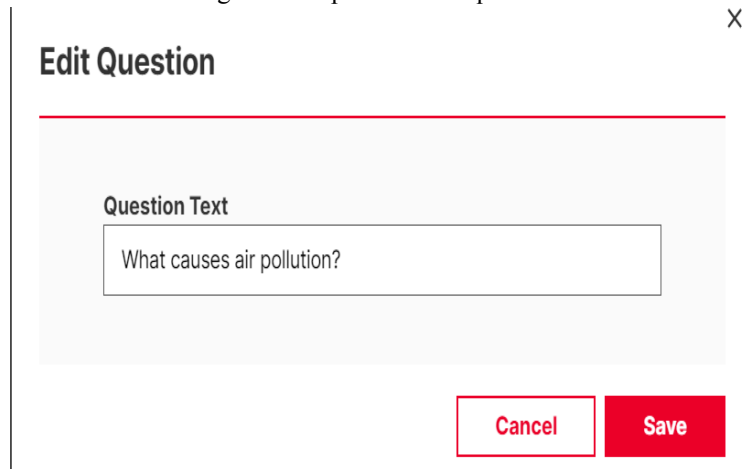
Figure 9: Multiple choice question



Source: TED-Ed website

In this second activity model, the teacher asks an objective question about the subject and the answer is described by the student based on their understanding. The aim is to check the student's comprehension of the video, and the question is asked as shown in figure 10 below:

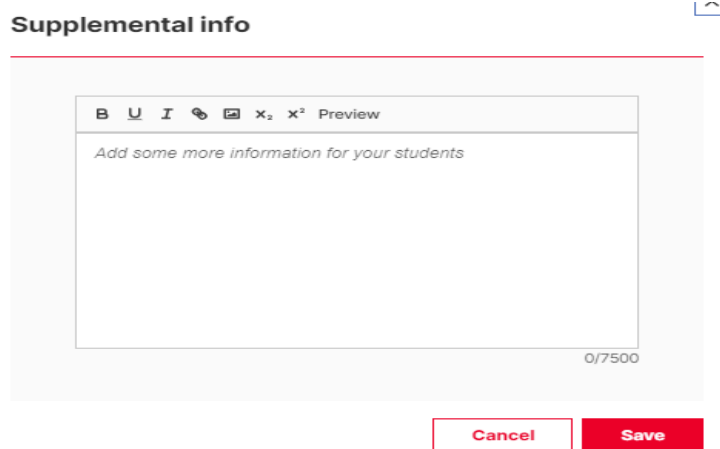
Figure 10: Open answers question.



Source: TED-Ed website

In the Dig Deeper option, the teacher has the possibility to add more information about the topic, enriching the content of the lesson.

Figure 11: Additional information.



Source: TED-Ed website

At this stage, the teacher can open a discussion forum, with a question and open space for opinions, creating an open or guided discussion.

Figure 12: Discussion about the lesson

Source: TED-Ed website

And finally, in the last topic, the teacher concludes the lesson.

Figure 13 - Final thoughts on the lesson.

Source: TED-Ed website

In conclusion, we can see that TED-Ed offers a number of benefits that, when used correctly, make it possible to teach dynamically, a fact that can be well exploited on the platform with its many peculiarities. The practicality of producing the activity is noteworthy, as it requires electronic devices and the internet to be applied in the classroom. The next section will present the methodology that describes the step by step of this research.

5 METHODOLOGY

This research was based on a literature review which, according to Creswell, John Creswell, David (2018). “the literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken”. In

this way, the literature review in this work relied on the main perspectives that suited the topic, for this, research was carried out on the teaching of listening skills, analyzing the aspect of comprehension, in addition to investigating pertinent strategies for use, for this selection of articles, both old and current studies were approached so that the entire path that influenced this research could be made clear.

Therefore, the object of study analyzed as the main tool for teaching listening was the TED-Ed digital platform, in which we sought to identify the skills that lead it to be used as a support for language lessons and activities in the classroom, so that teachers can prepare more dynamic and attractive proposals for students seeking to improve their listening skills. In this sense, different aspects of the platform were considered, such as: accessibility, content, animations and its easy usability. However, the main factor that differentiates this platform from others is the wide range of educational videos on different subjects, ensuring its authenticity, as well as having its own activity model.

In addition to the literature review, this research used a qualitative approach to evaluate how the TED-Ed platform can contribute to classroom use, considering the appropriate level and the additional language. This approach revealed data that shows that the platform does have the potential to help develop listening skills, because the resources available on TED-Ed, such as the videos, allow the learner to be practical when carrying out the activity, as well as helping the teacher to enrich their repertoire of teaching methodologies, adding technology to English teaching.

The pedagogical proposal is a practice that benefits teaching through the construction of activities and objectives, as well as the integration of resources. The activity proposed in this work is based on the theories and suggestions of authors such as Brown, Morley, Field, Harmer and others. The proposal seeks to emphasize the ideas of these thinkers who stress the importance of teaching listening skills in the process of learning a second language, using audiovisual resources to support this process.

The video used in this proposal is easy to understand and can motivate even more students to want to consume English language content. Given the beneficial use of this resource in language teaching, teachers can use it to diversify their lessons. The following activity is recommended for use in undergraduate language, and offers practice in listening comprehension on the TED-Ed platform.

6 PEDAGOGICAL PROPOSAL

English language teaching has become increasingly popular for both professional and personal use, and listening skills have become increasingly necessary for understanding the spoken language. Therefore, this work sought to develop a pedagogical proposal that would help improve listening comprehension.

This section will present the product of this research, which corresponds to a pedagogical proposal aimed at putting into practice the theories discussed above that emphasize the teaching of listening. The activities are designed with the support of the TED-ED digital platform, since the use of technology in the classroom has become more dynamic and interactive.

This proposal can then be used to teach listening skills using the digital resource TED-ED, incorporating the English language into its context. The above activity is just one of the possibilities for designing a lesson using the TED-Ed platform.

PROPOSAL

Institution: The Federal University of Pará Bragança Campus	Course: English
Teacher's Name: Nayra Costa Pereira	Email: nayracosta792@gmail.com

Group: 18-25 years old.	Time: 45 minutes.
Content: Environmental issues.	
Level: Intermediate B1	
Objectives: Students will be able to define smog and categorize environmental problems, in addition to promoting the development of their listening skills, as well as giving the student the ability to be a critical individual on ecological issues.	
Materials: Lab with internet access, Cell phones, tablets, laptops or computers, pens; folders; speaker; headsets.	

TIME	PROCEDURES	OBJECTIVES
	PRE- LISTENING	

<p>10 min</p>	<p>At the first moment of the lesson, the teacher asks the students to sit down in pairs so that they can discuss the following questions with each other. After this socialization in pairs, they will open a discussion with the class, mediated by the teacher.</p> <p>1- Students to describe their cities and highlight what the urban centers look like?</p> <p>Possible answers: Urban centers are full of cars, houses, garbage in public places and so on.</p> <p>2- What the main environmental problems in their city are?</p> <p>Possible answers:</p> <p>The places most affected by pollution in my city are rivers, sewage channels, wastelands and urban centers.</p> <p>3- What is the biggest concern as citizens is when it comes to pollution and environment?</p> <p>Possible answers: Causes of disease, air quality and, in the future and climate change, contaminate water and rivers and harm animals.</p> <p>4- The teacher asks the students what they understand about air pollution and what causes it.</p> <p>Possible answers: Atmospheric air is important for survival and this air is damaged by various factors, such as the excessive use of transport that releases pollutants into the environment, as well as the disposal of waste in inappropriate places, fires, and industrial companies.</p>	<p>The aim of this first contact is to activate prior knowledge, providing students with vocabulary and context before they get to the main listening stage.</p> <p>To do this, the teacher relies on the top-down process which, according to Morley (2001), is the listener's ability to make predictions and provide global information about the language to be heard.</p>
	<p>WHILE- LISTENING</p>	

20 min	<p>In this second moment, the students will be in a laboratory with access to the internet and technological equipment and will be directed to the TED-Ed platform and instructed to register (if they haven't registered before), so that they can then carry out the activity.</p> <ul style="list-style-type: none"> · The teacher prepares the students to watch the video (The science of smog, lasting 6 minutes). · In the third stage, the students will be directed to the platform and will answer the questions prepared by the teacher, the following questions are intended to check the students' understanding of the video for this stage the students will be able to watch the video again if they have any doubts, below are some questions from this activity, first is the multiple choice: <p>What causes industrial smog?</p> <ul style="list-style-type: none"> a) The burning of sulfur-rich fossil fuels, such as coal, releases pollutants that, together with sunlight, form industrial smog. b) The combination of sunlight with nitrogen oxides and volatile organic compounds leads to the formation of industrial smog. d) It is caused by the combination of burning fossil fuels in home coal stoves 	<p>The aim at this stage is to introduce students to the object of study, which is the video. For the first listen, according to Brown (2006), the Bottom-up process is used, in which students only listen with their already acquired understanding of the sounds, grammar and context, and then make sense of what they have heard. The choice to work with videos is due to the fact that audiovisual material provides a context to promote comprehension, making it easier to guess the meaning of unknown vocabulary.</p>
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	<p>and factories from industrial smog. (correct answer)</p> <p>Which countries depend on coal for their electricity?</p> <p>a) China and Poland.</p> <p>b) Japan and China.</p> <p>c) Mexico and Poland. (Correct answer)</p> <p>The burning of which fuel is the main source of industrial smog?</p> <p>a) Oil</p> <p>b) Coal (Correct answer)</p> <p>c) Natural Gas</p> <p>d) Biomass</p> <p>The students will have to answer question and answer questions, as shown in the command below:</p> <ul style="list-style-type: none"> - What are the health consequences of smog? - How many deaths has the smog caused in London? 	
<p>15 min</p>	<p style="text-align: center;">POST- LISTENING</p> <ul style="list-style-type: none"> • After listening and checking their understanding, the students take part in a teacher-led discussion forum on the 	

	<p>platform, where they can express their opinions and make suggestions according to the following question: In big cities, air pollution is damaging people's health and well-being. Faced with this challenge, the most important question arises: how can future cities be designed to reduce smog production and offer cleaner air?</p>	<p>The aim of this stage is to answer the questions in order to consolidate the vocabulary learned and show mastery of the lesson content.</p>
	<p style="text-align: center;">POST-LISTENING PLAN B</p> <p>In the event of weather conditions or internet instability, access to the platform will be impossible. Therefore, students will have to produce and present to the class a poster explaining their opinion based on the following question: In big cities, air pollution is damaging people's health and well-being. Faced with this challenge, the most important question arises: how can future cities be designed to reduce smog production and offer cleaner air?</p>	
	<p>COMPLETE ACTIVITY: https://ed.ted.com/on/WeioYl5Y</p>	

Assessment: Students will have a participatory formative assessment, based on their participation during the lesson.

7 CONCLUSION

Teaching a foreign language can be quite challenging for many teachers, since designing and implementing a lesson takes time and many aspects need to be taken into

account, such as the method, the approach, the target audience and the environment in which the lesson will be put into practice.

For many years, many additional language teachers have stuck to traditional teaching methods such as grammar and translation, using only ready-made materials such as textbooks to teach their classes. The fact is that these methods don't have much effect on the development of language skills, such as listening, because students don't have much autonomy to build their own knowledge based on what they are learning.

For this reason, this work was concerned with developing a pedagogical proposal using a digital platform with audiovisual resources that would benefit the teaching of listening and facilitate oral comprehension of the English language. The proposal presented in this work aims to reach the intermediate level in a way that increases learner interest and improves the teaching of oral competence through TED-Ed videos.

It is of the utmost importance to highlight that the literature review is the foundation of this research, as it allowed for a concise in-depth study of English language teaching and the use of the TED-Ed platform to develop listening skills, showing the importance that various studies have for the construction of this research. It also identifies some existing gaps in listening comprehension skills in language classes. In this way, this work sought to deepen and show the relevance of this work in language teaching with the support of TED-Ed.

The TED-Ed platform, with the help of its videos, provides numerous benefits for listening activities, and can thus facilitate a better understanding of the subjects, since it is possible to watch the video several times so that the learner can choose the best option for answering the questions posed by the chosen video. In theory, TED-Ed is not a tool to replace existing classes and teaching materials, but when introduced into the classroom it shows students other ways of learning a language.

It is important to point out that the pedagogical proposal in this work cannot be applied due to the short research time, but this factor does not make this study unfeasible. The number of proposals is a limitation in this work, as it is understood that two or more are needed for a more complete development. Furthermore, the literature review in this study should have been more in-depth, but it would have needed more time. Therefore, these issues should be improved for future research.

Finally, this work opens the door to new research aimed at improving pedagogical practices and making them more dynamic so that they can be used by undergraduate teachers

to teach listening comprehension skills in English as an additional language. Therefore, this research provides a more didactic alternative that brings technology into its proposal, which is an attractive tool in the classroom, bearing in mind that the technological world is increasingly present in different sectors, such as education.

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