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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

**THE AUDIOVISUAL MATERIAL TO IMPROVE  
ENGLISH LISTENING SKILLS AMONG STUDENTS OF  
SEVENTH YEAR AT ESCUELA MUNICIPAL HÉROES  
DEL CENEPa IN THE CITY OF LOJA DURING THE 2018-  
2019 SCHOOL YEAR**

This thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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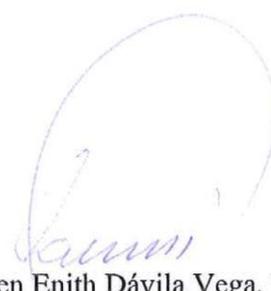
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DRA. CARMEN ENITH DÁVILA VEGA, M. SC., PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA,

### CERTIFIES

The present research work entitled THE AUDIOVISUAL MATERIAL TO IMPROVE ENGLISH LISTENING SKILLS AMONG STUDENTS OF SEVENTH YEAR AT ESCUELA MUNICIPAL HÉROES DEL CENEPa IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR, under the responsibility of the undergraduate student: **GILMER JAVIER ORDÓÑEZ PROCEL** has been thoroughly revised and fully analysed; therefore, I authorize the presentation of thesis for the pertinent legal aims.

Loja, March 18<sup>th</sup>, 2019



Dra. Carmen Enith Dávila Vega, Mg. Sc

**THESIS ADVISOR**

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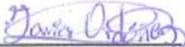
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## **THE AUTOR**

## **DEDICATION**

I dedicate this achievement to God for having filled me with courage, wisdom and above all perseverance in order to successfully complete this investigative work. To my parents Gilmer Keder Ordóñez Murillo and María Isabel Procel Aguilar, for their unconditional support, their wise advice at every moment, for procuring my well-being and my education, and for training me to be responsible person.

To my sisters: Dunia and Johely and other relatives; to my friends and fellow students for their constant support without which I would not have been able to continue and successfully complete my goal.

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## MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
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## MAPA GEOGRÁFICO Y CROQUIS

### UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN

### ESCUELA MUNICIPAL HÉROES DEL CENEPa



## THESIS OUTLINE

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## **TITLE**

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## **a. RESUMEN**

El objetivo de esta investigación fue mejorar las destrezas auditivas del inglés a través de material audiovisual con los estudiantes de séptimo año, en la Escuela Municipal Héroes del Cenepa en la ciudad de Loja durante el año escolar 2018-2019. Los métodos utilizados fueron: el científico, descriptivo, estadístico y analítico-sintético, que sirvieron para recopilar, describir, interpretar, representar y analizar los resultados de la investigación. Los instrumentos utilizados para recolectar la información fueron pruebas y cuestionarios aplicados a 32 estudiantes. Así mismo, se utilizaron fichas de observación y notas de campo para registrar el progreso de los estudiantes. Los resultados indicaron que los materiales audiovisuales mejoraron notablemente las destrezas auditivas de los estudiantes en comprensión auditiva, interpretación de mensajes, identificación de la idea principal, discriminación auditiva y reconocimiento de palabras. En conclusión, los materiales audiovisuales tuvieron un significativo impacto en las destrezas auditivas y motivó a los estudiantes a involucrarse activamente en el proceso de enseñanza y aprendizaje.

## **ABSTRACT**

The objective of this research was to improve English listening skills through audiovisual material among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year. The methods used were: scientific, descriptive, statistical and analytical-synthetic, which served to collect, describe, interpret, represent and analyze the results of the research. The instruments used to collect data were tests and questionnaires applied to 32 students. Likewise, observation sheets and field notes were used to record the students' progress. The results indicated that the audiovisual material improved notably the listening skills of the students in listening comprehension, message interpretation, main idea identification, auditory discrimination and word recognition. In conclusion, the audiovisual material had a significant impact on the listening skills and motivated the students to be actively involved in the teaching-learning process.

## **b. INTRODUCTION**

The ability of listening is one of the most important skill when people learn a foreign language. It facilitates the development of other skills such as reading, writing, and speaking at the same time it complements them. The development of listening skills is required for students in order to understand a message and communicate effectively. However, there are many students who lack these powerful and vital skills which results in a less than perfect communication; it also can lead students to draw inappropriate or incorrect conclusions about the message being delivered and respond in an erroneous manner.

Considering the previous observations during the pre-proposal stage at Escuela Municipal Héroes del Cenepa, it was shown that seventh year students faced several problems in English language learning. Thus, in retaining information when listening to an audio, stories or to the teacher. In maintaining a conversation with their classmates and the teacher, in recognizing word sounds, in interpreting oral messages correctly, and in the ability of listening comprehension.

After analyzing the students' situation, it was necessary to formulate the following question: How does audiovisual material improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year? Audiovisual material contributes directly to the comprehension of the listening input. Moreover, these materials make the class more interesting, dynamic, and effective. It also helps to introduce

new topics easily, and to make students remember the concepts for longer period of time.

To develop this research the specific objectives related to the general problem were established: the theoretical and methodological references about audiovisual material; determine the issues that limit the improvement of English listening skills; design an intervention plan focused on audiovisual material to improve listening skills; use the most appropriate audiovisual material to improve English listening skills; and confirm the obtained outcomes after the application of audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.

The main methods that helped to carry out this research work were: the scientific method, which was used to obtain and analyze the theoretical references about audiovisual material and listening skills. The descriptive method, which allowed to describe the current situation of the researched object, which involved the work area, the participants, the environment and the resources. The analytic-synthetic method, helped to analyze and interpret the obtained results through the tests, questionnaires, field notes and observation sheets as well as to draw up the conclusions. The statistical method was useful to make the quantitative analysis of the data obtained from the pre-and post-test and the qualitative data from the pre-and post-questionnaires.

The present research includes the following parts: first, the Abstract which contains a summary of the most relevant aspects of the thesis. Next, the Introduction presents the main problem that motivated the researcher to carry out this research,

the reasons, the specific objectives, the methodology and contents of the research work. Then the Literature Review which consists of the main theoretical references in relation to the two variables, followed by Materials and Methods which includes the design of the research, the different techniques, methods, instruments, and material that has been applied during the intervention.

Similarly, the Results section presents the description of the information organized in tables and figures, each table and figure have their respective interpretation and logical analysis. Finally, the Discussion describes the results, considering the ones that are the most representative. Furthermore, it presents the Conclusions and Recommendations according to the objectives and results.

## **c. LITERATURE REVIEW**

### **Audiovisual material**

In words of Ashikuzzaman (2013), “audiovisual resources are those materials which do not depend solely upon reading to convey meaning and present information through the sense of hearing as audio resources or through a combination of both senses”. This type of material must be displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, video material, and special visual material such as cartographic and three-dimensional material. Therefore, audiovisual material can contribute much to teaching and research by stimulating interest, providing valuable information and expanding the horizon of experience in every educational stage.

### **Importance of audiovisual material in the educational field**

As Millsom (2018) explains, “audio/visual aids simply make the process more interesting! Listening to a teacher drone on for an entire lesson, apart from anything else, is just boring, and nobody learns at optimal efficacy when they are bored”. This shows know that a good teacher should always have to motivate his students. (King, 2017) expresses, “people learn in different ways, you can talk all day and some students simply won’t understand. But show them a picture or a video, and then suddenly it clicks! In fact, most learners would be considered visual learners”.

In his study, Ode (2014) concludes, “the study found out that the selected private schools in Makurdi were using various types of audiovisual resources in teaching and learning and this has had significant positive impact on the teaching and learning in those schools” (p. 6).

Alidmat & Nalliveettil (2013) conducted a study and confirm: “these audiovisual resources serve, because the information can be gotten from the good use of perceptual instructional material especially those provided from our locality (p. 87)”.

Shridevi , A.S.; Gayatri , Patil L. ; Arif , N K; Rashmi , A. G.; Satvik; Shashikala, P., (2013) say “audio visual aids provide a three-dimensional view of the events that take place during labor mimicking real life situation, so that the student will be able to correlate with imagination and perform better” (p. 97). According to (Wijayanti, 2016), “teachers are encouraged to use some media including audio and visual in nature, in order that the teaching and learning process becomes interesting and enjoyable”. It means students can learn easily by using media.

In words of Madhuri (2013) “one advantage is student or teacher can browse online for the matter, includes power point presentation and teach so effectively. Unlimited abundant matter availability, we speak of eco-friendly nature by saving the paper” (p. 121). Also, many audiovisual collections are considered at risk. Furthermore, years of data could be lost through deterioration of the original media unless it can be transferred to more durable digital formats.

Farooq (2014) says, “the use of audiovisual aids in teaching has increased in the past few years due to technological advancement. Technology blessed the teachers, administrators and student community with multimedia presentations which increase interest in the classrooms”. Consequently, these resources result excellent to catch the students’ attention.

There are many studies where we can find the important role of audiovisual material. For example, Ashikuzzaman (2015) confirms that “students will gain knowledge of the latest in evolving theoretical and practical application in the communication field utilizing various resources and methods of inquiry”. It is clear that audiovisual material provide variety and provide different tools in the hands of the teacher.

### **Types of Audiovisual Material**

Audiovisual material can be classified simply on the bases of sensory experience. Taking this into account, they can be classified in three main groups:

#### **Auditory Materials:**

Auditory means of or relating to hearing. Some of them are:

#### **Tape-Recorder**

“An audio tape recorder, tape deck, or tape machine is an audio storage device that records and plays back sounds, including articulated voices, usually using magnetic tape, either wound on a reel or in a cassette, for storage” (Internet Archive WayBackMachine, 2012). Nowadays it is an elemental device which allow to practice pronunciation interactively between teachers and students and also it is

easy to carry and recharge. Moreover, it is an ideal tool which teacher can develop role play conversations and give students an experience in which they can relate their tasks or their daily life. Also, it is a good resource to check students' pronunciation and give them the respective feedback.

### **Boombox**

“A boombox is a transistorized portable music player featuring one or two cassette tape recorder/players and AM/FM radio, generally with a carrying handle. Beginning in the 1980s, a CD player was sometimes included” (Internet Archive WayBackMachine, 2012). No doubt it is one of the most used devices by English teachers in their classes. Additionally, a boombox is a device typically capable of receiving radio stations and playing recorded music, usually cassettes, CDs and pen drives at a high volume. Likewise, many models are also capable of recording onto cassette tapes from radio and other sources.

“The boombox was introduced to the American market during the mid-1970s. The desire for louder and heavier bass led to bigger and heavier boxes; by the 1980s, some boomboxes had reached the size of a suitcase” (Internet Archive WayBackMachine, 2012). Ultimately, these devices have been designed for portability, for example they can be powered by rechargeable batteries as well as by line current and also count with a Bluetooth system for a wireless connection with any compatible device.

Using a standard boombox to record, edit and playback in order to work in the classroom is very simple. The boombox also is a valuable tool that makes the

teaching-learning process more interesting since learners can be guided to attend, react to, and interact each other depending the audio segments.

### **Sound Films**

“A sound film is a motion picture with synchronized sound, or sound technologically coupled to image, as opposed to a silent film” (Internet Archive WayBackMachine, 2012). Sound films are suitable material to enhance students listening comprehension. For example, the soundtrack helps students to create meaning and mood in a scene and enhances their understanding of a character’s point of view.

Through sounds students can identify and relate what they see with the location of a scene, advance the plot, and gain information about the characters in the story.

### **Telephone**

“A telephone, or phone, is a telecommunication device that permits two or more users to conduct a conversation when they are too far apart to be heard directly”(Brain, 2000). A telephone is a convenient device in order to enhance listening and speaking skills since students can practice exercises which involve conversations among them.

The modern telephones or mobile telephones allow students to make internet researches and other multimedia uses which result convenient to do their tasks, but at the same time students can lose the concentration. Furthermore, telephones are helpful as long as the teacher can supervise the students’ navigation.

## **Language Laboratory**

“The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities, and academies” Indeed, it seemed an ideal instrument for the audiolingual method (Al-Hmoud, 2014, p. 85). In particular, it allows students the opportunity of an endless repetition within a space designed to generate virtually any possible grammatical structure.

With a language lab, all students in the class can speak simultaneously without distracting each other regardless of the class size. Without a language lab, in a class of too many students, each student gets less than one minute of speaking practice.

## **Visual Materials:**

Visual Materials are those materials which we see and can be understood by observing the visual aspect of any object. They include:

### **Whiteboard**

“It is a board with a smooth, white surface, often attached to a wall, on which you can write and draw using special pens or markers. explains, despite being invented as far back as the late 1950s” (McClean, 2014). Whiteboards did not become very popular until after the invention of dry erasable marker, also known as whiteboard marker. The combination of this materials is the classic and most used way of imparting classes by the teachers all over the world and it has remained that way for many years.

Students love working on whiteboards; it is a great way of keeping an entire class actively involved in a lesson. Also, these tools are very helpful to improve students' handwriting.

## **Map**

“A map is a symbolic depiction emphasizing relationships between elements of some space, such as objects, regions, or themes. Many maps are static, fixed to paper or some other durable medium, while others are dynamic or interactive” (Mapsinternational, 2012). The work of a map is represent specific and detailed features of a particular area, most frequently to illustrate geography.

“Maps may represent any space, real or imagined, without regard to context or scale, such as in brain mapping, DNA mapping, or computer network topology mapping” (Mapsinternational, 2012). The map have been part of human history for thousands of years.

Properly used, conceptual maps support the construction of knowledge by facilitating the linking of new concepts to concepts that we already understand, leading to meaningful learning. Conceptual maps are like language, a versatile tool that allows us to express ourselves on any topic, just as language can be used in different ways in the classroom.

## **Flash-Cards**

“A flashcard or flash card is a card bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flashcards are widely used as a learning drill to aid memorization” (Goodrich, 2017).

Flash cards are really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class they can retain more knowledge. Furthermore, flashcards are a powerful tool that can help students remember information, such as word meanings, formulas, historical facts and the correct spelling of words. For that reason, are an indispensable material in the educational field.

### **Slide-Projector**

“A projector or image projector is an optical device that projects an image (or moving images) onto a surface, commonly a projection screen. Some newer types of projectors can project the image directly, by using lasers” (Schwertly, 2014).

With the use of projectors in the classroom, students can take better notes with the ability to discern what information the teacher displays is the most useful to them. Additionally, students can ask the teacher to repeat a slide if they missed information, or even ask that the teacher to email the presentation for further review.

### **Textbooks**

“A textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools (UNESCO, 2016). Textbooks sometimes have questions to test the knowledge and understanding of the learner. Additionally, textbooks are produced to cover the needs of educators, usually at education institutions.

The complete education of nowadays would not be possible without textbooks. This is the main idea that they want to defend from UNESCO and that they support with a study about it. Textbooks, not only transmit knowledge, but also social values and a greater understanding of history and the world.

### **Photo**

“A photograph or photo is an image created by light falling on a light-sensitive surface, usually photographic film or an electronic medium. Most photographs are created using a camera, which uses a lens to focus the scene” (Mazoner, 2018). There are too many exercises which teacher can use photos to make interesting classes.

“The use of images in the classroom is a pedagogical strategy aimed at engaging students who have grown up in a media-rich environment. Digital technology has made images more readily available and easier to incorporate into teaching and learning materials (Hall, 2013). Images can be an effective way of presenting abstract concepts or groups of data. Instructors have reported that their use of images in the classroom has led to increased student interactivity and discussion. Teaching with images can also help develop students’ visual literacy skills, which contributes to their overall critical thinking skills and lifelong learning.

Photography is not only focused on the sharing of personal images on social networks, but also on how the different online resources available on the web support this field is the ideal platform to generate new, creative and better forms of

learning in educational institutions. The challenge is for teachers and tutors to take advantage of them.

### **Audio-visual materials:**

Audio-visual materials are the combination of auditory and visual material.

This may include:

### **LCD-Projector**

“An LCD projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface. It is a modern equivalent of the slide projector or overhead projector” (Projector Screen Store, 2016). Digital systems combined the concept of an overhead projector and the mechanics of document cameras with the technology behind the digital projector panel itself, all in a single device.

Projectors release teachers from being bound to chalk and dry-erase boards to present information to their students. With the use of projectors, teachers can now use films, slides, and images to teach students about the world and places they have never seen and can't imagine

### **Television**

“Television is a mass medium for advertising, entertainment and news. The Russian scientist and inventor, Constantin Perskyl, is credited with coining the word television in 1900” (Petersen, 2017). Learning requires active engagement and to generate and sustain interest and pay attention and generate ideas and

integrate knowledge into evolving learning styles. And that is where educational television comes in providing interest and attention.

### **Computer**

“A computer is a device that can be instructed to carry out sequences of arithmetic or logical operations automatically via computer programming. Modern computers have the ability to follow generalized sets of operations, called programs” (UKessays 2015). These programs enable computers to perform an extremely wide range of tasks.

Computer teaching plays a key role in the modern systems of education. Students find it easier to refer to the Internet than searching for information in fat reference books. The process of learning has gone beyond learning from prescribed textbooks

### **DVD Player**

“A DVD player is a device that plays DVD discs produced under both the DVD-Video and DVD-Audio technical standards, two different and incompatible standards. Some DVD players also play audio CDs” (Steven, 2015). DVD players are connected to a television to watch the DVD content, which could be a movie, a recorded TV show, or other content.

### **Multimedia**

The definition that the web site Computer Hope (2017) offers is the following: “a multimedia file can be any computer file that plays audio and video, audio only, or video only. Some examples of popular multimedia files include the .mp3 audio

file, .mp4, video, etc”. The development of multimedia also helps to ease learning by enabling students not to just learn in just school but also at home. This will potentially help students to improve their learning skills.

### **Types of Videos for Teaching:**

Video based material can range from a still picture taken from a video to the whole movie or TV show and everything between. Which one you choose depends on the aim of the lesson at hand. The following types can work as examples:

#### **Documentaries**

“A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction, education, or maintaining a historical record. Documentary film, done well, can engage and instruct through storytelling” (Judge, 2017). Documentaries helps students expand their world, introducing them to values, struggles, innovations, and beliefs beyond their daily experience.

#### **Cartoon**

Wickham (2015) indicates: “while the word cartoon usually refers to an animation or a funny drawing, in an art historical context it can also refer to a full-scale preparatory drawing for a fresco, oil painting or a tapestry”. Cartoons are one the most entertained way of teaching and get students involve in a class.

## **Advertisement**

“A television advertisement is a span of television programming produced and paid for by an organization. It conveys a message, aimed to market a product or service” (ExactDrive, 2015). Just like the media for dissemination has to be customized for a school, so also has to be the content. Education as a sector is very sensitive as it is concerned with the lives of children. Advertisers in this sector carry an extra responsibility on their shoulders when advertising a school or institute.

## **Video Clips**

“Video clips are short clips of video, usually part of a longer recording. The term is also VBO more loosely used to mean any short video less than the length of a traditional television program” (Dilworth, 2006). There are literally thousands of short videos that could be used in the classroom to teach students about any topic.

## **Activities related with audiovisual material:**

As intro activities is useful to use the following:

### **Clip Start**

“Show a short clip and get the students to guess what happens next” (Czaban, 2018). It is an ideal activity to introduce a new topic.

### **Guess what?**

“Students guess what the lesson will be about from the clip” (Czaban, 2018). With this exercise student can infer the topic based on the title or characters’ actions.

### **Sound down**

“Show a clip with no sound and have the students provide the voice-over. Czaban (2018). Often, you’ll only be using clips or parts of videos. It is, therefore, vital to keep paying attention once you start the clip.

### **Question time**

“Before the video starts, give about five questions relating to the content of the video, so that students must seek the answers as they watch” (Czaban, 2018). In this activity students must focus in every part of the video in order to find the answers.

### **5 out of ten**

“Find a video which follows the classic format of 10 ways to... or 10 things to... Watch half and get students to guess the other five” (Czaban, 2018). This activity allows students to use their imagination to complete the task.

### **Find that fact**

“Set specific questions for the students to answer, based on info from the video. For example, which natural phenomena can contribute to sinking a city?” (Czaban, 2018). There are a huge variety of topics that teacher can use to develop this activity.

### **Mindmap it**

“Have students create a visual mindmap of the video and tell it back to their partner afterward in as much detail as possible” (Czaban, 2018). To develop this activity, students have to pay attention every second of the video and memorize as many details as possible.

### **Follow It Up**

“Follow up the video with language work and activities using related idioms. For example, after playing a video related to criminality, then went on to practice these crime idioms” (Czaban, 2018). This activity is perfect to develop listening and speaking skills in the students.

### **Listening Skills**

According Tyagi (2013) “listening is a skill of language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view” (p. 1). Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

According to Solak (2016), “listening and hearing are considered different process. While hearing is considered as physical, passive and natural process, listening is physical & mental, active and learnt process and is defined as a skill”. For these reasons, a good listener has to know what the difference is between hearing and listening with the purpose to communicate or retain a message. Another definition according to the web site, SkillsYouNeed, (2018) “listening means

paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body”. In other words, it means being aware of both verbal and non-verbal messages.

As Doyle (2018) says, “listening within the work context is the process by which you gain an understanding of the needs, demands, and preferences of your stakeholders through direct interaction”. People always appreciate that listener make the effort to understand and really hear them. Likewise, Datko (2015) gives another analysis: “in real life face-to-face communication, listening denotes highly complex interpretative processes which in interaction determine what meanings are generated as the outcome of conversation”. This could be interpreted as empathy is the heart and soul of good listening. It is a generous and helpful thing to do, and it facilitates communication like nothing else does.

### **Importance of Listening Skills in Educational Field**

Listening in educational communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory (Durmus & Gulec, 2014, p. 104). Communication is not just about speaking, it is also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, or playing a song and then having the class discuss and reflect on the content.

In words of (Segura, 2012) who says, “teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world” (p. 15).

Teaching listening skills to students does not have to be boring, where the students just have to sit in their seats and listen to the teacher talk. There are many classroom activities to create engaging lessons that will help students focus on their listening skills.

Yıldırım & Yıldırım (2016) confirm in their study: “most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively” (p.2097). Not knowing how to listen or doing it half-way affects every human relationship. It involves much more than being silent while the other speaks. The listener must try to understand other perspectives and place himself in the place of others.

“Listening has an important role not only in daily life but also in classroom settings. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension” (Segura, 2012, p. 16). Listening elevates relationships and the way people perceive what the other feels so people can use the correct words when giving an answer.

According to (Ahmadi, 2016)“learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones (p. 7)”. With all of the educational technology that is out there today, teachers can carefully select a movie, documentary, or app that will teach students about what they are learning. Any of these ideas will be good alternatives..

Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin (Yıldırım & Yıldırım, 2016, p. 2097). Teachers may break the monotony of lessons to ensure students are always on their toes. If they think they can be called upon at any time to answer a question, they will be more apt to listen

### **Types of listening skills:**

#### **Analytic Listening**

Supper & Bijsterveld (2015) define analytic listening as a perception which takes place when the information is used to identify the components of the scene to finer levels; for instance, listening to a particular utterance in the crowded room or tracking one instrument (p.134). That is to say, analytical listening is one through which people listen to the order and sense of information to understand the relationship between ideas, reflecting on the message

#### **Attentive listening**

In words of Doyle (2018), “attentive listening is the process by which an individual secures information from another individual or group. The attentive element involves taking steps to draw out information that might not otherwise be shared”. For example, a person’s verbal message may convey conviction while his gestures, facial expressions, and tone of voice may convey doubt. “If one listened without worrying about what to say, one will hear what the other person wants you to know. In addition, you grow more effective as a communicator yourself. Silence

becomes more potent than speech” (Tripathi,2018). It means often listening becomes more important than the words in a conversation.

### **Responsive listening**

“Good listeners have to show that they have enough skills to keep a conversation being able to understand a message and give an opinion about the topic” (EDC communications, 2016). Responsive listeners demonstrate to the speaker that they are listening and understanding what is being said, which encourages the speaker to continue. Encouraging responses may include both nonverbal and verbal cue.

It is clear that Listening responsively conveys appreciation to the speaker and can motivate the person to take positive action, rather than negative. Moreover, this kind of listening is helpful to prevent or reduce misunderstandings in person-to-person communication.

### **Comprehensive Listening**

“Understanding the message depends on the person who is hearing it because it considers that person’s previous life experience. To expand comprehensive listening, expand your own horizons so you can use more knowledge to fully comprehend the speaker” (Medium, 2014). This kind of listening makes use of analysis and evaluation to interpret the message that was delivered (Medium, 2014).

Furthermore, comprehensive listening is the one through which people listen by putting themselves in the place of the interlocutor, they assimilate the words and hear with the intention of understanding the other person's point.

## **Content Listening**

“This type of listening involves understanding and retaining the information provided by the speaker. It also requires to identify the main key points of the message and to find cues by doing a summary of it” (Schmitz, 2012). Moreover, it is important to understand different sounds and tones provide by the speaker. This kind of listener may be receptive for only a brief amount of time and may become rude or even hostile if the speaker expects a longer focus of attention.

In summary, to apply effectively content listening, it is needed identify the main idea or the key points of the message. Then, the next thing to do is to ask questions for clarifications in case the message was misunderstood.

## **Deep Listening**

“Listening is generous, empathic, supportive, accurate, and trusting. This type of listening could be analyzed as a way of hearing in which the individual is fully present with what is happening in the moment without trying to control it” (Rome, 2010). In deep listening, people listen between the lines of what is said, hearing the emotion, watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on.

Is that to say, people often listen with the intention of understanding the feelings of others. Through deep listening we interpret the message through the world of the issuer.

## **Evaluative Listening**

“Evaluative Listeners try to figure out the speaker’s intention before responding to the message and may mentally argue with the speaker. If evaluative Listeners do not like what a speaker is saying, they quit listening” (Knowledge Work, 2012). In evaluative listening, or critical listening, we make judgments about what the other person is saying. The listener seeks to assess the truth of what is being said. People also judge what they say against their values, assessing them as good or bad, worthy or unworthy

It means through evaluative listening people also judge what they say against their values, assessing them as good or bad, worthy or unworthy.

## **Informative Listening**

According to Curtisfry (2012) who considers: “as the name implies, the goal of informative listening is to learn new information. In an improve scene, the players engage in informative listening from the start of the scene or game”. Another definition that (Gonzales, 2018) gives is: “informational listening is listening with the goal of learning, understanding, and grasping information”. Furthermore, Informative listening is considered a passive form of listening because the listener is not judging, critiquing, or evaluating the message.

## **Reflective listening**

“Reflective listening means focusing completely on the true message being spoken. It means hearing and understanding the words and body language of the person who is talking to you” (Quist, 2013). In reflective listening, the listener tries to clarify

and restate what the other person is saying. Reflective listening can help the speaker achieve his or her outcomes.

It is clear a person can use reflective listening to help another one to understand what the speaker is saying. It also allows the speaker to feel heard

### **Active Listening**

“Active listening is highly significant, and probably the most important skill. It is active because it combines the skills of listening and responding without invalidating the speaker’s comment” (EDC communications, 2016).

In other words, the listener must be fully concentrated on what is being said rather than just passively hearing the message of the speaker.

### **Components of listening skills:**

#### **Listening Comprehension**

“Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences” (Nadig, 2013 as cited in Pourhosein Gilakjani 2016, p. 124). Listening comprehension is not just hearing what is said; it is the ability to understand the words and relate to them in some way. Another concept proposed by Hamouda (2013) is which tell us, “listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension” (p. 117). That is to say, listening

comprehension encompasses the multiple processes involved in understanding and making sense of spoken language.

### **Message Interpretation**

“There are different ways of sending a message such as nonverbal content, meaningful behavior beyond words-body movement and gestures, eye contact, artifacts, and clothing, as well as vocal variety, touch, and timing” (Nordquist, 2018). Therefore, some people may be able to gain far more insight as they decode messages than others depending on their level of literacy in the medium in which the message is being encoded. Those people will gain a higher understanding, control, and appreciation of a given message

Clearly, in message interpretation, the notion that individuals assign meaning to stimuli, is related to listening presage, listening process, and listening product.

### **Main idea identification**

“In listening, reading and writing the main idea is the main point the speaker and/ or writer is trying to say. It means, it is the most important idea the speaker is trying to communicate” (Nordquist, 2018). It is important to know that in some cases, the topic of the lecture or conversation is usually the main idea. All the supporting details will make the main idea stronger. “The main idea will be stated normally in the beginning and emphasized at the end. If the main idea is not stated listen to what the supporting details have in common and imply the main idea” (Chambers, 2014). In a nutshell, to identify the main of a lecture or conversation

we need to listen in a more general way to get a rough idea of what the speaker is saying.

In summary, the topic of the lecture or conversation is usually the main idea. The main idea will be stated normally in the beginning and emphasized at the end. If the main idea is not stated listen to what the supporting details have in common and imply the main idea.

### **Auditory Discrimination**

“Auditory discrimination is the ability to recognize differences between sounds. Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest parts of sound in any given language” (Logsdon, 2018). Auditory discrimination allows a person to tell the difference between words and sounds that are similar as well as words and sounds that are different. Moreover, Auditory discrimination plays an important role in both a child's language and reading skill development.

Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest parts of sound in any given language.

### **Word recognition**

“Teaching word recognition means you are providing instruction that is centered on brain research and learning. How? Both decoding (phonics) and comprehension are short-term memory processes” (K5chalkbox, 2018). In contrast to the statement, phonics is not phoneme recognition. “Phonics is about teaching students to make

associations between speech sounds and the printed word. Phoneme recognition is only about sounds in words” (K5chalkbox, 2018).

“Word recognition is a process by which students learn to identify words and word parts. It begins with an understanding that letters symbolize the sounds in words and progresses to the ability to understand complex word parts and syllabication principles” (Gray, 2018). That is to say, with this ability, students can differentiate, compare and recognize words in every lecture or conversation.

### **Activities related with the development of listening skills:**

#### **Relay the message**

In this activity, the teacher has to put students in pairs or groups of three, assigning one or two as runner and one as writer. Then sit the writers at tables at one end of the room. Next, stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class. When the teacher shout the word go, the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer. The runner goes back to the writer to relay the part of the message that they memorized. The writer writes it down. This process has to be repeated until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation.

This classic game, otherwise known as “running dictation,” is a great active ice breaker, as well as a natural way to introduce a topic.

### **Listen for lies**

The activity starts dividing the class into two teams, A and B. Then the teacher asks one student at a time to come to the front of the class and read aloud a passage which he has chosen, e.g. a story or newspaper article. Then he asks them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point.

This game requires students to listen carefully and encourages them to remember important information and details.

### **Telephone**

Teacher creates two teams of students and set up both teams in lines. The end of each team line should be at the whiteboard. As a next step, the teacher whispers a word or sentence to the student farthest away from the whiteboard, and then they have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line. The last student writes the message on the board. The winner is the team with the most accurate spelling, pronunciation and content, although bonus points for originality and hilarity may be awarded.

In this game, students are responsible for listening carefully to their peers as well as successfully relaying a message. It encourages students to determine similar sounding words from one other. This activity works perfectly as a warm up.

### **Minimal pairs card hold-up**

Teacher gives a set of pre-prepared word cards to each team. Students spread the word cards out on a table. Call a word out. For example: feet! The students have to search their decks and hold up that word's card as fast as possible (FluentU, 2018).

It is an important activity to improve students' knowledge of proper pronunciation with this quick-fire game, which is good for reinforcing phonics lessons.

### **Movie clip quiz**

Teacher can incorporate movies into just about any lesson, giving students a welcome moment of relaxation and respite from learning. Give students a question to answer, dividing them into teams. Begin watching the clip. To play, students must pay close attention and stand up when they hear the answer to the question. Pause the movie and see if the first person who stood up knows the correct answer. Ask the second question. Repeat. Alternatively, teacher can give the students a list of questions to answer and allow the clip to play through entirely. Then the teacher sees who has the most correct answers at the end.

Teacher can incorporate movies into just about any lesson, giving students a welcome moment of relaxation and respite from learning. Movies and TV shows provide a more authentic speed of real world speech.

### **Song gap-fill**

Teacher gives each student/pair the song lyrics with some words missing. To make it easier teacher can put the missing words in a box at the top of the page. Play the song, pausing if necessary. The aim is for the students to fill in the missing words. Once at the end, go through the answers to see which student/pair got the most correct.

Songs are a great way to engage reluctant listeners, as they can be perfectly tailored to fit the preferences of the students.

### **Order-the-lyrics**

In this exercise, students get a set of the song lyrics cut up into lines. As they listen to the chosen song, they have to put the lyrics in the right order on the table. Repeat the song if necessary. Teacher can always have a sing-along after the activity is completed

This is an ideal activity to develop the hearing sense and enjoy a good song giving students practice in noticing the subtle differences between lyrics in music.

## **e. MATERIALS AND METHODS**

### **Materials**

This research work was accomplished with the help of three main resources. **The human resources** that participated during the different stages were: the target population which was the students of seventh year of Escuela Municipal Héroes del Cenepa; the principal of the school who facilitated general information about target students; the thesis advisor who tutored and gave suggestions to develop the different stages of the study; the teacher of the school who assessed the student's work, and the researcher that worked to learn from the relevant activities in the intervention plan. The personal computer, internet, speakers, projector, memory stick, and multimedia were the **technological resources** used. And the **office supplies** like flashcards, videos, textbooks, assessment sheets and bibliography.

### **Design of the research**

“Action research is a general name for research done by teacher candidates and postgraduate students which is initiated to solve an immediate problem or a reflective process of progressive problem solving” (Shabiralyani, 2015). Action research requires an active participation of the researcher, often through an organization, while simultaneous investigations are being carried out. “This design includes a self-reflective cycle which starts with an observation to identify a problem. Then, plan a solution in order to solve the problem, apply the strategies that the researcher suggested, evaluate the strategies for finally get the findings”

(Shabiralyani, 2015). Moreover, this model of investigation has the potential to make a substantial impact on the process of teaching and learning. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study.

The model of action research was followed in this study, which allowed the researcher became a participant to study aspects in the problematic situation, analyze and reflect on the results that were derived from the application of audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year.

## **Methods**

The main methods that helped to carry out this research work were: **the scientific method** which was used to obtain and analyze the theoretical references about audiovisual material and listening skills. This one also assisted during the anticipation of the possible solution; it supported the data collection to make relevant predictions and further analysis.

**The Descriptive method** enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. **The analytic-synthetic method** was used to analyze the obtained results through tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

**The statistical method** was useful to make the quantitative analysis of the data obtained from the pre-and post-tests and the qualitative data from the pre-and post-questionnaires.

### **Techniques and instruments**

The following instruments were used during the research work in order to collect the respective data.

### **Tests**

The tests were applied at the beginning and at the end of the intervention plan. The pre-test/ post-test was designed with five objective questions, which were focused on the five indicators (listening comprehension, main idea identification, message interpretation, auditory discrimination and vocabulary recognition). This test was given to the students to verify the student's improvement in listening skills among 7<sup>th</sup> year students at Escuela Municipal Héroes Del Cenepa in the academic period 2018 – 2019.

### **Questionnaires**

A questionnaire with five multiple choice questions was applied at the beginning of the intervention to obtain information from students about the use of audiovisual material. The same questionnaire was used as a post-questionnaire, which was applied to collect students' positive or negative changes after the application of the intervention plan.

### **Observation sheet**

Through this instrument, the researcher observed the students' performance during the lesson. It was also used to determine what happened in the class, and then analyze and reflect upon for when the plan ended. In this case the researcher did not take direct interaction in the situation. The researcher just observed and took notes about the student's behavior, but did not interact or participate in the study. The objective of this nonparticipant observation was to identify the problem of the research work.

### **Field Notes**

The researcher used a field note diary to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation and particular situations that happened. In this observation the participants played an important role in this process due to that the researcher participated deliberately in the classes working emphatically using audiovisual material to improve English Listening skills.

### **Population**

The students of seventh year of Basic Education were who participated in the development of this research. The participants were thirty-three students, eighteen girls and fifteen boys. They were all about ten to eleven years old. The students received three hours of English per week.

## **f. RESULTS**

This section details how the objectives of this research work were reached. To accomplish the first objective, it was necessary to make a meticulous investigation which involved researching many books, journals, articles, web pages and other theoretical references written by many authors related to audiovisual material to improve English listening skills.

The second objective to determine the issues that limit the improvement of English listening skills was fulfilled after the application of the pre-test, which resulted in a useful instrument which helped to understand what level students had in English listening skills.

The third objective, which involved the design of an intervention plan focused on audiovisual material to improve English listening skills was achieved by elaborating an intervention plan which included 10 lessons using different audiovisual material with the students of seventh year.

The fourth objective was finding the use of the most appropriate audiovisual material to improve English listening skills. To accomplish this goal, a pre and post-questionnaire were given in order to gather information that helped to know the student's attitude towards audiovisual material.

To fulfill the fifth objective, which was to confirm the obtained outcomes after the application of audiovisual material to improve English listening skills the results

of the pos-test were necessary to corroborate to corroborate the effectiveness of audiovisual material and the student's progress.

### Pre-test results

**Objective two:** To determine the issues that limit the improvement of English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year.

#### a. Table 1

*Pre-test Scores of the Seventh Year Students in English Listening Skills.*

Student's code	L.C/2	M.I/2	M.I.I/2	A.D/2	W.R/2	TOTAL/10
EMHC 001	2.0	1.0	1.0	1.5	1.0	6.5
EMHC 002	1.5	1.0	1.5	2.0	2.0	8.0
EMHC 003	2.0	2.0	2.0	0.5	1.0	7.5
EMHC 004	1.5	1.0	1.5	2.0	1.0	7.0
EMHC 005	1.5	1.0	1.0	2.0	1.5	7.0
EMHC 006	1.0	1.0	1.0	1.0	1.5	5.5
EMHC 007	2.0	2.0	0.5	1.0	1.0	6.5
EMHC 008	1.0	2.0	1.0	1.0	1.5	6.5
EMHC 009	2.0	1.0	1.5	0.0	2.0	5.5
EMHC 010	2.0	2.0	1.0	0.5	1.0	6.5
EMHC 011	1.0	2.0	1.0	1.0	1.0	6.0
EMHC 012	1.0	2.0	1.0	1.0	1.0	6.0
EMHC 013	1.0	2.0	0.5	0.5	0.5	4.5
EMHC 014	1.0	2.0	1.0	1.0	2.0	7.0
EMHC 015	0.5	2.0	1.5	1.0	1.0	6.0
EMHC 016	2.0	2.0	1.0	1.0	1.0	7.0
EMHC 017	2.0	2.0	1.0	1.0	1.0	7.0
EMHC 018	1.0	2.0	1.0	1.5	1.0	6.5
EMHC 019	1.0	1.0	1.0	2.0	1.0	6.0
EMHC 020	2.0	1.0	1.0	1.0	2.0	7.0
EMHC 021	2.0	1.0	1.5	1.0	1.0	6.5
EMHC 022	1.5	1.0	1.0	2.0	1.0	6.5
EMHC 023	1.0	1.0	1.5	1.0	1.0	5.5
EMHC 024	1.5	2.0	1.5	2.0	1.5	8.5
EMHC 025	1.0	2.0	1.0	1.0	1.0	4.5
EMHC 026	1.0	2.0	1.0	1.0	1.0	6.0
EMHC 027	1.0	1.0	1.5	2.0	2.0	7.5
EMHC 028	1.5	1.0	1.5	1.0	2.0	7.0
EMHC 029	1.0	2.0	0.5	1.0	2.0	6.5
EMHC 030	1.0	0.0	1.5	2.0	2.0	6.5
EMHC 031	1.0	1.0	1.0	1.5	0.5	5.0
EMHC 032	2.0	1.0	1.5	2.0	0.0	6.5
Mean	1.3	1.4	1.1	1.2	1.2	6.4

Note. EMHC= Escuela Municipal Héroes del Cenepa; LC= Listening Comprehension; MI=Message Interpretation; MII= Main Idea Identification; AD = Auditory Discrimination; WR = Word Recognition.

## **b. Interpretation and Analysis**

Considering the results gathered in Table 1, students achieved the total mean score of 6.4/10 in listening skills, which corresponds to a satisfactory qualitative score range (see grading scale, p. 151). On one hand, the highest mean score that students got was 1.4/2 in the indicator of Message Interpretation. In this aspect students could interpret the message of a video, even though the main difficulty students had was that they misunderstood in a few cases what they heard in the video and they could not differentiate the images from the statements in its totality. On the other hand, the lowest mean score that students had was 1.1/2 in the aspect of Main Idea Identification. Students managed to recognize the gist of the story projected in the video, but in some cases, they struggled with the supporting details of the story and had difficulties to identify the main idea as a whole.

To conclude, the results showed that students struggled in listening skills due to the fact that they had difficulties identifying main ideas, catching and interpreting messages, relating word sounds with actions, differentiating phonics and comparing homophone words. According to Doyle (2018), “listening within the word context is the process by which you gain understanding of the needs, demands, and preferences of your stakeholders through direct interaction”. Likewise, listening in educational communication includes following and perceiving messages carefully sent by the speaker to the listener and making sense of them by retrieving relevant experiences from memory.

## Comparison of the Pre and Post questionnaire results

**Objective Four:** To use the most appropriate audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year.

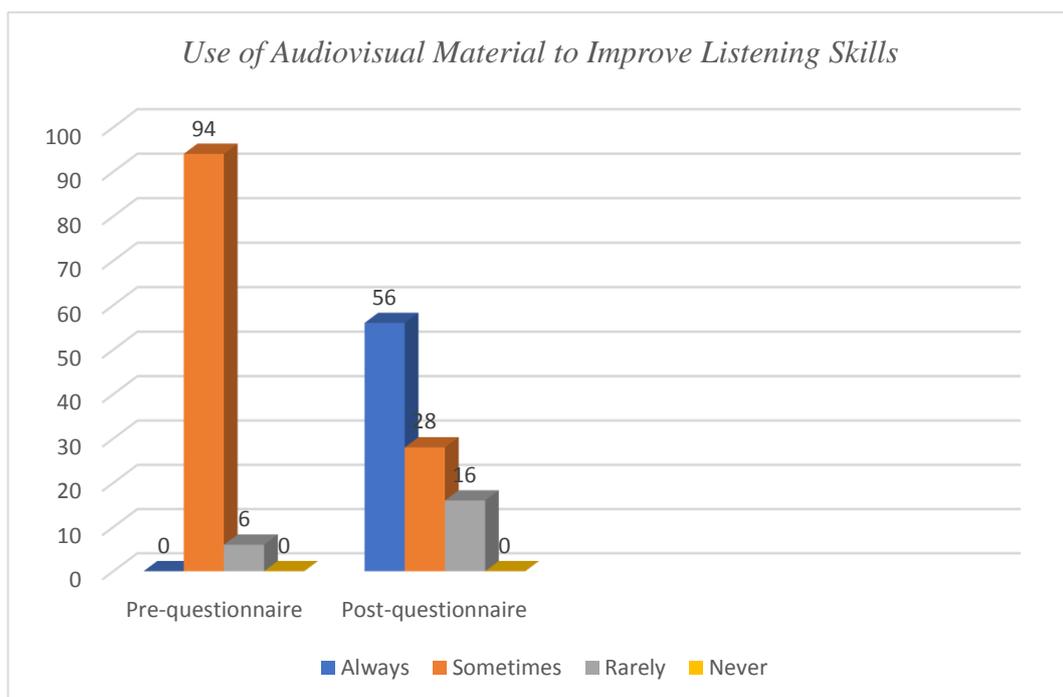
**Question 1:** How often does your teacher use audiovisual material to improve your listening skills?

### a. Table 2

*Use of Audiovisual Material to Improve Listening Skills*

	Pre-questionnaire		Post- questionnaire	
	f	%	f	%
<b>Always</b>	0	0	18	56
<b>Sometimes</b>	30	94	9	28
<b>Rarely</b>	2	6	5	16
<b>Never</b>	0	0	0	0
<b>Total</b>	32	100	32	100

### b. Figure 1



### c. Interpretation and Analysis

The results gathered in Table 2, indicate that 94% of students affirm that the teacher sometimes uses audiovisual material to improve listening skills. This shows students were not being exposed enough to the language, and they get bored doing only the book activities. Their learning process became less interesting and enjoyable which led them to a slow improvement of their listening skills. On the other hand, after applying the intervention plan, 56% of students answered that the teacher always used audiovisual material in class to improve listening skills. The frequent use of audiovisual material as part of classroom activities was a significant factor that helped learners increase their listening skills. According to Wijayanti (2016), “teachers are encouraged to use some media, including audio and visual in nature, in order that the teaching and learning process becomes interesting and enjoyable. The students can learn easily by using media”.

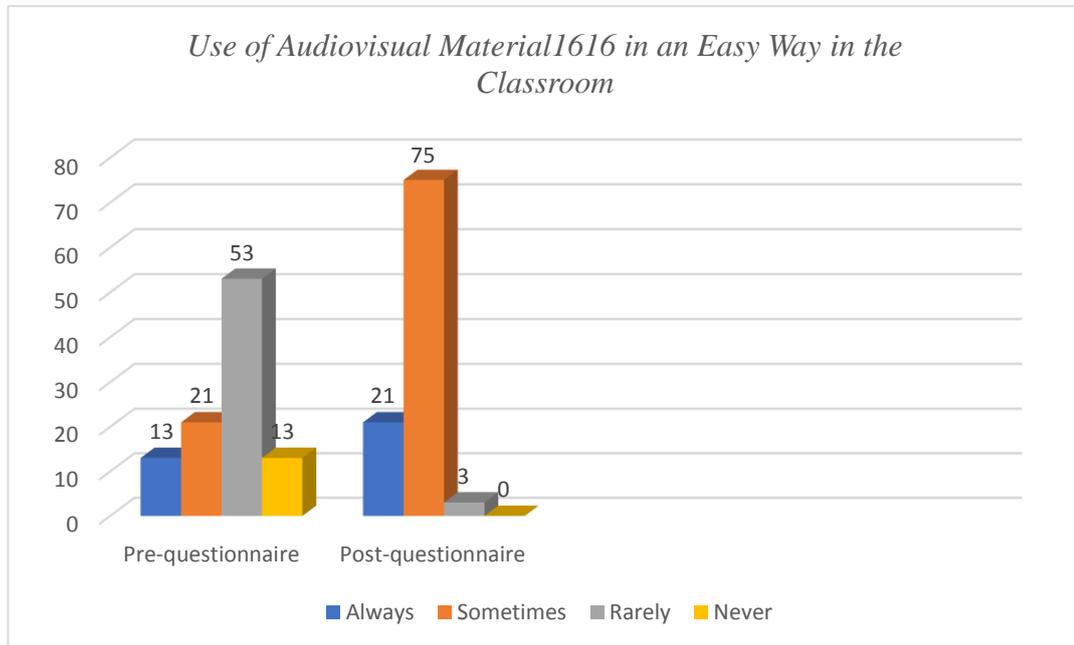
**Question 2:** How frequently does your teacher use audiovisual material in an easy way in the classroom?

#### a. Table 3

*Use of Audiovisual Material in an Easy Way in the Classroom*

	Pre-questionnaire		Post- questionnaire	
	f	%	F	%
<b>Always</b>	4	13	26	81
<b>Sometimes</b>	7	21	6	19
<b>Rarely</b>	17	53	0	0
<b>Never</b>	4	13	0	0
<b>Total</b>	32	100	32	100

**b. Figure 2**



**c. Interpretation and Analysis**

According to the results in Table 3, 53% of students affirm that the teacher rarely uses audiovisual material in a simple way to improve their listening skills. It indicates students lost their concentration being not able to identify the main point of the topic projected in the video and misunderstanding the message. Additionally, students are not focused on connecting the speech sounds with images and this does not allow them to improve their listening skills. Nevertheless, after the intervention plan, 81% of students indicated that the teacher always uses audiovisual material in a simple way to improve their listening skills which indicates a considerable increase in the frequency and the management of audiovisual material in order to improve their listening skills in a better way. King (2017) expresses: “people learn in different ways. You can talk all day and some students simply won’t understand.

But show them a picture or a video, and then suddenly it clicks! In fact, most learners would be considered visual learners”.

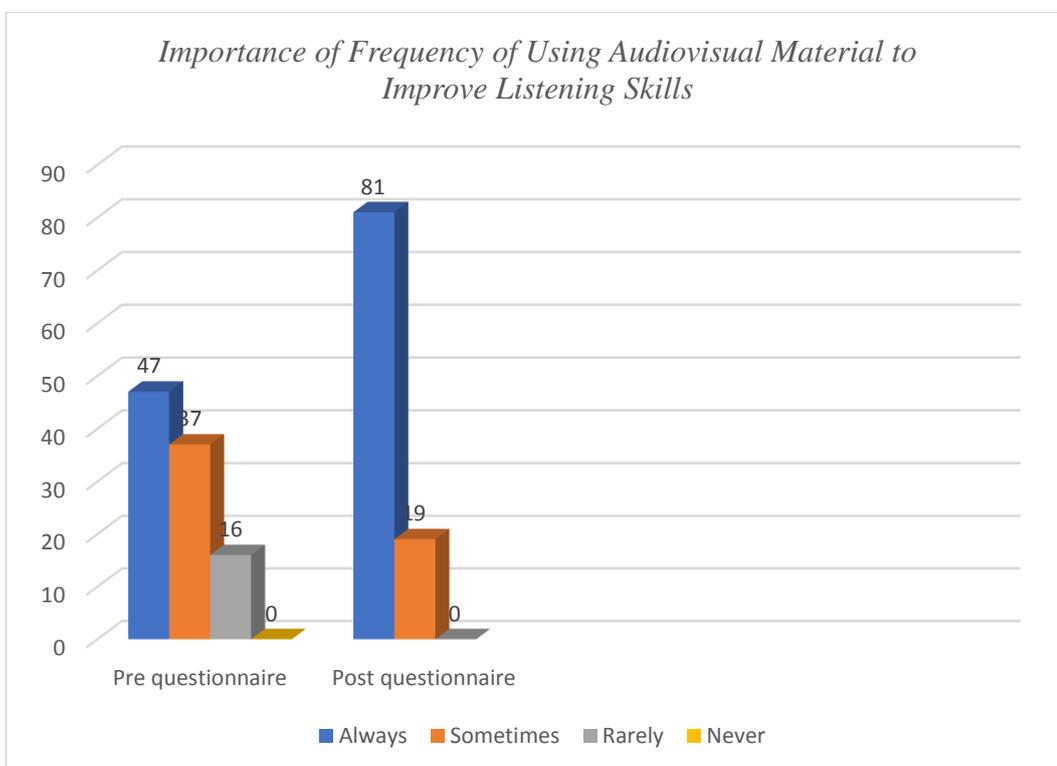
**Question 3:** How frequently do you consider is important to use audiovisual material to improve listening skills?

**a. Table 4**

*Importance of Frequency of Using Audiovisual Material to Improve Listening Skills*

	Pre-questionnaire		Post- questionnaire	
	F	%	F	%
<b>Always</b>	15	47	26	81
<b>Sometimes</b>	12	37	6	19
<b>Rarely</b>	5	16	0	0
<b>Never</b>	0	0	0	0
<b>Total</b>	32	100	32	100

**b. Figure 3**



### c. Interpretation and Analysis

In Table 4, the results indicate that 47% of students think that the use of audiovisual material had an important improvement listening skills. Even though students say audiovisual material are very useful, the frequency with which they are used in class is not enough for catching their attention and engage them in the tasks demonstrating difficulties to interpret a message. Nevertheless, after the application of the intervention plan, 81% of students said that audiovisual material was the resource most used in class. Therefore, the students' listening skills increased when they interpret and decode messages. Yadav (2015) says "audiovisuals aids are being used increasingly and widely to make the teaching learning process effective, interesting and impactful".

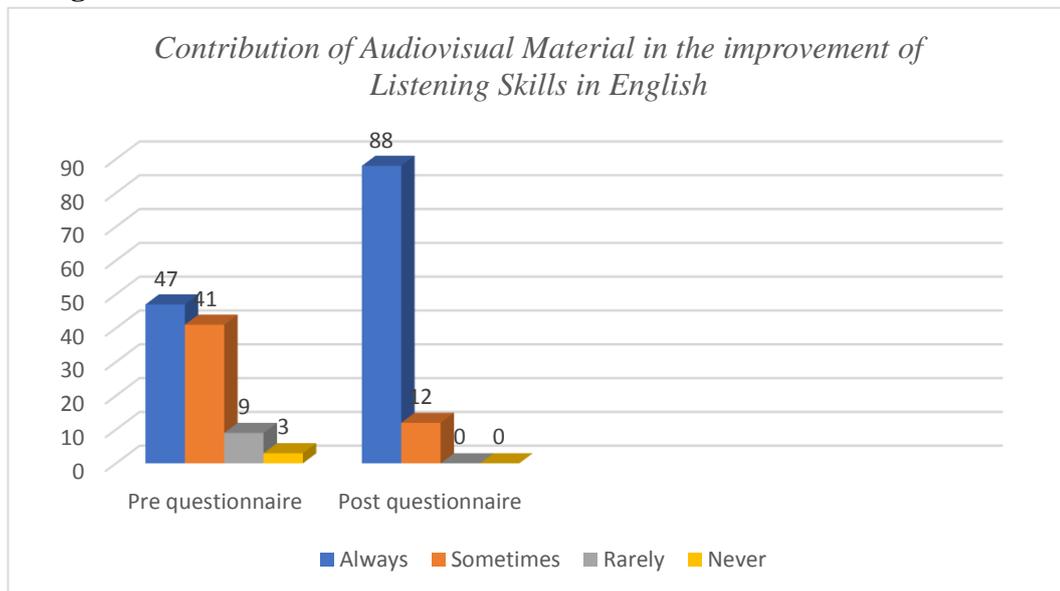
**Question 4:** How often audiovisual material contribute developing your listening skills in English?

#### a. Table 5

*Contribution of Audiovisual Material in the Improvement of Listening Skills in English*

	Pre-questionnaire		Post- questionnaire	
	f	%	F	%
<b>Always</b>	15	47	28	88
<b>Sometimes</b>	13	41	4	12
<b>Rarely</b>	3	9	0	0
<b>Never</b>	1	3	0	0
<b>Total</b>	32	100	32	100

**b. Figure 4**



**c. Interpretation and Analysis**

Based on the results in Table 5, 47% of students think that audiovisual material always contributes in the improvement of their listening skills. Although students believe audiovisual material help enormously, they struggled relating words with actions, differentiating phonics and comparing homophone words. Consequently, they cannot understand the language better when they listen to a conversation or even to an audio track. These results changed meaningfully at the end of the intervention plan, as the findings showed that 88% of students think that audiovisual material contribute to their development of listening skills considerably. This result shows that applying audiovisual material helps the students to improve their learning process. Consequently, the data showed the strategy applied was well accepted by the students. Shridevi et al. (2013) argue that “audiovisual material provides a three-dimensional view of the events that take place during labor,

mimicking real life situations, so that the student will be able to correlate with imagination and perform better”.

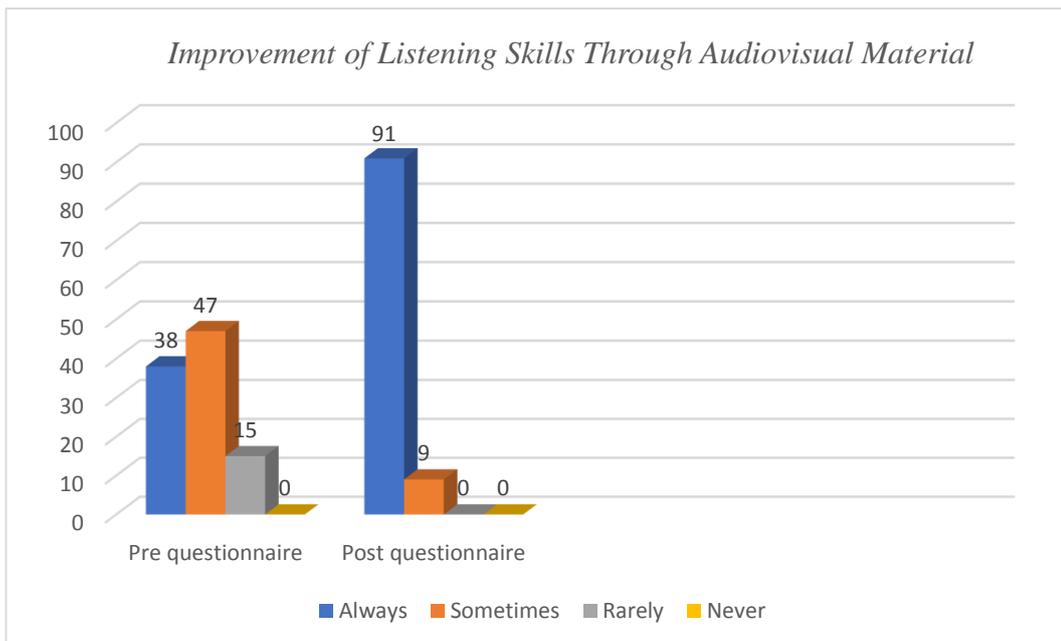
**Question 5:** How often do you find it easy to improve your listening skills through audiovisual material?

**a. Tabla 6**

*Improvement of Listening Skills Through Audiovisual Material*

	Pre-questionnaire		Post- questionnaire	
	f	%	f	%
<b>Always</b>	12	38	29	91
<b>Sometimes</b>	15	47	3	9
<b>Rarely</b>	5	15	0	0
<b>Never</b>	0	0	0	0
<b>Total</b>	32	100	32	100

**b. Figure 5**



### **c. Interpretation and Analysis**

Taking into account the results in Table 6, 47% of students said that sometimes it is easy for them improve their listening skills using audiovisual material. Despite that audiovisual material provided an innovative way of teaching and learning, students showed to have difficulty when they identified the main idea of a video, decoded a message in a conversation and differentiated word sounds. It represents a clear deficiency in their improvement of their listening skills. Another point is that students had problems comprehending what a speaker communicates when they used audiovisual material. However, after the intervention plan, 91% of students answered that it is easier to improve their listening skills using audiovisual material. This data indicated that almost all students were more willing to work with audiovisual material since this means that students could relate speech sound with actions, identify the main point of a video, and retain the message that the speaker communicated much more effectively at the end of the intervention plan. This is supported by Aflina (2017), who says “short movies help students in the process of thinking and seeing, so based on what they see, the students are re-guided to think in English. This means that students are prone to retain much of what they see through audiovisual material, in this case a movie”.

### **Post Test Results**

**Objective five:** To confirm the obtained outcomes after the application of audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.

**a. Table 7**

*Post-test Scores of the Seventh Year Students in English Listening Skills.*

Student's code	L.C/2	MI/2	M.II/2	A.D/2	W.R/2	TOTAL/10
EMHC 001	2.0	2.0	1.5	1.5	1.0	8.00
EMHC 002	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 003	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 004	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 005	2.0	2.0	2.0	2.0	1.5	9.50
EMHC 006	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 007	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 008	1.5	1.0	2.0	2.0	2.0	8.50
EMHC 009	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 010	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 011	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 012	2.0	2.0	2.0	2.0	1.5	9.50
EMHC 013	2.0	2.0	2.0	2.0	1.5	9.50
EMHC 014	2.0	2.0	2.0	2.0	1.5	9.50
EMHC 015	1.5	2.0	2.0	2.0	1.5	9.00
EMHC 016	1.5	2.0	2.0	2.0	1.5	9.00
EMHC 017	2.0	2.0	2.0	2.0	1.0	9.00
EMHC 018	2.0	2.0	2.0	1.5	2.0	9.50
EMHC 019	2.0	2.0	2.0	2.0	2.0	10.00
EMHC 020	1.5	2.0	2.0	2.0	2.0	9.50
EMHC 021	2.0	2.0	1.5	2.0	1.5	9.00
EMHC 022	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 023	1.5	2.0	2.0	2.0	2.0	8.50
EMHC 024	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 025	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 026	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 027	1.5	2.0	2.0	2.0	2.0	9.50
EMHC 028	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 029	2.0	1.0	2.0	2.0	2.0	9.00
EMHC 030	2.0	2.0	2.0	2.0	1.5	9.50
EMHC 031	2.0	1.0	2.0	2.0	1.5	8.5
EMHC 032	2.0	2.0	2.0	2.0	2.0	10.0
<b>Mean</b>	1.9	1.6	1.9	1.9	1.8	9.1

Note. **EMHC**= Escuela Municipal Héroes del Cenepa; **LC**= Listening Comprehension; **MI**=Message Interpretation; **MII**= Main Idea Identification; **AD** = Auditory Discrimination; **WR** = Word Recognition.

**b. Interpretation and Analysis**

The results in table 7 show students got a total mean score of 9.1/10 in the post test which correspond a good level of English listening skills. This indicates that through audiovisual material students improved their listening skills in each parameter. Students obtained the highest mean score of 1.9/2 in the parameters of main idea identification and auditory discrimination. This shows an improvement in these two indicators after the intervention plan which demonstrates students identify the gist of a story projected in a video and they also correlate sounds with

letters in a better way. However, the lowest mean score that students got was 1.6/2 in message interpretation. This points out that students still have some problems interpreting and decoding the message of a video and misunderstanding what they hear. The use of audiovisual material in class helped students improve their listening skills from a satisfactory level until a good level, which supports their learning process to have a successful communication either in or out of the class.

Learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. “The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin” (Yıldırım & Yıldırım, 2016).

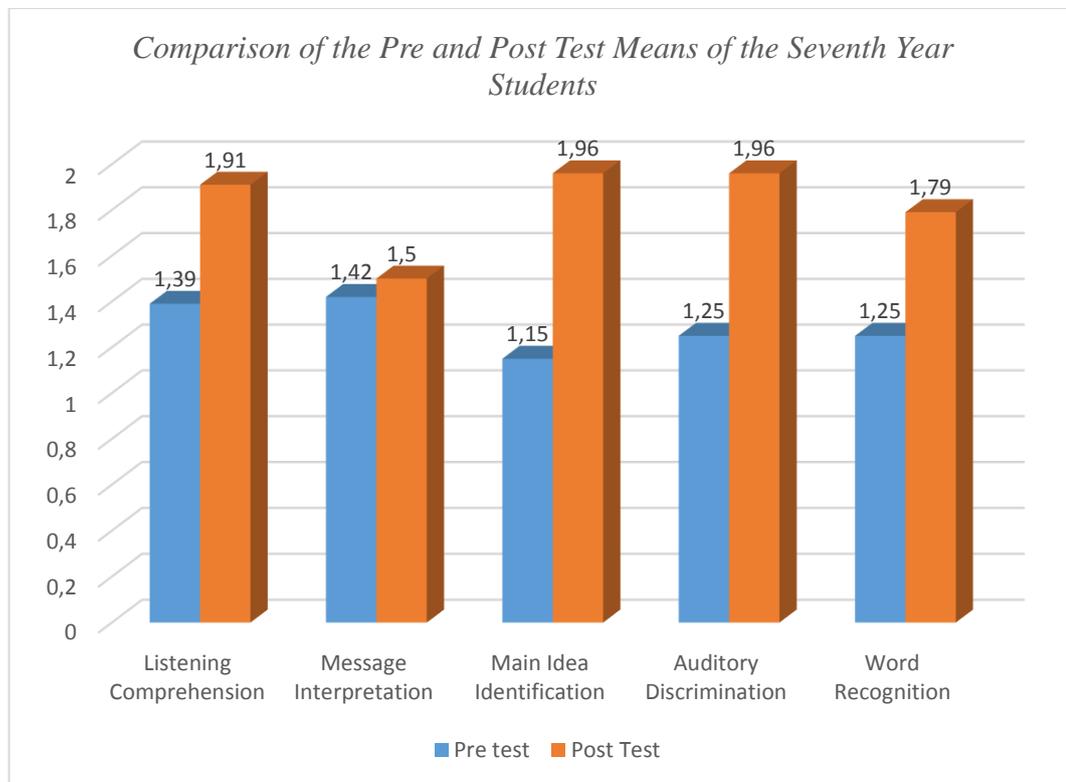
### **Comparison of Pre and Post-Test Means**

#### **a. Table 8**

*Comparison of the Pre and Post-Test Results*

<b>Indicators</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Listening comprehension</b>	1.3	1.9
<b>Message Interpretation</b>	1.4	1.5
<b>Main Idea Identification</b>	1.1	1.9
<b>Auditory Discrimination</b>	1.2	1.9
<b>W1ord Recognition</b>	1.2	1.7
<b>Total</b>	<b>6.4</b>	<b>9.1</b>

**b. Figure 6**



**c. Interpretation and analysis**

The data obtained in Table 8 indicates the difficulties that seventh year students at Escuela Municipal Héroes del Cenepa faced before the intervention plan was implemented were overcome. At the beginning, students obtained the total mean score of 6.4/10, gotten in each indicator: in listening comprehension 1.3/2, message interpretation 1.42/2, main idea identification 1.1/2, auditory discrimination 1.2/2 and word recognition 1.2/2. However, after the application of the intervention plan, it can clearly be noted that students got a good level of English listening Skills. They achieved a considerable improvement in their listening skills as it is shown in the total mean score of 9.1/10. This means that the implementation of audiovisual material in class was successful since it helped students get over their problems in

listening skills. Yıldırım & Yıldırım (2016), “confirm in their study: Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively”.

## **g. DISCUSSION**

This investigation was carried out with seventh year students at Escuela Municipal Héroes del Cenepa in the city of Loja during 2018-2019 school year. The findings revealed that audiovisual material were suitable tools to meaningfully improve their English listening skills. The data gotten was statistically important for the researcher. The results of the pre-test, demonstrated that students had serious limitations in their listening skills. Whereas, the findings of the post-test, after the intervention plan, showed that listening skills were significantly improved. To illustrate, the pre-test mean score was 6.4/10; and on the contrary, the post-test mean score was 9.1/10. Consequently, after the intervention plan the mean score was superior to the first result; which means students were able to appropriately improve their English listening skills in every indicator. This is consistent with Czaban (2018) who explains, that teachers, should know that videos are actually incredibly useful learning tools which can push students beyond their limitations. Videos really engage students with the language and boost their learning speed.

The expectation was that there would be a remarkable improvement in the 5 parameters that listening skills demand; listening comprehension, message interpretation, main idea identification, auditory discrimination, and word recognition after the application of the intervention plan. The pre-test showed that the majority of students struggled with listening skills. In the case of listening comprehension, students had problems finding the gist of a story, recognizing

speech sounds and comprehending the meaning of individual words. Likewise, in message interpretation students were not able to decode messages as a whole and this did not allow them to interpret what the speaker communicated in the video correctly. Similarly, in the case of main idea identification, students got confused with the details that supported the main idea and in most of the cases they failed to identify the topic. In the same way, students had difficulties recognizing differences between sounds in the aspect of auditory discrimination and many times they misunderstood the phonemes. Finally, in word recognition, students failed when comparing and differentiating between homophone words. After the intervention plan, the post-test results indicated that the problems previously mentioned were overcome successfully. Students could find the gist of a story, recognize speech sounds, comprehend the meaning of individual words, decoding messages, identify the main idea, understand phonemes, and compare and differentiate between homophone words. In conclusion, it is noticeable that audiovisual material caused a positive impact on students' English listening skills.

At the beginning of the intervention plan, the students' attitude towards the audiovisual material was not bad at all because they have been studying English as a subject in school for many years. During the intervention plan, students started to be more interested in videos and they felt motivated since these material caught their attention. The students' progress was quick, and they progressively showed an advance in their learning because they were able to develop the tasks much more effectively after watching videos or listening to an audio track. At the end, students were capable of completing tasks faster than at the beginning, demonstrating a clear

improvement in their listening skills. In the same way, the improvement could be confirmed in the post test results since students got grades that demonstrate a significant improvement in their listening skills after the application of audiovisual material. Also, it was observable that using videos facilitated that students established the associations that listening learning process demands without any problem and as well as that the classes were more dynamic and enjoyable than before.

Starting the intervention plan, the group presented a certain level of shyness at seeing a new teacher giving the lesson but over the course of time most students gained confidence and showed more interest in the planned activities. A positive classroom environment was possible because the majority of students' strength was discipline and good behavior. On the other hand, as in all classroom studies, there are inevitable restrictions. The factors that impeded better results were the limitations that the researcher had to face: first, the number of students, which was too big to develop different activities with all of them; second, very few learners showed interest in the English subject, so they did not demonstrate a good attitude to carry out the activities planned by the researcher; third, the time periods of 40 minutes were very short for the classes.

The use of audiovisual material contributed substantially to achieve the general researcher's objective, which was to improve English listening skills through audiovisual material among students of seventh year at Escuela Municipal Héroe del Cenepa. Once finished the intervention plan, the results allowed to recognize the betterment of the listening proficiency in seventh year students and verified that

the activities applied with audiovisual material contributed to improve students' listening skills meaningfully.

## **h. CONCLUSIONS**

Based on the findings, the researcher can make the following conclusions:

The issue that limited the improvement of listening skills in seventh year students was the lack of exposure to audiovisual material that facilitate the learning through them. The pre-test revealed that students had difficulties identifying main ideas, catching and interpreting messages, relating word sounds with actions, differentiating phonics and comparing homophone words as was demonstrated in the table 1 in the results section.

The implementation of the audiovisual material in classroom activities reduced the students' limitations significantly. They could recognize the gist of the story projected in a video, interpret the message, understand what they heard, differentiate the images from the statements, and identify the main idea. After students accepted audiovisual material as part of their learning process students felt more confident and participated enthusiastically in the activities performed in classes.

The use of audiovisual material as a strategy was effective. The variation of the scores from the pre and post-tests is the evidence that demonstrates the significant impact that audiovisual material had in the improvement of students' listening skills. This strategy helped teachers to motivate students through active involvement in their learning process, interacting with their partners and teachers based on what they listen and watch.

## **i. RECOMMENDATIONS**

Based on the conclusions stated above, the researcher can make the following suggestions:

Teachers should assess student's knowledge frequently in order to detect their strengths and weaknesses and also be focused on an appropriate use of audiovisual material activities to improve student's listening skills. The frequent use of these devices enables the students to grasp these concepts quickly and easily. It also helps to motivate the students to learn and participate actively in class, creating a comfortable environment in which they can improve their English listening skills effectively.

Teachers should use audiovisual material in a simple way. This allows students to enjoy and at the same time become interested in the tasks. Audiovisual material like videos and audio tracks should be applied more frequently in order to keep students engaged in the teaching learning process, providing chances for them to participate and increase their confidence when expressing ideas, thoughts and feelings. Moreover, these activities also create a cooperative environment where students support and interact with one another.

Teachers should be aware of the potentials of the different types of audiovisual material, employ them appropriately, and take advantage of the benefits of these strategies in improving the students' knowledge. Audiovisual material are effective

to improve the students listening skills, the beneficial role of audiovisual material cannot be ignored since they help students to understand better without getting confused.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**THEME:**

**THE AUDIOVISUAL MATERIAL TO IMPROVE ENGLISH LISTENING SKILLS AMONG STUDENTS OF SEVENTH YEAR AT ESCUELA MUNICIPAL HÉROES DEL CENIPA IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.**

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**a. THEME**

THE AUDIOVISUAL MATERIAL TO IMPROVE ENGLISH LISTENING SKILLS AMONG STUDENTS OF SEVENTH YEAR AT ESCUELA MUNICIPAL HÉROES DEL CENEPa IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Escuela Municipal Héroes del Cenepa during the academic period 2018-2019. This school began its trajectory in 1996 with 60 students distributed between 3 years of basic education, initiating municipal education in the city of Loja; it is located in the neighborhood Héroes del Cenepa, this school was born from the conviction that education is a right of every human being and that marginal sectors deserve to have the same opportunity for education and training that the economically and socially organized sectors have.

Currently the main authority of the institution is Lic. Rita San Martín. The Unidad Educativa Municipal has its founding documents duly legalized, changing its name to Municipal School that offers education from Initial Level II to Seventh grade of General Basic Education. It has 2 sessions which are in the morning and afternoon.

Nowadays, this school has 295 students and 12 teachers, in accordance with the to the requirements of the Ley Orgánica de Educación Intercultural and its statutes, and the standards of quality.

### **Current situation of the research problem.**

The research will be centered on the role of audiovisual material to improve English listening skills. Material for language learning play a very important role in stimulating learning. In other words, to facilitate language learning, different tools can be used. For example, course books, videos, recorders, speakers, graded

readers, flash cards, games, websites, phone interactions are all useful tools which help to improve the Listening Skills notoriously.

Audiovisual material are tools that provide a representative and significant teaching learning process. In the educational field is the same because it functions as a significant help for both teachers and students. Audiovisual material are related to technological devices that allow people to watch and listen in order to clarify their understanding. Moreover, the audio-visual material are an important factor in achieving student's comprehension and understanding in the foreign language. It should be noted that this kind of material refers to the ability to listen and watch at the same time contents that allow students to learn interactively.

Communication in a foreign language largely depends on both visual and oral skills. The importance of listening skills in English is a priority these days. Furthermore, when it comes to improve these skills in young learners, there is a need for effective audiovisual material suitable for their learning. Moreover, to be able to use English in communication, young learners need to understand and comprehend different sounds and expressions while they are studying. For this reason, at the beginning stages of language learning, new vocabulary should be presented orally and visually with related pictures, drawing, video, etc.

As it is well known, it is almost impossible to teach and learn language effectively in formal classroom settings without effective material. Moreover, audiovisual material represent an interesting technique for teaching, because these engage the students' interest in the teaching process. It is a way to entertain students and teach them in a more effective way. This study is highly significant because

by examining the effectiveness of teaching through audio-visual material in light of developing listening skills; it will be possible to find out the strengths and weaknesses of the existing material used to teach young learners of seventh year.

As a last point, the incorrect use of some teaching methodologies or material shows a deficit that exists in the learning of English; this could be one of the reasons that students do not give enough importance to English language learning. In fact, the use of audio-visual material could help both teacher and students have a more meaningful teaching learning-process. In addition, during the lesson plans, these types of material will support students listening skills through videos and recordings that will engage and motivate students to continue with the learning of the second language.

### **Research problem**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO AUDIOVISUAL MATERIAL IMPROVE ENGLISH LISTENING SKILLS AMONG STUDENTS OF SEVENTH-YEAR AT ESCUELA MUNICIPAL HÉROES DEL CENEPA DURING 2018-2019 SCHOOL YEAR?

### **Delimitation of the research**

#### **❖ Timing**

This research project will be developed during 2018 – 2019 school year.

### ❖ **Location**

The present research project will be carried out at Escuela Municipal Héroes del Cenepa, which is a public school located in the city of Loja in the neighborhood Héroes del Cenepa.

### ❖ **The participants**

The participants of this research work will be the students of seventh-year at Héroes del Cenepa municipal school afternoon session, who are all about ten to eleven years old. There are thirty-two students, fifteen girls and seventeen boys, in addition to the teacher candidate of this study who is going to take part in the intervention plan.

### **Sub problems**

- What theoretical and methodological references about audiovisual material are adequate for improving English listening skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?
- Which are the issues that limit the improvement of English listening skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?
- What are the phases of the intervention plan that contribute with the improvement of English Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?
- Which Audiovisual Material are implemented to improve English listening skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?

- How effective was the use of Audiovisual Material to improve the listening skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?

### **c. JUSTIFICATION**

Audiovisual material have become an essential resource in the language classroom, but teachers often do not know when or how to use them. Furthermore, teachers and students have to know what it is about and how to use them correctly to obtain all the benefits derived from their use.

This research seeks to understand, investigate and master the resources and teaching material. Specifically, it will analyze the problem presented as a need to incorporate the use of audiovisual material with possible strategies for a better communication of English language. Currently, Education requires teachers to update themselves on the use of teaching material to support classroom exposure. There is a comparison and a difference between conventional didactic resources with current audio, video, and computer resources, which increase the interest, attention and motivation of students through images and sound (Sousa, 2017) It should be noted that teachers become users of these material; therefore, they are to update their knowledge constantly since they have the responsibility to use, apply and manage different programs, resources, and appropriate techniques to give an adequate use to the material.

This project will present a solution to improve listening skill in English language learning in the seventh year students of Educación General Básica at Escuela Municipal Héroes del Cenepa, through new technologies such as audiovisual material. The beneficiaries are the students of seventh grade and the teachers since this research aims to promote both the English teaching and learning process.

Besides that, this investigation is a requirement of the Universidad Nacional de Loja to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

## **d. OBJECTIVES**

### **General**

- To improve English listening skills through audiovisual material among students of seventh year at Escuela Municipal Héroes del Cenepa in the city of Loja during the 2018-2019 school year

### **Specific**

- To investigate theoretical and methodological references about audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.
- To determine the issues that limit the improvement of English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.
- To design an intervention plan focused on audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.
- To use the most appropriate audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.
- To confirm the obtained outcomes after the application of audiovisual material to improve English listening skills among students of seventh year at Escuela Municipal Héroes del Cenepa.

## **e. THEORETICAL FRAMEWORK**

### **Audiovisual Material**

Nowadays, the use of technology has become in a factor that interfere in every aspect that are moving the world. The ambit of the education is one the fields in which technology is applied to help students and teachers with the purpose of improving classes; it is at this stage where the use of Audiovisual Material plays an important role. According to Ashikuzzaman (2013) who manifests that audiovisual resources are those material which do not depend solely upon reading to convey meaning and present information through the sense of hearing as audio resources or through a combination of both senses.

With the drastic change of technology, now audiovisual material are used in libraries and information centers, several organizations, institutions that are related to the provision and dissemination of information services for their respective clients. Moreover, audiovisual material are tools that provide a representative and meaningful teaching learning process. In the educational field, it is similar, since it works as a significant help for both teachers and students. Audiovisual material are related to a wide variety of technological devices that allow people to watch and listen at the same time for clarifying the understanding.

In words of Olube (2015) who affirms: audiovisual material devices are hardware and software through which learning process is encouraged and carried out, such includes; film strip, radio, television, slides etc. Furthermore, this type of

material must be displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, video material, and special visual material such as cartographic and three-dimensional material.

### **Importance of Audiovisual Material in the Education field**

Every teacher knows that to increase the understanding of the students it is necessary to master several fields of teaching, one of them is the use of the material to achieve the attention of the student. It is here where having a wide knowledge of the use of audiovisual material plays a very significant role. In words of Yadav, et al (2015) Audiovisuals aids are being used increasingly and widely to make the teaching learning process effective, interesting and impactful. Audio visual aids are instructional material.

Using the words of Aflina (2017), short movies help the students in the process of thinking and seeing, so based on what they see, the students are re-guided to write back in English. This means that students are prone to retain much of what they see through audiovisual material, in this case a movie.

Dahiya (2017) affirms: With the passage of time, different methods and techniques are entered in the field of education and teachers use different kind of aids to make effective teaching. (ODE, 2014) gives another opinion: Visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. Therefore, the teacher's duty is to make learning live, not just something to remember but part of living experience.

As Millsom (2018) explains, audiovisual material aids simply make the process more interesting! Listening to a teacher drone on for an entire lesson, apart from anything else, is just boring, and nobody learns at optimal efficacy when they are bored. This lets to know that a good teacher should always have his students motivated. (King 2017) expresses: People learn in different ways. You can talk all day and some students simply won't understand. But show them a picture or a video, and then suddenly it clicks! In fact, most learners would be considered visual learners.

Aflina (2017) confirms that, Average achievement in writing with audiovisual material media in the strategy of Writing Diary was increasing because it explained that the effectiveness of the learning process improved, and students found it easier to write the diary book with details. It is a clear example that the audiovisual material increase the cognitive skills in young students. In his study (Ode, 2014) concludes, the study found out that the selected private schools in Makurdi were using various types of audiovisual resources in teaching and learning and this has had significant positive impact on the teaching and learning in those schools.

Alidmat & Nalliveettil (2013) conducted an studio and confirm these audio-visual resources serve, because the information can be gotten from the good use of perceptual instructional material especially those provided from our locality.

Shridevi , et al. (2013) provide: audiovisual aids provide a three-dimensional view of the events that take place during labor mimicking real life situation, so that the student will be able to correlate with imagination and perform better. According to (Wijayanti, 2016), Teachers are encouraged to use some media including audio

and visual in nature, in order that the teaching and learning process becomes interesting and enjoyable. The students can learn easily by using media.

In words of Madhuri (2013), one advantage is student or teacher can browse online for the matter, includes power point presentation and teach so effectively. Unlimited abundant matter availability, we speak of eco-friendly nature by saving the paper. (Farooq, 2014) says: The use of audiovisual aids in teaching has increased in the past few years due to technological advancement. Technology blessed the teachers, administrators and student community with multimedia presentations which increase interest in the classrooms.

There are many studies where we can find the important role of Audiovisual Material, for example, Ashikuzzaman (2015) confirms: Students will gain knowledge of the latest in evolving theoretical and practical application in the communication field utilizing various resources and methods of inquiry. (Shabiralyani, Hasan, Hamad & Iqbal (2015) argue: Visual aids are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support him to make learning more actual, active, motivating, encouraging, significant and glowing.

In the point of view of Benson (2018), Audio Visual Material supply a complete basis for conceptual thinking; they give rise to meaningful associations. Hence, they offer the best antidote solution available for the disease of verbalism.

## **Activities Related with Audiovisual Material**

Czaban (2018) explains, as teachers, we know that videos are actually incredibly useful learning tools which can push students beyond their limitations, really engage them with the language and boost their learning speed. Another theory by Pandey (2010) says that the use of technology helps students to develop their skills and abilities in the acquisition of English language in order to put into practice their own critical thinking. As intro activities is useful to use the following:

### **❖ Clip Start**

Show a short clip and get the students to guess what happens next (Czaban, 2018).

### **❖ Guess what?**

Students guess what the lesson will be about from the clip (Czaban, 2018).

### **❖ Sound down**

Show a clip with no sound and have the students provide the voice-over. Czaban (2018). Often, you'll only be using clips or parts of videos. It is, therefore, vital to keep paying attention once you start the clip (Czaban, 2018).

### **❖ Question time!**

Before the video starts, give about five questions relating to the content of the video, so that students must seek the answers as they watch (Czaban, 2018).

### ❖ **5 out of ten**

Find a video which follows the classic format of 10 ways to... or 10 things to.... Watch half and get students to guess the other five (Czaban, 2018).

### ❖ **Find that fact**

Set specific questions for the students to answer, based on info from the video. For example, which natural phenomena can contribute to sinking a city? (Czaban, 2018).

### ❖ **Mindmap it**

Have students create a visual mindmap of the video and tell it back to their partner afterward in as much detail as possible (Czaban, 2018).

### ❖ **Follow It Up**

Follow up the video with language work and activities using related idioms. For example, after playing a video related to criminality, I then went on to practice these crime idioms (Czaban, 2018).

## **Types of Videos for Teaching:**

Video based material can range from a still picture taken from a video to the whole movie or TV show and everything between. Which one you choose depends on the aim of the lesson at hand. The following types can work as examples:

### ❖ **Documentaries**

A documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction, education, or maintaining

a historical record. According (Judge, 2017), Documentary film, done well, can engage and instruct through storytelling.

#### ❖ **Cartoon**

Wickham (2015) indicates: While the word cartoon usually refers to an animation or a funny drawing, in an art historical context it can also refer to a full-scale preparatory drawing for a fresco, oil painting or a tapestry.

#### ❖ **TV Show**

A television show (often simply TV show) is any content produced for broadcast via over-the-air, satellite, cable, or internet and typically viewed on a television set, excluding breaking news, advertisements, or trailers that are typically placed between shows (Lang & Brent, 2012)

#### ❖ **Advertisement**

A television advertisement is a span of television programming produced and paid for by an organization. It conveys a message, aimed to market a product or service (Carter, 2017)

#### ❖ **Video Clips**

Video clips are short clips of video, usually part of a longer recording. The term is also VBO more loosely used to mean any short video less than the length of a traditional television program.

## **Types of Audiovisual Material**

They can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Taking this into account, they can be classified in three main groups:

### **Auditory Material:**

Auditory means of or relating to the hearing. Some of them are:

#### **❖ Tape-Recorder**

An audio tape recorder, tape deck, or tape machine is an audio storage device that records and plays back sounds, including articulated voices, usually using magnetic tape, either wound on a reel or in a cassette, for storage. In its present-day form, it records a fluctuating signal by moving the tape across a tape head that polarizes the magnetic domains in the tape in proportion to the audio signal. Tape-recording devices include reel-to-reel tape deck and the cassette deck.

#### **❖ Boombox**

A boombox is a transistorized portable music player featuring one or two cassette tape recorder/players and AM/FM radio, generally with a carrying handle. Beginning in the 1980s, a CD player was sometimes included. Sound is delivered through an amplifier and two or more integrated loudspeakers. A boombox is a device typically capable of receiving radio stations and playing recorded music (usually cassettes or CDs usually at a high volume). Many models are also capable of recording onto cassette tapes from radio and other sources. Designed for portability, boomboxes can be powered by batteries as well as by line current. The

boombox was introduced to the American market during the mid-1970s. The desire for louder and heavier bass led to bigger and heavier boxes; by the 1980s, some boomboxes had reached the size of a suitcase. Most boomboxes were battery-operated, leading to extremely heavy, bulky boxes. (Internet Archive WayBackMachine, 2012)

#### ❖ **Sound Films**

A sound film is a motion picture with synchronized sound, or sound technologically coupled to image, as opposed to a silent film. Sound is used in film to heighten a mood, provide us with information about the location of a scene, advance the plot, and tell us about the characters in the story. (Internet Archive WayBackMachine, 2012)

#### ❖ **Telephone**

A telephone, or phone, is a telecommunication device that permits two or more users to conduct a conversation when they are too far apart to be heard directly. A telephone converts sound, typically and most efficiently the human voice, into electronic signals that are transmitted via cables and other communication channels to another telephone which reproduces the sound to the receiving user. (Internet Archive WayBackMachine, 2012)

#### ❖ **Language Laboratory**

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities, and academies. Indeed, it seemed an ideal instrument for the audio

lingual method. In particular, it allowed for the endless repetition of minimally different sentences generated mechanically out of substitution frames as a means of “drilling in” correct grammatical structures. (Al-Hmoud, 2014)

### **Visual Material:**

Visual Material are those material which we see and can be understood by observing the visual aspect of any object. They include:

#### **❖ Blackboard**

A blackboard (also known as a chalkboard) is a reusable writing surface on which text or drawings are a large board with a smooth, typically dark, surface attached to a wall or supported on an easel and used for writing on with chalk, especially by teachers in schools, Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. According to the website, (Team 241, 2012) The term chalkboard became more common when color of the board was no longer black. In the 1980s the whiteboard, or dry erase board, began to become common and by the mid-1990s 21% of American schools were using them.

#### **❖ Whiteboard**

It is a board with a smooth, white surface, often attached to a wall, on which you can write and draw using special pens or markets. (McClean, 2014) explains, Despite being invented as far back as the late 1950s, whiteboards did not become very popular until after the invention of dry erasable marker, aka whiteboard marker, in 1975.

### ❖ **Map**

A map is a symbolic depiction emphasizing relationships between elements of some space, such as objects, regions, or themes. Many maps are static, fixed to paper or some other durable medium, while others are dynamic or interactive. Although most commonly used to depict geography, maps may represent any space, real or imagined, without regard to context or scale, such as in brain mapping, DNA mapping, or computer network topology mapping. The web site, (Mapsinternational, 2012) considers: the map have been part of human history for thousands of years, and are said to date back as early as 16,500 B.C. However, the oldest known maps are preserved on Babylonian clay tablets from about 2300 B.C.

### ❖ **Flash-Cards**

A flashcard or flash card is a card bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flashcards are widely used as a learning drill to aid memorization. They are often associated with spaced repetition, i.e. reviewed at expanding time intervals. (Goodrich, 2017) indicates Most agree that flashcards spread in response to a growing demand for a more quality education for the average, poorer student than was offered in overcrowded, understaffed public schools led by underqualified teachers.

### ❖ **Slide-Projector**

A projector or image projector is an optical device that projects an image (or moving images) onto a surface, commonly a projection screen. Most projectors create an image by shining a light through a small transparent lens, but some newer

types of projectors can project the image directly, by using lasers. (Schwertly, 2014)  
manifests: Projecting images onto a larger surface is an old trick; the first known instance of this was recorded in a drawing by Johannes de Fontana in 1420.

### ❖ **Textbooks**

A textbook or coursebook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools. Nowadays, most textbooks are not published exclusively in printed format; many are now available as online electronic books. According to the (UNESCO, 2016): Textbooks are especially relevant to improving learning outcomes in low income countries with large class sizes, a high proportion of unqualified teachers and a shortage of instructional time.

### ❖ **Photo**

A photograph or photo is an image created by light falling on a light-sensitive surface, usually photographic film or an electronic medium. Most photographs are created using a camera, which uses a lens to focus the scene's visible wavelengths of light into a reproduction of what the human eye would see. (Mazoner, 2018) argues, Photography, as we know it today, began in the late 1830s in France. Joseph Nicéphore Niépce used a portable camera obscura to expose a pewter plate coated with bitumen to light.

### **Audio-visual Material:**

Audio-visual material are the combination of auditory and visual material.

This may include:

#### **❖ LCD-Projector**

An LCD projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface. It is a modern equivalent of the slide projector or overhead projector. The web site, (Projector Screen Store, 2016) expresses: Digital systems combined the concept of an overhead projector and the mechanics of document cameras with the technology behind the digital projector panel itself, all in a single device.

#### **❖ Television**

Television is a mass medium for advertising, entertainment and news. (Petersen 2017) highlights: The Russian scientist and inventor, Constantin Perskyl, is credited with coining the word television in 1900.

#### **❖ Computer**

A computer is a device that can be instructed to carry out sequences of arithmetic or logical operations automatically via computer programming. Modern computers have the ability to follow generalized sets of operations, called programs. These programs enable computers to perform an extremely wide range of tasks. Taking into account the web site, (UKessays, 2015), it communicates: Computer teaching plays a key role in the modern systems of education. Students find it easier to refer

to the Internet than searching for information in fat reference books. The process of learning has gone beyond learning from prescribed textbooks.

#### ❖ **DVD Player**

A DVD player is a device that plays DVD discs produced under both the DVD-Video and DVD-Audio technical standards, two different and incompatible standards. Some DVD players will also play audio CDs. DVD players are connected to a television to watch the DVD content, which could be a movie, a recorded TV show, or other content, from the position of (Steven, 2015), One DVD class in the regular teaching program could free up a teacher potentially to give another class to other students and multiply the capacity of a teacher to meet the needs of high density/populated schools.

#### ❖ **Multimedia**

The definition that the web site, (Computer Hope, 2017) offers is the following: A multimedia file can be any computer file that plays audio and video, audio only, or video only. Some examples of popular multimedia files include the .mp3 audio file, .mp4, video, etc.

#### **Listening Skills**

In words of Tyagi (2013): Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. Listening within the work context is the process by which you gain an

understanding of the needs, demands, and preferences of your stakeholders through direct interaction (Doyle, 2018).

According to Solak (2016) who affirms that, Listening and hearing are considered different process. While hearing is considered as physical, passive and natural process, listening is physical & mental, active and learnt process and is defined as a skill. For these reasons, a good listener has to know what the difference is between hearing and listening with the purpose to communicate or retain a message. Another definition according to the web site, (Skills you need, 2018) Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages.

Likewise, Datko (2015) gives another analysis, in real life face-to-face communication, listening denotes highly complex interpretative processes which in interaction determine what meanings are generated as the outcome of conversation.

### **Importance of Listening Skills in Educational Field**

People communicate in order to learn, teach, understand, express, influence, go under influence, share and possess (Durmus & Gulec, 2014). Apart from these, people try to meet their basic physiological needs such as eating, drinking and having shelter and safety needs by establishing communication as well. Listening is the whole of mental activities realized in order to understand what is heard (Durmus & Gulec, 2014). That is to say, listening means making choices from among what is heard, organizing them, integrating what is transferred by the

speaker with background knowledge and structuring them mentally. Listening in educational communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory. In words of (Segura, 2012) who says, Teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world.

Yıldırım & Yıldırım (2016) confirm in their study: Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively. Listening has an important role not only in daily life but also in classroom settings. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension (Segura, 2012). According to Kurita (2012) learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin (Yıldırım & Yıldırım, 2016).

## **Activities related with the Development of Listening Skills:**

### **❖ Relay the message**

Put students in pairs or groups of three, assigning one (or two) as runner and one as writer. Sit the writers at tables at one end of the room. Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class. When you shout the word go, the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer. The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down. Repeat until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation. (FluentU, 2018)

### **❖ Listen for lies**

Divide the class into two teams A and B. Ask one student at a time to come to the front of the class and read aloud a passage which you have chosen, e.g. a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details. (Joyce, 2002)

❖ **Follow the directions**

Provide students with a street map, either a real one or something tailored to the activity and their level. You can even go crazy and create a big one for the classroom floor! Split the students into teams, and have one person go at a time. Read instructions for the student to follow, such as go straight two blocks. To win a point, the student must successfully navigate the map until they find the right store, the lost friend or the buried treasure. (FluentU, 2018)

❖ **Telephone**

Create two teams of students and set up both teams in lines. The end of each team line should be at the whiteboard. Whisper a word or sentence to the student farthest away from the whiteboard, and then have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line. The last student writes the message on the board. The winner is the team with the most accurate spelling, pronunciation and content, although bonus points for originality and hilarity may be awarded! (FluentU, 2018).

❖ **Minimal pairs card hold-up**

Give a set of pre-prepared word cards to each team (there can be as many teams as you want, depending on how many card sets you have). Go here for a useful list of minimal pairs. Students spread the word cards out on a table. Call a word out. For example: feet! The students have to search their decks and hold up that word's card as fast as possible (FluentU, 2018).

### ❖ **Movie clip quiz**

You can incorporate movies into just about any lesson, giving students a welcome moment of relaxation and respite from learning (or so they think!). Give students a question to answer, dividing them into teams. Begin watching the clip. To play, students must pay close attention and stand up when they hear the answer to the question. Pause the movie and see if the first person who stood up knows the correct answer. Ask the second question. Repeat. Alternatively, you can give the students a list of questions to answer and allow the clip to play through entirely. Then you see who has the most correct answers at the end. (FluentU, 2018)

### ❖ **Song gap-fill**

Give each student/pair the song lyrics with some words missing. To make it easier you can put the missing words in a box at the top of the page. Play the song, pausing if necessary. The aim is for the students to fill in the missing words. Once at the end, go through the answers to see which student/pair got the most correct (FluentU, 2018)

### ❖ **Order-the-lyrics**

Pairs get a set of the song lyrics cut up into lines. As they listen to the chosen song, they have to put the lyrics in the right order on the table. Repeat the song if necessary. You can always have a sing-along after the activity is completed! (FluentU, 2018)

## **Types of listening skills:**

### **❖ Analytic Listening**

Supper & Bijsterveld (2015) say analytic perception takes place when the information is used to identify the components of the scene to finer levels; for instance, listening to a particular utterance in the crowded room or tracking one instrument.

### **❖ Attentive listening**

In words of Doyle (2018), attentive listening is the process by which an individual secures information from another individual or group. The attentive element involves taking steps to draw out information that might not otherwise be shared. (Tripathi,2018) emphasises, Instead, if one listened without worrying about what to say, one will hear what the other person wants you to know. In addition, you grow more effective as a communicator yourself. Silence becomes more potent than speech.

### **❖ Responsive listening**

Good listeners have to show that they have enough skills to keep a conversation being able to understand a message and give an opinion about the topic. Responsive listeners demonstrate to the speaker that they are listening and understanding what is being said, which encourages the speaker to continue. Encouraging responses may include both nonverbal and verbal cues (EDC communications, 2016).

### ❖ **Comprehensive Listening**

Understanding the message depends on the person who is hearing it because it considers that person's previous life experience. To expand comprehensive listening, expand your own horizons so you can use more knowledge to fully comprehend the speaker. This kind of listening makes use of analysis and evaluation to interpret the message that was delivered (Medium, 2014). In addition, Comprehensive listening involves understanding the thoughts, ideas, and message. This type of listening requires that the listener understands the language and vocabulary.

### ❖ **Content Listening**

This type of listening involves understanding and retaining the information provided by the speaker. It also requires to identify the main key points of the message and to find cues by doing a summary of it (Schmitz, 2012). Moreover, it is important to understand different sounds and tones provide by the speaker. To effectively apply content listening, it is needed once again identify the main idea or the key points of the message. This kind of listener may be receptive for only a brief amount of time and may become rude or even hostile if the speaker expects a longer focus of attention.

### ❖ **Deep Listening**

Rome (2010) deduces, Deep Listening involves listening, from a deep, receptive, and caring place in oneself, to deeper and often subtler levels of meaning and intention in the other person. Listening is generous, empathic, supportive, accurate,

and trusting. This type of listening could be analyzed as a way of hearing in which the individual is fully present with what is happening in the moment without trying to control it or judge it. In deep listening, people listen between the lines of what is said, hearing the emotion, watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on.

#### ❖ **Evaluative Listening**

The web site, (Knowledge Work, 2012) states that Evaluative Listeners try to figure out the speaker's intention before responding to the message and may mentally argue with the speaker. If Evaluative Listeners do not like what a speaker is saying, they quit listening. In evaluative listening, or critical listening, we make judgments about what the other person is saying. The listener seeks to assess the truth of what is being said. People also judge what they say against their values, assessing them as good or bad, worthy or unworthy. Evaluative listening, may lead to ambiguities and misunderstandings.

#### ❖ **Informative Listening**

According to Curtisfry (2012) who considers: As the name implies, the goal of informative listening is to learn new information. In an improve scene, the players engage in informative listening from the start of the scene or game. Another definition that (Gonzales, 2018) gives is: Informational listening is listening with the goal of learning, understanding, and grasping information. Furthermore, Informative listening is considered a passive form of listening because the listener

is not judging, critiquing, or evaluating the message; they are just listening to understand it.

#### ❖ **Reflective listening**

Reflective listening means focusing completely on the true message being spoken. It means hearing and understanding the words and body language of the person who is talking to you (Quist, 2013). In reflective listening, the listener tries to clarify and restate what the other person is saying. A person can use reflective listening to help another one understand what the speaker is saying. It also allows the speaker to feel heard. Reflective listening can help the speaker achieve his or her outcomes.

#### ❖ **Active Listening**

Active listening is highly significant, and probably the most important skill. It is active because it combines the skills of listening and responding without invalidating the speaker's comments, giving the speaker personal opinions, advice, or trying to draw ownership of the conversation away from the speaker (EDC communications, 2016).

### **Components of listening skills**

- **Listening Comprehension**

Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). Another concept proposed by Hamouda

(2013) is which tell us, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

- **Message Interpretation**

In words of Richard Nordquist (2018), communication is effective only when the message is understood and when it stimulates action or encourages the receiver to think in new ways. Moreover, there are different ways of sending a message such as nonverbal content, meaningful behavior beyond words-body movement and gestures, eye contact, artifacts, and clothing, as well as vocal variety, touch, and timing. Therefore, some people may be able to gain far more insight as they decode messages than others depending on their level of literacy in the medium in which the message is being encoded. Those people will gain a higher understanding, control, and appreciation of a given message. (Nordquist, 2018)

- **Main idea identification**

According Izaham (2017), in listening, reading and writing the main idea is the main point the speaker and/ or writer is trying to say. It means, it is the most important idea the speaker is trying to communicate. Is important to know that in some cases, the topic of the lecture or conversation is usually the main idea. All the supporting details will make the main idea stronger. The main idea will be stated normally in the beginning and emphasized at the end. If the main idea is not stated listen to what the supporting details have in common and imply the main idea (Chambers, 2014). In a nutshell, to identify the main of a lecture or conversation

we need to listen in a more general way to get a rough idea of what the speaker is saying.

- **Auditory Discrimination**

Auditory discrimination is the ability to recognize differences between sounds. Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest parts of sound in any given language. Auditory discrimination allows a person to tell the difference between words and sounds that are similar as well as words and sounds that are different. Moreover, Auditory discrimination plays an important role in both a child's language and listening skill development. (Ann Logsdon, 2018)

- **Word recognition**

Teaching word recognition means you are providing instruction that is centered on brain research and learning. How? Both decoding (phonics) and comprehension are short-term memory processes. If a student has to continually slow down and decode a word by phonemes, that uses the short-term memory capacity in the brain. In contrast to the statement made in the email, phonics is not phoneme recognition. Phonics is about teaching students to make associations between speech sounds and the printed word. Phoneme recognition is only about sounds in words (K5chalkboard, 2018). Word recognition is a process by which students learn to identify words and word parts. It begins with an understanding that letters symbolize the sounds in words and progresses to the ability to understand complex word parts and syllabication principles (Gray, 2017)

## **f. METHODOLOGY**

### **Design of the research**

As Lesha (2014) confirms Action Research is a formative study of progress commonly practiced by teachers in schools. Basically an action research is a spiral process that includes problem investigation, taking action; fact-finding about the result of action. Teachers from all over the world have employed action research as a part of their teaching and research. Obviously, action research well matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process.

This action research has the aim of improving Listening Skills through Audiovisual Material application together a systematic development of activities to reinforce the student's comprehension and solve the issues that are limiting the correct development of these skills.

The action research process is concerned with specific educational problems in which Action Research is the most applied practical design. Creswell (2012) describes, Action researchers explore a practical problem with an aim toward developing a solution to a problem. Therefore, it is understood as a process where the researcher will conduct a set of steps with the purpose of giving a solution to an educational issue. Furthermore, the researcher will follow the next steps based on (Creswell, 2012) words: The first stage will consist of the identification of a process for addressing educational issues. The second stage will turn toward practice and the need to involve practitioners, such as teachers, in the solution to their own

problems. The third phase will represent the participatory, emancipatory, or community action research approach in which groups assume responsibility for their own emancipation and change.

## **Methods, techniques and instruments**

### **Methods**

To carry out this research work it is important to consider the most appropriate methods, which will guide the researcher to use and apply them in different action research steps. They are following:

#### **❖ The scientific method**

In words of Helmenstine (2018), The scientific method is a systematic way of learning about the world around us and answering questions. Therefore, in this project it will be useful to make systematic observations, measurements, experiments, formulation of questions and acquiring knowledge. In addition, this method will help the researcher to have an idea about how to solve the research problem making predictions based on the obtained results.

#### **❖ The Descriptive Method**

A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated) (Posinasetti, 2014). This method will be useful to obtain information concerning the current status of the phenomena, to describe an existing thing with respect to variables or conditions in this research project based on observation, case study and questions. This method will be useful to describe events and then organizes, tabulates, depicts, and describes the data

collection though visual aids such as graphs and charts to aid the reader in understanding the data distribution.

❖ **The statistical method**

According to Zulfiqar & Bhaskar (2016), Statistical methods involved in carrying out a study include planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings. This Method will serve as a process of obtaining, representing, simplifying, analyzing, interpreting and projection of the characteristics, variables or numerical values of this research project for a better understanding of reality and an optimization in decision making. It will also facilitate the handling of various amounts of observations and data, in addition, this method will facilitate the management of both deductive and inductive categories by converting them into numerical variables. In addition, it will maximize the objective nature of the researcher's interpretation in the same group of students in which the project is focused.

❖ **The analytic/synthetic method**

Khan (2014) affirms: This method includes breaking up the unknown problem into simpler parts which can be recombined to find solutions. The procedure adopted is to go 'from unknown to known' and find out desired results. The Analytic method will help the researcher to decompose the obtained information into its parts. This process will be careful and will keep an order that allows rearming the general idea once the analysis is completed. In the other hand, the synthetic method will be useful at the moment of reconstructing the information

until it is formed. As a fundamental part, it will imply an understanding of the functioning of the study group to achieve reconstruction. Therefore, to achieve the synthesis, a prior analysis of the students will be required.

### **Techniques and instruments**

#### **Data collection:**

##### **❖ Tests**

The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

##### **❖ Pre – test / post-test:**

They will be applied at the beginning and at the end of the intervention plan; at the beginning the pre-test will provide information about the students' level in which concerns with the development of listening skills through the use of Audiovisual material. At the end of the intervention plan, the same pre-test will be used as a post-test to verify the improvement of listening skills among 7<sup>th</sup> grade students at Escuela Municipal Héroes Del Cenepa in the academic period 2018 – 2019.

##### **❖ Questionnaires**

A questionnaire with five multiple choice questions will be applied at the beginning of the intervention to obtain information from students about the use of Audiovisual Material. The same questionnaire will be used as a post-questionnaire, which will be applied to collect students' positive or negative changes after the application of the intervention plan.

### ❖ **Observation**

Through the observation sheet, the researcher will observe the students' performance during the lesson. It will be also used to determine what has happened in the class, and then analyze and reflect upon for when the plan ends.

### ❖ **Field Notes**

The researcher will use a field note dairy to record what happened in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or a particular situation that happen.

### ❖ **Population**

The students of seventh year of Basic Education are who will participate in the development of this research. The participants are twenty-seven students, twelve girls and fifteen boys, they are all about ten to eleven years old. The students receive three hours of English per week.

### **Intervention plan description**

The intervention plan will consist on three steps, which will be developed before (Activation), during (Connection) and before (Affirmation). These lesson plans will cover 30 hours of instructions in 10 consecutive weeks of treatment.

### ❖ **Activation**

In this phase, the teacher candidate will create a friendly and safe environment for students by applying a warm up activity. Moreover, at this stage of the lesson

the teacher candidate will apply activities in which the use of audiovisual material will play a meaningful role.

❖ **Connection**

At this part of the lesson the teacher candidate will center students' attention to the activities on the book in order to make them understand the topic by putting into practice what they have learnt in the class. In addition, the teacher candidate will explain clearly the goal of the lesson by making connections between the prior knowledge and the content imparted in class.

❖ **Affirmation**

It is the last step, where the teacher candidate will encourage students to put into practice what they have learnt in class by developing authentic assessment sheets as a means of evaluation.

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**INTERVENTION AND OBSERVATION PLAN WEEK 1**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa    **PARTICIPANTS:** 7<sup>th</sup> grade EGB  
**TEACHER**                    : Mg. Juana Baculima Cuenca                    **SCHOOL YEAR:**  
**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel                    **TOPIC:** Pre-test and pre-questionnaire

**RESEARCH PROBLEM:** How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?

**GOAL:** By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition

**LEARNING OBJECTIVES:** By the end of the lesson students will be able:

To develop the Pre-test and Pre-questionnaire correctly.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>❖ <b>Pre-test:</b> To diagnose English Listening Skills through Listening Comprehension, Message Interpretation, Main idea identification, Sounds Identification and Vocabulary Recognition</li>   <li>❖ <b>Pre-questionnaire:</b> To diagnose Students attitude towards Audiovisual Material.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher introduces himself.</li> <li>❖ Teacher explains the purpose of Pre-test and Pre-questionnaire.</li> <li>❖ Teacher gives instructions about how to develop the Pre-test and Pre-questionnaire.</li> <li>❖ Teacher gives suggestions and answering students doubts.</li> <li>❖ Teacher takes the Pre-test and Pre-questionnaire.</li> <li>❖ Students give the Pre-test and Pre-questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speakers <ul style="list-style-type: none"> <li>❖ Pre-test and Pre-questionnaire.</li> </ul> </li> <li>❖ Projector.</li> <li>❖ Computer</li> </ul>
<p><b>MONITORING PLAN:</b>  Data Resource 1: Pre-test.  Data Resource 2: Pre-questionnaire.  Data Resource 3: Assessment Sheet.</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> November 19<sup>th</sup> to November 23<sup>rd</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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**INTERVENTION AND OBSERVATION PLAN WEEK 2**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa    **PARTICIPANTS:** 7<sup>th</sup> grade EGB  
**TEACHER** : Mg. Juana Baculima Cuenca    **SCHOOL YEAR:**  
**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel    **TOPIC:** He is writing a postcard

<b>RESEARCH PROBLEM:</b> How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition		
<b>LEARNING OBJECTIVES:</b> By the end of the lesson students will be able:		
❖ To interact each other using nouns and verbs in Present Continuous to send and write a letter.		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>

<ul style="list-style-type: none"> <li>• Present continuous tenses.</li> <li>• Questions in present continuous.</li> </ul>	<p style="text-align: center;"><b>Activation</b></p> <p><b>Audiovisual Material: Letter writing for kids</b> <b>Cartoon Video</b></p> <p><b>Warm up activity: (Message Interpretation)</b> Teacher shows a short clip and get the students to guess what happens next. <b>(Clip start activity)</b></p> <p style="text-align: center;"><b>Connection</b></p> <p>Teacher explains the structure of present continuous tenses through a video Teacher writes some examples on the board. Teacher asks some question using present continues.</p> <p style="text-align: center;"><b>Affirmation</b></p> <ul style="list-style-type: none"> <li>• Students listen an audio related with present continuous tenses and choose the correct answer from the box. <b>(Vocabulary Recognition)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Speakers</li> <li>• Work sheet.</li> <li>• Projector.</li> <li>• Computer</li> </ul>
<p><b>MONITORING PLAN:</b> Data Resource 1: Assessment sheet. Data Resource 2: Student's practical activities Data Resource 3: Observation sheet Data Resource 4: Field Notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> November 26<sup>th</sup> to November 30<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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**INTERVENTION AND OBSERVATION PLAN WEEK 3**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa

**PARTICIPANTS:** 7<sup>th</sup> grade EGB

**TEACHER** : Mg. Juana Baculima Cuenca

**SCHOOL YEAR:**

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel

**TOPIC:** Phonics.

<p><b>RESEARCH PROBLEM:</b> How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?</p>
<p><b>GOAL:</b> By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition</p>
<p><b>LEARNING OBJECTIVES:</b> By the end of the lesson students will be able:</p> <ul style="list-style-type: none"><li>• To differentiate word phonics</li></ul>

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>Phonics Sm-Sn</li> </ul>	<p style="text-align: center;"><b>Activation</b></p> <p><b>Warm up activity:</b> Dynamic using nouns and verbs related with fruits, vegetables and countable and countable nouns. <b>(5 seconds to answer activity)</b></p> <ul style="list-style-type: none"> <li>Teacher gives each student/pair the song lyrics with some words missing. The missing words are in a box at the top of the page. Teacher plays the song, pausing if it is necessary. The aim is for the students to fill in the missing words. Once at the end, go through the answers to see which student/pair got the most correct. <b>(Song Gap-Fill)</b></li> </ul> <p style="text-align: center;"><b>Connection</b></p> <p><b>Students work on the book</b>  Teacher introduces the topic (Phonics Sm and Sn) using a projector to show some images, and then he asks students infer what these are about.</p> <p>A. Ss. Look, listen and say. track 33 Pg. 54  B. Ss. Listen, write and read. track 34 Pg. 54  C. Ss. Listen and fill in the missing letters track 35 Pg. 55  D. Write the words Pg. 55  E. Listen and chant Track 36 Pg. 55</p>	<ul style="list-style-type: none"> <li>❖ Speakers</li> <li>❖ English book level Starship English A1.2 children student's book.</li> <li>❖ Work sheet.</li> <li>❖ Projector.</li> <li>❖ Computer</li> </ul>

	<p style="text-align: center;"><b>Affirming</b></p> <p>Student looks at the examples on the book and develop the worksheet activity: Fill in the spaces with the corresponding phonic (<b>Sm</b> or <b>Sn</b>)</p>	
<p><b>MONITORING PLAN:</b>  Data Resource 1: Assessment sheet.  Data Resource 2: Student's practical activities  Data Resource 3: Observation sheet  Data Resource 4: Field Notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 3<sup>rd</sup> to December 7<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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**INTERVENTION AND OBSERVATION PLAN WEEK 4**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa    **PARTICIPANTS:** 7<sup>th</sup> grade EGB

**TEACHER** : Mg. Juana Baculima Cuenca

**SCHOOL YEAR:**

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel

**TOPIC:** Phonics

<p><b>RESEARCH PROBLEM:</b> How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?</p>
<p><b>GOAL:</b> By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition</p>
<p><b>LEARNING OBJECTIVES:</b> By the end of the lesson students will be able:</p> <ul style="list-style-type: none"><li>To understand speech sounds,</li><li>To comprehend the meaning of individual words</li><li>To understand the syntax of sentences</li></ul>

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Sentences in simple present tenses.  Words with phonics <b>St</b>  Vocabulary with phonics <b>St</b></p>	<p style="text-align: center;"><b>Activation</b></p> <p><b>Warm up activity:</b> Dynamic using nouns and verbs related with word phonics <b>Sm</b> and <b>Sn. (5 seconds to answer activity)</b></p> <p>Teacher introduces the topic (Phonics <b>St</b>) using a projector to show some images, and then he asks students infer what these are about.  Before the video starts, teacher gives about five questions relating to the content of the video, so that students must seek the answers as they watch.  <b>(Question Time activity)</b>  <b>Students work on the book</b>  A. Ss. Look, listen and say. track 37 Pg. 56  B. Ss. Listen and fill in the missing letters track 38 Pg. 56  C. Listen, write, and read track 39 Pg. 57  D. Look at the pictures and write the words.  E. Listen and chant Track 40 Pg. 57</p> <p style="text-align: center;"><b>Affirming</b></p> <p>Student looks at the examples on the book and develop the worksheet activity: Fill in the spaces with the corresponding phonic (<b>St</b>)</p>	<p>Speakers  English book level Starship English A1.1 children student's book.  Work sheet.  Projector.</p>
<p><b>MONITORING PLAN:</b>  Data Resource 1: Assessment sheet.  Data Resource 2: Student's practical activities  Data Resource 3: Observation sheet  Data Resource 4: Field Notes</p>		

**SUPPORT:** Coaching and guidance from Thesis Project Advisor

**DATE /TIME:** December 10<sup>th</sup> to December 14<sup>th</sup>, 2018

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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**INTERVENTION AND OBSERVATION PLAN WEEK 5**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa    **PARTICIPANTS:** 7<sup>th</sup> grade EGB

**TEACHER** : Mg. Juana Baculima Cuenca

**SCHOOL YEAR:**

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel

**TOPIC:** Phonics

RESEARCH PROBLEM: How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?		
GOAL: By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition		
LEARNING OBJECTIVES: By the end of the lesson students will be able:		
<ul style="list-style-type: none"> <li>• To difference between words and sounds that are similar</li> </ul>		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED

<p>Sentences in simple present tenses.  Words with phonics Sw and Tw  Vocabulary with phonics Sw and Tw</p>	<p style="text-align: center;">Activation</p> <p>Warm up activity: Dynamic using nouns and verbs related with word phonics Sm and Sn. (5 seconds to answer activity)</p> <p>Teacher introduces the topic (Phonics Sw and Tw) using a projector to show some images, and then he asks students infer what these are about.</p> <p>Teacher sticks pre-printed messages at the other side of the classroom, then the teacher puts students in groups of five selecting a runner for each group. The runners run with the message, telling and remembering what they can. (Relay the message activity)</p> <p style="text-align: center;">Connection</p> <p>Students work on the book</p> <p>A. Look, listen and say. track 41 Pg. 58  B. Listen and fill in the missing letters track 42 Pg. 58  C. Look and write the words Pg. 59  D. Listen, write and read Track 43 Pg. 59  E. Listen and chant Track 44 Pg. 59</p> <p style="text-align: center;">Affirming</p> <p>Student looks at the examples on the book and develop the worksheet activity: Fill in the spaces with the corresponding phonic (Sw and Tw)</p>	<p>Speakers  English book level Starship  English A1.1 children student's book.  Work sheet.  Projector.</p>
<p><b>MONITORING PLAN:</b>  Data Resource 1: Assessment sheet.  Data Resource 2: Student's practical activities  Data Resource 3: Observation sheet</p>		

Data Resource 4: Field Notes
SUPPORT: Coaching and guidance from Thesis Project Advisor
DATE /TIME: December 17 <sup>th</sup> to December 21 <sup>st</sup> , 2018

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 6**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa

**PARTICIPANTS:** 7<sup>th</sup> grade EGB

**TEACHER** : Mg. Juana Baculima Cuenca

**SCHOOL YEAR:**

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel

**TOPIC:** Unit 3: What do you want to eat?

**RESEARCH PROBLEM:** How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?

**GOAL:** By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition

**LEARNING OBJECTIVES:** By the end of the lesson students will be able:

- To make associations between speech sounds and the printed word
- To ask questions using the correct structure in simple present
- To answer questions using the correct structure in simple present.
- To differentiate phonic sounds.
- To pronounce words correctly.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Sentences in simple present tenses.  Words with phonics Scr and Str  Vocabulary with phonics Scr and Str</p>	<p style="text-align: center;">Activation</p> <p>Warm up activity: Dynamic using nouns and verbs related with word phonics Sw and Tw. (5 seconds to answer activity)</p> <p>Teacher introduces the topic (Phonics Scr and Str) using a projector to show some images, and then he asks students infer what these are about.</p> <p>Teacher divides the class into two teams A and B. Ask one student at a time to come to the front of the class and read aloud a passage which teacher has chosen, e.g. a story or newspaper article. Then teacher asks them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. (Listen for lies)</p> <p style="text-align: center;">Connection</p> <p>Students work on the book</p> <p>A. Look, listen and say. track 45 Pg. 60  B. Listen, write and read. Track 46 Pg. 60  C. Listen and fill in the missing letters track 47 Pg. 61  D. Write the words Pg. 61  E. Listen and chant Track 48 Pg. 61</p>	<p>Speakers  English book level Starship English A1.1 children student's book.  Work sheet.  Projector.</p>

	<p style="text-align: center;"><b>Affirming</b></p> <p>Student looks at the examples on the book and develop the worksheet activity: Fill in the spaces with the corresponding phonic (Scr and Str)</p>	
<p><b>MONITORING PLAN:</b>  Data Resource 1: Assessment sheet.  Data Resource 2: Student's practical activities  Data Resource 3: Observation sheet  Data Resource 4: Field Notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 24<sup>th</sup> to December 28<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 7**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa

**TEACHER** : Mg. Juana Baculima Cuenca

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel  
eat?

**PARTICIPANTS:** 7<sup>th</sup> grade EGB

**SCHOOL YEAR:**

**TOPIC:** Test about Unit 3: What do you want to

RESEARCH PROBLEM: How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?
GOAL: By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition
LEARNING OBJECTIVES: By the end of the lesson students will have been able:  To improve their Listening Skills developing a test through Audiovisual material.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Topics related to unit 3: What do you want to eat? Test</p>	<p style="text-align: center;">Activation</p> <p>Warm up activity: Dynamic using topics previously studied in the Unit 3: What do you want to eat? (5 seconds to answer activity)</p> <p>Before the test. Teacher makes a feedback about the Unit 3: What do you want to eat? Teacher gives instructions to the students about the test they are going to develop.</p> <p style="text-align: center;">Connection</p> <p>Students develop the test Students watch a video and fill out on the paper sheet. Students watch a Music Clip and complete the lyrics on the paper sheet. Students listen to the teacher and match the statements with the correct answers on thy paper sheet. Students watch a video clip and order the lyrics on the paper sheet.</p> <p style="text-align: center;">Affirming</p> <p>After the test. Students develop a peer assessment, exchanging paper sheets.</p>	<p>Speakers English book level Starship English A1.1 children student's book. Work sheet. Projector.</p>
<p>MONITORING PLAN: Data Resource 1: Assessment sheet. Data Resource 2: Student's practical activities Data Resource 3: Observation sheet Data Resource 4: Field Notes</p>		

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: December 31<sup>st</sup> to January 4<sup>th</sup>, 2019

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*



CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Questions in simple present tenses.  Music class vocabulary.  Modal verb <b>Can</b> questions: can+S+V+C+?</p>	<p style="text-align: center;"><b>Activation</b></p> <p><b>Warm up activity:</b> Teacher play a music clip and chant with the students  Teacher puts in pairs students, then get a set of the song lyrics cut up into lines. As they listen to the chosen song, they have to put the lyrics in the right order on the table. <b>Order the lyrics</b></p> <p>Teacher introduces the new topic Unit 4: Can you play the piano? using a projector to show some images, and then he asks students what these are about.</p> <p style="text-align: center;"><b>Connection</b></p> <p><b>Students work on the book</b>  A. Look, listen and talk. track 35, Pg. 62  B. Listen Track 36 Pg. 63  C. Talk Pg. 63  D. Sing Track 37 Pg. 64  E. Listen and choose Track 38 Pg. 65</p> <p style="text-align: center;"><b>Affirming</b></p> <p>Student looks at the examples on the book and develop the worksheet activity: circle the music instruments' nouns.</p>	<p>Speakers  English book level Starship English A1.1 children student's book.  Work sheet.  Projector.</p>
<p><b>MONITORING PLAN:</b>  Data Resource 1: Assessment sheet.  Data Resource 2: Student's practical activities</p>		

Data Resource 3: Observation sheet  
Data Resource 4: Field Notes

**SUPPORT:** Coaching and guidance from Thesis Project Advisor

**DATE /TIME:** January 7<sup>th</sup> to January 11<sup>th</sup>, 2019

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*



CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>❖ <b>Pre-test:</b> To diagnose English Listening Skills through Listening Comprehension, Message Interpretation, Main idea identification, Sounds Identification and Vocabulary Recognition</p> <p>❖ <b>Pre-questionnaire:</b> To diagnose Students attitude towards Audiovisual Material.</p>	<p style="text-align: center;"><b>Activation</b></p> <p><b>Warm up activity:</b> Dynamic using topics previously studied in the Unit 4:Can you play the Piano? (5 seconds to answer activity)</p> <p>Teacher gives each student/pair the song lyrics with some words missing. The missing words are in a box at the top of the page. Teacher plays the song, pausing if it is necessary. The aim is for the students to fill in the missing words. Once at the end, go through the answers to see which student/pair got the most correct. <b>(Song Gap-Fill)</b></p> <p style="text-align: center;"><b>Connection</b></p> <p><b>Students work on the book</b></p> <p>A. Look and choose. Pg. 66  B. Read and say. Pg. 66  C. Ask and answer. Pg. 66</p> <p><b>Play and learn Pg. 67</b></p> <p><b>Review</b></p> <p>A. Read and say Pg. 68  B read again and match Pg. 68  C. Listen and check A or B Track 41 pg. 69</p> <p style="text-align: center;"><b>Affirming</b></p>	<p>Speakers  English book level Starship English A1.1 children student's book.  Work sheet.  Projector.</p>

	Student looks at the examples on the book and develop the worksheet activity: circle the music instruments' nouns.	
<b>MONITORING PLAN:</b> Data Resource 1: Assessment sheet. Data Resource 2: Student's practical activities Data Resource 3: Observation sheet Data Resource 4: Field Notes		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> January 14 <sup>th</sup> to January 18 <sup>th</sup> , 2019		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 10**

**INFORMATION DATA**

**INSTITUTION:** Escuela Municipal de Educación Básica Héroes del Cenepa

**TEACHER** : Mg. Juana Baculima Cuenca

**TEACHER CANDIDATE:** Gilmer Javier Ordóñez Procel

**PARTICIPANTS:** 7<sup>th</sup> grade EGB

**SCHOOL YEAR:**

**TOPIC:** Unit 4: Can you play the piano?

RESEARCH PROBLEM: How do Audiovisual Material improve English Listening Skills among students of seventh year at Escuela Municipal Héroes del Cenepa during 2018-2019 School year?
GOAL: By the end of the intervention plan students will be able to improve English Listening Skills through: Listening Comprehension, Message Interpretation, Main idea identification, Auditory discrimination and Word recognition
LEARNING OBJECTIVES: By the end of the lesson students will be able: To improve their Listening Skills developing the post- test and post-questionnaire through Audiovisual material.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Sentences in simple present tenses. Use of countable and uncountable nouns Phonic sounds Use of modal verb “can”  Use of Aux do/does</p>	<p style="text-align: center;">Activation</p> <p>Warm up activity: Teacher thanks his students and say good bye singing and song, all together. (Clip start activity)</p> <p style="text-align: center;">Connection</p> <p>Teacher applies a post-test to evaluate the Listening level of students. Teacher applies a post-questionnaire to evaluate the use of Audiovisual Material in the classroom.</p> <p style="text-align: center;">Affirming</p> <p>Students write on the board sentences using knowledge of the previous classes.</p>	<p>Speakers English book level Starship English A1.1 children student’s book. Work sheet. Projector.</p>
<p>MONITORING PLAN: Data Resource 1: Post-test. Data Resource 2: Post-Questionnaire.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 21<sup>st</sup> to 25<sup>th</sup> , 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3), Kansas, Kansas State University. Yadav, P. K., Bera, T. K., Mukharjee, P., Yadav, S., Sah, K. S., & Kar, S. K. (2015). AUDIO- VISUAL AIDS IN TEACHING- LEARNING PROCESS OF HEALTH SCIENCE STUDENTS AND PROFESSIONALS, Bhairahawa: Journal of Universal College of Medical Sciences (2015) Vol.03 No.04 Issue 12.*

## **ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **Resources:**

#### **Human**

- The teacher candidate
- The 7<sup>th</sup> year A of Basic Education morning session
- The thesis advisor

#### **Material**

- Flash cards
- Book
- Sheet of paper
- Charts
- Notebook

#### **Technical**

- Computer
- Projector
- Tv
- DDV player
- Printer
- Internet

**g. TIMELINE**

ACTIVITIES	2018																2019																																			
	MONTHS																																																			
	OCT				NOV				DEC				JAN				FEB				MAR				APRIL				MAY				JUN				JULY				AUG				SEP				OCT			
<b>PHASE I: PROJECT</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	X	X																																																		
Designation of the Project Advisor			X	X																																																
Project revision and Approval					X	X	X																																													
Designation of Thesis Advisor									X	X																																										
<b>PHASE II: ACTION PLAN</b>																																																				
Application of instruments									X	X																																										
Act and observe									X	X	X	X	X	X	X	X																																				
<b>PHASE III: THESIS PROCESS</b>																																																				
Tabulation and elaboration of tables and Graphs													X	X																																						
a. Theme		X															X																																			
b. Introduction													X	X																																						
c. Summary													X	X																																						
d. Review of Literature			X	X	X								X	X																																						
e. Material and methods														X																																						
f. Results (interpretation and analysis)													X	X	X	X																																				
g. Discussion														X	X																																					
h. Conclusions															X																																					
i. Recommendations															X																																					
j. Bibliography and Annexes														X	X	X																																				
<b>PHASE III: REVISION AND APPROVAL</b>																																																				
Thesis revision																																																				
Thesis presentation																																																				
Thesis approval																																																				
<b>PHASE IV: PHASE OF</b>																																																				
Presentation of documents																													X	X	X	X	X	X	X	X																
Private review																																					X	X	X	X												
Corrections																																									X	X	X	X								
Public sustentation and incorporation																																													X	X	X	X				

#### **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
Internet connection	\$200
Print of reports	\$50
Print of the project	\$50
Print of the final report and thesis	\$20
Technical Advices	\$600
Unexpected expenses	\$150
Total	\$1070

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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## ANNEXES

### Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA**  
**COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: OBSERVATION SHEET**

<b>OBSERVATION SHEET</b>		
<b>Observation #:</b> <b>Topic:</b> <b>Objective of the session:</b>	<b>Date/Time:</b> <b>Participants:</b> Seventh-grade students & The researcher	<b>Role of the researcher:</b> Nonparticipant observer <b>Duration of the observation:</b>

Aspects to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Listening Comprehension					
Message Interpretation					
Main idea identification					
Auditory discrimination					
Word Recognition					

**Annex 2: Field Notes**



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN  
ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<p><b>Observation #:</b></p> <p><b>Topic:</b></p> <p><b>Objective of the session:</b></p>	<p><b>Date/Time:</b></p> <p><b>Class size:</b></p> <p><b>Participants:</b> Students of Tenth year A &amp; The researcher</p>	<p><b>Role of the researcher:</b> Participant observer</p> <p><b>Duration of the observation:</b></p>
<p><b>Description of the event</b></p>		<p><b>Reflective Notes</b></p>

**Annex 3: Pre and Post Test**



**UNIVERSIDAD NACIONAL DE LOJA  
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE TEST / POST TEST**

**Student's Code:**.....

**Date:** .....

**1. Listening Comprehension. Watch the video: “The Umbrella” and answer the question about. Underline the correct answer. (2 points)**

<p>a) What did it happen to the umbrella?</p> <p>The wind damaged the umbrella.</p> <p>The man sold the umbrella.</p> <p>The rain damaged the umbrella.</p>	<p>b) What did the man do later?</p> <p>He decided to rent a new umbrella.</p> <p>He decided to ask a new umbrella</p> <p>He decided to buy a new umbrella</p>
<p>c) What did it happen at the shop?</p> <p>All the umbrellas were sold.</p> <p>He got a new umbrella.</p> <p>He bought a present.</p>	<p>d) What did the man use instead of The Umbrella?</p> <p>A plastic bag</p> <p>A newspaper</p> <p>Another umbrella</p>

2. **Message Interpretation.** Watch the video and answer the question about “Traffic Sings”. Match the images with the correct statement. (2 points)



**Do Not Cross**



**Slow Down**



**Construction**



3. **Main idea identification.** Pay attention to the video: “Welcome to my house” and answer the questions. Underline the correct answers.

(2 points)

<p>a) What is the name of the girl</p> <ul style="list-style-type: none"> <li>• Jenny</li> <li>• Ann</li> <li>• Rose</li> </ul>	<p>b) What does the girl do in her room?</p> <ul style="list-style-type: none"> <li>• Sleep and study</li> <li>• Play and eat</li> <li>• Sing and run</li> </ul>
<p>c) What did the children eat at the dining room?</p> <ul style="list-style-type: none"> <li>• Fruit</li> <li>• Meat</li> <li>• Cupcakes</li> </ul>	<p>d) Where did the boy go running?</p> <ul style="list-style-type: none"> <li>• To the garden</li> <li>• To the bathroom</li> <li>• To the kitchen</li> </ul>

**4. Auditory Discrimination. Listen to the song Phonic song 2 and identify the missing words. Circle the correct words. (2points)**

**Lyrics**

- a) **A is for** Andes / Apple / Amazon
- b) **D is for** Dade / Door / Dog
- c) **J is for** Judge / Juice / Jump
- d) **P is for** Pig / Pit / Peer

**5. Word Recognition. Watch the video about Fruits in English for kids and identify the words that ARE NOT in the video. Circle the correct answers. (2 points)**

- Apple                  Carrot                  Strawberry                  Watermelon
- Orange                  Coconut                  Cherry                  Rice
- Onion                  Melon                  Tomato                  Pear

**Rubric Scoring Guide**

Listening Skills	Question	Score
Listening Comprehension	First (four literals)	0,5 each literal. (Total: 2 points)
Message Interpretation	Second (four literals)	0,5 each literal. (Total: 2 points)
Main idea's identification	Third (four literals)	0,5 each literal. (Total: 2 points)
Auditory Discrimination	Fourth (four literals)	0,5 each literal. (Total: 2 points)
Word Recognition	Fifth (four literals)	0,5 each literal. (Total: 2 points)
<b>Total</b>		<b>10 Points</b>

## Annex 4 : Pre and Post Questionnaire



### UNIVERSIDAD NACIONAL DE LOJA

#### DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

**1. How often does your teacher use Audiovisual Material to improve your Listening Skills?**

- Always ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**2. How frequently does your teacher use Audiovisual Material in an easy way in the classroom?**

- Always ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**3. How frequently do you consider is important to use of Audiovisual Material to improve Listening Skills?**

- Always ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**4. How often Audiovisual Material contribute developing your Listening Skills in English?**

- Always ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**5. How often do you find it easy to improve your Listening Skills through Audiovisual Material?**

- Always ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**6. From the following list. Check the Audiovisual Material that you know.**

- LCD Projector           ( )
- Tv                           ( )
- DVD player           ( )
- Computer               ( )
- Multimedia           ( )

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Student Signature

**THANKS FOR YOUR COLLABORATION**

**Rubric Scoring Guide**

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of Audiovisual Material
61-80	Expected level of effectiveness of Audiovisual Material
41-60	Moderate level of effectiveness of Audiovisual Material
21-40	Unexpected level of effectiveness of Audiovisual Material
01-20	Low level of effectiveness of Audiovisual Material

## Annex 5: Research Matrix

**Theme: THE AUDIOVISUAL MATERIAL TO IMPROVE ENGLISH LISTENING SKILLS AMONG STUDENTS OF SEVENTH YEAR AT ESCUELA MUNICIPAL HÉROES DEL CENEPa IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.**

PROBLEM	OBJECTIVE	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p><b>General</b> How do Audiovisual Material improve English listening skills among students of seventh year at Escuela Municipal Héros del Cenepa in the city of Loja during the 2018-2019 school year?</p> <p><b>Specific</b> What theoretical and methodological references about Audiovisual Material are for improving English listening skills among students of seventh-year at Escuela Municipal Héros del Cenepa?</p>	<p><b>General</b> To Improve English listening skills through Audiovisual Material among students of seventh year Escuela Municipal Héros del Cenepa in the city of Loja during the 2018-2019 school year?</p> <p><b>Specific</b> To investigate theoretical and methodological references about Audiovisual Material to improve English listening skills among students of seventh-year at Escuela Municipal Héros del Cenepa</p>	<p><b>INDEPENDENT VARIABLE</b></p> <p><b>Audiovisual Material</b></p> <p><b>Importance of Audio Visual Material in education field.</b></p> <p><b>Activities Related with Audiovisual Material.</b></p> <p><b>Types of Audiovisual material</b></p>	<p><b>Preliminar investigation</b></p> <p>Observing the English clases</p> <p>Stating background of the research problem</p> <p>Describing the current situation</p> <p>Locating and reviewing the literature</p> <p>Creating a methodological framework for the research</p>	<p>Observation Checklist</p> <p>Pre and Post test</p> <p>Pre and Post questionnaire</p> <p>Field Notes</p>

<p>Which activities are implemented to improve English Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?</p> <p>What are the phases of the intervention plan that contribute with the improvement of Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?</p> <p>Which are the most suitable Audiovisual activities implemented to improve English Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa?</p> <p>How does Audiovisual Material solve the problem among students of seventh-year at Escuela Municipal Héroes del Cenepa?</p>	<p>To determine the issues that limit the development of English Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa</p> <p>To design an intervention plan focused on Audiovisual Material to improve Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa</p> <p>To apply the most appropriate activities to improve English Listening Skills among students of seventh-year at Escuela Municipal Héroes del Cenepa</p> <p>To confirm the obtained outcomes after the application of Audiovisual Material to improve English listening skills among students of seventh-year at Escuela Municipal Héroes del Cenepa</p>	<p><b>DEPENDENT VARIABLE</b></p> <p><b>Listening Skills</b></p> <p><b>Importance of listening Skills in the Educational Field</b></p> <p><b>Types of listening Skills.</b></p> <p><b>Activities related with the Development of Listening Skills</b></p> <p><b>Types of Listening Skills</b></p> <p><b>Components of listening skills</b></p>	<p>Designing an intervention plan</p> <p><b>Intervention and Observation</b> Administering test and questionnaires</p> <p>Observing and monitoring student's performance according to the intervention plan.</p> <p>Presentation of the research findings</p> <p>Reflecting, analyzing and answering the proposed inquires.</p> <p>Organizing the final report.</p>	
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## **Annex 6: Grading Scale**

### **Listening skills**

Quantitative score range	Qualitative score range
10	Excellent
8-9	Good
5-7	Satisfactory
1-4	Below average
0	Failing

### **Audiovisual Material**

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of Audiovisual Material
61-80	Expected level of effectiveness of Audiovisual Material
41-60	Moderate level of Audiovisual Material effectiveness
21-40	Unexpected level of effectiveness Audiovisual Material
01-20	Low level of effectiveness of Audiovisual Material

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