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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Audiovisual aids and listening comprehension among tenth-grade students at a public institution in Loja. School year 2022-2023.

Ayudas audiovisuales y comprensión auditiva en estudiantes de décimo año de una institución pública en Loja. Año lectivo 2022-2023.

> **Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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Dedication

This thesis is a testament to the great support and affection I have received throughout my academic career. First, I would like to dedicate this work to my beautiful mother, Mrs. Miriam Pardo Romero, she has been the foundation of my life. Her unconditional trust and boundless love have given me the courage to persevere for my dreams, she has inspired me to strive for excellence in everything I do. I would also like to extend this note of dedication to my father, Mr. Nixon Jumbo Cueva, whose love for education is evident in all aspects of my life, thank you for instilling in me a desire for knowledge and a passion for learning. His constant support and confidence in my abilities have been the strength of my academic achievements.

Besides, this work is dedicated to my dear siblings, Nixon and Odalis, their laughter and messages of encouragement have given me bravery and joy in the most difficult moments. Their presence in my life has made this journey more meaningful and satisfying. Likewise, to my grandparents, who have been the guiding lights of my life, both spiritually and practically, I am forever indebted to their wisdom and love. Their life experiences and teachings have made me the person I am today, and I will always carry your values in my heart. Finally, this is dedicated to all those people who have accompanied me in my achievements so far, especially to Yandry, his company and emotional support have been a source of solace and comfort throughout this process, thanks for being there to hold me up and make all the obstacles seem surmountable. As I complete this academic phase, I do so with the deep knowledge that I would not have made it without the love, guidance and encouragement that all of you have given me.

Luciana Nayely Jumbo Pardo

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1. Title

Audiovisual aids and listening comprehension among tenth-grade students at a public institution in Loja. School year 2022-2023.

2. Resumen

Las destrezas auditivas desempeñan un papel crucial en el aprendizaje de la lengua inglesa y son esenciales para una comunicación eficaz. En este sentido, es necesario aplicar recursos innovadores que motiven a los estudiantes y les ayuden a mejorar sus habilidades auditivas. Por lo tanto, este estudio tuvo como objetivo general determinar el efecto del uso de ayudas audiovisuales en las habilidades de comprensión auditiva entre estudiantes de décimo grado en una institución pública de Loja, durante el año lectivo 2022-2023. Dos objetivos específicos guiaron esta investigación conocer la efectividad de las ayudas audiovisuales en las habilidades de comprensión auditiva y describir las percepciones de los estudiantes hacia el uso de ayudas audiovisuales en sus habilidades de comprensión auditiva. Esta investigación utilizó un diseño de investigación-acción, colectivamente con un método mixto entre 38 participantes para recolectar datos cuantitativos, que se procesaron mediante estadística descriptiva y datos cualitativos examinados a través de un análisis temático. Para ello se utilizaron los siguientes instrumentos: una prueba administrada antes y después de la intervención, un cuestionario y notas de campo. Los resultados del pretest y del posttest mostraron una mejora significativa reflejadas en el rendimiento de comprensión auditiva de los participantes en cuanto a escuchar lo esencial, escuchar los detalles y hacer inferencias. Del mismo modo, los resultados del cuestionario mostraron las percepciones positivas de los estudiantes con respecto al uso de ayudas audiovisuales para mejorar su destreza auditiva. Las conclusiones de este estudio destacaron que la aplicación de ayudas audiovisuales en la enseñanza del inglés como lengua extranjera podrían ser eficaces para desarrollar la capacidad de comprensión auditiva de los alumnos y que estos recursos también apoyaron el aumento de la motivación de los participantes, mejoraron el ambiente del aula e impulsaron la participación activa de los alumnos.

Palabras clave: enseñanza de EFL, materiales didácticos, multimedia, subcompetencias auditivas, vídeos interactivos, vídeos lineales.

2.1. Abstract

Listening skills play a crucial role in English language learning and are essential for effective communication. In this sense, it is necessary to apply innovative resources that motivate students and help them to develop their listening skills. Therefore, the general objective of this study was to determine the effect of using audiovisual aids on listening comprehension skills among tenth-grade students at a public institution in Loja, during the 2022-2023 school year. Two specific objectives guided this research: to find out the effectiveness of audiovisual aids in listening comprehension skills and to describe the students' perceptions towards the use of audiovisual aids in listening comprehension skills. This study used a design of an action research model, with a mixed method among 38 participants to collect quantitative data, that was processed using descriptive statistics and qualitative data examined by thematic analysis. For this purpose, the following instruments were used: a test administered before and after the intervention, a questionnaire and field notes. The pretest and posttest results showed a noticeable improvement reflected in the participants' listening comprehension performance in terms of listening for gist, listening for details, and making inferences. Similarly, the questionnaire results revealed students' positive perceptions regarding the use of audiovisual aids to improve their listening skills. The conclusions of this study emphasized that the application of audiovisual aids in teaching English as a foreign language could be effective in developing learners' listening comprehension skills and that these aids also supported participants' motivation, improved the classroom environment, and encourage learners' active participation.

Key words: *EFL teaching, interactive videos, linear videos, listening sub-skills, multimedia, teaching materials.*

3. Introduction

An educational revolution is taking place in Ecuadorian classrooms, at the center of this transformation is a curriculum that recognizes the indispensable role of listening comprehension in the English as a foreign language proficiency. Notoriously, listening is acknowledged as taking up 40-50% of the total time spent on communication (Mendelsohn, 1994, as cited in Namaziandost and Nasri, 2019). Understanding the importance of this crucial skill, the curriculum places primary emphasis on the development of listening skills. Evidently, by fostering active listening in the classroom and taking advantage of technology, the Ecuadorian education system is set to empower learners with the necessary skills to understand and communicate in the English language (Ministerio de Educacion del Ecuador (MINEDUC), 2019). In this sense, MINEDUC (2019) has established in the curriculum that at the end of Educación General Básica Superior, students are expected to reach A2.1 level, according to the Common European Framework of Reference for Languages (CEFR), who will be able to extract meaning from an oral text through contextual clues and linguistic cues.

Unfortunately, from the pre-service teacher experience during the practicum it could be observed that tenth grade students at a public institution in Loja, during the 2022-2023 school year, failed to demonstrate their A2.1 level and the expected competencies in terms of their listening skills. Recent evidence supported that generally, the audio material used for listening comprehension classes does not have any visual support that facilitates the understanding of what the students are listening to, which hinders and delays comprehension and learning (Dheghu et al., 2021). In this same vein, Kirana (2016) concluded that among the biggest problems faced by students when listening are the length and speed of the audio and the lack of visual support in the recorded materials.

Consequently, audiovisual aids were identified as a convenient solution, which encouraged the researcher to propose the following research question: how can students enhance their listening comprehension by using audiovisual aids, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year? In addition, it generated two research sub-questions: what is the effectiveness of audiovisual aids on the development of EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year? and what are the learner's perceptions about audiovisual aids in EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year?

Previous studies have proven the importance of using audiovisual aids to improve students' listening comprehension skills by taking advantage of two sensorial channels: the

auditory and the visual (Dheghu et al., 2021; Namaziandost & Nasri, 2019; Sulaiman et al., 2017). Furthermore, other studies have reported that with the implementation of audiovisual materials, students participate enthusiastically in listening classes and it also enhances their behavior and attentiveness in the classroom (Amalia, 2019; Yusroh Mufidah, 2018). In addition, audiovisual aids enabled students to understand key words and the main ideas of the audios easily, consequently, they comprehended complex oral texts accurately (Isnaini et al., 2020).

The studies conducted by Isnaini, et al. (2020) and Yusroh, (2018) acknowledged some deficiency as they only focused on gathering qualitative data in their studies, which limits the results that have been proposed. Additionally, the studies presented by Namaziandost and Nasri (2019) and Sulaiman et al. (2017) present a clear limitation since the authors used few audiovisual materials to improve the auditory skills of their students. Thus, they recommended applying a greater variety of audiovisual aids in order to obtain better information on the effect of these aids during the listening process. In this sense, the present research filled these gaps through the implementation of a mixed research approach, with both qualitative and quantitative data. Moreover, this study included a variety of audiovisual aids including linear videos, interactive videos, and Powerpoint presentations to develop tenth grade students' listening skills.

The present research work significantly benefited in-service teachers by providing an overview of the impact of audiovisual aids as an innovative resource in the English teaching and learning process. It also favored the participants since this allowed them to had the opportunity to identify new ways to retain, learn, and improve their English listening skills. Likewise, the researcher as a preservice teacher gained expertise in English language teaching from the educational experience obtained during the implementation of this research. As a result, the present research work contributed substantially to the research and educational community, as it reports on the implementation of application of innovative proposals in order to provide a possible solution to students' problems in developing better listening comprehension.

This study was conducted over a period of 35 hours with tenth grade students at a public educational institution located in Loja, during the 2022-2023 school year. The researcher applied several audiovisual aids namely, linear videos, interactive videos, and PowerPoint presentations to improve the components of listening comprehension such as listening for the gist, listening for details and making inferences. Consequently, these materials also increased students' motivation, participation and enriched the learning environment. Overall, the

intervention of this research was developed effectively, despite being affected by three limitations. First, the fact that the research design of this study did not allow working with a control group and an experimental group; second, the short duration of the intervention plan; and third, the administration of a pretest that might have influenced the students' responses in the posttest. Therefore, it is suggested to conduct further research focused on this topic.

This research aimed at determining the effect of using audiovisual aids on listening comprehension skills among tenth-grade students at a public institution in Loja, during the 2022-2023 school year. Subsequently, the researcher established two specific objectives read as follows: to find out the effectiveness of audiovisual aids on the development of English as a foreign language listening comprehension among tenth-grade students at a public institution in Loja, during the 2022-2023 school year, and to describe the students' perceptions about the use of audiovisual aids in English as a foreign language listening comprehension among tenth-grade students at a public institution in Loja, during the 2022-2023 school year.

4. Theoretical Framework

Listening skills play a very important role in learning English as a foreign language. In this sense, the present theoretical framework was conducted on two variables; the independent variable related to audiovisual aids and the dependent variable on listening comprehension, since this work aims to investigate the effect of audiovisual aids on listening comprehension. Additionally, this section was developed based on different articles, books, and websites with topics related to the topic which were found in platforms such as Google Scholar, Eric, Scielo, and more. Most of the previous studies have not conducted their research in the specific educational context that this research work analyzes. The present section is structured with definitions, characteristics and benefits of audiovisual aids, mostly based on the multimedia learning theory established by Mayer (2005, 1997, 2001, 2014), likewise, the most important aspects related to listening comprehension established by the empiricist Nunan (1995, 2002, 1998) were included. Finally, this theoretical framework reviews research on the effect and impact of audiovisual aids on the development of English as a foreign language learners' listening skills.

4.1. Audiovisual Aids

Learning materials are another term for audiovisual aids. Therefore, audiovisual material includes any device that can be utilized to make the learning experience more tangible, practical, genuine, and dynamic (Anderson, 2019). In this sense, Rusmiati and Rosdiana (2017) reported that audiovisual aids allow students to have a closer contact with the content and information that the teacher provides. As a result, an audiovisual aid is something that can be used to teach students different things

It can help foreign language learners improve their skills, provide quick and easy reference material, and also help to enhance the learning experience and retain information (Becker & Sturm, 2017). Moreover, according to Ulloa Salazar and Díaz Larenas (2018) it is stated that all of these instructional resources make learning circumstances as real as possible and offer us first-hand knowledge through the auditory and visual organs. This also makes teachers' jobs easier by allowing them to build lesson plans in fresh and creative ways that pique students' interest.

4.1.1. What does Audio Mean?

As Padhi (2021) indicated what people hear is referred to as audio. It could be established that audio is associated with sound, specifically, those sound waves that are received by the ear and transferred to the brain to be converted into information. Hearing is essential for

efficiently receiving and transmitting messages. Similarly, in his research compilation, Mayer (2014) stated that:

> Hearing is vital in basic communication, such as oral and face-to-face interaction. Communication has become more indirect as a result of the creation of modern gadgets. People communicate in such situations without contacting each other. An audio aid is a type of educational gadget that solely transmits the message and allows the message to be heard but not shown. (p. 87)

4.1.2. What does Visual Mean?

The concept of visual relates to the ability to perceive objects through the organ of sight for subsequent interpretation. According to Akhmetshin et al. (2019) the visual aspect in the form most accessible to perception and memorization, as well as describes it as something that is utilized to create a specific impact or to explain something. In learning, the 'eye' is the most significant. Words alone are insufficient to convey a concept. Visualizing allows one to achieve a more solid understanding of the concept (Padhi, 2021). "Hence, in the education field, visual aids are tools that assist students in visualizing the message. A visual aid is a teaching or communication device that allows the message to be seen but not heard" (Barseghyan, 2014, p.121).

It is also essential to consider the learning styles of students while using visual aids. For instance, in a classroom there is a large portion of visual learners (visual-spatial learners) who think mostly in pictures (Silverman, 2005, as cited in Ulloa and Díaz, 2018). To sum up, visual learners will find it easier to recognize or correlate pictures with crucial language, for example, because it is the visual part that helps them the most.

4.1.3. Audiovisual Aids as Part of Multimedia Learning Theory

Audiovisual aid as a teaching strategy is rooted in the Multimedia Learning Theory (MLT) proposed by the author Richard Mayer; since Mayer (2005) defined multimedia as the presentation of material using both words and visuals; defining words as material presented in a verbal form, whether printed or spoken, and visuals as material delivered in pictographic form and dynamic graphics, including animation or videos. In this sense, the hypothesis on which this theory is based is that "people can learn more deeply from words and images than from words alone" (Mayer, 1997, pp. 1-19). In short, this author presents learning through two important sensory channels, the auditory and the visual, therefore audiovisual aids appear as an option that promotes meaningful learning in both channels.

The construction of mental representations through images and words is called "Multimedia Learning" (Mayer, 2014, p. 23). Currently, this type of learning can be encouraged

with the use of information technology in education, since many ways have been developed for the traditional verbal modes of instruction to have visual support both static (images) and dynamic (videos), therefore, it should take advantage of this kind of materials and enhance students' learning. Mayer (2014) justified the use of multimedia presentation by focusing on the fact that it takes advantage of the full capacity of the human being to process information (p. 26). This means, when teaching involves only verbal presentations, the contribution of the learners' ability to process visual information is being ignored.

      4.1.3.1. Five Processes in the Cognitive Theory of Multimedia Learning. In order to establish the influence of multimedia materials, Mayer (2014) proposed five cognitive processes in which the learner must participate for meaningful learning to occur in a multimedia environment (p. 63). In this context, the author argued that successful multimedia learning depends on the learner's coordination and control of these five processes described below:

      4.1.3.1.1. Selecting Relevant Words. Whether the message is presented as speech (auditory) or as text on screen or print (visual) in lessons the learner pays attention to the relevant words in a multimedia message to create sounds in working memory. Nonetheless, the choice of words is not random; the learner needs to ascertain which words hold the utmost significance, a process that aligns with perceiving the learner as an engaged originator of meaning (Mayer, 2014).

      4.1.3.1.2. Selecting Relevant Images. This process departs from the external presentation of images towards a sensory representation of visual images. Mayer (2014) mentioned that "this cognitive process involves paying attention to a part of the animation or illustrations presented in the multimedia message" (p. 64). In a nutshell, in this step the learner pays attention to relevant pictures in a multimedia message to create images in working memory.

      4.1.3.1.3. Organizing Selected Words. The initial step receives the fundamental auditory elements of words (derived from the incoming spoken communication). The result is a verbal blueprint, a structured depiction of the chosen words or expressions within the learner's active memory. In summary, the learner connects chosen words to form a coherent verbal model in working memory (Mayer, 2014).

      4.1.3.1.4. Organizing Selected Images. According to Mayer (2014) the visual image base (the images chosen from the incoming pictorial message) serves as the input for this stage, and the output is a pictorial model (a structured spatial representation in the learner's working memory based on the chosen images). During this phase, the student connects several parts of the graphical information.

4.1.3.1.5. Integrative Word-Based and Picture-Based Representations. During this phase, the information obtained via the dual channels is converged, which entails transitioning from having two separate representations—a verbal model and a pictorial model—to having an integrated representation in which the corresponding elements and relationships of one model are transferred to the other, all while incorporating prior knowledge (Mayer, 2014).

4.1.4. Audiovisual Aids Benefits

The ways and strategies for teaching English must advance proportionally with new technologies. The process of integrating technology into the classroom begins when a teacher prepares lessons that make use of technology in meaningful and relevant ways (Ranasinghe & Leisher, 2009, as cited in Mathew & Alidmat, 2013). In this context, some authors propose broad benefits in the use of audiovisual resources:

4.1.4.1. Students' Motivation. According to Mamun (2014) audiovisual aids, such as videos, interactive presentations, and multimedia resources, have a unique ability to capture students' attention. Unlike regular teaching methods, these aids offer dynamic and visually appealing content that helps break the monotony of lectures and textbook learning. By introducing captivating visuals and auditory elements, students are more likely to stay engaged throughout the learning process. Tang and Intai (2018) argued that audiovisual aids can also provide an exciting and interactive learning environment, leading to increased intrinsic motivation. When students find the learning materials engaging, they are more likely to be curious, enthusiastic, and persistent in their pursuit of knowledge.

4.1.4.2. Classroom Interaction. Asrul et al. (2020) mentioned that "over the past few years, there has been notable interest in utilizing audiovisual resources in education, with a focus on their capacity to enhance interaction and enhance students' language advancemen" (p. 10). The dynamic and visually engaging nature of audiovisual materials captivates students' attention, encouraging active participation in discussions, group activities, and language practice exercises (Tang & Intai, 2018).

4.1.4.3. Learning Environment. Audiovisual media positively impact classroom effectiveness. For instance, Rusmiati and Rosdiana (2017) agreed that when educators incorporate multimedia resources (audiovisual aids) into their lessons, they create a dynamic and interactive learning environment that stimulates students' curiosity and critical thinking. As a result, students are more likely to stay focused, retain information, and demonstrate higher levels of comprehension, leading to improved overall academic performance.

4.1.5. Characteristics of Meaningful Audiovisual Aids

The value given to audiovisual aids within the teaching and learning process depends on the characteristics they fulfill. In this context, Mamun (2014) and Mbuk (2016) proposed certain characteristics that such materials must accomplish in order to be significant in the classroom.

4.1.5.1. Realistic. It is crucial that the contents presented in the classroom through audiovisual aids reflect real-life situations rather than being idealized (Mbuk, 2016). For instance, consider a scenario where a teacher aims to teach students how the placement of accentuation in certain words can alter their meaning. Initially, the teacher may use a table to classify words based on their accentuation to illustrate the concept. However, when a real-life conversation demonstrating the use of accentuation is shown, students can better comprehend and distinguish each case. Mamun (2014) similarly emphasize the importance of audiovisual aids aligning with real-life situations. This authentic representation enables learners to relate their learning to familiar contexts, enhancing their understanding and engagement.

4.1.5.2. Accurate. Although extracting specific information from audio-based listening lessons can be challenging, the incorporation of audiovisual aids can significantly enhance content clarity, provided they adhere to the principles of accuracy (Sharma, 2020). Asrul et al. (2020) emphasized the importance of physical accuracy in audiovisual materials, wherein the shape and size must be faithful to the intended representation. For instance, if an image of a grill with smoke appears too opaque or detracts from the main object, the grill itself, the message may be unclear. Similarly, if the video projection is too small, it can adversely affect the students' perception and understanding. On the other hand, Mbuk (2016) highlights that the accuracy of the content itself holds greater significance than the precision of the material used. For instance, a well-crafted diagram that effectively aids comprehension, despite not being a precise replica of the real object, can be more beneficial than an exact but less informative image (Farooq, 2014, as cited in Mbuk, 2016).

In conclusion, audiovisual aids must uphold accuracy both in presentation and content to provide the best possible learning experience for students. By ensuring that the visuals are faithful representations and that the content is factually correct and informative, educators can harness the full potential of audiovisual aids to enrich the learning process.

4.1.5.3. Comprehensibility. The suitability of audiovisual aids with the student's language proficiency level is a fundamental consideration. As Mbuk (2016) emphasizes, the effectiveness of audiovisual aids in facilitating students' understanding hinges on their proper application at the appropriate proficiency level. For instance, when implementing listening

exercises at the A2 language level, the accompanying visual aids must align with this proficiency level; otherwise, the activity becomes confusing and counterproductive. Furthermore, as Vatta (2019) noted, "successful instruction is enhanced when audiovisual material aligns with students' existing knowledge" (p. 132). By bridging new concepts with familiar ones, audiovisual aids contribute to a seamless learning process, promoting greater comprehension and retention of the subject matter

4.1.5.4. Relevant. The effectiveness of audiovisual aids depends on their alignment with the content being presented. While they may possess other desirable characteristics, if they are not suitable for the given subject matter, they can lead to confusion and hinder learning.

It is essential for audiovisual aids to be directly pertinent to the concepts being developed. The degree of connection between the aid and the subject matter is a crucial factor in determining its value. The quality of an aid is measured by how well it complements the topic being taught. A visually appealing aid that is accurate and engaging can be highly beneficial in enhancing comprehension (Vatta, 2019, p. 132).

Moreover, it is critical that an audiovisual resource is directly tied to conceptual comprehension, avoiding any unnecessary elements (Mbuk, 2016). For instance, if the audio describes a specific object, the visual aid should focus solely on that object without including irrelevant surrounding elements. In conclusion, the relevance of audiovisual aids to the content at hand is a paramount consideration. By ensuring a strong connection between the aid and the subject matter, educators can leverage audiovisual resources effectively to enhance students' learning experiences.

4.1.6. Types of Audiovisual Aids for English Language Teaching

Taking advantage of technological tools is key to innovating in the teaching and learning process. Teacher's effectiveness depends on his or her use of appropriate instructional strategies and audiovisual aids (Alaku, 1998, as cited in Barseghyan, 2015). Therefore, some authors agree on the following audiovisual materials as the most likely to be used in the classroom:

4.1.6.1. Linear Video. In general terms, a linear video is a broadcast of moving images. In the educational field, this tool can be used as a key element for teaching the English language. According to Harmer (1998) "video is more detailed than audio cassette. There are speakers visible. Their bodily motions reveal significance, as do the clothes they wear, their location, and so on. Background information can be graphically filled in" (p. 108). Moreover, video's detail, vividness, and immediacy are difficult to equal. When utilized properly, it increases student attention and promotes longer recall of factual knowledge (Oguntuase, 2008, as cited in Barseghyan, 2015).

4.1.6.1.1. Considerations for Using Linear Video in the EFL Classroom. The integration of video as an educational tool in the classroom has gained popularity, but it is essential for educators to maintain educational objectivity and purpose when utilizing this resource in language teaching. In this sense, Almuslamani et al., (2020); Bajrami and Ismaili, (2016); Kosterelioglu, (2016); Yükselir and Kömür, (2017) highlighted the importance of careful planning and evaluation before implementing video lessons with students. To ensure a meaningful learning experience, they proposed the following recommendations:

- **Assess Visual-Auditory Support:** Strive for a balanced integration of both elements to reinforce language comprehension effectively.

- **Utilize Segments Effectively:** Take advantage of each segment of the video by structuring activities that focus on key language points and content.

- **Reinforce Information:** Supplement the video content with alternative teaching methods to reinforce the information presented.

- **Consider Repetitions:** In order to ensure that students have sufficient exposure to the language content for enhanced retention and comprehension.

- **Align with Curriculum:** Evaluate how the video contributes to the curriculum and supports the learning objectives of the lesson.

- **Evaluate Educational Purpose:** Reflect on the educational purpose of the video and subsequently assess its effectiveness in achieving the intended language learning outcomes.

By implementing these recommendations, educators can maximize the educational benefits of video in the language classroom, providing students with engaging and effective language learning experiences. Careful planning and evaluation will ensure that videos are utilized as valuable educational tools to enhance language acquisition and comprehension (Almuslamani et al., 2020; Bajrami & Ismaili, 2016; Kosterelioglu, 2016; Yükselir & Kömür, 2017).

4.1.6.1.2. YouTube Videos. Technology functions as a valuable tool, simplifying the quest for suitable classroom materials. Particularly in the realm of linear videos, YouTube platform presents an extensive array of genuine content, holding potential significance for students studying English as a foreign language (EFL). According to Komang et al. (2022), a significant portion of the platform's content contains linguistic and cultural insights intertwined with the target language, which, in this case, is English. Simultaneously, YouTube stands as an online resource, fostering visual learning - a successful approach embraced by both educators

and students. In the same vein, the integration of YouTube videos cultivates an enjoyable and captivating ambiance, thereby instilling motivation among students to actively partake in various learning activities (Chien et al., 2020). Collectively, both researchers align in their agreement that leveraging the YouTube platform significantly and positively impacts both educators and students.

4.1.6.2. Interactive Videos. These engaging videos offer a comprehensive understanding of lesson materials, delivering an immersive learning encounter. This novel breed of videos, akin to the attributes of Web 2.0, empowers users to engage not just with the video's creator, but also with its contents themselves (Bakla, 2017). Correspondingly, Sholikhah and Krisnawati (2019) delineated interactive videos as "visual resources embedding moments of active learning, enabling students to delve into subjects profoundly. Through these videos, learners are actively engaged and involved in the educational journey through a variety of interactive avenues" (p. 172).

4.1.6.2.1. Contribution of Interactive Videos to Learning. Much like their linear counterparts, interactive videos warrant similar deliberations when introduced within classroom contexts. The incorporation of interactive videos introduces an elevated level of dynamism to instructional sessions. However, it is crucial to thoroughly grasp the precise contribution that this particular video format brings to the learning experience (Benkada & Moccozet, 2017).

Several scholarly investigations shed light on the diverse array of strategies employed to cultivate interactions within interactive videos. These strategies span a spectrum of techniques aimed at fostering engagement, deepening comprehension, and promoting active participation among learners. In essence, interactive videos encompass a versatile toolkit for designing interactions that align with the intended learning outcomes (Shelton, et. al., 2016; Wachtler, et. al, 2016; Delen, et. al., 2014; Merkt and Schwan 2014, as cited in Kamal, 2020):

- **Flexible Navigation and Comprehension:** Learners can be granted the ability to scroll through content at their own pace.
- **Guided Focus:** Integrating pointers, signs, or textual cues within the video can skillfully direct learners' attention to specific elements.
- **Efficient Navigation:** Internal hyperlinks streamline navigation within the video, enabling learners to swiftly access specific segments that require revisiting or further exploration.

- **Rich Contextualization:** External hyperlinks to additional video resources allow learners to delve deeper into related topics from various sources, complementing the core learning materials.
- **Reflective Pauses:** Thought-provoking introspective breaks in the video prompt learners to contemplate broader implications of the topic at hand, fostering peer discussions and a more comprehensive understanding.

Overall, interactive videos function as a learning tool that can be tailored to cater to various learning styles and objectives. The strategic integration of these features amplifies the educational impact, promoting active engagement and deeper knowledge acquisition among learners (Cattaneo & Sauli, 2017).

4.1.6.2.2. Educaplay: Video Quizz. In the realm of crafting interactive videos, the essential requirement is a versatile and user-friendly platform. Filling this need is Educaplay, an advanced 3.0 technological solution tailored to empower educators. This tool enables the seamless design of engaging and entertaining activities, fostering interaction among key educational stakeholders (Páez et al., 2022). Within Educaplay's comprehensive range of capabilities to Spataro (2022) a particular highlight draws the attention of researchers: the incorporation of quizzes and video quizzes. Educaplay's innovative approach brings linear videos to life by infusing them with interactive elements. This functionality facilitates the integration of questions at specific time points, enhancing the learning experience and transforming passive viewing into active engagement. Through the dynamic medium of video quizzes, educators can harness the potential of digital media to reinforce comprehension and stimulate participation among learners (Mykytka et al., 2022).

In this same vein, Jurado (2022) advocates for the examination of students' comprehension of the topic presented and the subsequent evaluation of the utilized materials based on their grasp of the activity. This natural progression aligns with the interactive segment. Furthermore, Páez et al. (2022) stated that "within the educaplay video quiz interface, a diverse array of question types can be seamlessly integrated, encompassing multiple choice, true-false, fill-in-the-blank, yes/no, and WH questions" (p. 35). Collectively, these authors underscore the significance of harnessing this tool and its classroom benefits. In this endeavor, the responsibility lies on the teacher to ensure that the interactive video created is not only fitting but also dynamic, thus optimizing the learning experience for the students.

4.1.6.3. PowerPoint Presentations. Multimedia presentations serve as a versatile platform that integrates an array of auditory and visual aids, including text, charts, graphs, photographs, sound, and video, into a cohesive presentation (Suliman et al., 2019).

Likewise, Herrell and Jordan (2016) mentioned that:

These resources not only contextualize language and content but also imbue the learning process with depth. The significance lies not solely in the final presentation, but also in the encompassing procedures of exploration, synthesis, and summarization facilitated by technology. These immersive opportunities foster meaningful and impactful learning experiences (p. 286).

Among the assortment of multimedia presentation tools, Microsoft PowerPoint stands out as the most chosen option by both educators and learners (Barseghyan, 2014). One educator noted, "PowerPoint captures students' attention and helps keep their interest. It offers a wide variety of options and integrates seamlessly with technology, making it an amazing tool" (Chou et al., 2015, p. 82). In addition, Ngoc (2018) argued that while PowerPoint slides help visual learners understand course material, they may not be as suitable for reflective, impulsive, or auditory learners. However, a well-crafted PowerPoint lecture can have a profound impact on students' short-term memory retention and can also facilitate dynamic and creative classroom discourse that resonates with students' curiosity and engagement.

4.1.6.3.1. Effects of Using PowerPoint in the Lesson Class. Impacts of Integrating PowerPoint in Classroom Instruction: As previously explored, educators unequivocally exhibit a penchant for harnessing PowerPoint as a pedagogical tool within their classrooms. Substantiating this trend, scholars such as Babiker (2016); Gambari et al. (2015); Nartea and Emralino (2020), expound upon the following affirmative consequences:

- **Time Efficiency:** A pivotal advantage of utilizing PowerPoint presentations lies in its capacity to streamline classroom time allocation.

- **Enhanced Student Engagement:** Generally, learners display a favorable response to PowerPoint's application due to its potential for rendering information more lucid, rendering lectures more intriguing, and simplifying note-taking procedures.

- **Amplified Teachers' Confidence:** Teachers, too, derive heightened self-assurance from PowerPoint's ease of generating, preserving, and modifying files (Gambari et al., 2015; Nartea & Emralino, 2020).

But not everything is positive with the use of this tool; the aforementioned authors have identified different disadvantages, both cognitive and related to the classroom environment.

- **Diminished Focus and Participation:** A notable concern is the potential cultivation of a passive demeanor among students. In instances where learners are aware that the

presentation's content can be revisited, they might adopt a detached approach during class, eschewing note-taking and active engagement.

- **Reduced Spontaneity:** An inadvertent drawback surfaces in the form of decreased teacher spontaneity. A rigid reliance on PowerPoint presentations can undermine the natural flow of interactive discourse.

- **Information Oversimplification:** The drive for brevity might inadvertently sacrifice the depth, breadth, and intricacy essential for comprehensive understanding.

- **Diminished Teacher-Student Interaction:** The belief that queries might disrupt the lesson's rhythm could dissuade students from actively participating. Additionally, dim lighting may induce drowsiness, and the inflexibility of altering content in real-time during class curtails adaptability for accommodating student engagement (Babiker, 2016)

4.1.6.3.2. Pear Deck. Traditional slides in which only the teacher had control of all the content in the lesson were left in the past. Pear deck is an online application that allows users to give an interactive touch to the slides. Santamaría (2021) emphasized that Pear Deck allows the user to start from a new or already created presentation to add effects, questions or discussions. Based on this premise, this tool enhances the active participation of students and involves them directly in the development of the class. In the same vein, active learning in the classroom is highly beneficial for improving students' participation and their success in academic performance. For, student participation is essential to achieve the goals of the class (Hashim & Abd, 2022).

Above all, Pear deck allows both teacher and student to have immediate feedback (Haryani & Ayuningtyas, 2021). For example, teachers can use the Teacher Dashboard to provide individual feedback on student responses while the session is open. "Students can also observe the teacher's feedback on their answers and receive comments and suggestions throughout the presentation" (Gross, 2023, p.5).

4.2. Listening Skill

Listening skills are a crucial component of English as a Foreign Language (EFL) classes. It refers to the ability to comprehend and understand spoken language. Listening skills play a vital role in effective communication and language acquisition (Odilovna, 2020). Listening, according to Nunan (1998) is an active and instantaneous processing of sound streams, and it is a receptive talent that is essential for language development. Likewise, "listening should receive more priority in language acquisition, and teachers should employ

classroom strategies that emphasize the development of listening abilities" (Nunan, 2002, pp. 238-240). According to Rost (2011) "listening is the foundation of language learning. It helps learners develop their vocabulary, grammar, and pronunciation. By listening to native speakers, learners can improve their pronunciation and intonation, allowing them to communicate more effectively" (p.33). In the same vein, Lugo et al. (2019) stated that listening skills promote cultural understanding. Through listening to authentic materials such as music, podcasts, and videos, learners are exposed to different accents, dialects, and cultural references. This exposure helps them understand and appreciate diverse cultures, fostering intercultural competence. Similarly, Solak (2016) stated that:

> Listening involves actively and interactively absorbing speech sounds and trying to understand the meaning of spoken words. To effectively respond to spoken communication, the listener strives to grasp the intended message. While individuals can process information delivered at a rate of 380 words per minute, the typical human speech rate is around 150 words per minute. (p. 30)

Furthermore, listening skills are essential for real-life situations. In daily life, learners will encounter various listening scenarios, such as conversations, lectures, and interviews (Field, 2008). By honing their listening skills in the classroom, learners can better navigate these situations and engage in effective communication (Nunan, 1998**).**

4.2.1. *Listening Comprehension*

Listening comprehension is within the abilities of listening. According to Wang, 2020 listening comprehension entails the capacity to comprehend and decipher spoken language, holding a significant importance in language acquisition, particularly within EFL lessons. Proficient listening skills are vital for students to enhance their comprehensive language aptitude and effectively engage in practical conversational scenarios (Hogan et al., 2014). Moreover, Marleni (2015) concluded that:

> Within the realm of language acquisition, the skill of listening comprehension enables learners to grasp the significance of words, expressions, and sentences when spoken. This encompasses a range of mental processes, including the identification of sounds, grasping vocabulary and grammar, and deriving significance from the surrounding context. Similarly, through exposure to authentic language usage, learners have the opportunity to internalize accurate pronunciation, intonation, and rhythm. (p. 22)

Similarly, listening comprehension promotes the development of other language skills, such as speaking and writing. Additionally, it enhances learners' ability to understand and participate in conversations, discussions, and academic lectures (Ahmadi, 2016).

In real-life communication, listening comprehension is essential for successful interactions. It allows individuals to understand instructions, follow conversations, and respond appropriately (Abreus & Carballosa, 2014). Therefore, developing strong listening skills not only benefits learners in the classroom but also in various social and professional settings.

4.2.2. Factors that Influence the Development of Listening Comprehension

Listening comprehension is reliant not solely upon students' auditory acumen; multiple scholars have investigated the variables influencing the listening comprehension of second language learners. As a case in point, Boyle (1984, as referenced by Yildiz and Albay, 2015), categorized these factors into three distinct groups. The first category pertains to the learners' cognitive capacity, which delineates the linguistic information assimilated. Equally, the second category differentiates prior knowledge of the subject matter, enhancing the learners' ability to comprehend spoken content and formulate accurate predictions. Lastly, there exists a category that centers on the caliber of learning materials employed and the classroom environment in which they are employed (Richards, 1983). To elaborate, these factors can be classified as follows:

4.2.2.1. Listener Factors. In examining these factors, considerations encompass aspects like listeners' cognitive capabilities, memory capacity, gender, motivation, and existing knowledge (Asriati, 2017). Collectively, Shah Reza et al. (2019) also underscored that learners who are both physically and mentally well-rounded tend to excel in comprehending listening exercises. The crux of these authors' message lies in the notion that a listener's attributes define the extent of their comprehension during listening sessions. To illustrate, a student with heightened cognitive retention can more effectively grasp auditory content. Physical condition is equally pivotal, as a student experiencing hearing impairments would face challenges in comprehending listening exercises (Richards, 1983).

Among other factors, Yildiz and Albay (2015) stated that the most relevant ones that can commonly occur in the classroom are the age of the learner, for instance young learners learn a language faster than adults. A calm environment that favors high concentration or vice versa, linguistic proficiency such as grammar, pronunciation and vocabulary, and finally related to motivation and interest, for example a topic that captures the learner's attention, will motivate them to concentrate and listen attentively (Shah et al., 2019).

4.2.2.2. Speaker Factors. The speaker's role holds immense significance within the context of listening comprehension lessons, and this category encompasses an evaluation of the speaker's linguistic proficiency, the quality of speech signals, the speaker's demeanor, and the pace of speech (Asriati, 2017). In this light, Yildiz and Albay (2015) advocate for the utilization

of authentic source materials spoken by native speakers to enhance comprehension. They further deduce that:

> Listening comprehension exercises featuring non-native speakers could pose challenges for learners due to pronunciation differences. Additionally, the speaker's enunciation and accent play a pivotal role in comprehension. Moreover, the speed at which the speaker delivers their speech significantly impacts listening comprehension. Faster speech rates can potentially hinder learners' understanding. Lastly, it's noteworthy that exposure to speeches by well-known and esteemed speakers can serve as a source of motivation for students. (p. 21)

4.2.2.3. Medium Factors. The act of engaging with spoken language imparts a distinct structure to verbal expressions, significantly impacting the understanding of conveyed messages. According to Murphy and Candlin, (1979, as cited in Richards, 1983), this necessitates the consideration of nine factors, each exerting an influence on the cognitive effort listeners must invest in processing speech:

- **Structural Basis of Speech:** Conversational speech operates at the clausal level rather than the complete sentence, with extended utterances often comprising multiple coordinated clauses.

- **Abbreviated Forms**: Non-essential words in a message might be slurred or omitted, while others gain prominence, thereby affecting the message's overall meaning.

- **Unconventional Forms:** Real-time speech production frequently prioritizes organizing content over strict grammaticality, with ideational coherence often superseding grammatical correctness.

- **Pauses and Speech Errors:** A significant component of spoken language encompasses pauses, hesitations, false starts, and corrections, which collectively form a substantial portion of speakers' discourse.

- **Speech Rate:** The perception of speech speed depends on the frequency of intraclausal pauses that speakers employ, contributing to the overall rhythm of conversation.

- **Rhythm and Emphasis:** English utilizes stress timing, wherein certain syllables bear stress, dictating the rhythm followed by the remaining syllables in an utterance.

- **Cohesive Elements:** Cohesive markers like "this," "these," and "you" sometimes present challenges in terms of their referents' clarity within discourse.

- **Information Flow:** Speakers incrementally introduce information, often restating previous content before adding new details.
- **Interactivity:** Verbal and nonverbal signals exchanged between speakers and listeners serve as cues of attention, interest, and comprehension, fostering a dynamic interaction.

4.2.3. Listening Processes in Learning English Language

Several models exist that elucidate the mechanics of the listening process in language learners, and among these, some of the most persuasive models found in the literature are as follows:

4.2.3.1. The Bottom-Up Processing. This model posits that information deemed "meaningful" undergoes analysis by the listener through the dissection of the acoustic message, focusing on the smallest components of spoken language, like individual phonemes or sounds (Vandergrift, 1997, as cited in Nguyen, 2020). This helps students in identifying lexical and pronunciation attributes that contribute to text comprehension (Wah, 2019).

4.2.3.2. The Top-Down Processing. Employing this approach according to Shelton and Scullin (2017), prior knowledge is leveraged to derive meaning from sounds or words within the context provided. To grasp the significance of a text, the listener taps into their understanding of the context, subject matter, speakers, and situation, aligning it with the auditory input (Renukadevi, 2014).

4.2.3.3. The Interactive Model. The interactive model proposes that language is simultaneously processed across various levels. Listeners must engage their knowledge of phonology, syntax, semantics, and pragmatics to decode information. This unfolds as a parallel process (Nguyen, 2020).

4.2.4. Making Inferences in Listening

Pico (2020) argued that inference is "additional information used by the listener to create a connection between what is said and what must be meant" (p. 23). Inference is a mental process by which learners can reach a conclusion based on a set of premises. As Kassem (2015) pointed out, the inferential process starts from a set of premises and results in a set of conclusions. In other words, the ability to make inferences involves not only the ability to listen regularly, but also the ability to reach logical conclusions. Freed and Cain (2021) identified two basic types of inferences:

4.2.4.1. Local Coherence Inferences. To generate local coherence inferences, both readers and listeners employ the information provided within the text, amalgamating details

from consecutive clauses and sentences. Pronouns may hint at these inferences, or they can stem from recognizing connections between synonyms or instances of similar categories (Kassem, 2015).

4.2.4.2. Global Coherence Inferences. In contrast, global coherence inferences demand the amalgamation of textual information with a listener's preexisting knowledge (Cain & Oakhill, 1999, as cited in Freed & Cain, 2021). This might encompass deducing motivations, establishing themes, or identifying a character's identity within a narrative. For instance, inferring a school environment in a story from terms like teachers, classroom, and lessons.

Applying this insight to a national context, Pico (2020) demonstrated that Ecuadorian EFL learners, varying in language proficiency levels, encounter distinct challenges in inferring sentences, ideas, and expressions when faced with accents, stress, or word associations. In essence, students tend to find local coherence inference more demanding than global coherence inference (Gilakjani & Sabouri, 2016). The former hinges on grammatical understanding and identifying syntactic connections within sentences, while the latter is more likely linked to social and environmental experiences (Freed and Cain, 2021).

4.2.5. Listening for the Gist

Listening to capture the essence is a strategic approach in listening those entails comprehending the principal concept or overarching meaning of an oral discourse (Brown, 2006). It revolves around extracting pivotal details while disregarding irrelevant minutiae. This competence holds significant importance for language learners as it bolsters their fluency, precision, and conversational proficiency (Siegel, 2018).

Solak (2016) stablished that when learners employ the technique of listening for the gist, they rapidly apprehend the central message of a discussion or presentation. This enables them to grasp the main points and follow the narrative's progression, even if they miss isolated words. This practice cultivates the skill to comprehend spoken language on the spot, a skill critical for seamless interactions in real-world scenarios (Field, 2008).

Nunan (2002) highlighted that "listening for the gist stands as a valuable aptitude for language learners due to its enhancement of fluency, precision, and communicative skills" (p. 239). By channeling attention to core ideas and distilling pivotal information, learners can promptly apprehend the overarching message of an oral discourse. This method also fosters predictive capabilities, distraction filtration, and real-time comprehension of spoken language (Quinonez et al., 2020).

4.2.6. Listening for Details

Engaging in attentive listening for specific details is a practice learners engage in on a daily basis. For instance, Brown (2006) highlighted that students require precise details when receiving directions to locations like a friend's residence. In such cases, mere comprehension of the subject matter falls short. Paying heed to every intricate detail and striving to comprehend as comprehensively as possible is imperative (Solak, 2016). These details serve as a backbone to the central idea of the listening and undeniably contribute to the process of understanding.

Gavilán and Romero (2015) elaborated that learners can effortlessly grasp the primary concepts or essence of an audio recording, yet they encounter substantial difficulty when deciphering nuanced information from the auditory content. This includes specific dates, timings, individual statements, and the like. To address this, instructors should incorporate activities that guide students in recognizing the exercise's objective, fostering heightened concentration, and equipping them to distinguish pertinent data necessary for solving particular tasks.

4.3. Empirical Studies

Amalia (2019) conducted a research study focusing on the impact of audiovisual aids on students' listening skills." The main goal of this investigation was to gather empirical evidence regarding the effect of using audiovisual aids on students' auditory skills. The research design employed in this study was a quasi-experimental approach. The target population consisted of 10th-grade students from MAN 2 in Kota Bogor, Indonesia. Purposive sampling was utilized to select a sample of 30 students from classes X MIPA 3 and X MIPA 4. The experimental class, was taught using audiovisual aids, while the control class did not have access to such aids. The research employed pre-test and post-test instruments to assess the students' listening skills. Data analysis involved the use of t-test to determine the significance level of the results. The pre-test data indicated a slight difference in the mean scores between the two classes. However, the post-test results revealed that the experimental class scored higher than the control class, indicating a significant effect of audiovisual aids on students' listening skills during the 2018/2019 academic year.

Furthermore, Dheghu et al. (2021) carried out a study in Indonesia focused on enhancing students' listening skills using audiovisual aids. The main objective of this article was to obtain empirical evidence of the impact of using audiovisual aids on students' listening abilities. The researchers employed action research as the research design, guided by the following research question: "What can teachers do to help students overcome difficulties?" For data collection,

the study utilized observation sheets and learning achievement tests. The data analysis method employed was descriptive, both for qualitative and quantitative data. The results highlighted that the audiovisual method effectively improved students' ability to acquire knowledge as expected. Moreover, the findings demonstrated a significant increase in students' mastery of English subjects, particularly in listening skills, when compared with their initial scores.

In the study developed by Isnaini (2020) in Indonesia, the focus was on exploring the use of audio-visual aids in teaching listening comprehension. The main objective of this research was to identify the types of audio-visual aids employed by teachers during listening comprehension classes. The study involved 56 students and two English teachers as participants and followed a descriptive qualitative research approach. Data collection methods included observation, interviews, and questionnaires. The results revealed that the predominant audio-visual aid used in the two listening comprehension classes was recordings. The interviews with students highlighted that the incorporation of audio-visual aids in the classroom made the process of teaching listening much easier. Additionally, the use of audio-visual aids introduced variations in the teaching of listening comprehension, which helped capture the students' attention and engagement during lessons. The students perceived that the utilization of audio-visual aids provided them with prior knowledge about various topics, which was essential for their understanding and learning. Overall, the study demonstrated the positive impact of audio-visual aids on the teaching and learning of listening comprehension, as it enhanced students' interest and facilitated their comprehension of the content.

Likewise, in the study conducted in Iran by Namaziandost and Nasri (2019), the researchers reported on the impact of using audio-visual aids to teach listening skills among Iranian pre-intermediate EFL learners. The primary objective of this investigation was to explore the effects of audio-visual aids on teaching listening to this specific group of learners. The research question guiding the study was: "Is there a significant difference in listening achievements between students taught listening using authentic videos and those taught using audio-compact discs (CDs)?" This quantitative research used a Listening Pretest and Posttest instrument for data collection. The findings of the study revealed that learners in the experimental group (EG), who were instructed using authentic videos, achieved significantly better listening outcomes compared to those in the control group, who were taught using audio compact discs (CDs).

Additionally, the research work carried out in Malaysia by Sulaiman et al. (2017) aimed to explore university students' perceptions regarding the use of different methods for assessing listening skills, specifically comparing audio-only and video media. The primary objective was

to examine how students perceived the audio-only method and the video media method when used for listening assessments. To achieve this, a quantitative approach was employed. The study involved four main groups of students with equal proficiency levels, selected from four different faculties across all campuses of Universiti Teknologi MARA. These four groups were subjected to two sets of similar listening assessments. The total number of participants was 150 first-semester students from the four faculties. Data were collected using various instruments, including a visual, auditory, and kinesthetic questionnaire, a multiple-choice question sheet, and a general questionnaire. The findings revealed that a majority of the participants responded positively to the use of video as a method for assessing listening comprehension. They appreciated the authenticity, meaningfulness, and real-life contexts provided by video media. The study highlighted the significance of incorporating video materials to cater to the needs of 21st-century learners, who are regularly exposed to a wide array of visual content in their daily lives.

Finally, Yusroh (2018) developed a research study in Indonesia, focusing on examining the impact of audio-visual aids on the English as a Foreign Language (EFL) students' listening comprehension at IAI Ibrahimy Genteng Banyuwangi. This descriptive qualitative research spanned three sessions and involved 105 second-semester students as participants that were selected purposively. Data collection was carried out through students' reflections, field notes from observations, interviews, and listening comprehension tests. The analysis followed a constant comparison method, where the data were coded, categorized, and triangulated. The research findings indicated a noticeable improvement in students' listening comprehension from the first listening test to the third one. The field notes and interview records further supported the results obtained from the listening comprehension tests, confirming that the use of audio-visual aids effectively enhanced students' listening comprehension and fostered their interest in learning English.

The theoretical framework was presented to showcase the most important aspect of the study "Audiovisual aids and listening comprehension, among tenth-grade students at a public institution in Loja, during 2022-2023 School Year". Furthermore, previous studies about audiovisual aids suggest that the visual aid provided to the audio material offers information that contributed positively to the listening comprehension process. However, the previous action research studies presented had only been applied to specific contexts that had little relation to the context of this research work, therefore, it is the author's responsibility to select findings that can contribute to this study's context. In this sense, the implementation of this

research work was framed in three aspects of listening comprehension that were expected to improve with the application of audiovisual aids; such as, making inferences, listening for the gist and listening for details. Therefore, this research work is relevant within the English language teaching process, because by providing updated audiovisual material and techniques students could enhance their listening comprehension.

5. Methodology

5.1. Setting and Participants

This research work was carried out in Latin America in the south of Ecuador, specifically at a public institution in Loja city, which has the following geographical coordinates: a latitude -4.010258 and a longitude -79.198331.

In order to select the participants for this study, the convenience sampling method was applied because this group was available to implement the intervention plan and additionally could provide the necessary information to answer the research questions (Creswell, 2012). Consequently, the target group of this research were 41 tenth-grader students from the morning session during the 2022-2023 school year, of these participants, 22 were female and 19 were male, ranging between fifteen and sixteen years old, whose sharing common characteristics in terms of English proficiency level A2.1 (MINEDUC, 2019).

Previously, the researcher had an approach with the authorities of the educational institution, where an official letter was presented requesting the authorization to conduct the intervention plan in that institution, which was positively accepted (see Annex 1). Therefore, considering the ethical principles of privacy, neither the name of the institution nor the names of the participants were presented, instead the place where the action plan was carried out was referred to as a public institution, while codes such as Student-01 were used to refer to the participants.

5.2. Procedure

5.2.1. Method

The following research design was based on the mixed method, which, according to Creswell (2008), is a research method that combines qualitative and quantitative data. This both methods, in combination, strengthen the information needed for the study and provide a better understanding of the variables under investigation (Creswell & Creswell, 2018). The present research work was quantitative since, through pretest and posttest, and the close-ended questions of the questionnaire, concrete data was obtained that can be analyzed statistically, which produced results to determine both the effectiveness and the students' perceptions, respectively, of the audiovisual aids on the improvement of the learners' listening skills (Creswell, 2012). In addition, it was also qualitative as it took into account students' perceptions expressed in opinions and comments, and observed reactions to the use of audiovisual aids to improve their skills, collected through open-ended questions in a questionnaire and field notes, to support the quantitative results (Gay et al., 2011).

5.2.2. *Research Design*

The research work was developed based on the Action Research Spiral Model suggested by Richards and Lockhart (1996) who borrowed and adapted the model of Kemmis and Mactaggart (1988) which helped to efficiently address the problems identified in the classroom.

5.2.2.1. Initial Reflection. First of all, to initiate an action research project, a topic has to be decided (Richards, 1996). In this sense, the first step in this research process was to identify real problems in the teaching and learning process of the English as a foreign language. In this case, the researcher, during the pre-professional internship with tenth graders at a public school in Loja, identified that the students were not attracted to the listening sessions since they did not understand the audios which did not have any support, as a result their grades were low, which demotivated them.

Previous studies such as those by Saraswaty (2018) and Heredia (2018) confirmed the researcher's premise, since both investigations showed that the students' lack of motivation and participation in listening comprehension activities stems from the absence of practice and exposure to different types of listening materials. For this reason, after limiting and contextualizing the identified problem, the following research question was established: How can students enhance their listening comprehension, among superior basic education students at a public institution in Loja during the school year 2022-2023?

5.2.2.2. Plan. After identifying the difficulties experienced by students in listening comprehension skills, the researcher conducted a literature review looking for innovative and proper proposals that could serve as a solution to the problem. As a consequence of the extensive search for information, the researcher established that the use of audiovisual aids could be a feasible pedagogical proposal to face the problem, considering the large number of previous studies that determined that audiovisual aids contribute to the full comprehension of the listening message. Therefore, the following general objective was proposed in this study: To determine the effect of using audiovisual aids on listening comprehension skills among tenth-grade students at a public institution in Loja, during the 2022-2023 school year. In order to fulfill the ethical principles of privacy, the researcher approached the educational institution, which has a previous agreement with Universidad Nacional de Loja, requesting permission from the head principal to carry out the present research, and selected the participants of the study with the convenience sampling method. In this sense, the name of the educational institution was not mentioned within the research work and the identity of each participant will be protected under a pre-established code.

In this phase the researcher designed and elaborated the instruments to collect data. For this reason, the following instruments were produced: 1) Pretest and posttest (see Annex 2) which were focused on establishing the threat of improvement of the students' performance in their listening skills, which determined the effectiveness of the action plan; 2) Questionnarie (see Annex 3) which helped to explore the students' perceptions after the intervention; and 3) Field Notes (see Annex 4) which served as a support of the students' perceptions during the intervention phase. Both the prestest and posttest and the questionnarie passed through a piloting phase to check if they met the principles of validity and practicality. Furthermore, at this stage, an action plan was designed which worked on designing and delivering lesson plans (see Annex 5) with audiovisual principles and strategies focused on improving students' listening comprehension skills. These lesson plans were developed based on the instructional design proposed by Harmer, who offers a teaching sequence with three elements that promote exposure and stimulation of students' English language learning. Such plans include three phases 1) Engage, in which teachers propose activities to try to arouse students' interest, 2) Study, in which students are asked to focus on the language (or information) and how it is constructed, and finally 3) Activate, which describes exercises and activities designed to get students to use the language as freely and "communicatively" as possible (Harmer, 1998, pp. 25-26).

5.2.2.3. Act. Afterwards, the action plan was applied considering a duration of 5 weeks, which represents a total of 40 pedagogical hours. Throughout this intervention, the researcher had the role of an active participant observer who participated directly in the lessons, interacting with the students, implementing audiovisual tools and collecting observational data on the most important events of the class and the students' reactions to the planned activities. The study was carried out through the application of five weekly lesson plans, from May 2 to June 9, 2023, which included the use of audiovisual aids such as linear videos, interactive videos and interactive PowerPoint presentations, using the three sequential elements of learning proposed by Harmer, in order to facilitate the development of students' listening skills such as listening for the gist, listening for details, and making inferences.

5.2.2.4. Observe. This phase was correlated with the previous one, thus observation was carried out while acting. Specifically, at this point the data collection instruments were implemented. Initially, the pretest was administered to determine a starting point for the action plan, which was applied prior to the intervention plan. Subsequently, while the intervention plan was being implemented, the researcher used the field notes as observation instrument immediately after each class to record the students' perceptions towards the classes taught and

the resources used. Towards the end of this intervention process, the posttest was administered to the participants to determine the effectiveness of the audiovisual aids on their listening comprehension skills. Likewise, students also filled out a post-questionnaire showing their perceptions regarding the teaching strategy.

Consequently, the researcher proceeded to analyze, classify and set up results and conclusions from the data obtained by the instruments. In order to discriminate the qualitative information obtained from the pretest and posttest, and the close-ended questions of the questionnaire, the researcher used descriptive statistics as well as tables and graphs. On the other hand, the qualitative information from the field notes and the close-ended questions of the questionnaire was interpreted by means of thematic analysis, finding similar patterns in the students' answers that corroborated their statements.

5.2.2.5. Reflection. The last phase of the action research cycle was to describe the effectiveness of the proposal by establishing the difference between the pretest and posttest results, as well as to specify how useful the audiovisual aids were for the students to improve their listening skills based on the postquestionnaire and field notes applied.

In this sense, with the results of the pretest and posttest instrument the researcher was able to establish that the audiovisual aids had a positive effect among the research participants. However, it is important to mention that the process of implementing an innovative proposal with a new group of students is difficult because it requires a familiarization phase, where the learners identify for themselves how the tools used could facilitate their learning. Although the time available to conduct the research was short, the effects were as desired, several of the problems faced throughout the research were predictable and as a result the researcher was able to address them appropriately. For future research, the researcher may recommend that the intervention time be longer and ideally be carried out by an in-service teacher. Among the limitations of this research were the lack of technological resources available to the educational institution.

Therefore, it can be asserted that the results obtained in this research work were shared with the educational community in order to collaborate with future research that seeks to support teachers in their work practice, specifically those focused on improving listening comprehension through the use of audiovisual resources, particularly recommending repeating the Action research Cycle model used throughout this research work.

5.2.3. Data Collection Sources and Techniques

In order to collect the required information, the researcher applied the methods within mixed research that generally are used to collect data on cognitive traits related to intellect, such

as performance, as well as students' perceptions (Gay et al., 2011). Therefore, the following techniques and instruments were implemented throughout the research process:

First, the paper-and-pencil technique was used to collect quantitative data in order to design the pretest and posttest instrument. These tests included eight selection item questions where three of them assessed the listening for the gist component, other three questions focused on measuring the listening for details component and two questions evaluated the making inferences component (Gay et al., 2011). On this basis, the pretest instrument was applied to measure students' listening comprehension skills before the intervention plan (Creswell, 2012). Additionally, a post-test was used after the intervention plan to determine the effect that the audiovisual aids had on the improvement of the students' listening comprehension skills (Creswell, 2012). To score these questions the researcher created a test scoring guide (see Annex 6) that includes the points corresponding to each component. Finally, it is important to mention that this instrument was based on criterion-referenced scoring since the results were interpreted considering the national grading scale of Ecuador (see Annex 7) (Gay et al., 2011).

Similarly, a mixed-type questionnaire instrument was used to explore students' perceptions on the use of audiovisual aids to improve their listening skills, presenting both qualitative and quantitative information. For this purpose, the questions were structured and framed around the main indicators of audiovisual aids, particularly in active participation, motivation, accuracy and relevance. In this context, there were 10 close-ended questions with selection items, where 6 of them were integrated with open-ended questions through supply items to encouraging students to explain their choices. In addition, this questionnaire used a five-point Likert scale to ask respondents to select whether they strongly agree (SA) (five points), agree (A) (four points), unsure (U) (three points), disagree (D) (two points) or strongly disagree (SD) (1 point) with each of the proposed statements. An individual's score was calculated by adding the point values of each statement, which are assigned to each response (Gay et al., 2011). The aforementioned instrument collected quantitative data through the close-ended questions as well as qualitative information through the open-ended questions.

Finally, the researcher applied the observation technique based particularly on active participant observation, as the researcher was heavily involved in the situation while implementing the treatment, interacting with the students, and documenting the learners' reactions to this teaching strategy (Gay, et al., 2011). In order to keep a record of these observations, a total of eight field notes were used, based on the structure provided by Gay et al. (2011). This was a qualitative data collection tool that complemented the quantitative analysis of both the independent variable focused on audiovisual aids and the dependent

variable related to listening comprehension skills. This method allowed the researcher to identify the students' judgments, reactions, behavior and the most important aspects during the intervention, in a precise and complete manner (Creswell & Cresswell, 2018). To conclude, it is important to mention that the field notes contained two sections, one section called descriptive in which the researcher detailed the events as they appear, and another part named reflective where the researcher's perspective on why these events happened the way they did was reported (Gay, et al., 2011).

5.2.4. Data Analysis

Quantitative data were processed using descriptive statistics to measure the learners' responses and to determine the overall trends collected from the quantitative data collection instruments. In this sense, this analysis included measures of central tendency including mean and frequency represented through tables and bar graphs. Therefore, the interpretation of the pretest and posttest data was performed using frequency tables that presented the mean score that the students obtained in each listening component. Likewise, the information obtained from the closed-ended questions of the mixed-type questionnaire was also discriminated by descriptive statistics and illustrated with a frequency table adapted to the Likert scale showing the students' perceptions of using audiovisual aids in the development of their listening skills, motivation, active participation, engagement, and the relevance of the audiovisual aids used.

On the other hand, the qualitative data were examined using thematic analysis. Thereby, the researcher found similar patterns of student responses in the open-ended questions of the questionnaire and the observational information from the field notes. Consequently, the researcher was able to use the information to corroborate, compare and contrast the numerical data presented.

6. Results

This section shows the results and findings on audiovisual aids and listening skills throughout the entire development of the research. The interpretation of the data is aligned to the research objectives. In this sense, the pretest and posttest instrument scores are compared in order to measure the effectiveness of the audiovisual aids on listening comprehension skills, on the other hand, to understand the students' perception of the use of audiovisual aids towards improving listening comprehension skills, the questions from the mixed-type questionnaire are shown and supported with the information collected from the field notes and some students' answers in the open-ended questions from the same questionnaire.

6.1. Pretest and Posttest Results

Objective 1: To find out the effectiveness of audiovisual aids on the development of English as a foreign language listening comprehension among tenth-grade students at a public institution in Loja, during the 2022-2023 school year.

Sub-question 1: What is the effectiveness of audiovisual aids on the development of EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year?

Figure 1 represents the comparison of the pretest and posttest scores which are classified within the Ecuadorian national grading scale. The pretest was administered to tenth grade students in order to establish a baseline level of students' proficiency in their listening comprehension skills. It can be clearly seen that, only 3% of the population was able to reach the average score of 7/10 proposed by the Ministry of Education on the national grading scale. This proves that at the beginning of the intervention most of the students were not able to reach the necessary learning proficiency related to listening skills.
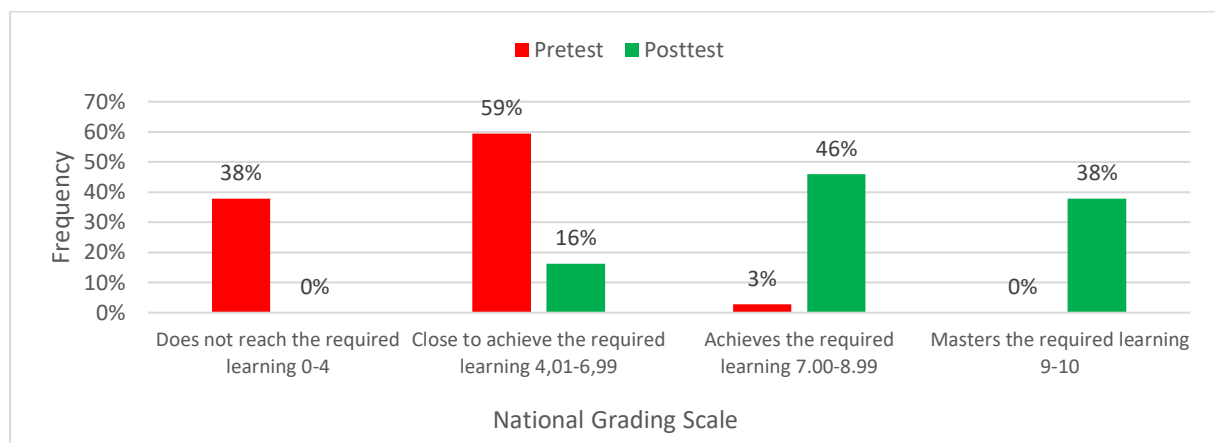
Figure 1. Listening Comprehension Pretest and Posttest scores compared to the Ecuadorian National Grading Scale.

As it is shown in the illustration, students displayed a significant improvement after the treatment since their overall trends in the posttest increased. For instance, while in the pretest, many of the participants scored an average of 4.50/10 (45%), at the end of the intervention they achieved 8.31/10 (81.1%). In other words, there was a considerable upward of 3.81 points in the participants listening comprehension performance which reflected a certain level of effectiveness from audiovisual aids towards the improvement of this language skill.

Table 1.

Mean score differences between the listening comprehension pretest and posttest.

Indicators	Score	Number of students	Pretest	Posttest	Difference
Listening for details	4/4	37	2.12	3.28	1.16
Listening for the gist	4/4	37	1.19	3.30	2.11
Making inferences	2/2	37	1.19	1.73	0.54
TOTAL	**10/10**	N/A	4.50	8.31	3.81

It turns out, from Table 1, that students' listening comprehension development in each component increased. In this context this table illustrates the fluctuation of the participants' listening skill scores by comparing the mean scores they obtained in the pretest (before the intervention plan) and in the posttest (after the intervention plan), within three listening comprehension components namely listening for details, listening for the gist and making inferences. In addition, it is worth clarifying that the components of listening for details and listening for the gist were assigned a score of 4 points and the component of making inferences had a score of 2 points, the sum of these reflects a maximum score of 10 points.

Now, turning to the details Table 1 data shows that in the pretest regarding to "listening for details" component the participants obtained an average of 2.12/4 since it was observed that they did not identify words, dates, years and specific information from the audios. On the other hand, in the posttest, they got an average of 3.28/4 showing a somewhat increase of 1.16 points which was reflected in the recognition of specific words, as well as most of the students distinguished data, prepositions and information from the audios that gave meaning to the oral texts.

Concerning the "listening for the gist" component, students' recognition of the general meaning of the spoken text was ineffective, as a consequence they obtained an average of 1.19/4. It is interesting to note that this was the component that seemed to be the most difficult for the students. In this sense, it was found that many of the students were not able to understand what was happening in the audios, so they could not order the main events mentioned within

the listening lessons. In contrast, after the intervention there was a significant change with an average score of 3.30/10, reflecting an overwhelming upward trend of 2.11 points. At this point, students were able to distinguish the most important themes in conversations and interviews as well as recognize changes in scenarios and events throughout the videos and audios presented.

Finally, in terms of "making inferences" the participants obtained a mean of 1.19/2. It is clear from the data that most of the students found it easy to use relevant acoustic, visual, and contextual information in order to compensate the missing information. In spite of this, in the posttest it was evident that there was a slight difference of 0.54 points as they obtained a mean of 1.73/2. This reveals that at the end of the intervention the students reflected their ability to extract what is not explained by the material and also to obtain the meaning of a statement that is unknown to them.

In general, students' listening comprehension skills improved in all three listening components under study: Listening for the gist, listening for details and making inferences. Although positive results were obtained, the intervention process faced several limitations, such as the short duration of the intervention plan and the lack of technological adaptations in the educational institution. It should also be mentioned that the students still need more training and practice to master oral comprehension and become active language users.

6.2. Questionnaire and Field Notes Results

Objective 2: To describe the learners' perceptions about the use of audiovisual aids in English as a foreign language listening comprehension among tenth-grade students at a public institution in Loja, during the 2022-2023 school year.

Sub-question 2: What are the learner's perceptions about audiovisual aids in EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year?

The following data helped to corroborate the apparent improvement in students' listening skills displayed in the quantitative data by exploring students' perceptions of the use of audiovisual aids to improve listening comprehension skills. In this context, the students' responses were organized into three indicators of the teaching strategy: motivation, learning environment and active participation. Consequently, the researcher ensured that each aspect of the teaching strategy used was evaluated by the participants.

6.2.1. Students' Motivation trough Audiovisual Aids

Table 2.

Students' perceptions on motivation trough audiovisual aids.

Item	Statement	SA	A	U	D	SD
1	I enjoyed the use of visual aids in the audios of the listening classes.	60%	35%	5%	0%	0%
2	The visual support provided to the audios helped me to improve my listening comprehension of English.	38%	46%	16%	0%	0%
3	The use of linear videos increased my attention in class.	41%	54%	5%	0%	3%
7	The use of visual elements in the audios helped me overcome learning barriers in listening classes and motivated me in class.	27%	51%	22%	0%	0%

Note. SA= Strongly Agree, S= Agree, U= Unsure, D= Disagree, SD= Strongly Disagree

Table 2 shows the students' perceptions on their motivation when audiovisual aids were used in the classroom. In this context, this Table illustrates that the respondents replied positively to the first statement proposing their liking of audiovisual aids in listening comprehension classes. This was reflected in the 60% of students who answered "strongly agree" and 35% of participants who selected "agree", indicating that this teaching strategy was attractive to the participants, even though 5% remained "unsure". Through the open-ended question added to this statement, several of the students highlighted the qualities that made them appreciate the audiovisual aids. For example, Student 19 mentioned that "with audiovisual aids the classes were more enjoyable, it also helped me to better understand the content of the audio to perform the listening activities" (con las ayudas audiovisuales las clases fueron más entretenidas y me ayudaron a comprender mejor el contenido del audio para realizar las actividades de listening).

Furthermore, in item 2 of Table 2, when participants were asked if the visual support provided to the audios helped them to improve their listening comprehension of English, 38% of the respondents indicated that they "strongly agree", similarly 46% selected "agree", which showed an overall affirmative response. In this sense, in response to the open-ended question, a large percentage of the students remarked the benefits that this strategy gave them. Interestingly, Student 38 stated that "I improved in the development of the listening comprehension activities because the slides and videos helped me to identify all those data that I could not grasp from the audio itself" (Yo mejoré en el desarrollo de las actividades de listening porque las diapositivas y los videos me ayudaban a identificar todos aquellos datos que no los podía captar solo por el audio). However, a minority of students (16%) indicated that

they were "unsure", for instance Student 26 said that "even with these audiovisual aids I still did not understand some words which caused me confusion throughout the listening lessons" (aun con estas ayudas audiovisuales seguía sin entender algunas palabras lo cual me causaba confusión a lo largo de las lecciones de listening).

Now turning to the third statement which proposes that the use of linear videos increased students' attention in class, among the participants, 41% chose "strongly agree" and another 54% suggested that they "agree". In this case, it can also be identified that the overall responses to this question were favorable. Meanwhile, only a small number of respondents (5%) indicated that they were "unsure", and one individual representing 3% stated that was "strongly disagree". In this context, from the researcher's field notes it can be argued that the students were interested in the tools that were used, however some students were confused because they were not familiar with the dynamics of the classes.

It is explicitly observed in Table 2 that, in relation to item 7, which mentions that the use of visual elements in the audios helped students to overcome learning barriers in listening classes and motivated them in class, there was a considerable percentage of participants (22%) who positioned themselves as "unsure". On this basis, student 14 argued that "Although I really liked the use of this type of tools, I still had a lot of problems understanding some words and ideas so I did not participate a lot" (Aunque me gustó mucho el uso de este tipo de herramientas, aún yo tenía muchos problemas para entender algunas palabra e ideas por lo tanto no participaba mucho). However, a large proportion of respondents showed their positive responses, as 27% were "strongly agree" and 51% of the students selected "agree". To demonstrate this, student 5 said that "I have noticed that I learn better when I see images and videos and I like this way of learning because it is also fun" (Si he notado que aprendo mejor cuando veo las imágenes y los videos y me gustó esta forma de aprender porque además es divertido)

From the researcher's field notes, it could be confirmed that the students liked the use of audiovisual aids since the students expressed that it was something new and different for them to receive the listening classes in this way. Likewise, the researcher could notice that the motivation of the students increased progressively. In addition, it was evident that when audiovisual aids were used, students enjoyed the class, which allowed them to take advantage of both the visual and auditory aspects of the listening comprehension classes. However, some of the students were distracted by the visual resources and lost focus of the activities. Similarly, several participants mentioned that the speed of the audios and videos did not allow them to grasp the information properly.

Table 3.

Students' perceptions on learning environment through audiovisual aids.

Item	Statement	SA	A	U	D	SD
6	Audiovisual aids were realistic and allowed me to relate what I learned to real life situations.	30%	54%	16%	0%	0%
8	The images, dialogues, and graphics presented in the linear and interactive videos, and interactive PowerPoint presentations helped me to make inferences about the listening class audios more quickly and accurately.	41%	46%	14%	0%	0%
9	With the visual support provided to the audio, it was easier to identify specific dettails of the audio I listened to.	38%	49%	13%	0%	0%
10	The images in the videos and the PowerPoint slides allowed me to easily recognize the main ideas of the audios.	51%	41%	8%	0%	0%

Note. SA= Strongly Agree, S= Agree, U= Unsure, D= Disagree, SD= Strongly Disagree

Table 3 portrays participants' perceptions on the effect of audiovisual aids on the learning environment. A glance at the item 6 reveals that 30% of the students were "strongly agree" with the fact that audiovisual aids were realistic and allowed them to relate what they learned to real life situations, along with those who selected "agree" (54%), this showed an overall positive trend. According to the field notes, it can be highlighted that the students made direct and coherent relations between the images and their experiences and knowledge, without necessarily listening to the audio, the students already had a clear idea of the content of the class. In spite of this, a minority (16%) were "unsure". In this case, after observation, the researcher realized that some students did not have the same context as the rest of the class, so they needed a previous explanation to reach a conclusion based on the visual aids.

The item 8 concerned the statement that the images, dialogues and graphics presented in the linear and interactive videos and interactive PowerPoint presentations helped learners to make inferences about the listening class audios more quickly and accurately. In this respect, a significant majority responded favorably, showing 41% of the participants that expressed that they "strongly agree" and 46% selected "agree". Take the answer of student 37 where it is mentioned that "with the images and the projected dialogues it has been easier for me to understand the topics covered in the videos". (Con las imágenes, y los diálogos proyectados ha sido más fácil para mi darme cuenta de los temas que trataban los videos). On the other hand, 14% of the participants responded that they were " unsure". For example, student 18 responded that "There were parts of the videos that I did not understand properly, which made me not

concentrate on the rest of the information and I could not perform the activities correctly" (Habian partes de los videos que no entendía bien, lo cual me desconcentraba del resto de la información y no podía realizar las actividades correctamente).

As for item 9, 38% of the students "strongly agree" with the statement that proposes that with the visual support provided to the audio, it was easier to identify specific details of the audio students listened to. In addition, another 49% of students also favored indicating "agree". Among the respondents, student 32 highlighted that "I liked the fact that even if I didn't understand what I was hearing I could grasp the information that was required through the images" (me gustaba el hecho de que incluso si no entendía lo que escuchaba podía captar la información que se requería mediante las imágenes). Whereas, a minority of participants (13%) expressed themselves as "unsure". In this case, student 29 said "Generally, I am not good at identifying details because I do not know the meaning of the words I hear and see; however, I can notice that I understand more than before" (Generalmente, no soy buena identificando detalles porque no se el significado de las palabras que escucho y veo, sin embargo, puedo notar que entiendo más que antes)

Now, turning to the item 10, Table 3 shows positive results for the statement mentioning that the images in the videos and the PowerPoint slides allowed students to easily recognize the main ideas of the audios. This was reflected in 51% of the students who responded that they "strongly agree" and 41% of those who responded that they "agree". Student 17's response portrays that "through these tools I could understand much better and respond quickly" (mediante estas herramientas yo podía comprender mucho mejor y respondía rapido). On the other hand, some participants (8%) indicated that they were "unsure".

Taking into account the researcher's field notes, it is important to mention that it was evident how encouraged the students were towards the audiovisual aids, especially when it was interactive, since they were inspired to participate. In this way, it can be highlighted that through the tools proposed by the preservice teacher, students were able to improve their accuracy in their answers, rarely showing errors. Likewise, the development of the classes progressively improved due to the quick understanding that the students had after being in contact with the audiovisual aids.

6.2.3. Active Participation through Audiovisual Aids

Table 4.

Students' perceptions on Active participation through audiovisual aids.

Item	Statement	SA	A	U	D	SD
4	The use of interactive videos enhanced my active participation.	43%	30%	27%	0%	0%
5	Interactive PowerPoint presentations with images and audios made the classes more dynamic and engaged my interest.	62%	35%	3%	0%	0%

Note. SA= Strongly Agree, S= Agree, U= Unsure, D= Disagree, SD= Strongly Disagree

In this section, Table 4 reports the respondents' perception regarding active participation through the use of audiovisual aids in the classroom. At a first glance from item 4 it can be observed that some students (27%) expressed to be "unsure" about the following statement: The use of interactive videos enhanced students' active participation. Faced with this situation, the researcher, through the field notes, was able to observe that a minimum percentage of the students were afraid of making a mistake with their answers and this inhibited them from participating. On the other hand, a large majority of respondents were in favor, with 43% of students suggesting that they "strongly agree" and 30% indicating that they "agree". In this sense, the researcher observed that the degree of student participation certainly increased, which showed that students understood and were interested in the listening lessons.

For the item 5 proposed in Table 4, it is evident that the general responses are positive. By the same token, 62% of the participants showed "strongly agree" together with 35% who responded "agree". Based on the field notes, the researcher can establish that students emphasized that they were engaged by how the slides were used as well as the elements such as audio, images, hyperlinks and videos included. This tool provided them with a clear visual and auditory experience, which made the classes more dynamic. However, there was still a small percentage (3%) that remained "unsure", in this context, the researcher observed that few students did not fully enjoy the tools presented due to their lack of vocabulary and language proficiency, which made it difficult for them to participate at the same level as the rest of their classmates.

According to the field notes taken by the researcher, the tools such as interactive videos and interactive PowerPoint presentations allowed students to exercise the content in short cycles through the added questions, it also provided participants with immediate feedback that allowed them to reflect on the content. In this sense, students suggested that this type of dynamic

in listening classes, under the teacher's guidance, encouraged them to participate as it prevented too many misconceptions when learners responded to the proposed activities.

7. Discussion

This research was intended to determine the effect of using audiovisual aids on listening comprehension skills among tenth-grade students at a public institution in Loja. School year 2022-2023. In this section, the research questions stated at the beginning were answered, supported by the objective, results and findings presented.

In this context, the general question addressed in this study was How can students enhance their listening comprehension by using audiovisual aids, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year? From the overall results obtained, the current study found that the use of audiovisual aids were an excellent and engaging strategy for learners to improve their listening comprehension skills (sub-skills). This finding is in agreement with Dheghu et al. (2021) and Isnaini et al. (2020), who suggested that the visual context and nonverbal cues of audiovisual materials help learners grasp the meaning of words and stimulate deeper comprehension. In addition, they mentioned that the regular practice with these aids improved listening skills and attention. Moreover, they added that audiovisual aids created an immersive classroom environment promoting students engagement. Therefore, it can be stated that audiovisual aids created a richer learning experience, especially in the listening lessons.

Regarding to the first sub-question addressed that reads: "What is the effectiveness of audiovisual aids on the development of EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year?" According to the contrast of the pretest and posttest scores, there was a noteworthy change of approximately 3.81 points in the overall students' listening skills after the use of audiovisual aids. Moreover, the participants' mean average score also exceeded the 7-point benchmark set by the national grading scale.

These results were demonstrated in the posttest answered by the students in which they provided more accurate responses, identifying main ideas of the oral text appropriately, recognizing specific details within the audio quickly, and making more refined inferences. These findings are similar to those obtained by Amalia (2019), Dheghu et al. (2021) and Namaziandost and Nasri (2019) who indicated that after implementing audiovisual aids their students' English language proficiency skills increased, especially in listening skills. Similarly, they also reported that students were more successful in determining the general idea as well as

specific information, since audiovisual aids provide significant gains in informational learning, retention, thinking, reasoning, and better assimilation of audio content (Padhi, 2021, p. 245). Therefore, students improved their listening comprehension skills because they built better mental representations from the words of the spoken text and from images such as illustrations, photos and videos (Mayer, 2005).

Consequently, the implementation of this learning strategy presented a notorious effectiveness in the development of the students' listening skills because they had a major extent of sensory practice through hearing and sight by means of different interactive audiovisual tools. Using both the linear videos and the interactive tools, the students received immediate feedback from the teacher that encouraged them to improve throughout the listening comprehension activities and, as a result, helped the students to improve their understanding of the general and specific content of the audios.

Moreover, the second question was about: What are the learner's perceptions about audiovisual aids in EFL listening comprehension, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year? From the questionnaire and the observations in the field notes, it was determined that the majority of the participants had positive perceptions towards the use of audiovisual aids to improve their listening comprehension skills. Particularly, students described this strategy as motivating, interactive and supportive, which allowed them to actively participate and practice their listening during listening lessons.

In addition, students also indicated that they enjoyed the listening lessons and benefited from the visual and auditory aspects of the audio-visual aids. Then, they were encouraged to participate and improved their accuracy in answering the questions. Overall, the use of interactive audiovisual tools with immediate feedback helped students to exercise the content and prevented them from having misconceptions. These findings corroborate those reported by Isnani et al. (2020), Yusroh (2018), Sulaiman, et al. (2017) in their studies. For instance, Isnani et al. (2020) agreed that when audiovisual aids were used in teaching listening comprehension, learners were more enthusiastic and did not get bored quickly. Consequently, they were motivated and had support to improve their listening skills, making the lessons more interactive and effective.

According to Yusroh (2018), it was similarly found that audiovisual aids improve learning outcomes and provide a positive classroom environment due to the interaction it created between teachers and learners, as both were creatively involved in incorporating these types of materials. In addition, it was mention that the linguistic structure of audiovisual aids

was presented in the form of non-grammatical features that enhance students' comprehension and also entertain them. By the same way, Sulaiman, et al. (2017), also confirms that most of the students perceived the audiovisual aids as a great tool for their listening assessment, as it provides authentic, meaningful and real contexts. In this particular situation, the connection between the classroom and the real world encouraged students to understand the relationship between learning and practice.

All the previously mentioned authors agreed on the idea that audiovisual aids improve students' participation, motivation and learning environment, in order to overcome the barriers that make it difficult for students to master listening comprehension in English. Therefore, it can be established that the audiovisual aids were perceived by the students as an interesting, relevant, beneficial and useful strategy to address their listening comprehension challenges, as without them, the students would not have presented the improvement detailed above.

Despite the positive results obtained in this study, it is important to mention that there were some limitations in this research process. First, the preservice teachers were not researchers, therefore, the information presented might not reach the desired level of quality. Secondly, the period of time designated for the implementation of the intervention plan was not sufficient to adequately monitor the research. Finally, the structural and technological conditions of the classrooms were not suitable for carrying out the intervention plan; so, it was necessary to adapt the audiovisual aids used and the micro curricular planning for a successful development of the classes. All things considered, these results cannot be generalized since the characteristics and conditions of the context in which the research was carried out were unique.

For further studies, which take these variables into account, it is worth recommended to work with two groups. An experimental group in which the students receive the treatment with the audiovisual aids, and another control group in which the tested factor is not applied, in order to compare and contrast the results of both groups and really prove whether the strategy is effective or counterproductive. Likewise, it is suggested to use only the posttest, since using a pretest intrinsically conditions the participants' responses for the posttest, in this sense, the researcher can use the students' scores and averages as a baseline to start the research. Finally, regarding the questionnaire it is advisable to add more open-ended questions as this allows to have more information based specifically on the students' perceptions towards each aspect of the applied strategy.

8. Conclusions

This study has shown that the use of audiovisual aids in teaching had a significant impact on listening comprehension skills among tenth-grade students. This learning material improved learners' engagement and comprehension of listening activities as they provided visual context. This exposure allowed the participants to gradually develop their listening comprehension skills, while the visual associations helped them to retain the content in memory. Overall, audiovisual aids could be valuable tools for improving listening comprehension in the classroom.

From the analysis of the results, tenth-grade students portrayed a noticeable improvement between the scores in the listening pretest and posttest. This finding suggests that the use of audiovisual aids in teaching English as a foreign language was effective in developing learners' listening comprehension skills. Furthermore, these aids contribute to enhancing all aspects of listening skills, for instance, participants showed their greatest improvement in the "listening for the gist" component. Although "making inferences" component was not as challenging for the students from the beginning, at the end of the intervention they obtained a slight increase. This was evidenced by the fact that some students still made the same errors in deciphering implicit information.

The third important finding was that students were indeed encouraged and engaged in the listening comprehension classes while experiencing the audiovisual aids. In this sense, it was found that the audiovisual aids favorably influenced three fundamental aspects within the classroom: it increased the motivation of the participants, improved the classroom atmosphere, and enhanced the active participation of the students. Likewise, it was evident that this group of students mostly held positive perceptions of the use of audiovisual aids to improve their listening comprehension skills.

9. Recommendations

The findings in this research work are subject to at least three limitations. First, it was related to the action research design employed, since the intervention was applied to an intact class without the inclusion of a control group, the results obtained cannot be generalized beyond these participants. From an experimental standpoint, the absence of a control group could compromise the validity of the results as alternative variables and explanations could affect them. Therefore, it is strongly suggested that future research adopts an experimental research design, incorporating both a control group and an experimental group. This modification will allow researchers to more accurately assess whether the observed changes are attributable to the intervention or simply the result of natural variations.

The second limitation was related to the short duration of the intervention plan. Conducting a short intervention process limited the depth and sustainability of the intended effects. In this situation, the nature of the research requires an appropriate time frame for participants to fully engage, adapt and internalize the intervention strategy. Consequently, it is strongly recommended to extend the duration of the intervention by at least a term. This will allow participants to engage in a deeper learning process, which increases the likelihood of success in behavior change and skill development. In addition, researchers can gain a more accurate and holistic understanding of the impact of the intervention, which will contribute to more conclusive results.

Finally, this study was also limited due to the use of the same instrument as pretest and posttest. Having the same tests could have conditioned the responses of students, introducing the risk that participants respond in a biased manner due to the familiarity with the pretest material. As a result, the changes observed in the posttest could have been influenced by the effect of the pretest instead of reflecting the impact of the intervention or treatment under study. Therefore, it is strongly recommended for further research to deploy to versions of a tests identical in level of complexity and measurable objectives and number of questions. This strategy will reduce the influence of the pretest effect and provide a more accurate and objective assessment of the progress or changes experienced by students as a result of the intervention.

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11. Annexes

Annex 1. Official Request to the Educational Institution

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.046-DC-II/PINE-NG-FEAC-UNL
Loja, abril 28 del 2023

Magíster
Rodrigo Nicolás Suing Ruiz,
RECTOR DE LA UNIDAD EDUCATIVA DEL MILENIO "BERNARDO VALDIVIESO"
Loja

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 HORAS DE PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención,** mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **LUCIANA NAYELY JUMBO PARDO,** estudiante del **Ciclo 8,** período académico Abril 24/2023 – Agosto 16/2023, se le brinde la apertura necesaria en la Institución de su acertada dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA

Firmado electrónicamente por:
ROSA PAOLA MORENO
ORDONEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

UNIDAD EDUCATIVA DEL MILENIO
BERNARDO VALDIVIESO
AUTORIZADO - RECTORADO
FECHA: 02-05-23 HORA:
FIRMA:

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: PRE / POST TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEMBV10F -_____

Date: ………………………………………….

1. **Watch and listen to the video and underline the correct answer to the questions.**
   (Listening for details, 1 point)

   a) **When will Gus' party take place?**

   Sunday   Saturday   Thursday

   b) **At what time most people are going to show up?**

   Around 6   Around 7   Around 8

   c) **What time is he going out for a dinner with Steve's parents?**

   At 5   At 6   At 7

   d) **What time will Steve and his friend probably arrive at the party?**

   Before 9   At 9 o'clock   After 9

2. Watch and listen to the dialogue and tick which is the plan of the given character. (*Listening for the gist, 1 point*)

Jonh

- ◯ is going to be studying on Monday
- ◯ is going to be studying on Saturday
- ◯ is giving a presentation at noon tomorrow
- ◯ is going to take a test on Saturday

3. Watch and listen to the dialogue again and underline the correct answer to complete the following statement: From John's reaction about Sally's boyfriend, you can infer that: (*Making inferences, 1 point*)

a) He has feelings for Sally and was surprised she had a boyfriend.

b) He is excited to see Sally's boyfriend.

c) He has no reaction.

4. Listen to and choose if the statement is True or False according to the friends' conversation. (*Listening for details, 2 point*)

Marcus is flaying next Tuesday	**True**	**False**
Marcus is going to spend the first few days in Sydney.	**True**	**False**
Marcus is going to rent a bus and tour around the country.	**True**	**False**
Marcus just quit his job at the company	**True**	**False**

5. Listen to and circle the correct answer to complete the sentence. (*Listening for details, 1 points*)

a) **Maybe I will _____ a vacation too.**

       Took   Take   Make

b) **He and I _____ a live show at the pub.**

    am going to   are going to   are going

c) **I think it _____ an awesome show.**

    will be   going to be   is going

d) **I'm going to work ____ my project tonight.**

    on   at   in

6. **Order the following events from 1 to 4 according to the sequence in which they are mentioned. (***Listening for the gist, 2 point***)**

Sally arrives ☐

Japanda banda ☐

Gus's party ☐

Going to Australia ☐

7. **Watch and listen to a video about a group of friends having a conversation. Underline the place where the friends are located. (***Making inferences, 1 point***)**

At the beach	**At school**	**At a restaurant**	**In the park**	**In the church.**

8. **What is the main idea friends are talking about? (***Listening for the gist, 1 point***)**

a) They are discussing about politics

b) They are talking about their plans for the next few days.

c) Each one is telling a bad experience in his or her life.

_____

Student signature

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Annex 3. Mixed Type Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Estimado estudiante, responda al siguiente cuestionario con sinceridad y honestidad. Tus respuestas serán anónimas y confidenciales.
Student's code: UEMBV10D-_____
Date: ………………………………………….

1. **I enjoyed the use of visual aids in the audios of the listening classes.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

   ¿Why?_____
   _____
   _____

2. **The visual support provided to the audios helped me to improve my listening comprehension of English.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

   ¿Why?_____
   _____
   _____

3. **The use of linear videos increased my attention in class.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

4. **The use of interactive videos enhanced my active participation.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

5. **Interactive PowerPoint presentations with images and audios made the classes more dynamic and engaged my interest.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

6. **Audiovisual aids were realistic and allowed me to relate what I learned to real life situations.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

7. **The use of visual elements in the audios helped me overcome learning barriers in listening classes and motivated me in class.**

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

   Why?

_____
_____
_____

8. The images, dialogues, and graphics presented in the linear and interactive videos, and interactive PowerPoint presentations helped me to make inferences about the listening class audios more quickly and accurately.

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

Why?

_____
_____
_____

9. With the visual support provided to the audio, it was easier to identify specific details of the audio I listened to.

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

Why?

_____
_____
_____

10. The images in the videos and the PowerPoint slides allowed me to easily recognize the main ideas of the audios.

Totalmente de acuerdo	De acuerdo	Inseguro	En desacuerdo	Totalmente en desacuerdo

Why?

_____
_____
_____

THANKS FOR YOUR COLLABORATION

Annex 4. Field Notes

<table>
<tr><td colspan="2" align="center">Field Notes</td></tr>
<tr><td>Setting</td><td>Unidad Educativa del Milenio "Bernardo Valdivieso"</td></tr>
<tr><td>Individual observed</td><td>Tenth grade students</td></tr>
<tr><td>Observation #</td><td>3</td></tr>
<tr><td>Observer involvement</td><td>Luciana Nayely Jumbo Pardo (Active participant observation)</td></tr>
<tr><td>Place</td><td>Tenth grade "E" classroom</td></tr>
<tr><td>Duration of observation</td><td>1h45min</td></tr>
<tr><td>Date:</td><td>May 8th, 9th 2023</td></tr>
<tr><td align="center">Descriptive notes</td><td align="center">Reflective notes</td></tr>
<tr>
<td>

A large percentage of the students are attracted to the materials and the way the content of the classes is developed.

Grammar was taught intrinsically, through videos, games, readings and dialogues. There was a clear understanding of the grammar. Then I assessed mastery of simple future grammar for predictions using WILL. Students clearly differentiate the uses of will and going to.

The platforms required to perform the activities were adapted so that they do not require the use of the internet.

- More active classes
- Engaging speaking practice.
- Clear and interesting interactive videos
- Guided and pre-programmed slideshows are the best solution to the lack of internet.
- Work with the class as whole group.

Role play: to evaluate this activity is very difficult due to the number of students.

</td>
<td>

Students quickly become familiar with the correct use of grammar when they encounter it in readings or videos. It helps them understand grammar in real contexts.

I learn that role plays are excellent activities to develop students' speaking skills, however with large classes it is better to use the shadowing strategy and work with the class as a single group. Also, speaking classes using role play take a lot of time and require more support from the teacher.

For next class, I could propose more activities to replace role play, and continue to improve teaching materials for students.

Audiovisual materials promote student participation.

</td>
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</table>

Annex 5. Lesson plans

<table>
<tr><td colspan="4" align="center">Intervention plan # 2</td></tr>
<tr>
<td colspan="2">Class: 10mo EGB "E"
Number of Students: 43 (21 boys, 22 girls)
Language Level: A2.1</td>
<td colspan="2">Date: From May 8^{nnd} to 12th
Schedule:
Monday 10h25 – 11h00 (1 period)
Tuesday 8h35 – 9h55 (2 periods)
Thursday 8h35 – 9h55 (2 periods)
Time per lesson: 35 minutes
Total hours: 15 hours</td>
</tr>
<tr>
<td colspan="2">School year:</td>
<td colspan="2">2022-2023</td>
</tr>
<tr>
<td colspan="2">Type of institution:</td>
<td colspan="2">Public</td>
</tr>
<tr>
<td colspan="2">Preservice teacher:</td>
<td colspan="2">Luciana Nayely Jumbo Pardo</td>
</tr>
<tr>
<td>Research Problem</td>
<td colspan="3">How can students enhance their listening comprehension by using audiovisual aids, among tenth-grade students at a public institution in Loja, during the 2022-2023 School Year?</td>
</tr>
<tr>
<td>Lesson Topic</td>
<td colspan="3">Predictions with will and making plans</td>
</tr>
<tr>
<td>Lesson Objectives</td>
<td colspan="3">

Students will be able to understand short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
Students will be able to make and respond to invitations and apologies.
Students will be able to follow a very simple, well-structured presentation or demonstration, provided that is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar

</td>
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<tr>
<td>Engage</td>
<td colspan="3">
1. Teacher presents her prediction about the future: What she thinks the future will be like?
2. Through interactive slides students identify unknown words and relate them with visual aids.
3. Full schedule bingo: Teacher asks to students of thinking about a day, 10 activities and different hours for each activity. Students take notes of their answers.
</td>
</tr>
<tr>
<td>Study</td>
<td colspan="3">
1. Students see the video: Get grammar will for predictions: https://www.youtube.com/watch?v=pzAGPbMtqcw them students compare it with teacher's predictions.
2. Students observe the video Making plans: https://learnenglishteens.britishcouncil.org/skills/speaking/a2-speaking/making-plans after that, using shadowing students are going to complete an recreate the conversation.
3. Full schedule bingo: Then the teacher presents an outline of a schedule that students have to recreate and fill it with the previous answers. Before starting the game, students will practice a short dialogue that the teacher will project; with this dialogue students will be able to reject or accept an invitation.
</td>
</tr>
<tr>
<td>Activate</td>
<td colspan="3">
1. Following the structure for making predictions and based on the previous video students answer the listening comprehension questions proposed in the interactive video https://es.educaplay.com/recursos-educativos/15164730-using_will.html.
2. Based on the practice done with the previous video, the students perform the exercises related to the topic on a worksheet.
3. Full schedule bingo: At this stage, each student will come to the front and with the dialogue presented above will make an invitation with date and time to any of their classmates. If their partner has another activity scheduled for the same day and time, the person making the invitation will be eliminated from the game. On the other hand, if the person is free that day, he/she will proceed to schedule his/her invitation and both players will continue in the game.
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<tr>
<td>Materials /Bibliography/Research Instruments</td>
<td colspan="3">
-Interactive PPT presentation
-Interactive video: Get grammar will for predictions
- Linear video: Making plans
-Schedule outline
- Listening comprehension worksheet.
-Speaking practice worksheet
</td>
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</table>

Annex 6. Test Scoring Guide

N°	Question	Indicator	Score
1	Watch and listen to the video and underline the correct answer to the questions	Listening for details	1
2	Watch and listen to the dialogue and tick which is the plan of the given character.	Listening for the gist	1
3	Watch and listen to the dialogue again and underline the correct answer to complete the following statement: From John's reaction about Sally's boyfriend, you can infer that….	Making inferences	1
4	Listen to and choose if the statement is True or False according to the friends' conversation.	Listening for details	2
5	Listen to and circle the correct answer to complete the sentence.	Listening for details	1
6	Order the following events from 1 to 4 according to the sequence in which they are mentioned.	Listening for the gist	2
7	Watch and listen to a video about a group of friends having a conversation. Underline the place where the friends are located.	Making inferences	1
8	What is the main idea friends are talking about?	Listening for the gist	1
	Total		10

Annex 7. National Grading Scale

Qualitative score range	Quantitative score range
Masters the required learning	9,00 – 10,00
Achieves the requiered learning	7,00 – 8,99
Closed to achieve the required learning	4,01 – 6,99
Does not reach the required learning	≤ 4