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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Multimedia resources and listening skill, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

Recursos multimedia y habilidad de escucha, en alumnos de noveno grado de una institución pública en Loja, durante el 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

I want to dedicate this research work to my entire family, to my mother Sheila who has taught me that if I want to be successful in life I must work hard every day to achieve it, to my father José who has always been patient and understanding with me, to my sister-in-law Romina and mini Juli who have shown me their support every single day, to my brothers Juli and Josan, they have always been there for me when I needed the most when I need some advice or just their company. They all have been there for me throughout this journey, supporting and loving me during difficult times. They are a vital part of my life, and I could not have done it without them. I also want to thank my friends who have always been by my side. They made my time in class fun and helped me whenever I needed it. Their support means a lot to me.

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Andrea Carolina Palacio Serrano

Index of content

1.   Title

Multimedia resources and listening skill, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

2.   Resumen

La habilidad de escuchar ha sido una pieza esencial y fundamental dentro de la comunicación oral. En este sentido, esta investigación tuvo como propósito determinar la potenciación de la habilidad auditiva mediante el uso de recursos multimedia, en estudiantes de noveno grado de una institución pública de Loja, durante el año lectivo 2022-2023. Además, en este estudio se empleó un método mixto basado en la investigación acción práctica en el que se involucraron algunos instrumentos para recolectar datos cuantitativos y cualitativos. Los datos cuantitativos se recogieron mediante el uso de un pretest y postest con el fin de conocer el conocimiento sobre las habilidades auditivas de los estudiantes. Además, se recogieron datos cualitativos sobre las percepciones de los alumnos acerca del uso de recursos multimedia para mejorar la capacidad de comprensión oral y se analizaron mediante estadísticas descriptivas y gráficos de barras para ilustrar los resultados obtenidos. Los resultados mostraron que los alumnos de noveno curso mejoraron sus subhabilidades auditivas, que son las siguientes: escuchar para captar la idea principal: escuchar para captar detalles específicos, inferir y predecir. Además, los resultados obtenidos del cuestionario mostraron que la mayoría de los estudiantes que después de aplicar recursos multimedia en cada clase pudieron notar que se sentían más comprometidos y motivados para aprender, lo que condujo a un aumento de sus habilidades de escucha. Por lo tanto, el estudio determinó que el uso de recursos multimedia tuvo un impacto importante en los estudiantes, ya que les ayudó a estar más dispuestos a aprender la lengua inglesa.

Palabras clave: *aprendizaje del idioma inglés, comunicación oral, desarrollo cognitivo, integración de tecnología*.

2.1. Abstract

The listening skill has been an essential and fundamental piece within oral communication. In this sense, this research had the purpose to determine the enhancement of the listening skill by using multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year. Moreover, this study employed a mixed method based on practical action research in which some instruments were involved in order to collect quantitative and qualitative data. The quantitative data was gathered by using a pretest and posttest in order to know the knowledge on the students' listening skills. Additionally, qualitative data on students' perceptions of using multimedia resources to enhance listening skills were collected and analyzed using descriptive statistics and bar charts to illustrate the results obtained. The results showed that ninth graders improved their listening sub-skills which are the following: listening for the main idea: listening for specific details, inferring, and predicting. Furthermore, the results obtained from the questionnaire showed that most of the students felt more engaged and motivated to learn after applying multimedia resources in every class, leading to an increase of their listening skills. Therefore, the study determined that the use of multimedia resources had an important impact on students as it helped them to be more willing to learn the English language.

Keywords: *cognitive development, English language learning, oral communication, technology integration.*

3.   Introduction

Ecuador has always been in the lowest position in the world ranking of English proficiency. Nowadays it is in the 82nd according to the EF (2022), which makes us realize that Ecuadorians struggle with learning English, the language that is considered the most important one around the globe. Therefore, since listening skills are fundamental to understanding the English language and its sounds, a change in the methodology must be applied with the objective of engaging and surrounding the students in an interactive environment with the use of multimedia resources as the main tool for improving students' listening skills.

However, the development of the listening skill which is the basis of a student's communicative competence is being affected by the wrong instruments used to acquire it. The preservice teacher could observe that the use of the same traditional strategies and tools for teaching is making the process of acquiring the language slow and boring for students. Most teachers have been involved in a non-ending loop of the use of traditional ways of improving their students' listening skills such as outdated recordings. There must be an innovative change in the methods for teaching English such as the use of multimedia resources to improve listening skills. Elyas and Kabooha (2018) found that after applying multimedia in their classes, students felt more motivated at the time of learning English. Unfortunately, there is a lack of use of multimedia resources due to the little existence of technological tools in the institutions. It is also important to point out that some students can find it difficult to focus on both video and audio resources at the same time, since they get distracted and get lost in the middle of the activity (nceçay & Koço lu, 2017).

Consequently, this study aimed to address the following general research question: How can multimedia resources improve listening skills among ninth graders at a public institution in Loja, during the 2022-2023 school year? Based on it, the sub-question that directed this study seeks to address the following 1. How effective are multimedia resources to improve the listening skills within the English language among ninth graders, at a public institution in Loja, during the 2022-2023 school year? 2. What are the students' perceptions about the implementation of multimedia resources to improve the listening skills among ninth graders, at a public institution in Loja, during the 2022-2023 school year?

A variety of authors have presented diverse findings regarding the use of multimedia to enhance students' listening skills. Several studies have shown that multimedia enhances students' listening comprehension and helps learners to understand the language better in everyday situations (Yusuf, 2018; Sejdiu, 2017). Moreover, Elyas and Kabooha (2018) conducted a distinguished study that reinforces the positive impact of multimedia resources on

students' language learning experiences. The reviewed literature pointed out the significant role of multimedia resources in enhancing students' listening skills and language comprehension. The diverse findings presented by various authors demonstrated the positive influence of multimedia in language classrooms. Through the integration of videos, audios, songs, and images, learners were better prepared to learn language concepts and apply them effectively in real-life situations.

Nonetheless gaps were identified in previous studies conducted by Aldera (2015) where he emphasizes the deficiency of the use of audios alone to improve listening skills, suggesting that it is necessary to use more multimedia resources to catch students' attention. The identified gaps emphasized the need for a more comprehensive approach that incorporates diverse multimedia resources to motivate the students. In order to fill that gap, in the development of the present research distinct resources beyond audio were used such as videos and images.

The purpose of this research study was to determine the enhancement of the listening skill by using multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year. Therefore, two specific objectives were determined: to expose the effectiveness of the use of multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year and the to analyze the students' perception about the multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

Through this study, the use of multimedia resources assisted to improve students' listening skills, showing in this way improvements regarding listening skills such as listening from the main idea, listening for specific details, inferring and predicting. The development of this study not only helped to improve students' listening skills but it also helps them to feel more involved in the learning process and to enjoy and feel motivated to learn every day. Additionally, during the development of this study, the pre-service teacher could also improve their teaching and management skills. Moreover, the information provided in this research project enriched the study, showing in this form the positive impact that the use of multimedia resources can have at the time of teaching listening skills. Furthermore, the students more specifically the ninth graders to be immersed in a different environment that they are not used to, an environment full of technology where they could learn with different tools and improve their understanding of the spoken language. However, it is also important to mention that there were some limitations faced during the practicum. The lack of time was one of them since the time allocated for the execution of the intervention plan was not as planned. As a consequence,

some of the lessons could not be completed successfully as expected, affecting the students' performance and their final average.

4.   Theoretical framework

Nowadays the methods used to teach English as a foreign language (EFL) have been suffering several changes which means that there are new methods that have been put in practice in order to increase student engagement and language learning. The aim of this study is to demonstrate how the use of multimedia resources can improve students' listening skills. It is also important to mention that this study was based on the cognitive load theory in which Sweller (2011) states that the use of multimedia helps students to retain more information thanks to the use of visual aids and it increases the long-term memory retention. Furthermore, two variables were involved in this study. The first variable regarding multimedia resources which according to Cárdenas (2019), the use of multimedia resources in class such as videos, songs and images can bring several advantages since it has a positive impact on the students' learning. The second variable regarding listening skills, some of the important aspects of this skill are listening for the main idea, listening for specific details, inferring and predicting. Moreover, this study presents information taken from different databases such as Google Scholar, ERIC, and ResearchGate. This research study shows the advantages that the use of multimedia resources can bring at the time of teaching listening skills and increase learners' motivation.

4.1.   Multimedia Resources

The use of multimedia resources has gained a lot of attention when it comes to try new teaching methods in class. These tools have the ability to improve students' educational experiences since apps and technology in general are related in order to help the students develop a better understanding on any topic they abroad during the lesson. It is true that multimedia brings a deeper connection between the students and the learning process, that is one of the reasons why it needs to be deeply analyzed.

4.1.1. Definition of Multimedia Resources

As Nusir et al. (2012) highlights in their research, multimedia is the information that can be presented in several ways such as cartoons, movies, animations among others. Teachers must look for the best formats of multimedia to use in their classes to keep their students interested in learning and avoid boredom in class (Bordogna & Garzotto, 2010). It is important to take into account that the formats used in class have to be progressively changing to keep the students interested in the class. Gunawardhana (2016) notices that students demonstrate that multimedia is the most suitable way to learn and obtain more knowledge and information from it. It is because nowadays it is almost impossible to see people not using technology in their daily lives, that is to say that technology plays an important role in the society.

4.1.2. *Importance of Multimedia Resources in Education*

At the time of utilizing multimedia resources in class, there is an enhancing of the students' motivation since they are immersed in authentic and interactive material (Matuchniak & Warschauer, 2010). Similarly, Ganan et al. (2014) describe the impact that these resources have in the teaching-learning process since they increase students' motivation at the time of developing activities or studying a new language, facilitating the learning process to make it more enjoyable and simpler for the students.

Multimedia resources are important because they can expose the students to real language in a natural setting. Moreover, culture is one of the factors that multimedia resources cover, that is to say that the students can learn about the different cultures and perspectives which is necessary to have an intercultural understanding (Holliday et al., 2021).

Additionally, Mayer (2019) declares that multimedia resources are not only essential but necessary, he highlights that the use of images in the textbooks help the students to understand better the texts presented. If there were no images, the students would struggle more to comprehend the message of the text or the activity that they are going to develop.

Almarabeh et al. (2015) asserts that all the educative institutions might implement multimedia resources due to the innovative change that they can bring for the instructional materials. For instance, instead of only using the textbook, the teacher can include videos, audios or images as a support to teach. The students will notice the change of the instructional material and they will feel they are experimenting a new way of learning thanks to the use of multimedia resources.

To sum up, the perspectives of the authors mentioned above demonstrate the importance of including multimedia resources for the teaching process. These tools are the future of the learning and teaching process because they help students to become better listeners, and they provide them with a sort of distinct accents and cultures.

4.1.3. *Benefits of Using Multimedia Resources in EFL Context*

Using multimedia resources into the EFL classrooms has an important impact on students and teachers. First, when we think of multimedia, we already are motivated because it is not a tool that is used every day at school. Students feel involved in the learning process when there is the presence of multimedia tools because they feel that multimedia is something innovative and new for them to use in the class. As it was previously mentioned, multimedia resources play an essential role when it comes to education, some authors agree with this statement and they make a relation between multimedia resources and motivation, engagement, enjoyment, and interaction among the students.

4.1.3.1 Motivation. Multimedia resources in the EFL context bring many benefits not only to the students but also to the teachers. The increase of the students' motivation and engagement is clearly one of those benefits (Dörnyei, 2007). The main reason is because multimedia resources provide a several range of stimuli such as visuals, auditory and kinesthetic. These stimuli help learners to understand information better, making the process of learning an interactive and enjoyable experience. Likewise, Yusuf (2018) mentions that in his study, students felt motivated when they saw the text presented with images and videos, they mentioned that when there is only text, it is more complex to understand due to the simple presentation of the content but when it is presented with another resource such as videos, then the content is easier to understand because if they don't understand by reading the text, they would understand by looking at the images or paying attention to the sounds of the video.

4.1.3.2 Enjoyment. Reina (2010) state that songs are the perfect resource to use when teaching English for kids, she points out that the students enjoy the class when they see that the warm up is a song that they like or a popular song. Sejdiu (2017) establishes that multimedia resources, more specifically videos, movies or shows produce a positive effect on the students. Most of them have asserted that they enjoyed the classes when the teacher played videos or shorts taken from shows or movies. Additionally, real conversations were a crucial part in the oral communication acquisition, the students demonstrated that they enjoyed hearing English native speakers talking to each other with different accents (nceçay & Koço lu, 2017).

4.1.3.3 Exposure. As mentioned by Martín et al. (2017), the use of multimedia in class is an innovative method at the time of teaching and it can be used as an opportunity to leave the traditional teaching strategies behind. These tools can help the students to experiment with new instructional material that provides the learners with a wide range of cultural exposure. That means that the student will learn more about other countries and their way to communicate with each other as well as new expressions. This can be done with the use of authentic material such as videos or TV shows. As Gasuku (2021) mentions, multimedia brings a new environment into the class, this environment exposes students to technology with the aim of creating new teaching methods in which multimedia resources work as a support for the teacher.

4.1.3.4 Engagement. It is known that engagement is one of the essential factors that teaching involves. There are many multimedia resources that can help students feel engaged in the classroom such as cartoons, movies, TV shows, videos and songs. Nusir et al. (2012) highlights that students tend to use multimedia resources such as videos, cartoons or tv shows with entertaining purposes so they in their study realized that multimedia resources were completely useful not only for entertainment purposes but also for academic ones.

Mayer (2019) asserts that multimedia has the ability of creating an engaging environment for the students due to the use of technology. Multimedia has not only the ability to engage students but it is also useful for teachers to keep track of their students' progress within the learning process in an easier manner (Abdulrahaman et al., 2020).

4.1.3.5 Stimulation. Guan et al. (2018) posit that multimedia has the ability to stimulate the students' interest in learning. That is to say that multimedia resources can result interesting for the students due to the mix of technology with educational material that they see in the classroom. Similarly, Bobrova et al. (2021) mentions that images stimulate students' imagination when it is combined with audio, the activities that the teacher applies comprise predicting, that means that after looking at the image, the students can understand and predict what will happen next, taking into account the help from the audio material as well. Songs have proven that are essential for stimulating students' learning, the educator has to look for songs that they might like so that they can enjoy learning through the use of music (Ganan et al., 2014).

4.1.3.6 Interaction. Andresen et al. (2013) argue that one of the main benefits of using Multimedia Resources is the provision of interaction. When using multimedia, the interactivity between the user and the instructional material tends to increase and it also provides control over the content to a certain extent. Yusuf (2018) agrees that people prefer multimedia resources rather than the traditional teaching (the use of books and no more than books) because they think that multimedia more specifically the computer-based multimedia is more interactive than other resources. States that the use of multimedia applications makes students interact with the content while learning and acquiring the language (Mohd, 2015). Likewise, Gasuku (2021) notes that texts, pictures, videos, among other multimedia resources, make the content more fun and interactive for the students to learn.

These statements aforementioned are true, students can interact more if they see that the instructional material contains videos, images, audios, songs or cartoons. These resources make them enjoy and appreciate the class more as well as it increases their motivation and it exposes them to new learning methods.

4.1.4. *Types of Multimedia Resources*

Multimedia resources are one of the main tools that teachers use in order to increase students' attention. There exist many types of multimedia resources that can be used to teach listening skills such as the following:

4.1.4.1 Songs. The authors Song et al. (2012) claim that songs have the power to change the listener's feelings and their perspective to see the world. The taste in music of every person

is different, it is necessary to know that not all people might like the same types of songs. Tasnim (2022) states that songs can easily cause the listener many emotions just from hearing them.

Songs can involve distinct rhythms and melodies and according to them the mood of the listener can change for the better or the worse. People in general, use songs to talk about their emotions through the lyrics, that is why it is considered as an authentic material that can be used for entertainment or even religious purposes. Songs are a big part of some people since they have the ability to affect our emotions in different ways. Songs can become part of our feelings due to the changes it produces on us. Songs can have an immense impact on people since when they listen to a sad song, they start to feel bad and sad, but if they feel sad and they start to play happy songs, their mood would change immediately for the better.

4.1.4.1.1 Types of Songs. Shuker (2012) points out that there is a wide range of different types of songs. According to their purpose, they can be commercial songs depending on if they are used in an advertisement with the objective to sell an item, folk songs which are those that has been showing up through generations, and religious songs are those that are used in churches at the time of praying. It is essential to consider that the types of song vary in relation with the place where it is listened or even the times, since there are a variety of old songs as well as popular songs.

Songs can vary according to their purpose and origin such as the types presented above. Songs need to be understood taking into consideration their purpose, origin and the people who this is made for.

4.1.4.1.2 Benefits of Using Songs in EFL. Songs are useful at the time of catching students' attention since this is the first option they would choose when it comes to improving their listening skills, teachers can take advantage of it and teach cultural information by using the song that their students might like, increasing their knowledge on other cultures around the world (Budianto et al., 2022).

Furthermore, according to Khumairo et al. (2022), songs are a tool that teachers might use in class when they want to have their students motivated and willing to learn because songs are resources that promote enthusiasm among the students and a feeling of practicing their speaking and listening skills with the help of songs. The authors also highlight the importance of change the songs every lesson, otherwise the students will get tired of the same songs ad their motivation will start fading.

Students find the use of songs enjoyable due to the rhythm that they contain, teachers have to take advantage of it and use it as an educational tool. They have to keep in mind that

the songs that they have to select have to be aligned to their English level and also it has to be a song adapted to their age.

In conclusion, songs are the best option to promote culture awareness and to keep the students interested in the class since they facilitate the learning process. By listening to songs, students can practice their pronunciation and also their listening, improving their most important skills within oral communication.

4.1.4.2 Audios. Audios are recordings that were created to be heard and played in distinct devices such as laptops, phones, radios, etc. Chion (2019) notes that audios can include sounds, rhythms and music, it follows a process in which a sound is recorded, analyzed and reproduced to finally be transmitted to other people.

In addition, Sterne (2003) declares that audios are the process of manipulating sounds by including a set of voices, music or even sound effects.

It is known that audio can be recorded and played on several devices. Both of the authors mentioned that audios need to go through a process of recording in order to obtain an audio file that can be played after finishing the process.

4.1.4.2.1 Types of audios. Audios are made and reproduced in different forms every time due to the evolution of technology, the devices used to record audios have evolved affecting their format and quality in which these audios are played. A variety of authors such as Renukadevi (2014) state that audios can be classified in recordings, live audios, sounds and sound effects. First of all, recordings are the type of audios that people can easily record whenever they want, live audios are those that are recorded in the exact moment that they will be played, they can be recorded at concerts. On the other hand, sounds are those audios that are recorded not live but in a controlled environment and they can be songs or podcasts. Finally, sound effects are the audios that are used specially to record movies or series.

Olawale et al. (2020) establish that audio can be shown in different formats, such as Windows Media Audio (WMA), MP3 and MP4 format.

Knowing the different types of audios that exist can help us to have an overview of the use that we can give them and also be aware of the different formats that can be used based on the purpose of the activity.

4.1.4.2.2 Benefits of Using Audios in EFL. The use of audio materials in the EFL context provides a lot of forms in which students can improve their listening skills. One of them is by providing the students with authentic material that contains different accents so that the student is exposed to a more realistic environment with different spoken English, which can help them to improve their listening comprehension.

According to Brown and Lee (2015), rhythms and intonation are an essential part of listening since the meaning of a word can easily change depending on the tone that the speaker uses to communicate a message. Audios can also help students to practice their English in a more general form.

One of the advantages that audios include in the EFL context is that it can provide the students with practice regarding pronunciation, the students can easily repeat after the audio so that they can practice and improve their pronunciation. Also, all these recordings or audios that the student listens to in class, they all can be easily found whenever the learners want in order for them to practice at home since these recordings will be uploaded in the cloud of the institution or in Drive. In other words, audios have an easy access for students and teachers.

To conclude, audio materials provide students with authentic input in which they can practice their understanding by listening carefully to audios, taking into account different factors such as intonation and rhythm of the spoken English.

4.1.4.3 Videos. A video is a mix of images and audio that are mostly used to present a story. As Dancyger and Rush (2019) mention, a video is a moving picture with sound in which real people appear through a screen. Video materials are a great choice to teach young people because they are not used to these types of materials in class, as a consequence, they pay more attention than usual which increases their interest in the activity.

4.1.4.3.1 Types of Videos. According to Mayer (2019), there exist 3 different types of videos that can be used in an educational context. For instance, the explanatory in which some concepts are addressed and described in order to learn, the narrative in which a story is narrated or it sends an important message to the audience, and finally the simulations where real-life events are presented in a virtual representation. There is a noteworthy quantity of videos in the web and they all can be classified between educative, entertainment, and musical videos. First of all, the educative videos are those from which you can learn many things, those videos make people reflect on significant issues, an example of educative video is a documentary. Second, entertainment videos, these types of videos do not require too much concentration, for example a comedy video. Finally, the musical videos are those productions that involve singing and sounds with good rhythm (Kim, 2015).

4.1.4.3.2 Benefits of Using Videos in EFL. Lantolf et al. (n.d) mention that the use of videos can provide the learner with authentic input by using visual aids in which real life events can be presented in order for students to be surrounded in a more natural English environment.

Mayer (2019) argues that the use of videos makes the students feel in a more engaging learning environment where they can put in practice their problem-solving skills as well as provide them with different forms of video presentations.

Videos not only provide with entertainment but also with quality material from which students can acquire knowledge, they are not only a source of entertainment but also of education. People use videos to reflect on them as well as to learn new things by watching video tutorials.

4.1.4.4 Images. Images are considered a visual representation of something that is created out of a variety of visual aspects, they can be photographs, pictures or drawings (Kress & Leeuwen 2020).

Lidwell et al. (2010) add that images are pixels created by combining different resources that can be digital such as digital software, or physical pictures such as paintings.

4.1.4.4.1 Types of Images. Images can be divided into a variety of types depending on every individual's criterion. For example, they can be medium which is associated with the form it is presented. Likewise, they can be associated with the purpose of the image, what it wants to show or what message it intends to express and style.

They can also be classified taking into account whether it is realistic (objects or moments of the real life) or abstract (exaggerated images and forms that are not close to the reality) (Lidwell et al. 2010).

4.1.4.4.2 Benefits of Using Images in EFL. According to Kress and Leeuwen (2020) images can offer a clue to understand more the spoken language. It is not the same when students are looking at an image than when they are looking at the image and an audio in the background. Images are useful to give more information about the activity the student is about to listen to. The combination between audio and image improves the students' understanding more significantly. For instance, if the teacher plays an audio of an ambulance, the student will imagine the image of an ambulance on the road, that is the connection that generates this combination of multimedia resources.

Hussain and Karim (2022) argue that the use of the images can help teachers to explain an activity in a clearer way since images are considered visual aids that are used as a support for the teachers to be clearer. By using pictures, teachers save time to give a detailed explanation about something since the students understand more easily with the help of images and they can use the extra time for other activities.

Images encourage the students to enhance predicting skills. For instance, the teacher presents a picture of a person that is sick, this person in the picture is about to sneeze, the

students easily guess what the image is about or what the topic is going to be about. In this way, the student will be able to predict and the teacher will be able to save sometime.

Visual aids such as images are important to have a better understanding of the activity in order to answer questions after having analyzed every single image. The authors mentioned above agree with the use of the images in EFL, as mentioned before, images are more useful than just having audio. An image can express a considered quantity of information without containing any text

4.1.5. *Ways of Using Multimedia in Education*

As reported by Mohd (2015), multimedia resources have several purposes within education, these are the following:

⟩ Instruction. Multimedia resources help to improve and support traditional teaching by offering new tools to apply in class that can motivate students more than a book would.

⟩ Assessment. With the use of multimedia tools, nowadays it is possible to see new methods for assessing the students such as quizzes or interactive apps to assess the students' learning process.

⟩ Communication. Multimedia resources have made communication an easy process to use when it comes to talking to other people when they are not in the same room, they could only use the internet to go online and chat or call each other. (p.32)

As the authors mentioned, multimedia resources have improved the form in which teaching and learning used to be, now there are so many facilities that teachers and students can use in order to give or obtain feedback anytime by just clicking on any app.

In this regard, Almarabeh et al. (2015) points out that one of the many benefits that the use of multimedia resources in education can bring is the creation of new innovative activities, they can be the following:

⟩ The teacher can ask the students to get in groups and record short videos pretending they are in the middle of an interview for their most favorite TV channel, this activity will increase their motivation and their desire to participate in class, as well as encouraging teamwork.

⟩ Students can go on an adventure and record a short documentary about their own school, for doing these, the students will need to explore the different places in their school such as the classrooms, cafeterias, church (in the case they have one in their

institution). This activity will encourage them to get out of their comfort zone and interact with people around their school.

⟩ The teacher can prepare a presentation using slides in which they can use pictures to explain about a specific topic, after that, the teacher asks the students to prepare their own presentation by designing a collage of all the pictures that the teacher presented previously. This activity can enhance their memory since they are focusing on images in order to explain a certain topic.

⟩ At the end of the academic period, the students can present a portfolio that contains all the activities that they have been working on during all the semester, in this portfolio they can use a variety of multimedia resources such as pictures and even videos to make this activity more interactive. By doing elaborating this portfolio in this way, the students will feel that the learning process does not have to be necessarily boring and they can actually enjoy it.

⟩ The teacher asks the students to get in groups and work on a podcast in which all of the members of the group participate for at least 2 minutes. In this activity the students will be able to practice their oral communication skills and they will also learn new information.

⟩ The teacher can record themselves teaching and it can be upload to any platform that the teacher shares with the students. This video will always be available anytime for the students to check whenever they want. This will facilitate the learning process for the students.

Once mentioned the activities that involve multimedia resources, it is crucial to consider all the improvements that multimedia can produce in every lesson and the benefits they bring not only to the students but also to the teachers.

4.1.6. *Multimedia Creating Applications*

In the opinion of Mohd (2015) diverse applications can be used depending on different factors such as the people to whom the application is addressed, the purpose of applying it and the level of engagement between the participants and the application chosen. According to these aspects described previously, the multimedia applications can be text-based, interactive, web and mobile phones applications.

4.1.6.1. Text-Based. This type of multimedia application involves an enormous quantity of texts. It helps people to search more easily the specific type of text they are looking for within a single application that is in charge of gathering a lot of information represented in

a variety of long texts. Text-based applications can be useful at the time of working on big projects since it contains many texts that people have the respective access to.

4.1.6.2. Interactive. In these types of multimedia application, people can have an effective interaction with the elements that these applications contain. For instance, every time that the user presses a button, the application will redirect them to a new page or it will produce a reaction within the application.

4.1.6.3. Web. As technology advances, new types of educational multimedia appear. Web applications can connect people from around the world. The only thing that is needed and essential for a web application to work is the internet connection, with the help of the internet connection, people will be able to navigate in the web applications. Within a web application, people can easily share photos, videos and other types of media with everyone whenever they need or want to.

4.1.6.4. Mobile Phone. It is important to take into account that mobile phone apps mostly work in these devices. They can be useful at the time of doing many tasks such as listening to music, taking photos, reading, surfing the net or just playing. There are several apps that are used to do the activities mentioned above. Mobile phone apps are even useful to communicate with people.

4.1.7. *Advantages of Using Multimedia in Education*

One of the advantages of using multimedia in education stated by Andresen et al. (2013) is the feedback that multimedia can provide adapted to the needs of students distinguishing interactive multimedia from any other media without a human presence. Hence, multimedia is a great tool to increase students' attention, motivation, engagement and interaction among the students.

Multimedia resources can be used by the students and teachers in order to work as a support tool that can be used to replace the traditional teaching. It is important to establish that multimedia resources could never replace teachers, instead, they can help and assist them in the teaching process (Nusir et al., 2012).

Guan et al. (2018) highlight that using multimedia resources makes the teaching process easier to handle since educators can present a wide range of content easily through the use of images and videos, which leads to a better understanding of the content by the students. The authors also state that the students feel more motivated to learn in an environment in which multimedia is involved.

Khumairo et al. (2022) remarks that the usage of multimedia resources such as songs, helped the students in developing their listening skills. It is due to the fact that students learned

to recognize the words they hear in English songs, that means that the students used to focus on the songs that were being played during the class.

Furthermore, multimedia can provide the learner with an improvement regarding pronunciation with the help of audios, songs or videos. Also, the student can be exposed to authentic materials such as TV shows or news. Another advantage to take into consideration is the fact that multimedia resources can address the different learning styles and preferences that the students can have since not all of them learn better by using the same tools. Every tool can have a different purpose and they can be used to teach specific students. Moreover, the students' learning styles most of the time are different, with the use of multimedia resources, every student can learn at their own peace and it allows them to work more independently. Likewise, Ganan et al. (2014) express that multimedia makes the instructional material become more flexible when it comes to apply activities in class, they mention that multimedia resources can adapt any instructional material to the students' needs and different learning styles.

The authors mentioned above state the different advantages that including multimedia in the teaching-learning process bring for the students and teachers. It is important to take into consideration all these aspects associated with the use of multimedia in order to take advantage of each of them for academic purposes.

4.1.8. Disadvantages of Using Multimedia in Education

Andresen et al. (2013) declare that there are diverse disadvantages of using multimedia in the classroom:

- Instruction. Multimedia resources help to improve and support traditional teaching by offering new tools to apply in class that can motivate students more than a book would.
- Self-regulated Learning. Some learners are not able to handle the freedom provided by hypertext-based multimedia. That means that they are not aware of the things that they can manage to do with this kind of resource.
- Distraction. Often, confusing presentations of the material can cause distraction due to conflicting messages.
- Low Interactivity. Technology is still considered restricted compared to the elaborated human-human interactivity due to the experience which could not be the same.
- No Selective Feedback. Multimedia applications cannot identify students' individual needs or even doubt the learner, so they cannot respond as people would

) Simulations. The students must surround themselves in the most suitable environment for them to learn effectively.

) Lack of Skills (students and teachers). Particularly mature-age students, may not be ICT literate. Also, teachers may lack some personal skills, which are needed to teach effectively with multimedia.

) Time Consuming. Using multimedia can be time-consuming in comparison with other kinds of resources.

) Access. Not all students have the same opportunities to have access to proper internet connection as others, that is why the access to the internet is a limitation for including multimedia into the classroom.

4.2. Listening Skill

This skill is considered as one of the important parts of the input process, where the students gather information from what they hear in order to produce a response. Some authors have different definitions of what listening skill is.

4.2.1. Definition of Listening Skill

Hamad (2020) states that listening in oral communication means trying to get any meanings from uttered sounds or trying to comprehend spoken English. Also, it is a process where the listener builds meaning with the information acquired from the speaker.

Listening involves actively paying attention to understand the speaker's words, interpreting and responding to their meaning in order to participate in a conversation or just synthesizing the information received from the speaker (Gilakjani & Sabouri, 2016).

Katrancı and Melanlıo lu (2022) mention that listening is a process that involves not only hearing and understanding spoken language, but also actively engaging with the speaker and the sociocultural-linguistic context in which the communication is taking place.

Solak (2016) defines listening skill as the essential skill to speaking, because without understanding the input at a certain level, any learning cannot begin.

4.2.2. Types of Listening Skills

Listening is a crucial skill in communication. Specifically, understanding different types of listening can help individuals improve their ability to comprehend and respond effectively. There are various types of listening skills, each with its own purpose and level of engagement. Listening can be separated into two, macro and micro skills.

4.2.2.1 Macro Listening Skills. These skills are right- brain processes and they focus on the general perspective, which means that the listener focuses on the "big picture" instead

of the details of it, synthesizing in this way the elements to recognize the main message of the listening. It helps the listener to get a better and complete understanding about the speaker's proposition (Wilson, 2018).

Macro listening skills are strategies that help listeners to comprehend, retain, and use spoken messages (Triana et al., 2023). Some examples of macro listening skills include:

⟩ Previewing the material so that the listener will be prepared for what they are about to work on.

⟩ Paying attention

⟩ Identifying the main points

⟩ Evaluating the credibility of the speaker which means that the listener must take into account the speaker's skills about the topic

⟩ Seeking clarification of the information presented

⟩ Summarizing and reviewing the material.

4.2.2.2 Micro Listening Skills. As mentioned by Wilson (2018), the micro listening skills are left-brain processes where the listener focuses on the smallest units of sounds such as phonemes for turning them into words and sentences. This skill involves logical analysis and linear decoding.

Datko and Puschenreiterová (2014) agree that within the learning process, some micro skills are employed in order to become a great listener:

⟩ Short-term memory information retention, recognition of the target language sounds, recognition of sounds and the meaning of the utterances

⟩ Recognition of sentence structures, this aspect involves the ability to identify the main vocabulary and the structures of the sentences that are used in order to produce oral communication.

⟩ Understanding the meanings of an utterance, it is associated with the listener's ability to understand the main meaning of an utterance depending on its context.

⟩ Recognition of diverse styles, it means that a good listener can recognize the different types of styles in the spoken English.

⟩ Prediction of meanings by using the prior knowledge, it means that the understanding of the listener could vary depending on their personal experiences or the knowledge acquired during their lives.

4.2.3. *Importance of Listening Skill*

According to Gilakjani and Sabouri (2016), listening is an important skill in the teaching English as a foreign language (TEFL) context because it helps students understand spoken English and enables them to effectively communicate with native English speakers. Furthermore, listening skills are crucial for academic success, as students need to be able to comprehend lectures in order to succeed in their studies.

Yıldırım and Yıldırım (2016) maintain that listening is a critical skill because it allows students to understand native English speakers. It also is essential for language learning since it helps students acquire new vocabulary, grammar, and pragmatic knowledge about the use of the language in real-world situations.

To sum up, the listening skill has a great significance in the context of learning English as a foreign language. As listening is a fundamental aspect of communication, having strong listening skills enables students to comprehend spoken English, which is vital for academic and professional achievements. Furthermore, good listening skills can also aid in enhancing speaking, writing and overall understanding of the language. Improving listening skills can make students feel more confident when it comes to participating in class.

4.2.4. *Modes of Listening*

As Willis and Willis (2007) argue, there are different modes of listening that must be taken into account:

4.2.4.1 Passive Listening. In this mode of listening, the listener does not pay special attention to what is being said, they are not supposed to answer or give feedback on anything. This mode of listening can be applied when people is doing more than one activity, for instance listening to music while working or studying. In this case they are passive listening to the music since they are not fully focusing on the lyrics but just on the rhythms and sounds of the song.

4.2.4.2 Active Listening. The listener participates actively in the conversation, in this mode of listening, the listener will ask questions and give an answer to every response they get from the speaker. The active listening is used in every type of conversation since it requires of attention in order to reply to what is being talked, that is to say that here the listener plays an active role in which they have to listen to the message carefully in order to give feedback, this feedback can be demonstrated by showing agreement or disagreement.

4.2.4.3 Evaluative Listening. The listener is more likely to take notes in order to evaluate the content of the conversation and ask questions to clarify doubts within the conversation. Evaluative listening is mostly used with academic purposes in which the student needs to retain as much important information as possible, that is when they need to write down

the most important aspects of the speech. Moreover, students tend to ask questions to have a better and deeper understanding on the message of the speech.

4.2.4.4 Appreciative Listening. This mode of listening is often used when listening to piece of arts such as poems or lectures which can help to appreciate the beauty of the content. This listening is related to the connection between the art and people's sensory elements, this can lead to a deeper appreciation of the human creativity. (p. 37)

The modes of listening can vary according to every author. For instance, Gu (2018) states that there are six different modes of listening which are the following:

) Deep listening

) Exclusive listening

) Active listening

) Long listening

) Receptive listening

) Autonomic listening.

Taking into consideration the purpose of the listening makes easier the selection of the type of listening that the learner might use during the activity. The learner must consider their own English level and choose the best option that allows them to develop any activity. In this sense, they will avoid struggling with the listening comprehension

4.2.5. *Listening Approaches*

According to Solak (2016) , the process of listening in language learning can be broken down into two main approaches: bottom-up and top-down.

4.2.5.1 Bottom-up. Also known as "data-driven" processing, is the process of analyzing the individual sounds, words and grammatical structures in the listening material. This process helps the listener to understand the basic meaning of the message, by recognizing the phonemes, words, and grammar. Unver (2017) remarks that at the time of applying this approach, people tend to listen word by word until obtaining sentences and then sentence by sentence until obtaining a meaning. This is a necessary foundation for understanding the message, and it is particularly important for non-native speakers who are still acquiring the sounds, stress, and intonation patterns of the language. Renukadevi (2014) emphasizes that the bottom-up strategies are applied for different aspects of listening such as listening for specific details and, recognizing word-order patterns.

Raza (2016) asserts that dictation as a type of activity for the bottom-up approach plays an important role since the students are asked to listen carefully to every word in the activity in

order to understand their pronunciation, this process is important for them to write the correct word that they are listening in the dictation.

An example of an activity that involves the bottom-up approach is the following: the teacher asks the students to get in pairs. The student A is supposed to invite the student B to a party so the student A starts naming some essential information about the party such as the place, the time and the items that the student B has to take with them. In this activity the student B needs to pay attention to every single word that the student A mentions so that they understand the meaning of every word.

Furthermore, Nemtchinova (2013) states that the bottom- up approach helps the listener to understand the pronunciation and lexical structures. Additionally, she lists some of the activities that can be employed for the practice of the bottom-up approach:

⟩ Differentiate word sounds as well as their stressed syllables

⟩ Organize utterances

⟩ Listening to understand patterns

⟩ Analyze the structure of the grammar

⟩ Identify contractions in native speakers' conversations and the respective connected speech

⟩ Recognize diverse linking words in an audio

4.2.5.2 Top-down. Also referred to as "conceptually-driven" processing, is the method of using prior knowledge, context, and expectations to understand the overall meaning of the message (Thi & Tong, 2019). This approach enables the listener to make connections between the listening material and their own experiences, and knowledge. It helps them to interpret the meaning of the message by identifying the main idea and details, as well as understanding the speaker's intention, tone, and attitude. According to Renukadevi (2014), top-down strategies are for different aspects of listening such as listening for the main idea, predicting and inferring.

The activities that are developed within the top-down approach involve the activation of the students' prior knowledge in relation to the listening activity Raza (2016).

Solak (2016) mentions the different activities that involve the top-down approach such as listening to a conversation in order to give some advice. For instance, the teacher sets an imaginary situation in which the student listens to a person talking about how bad their day went, the student is supposed to listen to the main idea of the message so that they can elaborate the respective response.

Finally, Nemtchinova (2013) asserts that in the top-down approach, the listener can improve the following skills:

- Listening for specific details, for the main ideas, for understanding the topic, for setting the text
- Listening for the gist
- Putting in order the information
- Predicting
- Inferring
- Guessing

The authors claim that both bottom-up and top-down processing are critical in understanding spoken language and that to have effective listening skills, listeners must be able to integrate both processes. By merging these two processes, listeners can achieve a more comprehensive understanding of the message and the context in which it is presented. It's crucial for language educators to provide a variety of listening activities that target both processes to aid students in developing their listening skills (Gu, 2018).

4.2.6. Listening Subskills

Koichi (2002) states that there are multiples listening sub skills to be kept in mind at the time of developing listening skill:

4.2.6.1 Listening for the Main Idea. Students are asked about general information about the listening activity. Also, what this is about and the reason why the speakers are talking about it. In this listening sub skill, the main idea function is usually used to differentiate the intermediate listener from the beginner, that is to say that beginners might struggle at the time of understanding the main idea of the conversation because of the lack of vocabulary or comprehension skills while more experimented and advanced learners might not have any problem in understanding the main idea (Lund, 1990).

According to Azeez and Bajalani (2018) it is important to take into account that this sub skills focuses only on the main idea instead of specific meanings or details in the listening activity and it can be taught by making the students identify specific phrases that could give them a clue of what the topic is going to be about such as "today's topic is…", "we will talk about", "now we will discuss…".

In the same way, Brown (2006) indicates that the listeners' aim is to understand the central idea, it can be done by catching the keyword of the conversation. For example, when two people are talking about meeting at night in order to go to a party and have fun, the listener

central focus might be in the word "party", from that word, they can be able to understand the central meaning of the conversation.

To sum up, listening for the main idea only focuses on the fundamental concept of the massage that is being delivered, and also on the purpose of the message taking into consideration why it is being said. In this listening subskill, the listener is in charge of understanding the essence of the conversation.

4.2.6.2 Listening for Specific Details. In this type of listening, the student is asked to pay close attention in order to gather detailed information from the activity. They will answer questions about when something takes place. Paying attention to details in a conversation is important in many situations in order to understand what is being said. People use this subskill in their everyday lives, mostly when they have to get specific information from a conversation to develop any activity. For instance, when someone is explaining how to get to a place that we want to go, we have to take into account the names of the streets, probably the names of some buildings to get to that specific direction (Brown, 2006).

In listening for specific details, the listener must focus on certain words instead of only one keyword as mentioned before. In order to understand the specific details of a message, sometimes it is necessary to apply the evaluative listening in which the listener take notes of the most important aspects of the conversation. That means that there will not be only one keyword but probably more.

4.2.6.3   Listening to Predict. According to Koichi (2002), in this listening aspect students are focused on predicting what is going on and what is going to happen by observing the speakers' gestures and facial expressions. Hence, the listener will not have to pay attention to small details but it will be necessary to understand the main idea of the listening in order to make predictions. It is not possible to make predictions on something that has not been understood before.

This type of listening is vital to take into account all the information gathered from the listening to predict future events. When predicting, students must think of possible upcoming content (Jiang, 2009). Considering this definition, for this listening subskill, it is necessary to analyze the information listened before in order to be able to know what will happen next in the conversation or listening activity.

4.2.6.4 Listening to Make Inferences. In this type of listening, students must understand what an utterance means according to its context within the activity. In addition, in this aspect, the listener uses relevant information such as acoustic, vocal, lexical or contextual and also, the prior knowledge is used to guess the meaning of the message (Guo, 2015).

As Brown, 2006) establishes, listeners have to be careful at the time of inferring since the message that they are supposed to understand is not explicit. That means that the speaker can be saying many things but their meaning can be totally different to what they are originally saying. The listener has to be aware of the whole context of the message in order to understand the hidden meaning of what is being said.

To summarize, in order to make inferences, the listener has to take into consideration many aspects such as the context of the conversation, gestures that the speaker can be making during their speech, facial expressions, tone of voice, also the mood of the speaker is very important for inferring. This will help the listener to find out the real meaning of what the speaker is saying.

4.2.7. Stages of Listening

Hamad (2020) argues that the listening skill contains different stages that help the listener to understand the entire meaning of what they are listening to, the listening stages are the following:

4.2.7.1 Pre-listening. As Tong and Thi (2019) mention, in the pre- listening stage, the students are prepared to focus on what they will listen to. This stage is applied in order to activate students' prior knowledge to make sure whether their assumptions of what they are about to hear are right or not, and also provide the necessary background to complete the activity. Likewise, Nihei (2002) emphasizes that in this stage the teacher asks the students questions about the topic they will address in that class, this is a form of activating the students' prior knowledge. Moreover, he states that in the pre-listening stage, the teacher has to explain in a clear manner all the activities that the students have to develop in class.

4.2.7.1.1 Activities for Pre-listening Stage. According to the author, the activities that can be employed during this stage are the following: The teacher explaining what they will hear and giving the necessary background for the students to be get involved in the situation of the activity; the students looking pictures or videos; discuss about the main topic of the listening; questions about the topic to be addressed before playing the audio or video.

4.2.7.2 While-listening. Movva et al. (2022) argue that in this stage, the students must listen to the listening more than once so that they have a better understanding on the activity and the teacher has to make sure that they do not have any script of the activity they are developing in order to improve their listening comprehension. In while-listening the teacher has to provide the students with questions about the activity so that they can complete them while listening to the audio or video. It is suggested that in this stage of while-listening, the

teacher does not pause the recording every time the students have questions about the topic because it will cause confusion and will distract the rest of the students.

4.2.7.2.1 Activities for While-listening Stage. Gözüküçük and Günba (2023) note that one of the activities for this stage involves predicting the future events of the listening after having noted all of the previous events, developing a set of exercises or activities related to the listening in which they will have to answer certain questions to check if they listened to it correctly.

4.2.7.3 Post-listening. In this stage, the students confirm that they have understood what they heard and then they can practice what they have gained and look for solutions to what they have some difficulty understanding (Kumar, 2021).This is the last stage of listening, this is characterized by the fact that the students will be able to understand more deeply every word said since they are listening to the same activity once again so that they can make sure and check their answers about what they heard, if they are correct they will finish the activity, otherwise they will be able to change their answers.

4.2.7.3.1 Activities for Post-listening Stage. Alberto and Alarcón (2022) mention that the activities in this stage can include group works such as discussions, plays where the students act out what they listened to in the activity, imagining and writing down a possible ending or understanding the meaning of the words that the teacher could ask them to infer on depending on their context.

4.2.8. Listening Strategies

According to Nemtchinova (2013) listening tasks are directly related to the listening strategies which can be cognitive, metacognitive and socio-affective:

4.2.8.1 Cognitive. The author discusses that cognitive strategies are used to improve critical thinking and enhance problem solving abilities. These cognitive strategies are used when students work on activities such as predicting future actions and inferring meanings taking into consideration the context that the listening presents. This strategy improves the listener comprehension skills due to the fact that they must understand the main idea of the listening activity in order to make predictions or inferring on meanings.

4.2.8.2 Metacognitive. In this strategy planning, evaluating and reflecting are comprised. Firstly, planning how an activity is going to be approached and developed before doing it. Secondly, evaluating all the information gathered after the listening stage. For evaluating, it is important to be aware whether it was possible to retain the information needed from an activity. Finally, reflecting after have developed the activity. The main benefit of this

strategy is that the listener becomes more aware of their progress during the listening stage and they can reflect on it in order to analyze what approach is better to apply for every activity.

4.2.8.3 Socio-affective. For this strategy, relationships are encompassed. It means that the socio affective strategy has to do with interactions among teachers or classmates. One way of developing this strategy is by generating debates on important or random topics so that they can be discussed among groups of people. By applying this strategy, the students will enhance their self-confidence and will feel more motivated to participate in class.

In conclusion, the author emphasizes the importance of the listening tasks within the strategies mentioned above. Each strategy is indispensable for the development of the listening skill and for the optimization of the listening experience.

4.2.9. *Teaching Listening Skills*

Ekayati (2020) points out that teaching listening skills is fundamental since it is one of the fundamental pillars to develop and improve the rest of the skills. The listening skill is the foundation that a learner has to acquire during their learning process in order to be able to be part of a conversation. When it comes to teaching listening skills, there are essential factors such as the students' motivation at the time of learning. That is one of the reasons why a teacher should include and implement activities that can result interesting for the students but also, these activities have to be aligned to the students' English level (Ampa, 2015). This skill is directly related to the input, with no input there cannot be a conversation

According to Jiang (2009) one of the most effective strategies to help the learner to acquire listening skills is by explaining them the methods they use to understand any listening activity in their mother tongue and apply those same strategies to understand the meaning of the listening in the target language. This strategy can improve the students' perspective on the different listening activities.

Some authors such as Al-Qahtani and Lin (2016), emphasize the importance of the students' participation. They state that the listening tests are more likely to cause nervousness on the students, consequently, they stop participating in class and that can lead to a poor development of the listening skills.

Furthermore, Hardiah (2019) remarks that teachers play the main role in the teaching-learning process, that is why they must encourage the students to keep improving and to keep practicing the listening skills. Supporting students is crucial, teachers are supposed to be the students' support system anytime since the listening skill is sometimes underrated and the students do not feel that it is necessary to improve it.

Finally, Nemtchinova (2013) emphasizes that educators may use the diagnostic approach to evaluate their students' accuracy on the activities. This approach is mostly utilized to test the students' listening comprehension, giving them feedback on their mistakes so that they can avoid those errors in upcoming activities. Furthermore, she suggests some tips to apply the diagnostic approach.

4.2.9.1 Utilizing Wrong Answers in the Activities to Identify the Students' Weaknesses and Creating Complementary Activities. After an activity in class, the teacher checks the students' answers on every question. When the teacher finds a mistake made by one of the students, they ask the students for the correct answer and after that, they mention the mistake and analyze the answer so that the teacher can explain the students how the student who failed in that question arrived to that answer. Consequently, they provide the correct answer to the students and explain them how to avoid mistakes like the aforementioned one. In this way, the students will learn from their own mistakes and they will perform better in the next activity.

4.2.9.2 Avoiding Listening Tasks that Rely on Memorization. It is suggested that educators try to avoid listening activities that require the student to memorize the content. Instead, teachers should encourage the pupils to understand the message of the activity so that they can answer the questions basing on their understanding. A disadvantage of memorizing is that when a student tries to memorize the whole text, if they miss a word, the rest of the text will not make sense.

4.2.9.3 Assisting Students Develop a Selection of Listening Techniques. Usually, the students focus on every sentence in a listening activity when they are not supposed to do that but for example identifying the main idea. As a result, they get lost and they lose track of the listening. One of the solutions that the author presents consists on the teacher explaining to the students the diverse modes of listening that they can use, some of the modes were already mentioned, these are: passive, active, evaluative and appreciative listening. The aim is that the students have knowledge on the different modes of listening that they can use according to the purpose of the activity.

4.2.9.4 Identifying Different Listening Techniques. Students need to start using the listening strategies they use in their own language and apply them to have a better comprehension on the listening activities in the target language. It is important to add that the teacher will always be a support for them at the time of identifying the most suitable listening technique that adapts to their necessities and learning styles.

4.2.9.5 Practicing Top-Down and Bottom-Up Listening with the Students. More experimented listeners are aware of when they have to use the bottom-up or top-down approach based on the purpose of the activity. Nevertheless, beginner listeners need more practice to learn how to identify the best approach for them to utilize. Hence, the teacher needs to ensure that they have a correct understanding on both approaches. It is ideal to practice each of these approaches with the students in order for them to analyze their use, purpose and how to apply them correctly.

In conclusion, there are several aspects of teaching that teachers need to be aware of, such as the students' feelings and their English level. It is the teachers' responsibility to find the most suitable methods and strategies to apply when teaching in order to ensure the correct development of the students' listening skills. Apart from that, the teacher needs to be a guide for the students, making them feel comfortable and confident at the time of participating in class.

4.2.10. Types of Listening Tasks

Gu (2018) asserts that there are four different types of listening tasks that teachers might include in their lesson plans. These are attentive listening, responsive listening, selective listening, and finally extensive listening.

4.2.9.1. Attentive Listening Tasks. For the correct development of these tasks, the listener has to pay exact attention to all the words and sound of every single syllable in order to comprehend how whole sentences work when all the words are put together. This will enhance students' listening comprehension since they practice by listening to entire sentences during a conversation. One example of attentive listening tasks are dictations, here the listener has to pay careful attention to what the teacher is dictating in order to write down everything they hear.

4.2.9.2. Responsive Listening Tasks. These have to do with people's reaction to what they hear. Responsive listening tasks basically teach how to react and express feelings depending on the context of what is being listened to. For instance, a student is watching a short taken from a comedy TV show, they hear a joke and they start laughing immediately. This is a response that the student is producing in relation to the listening activity. As it is mentioned, the students' emotions are involved within these tasks. It is necessary to remember at the time of grading these tasks that not all the students will have the same response to the content.

4.9.2.3. Selective Listening Tasks. In these tasks, the listener knows exactly why they are listening to the activity, they know the purpose of it, that means that the listener will look for specific words that take them to what they want to answer within the activity. For example,

the teacher asks the students to complete some questions in relation to an audio taken from the textbook. The student will not pay attention to all the details described in the audio but they will find the words that guide them to the answer for the questions.

4.2.9.4 Extensive listening Tasks. Extensive listening is referred to long listening activities of listening in which the student has to listen to an audio, video or conversation that the teacher provides them with for a long period of time. These tasks can be academic, or entertainment such as watching series or movies. Here the students' retention is essential since they must focus on all the aspects mentioned during the whole activity. For these kinds of activities, it is suggested that the listener takes notes of what they consider is important to have a general understanding of the listening activity.

These listening tasks can be used depending on the purpose of the activity and the students to be evaluated. For instance, beginners cannot be evaluated by using extensive listening tasks dues to their low English level. Every task must take into account the students' English level. Once presented the different types of listening tasks, it has to be clear that the teacher has an active role in all these tasks. The teacher act as a guide for the students. Moreover, teachers are in charge of giving the students feedback on every activity they develop, in this way, they know what their weaknesses and strengthens are when it comes to listening for academic purposes.

4.2.11. Authentic Listening Materials

As highlighted by Mandasari (2016) authentic materials are referred to those materials that have been designed by native speakers of the target language and they are not supposed to be made for educational purposes because it involves daily life conversations. Likewise, Kim (2015) agrees that authentic material cannot be made by language learners but by native speakers. Some examples of authentic listening materials are:

4.2.9.1 Podcasts. These are considered a type of recordings which people can have an easy access to. There are a variety of podcasts online about many different topics that students can find interesting to listen to (Abdulrahman et al., 2018). Podcasts can be used for a wide variety of purposes such as practicing listening skills, or they can be only used for entertainment. In this sense, teachers might find a useful tool in podcasts since they are combining entertaining with learning.

4.2.9.2 Songs. Teachers have to considerate students' motivation at the time of learning English. Motivation is an important factor within the learning process and some authors such as Reina (2010) state that songs are the most suitable tool to apply in every lesson plan because

it is a tool that they are used to and the students feel motivated to learn. Moreover, it is fact that people listen to songs in their everyday life.

4.2.9.3 Movies and TV Shows. Hoinbala (2022) establishes that the use of movies and TV shows has a significant impact on the students' listening comprehension. They are a tool that has proved a noticeable improvement on the students' listening skills since they are not exposed to educational material but daily life events that are represented in those movies or tv shows.

4.2.9.4 YouTube Videos. Joseph (2015), in her study demonstrates that if a teacher plays a video from this platform, the students feel motivated and interested on the topic that the video is addressing. It is demonstrated that videos not only increase students' motivation but also, they help them to practice their oral communication skills in which listening plays an essential role. YouTube is a well-known platform that contains a wide range of videos in their cloud, there teachers can find videos about everything for all types of ages. The teacher has to select the most suitable video material for their students taking into account their age.

4.2.9.5 TED Talks. These talks are mostly focused on the scientific area. TED talks address a wide range of issues that exist in today's society (J. Miranda & Moritz, 2021). This material brings many advantages when it comes to practicing listening skills. First of all, students can practice their general comprehension of these talks, they also improve their listening comprehension, and they can see how English works and how it is used in real life.

4.2.9.6 Real Conversations. These are considered authentic listening material since as it was previously mentioned, these conversations are generated and developed by native speakers. With the implementation of this type of authentic material, the students can enhance their listening skills because they would be surrounded with a different variety of accents that they can find around the world.

These are authentic listening materials since they contain a quiet variety of English accents and different types of cultural context, making the learning experience closer to the reality and daily life situations. As a result of using authentic materials in class, the students will experiment a high level of exposure to different ways of speaking depending on the speaker's nationality, students will be exposed to different expressions in a variety of settings.

4.2.12. Potential Problems in Language Learning Classes

As discussed by Bingol et al. (2014), there are several problems that we can find at the time of listening or even before, these include the quality of recorded material, the cultural differences, the accent, the unfamiliar vocabulary, length and speed of the listening, physical conditions and lack of concentration.

4.2.12.1 Quality of Recorded Material. The quality of the sound system can be an important factor that affects the understanding of listening. If the quality is high, the students' listening comprehension would increase but if the quality is very low, the students will struggle to understand the content of the listening and they might get confuse with the words they hear.

4.2.12.2 Cultural Differences. It is important to consider cultural differences when designing educational materials, as these differences can significantly impact a student's ability to understand the material due to different perspectives that can exist among the students, it has to be taken into account otherwise the students will struggle to conceptualize and comprehend the presented information.

4.2.12.3 Accent. There are a variety of English accents all over the world with which the learner can have some difficulties understanding, even if they domain one of the main studied accents which is the American one. Most of the students struggle at the time of hearing the English accent due to the fact that Britain people tend to omit some sounds such as the "r" in most of the words they use.

4.2.12.4 Unfamiliar Vocabulary. It is very common to find a wide range of words that can have more than one different meaning so students are more likely to get confused about meanings. The process of understanding new vocabulary when is being spoken becomes harder when two words have the same pronunciation but different spelling. In these cases, the meaning of the word has to be understood considering the content in which the word is used.

4.2.12.5 Length and Speed of the Listening. Long listening affects the students' comprehension since they must gather all the information given in the activity in a short period of time. On the other hand, short listening has proven to be more efficient when it comes to increasing learners' concentration. Apart from the length of the listening, the speed is also important when it comes to understanding what someone is saying. Native speakers use to speak rapidly, that is when students start to give up on the listening activity when they are listening to a conversation between two natives.

4.2.12.6 Physical Conditions. This point is related to classroom distribution. The students who sit in the back rows may not hear anything from the recording as students in the front do. Teachers must think about this possible problem and look for the most suitable solution. It is recommended that the teacher use a good quality speaker, otherwise the speaker should be located in the middle of the class so that all the students have the opportunity to listen to the activity correctly.

4.2.12.7 Lack of concentration. Students' concentration is a significant aspect in listening comprehension. If students do not concentrate enough, they may get distracted and get lost in the middle of the activity, forgetting in all the information already gathered.

It is fundamental for the teachers to keep in mind the different problems that can appear during the lessons. By doing it, educators can save a significant time when it comes to solving these problems. They also have to think ahead and design a possible plan b just in case they face one of these aforementioned issues.

In conclusion, this literature review has provided several factors related to the use of multimedia resources for improving listening skills. The analysis of the current studies has revealed three key themes to take into account: the effectiveness of early exposure of multimedia resources in improving listening skills, the significance of using the most suitable tools for every class taking into account the resources available and the importance of a good and efficient guidance from the teachers in utilizing these resources in a correct form. It is important for the future studies to address specific strategies and methods that make the integration of multimedia resources into education better, helping the students in this way to develop and increase their listening skills so that they can achieve a better performance in class.

<center>**5. Methodology**</center>

5.1. Setting and Participants

This research work was carried out at a public institution that is located in the northern part of Loja, Ecuador. Loja is well known for its culture in music, and beautiful landscapes since it is located in the highlands of the country. This city has many public institutions of which one was selected to conduct this research. The institution selected has the following coordinates: latitude-3.94856 and longitude-79.21776.

The research study used a convenience sampling method to recruit the participants (Creswell, 2012), mainly due to the convenient accessibility of the students who could be easily engaged according to their established schedules. Moreover, the participants of the following research work were the researcher, who was a pre-service teacher, and a group of ninth graders at a public institution of Loja, during the 2022-2023 school year. Also, this research was developed in a class with 25 students of which 16 were boys and 9 were girls, all of them in an age range of 13-14 years old who are expected to possess an A1.2 level of English Language proficiency. Before applying the interventional plan in the school, a certificate from the director of the institution was required in order to be able to start with the development of the intervention. Once the certificate was obtained, the pre-service teacher could start working with the chosen grade.

5.2. Procedure

5.2.1. Method

The research method was based on the mixed method approach in which the researcher gathered both quantitative and qualitative data in order to answer the sub-questions detailed in the research problem. Gay et al. (2012) mentioned that the mixed method is useful for estimating the impact of a program or event for which it is not ethically or logistically feasible to randomize. The mixed method approach is an alternative methodological approach which facilitates the understanding of more complex phenomena since it combines quantitative and qualitative data collection (Halcomb & Hickman, 2015). Adopting a mixed method approach provided a more comprehensive information related to the students' knowledge progress and their perceptions of using multimedia resources in class to enhance their listening skills.

5.2.2. Research Design

This research was developed by using the action research stages, suggested by Kemmis and McTaggar (1998) and adapted by Lockhart and Richards (1996) that helped to effectively address the issue presented in the learning of the listening skill. In order to develop this project, the used action research model involved several steps such as initial reflection, planning, action,

observation and reflection. As preservice teachers, it is necessary to constantly seek ways to improve our teaching and learning practices. Action research is an excellent way to do this. Llego (2022) mentioned that action research allows us to take action to improve student outcomes and then collect data to measure the impact of those actions.

5.2.2.1 Initial Reflection. In this first stage stated by Lockhart and Richards (1996), the researcher identified the problem involving the listening skills within the group of students selected previously in order to carry out this investigation: The use of the traditional strategies and tools for teaching such as outdated recordings. The researcher found this problem in previous observations where it was noticeable that students struggled at the time of understanding the main idea, the specific details of audio recording, they also had difficulties at the time of inferring and predicting within any listening activity applied in class. Once identified the problem to be approached, the researcher realized that the listening skill among some students that were observed in previous cycles was not usually developed enough to handle a whole conversation. The researcher needed information about the problem, for that reason research had to be done in order to collect as much essential information as possible about the problem to be addressed through the literature review.

According to Kasikhan and Zakeri (2020) multimedia resources have shown optimal results at the time of providing students with more detailed and visual information that can be used simply and effectively. Gasuku (2021) stated that using visual content such as graphics, sounds and texts can make the learning content interactive and enjoyable for the students since they can be exposed to authentic material. Using multimedia makes the students' learning process get closer to daily resources since technology is used everywhere for everything. The video viewing feature helps students to get a better understanding of the context because they can associate what they see with what they hear at the same time (Kaynar & Sadik, 2021).

5.2.2.2 Planning. The researcher designed the interventional plans focused in improving students listening skills through the use of multimedia resources such as songs, audios, videos, and images taking into account the instructional focus based on the three listening stages proposed by Hamad (2020) which are the following: Pre-listening where students were asked to answer some questions in order for them to have a background about the topic to be studied also the researcher explained them what the activity was about, while-listening, here the students started to listen to the activity and they were asked to solve a worksheet given by the teacher in order for them to fill according to what they just listened to, and finally, the post-listening where the students listened to the listening activity once more to

check their answers and to understand the words they did not understand at the first time of listening.

Apart from that, the researcher designed some research instruments in order to collect information for the study. First, a pretest was designed to know the level of the students before starting the intervention, a posttest in order to know whether the students had improved their listening level or not after applying the intervention plan and survey with the objective of knowing the students' perception towards the action plan after applying it.

Before applying the pretest, it was checked by the thesis director in order to confirm that it was valid and practical. Furthermore, these instruments that were applied (pretest, posttest and survey) were designed in a form where the students could complete them anonymously without writing their name.

5.2.2.3 Act. In this stage, the researcher applied pre-designed intervention plans as an active participant observer. These plans aimed at enhancing students' engagement and improving their listening skills, they involved many multimedia resources, including songs, audios, videos, and images. The use of these resources facilitated activities such as listening for the main idea, listening for specific details, inferring and predicting outcomes.

The implementation of these intervention plans (see Annex 5) not only allowed the researcher to identify the students' strengths and weaknesses after each lesson plan but also allowed the observation and evaluation of the effectiveness of every intervention over a four-week period. Throughout this time, four weekly intervention plans were implemented. Moreover, the students interacted actively with the researcher in a face-to-face setting at the educational institution. This direct interaction contributed to the efficacy of the intervention plans and provided valuable insights into the student's progress and learning experience.

Overall, the internship had a duration of 20 hours in which the researcher employed the aforementioned multimedia resources consistently. These resources played an important role in creating an engaging learning environment for the students.

5.2.2.4 Observe. During this phase, the focus was on gathering data, which was closely linked to the action phase. In this particular stage, the researcher utilized a pre-designed tool to gather quantitative data through a pretest and posttest as well as a survey. Additionally, qualitative data was obtained through the survey responses and the documentation of observations in fieldnotes. The utilization of multimedia resources in teaching the target students was consistently monitored through the use of fieldnotes. These fieldnotes were completed right after the lessons, during which the researcher acted as a participant observer. During the subsequent phase of the intervention plan, participants were given a post-test to

assess their progress. Additionally, they were asked to complete a survey aimed at evaluating their perceptions regarding the effectiveness of multimedia in enhancing their listening skills.

5.2.2.5 Reflection. After applying the posttest, the average scores of the pretest and post-test were compared in order to describe how effective the change was. These results revealed that students' listening skills pre-test average score improved by 0,83 points on the post-test which indicated that multimedia resources enhanced students' listening skills. The application of these intervention plans in which multimedia resources were involved increased the students' attention and their development while doing activities. Moreover, the fieldnotes developed by the researcher provided them with detailed information about the students' interaction with the teacher, challenges faced and their solution. Fieldnotes were also important in this stage of the research because it helped the researcher at the time of finding weaknesses during the lessons in order to improve future lessons.

To conclude, the researcher found some limitations during the teaching period, some of them were the lack of resources, lack of time and setbacks in the institution. Due to all these barriers, the researcher will be able to improve their teaching strategies in future occasions. The researcher suggests taking into account all the students' perceptions towards multimedia resources as well as the time available and allocated to the research, respecting the schedule, and developing and checking all instruments on time.

5.2.3. *Data Collection Sources and Techniques*

The following methods and instruments were employed by the researcher to obtain information during the research process:

The first technique was a testing strategy using a pre-test and post-test (see Annex 1) which Campbell and Stanley (1963) described as a powerful research strategy that enables researchers to establish cause-and-effect relationships between variables. This instrument included multiple-choice and fill in the blanks questions in order to gather quantitative data that assisted the researcher in measuring the effectiveness of using multimedia resources to improve listening skills. This test consisted of 6 questions in which the first and second question assessed listening for specific details, the third question assessed listening for the main idea, the fourth question assessed inferring and the last question assessed predicting.

The second one was the observation technique with the instrument of field notes to record what happened in each lesson (see Annex 3). To add up, Lofland and Lofland (1995) outlined that field notes are the raw material for qualitative research, providing a detailed record of the researcher's observations, interactions, and reflections during the research process. It was useful to note relevant findings and events during the observation, or specific situations that

occurred. During the research there were eight field notes developed which consisted in two sections that involved descriptive and reflective notes where the events that occurred and the teacher's perceptions during the classes were described (Creswell & Creswell, 2018). Additionally, by using this approach, the researcher collected qualitative data to supplement the research's quantitative analysis.

The third technique was a survey, acknowledged and remarked by Dillman (2007) as one of the most widely used research instruments in the social and behavioral sciences, they can be used to gather a wide range of information from large numbers of respondents in a relatively short period of time. During this research it was done in conjunction with the methodology using a questionnaire (see Annex 2). This method was useful to gather data on how students feel about using multimedia resources to improve their listening skills in English.

5.3. Data Analysis

In order to carry on with the research project, with the help of the Excel application, the quantitative data was processed, analyzed, and shown in tables and graphs, enabling the researcher to gauge the central tendency of the outcomes from the pretest and posttest.

The process of tabulation of data played an important role in this process, as stated by Bird (1980), function values are computed just once and then saved in a logically organized database for further usage. The data was presented in tables and graphical representation of the output according to the influence of multimedia resources in the students' speaking skills evolution. Smith et al. (2002) mentioned that tables have the advantage of showing precise numerical values and graphs are important to reveal subtle patterns in data or to be superimposed in synoptic displays.

The qualitative data, on the other hand, was analyzed based on the students' perceptions and represented by a survey and fieldnotes. This allowed the researcher to support the findings regarding the impact of authentic materials delivered through multimedia resources on the degree of improvement of listening skills. According to Graue (2015), the process of describing, categorizing, and connecting phenomena with the researcher's concepts is known as qualitative data analysis.

6.   Results

In this section the results obtained from the pretest and posttest are discussed. These instruments were used to measure students' proficiency levels associated with the listening skills, specifically listening for the main details, listening for the main idea, inferring and predicting. Apart from that, the survey was applied in order to gather the students' perceptions towards the use of multimedia resources to improve listening skills.

6.1.   Pretest and Posttest Results

Objective 1. To analyze the effectiveness of using multimedia resources on developing listening skill, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

Sub question 1. How effective are multimedia resources to improve the listening skill within the English language, among ninth graders at a public institution in Loja, during the 2022-2023 school year?

Table 1

Mean score differences on the performance of ninth graders' listening skills between the pretest and posttest.

	N Students	Listening for Specific Details (5/5)	Listening for the main idea (2/2)	Inferring (1/1)	Predicting (2/2)
Pretest	**22**	3.39	0.64	0.41	1.14
Posttest	**22**	4.05	0.87	0.61	1.17
Difference	**0**	0.66	0.23	0.2	0.03

Table 1 shows the results gathered from the pretest and posttest administered to ninth graders before developing the intervention plan in order to have a foundation on the students' prior knowledge. It illustrates that the initial level of the students' listening skills was low almost in all the indicators on which they were measured.

In relation to "Listening for specific details" the participants demonstrated a moderate level of proficiency with an average score of 3.39 out of 5, indicating their ability to listen for specific details based on the audio material used. Notwithstanding, after implementing the intervention plans, the results showed a moderate improvement. The average score increased to 4.05, indicating that students have enhanced their performance on this indicator by 0.66 points.

Regarding "Listening for the main idea" the participants initially achieved a score of 0.64 out of 2, suggesting a limited ability to grasp the central theme based on the audio material

used. However, following the implementation of intervention plans and conducting a posttest, the results demonstrated a noteworthy relationship between the scores. The average score increased to 0.87, indicating an improvement of 0.23 points in students' performance on this indicator.

Regarding the skill of "Inferring" the participants initially achieved a score of 0.41 out of 1, showing a basic ability to make inferences based on the audio material used. However, the total score went from 0.41 to 0.61 presenting an increase of 0.2 points in the students' performance related to this indicator. This result demonstrates the important impact of interventions to address students' inference skills.

Regarding "Predicting" the participants initially attained a score of 1.14 out of 2, denoting a moderate level of proficiency in making predictions based on the provided audio material. Nonetheless, after implementing the intervention plans and conducting a posttest, a distinct shift in scores was observed, revealing a noteworthy contrast. The average score experienced a significant rise to 1.17, indicating an improvement of 0.03 points in students' predictive capabilities. This incremental progress showcases the effectiveness of the intervention, highlighting the students' enhanced aptitude in foreseeing potential outcomes.

6.2. Comparison with the National Grading Scale

The bar chart, in conjunction with the comparison made using the National Scoring Grade Scale (see Annex 4), vividly demonstrates and emphasizes the noteworthy influence that incorporating multimedia resources has on students' learning outcomes.

Figure 1

Listening skill pretest and posttest scores compared to the Ecuadorian National Grading Scale
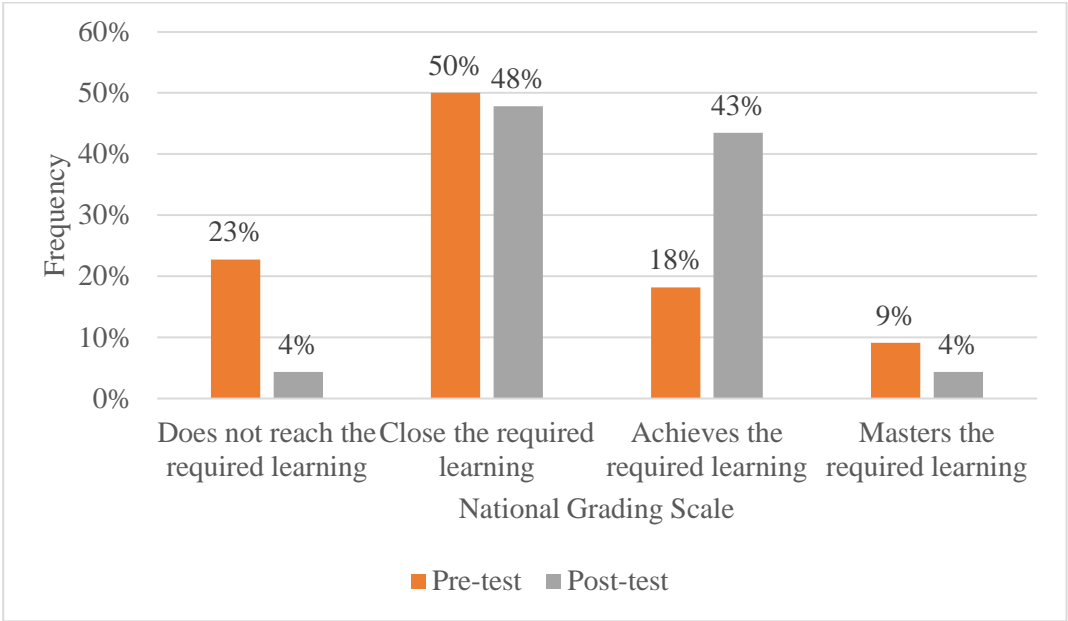
As it is possible to see in the Figure 1, after an intensive eight-week intervention, the participants demonstrated notable improvements in their performance on the posttest, aligning with the National grading scale. An insignificant number of students (4%) could master the required learning outcomes, showing the noteworthy progress they made during the intervention plan. Moreover, in comparison to the pretest, only 18% of students achieved the required learning, indicating a significant increase in their listening skills. Furthermore, 43% of students demonstrated successful achieving of the required learning, representing a substantial improvement compared to the pretest. It is worth noting that there was a slight decrease in the proportion of students who were close to the required learning. This contrast highlights the significance of the intervention, as a higher percentage of students achieved mastery or came close to the required learning outcomes. Most notably, there was a significant decline from 23% to 4% in the percentage of students who did not reach the required learning outcomes, underscoring the effectiveness of the intervention in supporting student achievement and reducing the number of students falling below the expected proficiency level. These results emphasize the positive impact of the intervention program in enhancing students' listening skills and facilitating their overall learning progress.

To conclude, at the end of the intervention plan, the students showed a slight improvement in their learning outcomes. As it is shown, there was a high increase of the students that achieved the required learning after applying the posttest and a decrease related to the students that did not achieve the required learning. This data was validated with the information taken from the fieldnotes and surveys. The results of both instruments clarify the results by emphasizing the effectiveness of the intervention plan in enhancing students' listening skills.

6.3. Questionnaire results

Objective 2: To identify the students' perceptions about the application of multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

Sub question 2: What are the students' perceptions about the implementation of multimedia resources to improve the listening skills among ninth graders, at a public institution in Loja, during the 2022-2023 school year?

Figure 2

Representation of students' perceptions of multimedia resources for their listening comprehension.

Students' perceptions of multimedia resources for their listening comprehension.
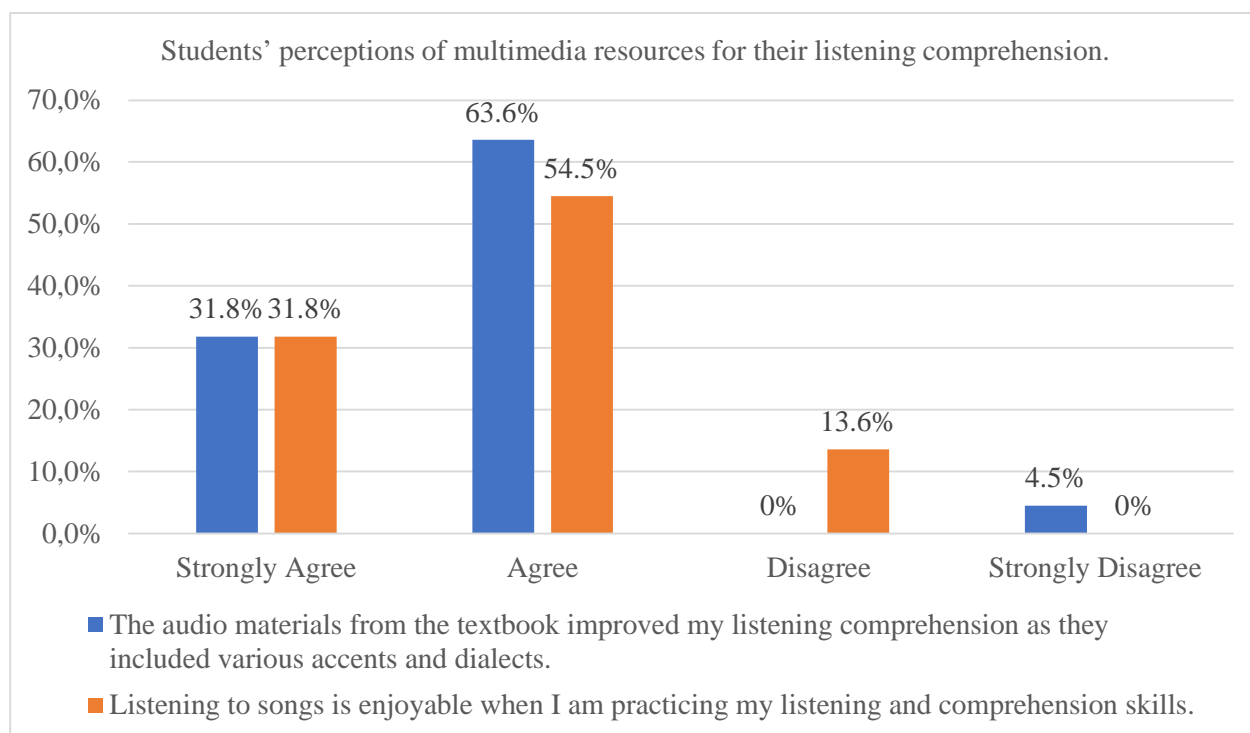
As the Figure 2 shows, regarding the students' listening comprehension of audio materials taken from the textbook, a significant positive impact was observed. A considerable majority of the students (63.6%) "agreed," while a smaller proportion (31.8%) "strongly agreed" with the statement. In the open-ended survey question, students mentioned that the inclusion of different accents in the audios helped them distinguish the pronunciation of various words. However, a minority of students (4.5%) "strongly disagreed," stating that they found some of the audios difficult to understand because of the speed of the content that the speakers were presenting. This observation was necessary to take into consideration the types of audios we use for evaluating listening skill to improve the students' listening comprehension.

To sum up, most of the students demonstrated that the use of the audios taken from the textbook had a significant influence in the development of their listening skills. Moreover, the fieldnotes showed that students are more likely to pay attention to the audios taken from the book than with any other resource due to the fact that they are used to it and it is a fundamental instructional material for them. These results provide an overview of the improvement on the students' listening skills, by including distinct accents, and dialects in some of the activities the students obtained numerous advantages such as gaining a broader cultural perspective and being part of an inclusive educational experience.

Regarding students' listening comprehension skills while listening to songs, a significant number of students (54.5%) mentioned their agreement, with almost 31,8% of the students strongly agreeing with the statement. In the open-ended question, the students pointed out the importance of using songs for improving listening skills since listening to music is one of their favorite activities to do in their free time. Nevertheless, it is necessary to mention that a small proportion of students (13.6%) "disagreed" adding that sometimes songs were not the most suitable tool to use because they got distracted with the music in the song and forgot to pay attention to the lyrics.

Finally, these results indicated that a significant majority of the students agreed with the statement since they think that using songs to enhance listening skills made them feel motivated to sing and learn at the same time. Unfortunately, a small proportion of the students in the class did not show enthusiasm even if a popular song was being used in a lesson. It is important to take into consideration the students' learning preferences so that they all can enjoy the same songs.

Figure 3

Representation of students' perceptions of multimedia resources for their listening skill acquisition.
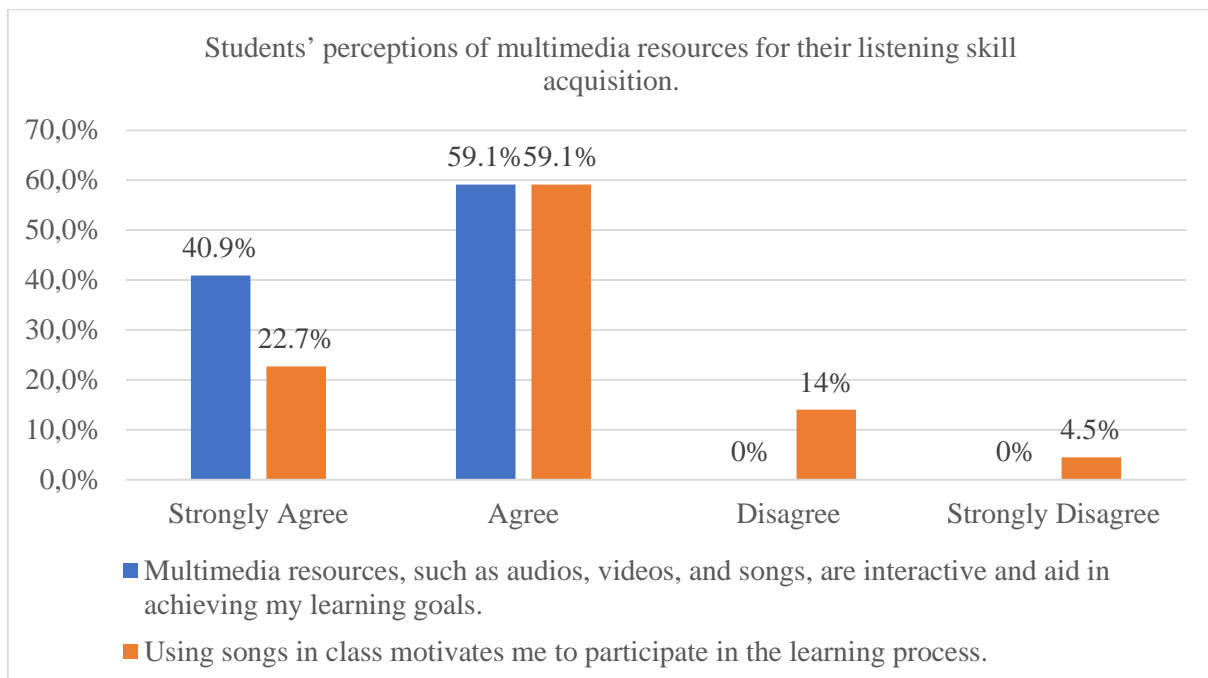
Figure 3 demonstrates the students' perceptions regarding multimedia resources to achieve students' learning goals, the findings indicate a positive response from the majority of students. Just over half of the students (59.1%) "agreed", while nearly half (40.9%) "strongly

agreed" with the statement. In the open-ended question, they expressed that the incorporation of multimedia resources made the studied topic easier to understand and more enjoyable. It is important to mention that none of the students indicated that the use of multimedia resources was not helpful or non-interactive in achieving their learning goals. This suggests that the integration of multimedia elements effectively supported their progress and contributed to the successful fulfillment of their educational objectives.

In terms of students' motivation to participate in the learning process while utilizing songs in class, a majority of the students (59.1%) "agreed", and approximately a quarter (22.7%) "strongly agreed" with the statement. They mentioned in the open-ended question that songs brought an interactive environment into the class. These results suggest that songs had a notable impact on promoting student involvement and encouraging active participation. Contrastingly, a small percentage of students (14%) "disagreed", and a 4.5% "strongly disagreed" with the statement. Some of the students highlighted the difficulties they had regarding the speed of the songs, which sometimes caused them to lose track of the lyrics. Despite this, it is important to acknowledge and address the concerns of these students to ensure inclusivity in the learning process.

To summarize, a substantial majority of the students expressed their enjoyment of incorporating songs in the classroom, which consequently led to increase the participation during the learning process. Their positive experiences with songs as a motivational tool pointed out the potential benefits of using them in educational settings. However, it is essential to always consider individual preferences and adapt instructional strategies accordingly, taking into account the minority who did not feel motivated to participate, even with the use of songs.

Figure 4
Representation of students' perceptions of video materials in content retention.

Students' perceptions of video materials in content retention.

Video materials are engaging at the time of retaining new information that is being listened to.
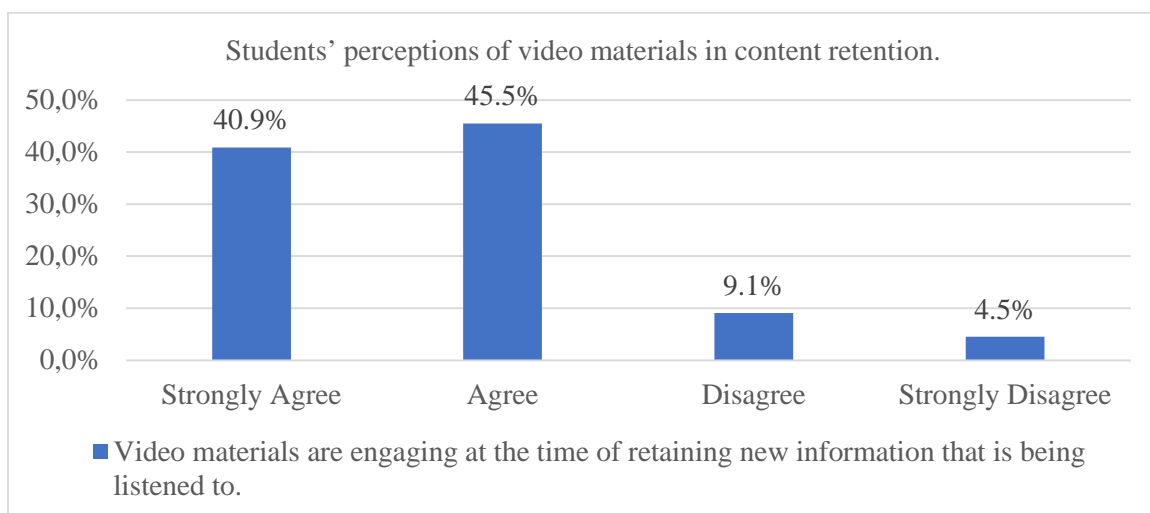
In the Figure 4, the students' perceptions of the content retention at the time of using video materials in class are showed. It can be said that a significant percentage of the student population (45.5%) "agreed", while an additional 40.9% "strongly agreed", with the notion that the inclusion of images in videos greatly facilitated their ability to retain information and enhanced their overall comprehension.

Some of the students made sure to show their agree in the open-ended questions by adding that they could easily make relations between the audio they were listening to with the images of the video. On the other hand, very few students (9.1%) "disagreed", and a 4.5% "strongly disagreed" noting that the use of video materials was not a good option since they could not understand what was being said. This difference of opinions confirms the different perspectives that the students can have in relation to the instructional materials.

A majority of students showed that the use of video materials could improve their ability to retain information in comparison to other multimedia resources that do not include video. Nonetheless, a slight minority of the students indicated that video materials were not helpful at all when it came to improving listening skills. The field notes back this information adding that some of the students got distracted so easily by other classmates when the video started. To conclude, the use of videos has advantages as well as disadvantages for some of the students since they do not feel comfortable by learning with videos. Teachers need to find a way in which they use more suitable videos to improve students' attention while developing an activity.

Figure 5

Representation of students' perception of audio with visual aids in body language interpretation.

Students' perception of audio with visual aids in body language interpretation.

- Strongly Agree: 27.3%
- Agree: 68.2%
- Disagree: 4.5%
- Strongly Disagree: 0%

■ The use of audio with visuals is helpful for stimulating my prediction skills, as body language can be interpreted through them.
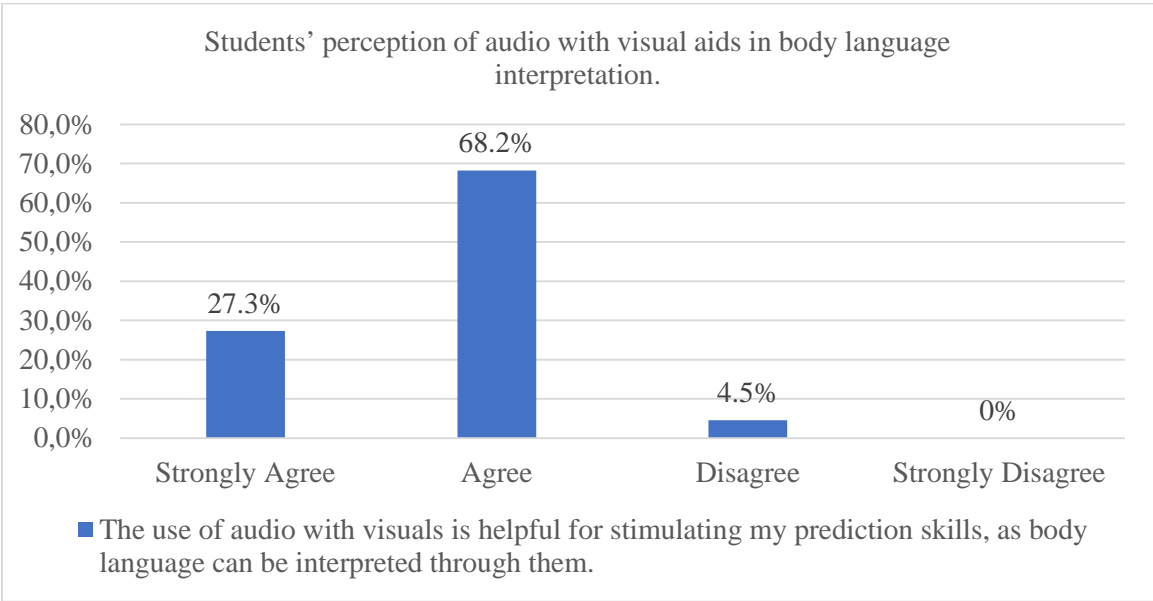
Figure 5 represents the results obtained when it comes to interpreting body language by using audio with visual aids, an enormous quantity of students (68.2%) "agreed" and a 27.3% "strongly agreed" with the statement saying that the use of videos was helpful to improve their retention of information and helped them to have a better understanding of the listening. The students indicated in the open-ended question that the audio with visuals helped them to interpret the idea of the audio more easily since they could relate the audio with the help of visual material. The results of the questionnaire showed the significant and positive impact that audio with visuals have on the students' ability to interpret body language effectively. Nevertheless, a small proportion of students (4.5%) "disagreed", and a 0% of the students "strongly disagreed", stating that they were slightly confused by the material used by the teacher. These students found it challenging to grasp the intended meaning through the combination of audio and visual elements.

In conclusion, the overwhelming majority of students reported that the use of audio with visual aids significantly helped them interpret body language by associating visual cues with the audio content, leading to a better understanding of the material. This reinforces the effectiveness of combining visuals with audio in facilitating students' comprehension of body language and demonstrates the potential benefits of using multimedia resources in educational settings.

7.   Discussion

The subsequent section presents an analysis of the findings of this investigation, comparing the outcomes of this research with those of prior studies. The present study was developed with the aim of enhancing the listening skill by using multimedia resources, among ninth graders at a public institution in Loja, during the 2022-2023 school year. Consequently, to guide this research one main question and two sub questions were formulated.

The main question in this study was "How can multimedia resources improve listening skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?". In order to answer this question, it is important to look back on the previous studies such as Sejdiu (2017), who demonstrated that the use of multimedia resources helped learners to understand the language better in everyday situations since they are authentic tools used to apply learning in real life situations.

After the application of the intervention plan, it could be seen that multimedia resources are one of the most suitable options to develop and improve listening skills due to the fact that they are interactive tools that can be applied in every lesson, providing the students with an engaging environment surrounded by technology.

The first sub question in this research was "How effective are multimedia resources to improve the listening skill within the English language, among ninth graders at a public institution in Loja, during the 2022-2023 school year?". The results of the pretest and posttest indicated a significant improvement in students' listening skills when using multimedia resources. The students obtained an average score of 5.57 points in the pretest, which increased to 6.71 points in the posttest. This improvement of 1.14 points demonstrates the essential role played by multimedia resources in enhancing students' listening skills.

These findings are consistent with the result of Yusuf (2018), who also observed that multimedia enhances students' listening comprehension, despite initial difficulties experienced by students when first exposed to these tools in the classroom. Additionally, Aldera (2015) conducted a study that highlighted the importance of multimedia in improving listening comprehension by enhancing learning performance and providing engaging and motivating content.

After obtaining these results, it can be said that it was possible to demonstrate the effectiveness of the use of multimedia resources to enhance listening skills due to the fact that these tools helped the students to have a better understanding on all the activities developed during the intervention plan as well as increase their motivation at the time of learning the English language.

The second sub question in this research was "What are the students' perceptions about the implementation of multimedia resources to improve the listening skills among ninth graders, at a public institution in Loja, during the 2022-2023 school year?". The results of the questionnaire applied to the ninth graders showed that they could improve their listening skills thanks to the use of multimedia resources. Most of the students mentioned that these are great tools when it comes to participating in class because they could easily interact with the content making them feel more motivated to learn.

In some of the previous studies such as Elyas and Kabooha (2018), it could be seen that in their study they also found positive results at the time of applying multimedia resources to improve listening skills for the same reason associated with the students' motivation. Unfortunately, not all the previous studies show agreement among the students towards the use of multimedia.

nceçay and Koço lu, (2017) in their study confirmed that some of the students disagreed with the use of videos which are an important part of multimedia resources. They mentioned that it is easy for them to lose track of what they are listening to because of the fact that they got lost at the time of focusing on two things at the same time (the image of the video and also its audio) and that made them fail when developing a listening activity.

Taking into consideration the statements mentioned above, there is a clearly positive outcome in the use of multimedia resources to improve listening skills. Students seem to agree with its use since they feel that these resources make them feel comfortable enough to actively participate in class and motivated to learn every day. After being exposed to an environment full of technology, students could make connections between what they heard and what they needed to develop. They could also understand different perspectives depending on the multimedia resource they were using. That is to say that these tools were useful to catch the students' attention and engage them with the objective of improving their listening skills. The use of interactive authentic material as multimedia resources, have stimulated students' interest and enthusiasm for learning.

Nevertheless, it is essential to mention the challenges that were faced during the process of applying the intervention plan. One of them was the lack of time that played an important role in the students' final results of the posttest. The main reason why the students did not reach a substantial change in their final grade was because the time allocated for every lesson plan was not fully completed due to the different celebrations of the institution. Future researchers must take into account the time they plan to teach and take advantage of it as much as possible so that they can complete all the activities proposed in the lesson plan. Another important aspect

is the tools such as projectors and curtains that the researcher might acquire to use multimedia resources effectively in class.

8. Conclusions

The use of multimedia resources such as songs, videos, images and audios was one of the most suitable options to keep the students participating in the class since these resources are interactive tools that can be applied in every lesson plan, offering the student the opportunity to be in an engaging environment surrounded by technology.

There was a significant impact on students' listening skill development in aspects such as listening for the main idea, listening for specific details, inferring and predicting thanks to multimedia resources. The students not only could improve their listening skills but also, they could enjoy the classes due to the fact that they felt more engaged and motivated.

Multimedia resources were a great strategy when it came to make the students feel engaged and motivated to participate in every class since the use of technology in the classroom made a big difference in comparison with the only use of a textbook, so it can be said that the students experienced an increase in motivation.

9.   Recommendations

It is essential for teachers to include multimedia resources such as songs, videos, images and audios in the lesson plans in order to improve students' participation and make them interact with the learning content.

In order for students to improve their listening skills, teachers should apply multimedia resources focusing on the different listening aspects such as listening for the main idea, listening for specific details, inferring and predicting.

Multimedia resources has to be taken into account when it comes to keeping the students engaged and excited about learning English, it is important to focus on students' interest and motivation at the time of applying new teaching tools.

10.   Bibliography

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Annex 1. Pretest and Posttest

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: …………………………………………..

Date: …………………………………………….

1. Listen to the song "Count on me" by Bruno Mars and fill the blanks with the linking verbs in the box. Listening for specific details. 2 points

Are know need remind mean are is be

You can count on me like one, two, three, I'll _____there	Every day I will _____ you, oh
And I _____ when I need it, I can count on you like four, three, two	You can count on me like one, two, three
And you'll be there	I'll be there
'Cause that ___ what friends are supposed to do, oh yeah	And I know when I _____ it, I can count on you
If you ____ tossin' and you are turnin'	Like four, three, two
And you just can't fall asleep	And you'll be there
I'll sing a song beside you	'Cause that's what friends ____ supposed to do, oh yeah
And if you ever forget how much you really _____ to me	Ooh-ooh-ooh-ooh, ooh-ooh-ooh-ooh
	Yeah, yeah"

2. Listen to the conversation and choose the correct option for each question. Listening for specific details. 3 points.

1. **Why is Mr. Mckay going to the hospital?**

a) Headache

b) Insomnia

c) Soar stomach

2. **What are his symptoms?**

a) Vomit

b) Diarrhea

c) Cough

3. **What does the doctor say to him?**

a) Stay in bed

b) Take medicine every 7 hours

c) He'll be okay after a day

3. Watch the video and answer the following question: What are the people in the video talking about? Listening for the main idea. 2 points.

a) Diseases

b) Stomachache

c) Cough

d) Sore throat

4. Watch the video again and answer the following question: What is the main character's emotional state? Inferring. 1 point.

a) Happy

b) Sad

c) Frustrated

d) Confused

5. Listen to the following audio and choose the correct option for the following question: What do you think the doctor will prescribe to the patient? Predicting. 2 points.

a) Stop walking

b) Apply a cream on the lump

c) Get some blood test

THANKS FOR YOUR COLLABORATION

Annex 2. Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: QUESTIONNAIRE

Dear student, choose the option that describes your perception of using multimedia resources to improve your listening skills. Your responses will be confidential and anonymous.

Student's name:
Date:

1.The audio materials from the textbook improved my listening comprehension as they included various accents and dialects.

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

2.Video materials are engaging at the time of retaining new information that is being listened to.

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

3. Multimedia resources, such as audios, videos, and songs, are interactive and aid in achieving my learning goals

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

4. The use of audio with visuals is helpful for engaging my prediction skills, as body language can be interpreted through them.

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

5. Using songs in class motivates me to participate in the learning process.

Strongly Agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

6. Listening to songs is enjoyable when I am practicing my listening and comprehension skills.

Strongly Agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

THANKS FOR YOUR COLLABORATION

Observation Protocol
Setting: Class
Individual Observer;
Observation #1
Observer Involvement: Teacher
Date/Time: From May 2nd to 5th
Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes

The students felt more engaged in the class because of the use of the projector since they are so used to use only the textbook as their main resource to learn in class.

The light of the projector was good enough for the students to see even if in some classes there's a lack of curtains but it was not an impediment to use multimedia resources such as videos in class.

Even if the projector is such a great tool for using multimedia resources in class, there was a day when the projector didn't work as usual and I had to carry on with the class without it so the activities didn't go as planned.

Reflective Notes

The activities didn't go as planned because the projector stopped working out of nowhere so I had to improvise a little bit during the rest of the class.

This experience was useful because it helped me to realise that I will always need a plan B just in case things don't go as planned.

Observation Protocol

Setting: Class

Individual Observer;

Observation #2

Observer Involvement: Teacher

Date/Time: From May 2nd to 5th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

<table>
<tr><td align="center">Descriptive Notes</td><td align="center">Reflective Notes</td></tr>
<tr><td>

Some students would be bothering their classmates and wouldn't pay attention to the class because they were interrupting it every time they spoke, ignoring the instructions from the teacher.

Once those students were not in class anymore, the class continued and it got better since there were no distractions so the students could focus in a better way and participate in the activities that were previously planned.

</td><td>

It probably happened because those students didn't find the class interesting and felt bored so easily.

This experience taught me that I have to try to engage the students more in every lesson and keep them participating in every activity they develop in class.

</td></tr>
</table>

Observation Protocol

Setting: Class

Individual Observer;

Observation #3

Observer Involvement: Teacher

Date/Time: From May 8th to 12th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes	**Reflective Notes**
Some of the students were messing with me during the class, at first, I told them to pay attention and stop chatting with each other but it did not seem to work very well so I tried asking them to change seats and pit the students who were making disorder in the front row. After doing it, they started to pay more attention to the class instead of disturbing their classmates.	The students were getting distracted all the time because there were people out of the class walking around and they could see them through the windows, that is why they were not too focused on the explanation and instructions I was giving to them. I found out that this innovative method that I use by using the projector in every class, can catch students' attention but it doesn't mean everyone will enjoy it and will find it interesting.

Observation Protocol

Setting: Class

Individual Observer;

Observation #4

Observer Involvement: Teacher

Date/Time: From May 8th to 12th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes	**Reflective Notes**
Most of the students were not in class, there were around 10 students out of 26 in class and since they were very few students, the class became more interesting because the students who were in class were actually paying attention to the class than when all the students are in class. They were working in silent and they finished the activities so fast. They also were asking many questions this time.	Since they were very few students, they were participating in class more frequently because it felt like it was a private class where the students felt comfortable for being 10 instead of 26 so probably, they felt less judged at the time of participating in class.

Observation Protocol

Setting: Class

Individual Observer;

Observation #5

Observer Involvement: Teacher

Date/Time: From May 15th to 19th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes

At the time of applying the multimedia resources in this case the music video where they had to listen to a short song, the students seemed to be very interesting in the activity since it was one of the few ones where they would listen to a song for an activity. The resources such as the projector and the speaker worked perfectly at the time of playing the video. Unfortunately, there were some students who didn't bring the material to continue the class after this activity so that was a big inconvenient.

Reflective Notes

The activities planned for that day were not a success since most of the activities were made on the textbook and some of the students forgot to bring it to the class. This experience was useful because it helped me to take this into account for future classes where the students don't bring the material for the class

Observation Protocol

Setting: Class

Individual Observer;

Observation #6

Observer Involvement: Teacher

Date/Time: From May 15th to 19th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes

The speaker that I used for the activity did not work too well this time so it was an inconvenient since the students could not hear too much to the listening activity, they were supposed to pay attention to. When I checked the sound of the speaker by going to the end of the class, I realized that the students that were sitting at the back of the class could not hear at all what was being played.

Reflective Notes

It probably happened because the battery of the speaker was too low to be working as it was supposed to. This experience taught me that I have to make sure that every resource I use in the class (the projector, the speaker or even the laptop) are fully charged.

Observation Protocol

Setting: Class

Individual Observer;

Observation #7

Observer Involvement: Teacher

Date/Time: From May 29th to June 5th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes	**Reflective Notes**
The students struggled at the time of understanding the video about the show because of the fact that the speaker was talking in a fast speed so that is why they could not understand completely but they could understand the main ideas. Apart from that they said that the material was perfect since some of them had watched that show before so they were familiarized with the context of the scene.	It is always important to add the captions to every video exposed to students, it can be a help for them to understand more clearly the main message and also some other important parts of the content. Teachers should check the sound of the speakers first and make sure it works correctly in order to avoid any problem related to the sound of the speakers.

Observation Protocol

Setting: Class

Individual Observer;

Observation #8

Observer Involvement: Teacher

Date/Time: From May 15th to 19th

Place: Unidad Educativa Fiscal "Tcrn. Lauro Guerrero"

Descriptive Notes

Some students would be disturbing their classmates and wouldn't pay attention to the class because they were interrupting it every time they spoke, ignoring the instructions from the teacher. Once those students were not in class anymore, the class continued and it got better since there were no distractions so the students could focus in a better way and participate in the activities that were previously planned.

Reflective Notes

It probably happened because those students didn't find the class interesting and felt bored so easily. This experience taught me that I have to try to engage the students more in every lesson and keep them participating in every activity they develop in class.

Annex 4. National Grading Scale

Qualitative score range	Quantitative score range
Mastery the require learning	9,00-10,00
Achieves the required learning	7,00-8.99
Close to achieve the required learning	4,01-6,99
Does not reach the required learning	4

<table>
<tr><td colspan="4" align="center">**Intervention plan # 1**</td></tr>
<tr>
<td colspan="2">**Class:** 9no EGB "B"
Number of Students: 25 (16 boys, 9 girls)
Language Level: A1.2</td>
<td colspan="2">**Date:** May 5th
Schedule:
Friday: 07:50 – 08:30 (1 periods)
Time per lesson: 40 minutes
Total hours: 3 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">Andrea Palacio</td></tr>
<tr><td colspan="2">**Research Problem**</td><td colspan="2">How can multimedia resources improve listening skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?</td></tr>
<tr><td colspan="2">**Lesson Topic**</td><td colspan="2">Symptoms</td></tr>
<tr>
<td colspan="2">**Lesson Objectives**</td>
<td colspan="2">⌡ To identify the symptoms that the people in general can have when they get sick.
⌡ To determine whether someone is sick or not by paying attention to gestures or tone of voice.</td>
</tr>
<tr>
<td rowspan="3">**Instructional Focus**</td>
<td>**Pre- listening**</td>
<td colspan="2">In the application of the pretest, the students will develop 5 listening activities, the teacher will play the audios and videos 3 times in order for the students to complete the entire test.
After the test, the teacher provides the students with some background information about the listening that they will hear about two sick different people by mentioning the setting as well as the situation in which the speakers are involved. Also, the teacher asks the students questions about the topic related to symptoms such as:
⌡ How often do you get sick?
⌡ What are the main symptoms you usually have?
⌡ How much do the symptoms last?</td>
</tr>
<tr>
<td>**While- listening**</td>
<td colspan="2">The teacher plays the audio twice, the first time she asks them to simply listen and get a general idea of what the conversation between the doctor and their patient is about and the second time the teacher asks the students to complete the activity related to the listening where they have to select "true" or "false" according to every statement mentioned as they listen to the audio. The third time they listen to the audio, they will carefully check all the answers previously noted.</td>
</tr>
<tr>
<td>**Post- listening**</td>
<td colspan="2">The teacher plays the audio once more so that the students can confirm if what they just heard matches their answers and check whether they are right or wrong.</td>
</tr>
<tr>
<td colspan="2">**Materials /Bibliography/Research Instruments**

https://n9.cl/l2rzj</td>
<td colspan="2">⌡ Projector
⌡ Laptop
⌡ Speakers
⌡ Pre/Posttest
⌡ Pre/Posttests videos:
https://www.youtube.com/watch?v=j7d8xXCrvn0&ab_channel=EverydayEnglish
https://www.youtube.com/watch?v=Qn9QKZrNbeo&ab_channel=LearnEnglishbyPocketPassport
⌡ Audio taken from the book:</td>
</tr>
</table>

<table>
<tr><td colspan="2" align="center">Intervention plan # 2</td></tr>
<tr>
<td>
Class: 9no EGB "B"
Number of Students: 25 (16 boys, 9 girls)
Language Level: A1.2
</td>
<td>
Date: May 8th and 12th
Schedule:
Monday: 07:10 – 08:30 (2 periods)
Friday: 07:50 – 08:30 (1 periods)
Time per lesson: 40 minutes
Total hours: 3 hours
</td>
</tr>
<tr><td>School year</td><td>2022-2023</td></tr>
<tr><td>Type of institution</td><td>Public</td></tr>
<tr><td>Preservice teacher</td><td>Andrea Palacio</td></tr>
<tr><td></td><td>Dubinsky, A., Keane, D. E., & Corsini, M. (2017). Outstanding! Achieving Excellence in English. (A. Dubinsky, D. E. Keane, & C. Patrick, Eds.) California: LiveABC.</td></tr>
</table>

Research Problem	How can multimedia resources improve listening skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Feeling sick
Lesson Objectives	To identify when someone is asking about someone else's health. To recognize the most common types of diseases.

<table>
<tr>
<td rowspan="3">Instructional Focus</td>
<td>Pre- listening</td>
<td>In this stage, the teacher starts the lesson by asking her students about their health, and after that she will explain the setting of the video and give the student some background information in order for them to understand what the topic will be about and also, she gives them some instructions about what they will have to complete in the while listening stage.
The questions that will introduce the topic for the students are:
Have you ever gotten sick in the middle of a class?
Do you like to go to the doctor?
How long does a flu take for you to get better?</td>
</tr>
<tr>
<td>While- listening</td>
<td>The teacher gives the students a worksheet that they have to complete as they listen. The teacher will play the video twice, the first time she asks the students to get the main idea of what the conversation between the doctor and their 4 patients is about and the second time the teacher asks them to start filling the blanks. The third time they listen to the audio, they will carefully check all the answers previously noted and catch up with all those answers they could not get at first.</td>
</tr>
<tr>
<td>Post- listening</td>
<td>The teacher plays the video once more so that the students can confirm if what they just heard matches their answers and check whether they are right or wrong.</td>
</tr>
</table>

Materials /Bibliography/Research Instruments	) Projector) Laptop) Speakers) Worksheet) Cartoon video: "Feeling Sick - At the Doctor's" https://www.youtube.com/watch?v=RLG8Nyve2vg&ab_channel=EasyEnglish

https://n9.cl/og8td

Intervention plan # 3		
Class: 9no EGB "B" **Number of Students:** 25 (16 boys, 9 girls) **Language Level:** A1.2		**Date:** May 15th and 19th **Schedule:** Monday: 07:10 – 08:30 (2 periods) Friday: 07:50 – 08:30 (1 periods) **Time per lesson:** 40 minutes **Total hours:** 3 hours
School year		2022-2023
Type of institution		Public
Preservice teacher		Andrea Palacio
Research Problem		How can multimedia resources improve listening skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic		Symptoms
Lesson Objectives		) To identify the symptoms of common illnesses and diseases.) To recognize the most common types of diseases.
Instructional Focus	**Pre- listening**	The teacher starts the lesson by asking her students about making an appointment, and after that, she will explain the topic of the song and give the student some background information in order for them to understand better the lyrics and also, the teacher will give them some instructions about what they will have to complete in the while listening stage. The questions that will introduce the topic for the students are:) Have you ever googled any of your symptoms?) Do you prefer to search on google your symptoms or going to the doctor?) How long does a flu take for you to get better?
	While- listening	The teacher gives the students a worksheet that they will complete as they listen the song about symptoms. The teacher will play the song twice, the first time she asks the students to get the main idea of the song by writing down the key words, the second time they will pay careful attention to the lyrics and start to complete all the activities in the worksheet. The third time they will listen to the song and they will check all the answers previously noted and catch up with all those answers they could not get at first.
	Post- listening	The teacher plays the song once more in order for the students to confirm if they completed the questions in the worksheet and also the lyrics of the song in a correct way.
Materials /Bibliography/Research Instruments		) Projector) Laptop) Speakers) Worksheet) Song: " Henrik Widegren - Never Google Your Symptoms" https://www.youtube.com/watch?v=Vn_ZkI7-IZ4&ab_channel=HenrikWidegren

https://n9.cl/ffmv6

<table>
<tr><td colspan="3" align="center">Intervention plan # 4</td></tr>
<tr>
<td colspan="2">Class: 9no EGB "B"
Number of Students: 25 (16 boys, 9 girls)
Language Level: A1.2</td>
<td>Date: May 29th and June 2nd
Schedule:
Monday: 07:10 – 08:30 (2 periods)
Friday: 07:50 – 08:30 (1 periods)
Time per lesson: 40 minutes
Total hours: 3 hours</td>
</tr>
<tr>
<td colspan="2">School year</td>
<td>2022-2023</td>
</tr>
<tr>
<td colspan="2">Type of institution</td>
<td>Public</td>
</tr>
<tr>
<td colspan="2">Preservice teacher</td>
<td>Andrea Palacio</td>
</tr>
<tr>
<td colspan="2">Research Problem</td>
<td>How can multimedia resources improve listening skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?</td>
</tr>
<tr>
<td colspan="2">Lesson Topic</td>
<td>Symptoms</td>
</tr>
<tr>
<td colspan="2">Lesson Objectives</td>
<td>) To identify the illnesses and their most common symptoms
) To recognise some treatments for the most common illnesses.</td>
</tr>
<tr>
<td rowspan="3">Instructional Focus</td>
<td>Pre- listening</td>
<td>The teacher starts the lesson by asking her students some questions about illnesses, and after that, she will explain the topic of the video will provide the students with some background information in order for them to understand better the context and content of the short video that they will watch, the teacher will give them some instructions about what they will have to complete in the while listening stage.
The questions that will introduce the topic for the students are:
) What illnesses do you think are the most common among us? Name 3 of them.
) Which illness do you think is the worse among the ones you just have mentioned? Explain why.
) What do you think that would be the best treatment for that illness?
(Post test)
The teacher applies the post-test, In the application of the post-test, the students will develop 5 listening activities, the teacher will play the audios and videos 3 times in order for the students to complete the entire test.</td>
</tr>
<tr>
<td>While- listening</td>
<td>The teacher gives the students a worksheet that they will complete as they watch the extract about symptoms from the TV show "How I met your mother". The teacher will play the video twice, the first time she asks the students to understand what is going on with Barney by writing down the key words, the second time they will pay careful attention to the symptoms he had and start to complete all the activities in the worksheet. The third time they will watch the video again and they will check all the answers previously noted and catch up with all those answers they could not get at first.</td>
</tr>
<tr>
<td>Post- listening</td>
<td>The teacher plays the video once more in order for the students to confirm whether they completed the questions in the worksheet.
(Survey)
The teacher applies the survey and the students answer the questions related to the use of multimedia resources to improve listening skills and give some feedback in every question by answering "why" they chose the option they picked.</td>
</tr>
</table>

Materials /Bibliography/Research Instruments	) Projector
	) Laptop
	) Speakers
	) Pre/Posttest
	) Pre/Posttests videos:
	https://www.youtube.com/watch?v=j7d8xXCrvn0&ab_channel=EverydayEnglish
	https://www.youtube.com/watch?v=Qn9QKZrNbeo&ab_channel=LearnEnglishbyPocketPassport
	) Worksheet
	) Short extract taken from a TV show called "How I met your mother" Name of the video: Barney gets sick
	https://www.youtube.com/watch?v=Vn_ZkI7-IZ4&ab_channel=HenrikWidegren

https://n9.cl/kqo0i

Annex 6. Copyleaks Report

Copyleaks
Plagiarism report

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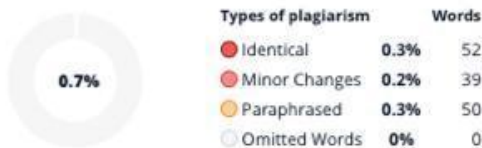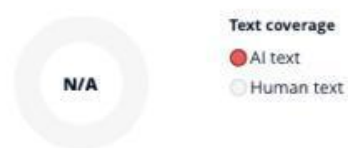
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