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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Using didactic audiovisual resources to improve listening comprehension among superior basic education students at a public institution in Loja, school year 2023-2024

Utilización de recursos audiovisuales didácticos para mejorar la comprensión auditiva en estudiantes de educación básica superior de una institución pública de Loja, año lectivo 2023-2024

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

AUTORA:

Shelsia Adelaida Cordero Correa

DIRECTOR:

Mg. Sc. Marlon Richard Armijos Ramírez

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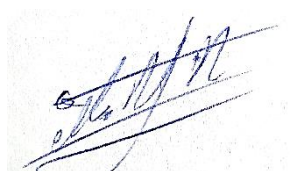
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Firma:



Cedula de identidad: 1900678838

Fecha: 30 de abril de 2024

Correo electrónico: shelsia.cordero@unl.edu.ec

Teléfono: 0988307258

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Firma:



Autora: Shelsia Adelaida Cordero Correa

Cédula: 1900678838

Dirección: Loja - Loja - Ecuador

Correo electrónico: shelsia.cordero@unl.edu.ec

Teléfono: 0988307258

DATOS COMPLEMENTARIOS:

Director del Trabajo de Integración Curricular: Mg. Sc. Marlon Richard Armijos Ramírez

Dedication

To the most honorable divine authority that exists, an inexhaustible source of wisdom and guidance in my academic path. The one who has filled me with inspiration and strength throughout my life; therefore, I dedicate this work first and foremost to God.

To those who have been an unconditional support in this path, with all the love and consideration, my parents Iván Cordero and Celinda Correa, for their effort, trust and for instilling virtues in me that without a doubt have made me a better human being.

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1 Title

Using didactic audiovisual resources to improve listening comprehension among superior basic education students at a public institution in Loja, school year 2023-2024

2 Resumen

Es bien sabido que la habilidad de escuchar es más importante que la de hablar, ya que una no funciona sin la otra, pues hablar por hablar no tiene ningún mérito si lo que decimos no es recibido por otra persona. En sí, escuchar es una habilidad clave en el aprendizaje y dominio del inglés, ya que por muy buena que sea la comunicación con alguien, si no va acompañada de la capacidad de escuchar, la comunicación no es efectiva. El objetivo principal de la presente investigación fue mejorar la comprensión auditiva a través de recursos audiovisuales didácticos como videos musicales y audiolibros en estudiantes de educación básica superior de una institución pública de Loja. En relación a este objetivo se establecieron dos sub-preguntas, la primera relacionada con el análisis de la efectividad de la aplicación de recursos audiovisuales y la segunda enfocada en describir la percepción de los estudiantes respecto a la aplicación de los recursos audiovisuales para mejorar las habilidades de comprensión auditiva. En este estudio participaron 34 estudiantes de décimo grado. Además, para recopilar datos cuantitativos y cualitativos la presente investigación utilizó un diseño mixto de investigación-acción haciendo uso de algunos instrumentos como un pre-test y un post-test, así como un cuestionario y notas de campo. Los datos se analizaron mediante estadística descriptiva. En consecuencia, se utilizó un análisis descriptivo para interpretar los resultados del pre-test, post-test y del cuestionario, así como un análisis temático para interpretar la información recogida a través de las notas de campo que se utilizaron para registrar observaciones detalladas de todo el proceso. Las conclusiones más importantes de esta investigación destacan que el uso de recursos audiovisuales ha logrado una mejora en la competencia auditiva de los estudiantes pues los datos estudiados evidenciaron que tras la aplicación de los recursos audiovisuales los estudiantes mejoraron significativamente su comprensión auditiva del 57% al 82%. Además, los datos obtenidos del cuestionario revelaron que los estudiantes se sintieron motivados, participativos y mejoraron sus sub-habilidades de comprensión auditiva (escuchar para predecir, escuchar para captar lo esencial y escuchar para captar información específica) durante la aplicación de los recursos audiovisuales.

Palabras clave: *Comprensión auditiva, videos musicales, audiolibros, implicación estudiantil, aprendizaje significativo.*

2.1. Abstract

It is well known that the ability to listen is more important than speaking, since one does not work without the other, as speaking for the sake of speaking has no merit if what we say is not received by another person. In itself, listening is a key skill in learning and mastering English, because no matter how good the communication with someone is, if it is not accompanied by the ability to listen, the communication is not effective. The main objective of the present research was to improve listening comprehension through didactic audiovisual resources such as music videos and audiobooks among superior basic education students at a public institution in Loja. In relation to this objective, two sub-questions were established, the first related to the analysis of the effectiveness of the application of audiovisual resources and the second focused on describing the perception of students regarding the application of audiovisual resources to improve listening comprehension skills. 34 tenth-grade students participated in this study. In addition, to collect quantitative and qualitative data the present research used a mixed action research design making use of some instruments such as a pre-test, post-test, as well as a questionnaire and field notes. The data were analyzed using descriptive statistics. Consequently, a descriptive analysis was used to interpret the results of the pre-test and post-test and the questionnaire, as well as a thematic analysis to interpret the information collected through the field notes that were used to record detailed observations of the entire process. The most important conclusions of this research highlight that the use of audiovisual resources has achieved an improvement in the students' listening proficiency, since the data studied showed that after the application of audiovisual resources, students significantly improved their listening comprehension from 57% to 82%. In addition, the data obtained from the questionnaire revealed that students felt motivated, participative and improved their listening comprehension sub-skills (listening for predicting, listening for gist and listening for specific information) during the application of the audiovisual resources.

Key words: *Listening comprehension, music videos, audiobooks, student involvement, meaningful learning.*

3 Introduction

In English language learning the act of listening stands as the foundation on which all other skills are built, according to Thuy (2021) assertions, the listening skill has a very significant role since it is the cornerstone for all other skills to be established and the primary means by which learners develop an original interaction with their target language and culture. It is considered the most difficult language skill for specific language learners. On the other hand, another important aspect is highlighted by Chamorro et. al (2020) who mentions that listening is defined as the absorption of the meaning of words and phrases in the brain. However, it requires a lot of concentration, which is focused on a particular problem or topic; therefore, the ability to listen is very important in the acquisition of a language, it could be said to be indispensable. All this is corroborated by Westover (2020) who expresses that listening is more than just hearing the words someone says, but that impactful active listening consists of understanding the context in which those words are shared, understanding what is behind what is being said, along with other verbal and non-verbal clues, such as voice inflection, tone, facial expressions and body language.

However, through teaching practice it became evident that a considerable number of students had problems related to listening comprehension skills, especially listening for predicting, listening for gist, and listening for specific information, thus generating a serious problem in learning English due to deficiency in this aspect. Therefore, language teachers should make use of effective resources for the development of listening comprehension. The importance of this research lies in the fact that educators could consider the integration of audiovisual resources in the teaching of listening comprehension since in a constantly evolving educational environment, the integration of these is positioned as a key means to improve the quality of teaching and adapt to the changing needs of students.

In light of the above, due to the various issues identified, the researcher has established the following research questions that guided the research process. The general question was: How does the incorporation of music videos and audiobooks as didactic resources contribute to the improvement of listening comprehension among superior basic education students at a public institution in Loja? Which is related to these sub-problems: What is the effectiveness of using audiovisual resources such as music videos and audiobooks as didactic tools to improve listening comprehension among superior basic education students at a public institution in Loja? And how do superior basic education students at a public institution in Loja perceive the use of didactic audiovisual resources such as music videos and audiobooks for the meaningful development of listening comprehension?

This research has several relevant benefits in the area of integrating audiovisual resources to improve listening skills. First, it provides a deeper understanding of the specific difficulties faced by students in relation to listening comprehension. In addition, it provides a solid foundation to support the effectiveness of integrating audiovisual media into the educational process. This research can serve as a reference for educators, providing them with concrete strategies to improve the teaching of listening comprehension. It is of great relevance since according to Syarifah Intan (2022) audiovisual media provide instructional content through sound (audio) and image (visual) in order to facilitate better comprehension, she adds that it is anticipated that the use of these media can engage learners and encourage them to listen more attentively, and to be able to synchronize the information heard with the help of visualization of images to achieve better comprehension.

Consequently, there are some previous studies that corroborate this, for example; Collaguazo (2021) in his study concludes that pedagogical intervention through audiovisual didactic resources improves students' discriminative listening skills and it is recommended that teachers always include in their lesson plans these audiovisual didactic resources that allow students to work on their listening skills on a daily basis. This approach is supported by another study by Hardiah (2020) who concluded that the use of audiovisual media can improve the results of listening comprehension sub-skills since audiovisual media can improve students' attention and concentration in listening material.

Although these studies have worked on the inclusion of audiovisual resources in the classroom, more research is needed on the use of these resources to facilitate the general learning of English. For this reason, the researcher intends to contribute to the gap, especially with students of superior basic education because there are not enough studies applied in the Ecuadorian educational context to detect the impact either positive or negative on the students' listening comprehension skills.

It should be noted that, when applying audiovisual resources in the research, it became evident that certain limitations hindered the effectiveness of the study. The absence of a reliable Internet connection was a challenge, which suggested the need to explore random alternatives, for example materials had to be downloaded beforehand. In addition to this, insufficient access to technology within the institution underscored the importance of providing devices or collaborating with local entities for support. Furthermore, excessive lighting in the classrooms prevented the effective use of the projector, which led to a recommendation to use blackout curtains to help fix this problem. To address these limitations, pre-planning for potential drawbacks, pre-assessment of conditions and collaboration with stakeholders are essential to

ensure a more pleasing integration of audiovisual elements and foster a conducive research environment.

At the end, the general objective that was established to carry out this research work was to improve listening comprehension through didactic audiovisual resources such as music videos and audiobooks among superior basic education students at a public institution in Loja. In addition, the specific objectives were to measure the effectiveness of the use of audiovisual resources such as music videos and audiobooks as didactic tools to improve listening comprehension among superior basic education students at a public institution in Loja and to describe the students' perceptions about the use of didactic audiovisual resources such as music videos and audiobooks to improve listening comprehension among superior basic education students at a public institution in Loja.

It is important to mention that this research paper has the following structure: It begins with an introduction that provides background information on the topic to be addressed. Subsequently, a solid theoretical framework is presented, full of theoretical bases that guided this work. In the methodology section, the research design, the method, the techniques and instruments employed are detailed. Next, in the results section, the differences observed between pre-test and post-test scores are presented along with the results of the questionnaire. Moreover, in the discussion is established a comparison of these results with previous studies by other authors. Then, the conclusions and recommendations derived from the analysis of the results obtained are explained in a clear and concise manner. Another component is the bibliography that was used as reference material for this research. Finally, this work is completed by presenting the annexes such as Pre-test/Post-test, Scoring Guides, Rubrics, Questionnaire, Field notes, National Grading Scale, Informed Consent Form and Lesson plans.

4. Theoretical Framework

This section presents some of the theoretical bases that provide the main concepts and information necessary to understand the development of this research project and offers the reader a clearer idea about the use of audiovisual resources to improve listening comprehension based on some researchers and professional authors who have investigated the subject of this study. The contents of this theoretical framework are according to two variables; the first part is about audiovisual resources and the second part is related to listening comprehension, each variable has its respective sub-topics. Namely, the databases where the relevant information was collected from Erick and Google Scholar where the researcher selected some research articles, journals, and websites related to audiovisual resources and listening comprehension.

4.1. Didactic Audiovisual resources

4.1.1. General conceptualization of didactic audiovisual resources

According to Collaguazo (2021) audiovisual resources are tools, materials that allow optimizing and improving the teaching-learning process in any environment and help achieve the pedagogical objectives established by teachers in their lesson plans. These resources, in order to fulfill their function, must be adapted to the teaching context, which means that the needs of the students, the educational aspiration, the learning outcomes and the place where they will be implemented must be taken into account. In addition, audiovisual materials have several components that work together to create an engaging and informative learning experience. Visual, audio, textual, interactive and technical components play an essential role in conveying information to learners in a variety of environments.

Hardiah (2019) states that the audiovisual is a resource that simultaneously presents audio (sound) and visual (images). By employing this medium, both senses, i.e., the ears and the eyes, are stimulated at the same time. Therefore, it is expected that the use of this medium will be able to attract students to listen with more concentration and be able to synchronize the information heard with the help of visualization of images, so that a better understanding is obtained. It is important to understand that within the context of education, these resources refer to any tool, material, or asset that is used to support teaching, learning, and the overall educational process. Resources play a vital role in providing educators with the necessary materials and students with the opportunities to acquire knowledge, develop skills, and achieve educational goals.

Audiovisuals are materials displayed by visual projection, magnification or through sound reproduction, including graphic materials, audio materials, motion pictures, video materials, and special visual materials. (Albán & Méndez, 2018). The animated image together

with color and sound conveys information superior to that of any other medium, it can be understood that the emergence of the Internet and web technology has meant, for the moment, the last stage of audiovisual teaching as it practically brings together at the same point all the techniques of image, sound and text, which enables not only interactivity but also the continuous updating of educational content.

To conclude, it can be said that incorporating audiovisual media in schools is a didactic and effective strategy within the teaching process because, in one way or another it helps to improve both visual and auditory skills and also to enhance their competencies through the knowledge they acquire by means of the information processed in their brains (Santander & Rúa, 2018).

4.1.2. Advantages of didactic audiovisual resources in education

Thanks to characteristics such as audio, images or videos, these audiovisual media become attractive didactic resources for the significant development of the class; since it generates a dynamic environment between teacher-student essential for the assimilation of knowledge (Conde, 2019). It can be said that, these materials become mediators for the teaching process, facilitating the understanding and acquisition of significant learning in students. Within the educational field, audiovisual resources are very useful and didactic in the classroom due to their capacity to enrich and improve the teaching-learning process.

Sya'ya (2021) argue that in this technology era, it is more suitable that teachers take advantage of technologies in teaching listening rather than use the traditional things which may be monotonous. On the other hand, through the use of electronic listening aids, it is possible to offer students the opportunity to listen to a wide range of information in English. To complement this point Lankapalli (2023) states that it is important for educators to effectively select, utilize, and manage resources to create engaging and effective learning experiences due to the fact that proper utilization of resources can enhance student engagement, promote active learning, facilitate understanding, and cater to diverse learning needs and styles.

It is generally accepted that the best learning experiences takes place when the greatest number of senses are stimulated. So as to, the use of devices or audiovisual materials will stimulate them to a great extent. For this reason, good teachers have always used audiovisual resources in order to enhance language skills in students (Morán, 2017).

In addition, Santander and Rúa (2018) emphasize that with the development of audiovisual media in the classroom, new learning scenarios have arisen, in which spaces are created to work actively, capturing the student's attention, through the different resources that inspire and motivate them to continue developing communication skills, and that, at the same

time, responds to the demands of education today. Consequently, through the incorporation of didactic audiovisual resources into education can transform the learning experience, making it more interactive, dynamic, and accessible for students. However, it is important that the teacher try to use these resources thoughtfully, ensuring they align with educational objectives, are age-appropriate, and are integrated seamlessly into the curriculum to maximize their effectiveness.

Furthermore, in words of Chávez (2021) the audiovisual resources take a predominant place to develop the pedagogical sessions of the English language; forcing the teachers that besides having the curricular instruments required by the educational system must make effective use of the technological resources to motivate the students and to awake the interest of learning the foreign language, allowing an education of quality.

In the article *Using Audio Visual Aids*, written by Lankapalli (2023) he names the following advantages of using these types of resources:

- **Increase learner interest and motivation:** Audiovisual resources help to capture the attention of learners by presenting information in a visually appealing and interactive way, promoting curiosity and motivation, thus creating an encouraging learning environment for students to enjoy.
- **Improve student comprehension of information:** These resources provide visual representations, graphics and animations that explain complex or abstract concepts in a simple way. The association of visual elements with auditory explanations enables a deeper understanding of the subject matter.
- **Improve student retention of information:** Making use of audiovisual resources undoubtedly aids memory retention by developing multisensory experiences. The combination of visual, auditory and interactive elements helps learners retain information more effectively, leading to better long-term recall.
- **Provide a variety of learning experiences:** Audiovisual resources offer diverse learning experiences that accommodate students' different learning styles and preferences. In addition, they offer learners the opportunity to engage with the material in a variety of ways, such as watching videos and interacting with digital media.
- **Differentiate instruction for individual learners:** Audiovisual resources allow for differentiation in instruction, enabling educators to cater to the individual needs of students. They can be used to present content at different levels of complexity or provide additional support through visual cues and explanations.

- **Make learning more relevant to students' lives:** Audiovisual resources can connect learning to real-life contexts and experiences. By incorporating examples, case studies and multimedia content that relate to learners' lives, learning becomes more relatable and meaningful. In this way, a direct connection is established between what is learned in the classroom and the reality of the outside world.
- **Instruct students for future learning:** Audiovisual resources equip students with essential skills for the digital age. By exposing them to various multimedia formats and technological tools, students develop digital competencies and become better prepared for future learning and working environments. Lankapalli (2023)

4.1.3. Elements of didactic audiovisual resources

Didactic audiovisual resources can be classified into different categories, according to Fisabilhaq (2021) there are three elements contained in the audiovisual resources:

4.1.3.1. Auditory resources.

These are resources that contain sound for listening. Acoustic media, such as tape recorders, music, audio books and songs, use sound and voice to deliver messages. These acoustic media can help teachers introduce new terms and define them. Listening to stories, songs, and plays can further clarify the meaning of new items as they are presented in context. Thus, these materials not only provide the meaning of a word, but also its correct pronunciation.

4.1.3.2. Visual resources.

They are media that can be seen or perceived through the eyes. Visual resources, such as pictures, photographs, cards, posters, graphs, and picture books, can be useful in a variety of ways for vocabulary mastery. Their use engages learners and increases their curiosity. Visual materials demonstrate their effectiveness in creating a comfortable classroom environment and reveal that the vocabulary levels of learners, especially beginners, have shown substantial development due to the implementation of these materials. They help reinforce comprehension, make information more accessible and engage learners by stimulating their visual senses.

4.1.3.3. Combined audiovisual resources.

Offering content that combines visual and auditory elements is essential. Audiovisual media, such as videos, television, computers and projectors, are highly effective because they stimulate two key senses: sight and hearing. This combination allows students to hear and see new words in different contexts. The integration of these resources can increase students' interest and motivation, thus facilitating the memorization of new words. In summary, audiovisual media are those that allow the simultaneous perception of sound and images. Fisabilhaq (2021)

4.1.4. Audiovisual resources in the classroom

Audiovisual resources in the classroom are of great relevance in this globalized world, as mentioned in the following definition:

Yamaguchi (2020) states that audiovisual itself is authentic, innovative and didactic material, it encourages learners to listen to the language as it is spoken by native speakers. Audiovisual material consists of the amount of input of listening and watching, significantly stimulating the senses. One of the learning methods is extensive listening which requires the amount of input. The approach involves listening to amounts of audio that are understandable to students, which motivates them to improve their listening skills.

Kirana (2016) further mentions that there are many benefits of using audiovisual resources in the classroom. Some of the benefits of using them in the classroom for young learners are as follows:

- Audiovisual resources convey meaning more effectively than other media.
- It provides language in concrete situations in a way that a recording cannot. Students can see who is speaking, in what place the speakers are, what they are doing and, most importantly, they can observe their body language. All of these visual cues contribute to comprehension.
- Teenagers generally have a positive attitude towards these resources; they consider them more "modern" than books.

Within the classroom, the use of audiovisual resources is essential for students who are both visual and auditory, as it dynamizes the learning process making the content of teaching materials for students easier, more complete and optimal. The following paragraph corroborates this point:

Another important aspect is mentioned by Ramirez and Alvarez (2016) who express that the exposure and implementation of all these audiovisual materials into the classroom, could result in a positive response from learners towards the class development because if the audio track is complicated for learners, the use of captions in the form of pictures or graphics will help them visualize what they are hearing, expanding their linguistic ability. In the same manner, supporting learners with sequences of images may motivate learners to be engaged, and they are not limited just to listen, but to pay careful attention on the details portrayed on the images.

In general, Ramirez and Alvarez (2016) admit that most of audiovisual materials serve as a visual and audio support that can help students to understand and reach the information which could not be attained before. It is also crucial to recognize the importance and significant

impact that some of these resources will have on foreign language teaching and learning. Following this reasoning, audiovisual resources help overcome language barriers and provide learners with a more complete and enriching language learning experience. Also, can enable learners to learn autonomously and at their own pace. They can access instructional videos, online tutorials or other audiovisual materials to review and delve deeper into topics they wish to explore on their own.

4.1.5. Music videos

4.1.5.1. Definition.

One of the most important audiovisual didactic resources are music videos, whose contribution in the educational process can be effective and innovative, below is an accurate definition:

According to Hâf (2020) music videos are a focal point for what the artist wishes to convey through their music, and are an important part of their creative vision. The visual impact of a video can be as powerful as the music because of how representative it becomes. A video has the ability to connect an artist with his or her listeners, as it allows people to get to know the artist and see the world from his or her perspective for the duration of a song. The bond between people is strengthened by sharing experiences and emotions, and music videos provide the opportunity for this to happen. Music videos do much more than complement a song, they also amplify it: the content of a video can be the difference between simply enjoying a song and deeply understanding the meaning behind it.

To complement this argument, one can cite Carlsson (2023) who points out that music video is a means of audiovisual communication where meaning is constructed through aspects such as: (1) music, (2) lyrics and (3) moving images (para.13). All these elements make the music video function as a resource that can enhance students' language skills. Additionally, in the words of Castellano (2021), songs tend to be a valid resource in terms of pedagogy due to their short duration, simple syntax, ordinary subject matter and colloquial language, also, they often provide information about the culture and history of the singer's country of origin.

Given the above information, it can be understood that music videos are a powerful medium that usually feature the artists performing the song, but may also include narrative storylines, choreographed dances, special effects, animations or abstract visual concepts, all of which are created to enhance the listening experience and visually engage the audience. Music video are audiovisual productions specifically designed to accompany a song or piece of music, providing a visual representation that complements and enhances the listening experience.

4.1.5.2. Contribution in the development of listening comprehension.

Conde (2019) emphasizes that music videos in the educational field represents facilities at the time of teaching because of its easy handling, being one of the most efficient and innovative media as a support resource for teachers in the teaching-learning process, capturing the attention of each of the students, offering a wide availability of content found in the different platforms of the Internet. To put it another way, this source is very required to develop the retention ability of the students. If done properly, the repetition will be pleasantly conceived and will not bore the students, thus, achieving active participation in the language.

Moreover, Hâf (2020) consider that music videos create a multi-dimensional experience, giving the audience a truly sensational experience. When we watch music videos, we are witnessing the visual representation of a song, observing what the artist perceives when listening to his music. In fact, music videos have the potential to generate a multidimensional experience that goes beyond simply listening to a song. By combining auditory and visual elements, they offer audiences a more immersive and sensational experience. When listening to and watching a song in a foreign language, we often feel the need to focus on the lyrics, melody and rhythm. This focus can contribute to the development of our listening skills and the training of our ear to discern the various sounds and accents of the language.

Therefore, by listening to a wide range of music genres and artists, learners can develop their ability to understand native speakers as songs contain rich and varied vocabulary, which expose learners to new words and phrases that facilitate and reinforce linguistic patterns helping learners develop listening comprehension, perhaps we should also point out the fact that by incorporating music videos into language learning activities, educators can create a dynamic and enjoyable learning environment.

4.1.5.3. Main types of music videos.

There are five main categories into which music videos can be classified, which are as follows:

- ***Music videos of performance.***

This type of music video is probably the oldest and most commonly used. In performance music videos, the band is usually seen performing the song, it is a recording of them playing their instruments. A performance music video can include dancing, band members playing their instruments and lip-syncing. Performance music videos are easier to shoot than other types of music videos, and are ideal when a band has a limited budget. Before other styles of music videos became popular, this type of video was the norm, which is why most older videos are performance based.

- ***Music videos with narrative.***

A music video with narrative is an audiovisual resource in which the singer tries to tell some kind of story, it is basically a short film inspired by the song, here the narrative music videos usually have a structure of beginning, middle and end creating a narrative around the lyrics related to the themes of the song. Three different narrative techniques are used in music videos: Illustration, amplification and disjunction. When a director employs illustration, he or she creates a music video in which the narrative is based primarily on the lyrics of the song; the scenes directly represent the meaning of the lyrics. In the music video with amplification the lyrics are still closely related to the music video, it may have complementary scenes, not necessarily in the verses, but related to the themes and amplifying the meaning of the song and finally, disjunction is when the narrative is separated from the meaning of the song. In this case, the director chooses to generate a new meaning or theme through the video.

- ***Concept music videos.***

Conceptual music videos are plotless videos and are usually unrelated to the lyrics of the song, although there may be a little narration in the video, it usually has no structure. When talking about conceptual music videos, we usually refer to two types: thematic videos and symbolic videos. Thematic videos focus on a specific theme that may be related to the music genre or the message of the song. This is reflected in the scenery, the setting or the use of particular colors in the music video. On the other hand, symbolic videos are composed of a series of images that together build a deeper meaning. This includes numerous quick shots and carefully planned lighting.

- ***Lyrics music videos.***

These music videos display lyrics on the screen as the song progresses, these music videos have evolved from being a modern karaoke type video to being more creative and innovative. In some cases, Sometimes the lyrics can be animated to complement the music. In lyric videos, there is usually a lot of movement, so the text does not appear static on the screen. It could be said that these videos are designed to help viewers or listeners better understand the lyrics of the song and relate to the text more directly. (Kaamiño, 2022)

4.1.5.4. Application.

According to Suwaibah (2022) there are some practical techniques for video implication in the classroom:

- ***Active viewing:*** In active viewing activity, the teacher finds out the students 'comprehend of certain topic by using video. At the end, the students are asked to make a conclusion. It means that the video is long because it shows the whole process of certain topic.

- ***Freeze framing and prediction:*** In this activity, while the video is being played, the teacher stops the video which is showing certain stage of characters such as the body language, facial expression, emotions, reactions, and ask the students to respond the next scene. This activity can assist the students know about what expression should be shown when they want to express something in English.
- ***Silent viewing:*** In this activity, the video is played without any sound and ask the students to guess what the probability of the characters are talking about. This activity needs the students to remember the dialogues in the video and the situation shown in the videos.
- ***Reproduction activity:*** In reproduction activity, the students are given parts by parts in the certain video and are required to retell what is happening. With this type of activity, it can improve the students' speaking skill and listening skill because the students need to remember all the information from the video in order to retell it properly and completely. (Suwaibah, 2022).

It is important to choose music videos that match the learners' proficiency level, their interests, the needs of the teaching activity or the purpose of the learning activity to maintain motivation and enjoyment throughout the learning process.

4.1.6. Audiobooks

4.1.6.1. Definition.

“Audiobooks are recordings or voice reproductions of the story of a book that are listened to rather than read. Audiobooks can be exact word-for-word versions of books or abridged versions” (Harris, 2020). In other words, in exact word-for-word versions, the audiobook is a faithful recording of the original text of the book, where every word and sentence is narrated as it appears in the printed version. Abridged versions, on the other hand, are abridged versions of the original text. In this case, certain fragments of the book are removed or reduced to create a smaller version, both forms of audiobooks offer listeners the opportunity to enjoy literature and other texts through the medium of sound.

Pedersen (2021) argues that an audiobook is a sound recording of a literary or academic book that is read aloud, usually by professional actors or by the author himself, we understand the audiobook as a remediation of the book that emphasizes that the aural mediation of literature adds substantial new aspects to the work. Technologically and materially, the audiobook has nothing in common with the printed book, but shares its technology and formats with music.

Rodríguez (2022) points out that there are two important aspects within an audiobook, which are: The voice and the length. Voice in audiobooks is used in three basic forms: dialogue, monologue and narrator. Dialogue is the conversation between two or more characters.

Monologue is used to reconstruct scenes in which a single character speaks and expresses his or her emotions and feelings. The narrator, or voice-over (off-stage), is the one who narrates one or more scenes. According to the length, audiobooks are grouped into two types of versions: synthesized or abridged and extended or complete. The abridged versions are a summary of the work and can be used to bring people closer to reading the digital version published on various platforms or to offer a synthesized version of it, while the extended versions narrate the literary work literally and completely. The audiobook is a resource to incorporate into the classroom, as a tool that helps to diversify teaching tasks and content development, additionally it works as a self-learning resource in which the autonomy used by the student can act in their favor improving skills such as listening.

4.1.6.2. Contribution in the development of listening comprehension.

Fajry et al. (2016) state that audiobooks offer listeners the opportunity to focus on the story's theme, conflict, setting, and character, as well as to make mental predictions about the story's outcome, which helps develop critical thinking skills, this active engagement fosters critical thinking skills by encouraging listeners to analyze, evaluate, and reflect on various aspects of the narrative. Additionally, they mention that, the audiobook can benefit English language learners by offering them the opportunity to learn by both reading and listening, as some people learn English by reading and others by listening. According to García (2019) audiobooks offer benefits that can enhance learning opportunities both inside and outside the classroom:

- ***Increase exposure to words and vocabulary in a friendly way:*** Audiobooks make it easier for students to learn vocabulary and understand the structure of language without having to decode between letters and sounds. For some, this is more comfortable, since spoken language is the first form of communication we learn. Understandably, some students feel less stressed and retain information better when they listen to it rather than read it.
- ***As a support, they represent a double stimulus for learning:*** Audiobooks offer reinforcement by providing students with two ways to receive information: text and audio. Some students find that reading alone is not enough to fully understand a topic. Interacting with content using multiple senses can improve retention and understanding.
- ***Audiobooks benefit students who struggle with memory:*** Students who struggle with mechanical decoding can compensate by using audiobooks to better retain content. Using audiobooks can improve memory, help keep answers up to date, and improve comprehension. Auditory memory developed through listening can also facilitate decoding and understanding of other mechanical tasks.

- ***They are complementary tools that support students with dyslexia and visual deficiencies:*** Students with dyslexia or low vision experience a steeper learning curve when learning to read, especially in the decoding process. By using an audiobook that matches what they hear word-for-word, students can learn the spelling of words. This auditory support helps them reduce the symptoms of dyslexia and strengthen their self-esteem.
- ***Audiobooks help create a sense of independent learning:*** Audiobooks are learning resources that offer the advantage of being carried on mobile devices and used at any time, just like written content. Although, audiobooks are more practical since multiple books can reside on a single device. Although audiobooks alone may not offer the same level of retention as other media, repeating content through listening improves memory and allows students to access information as many times as they wish outside of the classroom. This gives them the opportunity to take an active role in their learning and to be independent in managing their study pace. (García, 2019)

It is important to mention that, audiobooks expose learners to a wide range of vocabulary, including new words, phrases, idioms, and collocations. By hearing words in context, learners can grasp their meanings and usage more effectively. Furthermore, Sekścińska and Olszańska (2018) state that repeated exposure to vocabulary through audiobooks strengthens the ability to recognize and remember words. With the wide availability of audiobooks online, finding an appropriate audiobook for primary school students is not that complicated. You just need to design exercises and decide whether they will be used before, during or after listening, and on what aspect of language or linguistic skill the teacher wants to focus. In other words, the teacher should select audiobooks with clear narration, age-appropriate content, and interesting stories that can increase students' understanding.

Fajry et al. (2016) state that the educational benefits of audiobooks include easy access, low cost, and a selection of meaningful educational vocabulary for students. Additionally, audiobooks offer listening support along with text confirmation to improve comprehension, it means that students can conveniently listen to audio books anytime and anywhere, allowing them to engage with the material even when they are not physically present in a classroom or have limited access to printed resources. Moreover, audiobooks are effective because listening to a human voice tell a story is a unique experience, we are all predisposed to find enjoyable and emotionally engaging.

4.1.6.3. Application.

Mari (2023) mentions a list of tips for effective implementation of audiobooks, which is described below:

- **Choose an appropriate audiobook:** Not all audiobooks are created equal. When selecting an audiobook for your class, be sure to choose one that is appropriate for the age and ability level of your students.
- **Make sure the audiobook is properly formatted:** Audiobooks come in a variety of formats, so it's important to make sure the one you select is compatible with the devices your students will be using to listen to it.
- **Introduce the audiobook to your students:** Before using an audiobook in your class, take some time to introduce it to your students. Let them know what they can expect from the audiobook and how it will be used in your class.
- **Use the audiobook to support other activities:** Audiobooks can be used to support other activities in your classroom, such as discussions, writing assignments, and projects.
- **Follow up with your students:** After using an audiobook in your class, be sure to follow up with your students. Ask them about their experience and what they thought of the audiobook.

Verner (2015) establishes a process that can be followed to apply audiobooks in the classroom, which I have classified below:

Table 1. *Process of applying audiobooks in the classroom*

Pre-listening	While-listening	Post-listening
<p><i>Give your students a visual:</i> The teacher shows a picture of the book cover. Then ask students to express what the cover makes them think about and what they think will happen in the book.</p> <p><i>Give your students a list of characters:</i> Provide students with a list of characters who will appear in the audiobook, along with a brief description of each and their interpersonal relationships.</p> <p>- Developed sub skill: Listening for predicting.</p>	<p><i>Listen to the audio section:</i></p> <p>Now that your students are ready You can start from the beginning of the book, but keep in mind that your class may not be able to process more than five minutes of lesson at a time, so repeat as needed since your students will most likely benefit from a second or third chance to hear the same passage.</p> <p>- Developed sub skill: Listen and understand essential information, as well as specific details.</p>	<p><i>Allow students to review what they heard:</i></p> <p>Give them a few minutes after the last listening to write a brief summary of what they heard. Here you can use activities such as fill gap, ordering, discussions, etc.</p> <p>- Developed sub skill: Listening for understanding vocabulary.</p>

Note. (Verner, 2015).

4.1.7. The role of the teacher in the use of didactic audiovisual resources

The role of the teacher is crucial in the effective use of instructional audiovisual resources in the classroom. Teachers play multiple roles in ensuring that these resources are used to their full potential and support student learning. Here is a clear concept related to this topic:

Audiovisual media do not replace the work of teachers, but rather these media contribute to education, even if they allow to broaden, complement or deepen the subject matter; allowing to offer different teaching alternatives for students. Teachers should maintain an inquiring attitude that allows them to create activities focused on the teaching-learning of the students, potentiating their cognitive abilities and obtaining a meaningful learning (Conde, 2019). While audiovisual resources are valuable tools that can complement the teacher's work by providing visual examples, stimulating attention and offering different perspectives, it is essential to recognize that the role of the teacher is irreplaceable. The teacher brings a unique human dimension to the educational process and plays an essential role in teaching, guiding and supporting students holistically.

Ramirez and Alvarez (2016) established several aspects in which the teacher's role is essential to improve student learning experiences and outcomes, which are presented below:

- ***Students' tiredness:*** Students' tiredness will negatively affect the way they participate, which means that teachers have to do more things and prepare more material to get their attention and wake them up.
- ***Classroom organization:*** Teachers have to organize the class in an assertive way so that disruptive students could not affect the class and teachers' activities or lessons can be implemented without so much interruption.
- ***Observation class:*** It is necessary for teachers to be good observers of students' actions. Thus, the preparation of activities should be based on the behavior and attitudes of the students.
- ***Optimal planning:*** Teachers need to take into account what the students' real needs are and what they like so that they can teach good classes. It is important to know the learning styles of the students, their way of being, their preferences and what catches their attention, the way of planning lessons would be different and more student-based.

In the teaching and learning process of a foreign language teacher needs to be clear about what he or she wants to teach, how he or she will teach it, when he or she will teach it and what resources he or she will need in the development of the class, for this, Assiddiqhi and

Rosa (2021) mention two general aspects that the teacher must take into account, which are the following:

- **Teacher's Preparation.**

The first thing that needs to be prepared in teaching and learning process is a lesson plan. Lesson plan is the guidance for teachers to go on about their teaching. Lesson plan sets the setting of the classroom teaching ambiance. Secondly, teacher would need to prepare every physical utensil that usually used in the listening classroom such as, the media player. It could range from a simple MP3 player to a personal laptop, a speaker, and the CD or cassette, where the material is stored.

- **Teaching Activities.**

Normally, teaching activities will be divided into three steps. They are pre-teaching activity, while-teaching activity, and post-teaching activity. In the first step, the teacher will give some encouragement and motivation which cheer up the students during the learning process. In addition, the teacher also gives the preview of the last meeting lesson, so students will be engaged in teaching and learning lessons. In the while-teaching activities the teacher will introduce a new lesson, explaining the lesson, and giving the exercises. After completing learning activities, teachers and students will conclude the learning material, the teacher gives feedback to students' activity by reflecting their performance in post-teaching.

4.2. Listening comprehension

4.2.1. *Conceptualization of listening comprehension*

There is a lot of information when talking about what listening comprehension means, but among the most important and suitable concepts are the following:

Thuy (2021) has stated that listening is fundamental to the development of all other skills and is the primary means through which learners interact with their target language and culture authentically. For learners of specific languages, listening is recognized as the most difficult skill to master, he argues that listening comprehension is an invisible mental process, which makes it difficult to describe. Furthermore, Collaguazo (2021) indicates that listeners must be able to distinguish between various sounds, understand vocabulary and grammatical structures, interpret emphasis and intention, and retain and interpret all of this within the immediate context.

Another important aspect is highlighted by Chamorro et. al. (2020) who mentions that listening is defined as the absorption of the meaning of words and sentences in the brain, this skill guides the human being towards the understanding of real facts and ideas. However, it requires a lot of concentration, which is focused on a particular problem or topic; therefore,

listening skills are very important in the acquisition of a language, one could say it is indispensable. Consequently, the ability to listen not only involves receiving, interpreting and understanding messages transmitted through the sense of hearing, but also implies a conscious and active participation in the communication, this can be done by avoiding distractions, showing interest and empathy, asking questions to clarify information and providing feedback when necessary.

Another aspect is mentioned by Westover (2020), who maintains that listening meaningfully goes beyond simply listening to the words, but involves understanding the context in which those words are expressed, understanding what is behind what is said. In addition, it involves paying attention to other verbal and non-verbal cues, such as voice inflection, tone, facial expressions, and body language. It is for this reason that visuals are a powerful aid to the development of listening because humans are known to be multisensory learners and the combination of auditory stimuli with visual stimuli can accommodate a wider range of learning styles maximizing students' information processing and retention potential.

In the words of Collaguazo (2021), listening involves understanding communication from the speaker's perspective, giving meaning to what is heard. The effectiveness of listening lies in a person's ability to understand not only the directly expressed words, but also the underlying feelings, ideas and thoughts. Therefore, listening is understood as an active and dynamic cognitive process, in which what is perceived is interpreted and meaning is assigned to it. Listening is a process that involves the brain and is essential in communication. To complement this definition, Sekścińska and Olszańska (2018) make it known that to achieve comprehension, it is essential to develop the ability to decode auditory input into comprehensible linguistic structures, and to understand and interpret the message by utilizing long-term memory.

Based on all of the above information, it can be stated that effective listening comprehension goes beyond simply listening to the words, as it involves understanding their meaning in depth, the implicit messages and the general message that is being transmitted. This process requires active participation, concentration and the application of various listening strategies, such as prediction, summarization, inference and clarification. Listening comprehension is crucial for effective communication, learning and academic success.

4.2.2. The importance of listening comprehension for the acquisition of English

Listening comprehension plays a crucial role in the acquisition of a foreign language, here is why it is important: From the point of view of Wulandari and Sya'ya (2021) the teacher should teach listening to the students based on the needed purposes. By teaching the students

to listen based on their purposes, the teachers can avoid what they do not want for their children. For instance, the teacher should give the clear instruction in listening exercises, thus the students do not need to think critically about what is outside the instruction. If the teacher does not give the instruction, it can be bad even worse for the students if they are too busy formulating their critical mind, then they may miss what was said by the speaker.

As stated by Castellano (2021) although the mastery of a foreign language implies the development of the four communicative skills: speaking, reading, listening and writing; listening comprehension plays an extremely relevant role in teaching. It is the most important skill, the foundation on which language learning must flourish and which precedes the rest. It means that teachers should pay more attention to the development of this skill in the classroom, since, by focusing on developing listening skills, teachers enable learners to comprehend and extract meaning from spoken language, which then facilitates the development of other skills.

Another important point to keep in mind is that Córdoba et al. (2005) stated that the ability to listen is equally important, if not more, than oral ability, since one without the other is meaningless; Speaking without being heard does not have much value. In this sense, listening is a fundamental social component for most people, except perhaps for people who do not have the sense of hearing.

As stated by Vetricia (2022) the simplest and most common problems in communicating are due to a lack of listening skills. Listening skills should accompany questioning skills. Because no matter how good communication is with someone without being accompanied by the ability to listen, then communication is not effective. To achieve this requires active listening, which involves paying full and conscious attention to what is being said. In short, by focusing on active listening and providing frequent opportunities to practice it, students can significantly improve their ability to understand and communicate assertively, thus making English language acquisition easier. Listening is a key skill for learning and mastering English, so regular practice is crucial for developing solid listening comprehension in English.

4.2.3. Sub-skills of listening comprehension

Listening comprehension consists of several subskills that collectively contribute to the comprehension of spoken language, it is important to note that these subskills are interconnected and mutually supportive. This means that by developing each of these sub-skills, students improve their overall listening comprehension skills in English. These sub-skills will be detailed below.

4.2.3.1. Listening for gist.

Siegel (2018) states that general listening involves understanding the general topic without focusing on specific details or discrete information. This form of listening is one of several types and aims to answer main questions about the topic, main idea and central purpose of a listening text. The author also clarifies that since listening for gist does not require listeners to pick up specific details or answer questions about them, this process does not involve focused or intense attention. In short, listening to the gist involves getting an overview of a spoken text without dwelling on specific details.

One way of to get the gist of a text, the listener is required first to process the text at the level of idea units and then to combine those summaries to construct the overall gist. When considering the notion of idea units, it is important to acknowledge that understanding a single idea unit, an individual piece of information, or a discrete fact from a text may contribute to getting the overall gist but does not by itself achieve this purpose or constitute such achievement. (Siegel, 2018). Generally speaking, listening for gist makes it easier to gain a basic understanding of a conversation or speech before tackling more specific or detailed listening tasks.

Improving students' listening comprehension skills requires a combination of targeted activities, strategies and consistent practice. Campos (2022) made the following list of questions and activities that can be incorporate in the practice of listening for gist into the classroom, which are listed below:

Listening for gist (Questions):

- What is the title of the passage?
- What topic is being discussed?
- What is the speaker's opinion on the topic?
- Look at the photos, what is the speaker talking about?
- What is the central idea of the passage?
- What is the purpose of this passage?

Listening for gist (Activities):

- Present learners with some images related to the topic and ask them to share their thoughts and ideas about the images.
- Use some words and expressions from the listening passage and ask students to try to identify what the listening is about.

4.2.3.2. Listening for specific information.

The article entitled *Listening for specific information* express the following:

When listening to specific information, which is generally objective in nature such as names, places, professions, objects, numbers or quantities, it is required to have a clear idea of what is being heard before and during listening. During the listening process, it is crucial to recognize when you are about to receive specific information and pay special attention at that moment. In short, listening to specific information involves selectively paying attention to relevant details within the listening context. The main goal is to gather specific data that satisfies a particular question or objective.

Some practical ways to incorporate listening for specific information in the educational environment are proposed by Baylis (2023), who states that there are effective activities to train learners to hear everything and to identify specific information:

- **Gap-fill activity:** A gap-fill activity is an exercise or task where learners are presented with a text or a passage that contains missing words or gaps. The learners' task is to fill in the missing words or complete the gaps with the appropriate words or phrases.
- **Dictations:** The teacher reads a sentence and the students write the first and last words. Then, they listen again and count how many words they hear, writing down the number they think they heard. The teacher then tells them the correct number. Finally, they listen one last time and write down the key words they hear to reconstruct the sentence.
- **Identical sentences:** Students should identify the sentence they are hearing, which could be "Could you open the window, please?" or "You couldn't open the window, right?" It helps learners recognize different ways of expressing the same idea and reinforces their comprehension of how language can vary while conveying similar information.
- **Music:** Students are given the verbs of a song on pieces of paper. They listen to the song and put the verbs in order as they listen to them. The teacher then provides them with the lyrics of the song so they can compare their answers.

To sum up, by developing the ability to listen for specific information, students acquire the ability to identify and retain relevant data efficiently, thus improving their overall comprehension of the information they are processing and their English language acquisition skills will increase unconsciously for the better.

4.2.3.3. Listening for predicting.

Listening for predicting enhances students' engagement and active involvement in the listening process. It promotes critical thinking, anticipation, and the ability to extract meaning from the spoken language.

Jiang (2009) points out that listening to foresee or anticipate is a fundamental tactic that uses prior knowledge to understand a spoken text. The student forms a hypothesis about the type, purpose, or scope of the text, providing a framework for interacting with the spoken text and confirming their understanding. All in all, listening for predicting refers to the ability to anticipate or make assumptions about what is going to be heard before it happens; it involves using available clues and context to hypothesize about the content, main ideas, or events that will be presented in the audio. By practicing listening predicting, students improve their ability to process and anticipate information, which allows them to be more prepared and receptive during actual listening so that they will develop a stronger understanding of language in general.

Dhillon and Hutaaruk (2016) stated that the prediction technique can help students maintain concentration and gives them a better chance of overall understanding. There are five advantages that students got by applying prediction strategy, they are:

- Activates their prior knowledge about the topic and familiarizes them.
- Introducing new words and phrases from the text gives them adequate preparation, which makes the next part seem easier.
- It makes it easier to answer questions as they can listen effectively and actually anticipate what they are going to hear.
- It keeps the mind busy and active, significantly reducing the likelihood of feeling sleepy during listening class.
- It really relieves nervous tension, making listening more efficient. Through prediction, students will discover that listening class is not boring. By making and verifying your predictions, you will experience small achievements that will make you feel satisfied and happy. Most importantly, listening becomes easier and the following exercises become more naturally accessible. (Dhillon & Hutaaruk, 2016 cited in Jiang, 2009)

4.2.4. Stages in the process of teaching listening comprehension

From the point of view of Nuñez (2021) the listening process becomes an active process when the person selects and interprets the information they receive, relating it to prior knowledge. Listening, then, involves a combination of active and passive processes, where the listeners' job is to understand the ideas expressed by the sender of the information and respond to the speaker appropriately. In addition, the stages in the listening process are of great importance, as they provide structure and guidance for students to develop their listening comprehension skills effectively. Each stage is described below.

4.2.4.1. Pre-listening.

Castillo (2022) states that in this phase the teacher has to plan various activities that enable students to activate their prior knowledge, increase their motivation, improve their listening comprehension skills and predict the content of the audio-visual materials to be applied during the English language teaching-learning process.

In this step, it is important to prepare students for what they are going to hear. In this case, the teacher has to offer enough context so that students can relate what they are going to hear with what they already know and with real-life situations, which will help motivate them.

4.2.4.2. While-listening.

In this phase, it is crucial to support students in developing the ability to extract meaning from speech and understand the speaker's message. It is also important that you check and revise your predictions. Providing multiple opportunities to listen to information can decrease students' anxiety and improve their understanding. It is important that learners have clear instructions on the task to be performed before listening to the text. The goal of this phase is to help learners become more effective listeners, usually through awareness of listening subskills and strategies.

4.2.4.3. Post-listening.

In this phase, extensions and developments of the listening task are carried out. A discussion can be promoted about the difficulties encountered, such as unknown vocabulary, fluency, nuances, accents, etc. This provides students with opportunities to respond to the audio, either orally or in writing. (Collaguazo, 2021 cited in Martínez et al., 2020)

In each stage you can perform different activities that help students to have an effective learning, some of them are described below:

- ***Pre-listening activities:*** Content prediction through images, brainstorming ideas, pre-teaching vocabulary (Bruzzano, 2020).
- ***While-listening activities:*** Multiple choice answers, predict what is next, answer questions, dictation of short passages, listen for gist and for specific information (Smith, 2020). Other activities can be the following: Listen for gist and listen for specific information (Campos, 2023).
- ***Post-listening activities:*** Check and summarizing, gap fill exercises, sequencing and ordering, interview or discussions (Houston, 2016).

4.2.5. *Mainly factors which impede effective listening comprehension in students*

There are various elements that can hinder the development of listening skills. It is important for teachers to be aware of these factors and work on overcoming them by

implementing activities and pedagogical approaches that address these difficulties. Providing regular practice, exposure to different audio materials, listening strategies, and activities that encourage comprehension in different contexts can help students overcome these barriers and improve their listening skills. As determine Ramirez and Alvarez (2016) there are several aspects that can make it difficult to improve your listening skills:

The receiver: The receiver can discard topics that do not interest him. An active listener in a conversation has more prior knowledge to understand the topic than one who only passively listens to a conversation.

The speaker: The speaker's use of informal language and abbreviations can affect comprehension. The speaker's speaking pace and frequent pauses can make it difficult for the listener to follow.

The content of the message: The message is easier to understand when it deals with familiar topics and is associated with reality instead of using unknown vocabulary or topics about which the listener does not have sufficient prior knowledge, topics with which he is not related.

Visual support: The use of visual aids, such as images, videos, diagrams, gestures, facial expressions, and body language, can improve listener comprehension (p. 16 cited in Lynch, 2010, p.76).

Vetricia (2022) points out that the lack of these four elements can have a significant impact on students' listening comprehension, since it is necessary that they not only receive information, but that it be presented through visual and auditory supports to facilitate their understanding. understanding of the message. Additionally, in listening, students usually find many problems when they're trying to understand the delivered message. It's because several things including the lack of listening habit in their time especially in class. Then, by cultivating listening practice and addressing the particular challenges that students face, it is possible to improve their listening comprehension skills in the school environment.

4.2.5.1. Misinterpretation of the message.

Misunderstanding what is being said or communicated is a direct indication of poor listening skills. Bagaya (2022) argues the following regarding the misinterpretation of the message:

The main obstacles to listening are internal and external distractions. Internally, people are often thinking about their thoughts or plans and do not pay attention to what the other person is saying. Externally, many distractions cause us not to focus on what others are saying. Furthermore, when our mind is wandering, we quickly lose interest in what the other person is

saying and as a result we miss key points, misunderstand the speaker's message and end up misinterpreting it. This means that by missing key points or not paying attention to the nuances of the message, we may draw incorrect conclusions or misrepresent the speaker's intent.

Another aspect that contributes to the misinterpretation of the message is deficient vocabulary, Halik and Jayasundara (2021) remark that in learning any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without sufficient word power. In short, misinterpretation refers to the incorrect or misunderstanding of a message due to a variety of factors, such as language barriers, lack of attention, subjective interpretations, or cultural differences.

Recognizing the possibility of misinterpretation and taking steps to promote clear and accurate communication can help avoid misunderstandings and improve communication effectiveness.

4.2.5.2. Lack of concentration to retain the message.

Viehmann (2020) states that lack of concentration is a general cause of ineffectiveness in listening comprehension. It points out that low concentration or lack of attention towards those who are speaking can harm effective listening, and can be the result of various psychological or physical situations, such as visual or auditory distractions, physical discomfort, inadequate volume, lack of interest in the topic, stress or personal prejudices. In any case, when a listener does not pay attention to the speaker's dialogue, effective communication is greatly affected. So, when students struggle to maintain focus, their ability to understand and retain information from spoken sources is complicated.

In words of Unlu (2017) there are some tips to support students who have difficulties with concentration and focus which are detailed below:

- Taking frequent short breaks during the lesson can help make the tasks more manageable.
- Breaking down tasks into smaller more manageable chunks – dividing up questions/tasks between pairs/groups and then asking learners to share their answers with each other encourages collaboration and peer support.
- Include visual, auditory and kinesthetic activities.
- Vary the interaction patterns by giving students opportunities to work together in pairs, groups and individually.
- Always have an extra activity up your sleeve which you can give to students who finish their work faster than the rest of the group.

4.2.5.3. Motivational factor.

Núñez (2021) states the following: Motivation plays a crucial role in learning English as a foreign language. The material used in teaching this language must be highly motivating and encouraging to involve the student in the subject from their enjoyment. If the student does not find the material interesting, he or she is likely to abandon it, which can delay the development of her language skills. In addition, to foster motivation in improving listening skills, teachers can provide interesting and relevant listening materials, create interactive and varied activities, offer positive feedback, and recognize students' progress.

According to Sánchez and Parrales (2019) current education requires motivational changes that generate significant learning in students through the use of audiovisual and technological resources that will help the teacher to play a role closer to that of collaborator and guide in educational tasks, they state that all this will imply progress in the benefit of the learning process, carried out within an environment of effective human interaction between teachers and students. It means that, motivation plays a critical role in learning English. Through motivation, students experience greater engagement, attention, persistence, information retention, and satisfaction in their learning process.

Indeed, the audiovisual resources present in the teaching-learning process, as didactic support, are important since they motivate the student and the teacher to carry out a dynamic and participative process, generating enthusiasm and fun at the moment of learning. The application of audiovisual didactic resources in education would promote a greater interest and motivation in students and facilitate the teacher to achieve a high degree of efficiency, optimizing the quality of linguistic skills.

4.2.6. *Assessment for listening comprehension*

Listening assessment plays an essential role in the English language teaching and learning process because it provides information about students' progress, offers them feedback and guidance, and gives them a clear idea about students' specific listening needs and difficulties. This allows them to adjust their teaching strategies, select appropriate materials and design activities that address problem areas. Thus, by integrating appropriate listening assessment, the development of this important language skill is strengthened and enhanced. Some effective and practical ways to assess listening comprehension in the classroom are as follows:

- ***Multiple choice questions.***

This method involves providing students with a set of options and asking them to choose the correct answer based on what they have heard. Multiple choice questions can be used to test

various aspects of listening comprehension, such as understanding main ideas, specific details, or inferencing.

- ***Short answer questions.***

Students are required to provide brief responses to questions or prompts related to the listening material. Short answer questions assess comprehension by testing students' ability to recall information, make connections, and demonstrate understanding of the content.

- ***Summaries.***

This method involves asking students to summarize the main points or key details of what they have listened to. It assesses their ability to identify and synthesize important information from the listening material, as well as their skill in paraphrasing and using their own words to convey the message effectively. (Philip, 2017)

Additionally, Ramadan (2020) discusses some tasks for assessing students' listening comprehension, which are as follows:

Number the words out of order as the students hear them.

- Don't be restricted to nouns only, include adjectives as well.
- Use content words rather than form words (no prepositions, conjunctions or articles).
- You might include one or two words that do not spell as they sound.
- The task should include six words taped and nine words on the paper (three extra words as incorrect options).
- Don't choose words too close in sound (tree/three), as they are difficult to distinguish.

Listen and number the pictures as you hear them.

- Choose clear pictures or familiar actions (eating, playing, working).
- There should be six pictures and four prompts.
- The spoken text should be descriptive based on interesting and familiar situations.
- Pictures should be clear and large enough to understand what they are.
- Avoid repeated actions (playing football, playing tennis)

Listen and match the answers to the questions.

- The task should include nine sentences and six questions to be answered (3 sentences as incorrect options).
- Questions and answers should not be in the same order.
- Leave sufficient time between the questions for students to write their answers.

Listen to the text and mark (✓) or (×) in the boxes in a table to record the answers.

- The table should be simple, clear and easy to look at and understand.

- The columns and rows in the table should be ordered to the sequence of information in the listening text.

4.3. Previous studies

Many studies highlight the importance of audiovisual resources or strategies in developing a meaningful English classroom. This allows the use of these resources to be treated more seriously in the classroom in order to achieve the desired learning objectives. Some studies that support the above are presented below.

The research “Audiovisual didactic resources to boost A1 students ‘discriminative listening skills” conducted by Wilmer Patricio Collaguazo Vega in 2021 involved 40 students legally enrolled in A1, it research was conducted with the objective to evaluate how audiovisual didactic resources enhance the discriminative listening skills of A1 students at the Language Center of the Universidad Técnica de Cotopaxi in order to identify the level of development of the discriminative listening skills before and after the pedagogical intervention, in this research was applied the qualitative-quantitative approach and a survey was used as a research technique, which included 10 multiple-choice and closed questions, in order to determine the audiovisual teaching resources used to improve the discriminative listening capacity of A1 level students. A standardized pre-test and post-test were used as instruments to evaluate the students' listening ability before and after the implementation of the audiovisual resources. The results of the research indicated that pedagogical intervention through these resources improves the students' discriminative listening ability. It is recommended that teachers regularly integrate these resources into their lesson plans so that students can practice their listening skills daily.

Alonso Perez Rosa and Sanchez Requena Alicia (2018) conducted the research entitled “Teaching foreign languages through audiovisual translation resources: Teachers’ perspectives”. In this study, 56 teachers from 15 countries from different levels and institutions participated, the researchers set as their main objective to analyze the impact of teaching resources from the perspective of teachers and explored their opinions on the future use of audiovisual technology in foreign language teaching. The instrument used to collect information was a questionnaire, from which the following results were obtained; in general, 55% of the teachers explicitly mentioned that AVT could be integrated smoothly into the curriculum, while 10% believe it would be a bit complicated due to the inflexibility of the current educational programs; Therefore, they suggest short courses or occasional classroom activities because audiovisual technology seems to be a good complement to other methods in the classroom, since it improves several skills simultaneously, researchers have suggested that

the more often this type of activity is used in class, the more familiar both the teacher and the students will be with this dynamic and, therefore, the more effective it will be.

Another research work entitled “The influence of audiovisual materials on listening comprehension skills in learning Japanese as a foreign language” by Kei Yamaguchi (2020) included 13 participants, five students at an intermediate level and eight at an elementary level. This study aimed to examine students' perspectives on how the audiovisual materials they choose to watch can enhance their Japanese language learning through vocabulary acquisition and improved pronunciation and understanding of cultural aspects in order to find out whether extensive listening with the help of audiovisual materials positively influences listening comprehension. The study was structured in two parts: a listening comprehension test and a questionnaire. Initially, participants completed the listening comprehension test and subsequently answered the questionnaire. The findings show that extensive listening practice has a notable effect on improving listening comprehension ability in the process of acquiring a second language. The most significant conclusion of this study is that learners use these materials spontaneously, observe what they can learn from the audiovisual materials they watch for pleasure and learn from it. The researcher recommends that teachers should select appropriate resources for the class to prevent students from choosing materials that are above their proficiency level and to avoid such things as violent movies and inappropriate content.

Sandra Viviana Angarita Perez (2017) conducted a research work entitled “Audiovisual resources to enhance listening comprehension of EFL third graders” where she had the participation of third grade EFL students of the San José de Castilla school. The main objective of this study was to evaluate the degree of improvement in students' listening comprehension skills through the use of audiovisual resources in conjunction with communicative activities. The type of research carried out was Action Research. This work took into account the following stages: observation, design, implementation and evaluation. At the end of the research process, it was concluded that providing audio-visual aids for second language teaching was useful and influential in improving the listening comprehension of third graders, also it could be noted that by providing vocabulary and a base of tasks to practice it, students would have a valuable opportunity to understand songs, videos and instructions. Likewise, the teacher must have the ability to innovate in their teaching and research methods, which allows them to generate changes and create new practices in the educational field. Listening comprehension can be improved through the use of audiovisual resources, which requires the creation of more activities and the implementation of communicative situations that consider the specific context of the students in order to involve them naturally in this process.

Idhar Fisabilhaq (2021) in his research work “Improving students’ listening comprehension in procedure text through YouTube” had the participation of a total of 28 ninth grade students of SMP Negeri 2 Bumiratu Nuban. The main objective was to examine students’ listening comprehension of procedural texts, it means texts with instructions after the introduction of YouTube as a teaching resource. The instruments used in this quantitative research were listening test (pre-test and post-test) and questionnaire. At the end of this research, it is concluded that YouTube is considered an interesting and attractive medium for students in learning listening comprehension. Idhar Fisabilhaq recommends English teachers use YouTube as an alternative to improve students’ listening comprehension, especially in procedural texts. Furthermore, it suggests that researchers look for a more effective and less problematic approach to teaching listening skills.

Mei Hardiah (2020) developed a research work entitled “Improving students listening skill by using audio visual media”. The research involved English language students from the Bengkulu University Diploma Program who were enrolled in the Lecture Listening course. The study was divided into two progressive cycles: planning, observation, action and reflection. In addition, collaborative learning methods were also applied. The researcher concluded that the use of audiovisual resources can improve performance in listening courses, since these media can also increase the attention and concentration of students in these courses.

In summary, this research review aimed to highlight some points of view from different authors on the impact and benefits of audiovisual resources in improving students’ listening comprehension in the educational context. In the same context, some researchers highlighted that both music videos and audiobooks help students develop sub-skills such as listening for predicting, listening for gist and listening for specific information.

5. Methodology

In this section, the methodology explains how the researcher intends to carry out this research. The segments are developed considering settings and participants, procedure, methods research design and data analysis.

5.1. Setting and participants

The implementation of this research project was carried out at a public institution in Loja-Ecuador. The geographic coordinates are approximately with a Latitude $-4,00336^{\circ}$ or $4^{\circ} 0' 12''$ south, Longitude $-79,20197^{\circ}$ or $79^{\circ} 12' 7''$ west. The city has a population of about 485.421 citizens. Consequently, a group of 34 tenth- grade students of superior basic education whose ages range between 14 and 15 years old were chosen as the population of this research project. It should be noted that this sample was chosen for convenience. The target group has an A2.1 level of proficiency in the English language. This research process also counted with the active participation of the researcher, who in this case was the preservice teacher.

5.2. Procedure

5.2.1. Method

The modality of this research was based on a mixed methodological approach since there is no dichotomy between the quantitative and the qualitative aspects of the investigation and the aim was to provide a possible solution to the problem found on the development of listening comprehension in the educational institution.

As expressed by Azorin (2016) mixed method approach is the combination and integration of qualitative and quantitative methods in a single study. The overall purpose and central premise of mixed methods studies is that blending quantitative and qualitative approaches provides a more complete understanding of research problems and complex phenomena than using only one approach, as each brings unique perspectives and strengths and, by integrating them, more robust and contextualized results can be obtained. Other important purposes, justifications, and advantages of mixed methods research are as follows: complementarity; elaboration or clarification of the results from one method with the findings from the other method, development; when the researcher uses the results from one method to help develop the use of the other method, and expansion; Attempt to broaden the breadth and depth of the inquiry by using different methods to address different aspects of the inquiry.

In words of Dawadi et. al. (2021) the quantitative approach allows the researcher to gather data from a large number of participants, which increases the generalizability of the results to a broader population. The qualitative approach, on the other hand, provides a deeper and more complete understanding of the topic under investigation, enhancing the voices of its

participants. In short, while quantitative data provide breadth to the study, qualitative data provide depth. Thus, phenomena that cannot be fully understood through the exclusive use of qualitative or quantitative methods can use a mixed methodological approach.

This research was quantitative on the one hand, since through the application of research techniques such as testing the pre-test and post-test instruments were created, and the data were quantified in order to obtain results. That is to say, a statistical analysis was performed to measure the effectiveness of the use of audiovisual resources such as music videos and audiobooks as didactic tools to improve listening comprehension in students. On the other hand, it is said to be qualitative since through the application of research techniques such as the survey an instrument called questionnaire was developed to describe the student's perceptions about the use of audiovisual didactic resources such as music videos and audiobooks to improve listening comprehension in students.

This research also followed the action research model, which, according to Luong and Thanh (2015) is conducted by one or more individuals or groups for the purpose of solving a problem. Those involved in action research generally want to solve some kind of day to day immediate problem. Additionally, the action research model is an approach that focuses on collaboratively investigating and addressing real-world problems or issues within a specific context, it involves a systematic and cyclical process of inquiry, intervention, and reflection to generate practical knowledge and promote positive change.

In words of Desi (2016) action research is the term which describes the integration of action; implementing a plan, with research; developing an understanding of the effectiveness of this implementation. Put simple, action research is “learning by doing”. The action research model included the implementation of an intervention proposal as a key component of the process. To this end, once the intervention proposal has been developed, it was implemented in the actual context in which the research was conducted. Researcher and stakeholders collaborated to implement the proposed actions, monitor their implementation and collect data on the results, all in order to facilitate a solution to the problem highlighted in this project because the implementation of the proposal made it possible to evaluate its effectiveness and make adjustments to achieve the desired change.

5.2.2. Research Design

Action Research typically involves a cycle or spiral of five project stages (Susman & Evered, 1978). These stages entail: (1) diagnosing, involving identification and defining the scope of the problem; (2) action planning, which requires consideration of alternative actions for addressing the problem; (3) action taking, which involves implementing an improvement

plan (4) evaluating, which requires study of the consequences of the actions; and (5) specifying learning, which is used to identify findings and suggest improvements for further iterations of the cycle. The process carried out in this project was guided by these five steps that helped to achieve the objectives set out. The following is a detailed description of how the process was developed during the intervention proposal.

5.2.2.1. *Diagnosis*

The initial step of this intervention proposal consisted of conducting a comprehensive diagnosis to identify the specific challenges faced by students in terms of listening comprehension. This diagnostic phase involved observations and interactions with the target group of superior basic education students at an Educational Institution in Loja, all this was done during the internship. The objective was to obtain a comprehensive understanding of the students' current listening comprehension skills, identifying areas of weakness and potential barriers to effective comprehension. The researcher identified a preeminent problem related to the lack of listening comprehension development among superior basic education students, in particular, students encountered difficulties with three important aspects of listening; listening for predicting, listening for gist and listening for specific information. Consequently, the lack of listening comprehension among superior basic education students was the problem identified in a public institution during the 2023-2024 academic period.

5.2.2.2. *Action planning*

Once the problem areas have been identified, the next step was to develop an action plan that addresses the specific needs of the students so that they can acquire meaningful learning. This plan established alternatives where the integration of audiovisual resources, such as music videos and carefully selected audiobooks, into classroom instruction could be included. The goal was to take advantage of the engaging and immersive nature of audiovisual materials to enhance students' listening comprehension skills. Moreover, in this stage, a wide range of information and possible solutions were investigated to provide an adequate response to the detected problem.

5.2.2.3. *Execution of actions*

Once the action plan was established, the execution phase began. The preservice teacher, who in this case was also the researcher, implemented the selected actions based on the established script. To do so, she incorporated audiovisual resources such as music videos and audiobooks to the usual classroom activities and designed interactive listening exercises that encouraged active participation using these materials. The preservice teacher taught the classes, facilitated learning and provided guidance to ensure optimal exposure and understanding of the

audiovisual content by the students. It should be noted that research instruments such as pre- and post-test, questionnaire and field notes were designed in order to execute the action plan to collect quantitative and qualitative data regarding the implementation of the aforementioned audiovisual resources to improve students' listening comprehension. It is important to note that each week a different type of audiovisual resource was used. The pre-test was applied in the first week. Then, the researcher carried out the treatment in the following meetings, here the researcher introduced about listening comprehension by using audiovisual resources such as music videos and audiobooks. After that, the research instruments such as post-test and questionnaire were administered in the last week. In addition, the implementation of the action plan was monitored periodically through field notes, which were filled out after the classes by the researcher, who assumed the role of participant observer. The application of the intervention plan was developed in 8 weeks during the 2023-2024 school year. This the implementation of audiovisual resources with the target students was monitored, reviewed and assessed by using data collection techniques such as testing (pre- and post-test), observation (field notes) and survey (questionnaire).

5.2.2.4. Evaluation

Throughout the intervention period, ongoing assessments and evaluations were conducted to gauge the impact of the implemented actions on students' listening skills. Assessments were used to measure student progress in listening comprehension. The evaluation process provided valuable data to assess the effectiveness of the intervention, identify areas for improvement, and make necessary adjustments that optimized the results. After implementing the intervention plan, quantitative and qualitative data obtained from the research instruments were analyzed and interpreted.

5.2.2.5. Specific learning

At the end of the intervention, a specific learning phase took place, in which the researcher reflected on the experience, analyzed the data and identified the key knowledge acquired throughout the process. This reflection consisted of examining the specific learning acquired about the listening comprehension problem and how the integration of audiovisual resources contributed to address and improve it. In short, in this stage, the researcher reflected on the findings obtained and the limitations encountered during the implementation of the intervention plan. The results indicated what impact the use of audiovisual resources has on the improvement of students' listening comprehension. In addition, conclusions were obtained that helped to address the research questions, and the recommendations were obtained through the constraints that were encountered in the process. These findings will contribute to future studies

that will help teachers to improve their effectiveness in their teaching practice. By following this intervention proposal, the project aimed to effectively improve students' listening comprehension skills through the strategic use of audiovisual resources.

5.2.3. Data Collection Sources and Techniques

Data collection was an essential step in research and decision-making processes, as Creswell (2012) points out evidence helps provide answers to your research questions and hypotheses. To get these answers, data collection was undertaken. The collection process involved systematically gathering, recording and documenting data from a variety of sources through the use of appropriate methods and techniques. Once data were collected, they could be analyzed, interpreted and used to answer research questions, support results and generate insights or conclusions. In order to collect the necessary information to carry out this research, the following methods and techniques were used:

For the evaluation and verification of the changes occurred at the beginning and at the end of a study, the testing technique was used, this technique included the pre-test ([see Annex 1](#)) and post-test ([see Annex 2](#)) which included ten questions with selection items such as gap-filling, matching, sequencing and ordering, multiple choice and others related to the listening comprehension aspects: listening for predicting, listening for gist and listening for specific information, to grade these questions the researcher created a scoring guide for each one ([see Annex 4](#)). In addition, it is important to note that these research instruments based on criterion-referenced tests were scored according to the grading scale established by the Ecuadorian Ministry of Education ([see Annex 6](#)). It should be emphasized that an informed consent letter was provided in order to communicate to parents about the planned research and to obtain their free and informed consent to allow their children to participate in the research ([see Annex 7](#)). In this research, pre-test and post-test were applied before and after the application of audiovisual resources, in order to know if there is a relevant difference in the auditory skills of students after the application of didactic audiovisual resources such as music videos and audiobooks in the development of the class.

Pre-test: Pre-test was conducted before treatment process to know the students' ability of listening. The researcher conducted a test containing several questions that indicate the ability of students' listening comprehension.

Post-test: The post-test was conducted after applying all treatments in the experimental class. The post-test was applied to determine the final score and to know the difference of the students' score before receiving the treatment and after receiving the treatment. The aim of this test was to measure the students' listening comprehension skills after being treated with the use

of audio-visual resources (music videos and audiobooks). This test had the same structure as the pretest, with ten questions that evaluated three aspects of listening comprehension: listening to predict, listening to get the gist, and listening to obtain specific information, only the content of the questions varied.

Likewise, the observation technique was put into practice in order to know and see how students react to the use of audiovisual resources such as music videos and audiobooks during their learning process within the listening comprehension skills. With this technique, the researcher was able to directly witness the interactions and behaviors of the students during the class. Field notes were used for this purpose, where notes were taken of observations, including important details and concrete examples because the more descriptive the notes were, the richer the information that could be extracted later. Here the researcher operated as a participant observer implementing the intervention plan and collecting data ([see Annex 5](#)).

Through the use of survey technique another instrument was developed; the questionnaire, this instrument was carried out in order to describe the students' perceptions about the use of audiovisual didactic resources such as music videos and audiobooks to improve listening comprehension among superior basic education students. The questionnaire was designed with nine structured statements based on a Likert rating scale in order to be applied to the students ([see Annex 3](#)). The use of the Likert scale of agreement allowed the researchers to provide an ample range of options for the students to manifest their own opinions on the treatment given to listening comprehension in English classes in order to analyze and obtain the most accurate data.

5.3. Data Analysis

For data analysis, descriptive statistics were used to process and analyze the results obtained from the data collection instruments (pre-test, post-test, questionnaire and field notes). A descriptive analysis was used to interpret the results of the pre-test and post-test and the questionnaire, as well as a thematic analysis to interpret the information collected through the field notes which were used to record detailed observations of the entire process to capture relevant aspects related to the implementation of the audiovisual resources, classroom interactions, and any other events or circumstances that could influence the results and students' perceptions. Descriptive statistics were used to describe, summarize and analyze a set of data in a meaningful way.

In addition, to the correct tabulation of data, tables and figures were used due to the fact that these helped to visualize and summarize the results in a clearer and more understandable way, some types of graphs that could be used are: bar chart which can be used to compare pre-

test and post-test scores, or to show the improvement obtained by each student. And, line graph which can be used to show the progression of scores over time. In short, the data were represented in tables and figures using the EXCEL program. Likewise, the data were interpreted using frequency tables and measures of central tendency to accurately and precisely reflect the results obtained. It is hoped that this data analysis will provide valuable information on the effectiveness of audiovisual resources in improving students' listening comprehension. All the activities related to data collection and analysis were carried out in compliance with established ethical protocols and research standards, ensuring the validity and reliability of the results obtained.

6. Results

This section shows the results obtained from the data collection instruments (pre-test, post-test, questionnaire and field notes). A descriptive analysis was used to interpret the results of the pre-test and post-test and the questionnaire, as well as a thematic analysis to interpret the information collected through the field notes. It should be noted that these results are represented with tables and figures that facilitate and clarify their understanding, as well as the results of these instruments contain their respective analysis and interpretation.

6.1. Pre-Test and Post- Test Results

Objective 1: To improve listening comprehension through didactic audiovisual resources such as music videos and audiobooks among superior basic education students at a public institution in Loja.

Sub-question 1: How does the incorporation of music videos and audiobooks as didactic resources contribute to the improvement of listening comprehension among superior basic education students at a public institution in Loja?

Table 2.

Pre-test results of tenth-grade students' listening comprehension.

Student's code	Listening for predicting 2/2	Listening for gist 4/4	Listening for specific information 4/4	Score 10
UEPJA01	1	2,5	2,25	5,75
UEPJA02	1	1,5	3,25	5,75
UEPJA03	0,5	3,5	2,5	6,5
UEPJA04	0,5	2,5	1,75	4,75
UEPJA05	0,5	3,5	2,75	6,75
UEPJA06	1	1,5	2,75	5,25
UEPJA07	1	2	2,25	5,25
UEPJA08	0	2,75	1,75	4,5
UEPJA09	2	3,5	2,5	8
UEPJA10	2	3	1,5	6,5
UEPJA11	1	1,5	2,25	4,75
UEPJA12	0	3,75	2,75	6,5
UEPJA13	0,5	3	1,25	4,75
UEPJA14	0,5	1,75	2,5	4,75
UEPJA15	1,5	1,25	2,5	5,25
UEPJA16	0	2	1,5	3,5
UEPJA17	2	2	3	7
UEPJA18	0	3,5	2,5	6
UEPJA19	2	2,25	2,5	6,75
UEPJA20	1,5	1,75	2,25	5,5
UEPJA21	1	1,25	2	4,25

UEPJA22	1	2,25	2,5	5,75
UEPJA23	0	2,75	3,25	6
UEPJA24	0	1,5	1,25	2,75
UEPJA25	1	1,25	1,5	3,75
UEPJA26	1,5	3,5	2,25	7,25
UEPJA27	1	1,5	2,75	5,25
UEPJA28	2	3	3,5	8,5
UEPJA29	1,5	3,5	2,25	7,25
UEPJA30	0,5	1,5	3,25	5,25
UEPJA31	0,5	3,5	2	6
UEPJA32	1	1,75	2,25	5
UEPJA33	1	2	2,25	5,25
UEPJA34	1,5	4	3	8,5
AVERAGE	0,94	2,45	2,36	5,72

UEPJA= Unidad Educativa Pío Jaramillo Alvarado, 01= Students' code.

Table 2 provides the results obtained from the pre-test which was applied to the tenth-grade superior basic education students before the intervention plan to measure the target group's listening comprehension. Overall, it is of great significance that out of 34 students only 6 were able to achieve the average score (7/10) compared to the National Grading Scale. Therefore, it was shown that the students did not achieve the necessary listening comprehension skill, as they obtained an average of 5.72/10 which indicates that on average the students answered less than half of the questions correctly. This demonstrates a lack of understanding and ability to process auditory information effectively.

Concerning to the prediction sub-skill of listening comprehension the participants had a 0.94/2.00 mean score, indicating that the students had difficulties in anticipating information according to what they previously heard, it shows a low comprehension of the listening material. This sub-skill is of great importance because by actively anticipating what comes next, learners are better prepared to understand and retain the oral information presented to them so that they can be better prepared to understand and respond to a wide range of auditory information.

Regarding the listening for gist sub-skill, here the students obtained a mean of 2.45/4.00 which indicates that they had a little difficulty in understanding the main idea of the information they were listening to. Even with the help of images highlighting the main topic, the students were confused and chose the wrong options because their listening comprehension was low and only picked up certain words that did not allow them to generate a clear context of the auditory content. It was also noted that students did not take notes during the listening activity which would have helped them remember key points.

Subsequently, in the listening for specific information sub-skill a mean of 2.36/4.00 was obtained, the students' identification of specific details was not as effective as expected. The students were not able to complete the activities that required them to fill in the blanks with the words they heard, as it was noted that their attention was very poor and this is a negative factor that directly affects comprehension, nor were they able to identify the names of the people mentioned and their respective roles within the auditory content. Even so, it is clear that this skill requires concentration and focus, so it is necessary to capture the student's interest in one or another way.

Finally, these results were troubling because listening comprehension is a fundamental skill for learning and overall English development. Therefore, this made it necessary to implement an intervention plan that focuses on improving the listening comprehension of these students through the use of audiovisual resources such as music videos and audiobooks.

Table 3.

Post-test results of tenth-grade students' listening comprehension.

Student's code	Listening for predicting 2/2	Listening for gist 4/4	Listening for specific information 4/4	Score 10
UEPJA01	2	3,75	3	8,75
UEPJA02	2	3	2,5	7,5
UEPJA03	2	4	3,5	9,5
UEPJA04	2	3	2,5	7,5
UEPJA05	2	4	3,5	9,5
UEPJA06	2	2,5	2,75	7,25
UEPJA07	2	3	3,5	8,5
UEPJA08	2	3	3	8
UEPJA09	2	3,5	3,5	9
UEPJA10	2	4	3	9
UEPJA11	2	4	3	9
UEPJA12	2	3	1,75	6,75
UEPJA13	0,5	4	3	7,5
UEPJA14	2	3	2,25	7,25
UEPJA15	2	3,25	2,75	8
UEPJA16	1,5	2,5	3,25	7,25
UEPJA17	2	2,75	3,25	8
UEPJA18	2	3	3,5	8,5
UEPJA19	2	3,25	3	8,25
UEPJA20	2	3,25	3,25	8,5
UEPJA21	2	4	3	9
UEPJA22	2	3	3	8
UEPJA23	2	2,25	3,25	7,5

UEPJA24	2	4	2,25	8,25
UEPJA25	2	2	2	6
UEPJA26	2	3	2,5	7,5
UEPJA27	2	4	3,5	9,5
UEPJA28	2	2,5	4	8,5
UEPJA29	2	3	3	8
UEPJA30	1,5	3	3,5	8
UEPJA31	2	3	3,5	8,5
UEPJA32	1	2,5	3	6,5
UEPJA33	2	4	3,5	9,5
UEPJA34	2	4	3	9
AVERAGE	1,90	3,24	3,02	8,15

UEPJA= Unidad Educativa Pío Jaramillo Alvarado, 01= Students' code.

As can be seen in Table 3, the results obtained from the post-test that was applied to the tenth-grade students of superior basic education after the intervention plan in order to measure the listening comprehension level of the target group. Overall, the most relevant result of the data is that out of 34 students 31 were able to reach the average score (7/10) being an overwhelming majority of great relevance. This indicates that most of the students significantly improved their ability to comprehend and process auditory information. It should be noted that the mean obtained was 8.15/10 which shows that on average, the participants obtained high or outstanding scores proving that their listening comprehension skills improved significantly in relation to the pre-test.

Regarding the predicting sub-skill of listening comprehension, students achieved a mean of 1.90/2.00, the interpretation of the following events in terms of what they had previously heard had a significant increase, as expected. It could be evidenced that students were able to anticipate and predict the information that would come next in the auditory content due to the visual and auditory aids that these resources contained.

Within the listening for gist sub-skill a mean of 3.24/4.00 was obtained, this shows that students were able to grasp the main idea and have a general understanding of what was presented in both the music video and audiobook. This was facilitated because they had to acquire a general understanding of the topic and not focus on specific details, making it easier to process what they had previously heard.

In the last indicator which was specific information sub-skill of listening comprehension, a mean of 3.02/4.00 was obtained. This provides significantly better results compared to the pre-test due to an increase in the identification of specific details such as words or phrases, or the names of characters mentioned in the auditory content. On the other hand,

there was a small problem in identifying the correct order of the verses and events, it means that participants had a little difficulty in following the thread of the information and organizing it in their mind in a sequential manner.

To sum up, these results indicate that the intervention plan implemented was effective in improving the students' listening comprehension level. We can say that these results are encouraging and demonstrate the importance of implementing audiovisual resources to improve students' listening comprehension.

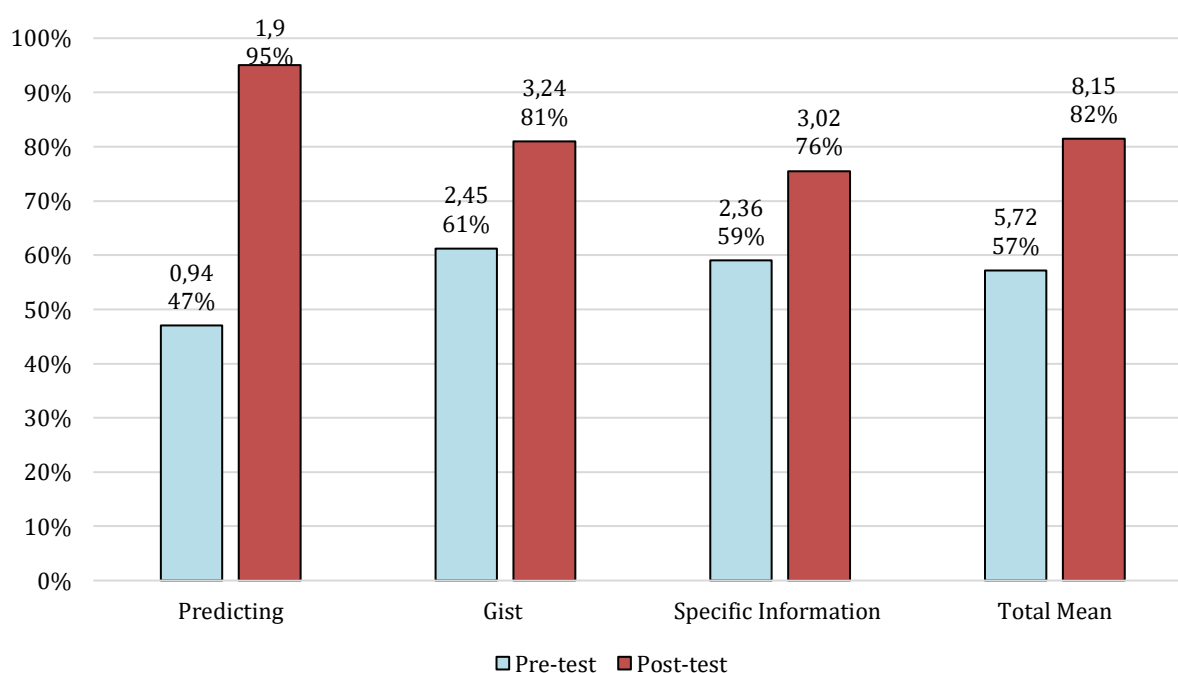
Table 4.

Pre-test and post-test means summary of the performance of the tenth-grade students' listening comprehension.

	Predicting (2/2)	Gist (4/4)	Specific Information (4/4)	Total Mean (10/10)
Pre-test	0,94 (47%)	2,45 (61%)	2,36 (59%)	5,72 (57%)
Post-test	1,9 (95%)	3,24 (81%)	3,02 (76%)	8,15 (82%)
Range	0,96 (48%)	0,79 (20%)	0,66 (17%)	2,43 (24%)

Figure 1

Pre-test and post-test means summary of the performance of the tenth-grade students' listening comprehension.



To summarize all the data previously analyzed and interpreted, Table 4 shows the mean scores obtained for the students' listening comprehension performance in the pre-test and post-test. The purpose of the application of both tests was to measure and determine the improvement of this important skill in English in superior school students, considering listening sub-skills such as predicting, gist and specific information.

Within these results, it is important to highlight that the mean score of the predicting sub-skill in the pre-test was 0.94/2.00 while in the post-test it was 1.90/2.00. The range for this category is 0.96, which indicates that between the pre-test and the post-test there was a growth of 48% thanks to the use of audiovisual resources, which also indicates that the students showed a great improvement in the anticipation and prediction of events after the intervention plan. This shows that the resources applied were very effective because they are interactive and played a crucial role in stimulating the interest and motivation of the students; therefore, the concentration on the oral content helped them to understand the auditory content and predict accordingly.

Similarly, it is noteworthy that the mean score of the gist sub-skill in the pre-test was 2.45/4.00 which increased to 3.24/4.00 in the post-test, furthermore, the interval between the pre-test and post-test is 0.79 which proves an increase of 20% after the intervention. This implies that the recognition of the general idea or message through the visual and auditory contents presented in the audiovisual resources has improved the students' listening comprehension in the post-test.

It is also interesting to note that the mean score of listening for specific information sub-skill in the pre-test was 2.36/4.00 which increased to 3.02/4.00 in the post-test. Additionally, the range here is 0.66 which indicates that they increased by 17% in recognizing specific details within the auditory content after the use of audiovisual resources.

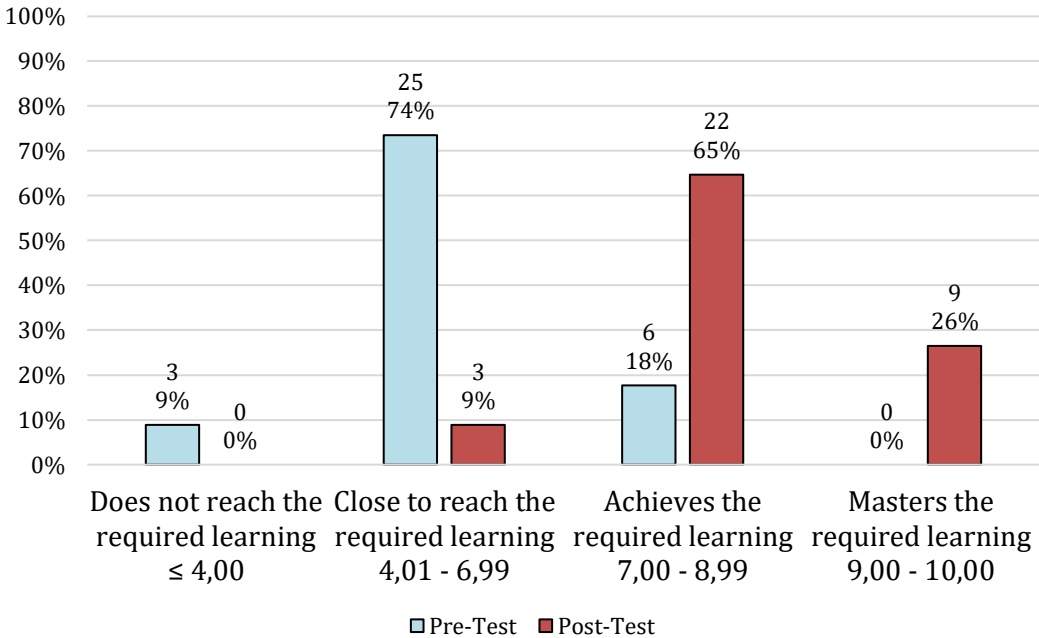
Recapitulating, the total mean score increased from 5.72/10 in the pre-test to 8.15/10 in the post-test. It is worth noting that between the pre-test and post-test a range of 2.43 was obtained showing that there was an increase of 24%. It is important to point out that these results revealed that the application of audiovisual resources such as music videos and audiobooks together with good strategies was effective in increasing the level of listening comprehension in tenth-grade students of superior basic education.

6.2. Comparison with the National Grading Scale.

The comparison made with the National Grading Scale shows the increase in the score obtained by the students after the application of the audiovisual resources such as music videos and audiobooks in the listening comprehension skill. These data are represented below through a bar chart with their respective analysis and interpretation.

Figure 2

Results obtained from the pre-test and post-test in comparison with the National Grading Scale.



It was evidenced that before the intervention (pre-test), a significant portion of students (74%) it means 25 students were close to reaching the required learning, while a smaller percentage (18%) or 6 students achieved the required learning. Furthermore, no students had mastered the required learning. However, after the intervention (post-test), there was a notable shift in performance. None of the students were categorized as not reaching the required learning. The majority (65%) that is 22 students achieved the required learning, and a substantial portion (26%) it means 9 students mastered the required learning. This indicates that the intervention, likely involving the application of audiovisual resources such as music videos and audiobooks, had a positive impact on student learning outcomes, leading to an improvement in their performance according to the National Grading Scale. The shift towards more students achieving and mastering the required learning demonstrates the effectiveness of the intervention in enhancing student learning and comprehension. It should be noted that this is only in relation to the listening comprehension skill.

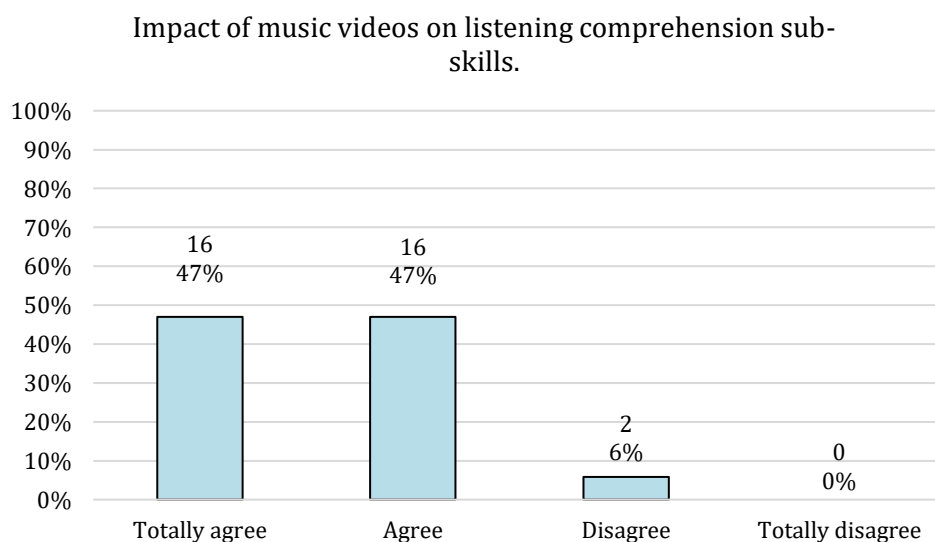
6.3. Questionnaire Results

Objective 2: To describe the students' perceptions about the use of didactic audiovisual resources such as music videos and audiobooks to improve listening comprehension among superior basic education students at a public institution in Loja.

Sub-question 2: How do superior basic education students at a public institution in Loja perceive the use of didactic audiovisual resources such as music videos and audiobooks for the meaningful development of listening comprehension?

Figure 3

I believe that the use of music videos helps to predict what will happen next in the song and understand specific details better, which in turn enhances listening skills

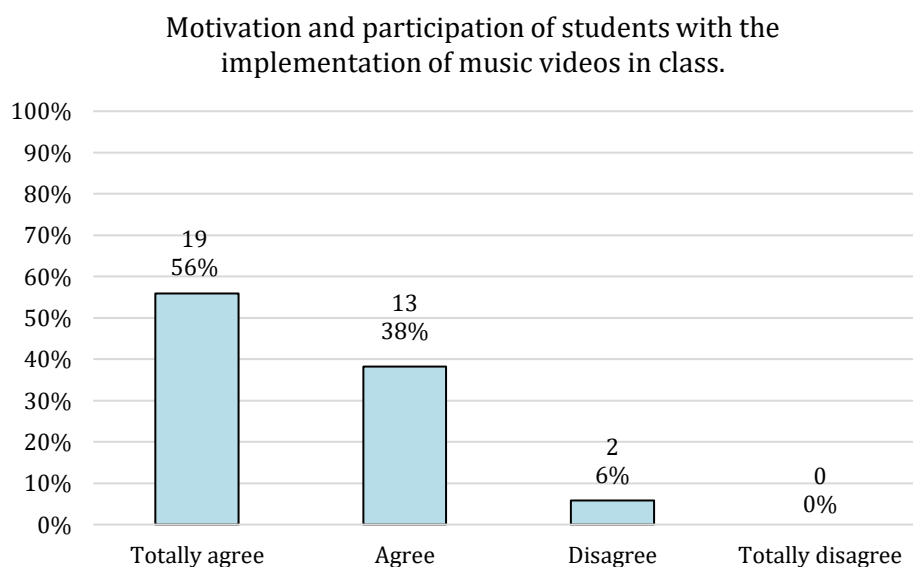


The questionnaire that was applied to tenth-grade students regarding their perceptions of the application of audiovisual resources to improve listening comprehension exposed the following results. As can be seen in Figure 3, the data provided suggests that a significant majority (94%) of respondents "Totally Agree" or "Agree" with the statement that the use of music videos helps to predict what will happen next in the song and to better understand specific details, which in turn improves listening skills. This indicates that a positive perception of the impact of music videos on improving listening skills prevails. However, only 6% disagreed with this statement, so it is essential to recognize that individual experiences and preferences may vary, and some individuals may not perceive music videos as having a positive impact on their listening skills. All of the above is a good thing, highlighting those audiovisual resources such as music videos guarantee significant learning in terms of the sub-skills of listening comprehension, this was also evidenced in the results of the post-test that reaffirmed the effectiveness of its application.

Similarly, the field notes corroborate these findings, since during the intervention it was observed that the use of a music video, combined with diverse activities seems to be a promising method to enhance students' listening skills if the activities are strategic. This is also supported by Carlsson (2023) who mentions that music videos can be understood as a powerful medium that often includes narrative storylines, choreographed dances, special effects, animations or abstract visual concepts, all created to enhance the listening experience and visually engage the audience by providing a visual representation that complements and enhances the listening experience.

Figure 4

I believe that incorporating music videos into language learning activities has increased my motivation to participate actively in class



The data provided in Figure 4 shows that the majority of respondents either "Totally Agree" (56%) or "Agree" (38%) that incorporating music videos into language learning activities has increased their motivation to actively participate in class. On the other hand, it is important to recognize the small percentage (6%) who disagree with this statement.

Given this information, it is affirmed thanks to the field notes that because the students were motivated and awake listening and observing the blackboard attentively, they wanted to participate and give their opinions on the subject, also, the music video thanks to its rhythm, the lyrics and the moving images make it an innovative resource. Furthermore, according to Sanchez and PARRALES (2019) current education requires motivational changes that generate meaningful learning in students through the use of audiovisual and technological resources carried out within an environment of effective human interaction between teachers and students. This means that motivation plays a fundamental role in the learning of English.

Figure 5

The combination of visual and auditory stimuli in music videos helps me understand the overall meaning of the content more effectively. Why?

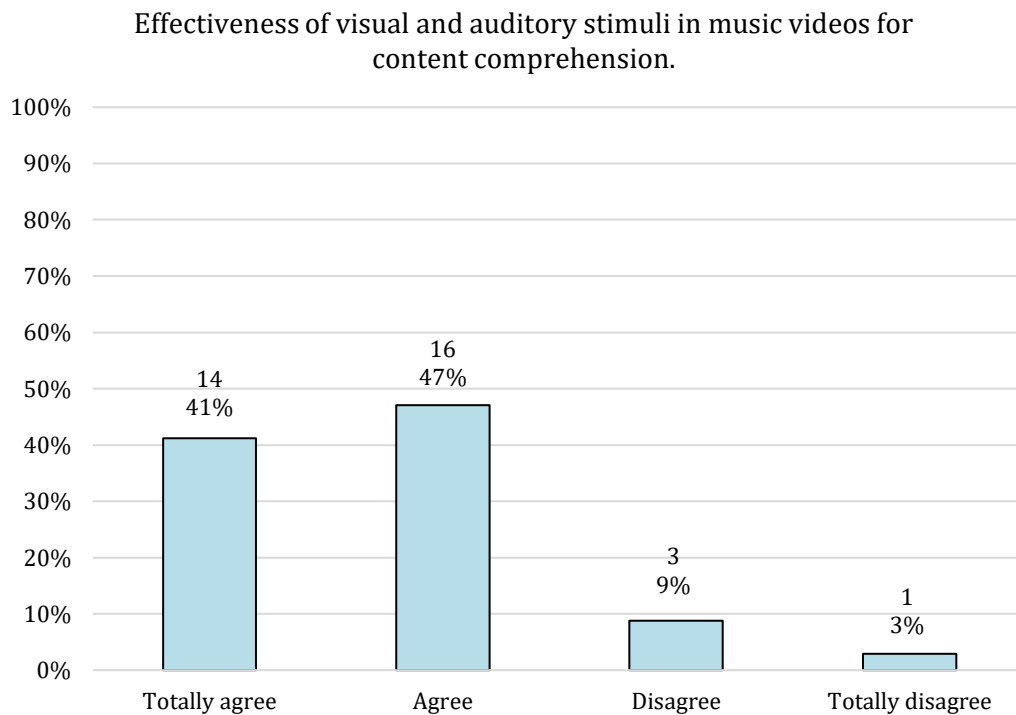
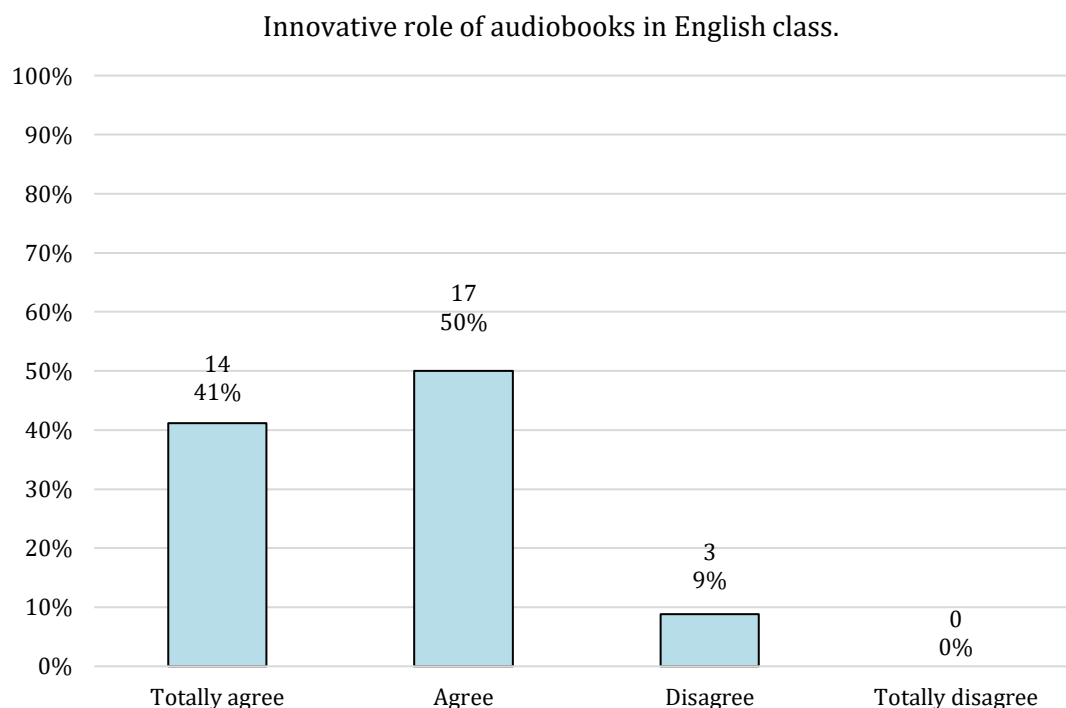


Figure 5 shows that the majority of respondents either "Totally Agree" (41%) or "Agree" (47%) that the combination of visual and auditory stimuli in music videos helps to better understand the overall meaning of the content. Among the students' responses as to why they found this positive were the following: 50% mentioned that due to visual and auditory stimuli it is easier to understand, 20% stated that the class is more dynamic and entertaining, and lastly, 18% expressed that memorization of vocabulary is faster. This is evidence that music videos provide a complete and engaging learning experience that enhances students' comprehension. In addition, visual cues in music videos, such as images, gestures, and facial expressions, can complement auditory content, improving comprehension.

This was observed during the intervention, since resorting to the annotations of the field notes shows that the music videos not only did it support auditory learners, but it also accommodated visual learners. However, it is important to recognize the small percentage (12%) that disagrees or totally disagrees with the statement because, according to the students, there is a lot of unclear content in the music videos. This is emphasized by Ramírez and Álvarez (2016) who point out that most audiovisual materials act as a visual and sound support that can help students understand and reach information that they could not achieve before.

Figure 6

Incorporating audiobooks in English class makes the learning experience innovative. Why?

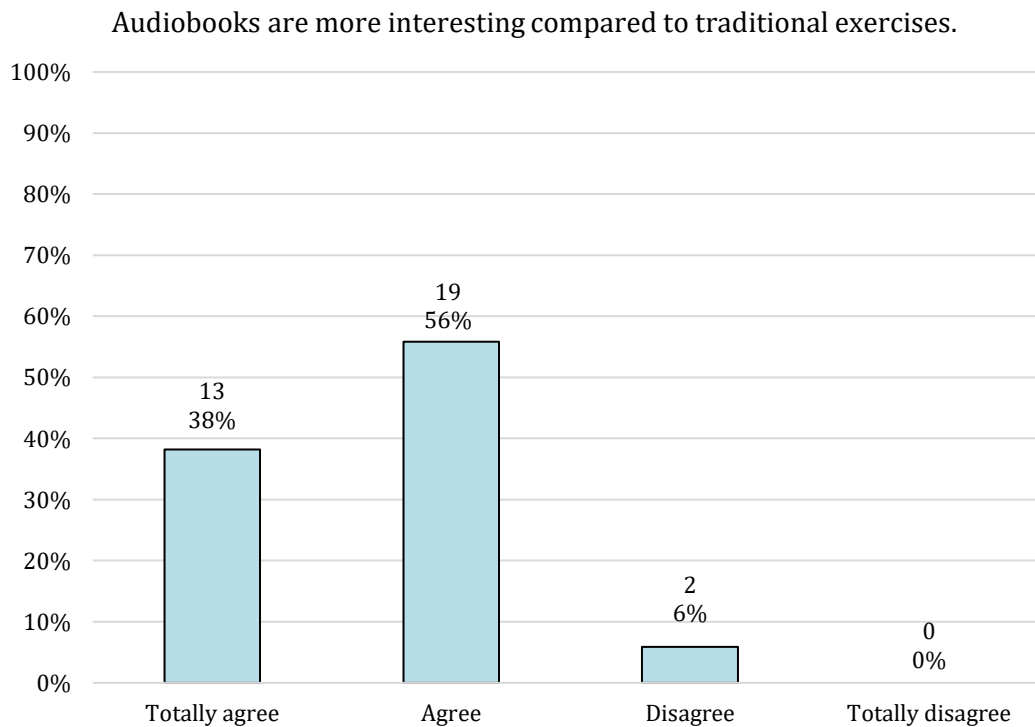


The data presented in Figure 6 indicate that a significant majority of the respondents perceived that the incorporation of audiobooks in English class contributes to an innovative learning experience. The majority of students, 91% of the total, "Totally Agree" or "Agree". Among the most common responses expressed by students were the following: 18% said that they help fluency, 29% referred to the wide variety of vocabulary, 21% expressed that they are very creative and interactive, 23% stated that the stories have interesting messages. It is also important to recognize the small percentage (9%) who disagree with this perception as they argue that they cannot concentrate and focus because too much information comes to their mind at the same time without leaving space for clear understanding and also because they are more comfortable with what they already know.

In short, these results coincide with the field notes annotations which show that audiobooks were considered a novel tool in the English classroom as the narrators bring the characters and stories to life through voice acting, sound effects and music, increasing students' engagement with the subject matter. In addition, students enjoyed seeing how professional narrators enhanced the listening experience through accents and character voices, making the content more immersive. Overall, audiobooks offer a modern approach to learning that embraces technology.

Figure 7

Compared to traditional listening exercises, I prefer using audiobooks because they make the learning experience more interesting. Why?

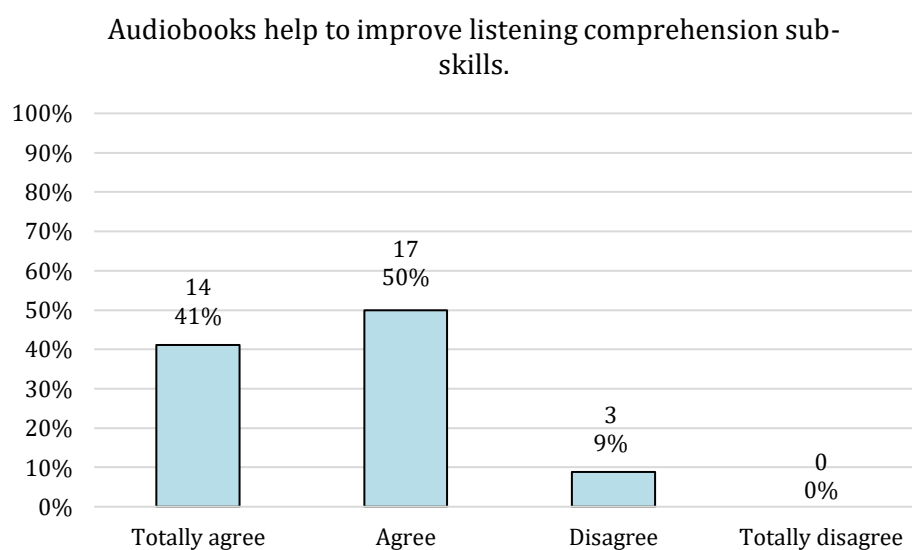


The data provided in Figure 7 suggests a strong preference among respondents for the use of audiobooks over traditional listening exercises in English language learning, with a significant majority of students, 94% of the total, "Totally Agree" (38%) or "Agree" (56%) that they prefer to use audiobooks compared to traditional listening exercises where only the audio was played. Among the main responses we have; 41% expressed that they are not boring and audiobooks catch their interests due to characters, the plot and the landscapes they observed, 29% stated that the images and sound make them understand better, 24% mentioned that it increases curiosity and their imagination grew. On the other hand, only 6% disagreed and added that the traditional activities are simpler and easier in comparison with the use of audiobooks because they were already used to them.

This highlights a possible resistance to change or a preference for established methods and underscores the importance of taking comfort levels into account when introducing innovative teaching strategies, but there is no doubt that traditional listening exercises can become repetitive and unattractive over time, reducing the motivation and interest of students.

Figure 8

I find that the use of audiobooks helps improve my ability to recognize the main idea, highlight key information and anticipate the development of the content



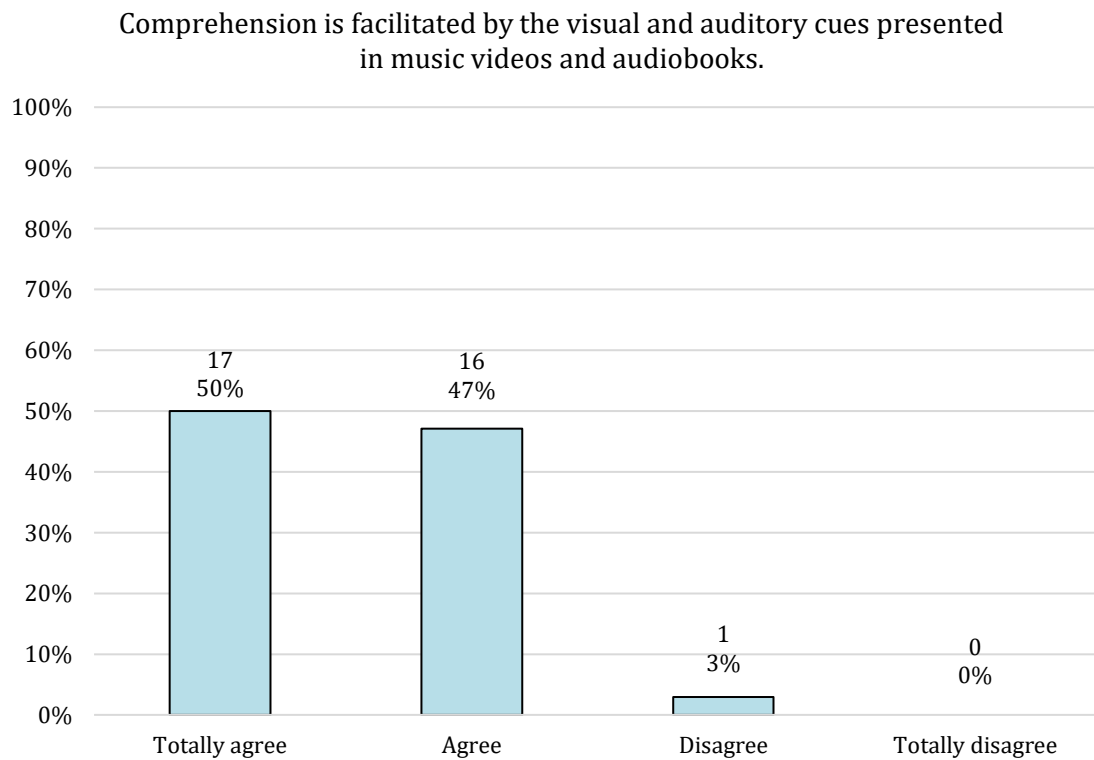
On the next statement as seen in Figure 8, 41% mentioned "Totally Agree" and 50% expressed "Agree". On the other hand, only a significant minority (9%) expressed that they disagreed with the statement. In short, this is a mostly positive result in favour of the use of audiobooks to improve the sub-skills of listening comprehension (listening for predicting, listening for gist and listening for specific information), this is supported by reviewing the post-test results where it is observed that they improved to some degree in each sub-skill thanks to the use of audiovisual resources, especially increased in listening for predicting.

An interesting point to note is that from the researcher's field notes, the fact that the students were able to extract details from the audiobook and write them down in their notebooks, they were able to acquire the ability to identify and retain relevant facts efficiently, which helped them to have a better overall listening comprehension. In addition to this, when including audiobooks to improve this skill it could be beneficial to incorporate pre-listening activities focused on previewing vocabulary such as giving a brief summary of the topic to prepare students for the language they are about to encounter.

García (2019) reaffirms the above when he states that the audiobook, when presented in text and audio, allows students to receive the information in two ways. For some students, reading is not enough to form a complete idea of what they are reading and to understand it to the fullest. The more senses we use to interact with a given content, the better retention and understanding we will have of it.

Figure 9

The visual and auditory cues presented in music videos and audiobooks are effective in interpreting the content in a more meaningful way

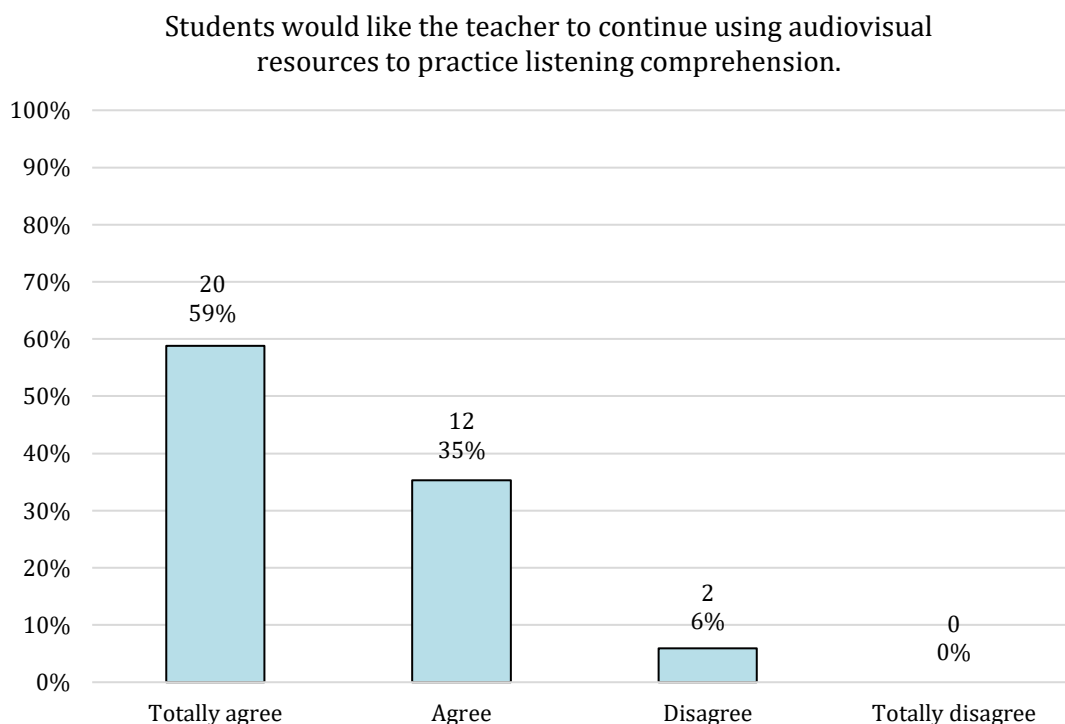


Also, on another statement as shown in Figure 9, the majority of respondents, representing 97% of the total, either "Totally Agree" (50%) or "Agree" (47%). This high level of agreement indicates a widespread perception among students that visual and auditory cues in music videos and audiobooks enhance their ability to interpret content in a meaningful way. Additionally, in the field notes the teacher observed that colors, shapes, and visual elements presented in audiovisual resources not only make the lesson more entertaining but also cater to different learning preferences.

In itself, integrating these aids into the classroom can improve retention and overall comprehension of English. A key point in relation to this is mentioned by Vetricia (2022) who points out that it is necessary for learners to have not only empty information, but someone or something to introduce the information through visual and auditory aids to facilitate their understanding of the message delivered.

Figure 10

I would like my teacher to continue incorporating audiovisual resources such as music videos and audiobooks in English class to practice listening comprehension



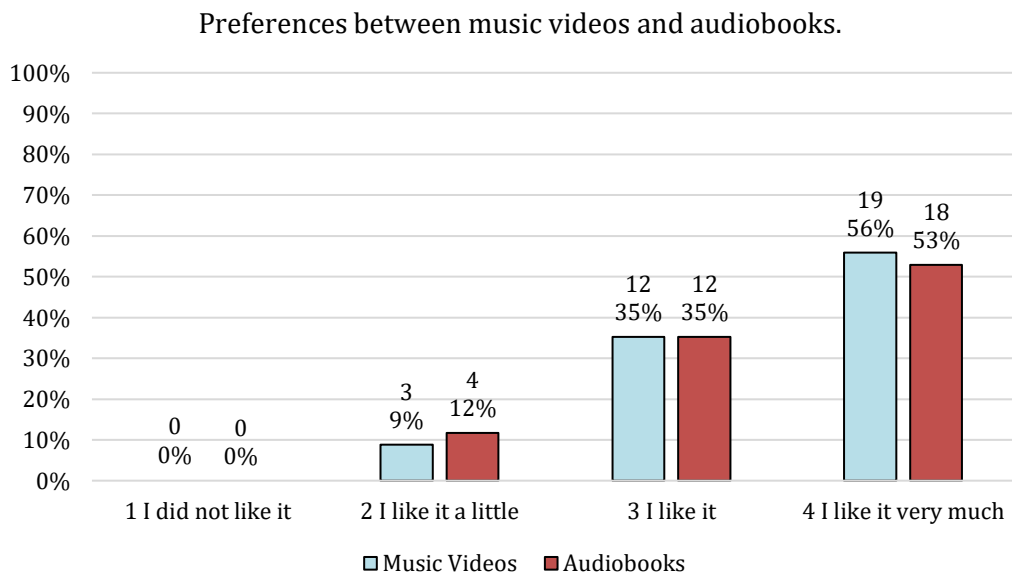
Another statement was in relation to whether students would like to continue implementing these resources to practice listening comprehension, as shown in Figure 10 the majority of participants, representing 94% of the total, either "Totally Agree" (59%) or "Agree" (35%) with the statement. This high level of agreement indicates a strong desire among students to continue using audiovisual resources to practice listening comprehension in English class.

Field notes corroborate these findings, as during the intervention it was observed that, through the use of music videos and audiobooks, students were actively engaged with the material, trying to grasp the overall meaning of the spoken content. This means that the focus was well centered and the students kept their concentration on it, which is necessary in listening comprehension, while experiencing this as something interesting to learn away from boring and tiring activities.

Given the previous information, this can be supported by what Albán and Méndez (2018) point out, since thanks to the animated image together with colour and sound it transmits information superior to that of any other medium, which allows them to be resources that engage students. It is worth noting that as Conde (2019) says, although audiovisual resources are valuable tools that can complement the work of the teacher, it is essential to recognize that the role of the teacher is irreplaceable.

Figure 11

*On a scale of 1 to 4, how much did you like each audiovisual resource in the listening classes?
(1 = I did not like it, 4 = I liked it very much) Why?*



The data presented in Figure 11 provide an insight into respondents' preferences in relation to two audiovisual resources used in listening lessons: music videos and audio books. Regarding music videos, 56% of participants chose "I liked it very much" music videos in listening classes, rating it as 4. Another 35% rated the music videos with a 3, indicating that they "liked it". Overall, 91% of respondents rated the music videos as a 3 or 4, indicating a high level of liking for this audiovisual resource. Among the students' responses as to why they really liked the music videos, they expressed the following; 16 students see this resource as dynamic and entertaining, 12 students stated that the rhythm keeps them happy during the lessons, and 3 students mentioned that because they are short, they do not get tired of the content. Regarding the audiobooks, the majority of respondents (53%) rated the audiobooks with a 4, indicating that they "liked it very much". Another 35% rated the audiobooks a 3, indicating that they "liked it". Overall, 88% of respondents rated the audiobooks as a 3 or 4, suggesting a strong overall preference for this audiovisual resource. Among the answers they gave were; 13 students mentioned that they like the variety of vocabulary to learn, 8 said that the characters and the plot are interesting and 9 students stated that the messages or morals that the audiobooks bring are positive and help beyond academics. While the overall likability for both resources is similar, individual preferences change. Some students may prefer the visual and rhythmic elements of music videos, while others may appreciate the narrative depth and auditory immersion offered by audiobooks.

7. Discussion

The following section details the discussion of this study by showing a comparison of the main results of this research with some previous studies described above. In addition, important information that attempts to answer each research question is also presented as well as some limitations that were presented throughout the research project.

Recalling the objective of the present study it was to improve listening comprehension through didactic audiovisual resources such as music videos and audiobooks among superior basic education students at a public institution in Loja. Therefore, the researcher proposed two sub-questions that attempted to meet the general and specific objectives.

The main research question in this study sought to answer: How does the incorporation of music videos and audiobooks as didactic resources contribute to the improvement of listening comprehension among superior basic education students at a public institution in Loja? Based on the results obtained, it is clear that the use of audiovisual resources such as music videos and audiobooks had a positive effect on the development of students' listening comprehension. Some of the responses that the students argued were that by incorporating audiovisual resources into the classes, they were able to understand the auditory content more easily, make accurate predictions based on what they had previously heard, students also were able to identify the main ideas, and identify specific details mentioned in the auditory content. Moreover, these resources not only facilitated students' understanding and concentration, but also cultivated motivation and participation in the classroom, which resulted in a marked improvement in their listening comprehension proficiency as they experienced this application as interesting and learned away from monotonous, boring, and tiring activities. These findings supported the ideas of Collaguazo (2021), who states that audiovisual materials have several components that work to create an engaging and informative learning experience. The visual, audio, interactive textual, and technical components play an essential role in conveying information to learners in a variety of settings, all of which help students develop a more complete listening comprehension. These results also agree with Yamaguchi (2020) who emphasizes that audiovisual material is authentic, innovative, didactic, and encourages learners to listen to the language spoken by native speakers. The audiovisual material consists of the amount of input from listening and viewing, significantly stimulating the senses.

Besides, concerning the first sub-question: What is the effectiveness of using audiovisual resources such as music videos and audiobooks as didactic tools to improve listening comprehension among superior basic education students at a public institution in Loja? At the beginning of the research, it was evident that tenth-grade students had a low level of

listening comprehension with an average score of 5.72/10, while the average grew to 8.15/10 indicating a difference of 2.43 that represent an increase of 24%, this means that the use of audiovisual resources such as music videos and audiobooks helped significantly to develop their level of listening comprehension in the sub-skills: Listening for predicting, listening for gist and listening for specific information. Consequently, these resources have proven to be very effective in improving this skill. As illustrated in Figure 3 and 8, most students agreed that both audiovisual resources; the music videos thanks to its rhythm, the lyrics and the moving images and on the other hand the audiobooks that have interesting plots, several characters and messages helped to developed listening comprehension skill. Likewise, as can be seen in Figure 9, most of the students stated that the combination of visual and auditory stimuli in the music videos and audiobooks helped them to better understand the global meaning of the content. So, the effectiveness of these resources can be based on the fact that they provide a complete and engaging learning experience that enhances learners' comprehension since it not only helped auditory learners, but also accommodated visual learners. This is corroborated by Vetricia (2022) who points out that it is necessary for learners to have not only empty information, but someone or something to introduce the information through visual and auditory aids to facilitate their understanding of the message delivered. In support of this, Lankapalli (2023) states that the combination of visual, audio and interactive elements helps learners retain information better, leading to better long-term recall. However, it should be noted that Conde (2019) expresses that audiovisual media do not replace the work of the teacher although the audiovisual resources are valuable tools that can complement the teacher's work by providing visual examples, stimulating attention and offering different perspectives, it is essential to recognize that the role of the teacher is irreplaceable. The teacher brings a unique human dimension to the educational process and plays an essential role in teaching, guiding and supporting students holistically.

In addition, considering the second sub-question: How do superior basic education students at a public institution in Loja perceive the use of didactic audiovisual resources such as music videos and audiobooks for the meaningful development of listening comprehension? Taking into account both the field notes and the questionnaire, specifically in the Figure 4, it became evident that students considered that the incorporation of music videos to the classes has increased their motivation to actively participate in class. This is reinforced by the words of Castellano (2021), who expresses that this resource is valid from a pedagogical point of view due to its short duration, simple syntax, ordinary subject matter and colloquial language. They also tend to provide information about the culture and history of the singer's country of origin,

which engages the student even more. Likewise, Conde (2019) emphasizes that this source is very required to develop the retention ability of the students. If done properly, the repetition will be pleasantly conceived and will not bore the students, thus, achieving active participation in the language. In addition, Figure 6 shows how students think that incorporating audiobooks into the English class makes the learning experience innovative. This is reaffirmed by Fajry (2016) who expresses those audiobooks were considered a novel tool in the English classroom, as they allow listeners to concentrate on the topic, the conflict, the setting and characters of the story, the sound effects and the music, which increases students' engagement with the subject matter. However, there were learners who stated that they disagree with this perception, as they argue that they cannot concentrate and focus because too much information comes to their minds at the same time without leaving room for clear understanding and also because they feel more comfortable with what they already know. On the other hand, in Figure 11, variations in the students' preferences were observed, some of them liked music videos much more, while others preferred audiobooks. Likewise, the students' opinions varied when selecting which resource facilitated the learning process, some students mentioned having a preference for music videos because they are more dynamic and entertaining, some students stated that the rhythm keeps them happy during the class, others expressed that the memorization of vocabulary is faster and that since they are short so they do not get tired of the content. On the other hand, others prioritized audiobooks due to the variety of vocabulary they have, the characters and the plot are interesting, they also feel that audiobooks increase their curiosity and grow their imagination. An unexpected finding was that the messages and morals conveyed in the music videos and audiobooks had a positive influence on the students, and were perceived as useful not only in the academic field, but also in their personal development.

On the other hand, during the intervention there were certain limitations, among them are that the intervention period was very short, the educational institution did not have the implementation of technological resources, which made the process a little difficult, also the illumination of the classroom prevented the effective use of the projector. Furthermore, it is not guaranteed that the post-test was done without help because decree 111 was established where Ecuador was declared in a state of "internal armed conflict", which made the Ministry of Education decide to return to virtual classes due to security issues.

Finally, it can be said that students had good perceptions about the use of audiovisual resources in the classroom such as music videos and audiobooks, the characteristics of both resources undoubtedly enriched the students' listening skills in some way or another, generating good results and making the process interactive and dynamic.

8. Conclusions

The implementation of audiovisual resources has proven to be effective in improving students' listening comprehension skills. Through the use of music videos and audiobooks, students were able to better understand the content. Thus, these two resources allowed students to improve in the sub-skills of listening for predicting, listening for gist and listening for specific information.

Audiovisual resources, by offering a wealth of visual and auditory content, exposing students to diverse accents and vocabulary, interesting scenarios, characters and messages, undoubtedly help to create dynamic and meaningful learning, encouraging active participation in the classroom. The integration of these resources allows educators to generate a more motivating, stimulating and enjoyable learning environment effectively improving listening comprehension.

Tenth grade students' perceptions of the use of audiovisual resources to improve their listening comprehension were mostly positive because they were actively involved in the development of the classes. In addition, they rated these resources as novel, enjoyable and attractive, which allowed students to awaken their interest and concentration during the classes which inevitably made their listening skills improve greatly.

9. Recommendations

Teachers should include audiovisual resources such as music videos and audiobooks to improve students' listening comprehension, as the application of these allows students to practice sub-skills of listening such as listening for predicting, listening for gist and listening for specific information.

Technological tools need to be introduced in schools to enable both teachers and students to use audiovisual resources more effectively, thus improving the development of English language skills, especially listening comprehension. In addition to this, it would be important for schools to have quality equipment, such as projectors and loudspeakers, to ensure an effective learning experience. Also, teachers should be trained in the use of these resources to maximize their impact on the development of students' English language skills, as lack of knowledge about this is a limitation that inhibits the educational process.

For future researchers, it is recommended to conduct studies that include a larger population with a longer time interval to evaluate the long-term impact of these resources on the development of students' listening skills. In addition, it would be useful to conduct research that compares other different types of audiovisual resources (e.g., movies, podcasts, etc.) to determine which are more effective in the classroom. It would also be important to investigate how combining audiovisual resources with other teaching strategies can further enhance listening comprehension and other skills within English language learning.

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11. Annexes

Annex 1. Pre-Test



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

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

Student`s code: _____


Date: _____

Instructions: Listen and watch carefully the following music video (*Beautiful in white*) and answer the following questions.

1. According to the fragment of the music video you have listened to, what words do you think follow next? (*Listening for predicting*) 1 point.

<ul style="list-style-type: none"> • When we _____ met a) did b) first c) love 	<ul style="list-style-type: none"> • My life had found its _____ a) my mother b) beautiful c) missing piece
--	---

2. According to the music video, which words define the general topic. Underline the four correct answers. (*Listening for gist*) 1 point.

Love	Hate	Divorce	Marriage
			
Happiness	Sadness	Engagement ring	
			

3. After listening and watching the music video, find two words in the word search that define the main idea of the song. (*Listening for gist*) 1 point.



4. According to the music video what is the correct order of the verses? Write the numbers as appropriate (1-First verse 2-Second verse 3-Third verse 4- Four verse) (*Listening for specific information*) 1 point.

Not sure if you know this but when we first met I got so nervous I couldn't speak.	So as long as I live I'll love you. Will have and hold you. You look so beautiful in white.	And from now 'til my very last breath This day I'll cherish You look so beautiful in white.	In that very moment I found the one and my life had found its missing piece.
--	---	---	--

5. Listen carefully to the music video and fill in the blanks using the following word bank. There is an extra option you don't need. (*Listening for specific information*) 1 point.

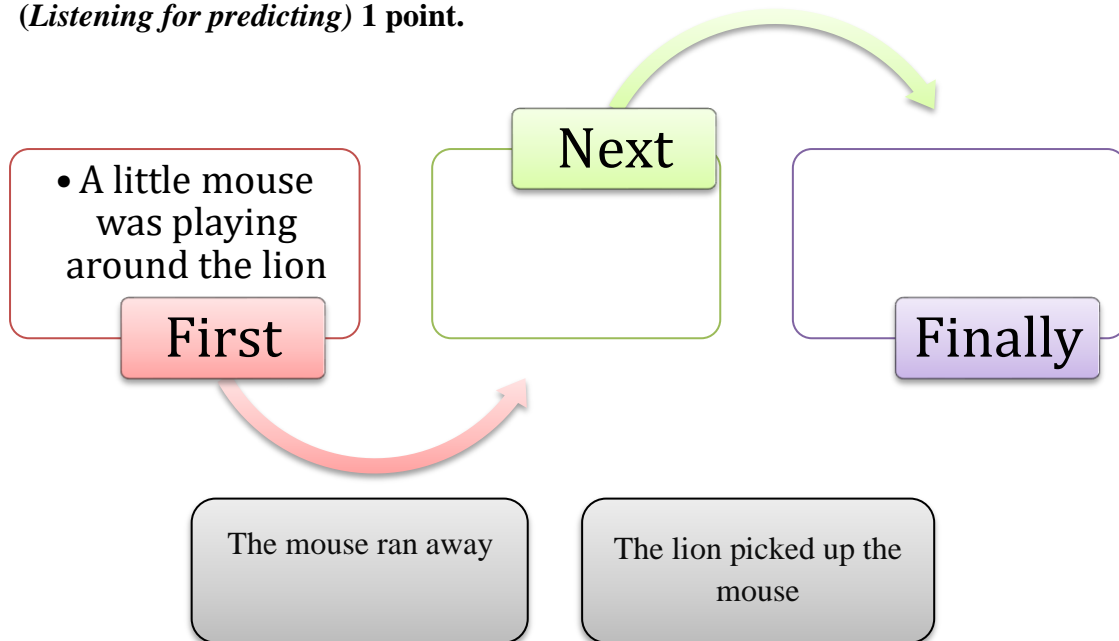
timeless	reason	love
ring	work	

What we have is _____
 My _____ is endless
 And with this _____ I
 Say to the world
 You're my every _____

You're all that I believe in
 With all my heart I mean every word
 So as long as I live I love you
 Will haven and hold you
 You look so beautiful in white.

Instructions: Listen and watch carefully the following short audiobook (*The Lion and the Mouse*) and answer the following questions.

6. According to the fragment of the audiobook you have listened to, how do you think the events of the story will continue? Write the correct order in the storyline. (*Listening for predicting*) 1 point.



7. What is the main moral lesson or message conveyed in the "Lion and the Mouse" audiobook? (*Listening for gist*) 1 point.

- a) The mouse is arrogant and do not help the lion to solve the problem.
- b) Everyone has value and that one should never underestimate the potential of others.
- c) The animals are strong and his value depends of it.

8. Match the question with its respective answer according to the audiobook you listened to and watched beforehand (*Listening for gist*) 1 point.

What happens when the lion gets caught in a trap?

The mouse teases the lion by seeing him caught.

The mouse decides to help the lion and tries his best to free him.

What is the lion's reaction after the mouse releases him?

The lion is grateful and surprised by the little mouse.

9. After listening and watching the audiobook put a check mark (✓) on the phrase you hear. (*Listening for specific information*) 1 point.

- The next day the lion got caught in a trap
- The then day this lion get found in a track
- Then you! to say me live
- Thank you! you saved my life



10. Who are the main characters mentioned in the audiobook? Circle the correct answer.

(*Listening for specific information*) 1 point.

- a) The fox
- b) The lion
- c) The speaker
- d) The mouse

THANKS FOR YOUR COLLABORATION

Annex 2. Post-Test



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

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

Student`s code: _____

Date: _____

Instructions: Listen and watch carefully the following music video (*Beautiful in white*) and answer the following questions.

1. According to the fragment of the music video you have listened to, what words do you think follow next? (*Listening for predicting*) 1 point.

<ul style="list-style-type: none"> • You look so beautiful in _____ a) mine b) white c) life 	<ul style="list-style-type: none"> • I hope she has your _____ a) eyes b) city c) house
--	---




2. According to the music video, which words define the general topic. Underline the four correct answers. (*Listening for gist*) 1 point.

Union

Animals

Divorce




Celebration

Sadness

bridal dress

Marriage

3. After listening and watching the music video, find two words in the word search that define the main idea of the song. (*Listening for gist*) 1 point.



4. According to the music video what is the correct order of the verses? Write the numbers as appropriate (1-First verse 2-Second verse 3-Third verse 4- Four verse) (*Listening for specific information*) 1 point.

In that very moment I found the one and my life had found its missing piece.	And from now 'til my very last breath This day I'll cherish You look so beautiful in white.	So as long as I live I'll love you. Will have and hold you. You look so beautiful in white.	Not sure if you know this but when we first met I got so nervous I couldn't speak.

5. Listen carefully to the music video and fill in the blanks using the following word bank. There is an extra option you don't need. (*Listening for specific information*) 1 point.

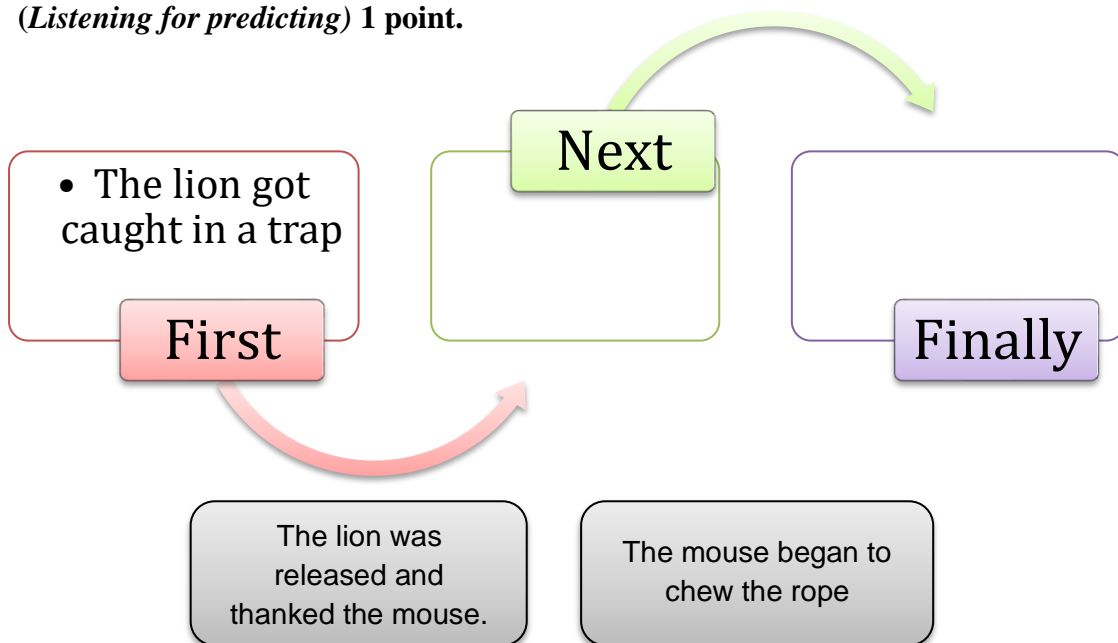
word	endless	beautiful
believe	mother	

What we have is timeless
My love is _____
And with this ring I
Say to the world

You're my every reason
 You're all that I _____ in
 With all my heart I mean every _____
 So as long as I live I love you
 Will haven and hold you
 You look so _____ in white.

Instructions: Listen and watch carefully the following short audiobook (*The Lion and the Mouse*) and answer the following questions.

6. According to the fragment of the audiobook you have listened to, how do you think the events of the story will continue? Write the correct order in the storyline. (*Listening for predicting*) 1 point.



7. What is the main moral lesson or message conveyed in the "Lion and the Mouse" audiobook? (*Listening for gist*) 1 point.

- The mouse is very weak and cannot help the lion solve the problem.
- The lion is the most powerful animal in the jungle.
- It is important never to underestimate people's capabilities, as each individual has his or her own value and potential.

8. Match the question with its respective answer according to the audiobook you listened to and watched beforehand (*Listening for gist*) 1 point.

What happens when the lion gets caught in a trap?

The lion thanked the mouse for helping him.

What is the lion's reaction after the mouse releases him?

The mouse decides to free the lion by chewing the rope.

The lion is ungrateful and insulted the mouse.

9. After listening and watching the audiobook put a check mark (✓) on the phrase you hear. (*Listening for specific information*) 1 point.

- That ten you to, the lion found it
- What can you do? The lion laughed
- The mouse ran away
- The most rain way



10. Who are the main characters mentioned in the audiobook */The Christmas Gift Factory/*? Circle the correct answer. (*Listening for specific information*) 1 point.

- a) The fox and the lion
- b) Elves
- c) Butterfly
- d) Santa Claus

THANKS FOR YOUR COLLABORATION!

Annex 3. Questionnaire



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

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

Student`s code: _____

Date: _____

Instruction: Write an X in the square that corresponds to your answer.

• **Music videos**

1. I believe that the use of music videos helps to predict what will happen next in the song and understand specific details better, which in turn enhances listening skills.

Totally agree	Agree	Disagree	Totally disagree

2. I believe that incorporating music videos into language learning activities has increased my motivation to participate actively in class.

Totally agree	Agree	Disagree	Totally disagree

3. The combination of visual and auditory stimuli in music videos helps me understand the overall meaning of the content more effectively.

Totally agree	Agree	Disagree	Totally disagree

Why?

.....

.....

• **Audiobooks**

4. Incorporating audiobooks in English class makes the learning experience innovative.

Totally agree	Agree	Disagree	Totally disagree

Why?

.....

5. Compared to traditional listening exercises, I prefer using audiobooks because they make the learning experience more interesting.

Totally agree	Agree	Disagree	Totally disagree

Why?

.....

.....

6. I find that the use of audiobooks helps improve my ability to recognize the main idea, highlight key information and anticipate the development of the content.

Totally agree	Agree	Disagree	Totally disagree

• **Audiovisual resources**

7. The visual and auditory cues presented in music videos and audiobooks are effective in interpreting the content in a more meaningful way.

Totally agree	Agree	Disagree	Totally disagree

8. I would like my teacher to continue incorporating audiovisual resources such as music videos and audiobooks in English class to practice listening comprehension.

Totally agree	Agree	Disagree	Totally disagree

Why?

.....

.....

9. On a scale of 1 to 4, how much did you like each audiovisual resource in the listening classes? (1 = I did not like it, 4 = I liked it very much)

Music videos	1	2	3	4
Audiobooks	1	2	3	4

Why?

.....

.....

THANKS FOR YOUR COLLABORATION!

Annex 4. Scoring Guides



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SCORING GUIDES

SCORING GUIDE PRE-TEST OF LISTENING COMPREHENSION

- 1. According to the fragment of the music video you have listened to, what words do you think follow next? (*Listening for predicting*) 1 point.**
 - b /first/ (0,5)
 - c /missing piece/ (0,5)
- 2. According to the music video, which words define the general topic. Underline the four correct answers. (*Listening for gist*) 1 point.**
 - love (0,25)
 - marriage (0,25)
 - happiness (0,25)
 - engagement ring (0,25)
- 3. After listening and watching the music video, find two words in the word search that define the main idea of the song. (*Listening for gist*) 1 point.**
 - love (0,5)
 - ring (0,5)
- 4. According to the music video what is the correct order of the verses? Write the numbers as appropriate (1-First verse 2-Second verse 3-Third verse 4- Four verse) (*Listening for specific information*) 1 point.**
 - 1 / Not sure if you... / (0,25)
 - 3 / So as long as... / (0,25)
 - 4 / And from now... / (0,25)
 - 2 / In that very moment... / (0,25)
- 5. Listen carefully to the music video and fill in the blanks using the following word bank. There is an extra option you don't need. (*Listening for specific information*) 1 point.**
 - timeless (0,25)
 - love (0,25)
 - ring (0,25)

- reason (0,25)
- 6. According to the fragment of the audiobook you have listened to, how do you think the events of the story will continue? Write the correct order in the storyline. (*Listening for predicting*) 1 point.**
- Next / The lion picked up the mouse / (0,5)
 - Finally / The mouse ran away/ (0,5)
- 7. What is the main moral lesson or message conveyed in the "Lion and the Mouse" audiobook? (*Listening for gist*) 1 point.**
- b /Everyone has value and that one should never underestimate the potential of others/ (1)
- 8. Watch the question with its respective answer according to the audiobook you listened to and watched beforehand (*Listening for gist*) 1 point.**
- First question /second answer/ (0,5)
 - Second question /third answer/ (0,5)
- 9. After listening and watching the audiobook put a check mark (✓) on the phrase you hear. (*Listening for specific information*) 1 point.**
- 1 / The next day the lion got caught in a trap/ (0,5)
 - 4 / Thank you! you saved my life/ (0,5)
- 10. Who are the main characters mentioned in the audiobook? Circle the correct answer. (*Listening for specific information*) 1 point.**
- b /the lion/ (0,5)
 - d /the mouse/ (0,5)

SCORING GUIDE POST-TEST OF LISTENING COMPREHENSION

- 1. According to the fragment of the music video you have listened to, what words do you think follow next? (*Listening for predicting*) 1 point.**
 - b /white/ (0,5)
 - a /eyes/ (0,5)
- 2. According to the music video, which words define the general topic. Underline the four correct answers. (*Listening for gist*) 1 point.**
 - union (0,25)
 - celebration (0,25)
 - bridal dress (0,25)
 - marriage (0,25)
- 3. After listening and watching the music video, find two words in the word search that define the main idea of the song. (*Listening for gist*) 1 point.**
 - wedding (0,5)
 - joy (0,5)
- 4. According to the music video what is the correct order of the verses? Write the numbers as appropriate (1-First verse 2-Second verse 3-Third verse 4- Four verse) (*Listening for specific information*) 1 point.**
 - 2 / In that very moment ... / (0,25)
 - 4 / And from now ... / (0,25)
 - 3 / So as long as ... / (0,25)
 - 1 / Not sure if you ... / (0,25)
- 5. Listen carefully to the music video and fill in the blanks using the following word bank. There is an extra option you don't need. (*Listening for specific information*) 1 point.**
 - endless (0,25)
 - believe (0,25)
 - word (0,25)
 - beautiful (0,25)
- 6. According to the fragment of the audiobook you have listened to, how do you think the events of the story will continue? Write the correct order in the storyline. (*Listening for predicting*) 1 point.**
 - Next / The mouse began to chew the rope / (0,5)

- Finally / The lion was released and thanked the mouse/ (0,5)
- 7. What is the main moral lesson or message conveyed in the "Lion and the Mouse" audiobook? (*Listening for gist*) 1 point.**
- c / It is important never to underestimate people's capabilities, as each individual has his or her own value and potential. / (1)
- 8. Match the question with its respective answer according to the audiobook you listened to and watched beforehand (*Listening for gist*) 1 point.**
- First question /second answer/ (0,5)
 - Second question /first answer/ (0,5)
- 9. After listening and watching the audiobook put a check mark (✓) on the phrase you hear. (*Listening for specific information*) 1 point.**
- 2 / What can you do? The lion laughed/ (0,5)
 - 3 / The mouse ran away/ (0,5)
- 10. Who are the main characters mentioned in the audiobook /*The Christmas Gift Factory*? Circle the correct answer. (*Listening for specific information*) 1 point.**
- b /Elves/ (0,5)
 - d /Santa Claus/ (0,5)

Annex 5. Field Notes



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

FIELD NOTES (WEEK 1)	
OBSERVATION #:	1
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	30-11-2023 / Thursday (9h25 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Present simple (Listening skill)
OBJECTIVE:	Students will demonstrate their ability to understand information from authentic spoken language in the context of everyday routines and habits.
DURATION OF THE OBSERVATION:	45 minutes (One hour)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p>- After the teacher presented the present simple tense, it was explained to the students that they were going to be presented with a music video and according to that they were going to perform some activities intended to help them improve their listening skills, so they were introduced to the key vocabulary that appeared in the video. Students gave and expressed their ideas about what they were going to see and hear.</p> <p>- In the activity focused on improving <i>listening for gist</i>, students were very focused on listening and observing at the same time so that they could retain their ideas in a solid way.</p> <p>- In the activity that was focused on <i>listening for specific information</i>, students wrote in their notebooks some habits and routines that were mentioned in the video, here I could notice how they focused on listening to specific details (habits and routines) acquiring a very significant listening comprehension since the activity required a lot of attention.</p>	<p>- Before executing any listening activity, key information should be presented to students so that their ability to predict what the oral content may be about is enhanced by the imagination that each student has.</p> <p>- It was positive to have encouraged students to share their ideas. This not only activated their prior knowledge, but also fostered a collaborative learning environment.</p> <p>- Through the use of a music video, students were actively engaged with the material, trying to grasp the overall meaning of the oral content. This means that the focus was well centered and the students kept their concentration on it, which is necessary in listening comprehension.</p> <p>- The fact that students were able to extract details and write them down in their notebooks helps students acquire the ability to identify and retain relevant data efficiently which helped them to have a better listening comprehension. This activity seems to have helped them pay attention to details.</p>

FIELD NOTES (WEEK 2)	
OBSERVATION #:	2
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	07-12-2023 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Past simple (Listening for specific information)
OBJECTIVE:	To write about simple events that happened in the past making use of some expressions that appears in the music video previously identified.
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<ul style="list-style-type: none"> - After the Past Simple topic was explained and several examples of past tense verbs were given, each student was given the lyrics of the song (Paradise) and asked to try to listen for past tense expressions or words. This activity was for two purposes (to reinforce the past simple topic and at the same time to practice <i>listening for scientific information</i>). - At first the students were tense when they saw so many words on the sheet whose meanings they did not know. - In another activity, the students listened and read the subtitles of the music video (Paradise). This enabled both their sense of hearing and their sense of sight. - During the listening, a gap-fill activity was used; the students filled in the blanks of an incomplete version of the lyrics of the song using the correct words in the past tense mentioned in the video, it was seen that in order to complete the activity they concentrated a lot on listening in detail to the music video. 	<ul style="list-style-type: none"> - Connecting grammar lessons to real-world communication can reinforce listening skills in a creative and innovative way. - Considering the initial tension felt by students, it might be beneficial to incorporate pre-listening activities that focus on previewing vocabulary. This could include introducing key words or providing a brief overview of the topic, preparing students for the language they will encounter. -The use of captioning in conjunction with listening was a powerful multisensory approach. Not only did it support auditory learning, but it also accommodated visual learners. In addition, it mimics real-life situations in which people may rely on both auditory and visual cues to understand spoken language. - The activity where students filled in the blanks in an incomplete version of the lyrics is an effective strategy for promoting detailed listening. It requires students to focus on specific past tense words used in the song, enhancing their concentration and listening skills.

- Students also solve an activity in which, as they listen, they sequence the verses in the correct order. For this, students were seen to pay attention to all the lyrics of the song and were very animated in meeting the challenge of identifying the chronological order of the oral content.	- Identifying the chronological order of the oral content challenges them to think critically, have them justify their sequencing choices or discuss how the chronological order contributes to the meaning of the music video.
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FIELD NOTES (WEEK 3)	
OBSERVATION #:	3
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	14-12-2023 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Future simple (Listening for predicting)
OBJECTIVE:	Students will be able to make predictions about future events using the simple future structure (Will).
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<p>- After having explained and given examples about the simple future, the students were randomly given some images related to the audiobook "The Boy Who Cried Wolf." and started to say some <i>predictions about the events that could happen in the audiobook</i> using the future (here it was observed how the images help to grasp meanings in a simpler and more entertaining way due to the variety of colors, shapes, etc.).</p> <p>- The students were given various sounds that some animals make and they were able to quickly predict the animals they thought would be present in the plot and their predictions were correct thanks to the auditory aid they were given.</p> <p>- After students saw and heard up to the middle of the audiobook, they had to make predictions about what they imagined would</p>	<p>- Colors, shapes, and visual elements not only make the lesson more entertaining but also cater to different learning preferences. This approach acknowledges the diversity in how students absorb information.</p> <p>- Sounds as an auditory aid to predict the animals in the story was a didactic and interesting technique because it added an element of fun to the learning process. I believe that this type of interactive and audio-visual participation can leave a lasting impression on the students, making the lesson memorable.</p> <p>- The freedom given to students to let their imaginations run wild during the prediction activity boosted their creativity. Students not only focused on understanding the content, but also felt empowered to create their own scenarios. This activity allowed students to</p>

<p>follow in the future events of the plot, this activity encouraged them as they were free to let their imagination run wild and create their own scenarios.</p> <ul style="list-style-type: none"> - When they were made to work in groups, they took too much time to complete the activity, because they were distracted talking, but they still had to create a prediction story using the simple future tense, this was a very dynamic activity as everyone contributed different ideas about the story and at the same time, they were guided by the content previously heard and observed. - They were very captivated by the message of the audiobook, and expressed that they really like stories that carry a message and was a good experience to hear the voice of a person narrating the story. 	<p>participate in a more active way, they felt that their ideas were important.</p> <ul style="list-style-type: none"> - Students are more likely to remember and retain information when they are actively engaged in the process of anticipating future events. So, implement activities related with predict the content of a story can be innovative for students, at the same time it helps to memorization due to the diverse visual and auditory content presented in audiobooks. - Group activities can sometimes pose challenges in terms of time management and focus. However, it is important to implement this type of activities because students can learn to work collaboratively and bring more ideas to the work, because everyone can retain different information, and the variety can add to making the work more meaningful.
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FIELD NOTES (WEEK 4)	
OBSERVATION #:	4
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	21-12-2024 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Brainstorming ideas (Listening for gist)
OBJECTIVE:	To generate and organize relevant ideas based on listening passages. Also, students will learn to extract essential information and summarize the main points from the listening material.
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
- Once the topic of brainstorming ideas was explained, several important details about the music video were introduced (the title of the	- The curiosity indicates an initial commitment and interest in the new material they were about to hear. It suggests that

<p>song, the artist and a brief summary of the theme of the song), the students said they were curious since it was a new music video and they wanted to understand what it was about.</p> <ul style="list-style-type: none"> - When the students were told to listen and watch the music video to <i>get a general idea</i>, most of them took out their notebooks to take notes, and as they watched and listened their ability to grasp ideas grew. Once they had their ideas, in groups, they made a drawing of the general idea of the music video using the techniques that the teacher explained earlier. It could be seen how everyone contributed what they believed and understood. - Students critically answered a series of questions related to the main idea of the song. For example, what is the song about? This was a bit complicated for them as they could not express their ideas in English, but could express them in Spanish. - At the end the students constructed a mind map with the key ideas of the music video where they reflected their understanding of the main points. It was noted that thanks to the previous brainstorming ideas the students were able to get the ideas out of the music video faster. 	<p>providing contextual information before engaging with the music video enhances their motivation to understand the content.</p> <ul style="list-style-type: none"> - Taking notes while watching the music video is an active listening approach that helped improve the ability to grasp ideas. It indicates that students are active and work to achieve the general understanding of the oral content - The music video thanks to its rhythm, the lyrics and the moving images make it an innovative resource if included in the classroom. So, students feel that the resource is not traditional, and with a new way of learning they are more focused and active. - The use of a music video, combined with diverse activities, seems to be a promising method to enhance students' listening skills. So, it is important to include appropriate activities in the different sections of the class (pre, during and post listening). - The connection between initial brainstorming and effectiveness in extracting key points for the mind map highlighted the importance of preparatory activities to improve comprehension. (This means that the use of a music video helps a lot if the activities are strategic).
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FIELD NOTES (WEEK 5)	
OBSERVATION #:	5
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	04-01-2024 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Descriptive adjectives (Listening for predicting)

OBJECTIVES:	<ul style="list-style-type: none"> - To describe characters and events in the audiobook "White Snow" through the use of descriptive adjectives. - To make predictions about possible future events using descriptive details presented in the audiobook narration.
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<ul style="list-style-type: none"> - Since the topic was descriptive adjectives, the students were asked about their favorite books or stories and to say what adjectives make the characters in that story interesting, it could be observed that relating the topic to something in their personal lives made them interested and actively participate because their ideas were heard. - Prior to the listening they were presented with previous information from the audiobook Snow White, and even images so that they already had a clear idea about it. - The students said many descriptive adjectives about Snow White, this helped them to identify several adjectives in the oral content, <i>giving them ideas about what could happen in the future.</i> - After having watched and listened to half of the audiobook, they had to make some predictions about the plot, with all the visual and auditory content it was easy for them to create such ideas, at the same time they acquired several vocabulary related to descriptive adjectives, making their listening improve (the teacher stops the video which is showing certain stage of characters such as the body language, facial expression, emotions, reactions, and ask the students to respond the next scene). 	<ul style="list-style-type: none"> - By tapping into their personal experiences and interests, the students became more engaged and willing to actively participate. - Visual cues from images and video scenes complemented the auditory input from the audiobook, creating a more comprehensive and immersive learning environment. - Some people learn English by reading and some people can learn English by listening, so, the audiobook provided both and helped the students to acquire a more comprehension about the topic. (By using two senses such as sight and hearing, retention and comprehension is improved.) - The act of predicting requires them to synthesize information, make connections, and apply their knowledge. Success in their ability to make accurate predictions suggests a level of cognitive engagement that helps reinforce listening comprehension. - By associating descriptive adjectives with specific characters and scenes in the audiobook, students understood how they functioned within a narrative. This context-based vocabulary development is more likely to lead to retention of oral content. - By combining visual and auditory content, students were provided with a rich set of descriptive details, including body language, facial expressions, and emotions. This comprehensive approach facilitated the creation of well-informed predictions.

FIELD NOTES (WEEK 6)	
OBSERVATION #:	6
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	11-01-2024 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Jobs/ Professions (Listening for gist)
OBJECTIVES:	<ul style="list-style-type: none"> - To discern what various jobs consist of, as well as talk about their own career aspirations. - To write the main idea about professions using some words presented in the oral content of the music video.
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<ul style="list-style-type: none"> - As the theme was careers, I asked them about their aspirations and I did activities that involved their opinions about the different jobs, and the students were animated talking about their professional dreams for the future. - Concepts and importance of professions are introduced, providing a foundation for the upcoming listening task. Google slides are employed to visually present different professions with their characteristics, enhancing comprehension. - During the listening practice using the music video (Hall of fame, The Script) where several professions were mentioned, the students took note of several words they could identify. - The vocabulary sheet activity encourages focused listening for the main job names rather than detailed understanding, aligning with the objective of listening for gist. - When students summarized the main idea in three sentences, it was promoted concise comprehension and synthesis of information. 	<ul style="list-style-type: none"> - Connecting the lesson to students' personal aspirations by having them reflect on their chosen professions increased relevance and promoted a deeper connection to the content. They need to be listened and it improves the connection between teacher and student, so they will collaborate in the development of the different activities. - The use of various materials, such as slides, videos, worksheets and charts, contributed to a productive learning experience. In addition, the integration of a music video not only added an auditory element, but also made the lesson more enjoyable and memorable due to the sounds, visual elements, rhythm and cues that complement this music video. - Listening comprehension was coupled with vocabulary recognition. - The assessment tasks, including the "Guess My Work" game and the picture enclosure activity, went beyond traditional methods where there is no dynamism among students, such activities that are not student-centered only delay student learning due to lack of motivation and interest. These activities

<p>- The table activity encouraged students to reflect on their aspirations, linking the listening task to personal career goals and reinforcing the relevance of the lesson.</p> <p>The creation of a game, "Guess My Job," encouraged active participation and reinforced comprehension through a fun and interactive approach.</p> <p>The assessment task, attaching images related to the central theme of the music video, provided a creative way to assess comprehension and retention.</p>	<p>fostered creative thinking and ensured a thorough assessment of students' listening comprehension.</p>
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FIELD NOTES (WEEK 7)	
OBSERVATION #:	7
SETTING:	Unidad Educativa "Pío Jaramillo Alvarado"
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	18-01-2024 / Thursday (8h40 – 10h10)
PARTICIPANTS:	10 th "C"
TOPIC:	Countable nouns (Listening for specific information)
OBJECTIVE:	<ul style="list-style-type: none"> - To recognize the difference between countable and uncountable nouns and use them correctly to express clear ideas. - To reinforce listening for specific information by identifying countable nouns in the oral content of the audiobook.
DURATION OF THE OBSERVATION:	90 minutes (Two hours)
DESCRIPTIVE NOTES	REFLECTIVE NOTES
<ul style="list-style-type: none"> - The use of Google slides helped introduce the concept of countable nouns, providing a visual reference for better comprehension. - The picture recognition activity of <i>identifying</i> countable nouns prepared students for the listening comprehension task and reinforced the concept visually. - Students were tasked with actively listening to the audiobook to identify and write the 	<ul style="list-style-type: none"> - The use of Google slides to introduce the concept of countable nouns was effective as a visual aid for better understanding. Visuals can serve as powerful tools for learners, especially when dealing with abstract concepts such as grammatical rules. - The picture recognition activity was very valuable for listening comprehension. Relating the concept of countable nouns to visual images not only prepared students for

<p>countable nouns, which fostered attention and reinforced the lesson objective.</p> <p>The worksheet with sentences containing the missing countable nouns encouraged interactive learning and application of listening skills to complete the sentences.</p> <p>The list of countable and uncountable nouns in the story helped students in their listening comprehension task, in line with the objective of <i>listening for specific information</i>. Students known what type of nouns they have to catch and identify in the audiobook, so, their listening skills were prepared to understand that specific details.</p> <p>The variation of sentences during the listening activity added a level of challenge, as it required learners to discern between similar-sounding sentences. Here, the pronunciation of the words was very similar between them, it was difficult to students try to retain the correct information.</p> <p>- The evaluation activity, which consisted of arranging the parts of the audiobook in chronological order, tested not only listening comprehension, but especially the ability to listen for specific information.</p>	<p>the following listening activity, but also reinforced the concept in a more concrete way.</p> <ul style="list-style-type: none"> - Actively listening to the audiobook to identify and annotate countable nouns is a critical step in honing listening skills. This task not only focused on specific information, but also encouraged concentration on the auditory content. - The worksheet with sentences missing countable nouns required students to apply their listening skills to complete the sentences and allowed students to actively use the knowledge gained from the audiobook. - Providing a list of countable and uncountable nouns from the story guided the students during the listening comprehension task, in line with the objective of listening for specific information. - The assessment activity, in which students were asked to put the parts of the audiobook in chronological order, served as a comprehensive test of listening comprehension. This task assessed not only the ability to extract specific information, but also comprehension of the sequence of events.
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FIELD NOTES (WEEK 8)	
OBSERVATION #:	8
SETTING:	Unidad Educativa “Pío Jaramillo Alvarado”
RESEARCHER / OBSERVER:	Shelsia Adelaida Cordero Correa
DATE/TIME:	24-01-2024 / Wednesday (9h25 – 10h10)
PARTICIPANTS:	10 th “C”
TOPIC:	Reinforcement of oral comprehension (listening for predicting, listening for gist and listening for specific information)

<p>OBJECTIVES:</p>	<ul style="list-style-type: none"> - To demonstrate the ability of predicting information when listening to oral content through a practical activity. - To extract the main ideas from the music video. - To extract accurate information from the music video, i.e., accurately discern details contained in the music video.
<p>DURATION OF THE OBSERVATION:</p>	<p>45 minutes (One hour)</p>
<p style="text-align: center;">DESCRIPTIVE NOTES</p>	<p style="text-align: center;">REFLECTIVE NOTES</p>
<ul style="list-style-type: none"> - After making it clear that the class was going to focus on the three sub skills of listening comprehension, clear information was given about the music video that was going to be used for the listening exercises. Here the students were allowed to give their versions of the oral content, their ideas and some information they had about the music video. - In the activity where the students had to place the events of the music video according to their <i>predictions</i> based on what they have seen and heard previously they were very creative and connected the ideas quickly, so they did that activity in less than the allotted time. - In the <i>listening for specific information</i> activity, where students filled in the blanks using a word bank, it was noted that thanks to the fact that the music video had subtitles in both languages (English and Spanish) this helped them to be attentive to the words that were missing and helped by what they observed and heard they were able to complete the activity successfully. - The activity focused on <i>listening by main idea</i> consisted of students having to find two words in an alphabet soup that defined the main idea of the music video, here thanks to the fact that the music video was very representative, and had a clear message. 	<ul style="list-style-type: none"> - Allowing students to share their versions of the oral content and their ideas about the music video created a collaborative and interactive environment. This engagement is essential as it encourages students to express themselves freely. - The rapid completion of the activity in which students had to predict and place events from the music video indicates a good understanding of the content. The quick connection of ideas suggests that they were able to synthesize information effectively. - The use of English and Spanish subtitles during the listening activity to elicit specific information helped students focus on missing words; this approach could be considered in future activities to improve comprehension. - The students benefited from what they observed and heard during the listening activities. This integration of observation and listening skills was a positive sign of language learning. It implies that learners are not just passively listening, but actively engaging with the content through multiple senses. - It should be noted that their comprehension was helped by what they had previously observed and heard.

Annex 6. Grading Scale



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS GRADING SCALE

10-POINT GRADING SYSTEM SCALE IN ECUADOR

QUANTITATIVE SCALE	QUALITATIVE SCALE
9.00 - 10.00	Master the required learning
7.00 - 8.99	Achieving the required learning
4.01 - 6.99	Is close to achieving the required learning
≤ 4	Does not reach the required learning

Note: In Ecuador, the rating system is 10 out of 10, the highest score is 10 and the lowest is 0. The minimum grade required to pass a year is 7.

Annex 7. Informed Consent

CARTA DE CONSENTIMIENTO INFORMADO

Yo: _____, en calidad de tutor(a) legal de él/ la estudiante _____, deseo manifestar a través de este documento, que fui informado(a) suficientemente y comprendo la justificación, los objetivos, los procedimientos y las posibles molestias y beneficios implicados en la participación de nuestro hijo(a), en el proyecto de investigación: *“Uso de recursos audiovisuales didácticos para mejorar la comprensión auditiva en estudiantes de educación básica superior de una institución pública de Loja, año lectivo 2023-2024”*.

Objetivo: Evaluar el nivel actual de comprensión auditiva de los estudiantes. Al conocer el punto de partida de los estudiantes se podrá diseñar planes de enseñanza más adaptados y personalizados para abordar sus necesidades y fortalezas individuales en la comprensión auditiva.

Procedimiento: Contestar unos instrumentos (Pre-test, Post-test y Cuestionario) de manera anónima y confidencial, cuya contestación dura aproximadamente 45 minutos. Nuestro hijo se compromete a contestar sinceramente para que la investigación arroje resultados válidos.

Participación Voluntaria: La participación de nuestro hijo(a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea, nuestro hijo(a) informaría los motivos de dicho retiro al equipo de investigación.

Confidencialidad: La información suministrada por nuestro hijo(a) **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. En bases de datos, todos los participantes serán identificados por un código que será usado para referirse a cada uno. En constancia de lo anterior, firmamos el presente documento, en la calidad de tutores legales, el día _____, del mes _____ del _____,

Firma _____

Nombres y Apellidos _____

Representante legal.

Annex 8. Lesson Plans

Lesson plan # 1	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 30-11-2023	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
Thesis Director:	Mgtr. Marlon Armijos.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Thursday (8h25 – 10h10) (One hour of practicum)
Time per lesson:	45 minutes
Class: 10th "C"	School year: 2023- 2024
Number of Students: 34	
Language level: A2.1	Topic/ Content: Present simple (Listening skill)
Lesson Objectives:	<ul style="list-style-type: none"> Students will demonstrate their ability to understand information from authentic spoken language in the context of everyday routines and habits.
Materials	<ul style="list-style-type: none"> Projector Google slides Laptop Speakers Worksheet activities Whiteboard markers Flashcards of verbs Video about simple present
Pre-Listening	
<ul style="list-style-type: none"> Teacher will show a didactic video to the students, introducing and explaining the concept of the present simple tense. This informative video will cover various aspects of the tense, including its usage in describing habitual actions, general truths, and scheduled events. The video will also provide clear examples and illustrations to help the students understand the structure and application of the present simple tense. Teacher presents and explains the use and structure of positive and negative sentences of present simple through google slides. Teacher introduces any key vocabulary that might appear in the video. This ensures that students are familiar with the words they will encounter. Teacher encourages students to share their thoughts and predictions before watching the video. 	Time 15 min
During-Listening	
<ul style="list-style-type: none"> Teacher plays the video and asks students to write a one-sentence summary capturing the main idea of the audio. Teacher pauses the video at intervals to discuss what students have observed so 	Time 10 min

far and encourage them sharing some examples of present simple tense.	
Post-Listening	Time
<ul style="list-style-type: none"> • Students develop a worksheet about the present simple tense. This assessment consists of choosing the correct structure of the present simple that they identified previously in the video and also have to put the correct form of the verbs in some sentences (In present simple tense). • Students in pairs have to write in their notebooks some habits and routines that were mentioned in the video. • As closing, teacher summarizes the key points of the lesson, emphasizing the importance of the present simple tense describing routines and habits in English. • Teacher provides immediate feedback, highlighting what they did well and suggesting improvements if necessary. 	20 min

Observations:

Signatures:



Mgtr. Marlon Armijos
Tesis Director



Mgtr. Mónica Jimbo
Institutional Tutor



Shelsia Adelaida Cordero Correa
Preservice Teacher

Lesson plan # 2		
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"		
Date: 06-12-2023	Type of Institution Public (X) Private ()	
Institutional Tutor:	Mgtr. Mónica Jimbo.	
TIC Director:	Mgtr. Marlon Armijos.	
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.	
Preservice Teacher:	Shelsia Adelaida Cordero Correa.	
Schedule:	Wednesday (9h25 – 10h10) (One hour of practicum)	
Time per lesson:	Wednesday – 45 minutes	
Class: 10th "C"	School year: 2023- 2024	
Number of Students: 34		
Language level: A2.1	Topic/ Content: Adjectives (Listening for specific information)	
Lesson Objectives:	<ul style="list-style-type: none"> To communicate descriptive attributes about people in written form. 	
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Worksheets activities Whiteboard markers Music video about descriptive adjectives Flashcards of descriptive adjectives 	
Pre-Listening		Time
<ul style="list-style-type: none"> Before starting the class, the teacher makes a starter activity called <i>Introduce yourself</i>: Here, the teacher can go first and then ask students to do the same. Standing at the front of the classroom, students introduce themselves to the class by describing qualities about themselves that teacher will be presenting through some visual flashcards that they can choose – for example, "I'm curious, shy and tall." Teacher shows a small video about how to use descriptive adjectives. Teacher writes in the blackboard examples of sentences using descriptive adjectives once they have been explained. 		10 min
During-Listening		Time
<ul style="list-style-type: none"> Teacher presents a short music video where some adjectives will be mentioned and gives instructions to the students that they need to focus in these adjectives. Students listen carefully to the audio and answer the worksheet where students have to circle the adjectives they can hear. The teacher allows time for review and plays the audio as many times as necessary. 		15 min

Post-Listening	Time
<ul style="list-style-type: none"> • Students repeat the descriptive adjectives mentioned in the video after the teacher, then in groups. • Students write two sentences describing themselves with adjectives of their choice in their notebooks, then in pairs read their sentences to the class. • Students develop an easy assessment about the descriptive adjectives. Students have to find the descriptive adjectives in a word search (There are twelve). • As closure, each student has to choose a friend and use the descriptive adjectives to create a written portrait of that friend using unique qualities that was identified during their listening process. 	20 min

Observations:	
Signatures:	
	
<hr/> <p>Mgtr. Marlon Armijos TIC Director</p>	<hr/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
	
<hr/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	<hr/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>



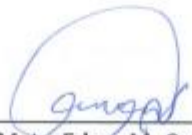
Lesson plan # 3	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 07-12-2023	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Thursday (8h40 – 10h10) (Two hours of practicum)
Time per lesson:	Thursday – 90 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Past simple (Listening for specific information)
Lesson Objectives:	<ul style="list-style-type: none"> To write about simple events that happened in the past making use of some expressions that appears in the music video previously identified.
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Worksheets activities Music video (Paradise, Coldplay) Lyrics of the music video List of verbs in past form Chart about structure of past simple Video about actions in past simple
Pre-Listening	
<ul style="list-style-type: none"> Teacher makes a starter activity (Play a song, pass the ball). Here, teacher plays a song in class. While the music is playing, students should pass the ball around the class. When the music stops, the student with the ball must answer the question from the teacher. Teacher explains the use and structure of past simple and read some verbs in their base form and in past. Teacher writes in the backboard some sentences using the correct structure of past simple tense. 	20 min
During-Listening	
Time	

<ul style="list-style-type: none"> • Teacher provides the printed lyrics of the song (Paradise) to each student and asks them to try to listen for expressions or words in the past tense. • Students work in groups; they have to listen and read the subtitles of the music video (Paradise). • Teacher gives each group a worksheet with an incomplete version of the song lyrics so they should fill in the blanks with the correct words in past. • Teacher jumble the verses from the song and distribute them to the students. As they listen, asks them to sequence the verses in the correct order. 	35 min
Post-Listening	Time
<ul style="list-style-type: none"> • Teacher asks students about their personal opinions related to the topic and encourages them to use the simple past tense to share their ideas. • Teacher provides sentences from the song with verbs in their base form and asks students to listen and identify the correct past simple tense form of each verb. • Teacher selects a section of the song and asks students to rewrite it in the present tense. • As assessment, teacher provides a creative writing exercise related to the theme of the song and asks students to craft a short story or paragraph using the past simple tense, drawing inspiration from the events or feelings expressed in the music video "Paradise." 	35 min

Observations:	
Signatures:	
 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Marlon Armijos TIC Director</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Mónica Jimbo Institutional Tutor</p>
 <hr style="width: 20%; margin: auto;"/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 4	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 13-12-2023	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour of practicum)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Clothes (Listening for predicting)
Lesson Objectives:	<ul style="list-style-type: none"> To acquire practical vocabulary related to items of clothing, enabling students to express their clothing preferences.
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Worksheets activities Audiobook about clothes items Flashcards Image of a person wearing some clothes
Pre-Listening	
<ul style="list-style-type: none"> Before starting the class, the teacher makes an activity called "<i>Dress the teacher</i>", for this game, the teacher has at hand several pictures representing various items of clothing, such as T-shirts, hats, shoes, dresses, etc. Teacher explains to the students that they have a special task: they will dress the teacher! The teacher then shows the pupils the clothing cards one by one and asks them to guess where each one should go on the teacher. For example: "What goes on the head?". Teacher uses an image of a person that wear some clothes items and uses simple sentences to describe each item of clothing, emphasizing pronunciation. For example: The shirt is red, the dress is beautiful, etc. Teacher shows some flashcards, says the word, and students have to repeat after her. Teacher shows a segment of the audiobook related to clothing and fashion (without sound) and asks students to formulate specific predictions about the characters, events, or settings they expect to encounter. Teacher provides a worksheet with specific questions prompting students to predict the theme, characters, and events of the upcoming audiobook based on what they are going to see and hear. 	10 min

During-Listening	Time
<ul style="list-style-type: none"> • Teacher plays the half of the selected audiobook related to clothing. • Students have to discuss their predictions with a partner. • Teacher instructs students to listen carefully and predict what types of clothing or fashion preferences might be mentioned. • Teacher plays the selected audiobook pausing at intervals to allow students to revise or confirm their predictions. 	15 min
Post-Listening	Time
<ul style="list-style-type: none"> • Students develop a Matching Game, for this game, teacher prepares a set of flashcards with pictures of clothing items and another set with their corresponding names. Then, divides the class into small groups and provide each group with the two sets of flashcards, students work together to match the picture of the clothing item to its name. • Students select flashcards of clothing items and describe how they would dress up for different scenarios (e.g., a job interview, a beach day, a normal day). • Students develop an activity called Describe Your Clothes, here students have to take turns describing what they are wearing or what they wore yesterday. Students use the vocabulary they've learned. For example, "I'm wearing a red t-shirt and blue jeans." • As assessment, students develop activity number 5 on page 15 of the book, which consists of matching the different items of clothing with their respective names. 	20 min

Observations:	
Signatures:	
 <hr/> <p>Mgtr. Marlon Armijos TIC Director</p>	 <hr/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
 <hr/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 5		
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"		
Date: 14-12-2023	Type of Institution Public (X) Private ()	
Institutional Tutor:	Mgtr. Mónica Jimbo.	
TIC Director:	Mgtr. Marlon Armijos.	
Academic tutor	Mgtr. Edgar Mariano Castillo Cuesta.	
Preservice Teacher:	Shelsia Adelaida Cordero Correa.	
Schedule:	Thursday (8h40 – 10h10) (Two hours of practicum)	
Time per lesson:	Thursday – 90 minutes	
Class: 10th "C"	School year: 2023- 2024	
Number of Students: 34		
Language level: A2.1	Topic/ Content: Future simple (Listening for predicting)	
Lesson Objectives:	<ul style="list-style-type: none"> • Students will be able to make predictions about future events using the simple future structure (Will). 	
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Worksheets activities • Flashcards • Google slides about Future simple • Audiobook (The boy who cried wolf) • Cards about the actions of the audiobook 	
Pre-Listening		Time
<ul style="list-style-type: none"> • Teacher conducts an introductory activity (Word Association). Here, the teacher gives an initial word, for example, banana and each student take it in turns to say a word which they associate with the previous word. If the connection isn't obvious, challenge the student to justify their choice. banana – monkey – zoo – tourists – hotel. • Teacher explains the use and structure of the simple future and give examples. • Teacher prepares a set of image cards related to key events in "The Boy Who Cried Wolf." and distributes these cards randomly to students. • Teacher asks each student to come up with a brief narrative or prediction about the story based on their image. • Teacher facilitates a class discussion about what they think the story might involve based on the predictions they made. • Teacher asks each student to create a sentence describing what they think will happen in the story based on their image, using the future simple tense (e.g., "The shepherd will see a wolf"). 		20 min


During-Listening	Time
<ul style="list-style-type: none"> • Teacher plays a short audio clip with sound effects related to wolves, shepherds and village sounds and asks students to write down any words or phrases that come to mind after listening to the sounds. • Students listen and watch the half of the audiobook carefully and take a lot of notes of the words they hear in the audiobook and then they write in their notebooks some predictions using the future simple structure previously learned. • Teacher gives students some cards with questions related to the story which are using the future simple tense (e.g., "Will the villagers believe the boy when he tells the truth?") and distributes the cards to small groups. • Students have to discuss their assigned questions and share their imaginative responses about future events, utilizing the future simple tense. 	35 min
Post-Listening	Time
<ul style="list-style-type: none"> • Teacher provides a worksheet with incomplete sentences related to the topic, and asks the students to complete them using the future simple tense. • In small groups students will be assigned with a part of the story that hasn't been covered by the audiobook yet. So, students have to work together to create a prediction story using the simple future tense for their assigned section. • Each group presents their prediction story to the class, incorporating the simple future tense. • As assessment, teacher provides a list of events from the listening material, but scramble the order and asks students to arrange the events in the correct chronological order based on what they saw and heard. 	35 min

Observations:

Signatures:




 Mgtr. Marlon Armijos
 TIC Director



 Mgtr. Mónica Jimbo
 Institutional Tutor



 Shelsia Adelaida Cordero Correa
 Preservice Teacher



 Mgtr. Edgar M. Castillo C.
 Academic Tutor





Lesson plan # 6	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 20-12-2023	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Prepositions of time and place (Listening for gist)
Lesson Objectives:	<ul style="list-style-type: none"> To distinguish prepositions of <i>time</i> and <i>place</i> from each other, the same ones that have the purpose of telling us where or when something is in relation to something else.
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Activities sheets Google slides Whiteboard markers Flashcards Music video (With my heart)
Pre-Listening	
<ul style="list-style-type: none"> Before starting the class, the teacher makes a starter activity called <i>Preposition Simon Says</i>: For this game teacher gives the instructions and students follow them. For example; Simon says: Put your hand under your chair, put your pen on the table, etc. Teacher asks students to brainstorm prepositions related to time and place. And encourages them to think of as many examples as possible. Teacher presents and explains the use of prepositions of time and place Teacher writes on the blackboard examples of prepositions of time and place. 	15 min
During-Listening	
Time	

<ul style="list-style-type: none"> • Students listen and watch the music video and try to understand the main message or story it conveys. Then the teacher gives them five minutes to discuss their ideas with a partner. • Teacher divides the class into two groups with different interpretations of the music video and encourages a friendly debate where each group defends its understanding. 	15 min
Post-Listening	Time
<ul style="list-style-type: none"> • Students write examples about prepositions of place and time in their notebooks. • Ask two students to go to the board and write two expressions using prepositions of place and time. • Students create a concept map to visually represent their understanding of the main idea of the music video; they can use various words to express their interpretations of the song. • Students develop a worksheet about the prepositions of time and place. This assessment consists on fill in the blanks the correct preposition (in, on, at). 	15 min

Observations:	
Signatures:	
 <hr style="width: 25%; margin: 0 auto;"/> <p>Mgtr. Marlon Armijos TIC Director</p>	 <hr style="width: 25%; margin: 0 auto;"/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
 <hr style="width: 25%; margin: 0 auto;"/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr style="width: 25%; margin: 0 auto;"/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 7	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 21-12-2023	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic tutor	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Thursday (8h40 – 10h10) (Two hours)
Time per lesson:	Thursday – 90 minutes
Class: 10th "C"	School year: 2023- 2024
Number of Students: 34	
Language level: A2.1	Topic/ Content: Brainstorming ideas (Listening for gist)
Lesson Objectives:	<ul style="list-style-type: none"> To generate and organize relevant ideas based on listening passages. Also, students will learn to extract essential information and summarize the main points from the listening material.
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Music video (Older, Sasha Sloan) Diagram on how to brainstorm ideas Activities sheets
Pre-Listening	
<ul style="list-style-type: none"> Before starting the class, the teacher makes a starter activity called Clap: The teacher starts telling a story. After a few sentences, she claps her hands and asks a student to continue the story. After a few more sentences, the teacher claps hands again and asks another student to continue. Repeat as necessary. Teacher presents a diagram about how to brainstorm ideas and explains it. Teacher introduce the song's title, artist, and a brief overview of the song's theme, also pre-teach any vocabulary or phrases that appear in the lyrics. Teacher provides a short introduction or context for the listening passage and asks students to make predictions about the content based on the information provided. 	20 min
During-Listening	
<ul style="list-style-type: none"> Students listen to the music video in order to get the overall idea of this. Also, teacher instructs students not to worry about understanding every word but to focus on the main message. 	35 min

<ul style="list-style-type: none"> Students write down their ideas and then, in groups will make a general summary and a draw of general idea of music video making use of techniques that teacher explained previously. 	
Post-Listening	Time
<ul style="list-style-type: none"> Teacher provides students with a set of gist questions related to the song's main idea. For example, what is the song about? what are the main characters in the song? Teacher provides students with a central concept related to the listening material and asks them to build a mind map with key ideas branching out. This visually represents their understanding of the main points. Teacher provides a transcript of the listening material with some keywords missing and instructs students to listen for these keywords and fill in the blanks as they hear them. 	35 min


Observations:	
Signatures:	
 <hr style="width: 20%; margin: 0 auto;"/> <p>Mgtr. Marlon Armijos TIC Director</p>	 <hr style="width: 20%; margin: 0 auto;"/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
 <hr style="width: 20%; margin: 0 auto;"/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr style="width: 20%; margin: 0 auto;"/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 8	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 03-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Comparatives (Listening for gist)
Lesson Objectives:	<ul style="list-style-type: none"> • To compare two or more nouns using comparatives. • To extract the main idea from oral content through the use of a music video.
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Activities sheets • Google slides • Whiteboard markers • Flashcards • Music video (Fighter)
Pre-Listening	
<ul style="list-style-type: none"> • Before starting the class, the teacher makes a starter activity called "<i>Continue the alphabet</i>". In this game, one student will say an initial sentence with the first letter of the alphabet and the next one will have to continue speaking with a word beginning with b, the next one with c and so on. • Teacher writes two basic comparative sentences on the board: "The cat is big. The dog is small." (Use flashcards with images of a big cat and a small dog to illustrate the sentences). • Teacher explains the structure of comparatives through the use of google slides. 	15 min
During-Listening	
Time	


<ul style="list-style-type: none"> • Teacher plays the music video once without stopping. • Students in pairs discuss the main topic and identify any examples of comparatives they noticed. • Students write in their notebooks a few examples of comparatives that are presented in the music video. • Students write an expression that represents the main idea they think relates to the music video and explain to their teacher why they think this is the case. 	15 min
Post-Listening	Time
<ul style="list-style-type: none"> • Teacher gives each child a blank sheet of paper and instructs them to draw a picture of a big item and a small item. For example, they can draw a big sun and a small flower. After they finish, have them share their drawings and describe the differences with the help of the teacher. • Students have to stand in a circle, the teacher asks each child to describe something about themselves using comparatives. For example, "I am taller than my friend Marcos." (Teacher goes around the circle, letting each child make a comparison). • Students develop a worksheet that have sentences that require students to fill in the correct comparative form. Students should complete the sentences with the correct comparative form of the adjectives (e.g., bigger, more exciting, etc). 	15 min

Observations:


Signatures:




Mgr. Marlon Armijos
TIC Director



Mgr. Mónica Jimbo
Institutional Tutor



Shelsia Adelaida Cordero Correa
Preservice Teacher



Mgr. Edgar M. Castillo C.
Academic Tutor

Lesson plan # 10	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 10-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Superlatives (Listening for gist)
Lesson Objectives:	<ul style="list-style-type: none"> • To describe the highest degree of a quality or characteristic of something through the use of superlatives. • To demonstrate an understanding of the overall message of a music video.
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Activities sheets • Flashcards • Music video (She got the best on me)
Pre-Listening	
<ul style="list-style-type: none"> • Before starting the class, the teacher makes a starter activity called "<i>Superlative Story Circle</i>". All students form a circle, and the storytelling adventure begins with a sentence containing a superlative. For instance, "In the quietest town on Earth, lived the most adventurous cat named Whiskers." What comes next is up to each of you as we pass the storytelling torch around the circle. But here's the twist—every sentence should introduce a different superlative, weaving an imaginative tale full of surprises. • Teacher explains the use of superlatives, how they are formed and gives some examples for better understanding by the students. (Teacher clarifies that the structure of superlatives: "the + adjective + -est" is for short adjectives and "the most + adjective" is for longer adjectives.) • Teacher uses flashcards to illustrate superlatives. For example, show a picture of a cheetah and explain that it is the fastest land animal). • Teacher extracts some words from the listening passage and asks the students to tell what the listening is about. 	15 min


During-Listening	Time
<ul style="list-style-type: none"> • Teacher plays the music video and asks students to watch and listen very carefully. • Students write a key word that summarizes the main idea of the music video (For example: Love, Hate, Happiness, etc.) and in pairs talk about why they consider that. 	10 min
Post-Listening	Time
<ul style="list-style-type: none"> • Students write about something they believe is the "best" or "most" of a specific category (e.g., the best animal, the most delicious food, the most interesting place). • Teacher presents some statements and students have to choose only one that they consider is the main idea of the previous music video. • As assessment, students complete the sentences with the correct superlative form of the adjectives (e.g., faster, most intelligent, etc). This test will be completed in pairs, on the same sheet students write a sentence using a comparative that represent a characteristic of an important person in their lives. (For example: My father is the best person in this world.) 	20 min

Observations:

Signatures:



Mgtr. Marlon Armijos
TIC Director



Mgtr. Mónica Jimbo
Institutional Tutor







Shelsia Adelaida Cordero Correa
Preservice Teacher



Mgtr. Edgar M. Castillo C.
Academic Tutor

Lesson plan # 11	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 11-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic tutor	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Thursday (8h40 – 10h10) (Two hours)
Time per lesson:	Thursday – 90 minutes
Class: 10th "C"	School year: 2023- 2024
Number of Students: 34	
Language level: A2.1	Topic/ Content: Jobs/ Professions (Listening for gist)
Lesson Objectives:	<ul style="list-style-type: none"> • To discern what various jobs consist of, as well as talk about their own career aspirations. • To write the main idea about professions using some words presented in the oral content of the music video.
Materials:	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Flashcards • Activities sheets • Video of professions • Chart with different professions • Music video (Hall of fame, The Script)
Pre-Listening	
<ul style="list-style-type: none"> • Teacher conducts an introductory activity (<i>The broken telephone</i>). • Teacher presents the concept and the importance of professions to society and gives a lot of examples of professions and their particular characteristics. • Teacher presents and explains the different professions/jobs with their characteristics through google slides. • Teacher uses a video to reinforce their knowledge about the topic. • Students solve an individual activity in which they must categorize the different professions with the following aspects: Stressful jobs, jobs which are useful to society, jobs for people who are patient, jobs for people who are creative. • Teacher uses flashcards about jobs and provide students with a simple chart where they can take notes about words that they will hear during the listening task. 	20 min
During-Listening	
Time	

<ul style="list-style-type: none"> • Teacher plays a music video related with professions where the students have to listen carefully so that they acquire as much vocabulary as possible, the teacher will ask them to take notes on the aspects they think are most important. • Teacher gives a sheet with a lot of vocabulary and students have to circle the words that they heard in the music video. The goal of the activity is to listen for the main job names, rather than understanding every detail. It is more important to catch a general idea of the music video. • Teacher instructs students to summarize the main idea of the music video in just three simple sentences. 	35 min
Post-Listening	Time
<ul style="list-style-type: none"> • Teacher engages the students in a brief discussion and ask them to share the job-related vocabulary words they identified and encourages them to explain what they know about each job. • Teacher provides students a chart with different professions and they have to choose one or more professions and write why they want to be that in the future. • Students develop a game called 'Guess my job'. For this game they will be given a piece of paper on which are written a set of sentences describing the main aspects of a certain job and students will have to guess and write on the paper what profession they think it refers to. • As an assessment, the students will have to solve an activity that will consist of enclosing the images that relate to the central theme of the music video. 	35 min

Observations:	
Signatures:	
 <hr style="width: 20%; margin: auto;"/> <p>Mgtr. Marlon Armijos TIC Director</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
 <hr style="width: 20%; margin: auto;"/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 12		
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"		
Date: 17-01-2024	Type of Institution Public (X) Private ()	
Institutional Tutor:	Mgtr. Mónica Jimbo.	
TIC Director:	Mgtr. Marlon Armijos.	
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.	
Preservice Teacher:	Shelsia Adelaida Cordero Correa.	
Schedule:	Wednesday (9h25 – 10h10) (One hour)	
Time per lesson:	Wednesday – 45 minutes	
Class: 10th "C"	School year: 2023- 2024	
Number of Students: 34		
Language level: A2.1	Topic/ Content: Uncountable nouns (Listening for specific information)	
Lesson Objectives:	<ul style="list-style-type: none"> To reinforce listening comprehension by identifying uncountable nouns in the oral context of the audiobook. 	
Materials	<ul style="list-style-type: none"> Projector Laptop Speakers Activities sheets Video (Food) 	
Pre-Listening		Time
<ul style="list-style-type: none"> Before starting the class, the teacher makes a starter activity called "Two Truths and a Lie". Teacher writes some examples on the board, such as water, information, furniture, and happiness and asks students to share what they know about uncountable nouns. Teacher explains what means uncountable nouns and gives some examples to reinforce the topic. Students brainstorm as many uncountable nouns as they can in 5 minutes. (Teacher encourages them to use dictionaries or devices to expand their list.) 		15 min
During-Listening		Time
<ul style="list-style-type: none"> Teacher plays the video clip once and asks students to identify as many nouns as they can. Students develop a practical activity where they have to circle all the uncountable nouns presented in the video. Students will have to complete the names of some uncountable nouns mentioned in the video. 		15 min
Post-Listening		Time

<ul style="list-style-type: none"> • Teacher divides the class into small groups and give each group a list of uncountable nouns. Their task is to say some objects that represent those uncountable nouns. For example, if the word is "water," they can say 'a bottle of water'. • Students draw a big circle on a piece of paper. In this circle, write 'uncountable noun', then the students write as many uncountable nouns they can think of using the nouns previously mentioned in the video as a reference. 	15 min
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Observations:	
Signatures:	
 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Marlon Armijos TIC Director</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Mónica Jimbo Institutional Tutor</p>
 <hr style="width: 20%; margin: auto;"/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr style="width: 20%; margin: auto;"/> <p>Mgr. Edgar M. Castillo C. Academic Tutor</p>

Lesson plan # 13	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 18-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic tutor	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Thursday (8h40 – 10h10) (Two hours)
Time per lesson:	Thursday – 90 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Countable nouns (Listening for specific information)
Lesson Objectives:	<ul style="list-style-type: none"> • To recognize the difference between countable and uncountable nouns and use them correctly to express clear ideas. • To reinforce listening for specific information by identifying countable nouns in the oral content of the audiobook.
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Flashcards • Chart of countable nouns • Activities sheets • Audiobook (The tale of Peter rabbit)
Pre-Listening	
<ul style="list-style-type: none"> • Teacher conducts an introductory activity (<i>Memory</i>). It consists of showing a picture to the students, holding it on the computer screen for a few seconds, then removing it and playing a game to see who can remember the most details, e.g.: How many trees were in the picture? How many people were wearing hats? What animal was in the picture?. • Teacher introduces the concept of countable nouns to the students through the use of google slides and provides examples of countable nouns to reinforce the idea. • Teacher projects on the board some images of several nouns and students have to identify which ones are countable nouns. • Teacher presents some information of the Audiobook (The tale of Peter rabbit) using some images of the principal characters and asks the students to give their opinion about the information previously presented. 	25 min

During-Listening	Time
<ul style="list-style-type: none"> • Students' task is to pay close attention to the countable nouns mentioned in the audiobook and write them down in their notebooks. • Teacher hands out worksheets containing sentences with missing countable nouns to be completed. • Students will be provided with a list of countable and uncountable nouns from the story. Students have to listen and mark each noun they hear. • Teacher plays the audiobook again and explain that students have to identify and circle the sentence they hear (the teacher will use several sentences mentioned in the audiobook, but will add others very similar so the writing can vary). 	35 min
Post-Listening	Time
<ul style="list-style-type: none"> • Students categorize the nouns flashcards in the correct category (they have to identify if the noun is countable or uncountable.) • As an assessment, the teacher gives the students parts of the audiobook in unordered order. The students listen to the audiobook and order the parts as they hear them (they have to pay attention to the chronological order of the events in the audiobook in order to complete the activity). • Finally, as a reinforcement, in groups, students write five sentences using countable nouns correctly. 	30 min

Observations:

Signatures:



Mgtr. Marlon Armijos
TIC Director



Mgtr. Mónica Jimbo
Institutional Tutor



Shelsia Adelaida Cordero Correa
Preservice Teacher



Mgtr. Edgar M. Castillo C.
Academic Tutor

Lesson plan # 14	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 24-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C"	School year: 2023- 2024
Number of Students: 34	
Language level: A2.1	Topic/ Content: Reinforcement of oral comprehension (listening for predicting, listening for gist and listening for specific information)
Lesson Objectives:	<ul style="list-style-type: none"> • To demonstrate the ability of predicting information when listening to oral content through a practical activity. • To extract the main ideas from the music video. • To extract accurate information from the music video, i.e., accurately discern details contained in the music video.
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Activities sheets • Music Video (Lady Gaga - Million Reasons)
Pre-Listening	
<ul style="list-style-type: none"> • Before starting the class, the teacher makes a starter activity called <i>Round up the emoji</i>. The teacher projects an image with several emoticons that express emotions or represent activities, hobbies, animals, etc. The game starts when a student comes out to the board and rounds up an emoji that is related to some aspect of his life. The rest will have to guess why he/she has chosen it. To do so, they must ask him/her questions that can only be answered with a yes or no. The activity continues with the rest of the classmates and the only rule is that it is forbidden to repeat emoji. • Teacher explains that the class will be focus in listening comprehension skills (listening for predicting, listening for gist and listening for specific information) so, for this reason a music video will be used. • Teacher presents essential information about the music video such as the artist, the content it is about, the type of music, and some more about the context related to the music video and asks students if they know anything about the music video or what ideas they have about it. 	15 min

During-Listening	Time
<ul style="list-style-type: none"> Teacher plays a fragment of the music video and the students complete the activity that consists of placing the events of the music video according to their predictions based on what they have seen and heard previously. Teacher plays the first part of the music video again and the students have to put the verses in the correct order. Students write the numbers as appropriate (1-First verse 2-Second verse 3-Third verse 4- Four verse) The teacher plays the last part of the music video and students do an activity where they have to fill in the blanks using a word bank. 	20 min
Post-Listening	Time
<ul style="list-style-type: none"> After listening and watching the entire music video, students must find two words in the word search that define the main idea of the music video. Finally, teacher socializes the answers with students allowing them to understand the oral content of the music video. 	10 min

Observations:

Signatures:



Mgtr. Marlon Armijos
TIC Director



Mgtr. Mónica Jimbo
Institutional Tutor







Shelsia Adelaida Cordero Correa
Preservice Teacher



Mgtr. Edgar M. Castillo C.
Academic Tutor

Lesson plan # 15	
Institution Name: Unidad Educativa "Pío Jaramillo Alvarado"	
Date: 31-01-2024	Type of Institution Public (X) Private ()
Institutional Tutor:	Mgtr. Mónica Jimbo.
TIC Director:	Mgtr. Marlon Armijos.
Academic tutor	Mgtr. Edgar Mariano Castillo Cuesta.
Preservice Teacher:	Shelsia Adelaida Cordero Correa.
Schedule:	Wednesday (9h25 – 10h10) (One hour)
Time per lesson:	Wednesday – 45 minutes
Class: 10th "C" Number of Students: 34	School year: 2023- 2024
Language level: A2.1	Topic/ Content: Post-Test and Questionnaire.
Lesson Objectives:	<ul style="list-style-type: none"> To assess students' progress in Listening Comprehension skills (Listening for predicting, listening for gist and listening for specific information) through the use of audiovisual resources such as music videos and audiobooks. To know students' perceptions about the application of audiovisual resources in the classroom which will help to understand and gain a more complete picture of how students view the application of audiovisual resources in the classroom.
Materials	<ul style="list-style-type: none"> Projector Speakers Post-test sheets Scoring guide Music video (Beautiful in white) and Audiobooks (1. The lion and the mouse. 2. The Christmas Gift Factory) Questionnaire sheets
Pre-Listening	
<ul style="list-style-type: none"> Before starting the class, the teacher makes a starter activity called <i>Acrostic Challenge</i>: Teacher writes a prompt word on the board in a vertical direction, for example: ANIMAL Students have to think of a word that begins with each of the letters to create a mini acrostic puzzle. For example, Apple, Night, If, Monkey, Artist, Look. Teacher gives clear indications to develop the post-test; Here, students first complete the first five questions related with the music video and then complete the last five questions related with the audiobook. (Both, the music video and audiobook will be the same as those used in the pre-test, only in the last question of the post-test we will watch and listen to another audiobook.). 	5 min

During-Listening	Time
<ul style="list-style-type: none"> • Students will listen and watch the music video and answer the questions on their post-test. (First students develop the music video activities and then the audiobook activities.) • Teacher will allow time for review and will play the audio a maximum of three times. 	10 min
Post-Listening	Time
<ul style="list-style-type: none"> • At the end of the listening test, the Post-test sheets are collected and teacher gives students constructive comments to improve their listening abilities. • Questionnaire: Teacher tells the students that they are going to answer a questionnaire which contains nine indicators, informs them that the objective is to see how they perceive the use of audiovisual resources in the classroom to improve listening comprehension skills. • Teacher gives students indications that there are four options that they can choose (Totally agree, Agree, Disagree, and Totally disagree). • Teacher clarifies that in some indicators the question Why? appears where they can answer according to their experiences and ideas. • Teacher gives each student the sheet and students answer the questionnaire after the teacher has clarified what each indicator means. 	30 min

Observations:	
Signatures:	
 <hr/> <p>Mgtr. Marlon Armijos TIC Director</p>	 <hr/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p>
 <hr/> <p>Shelsia Adelaida Cordero Correa Preservice Teacher</p>	 <hr/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p>