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Multimedia resources and listening comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024

Recursos multimedia y comprensión auditiva en estudiantes de educación básica superior en una institución pública en Loja, año lectivo 2023 - 2024

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Dedication

This curricular integration project is dedicated, first and foremost, to my mother, who has supported me unconditionally even though she is not by my side at the present time. To my father, for steadfastly supporting my decisions throughout my life. I also want to dedicate it to my sisters, Tania and Katty, who have been my mentors in life and provided financial support. Finally, I want to dedicate this project to my friend Steven, for guiding me through life and being like a brother to me.

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1. Title

Multimedia resources and listening comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024

2. Resumen

El objetivo principal del presente estudio fue mejorar la comprensión auditiva en el idioma inglés en estudiantes de octavo grado de educación básica superior de una institución pública de Loja durante el año lectivo 2023-2024 mediante la aplicación de recursos multimedia. El tiempo de intervención propuesto para esta investigación fue de 8 semanas, en las cuales se realizaron las actividades previamente diseñadas. En consecuencia, la metodología utilizada en esta investigación-acción fue un enfoque de método mixto, de la mano de un pre-test y post-test para recolectar datos cuantitativos de los participantes, que luego fueron comparados con la escala de calificación nacional ecuatoriana. Asimismo, se realizó una técnica de encuesta a través de un cuestionario para obtener percepciones sobre la aplicación de las herramientas utilizadas por parte de la muestra, así como la técnica de observación mediante notas de campo para la recolección de datos cualitativos de cada intervención realizada. Así, para la interpretación de los datos se utilizó estadística descriptiva para presentarlos e interpretarlos en figuras y tablas. Los resultados mostraron que positivamente, casi la totalidad de los alumnos participantes mejoraron su habilidad de comprensión auditiva, obteniendo un aumento de su media de puntuación entre el pre y el post-test que realizaron. Del mismo modo, los estudiantes expresaron disfrute, motivación, satisfacción y mayor participación en clase en relación con el uso de herramientas de recursos multimedia como imágenes contextuales, vídeos subtítulos en YouTube y la página web Quizizz. Además, debido a la correcta aplicación de estos recursos, los alumnos mejoraron las subhabilidades de comprensión oral, en concreto, la preescucha, la postescucha, la escucha de lo esencial, la escucha de los detalles y la escucha del vocabulario tras la aplicación de los recursos multimedia en sus actividades de clase.

Palabras clave: material audiovisual, comprensión auditiva, tecnología educativa, método mixto, percepciones.

Abstract

The main objective of the present study was to improve listening comprehension in the English language among eighth grade superior basic education students at a public institution of Loja during the school year 2023-2024 by applying multimedia resources in classroom events. The time spent in the intervention proposed for this research was 8 weeks, in which were carried out the activities previously designed. Consequently, the methodology used in this action research was a mixed method approach, by the hand of a pre-test and post-test to gather quantitative data from participants, that then was compared with the Ecuadorian national grading scale. Also, a survey technique through a questionnaire to obtain perceptions on the application of the tools used from the sample, as well as observation technique using field notes for collecting qualitative data from each intervention carried out. Thus, for data interpretation, descriptive statistics were used to present and interpret data in figures and tables. The results showed that positively, almost all of the students involved improved their listening comprehension skill, obtaining an increase of their score average between the pre and post-test they took. Similarly, students expressed enjoyment, motivation, satisfaction and increased class participation regarding the use of multimedia resources tools such as contextual images, YouTube captioned videos and Quizizz website. In addition, due to the correct application of these resources, learners improved listening comprehension subskills specifically, pre-listening, post-listening, listening for the gist, listening for detail, and listening for vocabulary after the application of multimedia resources in their classroom activities.

Key words: audiovisual material, auditory understanding, educational technology, mixed method, perceptions.

3. Introduction

English has become a worldwide influential language because it has far-reaching implications in numerous disciplines including science, business, tourism and education (Parupalli, 2019). The global importance of this language underscores the need for all people to be good in English. Nevertheless, even though it is omnipresent, becoming proficient in this language is particularly difficult, mastering important language skills like listening is vital because they directly impact how well a person can communicate. Multimedia encompasses different types of media such as images, audio, text, and video, typically utilized to improve learning. It supplements verbal instructions with static or moving images, often produced and presented using technology.

However, Parupalli (2019) notes that many students in Ecuador struggle with reaching the required level due to a range of factors such as a reduction in instructional hours of English within the curriculum and also lack sufficient technology resources at schools. Consequently, students are faced with challenges in learning listening comprehension such as vocabulary understanding or specific information extraction or details identification. Preservice teacher observed that there are several traditional strategies and techniques when teaching listening that affect the student's performance, boring them by the slow development of the activities, taking into account that, with the correct material and use of it, the benefits are noticeable. (Parupalli, 2019).

Thus, this study intends to answer the following broad research question: How does using multimedia sources affect listening comprehension skills for superior basic education students at a public institution in Loja? Two specific sub-questions have been formulated to address this inquiry: What is the effectiveness of multimedia resources on listening comprehension among superior basic education students at a public institution in Loja? What are the perceptions of multimedia resources in developing listening comprehension among superior basic education students at a public institution in Loja?

Multimedia resources are increasingly recognized as valuable tools for enhancing listening comprehension by experts in the field. For example, according to Abdulrahman et al. (2020), audio-visual materials are significantly beneficial for improving students' listening abilities. Similarly, Suvorov (2019) emphasizes the value of multimedia resources, especially for second language learners who may struggle with grasping specific vocabulary and speech patterns. These scholars assert that these resources are critical for accommodating the different learning styles and languages of individuals, enabling them to comprehensively understand the content at hand.

Despite this, the development of listening skills is further impeded by ineffective instructional strategies employed in the classroom. Slow progress and a lack of engagement for students are the major disadvantages of outdated methods as experienced by most preservice teachers (Parupalli, 2019). Simultaneously, adopting the appropriate materials and procedures may provide significant advantages. Furthermore, there is insufficient study in Ecuador regarding the use of audiovisual materials to engage and improve students' listening comprehension. As a result, it is difficult to comprehend how learners perceive these instruments as well as how these may be implemented in a classroom setting.

By emphasizing one specific component of language acquisition, the study offers useful insights into effective methods for improving students' listening comprehension. The findings provide useful advice to teachers looking to improve language teaching techniques, particularly in circumstances comparable to the one investigated in this study. Moreover, by addressing the problems and possibilities related to this demography and time frame, the study provides targeted suggestions for increasing language learning results. Finally, this research's contributions expand above its local context, enriching wider conversations about language acquisition and instructional approaches in other educational contexts.

However, drawbacks were pointed out, including the research's short duration (eight weeks), the lack of a control group for comparing the outcomes produced at the conclusion of the procedure, and restricted availability of tools that aid in the usage of technological gadgets. Despite these constraints, the study demonstrates the possible benefits of multimedia resources for enhancing language learning outcomes, particularly in the field of listening comprehension, and recommends directions for further research in this area of study.

This research seeks to give useful information about the influence and perceptions of multimedia resources on listening comprehension abilities in this school setting. The following general along with specific research objectives contributed to achieving this goal: The general objective is to improve listening comprehension skill among superior basic education students at a public institution in Loja through multimedia resources during the 2023-2024 school year. Thus, the specific goals are: To identify the effectiveness of multimedia resources in enhancing listening comprehension among superior basic education students at a public institution in Loja in the 2023-2024 school year. To determine superior basic education student's perceptions about the application of multimedia resources for developing listening comprehension at a public institution in Loja throughout the school year 2023–2024.

4. Theoretical Framework

4.1 Multimedia resources

4.1.1 Definition of multimedia resources

By definition, multimedia resources are systems of communication that result from the convergence of audiovisual and computer technologies. As Mayer (2002) mentions, “multimedia refers to the presentation of material using both words and pictures” (p.27). Along with, (Mayer, 2002) premises that according to his multimedia principle, people can learn more effectively when they receive an explanation that combines both words and pictures, rather than just words. Likewise, the method of perception viewpoint indicates that audiovisual requires the learner to employ multiple different senses, such as the eyes and hearing. This perspective focuses on the sensory receptors used by the student for absorbing new content. “Multimedia courseware displays the teaching content vividly through the combination of audiovisual, sound and image, it expands students' horizons, effectively promotes the large-capacity, multi-information and high efficiency of classroom teaching” (Xia, 2020, p. 22)

Mayer (2014) claims that the optimal use of two channels, one for visual information and the other for auditory/verbal information, can improve learning and reduce cognitive load. This is referred to as multimodal learning cognitive theory. Mayer’s theory is based on the assumptions that visual and auditory information are processed in separate channels, each with a limited capacity, and that learners actively process new information for meaningful learning. However, Mayer’s theory assumes that all learners are equally motivated to learn with multimedia, which may not always be the case. (Mayers, 2014)

In addition to this an e-learning system can enhance learning through the use of multimedia components such as text, audio, video, and animation. Several studies have shown that multimedia components can assist students in their learning. Previous research has found that the complexity of multimedia components has enabled students to use their mental skills more effectively. Additionally, multimedia and interactive components support self-directed learning (Lau et al., 2013). Indeed, nowadays multimedia resources are frequently used as a tool for teaching English in the EFL classrooms around the globe. Due to this, a wide range of teachers are using audiovisual material to reinforce and improve listening comprehension skills in their students.

4.1.2 Cognitive load theory and multimedia learning

Cognitive Load Theory (CLT) is a concept that provides insight into the manner in which the brain of humans absorbs knowledge. According to CLT, the human cognitive system has a limited capacity for processing information, and when this capacity is exceeded, learning

is hindered (Sweller et al., 2019) Mayer's Cognitive Theory of Multimedia Learning is based on CLT and addresses how individuals process information and learn through multimedia approaches (Mayer, 2002). Mayer's theory suggests that the effectiveness of multimedia instructions can be increased by making two specific changes. The first change involves replacing visual text with spoken text, which is known as the modality effect. The second change involves adding visual cues that connect elements of a picture to the accompanying text, which is known as the cueing effect. According to Mayer's theory, implementing these changes can lead to better learning outcomes and reduced mental effort for learners. In conclusion, CLT and Mayer's Cognitive Theory of Multimedia Learning offer an approach towards comprehending how audiovisual might be utilized successfully in education while considering the limits of the individual cognitive process.

4.2 Types of multimedia resources

Alobaid (2020) establishes that, in the context of education, audiovisual material refers to the incorporation of various information and communication technologies to harness their potential in improving, enhancing, and creating a more effective learning environment and facilitating the learning process. The multimedia learning process can be understood in two ways: as the acquisition of information through multimedia messages, which serve as vehicles for delivering information, or as the construction of knowledge, where multimedia messages aid in making sense of the information (Alobaid, 2020).

Integrating audiovisual materials within your classroom can give learners new methods to understand the material. These tools can give many views on events that could prove hard to explain when taught using traditional methods (EdtechGuides: Why Use Multimedia Guide: Types of Multimedia Resources, 2023). Similarly, movies may create storylines that learners may sympathize with, allowing further real and durable learning. EdtechGuides: Why Use Multimedia Guide: Types of Multimedia Resources (2023) emphasize that the rationale for composing the materials ought to be disclosed to learners, and chances to assess them and relate their subject matter to the lesson topics ought to be supplied. Multimedia is a broad category that encompasses various types of resources, including text and graphics such as slideshows, presentations, diagrams, and infographics; audio resources such as podcasts; and video resources such as screencasts, lecture captures, talking head videos, animations, and glass screen videos. These resources can be used to enhance the learning experience by providing different ways to present information and engage with the material.

“Multimedia has the characteristics of pictures, texts, sounds and even moving images, it has many features and functions that are especially valuable for English education and

teaching” (Xia, 2020, p. 23) Thus, this research project will be focused on three specific types of multimedia, including: Contextual images, YouTube captioned videos, and the Quizizz website. Contextual images are images that are relevant to the content being taught and can help students better understand the material. These may include numerous forms, incorporating supporting written content, additional pictures of the identical topic, as well as viewer understanding of culture.

4.2.1 Contextual images

Visuals have always been a helpful tool in language learning and teaching. When teaching listening comprehension, it's important to remember that the learner's attitude, motivation, and interest can only be achieved through active practices (IRGATOĞLU, 2017) Using animated images and the method of debate can strengthen listening and listening skills. Animated videos provide a visual representation that can help students better understand and develop their learning abilities. This is because the visual sense is engaged, making it easier for students to comprehend and improve their skills. By presenting information in an engaging and dynamic way, animated videos can capture the attention of students and encourage them to actively participate in the learning process. The method of debate also promotes active listening and critical thinking, as students must listen carefully to the arguments of others and formulate their own responses. Overall, the combination of animated images and debate can be a powerful tool for enhancing listening skills and promoting deeper understanding (Pham, 2021)

Hsieh (2019) claims that students with lower proficiency levels saw greater benefits, especially in terms of listening. This is likely due to the easy access to listening input with a standard accent, as well as the presence of visual aids such as images and captions that help with understanding the auditory input. Learners can guess the subject of the instruction or exercise by looking at photographs or watching the opening portion of an online clip. (How English Language Teachers Can Use Pictures in Class | British Council, 2013) This technique can be applied in teaching listening comprehension by before starting with the audio, the teacher shows students an image that shows the context of the listening activities, making students guess what the topic is going to be about. Whenever it involves captivating pupils that are acquiring an unfamiliar tongue during any rate, visuals are vital. They could prove efficient learning tools throughout courses, as well as valuable suggestions for pupils while practicing listening.

4.2.1.1 Advantages of using contextual images.

The presence of resources such as images can be highly stimulating, as they provide learners with a different way to present and practice a language. These tools are not only beneficial for students, but also for teachers, who rely on them to easily produce, prepare, store, and retrieve learning materials (Alkamel. & Chouthaiwale, 2018). Using pictures to teach listening skills can be considered one of the most effective techniques for bringing imaginative ideas into EFL classrooms. This approach allows students to engage with the language in a more visual and interactive way, which can help to enhance their understanding and retention of the material. By incorporating pictures into the teaching of listening skills, Teachers may make studying extra interesting and captivating for the students they teach. This technique has the potential to greatly improve the effectiveness of language instruction and help students achieve greater success in their language learning journey (IRGATOĞLU, 2017).

Visual Support and Comprehension Enhancement.

When pictures are well-designed, they can effectively integrate illustrations in a way that provides an enhanced multimedia experience. This can be incredibly helpful in supporting story comprehension, as the illustrations can help to clarify and reinforce the narrative. As a result, this can also support the acquisition of vocabulary, as children are better able to understand and remember the words used in the story when they are accompanied by relevant and well-designed illustrations. By providing a rich and engaging multimedia experience, well-designed pictures can play an important role in promoting literacy and language development. (Bus et al., 2019). The use of pictures can be incredibly beneficial for visual learners. By associating words with images, these learners are able to better remember the word, its meaning, and sometimes even the context in which it is used. This can greatly enhance their understanding and comprehension when reading. By providing visual cues, students are able to more easily recall information and make connections between concepts, leading to a deeper and more meaningful learning experience. Overall, the incorporation of pictures into the learning process can be a powerful tool for helping visual learners to better understand and retain information (Dilafroz, 2023).

4.2.2 *YouTube captioned videos*

It has been discovered that within the language labels are far more successful than interlingual subtitles in improving the growth of vocabulary. The reason is due to the fact that subtitles give further details, like audio effects and recognition of speakers, which can aid in creating a more understandable atmosphere for students. By providing this additional context, captions can further scaffold the learners' comprehension of the video content, making it easier

for them to understand and retain the information being presented. As a result, the use of intralingual captions can increase the likelihood of successful vocabulary learning by providing learners with a richer and more supportive learning experience (Reynolds et al., 2022).

Reynolds et al. (2022) advocate that educators provide students native subtitled movies when the purpose is to enhance vocabulary development. Intralingual subtitles, or captions in the same tongue as the audio recording, may help strengthen the data offered and provide extra context, making it simpler for students to comprehend and remember new terminology. Animations, in addition to captioned videos, might be very valuable for younger learners. Animations can serve as incentives for young students while making the learning process more pleasurable, hence improving their capacity to acquire new words. YouTube videos may be an extremely useful resource for learners since they offer an innovative and interesting approach to discover and arrange concepts. By watching movies on a certain topic, students may obtain a better knowledge of the primary ideas and notions, as well as benefit from the visual and aural information offered in the films in order to assist them clarify what they are thinking. Furthermore, movies published to YouTube usually present facts in a basic and easy manner, helping students to understand complex topics while recalling the information offered. Furthermore, the interactive component of YouTube videos enables learners to stop, rewind, and replay portions of the video when necessary, giving them greater control over their educational experience. Overall, the use of YouTube videos in the classroom can greatly enhance students' ability to explore and organize ideas, leading to improved learning outcomes.

4.2.2.1 Advantages of using YouTube captioned videos

As Sembiring, & Katemba (2023) mention, adding captions to videos can increase accessibility, improve the viewing experience, help with search engine optimization, and expand global viewing potential. Similarly, captions and subtitles can help grow a channel, reach a global audience, provide a way for the hearing impaired to enjoy content, improve video SEO, increase video watch time, and allow individuals to consume content in atmospheres that call for "silencing devices" (meetings, plane rides, etc.). The subtitles allow for information easier to find to an even larger public, particularly individuals with disabilities deaf or deafeningly. They can also improve the viewing experience by allowing viewers to better understand the content, even in noisy environments or when the sound is turned off. Additionally, captions can help with search engine optimization by providing additional text for search engines to index. This can help videos rank higher in search results and attract more viewers (Hunzai, 2023).

YouTube is a popular video-sharing platform that hosts some of the largest and most viewed videos on the internet. This site provides students with the opportunity to observe and analyze the body language, gestures, and facial expressions of speakers in the videos, which can enhance their understanding of nonverbal communication. Additionally, YouTube can be a valuable educational tool for children, as it offers a wide range of informative content that can help them learn new information and improve their listening comprehension skills. YouTube helps learners work on listening abilities in a number of scenarios and enhance their complete comprehension of language by offering exposure to a wide and varied assortment of media. Overall, YouTube is an excellent resource for students looking to expand their knowledge and enhance their language skills (Sembiring, & Katemba., 2023).

Enhanced comprehension.

YouTube is a successful instrument for language acquisition. It has been discovered that consuming videos on the site may greatly increase pupils' listening comprehension abilities. This is due to YouTube offers a wide selection of information, enabling learners to work on their listening abilities in a wide range of settings. Furthermore, the website's interactive functions, such as subtitles and the option to slow down or speed up videos, can help students improve their comprehension of spoken English (Sembiring & Katemba, 2023). As a consequence, YouTube is a wonderful resource for students looking to improve their English listening skills. By providing a wide range of engaging and informative content, as well as helpful tools for language learning, the platform has proven to be an effective aid in helping students better understand spoken English. YouTube offers an excellent instrument to anybody trying to enhance their communication skills, thanks to the vast collection of content and easy-to-use interface.

Authentic language exposure.

Sinyashina (2020) discovered that viewing real movies with captions might be an excellent strategy for acquiring unintentional words. The videos include linguistic as well as nonverbal stimulation, that can assist with the comprehension of data. Additionally, authentic videos can have a strong motivational effect on learners' attitudes towards language learning. Furthermore, YouTube's role digital media advantages like video captioning have been suggested as a visually prominence method due to their beneficial multimedia/cognitive consequences in creating and improving a multifaceted educational setting to assist English as a Second Language (ESL) students in focusing upon and engaging deeper in the language of choice feedback (Alobaid, 2022). This can potentially lead to more accurate speech over time. In a study by Suárez and Gesa (2019), it was found that exposing Grade-10 EFL learners to

captioned video fortnightly for a classroom period led to substantial variations in goal vocabulary acquisition among the controls and experimental groups. This shows that repeated exposure to subtitled film might help with the growth of vocabulary.

4.2.3 Quizizz website

The website Quizizz provided a platform for both students and teachers to evaluate their strategy usage in a mildly competitive game-like environment. As participants completed questions during the weekly technique usage quizzes via Quizizz, they were allowed to view their own results, giving a competitive element to their evaluation. This enabled a more interesting and dynamic approach to evaluating strategy adoption. Quizizz is a website that helps teachers generate quizzes and exams for their students. The platform is intended to be enjoyable and engaging, with features like rankings and bonuses that lend an element of competitiveness to the educational experience. This is especially beneficial for evaluating strategy utilization since it motivates students to take an active role with the subject and reflect analytically about how they approach it (San, 2020).

According to Lim and Yunus (2021), instructors are highly pleased about Quizizz as an educational tool. They perceive it as a useful tool that is simple to use, practical, and very motivating for their students. This makes it an excellent platform to encourage academic accomplishment and intellectual growth between students. By providing an engaging and interactive learning environment, Quizizz helps students to achieve their full potential and succeed in their academic pursuits. Ultimately, instructors see Quizizz as a useful tool that may significantly improve their pupil's educational experiences.

4.2.3.1 Advantages of using Quizizz website

According to Amalia's (2020) survey of Dynamic English Course students, they had a favorable attitude regarding the usage of Quizizz as an online evaluation instrument to evaluate English instructional purposes, especially for informal evaluations. The students strongly agreed that Quizizz has several advantages over traditional formative tests. They found that the platform has an attractive and engaging display, which makes it interesting and fun to use. Additionally, the platform's design makes it difficult for students to cheat during tests. Quizizz also fosters an environment of competition in the educational setting., which can motivate students to perform better. Overall, the students found that Quizizz is a better option than traditional formative tests for English teaching and learning.

Engaging and interactive learning

According to Edwards (2023), Quizizz adds gamification to quiz-based acquiring knowledge, resulting in a great educational resource. Quizizz combines the greatest features of

previous quiz-only platforms with gamification, meme modifying, plus soundtrack selections to provide an improved user experience to pupils. Quizizz can be utilized as well to improve understanding while listening abilities, in addition to its usefulness in classroom instruction. Among the techniques used in distance education, as described by Safarati and Rahma (2020), is multimedia on the internet, referred to as e-learning-based forms of entertainment, that allows learners to understand more of the content delivered by the instructor. Quizizz has the advantage of giving democratic education eliminating the necessity for classes in person, so it is able to be accessible at any point, pursuant to a specified timetable, from anyplace.

Adaptive Feedback

Quizizz is a website which is frequently utilized to facilitate English education and instruction. One of the advantages of using Quizizz is its adaptive feedback feature. According to Quizizz's Help Center, the Adaptive Question Bank feature generates unique question sets from your quiz, allowing for practice through spaced repetition while discouraging students from copying each other's answers. This feature is available on the Quizizz Individual (Super) and School & District Plans. Furthermore, to its effectiveness in teaching and learning, Quizizz can also be used to develop listening comprehension skills. The platform's adaptive feedback feature allows students to receive immediate feedback on their answers, helping them to identify areas where they need to improve. This can be particularly useful for developing listening comprehension skills, as students can use the feedback to focus their practice on areas where they need the most improvement.

4.2 Listening Comprehension

4.2.1 *Definition of listening comprehension*

Hearing has become an integral component of life for humans and serves a significant part in dialogue. In fact, people spend a significant portion of their time listening while talking, with 45 percent of their time dedicated to this activity. In comparison, they spend 9% of their leisure time typing, 16% absorbing information, and 30% conversing. These statistics illustrate the importance of listening in our daily lives. As such, it is impossible to ignore the significance of this skill. Notwithstanding this, hearing continues to be regarded to be among of those most difficult abilities to learn, especially when learning a second language (L2). It requires practice and dedication to develop effective listening skills (Ha & Ngo, 2021).

According to Hagen et al. (2022), listening comprehension is the cognitive process of comprehending and decipher spoken words. This includes not just understanding the phrases and ideas said, but also extracting significance from the larger context of the discourse, such as stories and directions. It involves the listener to proactively interact with the speaker,

utilizing their understanding of language, vocabulary, and grammar to create a mental image of the content being delivered. This talent is required for efficient communication and is important in learning, social interaction, and individual growth. Furthermore, (Pham, 2021) contend that listening is the essential fundamental component on which every other linguistic talents are based. Listening enables students to create genuine relationships within their desired language and cultural backgrounds. By actively participating in the listening process, learners may get a greater grasp of the language as well as its historical setting, helping learners express themselves more efficiently and authentically. This is why listening is thought to be a crucial component of language acquisition and development. Students are unlikely to properly interact with and grasp whatever language they are learning if they did not have a solid listening foundation. Therefore, it is crucial for students to develop strong listening skills in order to achieve success in their language learning journey.

4.2.2 *Listening skill stages*

The pre-listening stage is a crucial step in preparing students for listening tasks. During this stage, students are encouraged to think about the topic they will be listening to and to focus their minds on the subject at hand. This helps to activate their prior knowledge and to create a mental framework for the information they will be receiving. By engaging in this process of mental preparation, students are better able to understand and retain the information presented in the listening task. In other words, the pre-listening stage serves as a foundation for successful listening comprehension by helping students to focus their attention and to anticipate the content of the listening material (Tong, 2019).

Hearing exercises have been developed to be appropriate educational exercises that allowed learners to effectively hone their capacity to hear via a planned strategy that included pre-, while-, and post-listening stages. Pupils received practical activities that challenged them to assess, interpret, are applicable, and build significance using what was provided while attempting to engage fully in conversations that took place throughout these activities (Zúñiga & Gutiérrez, 2018). These assignments were carefully crafted to promote listening fluency and to help students overcome any difficulties they may have had with listening comprehension. This study showed the way English as a Foreign Language instructors might engage their pupils in collaborative listening tasks which encourage collaboration among classmates while offering learners with the backing, they require to effectively tackle any auditory obstacles they might encounter. By engaging in these meaningful learning activities, students were able to develop their listening skills and become more confident and effective communicators.

4.2.2.1 Pre-listening.

Pre-listening has become a vital component during an ESL/EFL session which has the goal toward helping learners improve overall receptivity abilities. During this stage, students are provided with the necessary support and guidance to prepare them for the listening task ahead. (Córdoba & Rangel, 2018) This can include activities such as vocabulary building, background knowledge activation, and prediction exercises. Learners who participate in such pre-listening exercises are more likely to understand and interpret what they are hearing, thus may contribute to greater language fluency for a foreign language (Smyshlyak, 2022). The standard perspective of Pre-listening objectives comprises a number of objectives:

- To pre-teach and stimulate the terminology
- To explain the blocked words for subsequent hearing activities
- To interest the learner in the subject matter via significant engagement
- To stimulate expectations of the setting as well as subject matter to the

subsequent material, and furthermore.

Listening for predictions

Enhancing listening comprehension relies on enabling listeners to leverage their prior knowledge and expectations, empowering them to make accurate predictions about forthcoming content. This process unfolds through the pre-listening stage, where students are equipped with essential tools to optimize their listening experience (Jiang, 2009). This stage comes before listening. In this case, the students are prepared for the listening task at hand by giving them background information, teaching some necessary grammar and vocabulary as well as involving them in predicting what they are going to listen. The tutors should create anticipation of events and excitement whereby learners can now understand where they occur within the sections of the texts listened to.

Learners' background knowledge, language proficiency and ability to predict/anticipate words or phrases help them engage more effectively in listening. This method improves their general understanding besides encouraging critical and analytical skills through confronting their own expectations with the actual facts (Jiang 2009). By investing in the pre-listening stage and emphasizing prediction as a powerful strategy, educators can cultivate students' listening capabilities and foster a deeper connection with the material. Consequently, learners are better equipped to actively participate in the learning process, retain information more efficiently, and strengthen their overall language proficiency.

Pre-listening advantages.

As noted by Smyshlyak (2022), the pre-listening stage has traditionally been used in ESL/EFL lessons to help students perceive and prepare for listening exercises. Nonetheless, according to the writer, it can be used as a platform for speaking practice. When the conventional goals of this phase shift from listening comprehension skills to speaking fluency skills teachers have an opportunity to make the class more student-centered and balance teacher talking time with student talk during the lesson. This way students' oral proficiency will be enhanced as well as their ability to understand spoken language. The author gives examples of typical activities which serve both traditional aims of pre-listening stage and new ones directed towards developing speaking skills. Inclusion of these activities in teaching helps students acquire language better since they are more comprehensive.

During this preparatory stage for listening activities, learners are given a chance to use terms and expressions from the forthcoming listening text. At this point their previous knowledge is stirred up thus making them ready for hearing passage. While using those words in their context, learners can easily match what they have heard with what they already know making it easier for them to understand and comprehend the material listened to. This stage is crucial in helping students to effectively process and retain the information presented in the listening task, ultimately leading to improved listening comprehension and language proficiency (Tong, 2019).

Activating prior knowledge

Pre-listening exercises are intended for activating past information while also preparing pupils to listen. These exercises serve a variety of functions, such as pre-teaching as well as engaging terms, forecasting material, generating curiosity, alongside assessing task comprehension. Unlocking previous expertise entails both extracting what pupils already know and developing the preliminary information required to access forthcoming topics. According to brain studies, it is better to comprehend new information once we can relate it to what we already understand (Ferlazzo, 2018). According to additional study, using and strengthening already existing skills has a significant effect in achieving academic success. In other words, pre-listening activities that activate prior knowledge are essential for effective listening instruction. Instructors can enhance understanding and increase level of literacy by considering what pupils are familiar with and expanding on that information.

Building anticipation and motivation

Students can increase their sense of realism and engagement with the listening material by getting information about the context in which words were spoken; such things as time,

location, speaker and intended audience. This added context can help students better understand and interpret the words they hear. Moreover, it is important for all students to fully comprehend what is expected before they start listening to the text. This way, their attention will be directed towards pertinent aspects of the aural material thus increasing their likelihoods of comprehending and interpreting it well. In short, contextualizing information and understanding instructions before commencing listening sessions can significantly improve one's ability to listen effectively and receive meaning from an auditory presentation.

4.2.2.2 While-listening.

According to the research of Zúñiga & Gutiérrez (2018) however, it is stated that while-listening stage is a very important step in the listening process where students interact with listening material and do an assigned task. This stage gives life to their activities of audio or video content by carefully listening paying attention to knowledge being presented. They can take notes, answer questions for comprehension or participate in other activities designed to facilitate their understanding and retention of information. Moreover, in this stage students are expected to be actively involved with the listening material as they complete a task set thereby enabling them to demonstrate their comprehension of the content.

The while-listening stage serves a critical purpose in the listening process by challenging and guiding students to effectively handle the information and message presented in the listening text (Tong, 2019). During this stage, students are encouraged to actively engage with the listening material, using their critical thinking and problem-solving skills to extract meaning from the content. Through carefully designed activities and tasks, students are guided to analyze, interpret, and respond to the information presented in the listening text. The ultimate goal of the while-listening stage is to help students develop their listening comprehension skills and become more effective communicators in their target language.

While-Listening Strategies.

Examining the techniques applied by a listener will enable one to gauge whether he or she is an efficient listener. While listening, does the emphasis of the listener lie mainly on the subject matter contained in spoken words or he/she also reflects on how to listen effectively? This raises awareness of techniques for effective listening. Listening strategies can be defined as a learner's approach and handling of an assignment. Effective approaches and management in listening can be taught to students who may find it helpful in improving their listening skills. Through employing good listening strategies listeners can grasp more information from what they hear and keep it longer. This can lead to improved communication and comprehension in various situations (Richards, 2016).

Listening for the gist.

Campos (2022) says that listening for the gist is a strategy in language learning and comprehension where listeners try to get the general meaning or purpose of written or spoken text. In such a case, understanding each separate phrase or sentence becomes less important as the listener tries to find out what the whole passage is about. Through identification of key words, intonation, among other contextual aspects, it is possible for them to make some reasonable guess about its meaning while taking away only major points without concentrating too much on details. This aspect makes it possible for learners to effectively interact with content thereby improving their listening competence; thus, overall proficiency in language use.

Listening for detail.

Detailed listening, as defined in the text given, is a kind of listening that involves concentration on the whole of a listening passage. The main task is to collect all information given in it because it is not clear which details will be useful for completion of any particular activity. In this case, listeners cannot skip any part of what they hear and must participate actively from beginning to end to acquire an overall understanding of the message conveyed. Rather than searching for specific items, the emphasis is on picking up each item so that one earns a deep insight through these materials concerning their purpose.

Listening for vocabulary

Listening to vocabulary is the process of learning and expanding on word knowledge by using the aural input that is received through listening activities. It involves coming across spoken words, understanding them which in turn helps in knowing and comprehending vocabularies (Serrano, 2022). Listening for vocabulary can take place within different setups such as academic lectures, conversations, podcasts or audio resources made explicitly for language instruction. Incidental vocabulary learning from listening is highly treasured as it enables learners to know new words and their meanings without being taught directly or carrying out focused exercises on vocabulary.

4.2.2.3 Post-Listening.

Activities like multiple choice answering or responding to open ended questions on a spoken text are meant to aid pupils in advancing their listening aptitudes. The post-listening part of activities involves ascertaining whether learners have comprehended the information they were supposed to grasp and completing any while-listening tasks that were given. This can be done in various ways including the teacher giving out oral answers, checking themselves

by pairs of students, displaying answers on the blackboard by the teacher or engaging in group discussions (Tong, 2019). Also, during this phase of listening instruction it is important for students who failed to understand or missed some parts of a message due to one reason or another. By locating areas where students had problems, teachers can offer further help and direction for their listenership progression. For instance, teachers might provide more explanations and examples when necessary or give some extra practice opportunities where possible; similarly, they could offer feedback with reference to specific areas where there is need for improvement among their students.

This phase of the listening process also expands on the topics and language that were presented in the listening texts. This way, students attain a broader understanding of what they have listened to, which further broadens their knowledge for future studies and improves their skills in language. This may entail examining themes or ideas related to them, discussing or debating about the material as well as rehearsing with them (Tong 2019). Furthermore, by extending on the subject matters and languages presented in the listening texts; individuals can develop a more comprehensive outlook towards it. It might help young people better recall data and transfer it into new situations. Moreover, widening their knowledge and improving their linguistic competence through this medium can make students bolder and more successful learners.

Post-listening Strategies

A hearing activity's post-listening phase recycles and highlights particular or broad issues recognized as requiring development as part of the while-listening period. If any thoughts for development are made, they ought to be connected to the task as a whole, including organizing time, participation, or degree of difficulty, or to how students performed during the phase prior to this one. For example, a student might realize that they pronounced some words incorrectly during the while-listening stage. This last step, in our opinion, provides an excellent opportunity for pupils to take stock on how they performed while discovering novel possibilities for improving their listening proficiency (Zúñiga & Gutiérrez, 2018). In the same way, through engaging in post-listening activities, students can gain a deeper understanding of their own strengths and weaknesses when it comes to listening. It might aid them in identifying parts which they have to enhance and grow more effective strategies for enhancing their listening skills. Additionally, by reflecting on their performance and exploring new alternatives for improvement, students can become more confident and capable listeners.

Tong (2019) says that there are several ways to achieve the goal of checking students' understanding and performance during a listening activity. One approach is for the teacher to

give the answers orally, allowing students to compare their own responses with the correct answers. One more approach is for pairs of students to give each other's answers a check, this will also enable them to get feedback and collaborate. Alternatively, the instructor may post the correct responses on the blackboard so as to allow students look at them and compare with their own ones. Finally, there can be group discussions for a better grasp of the text thereby giving room for sharing of opinions and ideas by classmates.

Comprehension check

Post-listening strategies and comprehension checks are crucial as they help students to enhance their listening skills and comprehension. These methods give students a chance to review the listening activities they have undertaken, so that they can see what went wrong in certain areas. Bottom-up processing, top-down processing and interactive models are some of the techniques used by students to better understand spoken language and improve their ability to comprehend as well as to remember information (Nguyen, 2020). Students engaging in post-activity listening can gain a better understanding of where they excel and where they need support. In addition, this can help them find out their weaknesses so that they can enhance new strategies which will assist in improving these skills. Additionally, reflecting on their performance while seeking new alternatives for improvement helps build confidence and competence.

Also, after listening to a text, the teacher could use various strategies that enable students to check their comprehension. This kind of approach helps encourage or create collaborative environment for learning where in turn it necessitates learners sharing ideas and thoughts among themselves so as to benefit from each other's experience and develop their listening skills through such interaction. On the other hand, students can share whatever they have discussed in their groups which may help them improve on academics. Likewise, teachers may also utilize these techniques when teaching. Develop a deeper understanding of spoken language and improve their ability to comprehend and retain information (Wakamoto & Rose, 2021).

Discussion and reflection

After completing a pre-listening activity and engaging in several tasks during the listening stage, students are now prepared to move on to the next phase of the lesson. The post-listening stage offers a variety of opportunities for students to further develop their language skills. For example, they can focus on identifying and understanding new vocabulary and phrases that were introduced in the listening material. Also, they can work on recalling and reconstructing information from the listening exercise to improve their comprehension and

retention. Another possibility is for students to practice using the new words and phrases they learned in the listening material by incorporating them into their own speaking or writing activities (Houston, 2024).

4.3 Previous Studies

Noticing that many teachers overlook the acquisition of listening comprehension skills, Tran and Duong (2020) conducted quantitative research focused on gaining insights into listening comprehension problems, using a case study in Vietnam. Three hundred eleventh-grade learners who were currently studying English over a minimum of five years participated in the research, as did nine English as a Foreign Language instructors from a secondary school in Ho Chi Minh City, Vietnam. To gather information, the researchers used a closed-ended questionnaire and conducted semi-structured interviews. According to the findings, these high school pupils had perceptual issues, such as difficulty understanding how to speak English and controlling the pace of spoken information (Tran & Duong, 2020). As a consequence, high school pupils might find it challenging to engage in fruitful dialogues in the language. The study also highlighted that speaking and listening abilities are often underestimated in comparison to other language skills at the high school under investigation.

Similarly, Chien et al. (2020) performed exploratory studies on the influence of YouTube videos on the listening comprehension of EFL undergraduates. The authors aimed to compare the effectiveness of traditional learning resources with contemporary ones due to the low adoption of new learning tools. The study involved 38 Taiwanese students from a high intermediate school who were preparing to take the General English Proficiency Test (GEPT). Various resources were used to collect information, including a listening comprehension test (Form HL-0001P) from the GEPT official website and a questionnaire adapted from Teaching English to the iGeneration: A Survey on Using YouTube as Supplementary Material with Taiwanese School EFL Learners (Chien et al., 2020). According to the findings, YouTube did increase pupil's English listening skills. When contrasted with traditional approaches by itself, a mixture of YouTube and traditional teaching produced greater results.

Hsieh (2020) did a study to investigate the impact of subtitles for videos on EFL lexicon as well as listening comprehension. The study aimed to address the conflicting findings in previous studies regarding the positive and negative effects of captioning on language learning. The research involved 105 undergraduate Mandarin native speakers who were learning English as a foreign language at a Taipei high school. Comprehension and vocabulary tests were used to gather information on "how different caption types influence Chinese-speaking EFL learners' comprehension of video content" (Hsieh, 2020). The results showed that learners

benefited from multimedia materials with a combination of captions, images, and audio, as multimodality aided in vocabulary acquisition. However, audiovisual resources had no significant impact on students' listening comprehension.

Furthermore, Barjesteh and Ghasemina (2019) investigated the impact of several types of pre-listening activities and the growth of EFL students' understanding of speech capacity. The objective of the research was to deal with pupils' unfamiliarity on listening activities which frequently led to the problems during listening exercises resulting in some teachers avoiding inclusion of listening tasks into their teaching. The participants in this study were 90 EFL students studying at English language institutes located in Amol. Action research was employed as a means of data collection through tools such as The Cambridge preliminary English test (PET), audio podcasts, short video programs, a Jigsaw task and a gap-filling task. Approximately, this showed that podcasts among all other pre-listening tasks used in the study ranked first when it came to improving learners' proficiency in listening. Furthermore, there were supportive reasons for this as expressed by podcasting sessions while supporting greater communicative abilities among students and more enthusiastic contributions from students concerning their ideas.

Moreover, descriptive research was conducted by Hamitouche & Boukhemis (2022) on Multimedia and EFL learners' intercultural awareness whereby it is only known that lacking intercultural consciousness might lead to issues in the social life. The study involved thirty-one first-grade EFL learners from English Department of BADJI Mokhtar University Annaba Saad Allah and six EFL teachers chosen by means of simple random sampling technique. Data collection method consisted of questionnaire as well as interview. Results show that the multimedia technologies developed provide real-life situations of language use. Employing multiple informational modalities became an effective and practical approach to enhance ESLearners' intercultural awareness and general language learning process.

Finally, considering the challenges faced by students when learning English due to various factors, Sembiring & Katemba (2023) conducted quantitative research on the use of YouTube English education videos to improve listening comprehension. The study involved 131 students from SMA Negeri 1 Parongpong, across different grades from 10 to 12. Data collection utilized a survey strategy, with participants answering a series of questions through an online Google Form survey. According to the study's results, viewing English instructional clips on YouTube greatly improved children's listening comprehension, and YouTube proved to have been an effective tool for training English language ability to listen.

5. Methodology

5.1 Setting and Participants

The students from the superior basic education who are enrolled in a public institution of Loja during the academic year 2023 – 2024, were the participants in this research project. The target group's level of proficiency in English is A1.1. The researcher is a pre-service teacher who attends classes in the eighth cycle of the department of Pedagogía de los Idiomas Nacionales y Extranjeros in the Facultad de la Educación, el Arte y la Comunicación at Universidad Nacional de Loja. During the academic year 2023–2024, the application of the intervention plan took eight weeks (two months), divided into two sessions each week of English lessons. The pre-service teacher employed multimedia resources to improve the student's English listening comprehension.

5.2 Procedure

5.2.1 Method

This research project utilized a mixed-method approach, combining qualitative and quantitative information to carry out a better comprehensive analysis of the research problem. Molina (2016) explains that this design is advantageous as it allows for the integration of words, images, and narrative alongside numerical data, enabling researchers to address both the 'what' (quantitative and qualitative) inquiries and the 'how' or 'why' (qualitative) questions, and comprehend diverse interpretations of a specific phenomenon. Additionally, the research was adhered to an action study model, encompassing various evaluative, investigative, and analytical research techniques that aim to identify and address managerial, educational, or instructional issues effectively.

5.2.2 Research design

This study was based on an action-research model. This model was developed by Kurt Lewin in 1930. He included the researcher as a specialist in social change who will help support and carry out research that aims to generate benefits and sustainable changes (Brydon-Miller et al., 2003). Thus, the cycle followed in this action-research approach will be detailed. These stages are explained in the study by Lencinas et al. (2017), who used the methodology introduced by Susman in 1983 in their work titled “Investigación-acción: una oportunidad para generar conocimiento desde la práctica profesional de bibliotecarios y archiveros en Córdoba”. This method is made by five stages which are Diagnosis, Action Planning, Taking Action, Evaluating and Specifying Learning.

5.2.2.1 Diagnosis

The Diagnosis stage is the starting point of the action research model, where researchers identify and understand the problem or issue that needs to get addressed. A comprehensive analysis of the current situation collected data using various qualitative and quantitative research methods. The aim is to gain insights into the root causes and contributing factors of the problem, forming the basis for effective interventions.

5.2.2.2 Action Planning

In the Action Planning phase, researchers team up with stakeholders to design an organized action plan. This acts as a blueprint for any specific strategies, interventions and activities that will be committed towards dealing with the problem identified. To make these actions feasible and agreeable in line with research goals, thus ensuring a concrete change is done right.

5.2.2.3 Taking Action

During the Taking Action stage, Researchers and Stakeholders implementing the planned interventions. It means making necessary changes and introducing new practices into life itself. All parties need to actively participate in order for these interventions to succeed.

5.2.2.4 Evaluating

The Evaluating stage is where researchers examine implemented interventions' outcomes and effectiveness. Data is collected on how much impact was felt from what actions against the issue identified were taken. Evaluating the results provides valuable insights into the success of the interventions and informs further adjustments if necessary.

5.2.2.5 Specifying Learning

The Specifying Learning stage involves reflecting on the complete action research process and drawing meaningful conclusions. Researchers identify key insights, lessons learned, and implications for future practice. This reflective process generates practical knowledge and informs decision-making for continuous improvement.

5.2.3 *Data collection sources and techniques*

The researcher gathered data using the following methods for the development of this study proposal:

In order to obtain quantitative information to determine the level of students' listening comprehension knowledge through the use multimedia resources, one testing strategy included the use of a pre-test and a post-test (see [Annex 1](#)) that were based on listening comprehension indicators: identify, recognize, summarize, and interpret.

In contrast, the technique of a survey using a questionnaire (see [Annex 5](#)) was employed to gather pertinent data regarding the students' perceptions. The Likert scale was also used to interpret how the students feel about the subjects and approaches the researcher employs when creating the lessons (Molina, 2010).

In addition, a field notes instrument (see [Annex 4](#)) was used to assist the researcher in collecting relevant information about how learners perceive and how well learners performed during the development of each class. Additionally, the researcher assessed students' development using a pre-test grading scale and post-test grading scale (see [Annex 2](#)). Finally, this data was contrasted with a Ministry of Education grading scale (see [Annex 3](#)). The researcher then had a greater knowledge of the students' listening comprehension, how they are doing in the class, and where they needed extra assistance to complete the course's objectives.

5.2.4 Data analysis

The investigator examined and evaluated quantitative information using statistical methods that are descriptive (Creswell, 2001). In order to make data tabulation easier, the researcher used the excel application to show the data in tables and graphs so that the central tendency can be calculated and the outcomes of the pre- and post-tests can be analyzed. Additionally, based on how the students perceive learning with multimedia resources, the qualitative data was examined while also taking into consideration the survey data and reflections of experiences in the field notes.

Apart from this, thematic analysis was used to categorize the qualitative information gathered from the instruments (Nowell et al., 2017). The findings on the impact of multimedia resources in improving listening comprehension was reflected by classifying the data with indicators that helped the researcher substantiate the findings. Also, indicators were classified according to the thematic similarity between the questions in survey and field notes information gathered.

6. Results

This section presents the outcomes derived from both the pre-test and post-test instruments, which are meticulously compared using a table showcasing the mean values. Furthermore, insights garnered from the questionnaire aimed at evaluating students' perceptions regarding the efficacy of multimedia resources in enhancing listening comprehension are thoroughly examined. Qualitative data is analyzed thematically and visually represented through figures, depicting the distribution of students' agreement levels for each question in bar format. These analytical approaches offer a comprehensive understanding of the effectiveness of multimedia resources and provide valuable insights into students' perspectives on their usage for improving listening comprehension skills.

6.1 Pre-test and Post-test results

Objective 1: To identify the effectiveness of multimedia resources in enhancing listening comprehension among superior basic education students at a public institution in Loja in the 2023-2024 school year.

Subquestion 1: What is the effectiveness of multimedia resources on listening comprehension among superior basic education students at a public institution in Loja?

Figure 1

Pre-test and Post-test scores compared to the National Grading Scale system.

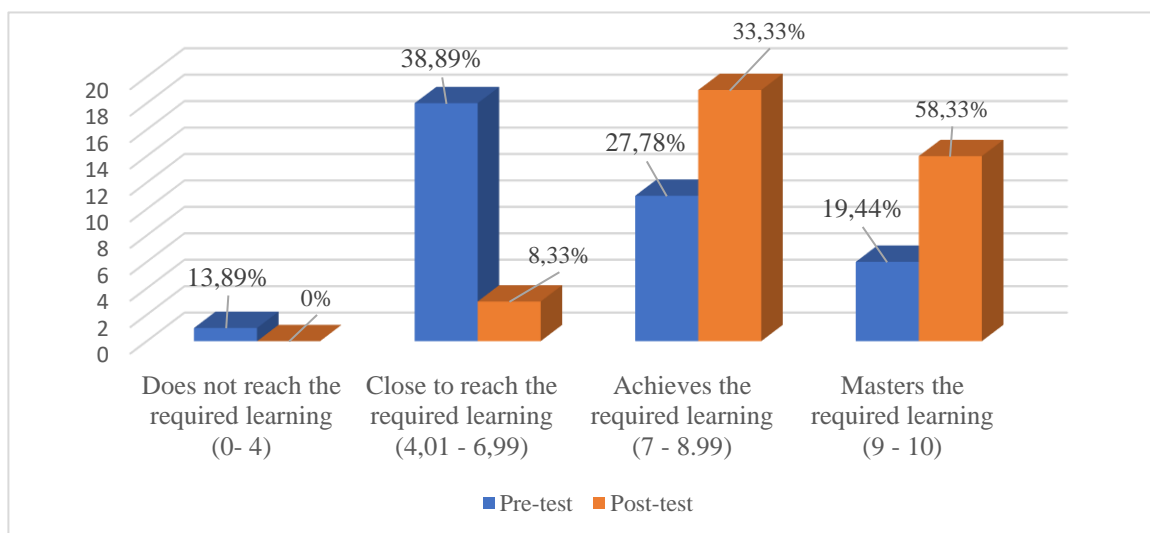


Figure 1 shows a visual representation of the results obtained in the pre-test, which was developed by eighth grade students before the intervention plan was applied to improve listening comprehension with the use of multimedia resources. The results uncover a considerable number of students under the average score (7/10) according to the grading scale. Notably, 13,89% of the population demonstrated a mastering of the knowledge. Furthermore, approximately a quarter of the sample, accounting 38,89%, achieves the target knowledge.

However, results show that 27,78% of students failed to reach the required learning, but are close to. Concerningly, 19,44% of learners are far from reaching the knowledge requested.

In contrast, after the intervention plan applied during eight weeks, a post-test was implemented to measure the knowledge of students in listening comprehension. Figure 1 presents that surprisingly 58,33% of the population masters the required knowledge obtaining the highest grades possible. As well as that, 33,33% of students achieve the required learning. Nevertheless, 8,33% of the sample are close to reaching the target knowledge. Remarkably, 0% of students do not reach the required learning in contrast to the pre-test, where a considerable part of the sample did not reach them.

Table 1

Difference in average scores between the pre-test and post-test.

Subskills	Pre-test	Post-test	Difference
Listening for prediction (2)	1,42	1,51	0,10
Listening for the gist (2)	1,81	1,90	0,10
Listening for detail (2)	1,28	1,65	0,37
Listening for vocabulary (2)	1,28	1,49	0,21
Post-listening (2)	1,04	2,00	0,96
Total mean	6,82	8,55	1,73

Table 1 presents the comparative analysis of scores obtained from participants' listening comprehension assessments before (pre-test) and after (post-test) the intervention. The average mean determines that there has been some change in the scores indicating either improvement or downslide in students' comprehension. In the beginning, many different sub-skills measured pointed clearly to students' ignorance thereby implying on a baseline of ignorance. This observation emphasizes that this is why and how intervention, which were aimed at addressing these shortcomings, might be useful.

Under the Listening for prediction domain, an average score of 1.42 out of 2 indicated by participants showing proficiency in inference making as well as activating their background knowledge for future listening purposes. After implementation of the intervention strategy, performance improved significantly. Mean scores only increased slightly by 0.10 points and brought up the average to 1.51 for this particular sub-skill only. This improvement underscores the effectiveness of the intervention in enhancing participants' predictive listening abilities. The field notes also confirmed that students mainly made accurate predictions.

The initial part of the Listening for gist section, first, demonstrated remarkable competence by getting a mean score of 1.81 (pre-test), which showed students had understood what was said in an audio material. In spite of this level of understanding, further improvement

could be seen from post-test results that revealed a mean score increase to 1.90. A .10 percent improvement indicates that the students' ability to note the key ideas were improved slightly. Also, field notes confirm this assertion that students fulfilled tasks successfully with a view to improving their listening proficiency as well.

On Listening for detail, at first, students scored 1.28 which demonstrates they had challenges in finding specific information in audios. However, after applying the intervention plan, there were some improvements as shown in scoring 1.65 out of 2 and thus gaining on average half a point more (0.37 points). Further supporting evidence can also be found on field notes showing that more accuracy was witnessed when learners did activities requiring them to pay attention such as identifying comparative or superlative forms in audiovisual materials

Before the intervention plan was initiated, listening for vocabulary showed a mean score of 1.28 implying that learners were significantly poor in identifying particular words or phrases from audio files. However, there was an increase in the scores by 0.21 points to attain nearly a third of possible scores with 1.49 after the intervention implementation. This improvement is also supported by field notes, which reveal that students identified new vocabularies in most assigned tasks.

Table 1 shows that on post-listening, it can be noted that students performed badly on recalling information from whole recorded piece of work as showed by a mean score of 1.04 in pre-test. Similarly, the other issues that field notes brought into focus are memories concerning what they had listened to before and problems associated with attempting to remember them subsequently. Nevertheless, post test results indicated significant progress which enabled learners to get full marks resulting into a total out of 2 score equaling to 2. On average, this rise in terms of points stands at 0 .96 indicating a considerable growth in student competence ion preserving crucial data picked from audio-visuals Additionally, its observance such as learners successfully memorized main ideas and completed activities available on Quizizz website.

In conclusion, the results at termination of the intervention plan show slight progress in students' listening comprehension. The evidence for this improvement is seen in that some students are approaching the required learning level while many have met and sometimes surpassed the set learning standards as stipulated by National Grading Scale guided by the implementation of this intervention plan. This conclusion is also supported by data gathered from field notes and questionnaires. The findings from both instruments confirm and reinforce the effectiveness of intervention plan especially, to utilize multimedia materials to enhance learners' listening skills.

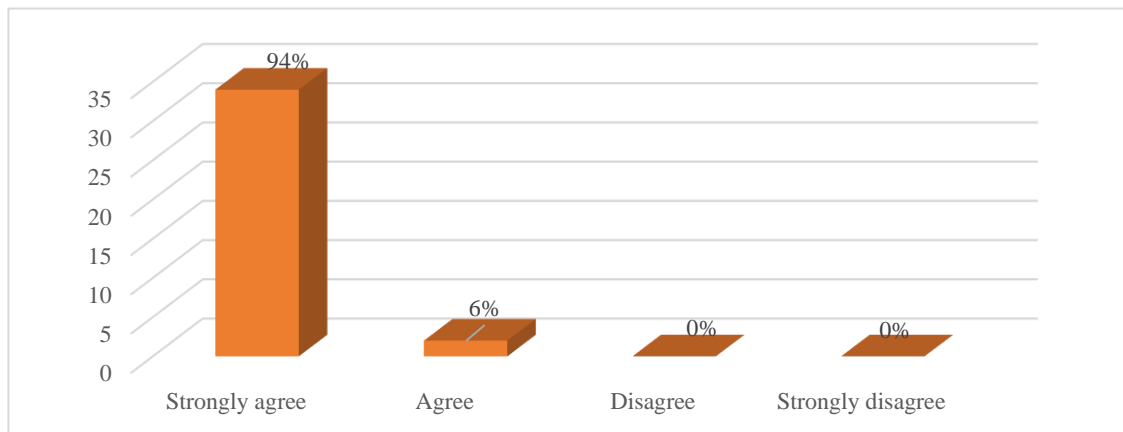
6.2 Questionnaire results

Objective 2: To determine superior basic education student's perceptions about the application of multimedia resources for developing listening comprehension at a public institution in Loja throughout the school year 2023–2024.

Subquestion 2: What are the perceptions of multimedia resources in developing listening comprehension among superior basic education students at a public institution in Loja?

Figure 2

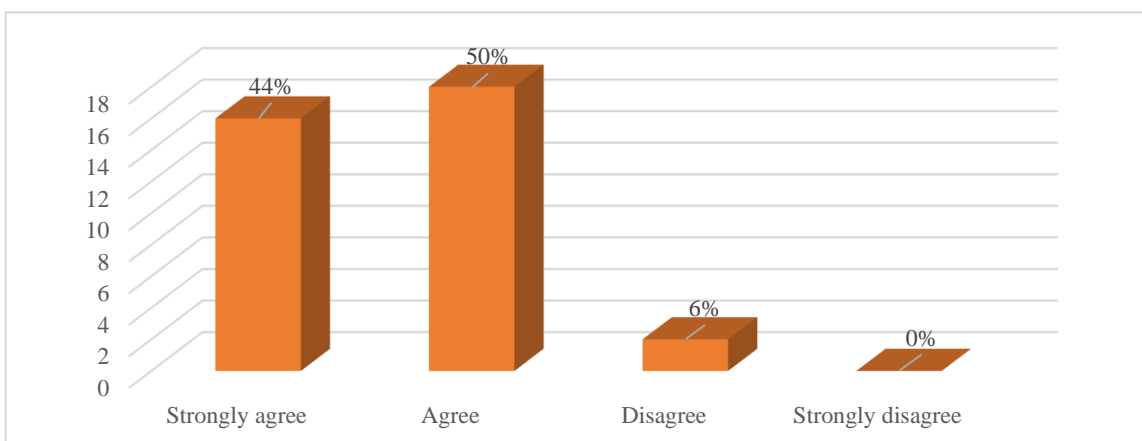
Multimedia resources were a helpful tool to contribute to developing listening skills



Transitioning to the students' perceptions of the tools utilized, Figure 2 illustrates a high level of satisfaction among students with the applied tools. In response to the first question, a significant 94% of participants strongly agreed that multimedia resources are beneficial tools for enhancing their listening skills. Furthermore, 6% of students indicated agree with the question. This finding is supported by field notes, which document a progressive improvement in students' listening skills. Indeed, post-test results demonstrated a positive increase in listening improvement after the intervention plan.

Figure 3

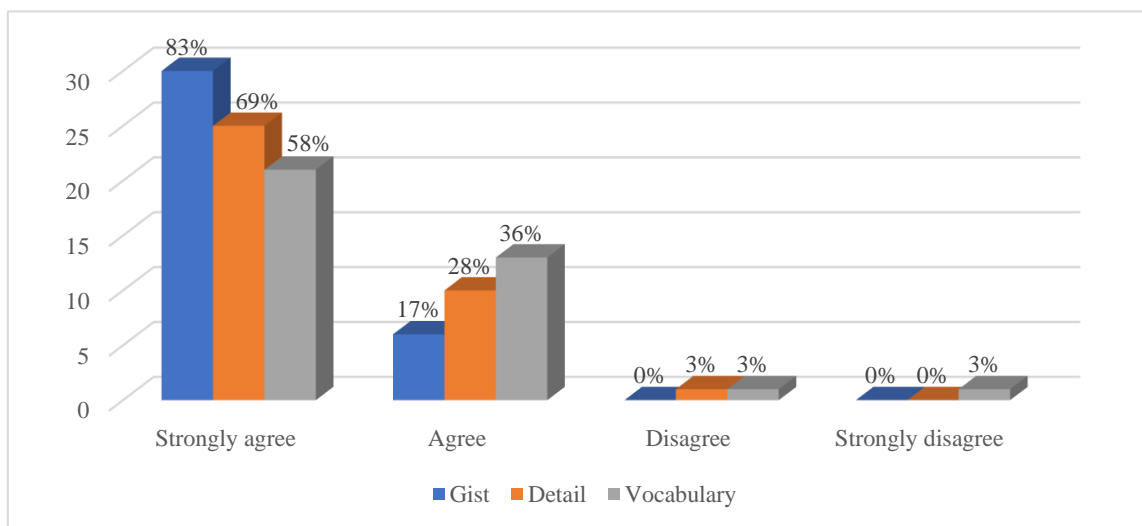
The contextual images allowed me to predict the listening topic



Continuing to the second question in the survey, Figure 3 indicates that nearly half of the students, 44%, strongly agree that contextual images positively influence their ability to predict the topic of an audio material. Additionally, 50% of the students agree that these images are beneficial for them. On the contrary, only a small 6% of the sample disagrees. Consistent with this, data from field notes support the observation that students were more adept at guessing the listening topic during the intervention plan. Furthermore, post-test results demonstrate an increase in the average scores obtained when predicting a topic using contextual images.

Figure 4

Perceptions on YouTube captioned videos for while-listening subskills.



As for the listening stage, Figure 4 illustrates how students perceive the use of YouTube captioned videos for developing various subskills. Firstly, a substantial 84% of students strongly agree that they benefit from using subtitled materials to develop their listening for gist subskill. Similarly, 17% indicates agreement with this statement. Secondly, regarding the listening for detail subskill, 69% strongly agree, with an additional 28% agreeing. However, a mere 3% disagree with this notion. Regarding the use of YouTube captioned videos to improve listening skills among learners in terms of vocabulary, three fifths (58%) express that this is completely agreed with whereas over a third (36%) agree with it. On the other hand, 3% disagree and 3% completely disagree from this point of view. Thus, these results are parallel with comments in the field notes which reflect an improvement overtime in learners' ability to deduce main points, locate specific details and increase their active vocabularies during listening tasks. Because of this, post-test outcomes indicate progress on each subskill area especially detail listening.

Figure 5

The Quizizz resource helped to reflect on what was listened to.

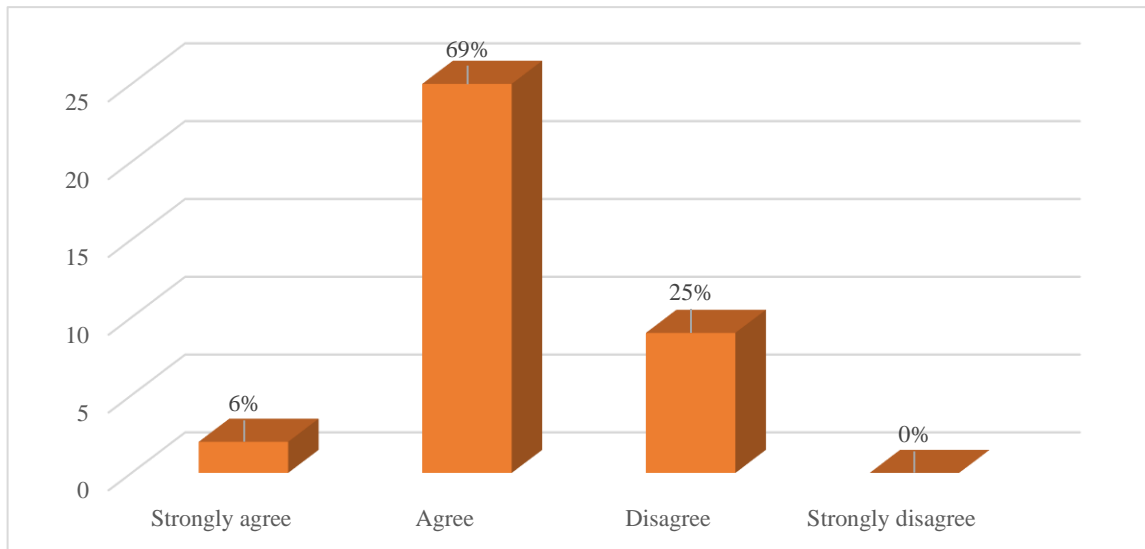
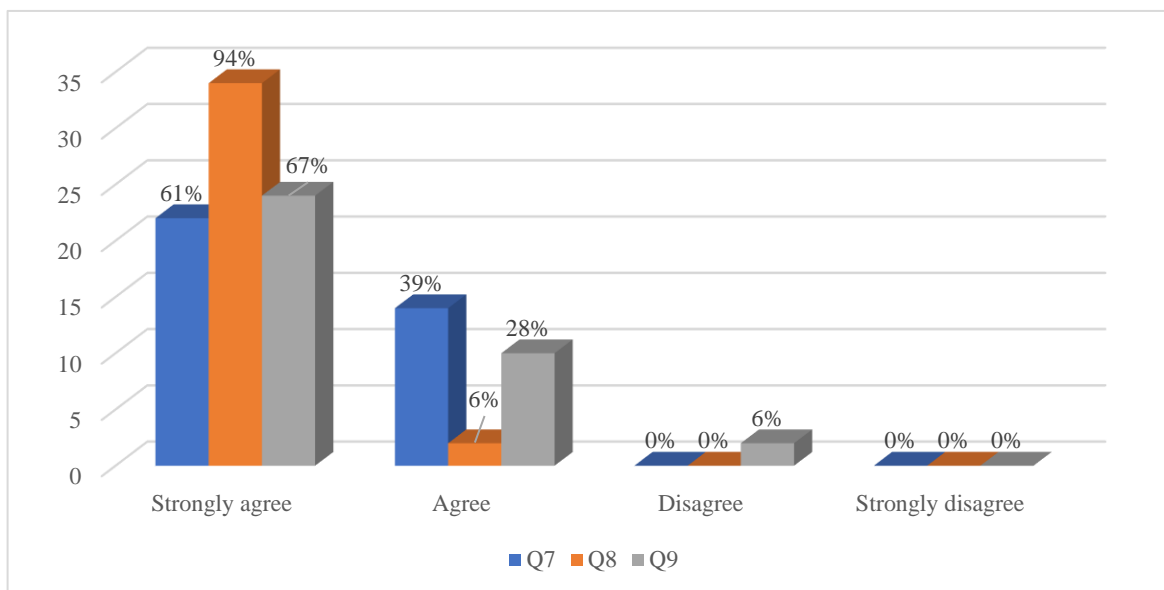


Figure 5 depicts how students perceive the effectiveness of Quizizz in developing post-listening activities and reflecting on what they have just heard. Surprisingly, only 6% of participants strongly agree with the use of Quizizz, while 69% express agreement. Conversely, 25% disagree. Similarly, field notes annotations indicate that students initially struggled with Quizizz. However, towards the end of the intervention, students were able to answer all Quizizz questions correctly. Indeed, post-test results highlight a significant improvement in students' post-listening skill development.

Figure 6

Students Engagement through Multimedia Activities.



Note. Q7= It was possible for me to keep focused while learning with multimedia resources, Q8= The activities proposed by the teacher engaged my interest in the class, Q9= The activities carried out by the teacher motivated my class participation.

Regarding to the final three questions on the survey, Figure 6 reveals that 61% of the sample strongly agree that students were able to maintain focus while learning with multimedia resources. Along with that, 39% agree with this statement. Secondly, an outstanding 94% of students strongly agree that the activities conducted captured their interest, while 6% agree. Lastly, 67% of the population strongly agree that the activities motivated their participation in class, with an additional 28% agreeing. On the other hand, just 6% of students disagree. These findings are corroborated by data from field notes, which indicate that students showed increased interest in the activities and actively participated, often providing correct answers.

7. Discussion

This section presents an analysis and comparison between the results gathered from the research and previous research about the same topic. The purpose of this research was to improve the listening comprehension by applying multimedia resources in superior basic education students at Loja, in the academic period 2023-2024. Additionally, it aims on answering the questions that the author asked at the beginning of this study.

For this reason, the subsequent general question in the direction of develop throughout the research was:

How does using multimedia sources affect listening comprehension skills for superior basic education students at a public institution in Loja? The results showed that considerable improvement in the students was obtained in the Listening comprehension skill of the ninth-grade students involved in this study. Chien et al. (2020) corroborates this result. The researchers found that after applying their intervention plan, students were able to improve their listening comprehension skill using multimedia such as YouTube videos. Theresia et al. (2023) claims that motivation provided by these tools is the key aspect for the improvement of a student's listening skill, due to the ease they can use them. Taking into account these findings, multimedia resources have a positive impact on listening comprehension skills among ninth graders.

Similar to, gathered from the general question. Two specific questions were developed. In this way, first question was:

What is the effectiveness of multimedia resources on listening comprehension among superior basic education students at a public institution in Loja? Results demonstrated a notable increase in the overall average. Transitioning from a 6,82 mean to an 8,55 difference between the pre-pest and post-test. Showing a considerable increase in student's listening comprehension. Even so, mistakes in recognizing vocabulary and specific information among learners were identified in this research. Differing from the beginning, these mistakes were gradually reduced, proving the effectiveness of multimedia resources in classroom activities.

Chien et al. (2020) validates this efficacy in his research, confirming that these resources effectively increased their averages in every listening task provided to them. In this research, students were assessed weekly with one listening activity. Last week students showed a greater improvement as in post-test results gathered from this study.

Also, the gathered results on this study are aligned with Salih (2018) findings. This study indicates that students benefited from making use of diverse styles in listening comprehension activities that include technological material. In this way, it was demonstrated

that these audiovisual resources can have a positive influence in fostering student learning and contributes to the clarity of the input by means of visual and audio materials.

Moreover, concerning the second specific question, the research wanted to know:

What are the perceptions of multimedia resources in developing listening comprehension among superior basic education students at a public institution in Loja? To answer this question, a questionnaire for the students and field notes were used to gather the observations made during classes and attitudes from the sample regarding multimedia resources.

These tools indicated the students' perceptions of the methodology utilized. The questionnaire responses revealed that students were aware of the impact that multimedia materials had on their listening comprehension. This finding confirms that this strategy has an influence on the teaching-learning process. Furthermore, the field notes obtained demonstrated the student's enthusiasm to acquire the new language. Similarly, Pham (2021) concluded that students are fascinated and productive when they engage in exciting activities. Any higher-interest activities that do so simply and efficiently produce favorable feelings in the participants.

However, limitations were identified such as time, a control group, and few support for technology may affect the overall findings in this study. Salih (2018) mentions that, in his research, results were not highly notable. This could be explained by the English level proficiency of the sample. Also, the time spent during the application of the intervention plan, and task types according to the student's level. Similarly, through this research it was found that students struggle with the implementation of new tools and technologies as field notes information gathered shows.

8. Conclusions

The implementation of multimedia resources to improve listening comprehension skills for students was beneficial. This is due to these tools encouraging their motivation, engagement and interest, keeping them focused and active during classroom activities. Students were able to complete most of the tasks provided to them by using audiovisual resources as a support to accomplish each activity.

The application of multimedia resources demonstrated being successful. As a result, students increased notably their abilities of predicting possible conversations, looking for the gist of audio material, listening for specific information, searching for vocabulary in listening activities and post-listening reflection after each task. This was observed through the development of the classes, during the intervention plan progress. Also, it was evidenced that students were progressively able to comprehend the listening material, feeling engaged and motivated during the process.

Positive perceptions from students were identified from the use of multimedia resources. This was different within the attitudes in the classroom. Students participated actively, felt motivated during the class development, enjoyed the process of learning through multimedia. Tools such as contextual images, YouTube captioned videos and Quizizz website were beneficial, because of learners improving their listening skill. In addition, after each activity students evidenced an immediately feedback, which motivated and make them comfortable to keep participating in the activities proposed in the class.

9. Recommendations

For future studies, researchers should extend the duration of time upon the application of this study in order to resolve the limitation of a brief period of time. By extending the intervention length, researchers can better evaluate the influence of audiovisual material, including any delayed effects or changes in behavior over a longer period of time.

For further study, it is proposed that a control group be included in future research. This means that some participants would receive the intervention, while others would not, which allow researchers to compare the effects. It is important to make sure that both groups are similar in relevant aspects and to measure their abilities before and after the study. In addition, following participant's behaviors can show whether effects last over the time.

Teachers should consider integrate multimedia resources into their classroom activities for the reason that, students feel engaged and motivated to participate actively in each task. Additionally, it is recommended to apply these tools in order to deal with possible listening comprehension difficulties in students.

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11. Annexes

Annex 1. Pretest and Posttest



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student, read very carefully all the information and answer the following questions with total honesty. The information provided in this test will remain confidential.

Student's code:

Application date:

1. Look at the image and answer the following questions. Underline the correct answer. (*Listening for prediction, 2p*)



1.1. What do you think is the image about?

- a. A couple
- b. A trip

1.3. How do you think they feel?

- a. They feel happy
- b. They feel sad
- c. They feel confused

1.2. What do you think they are talking about?

- a. About problems.
- b. About buying a new car.
- c. About a travel.

1.4. In what tense do you think they will be talking?

- a. In past tense
- b. In present tense
- c. In future tense

2. Listen to the audio and answer the following questions. Underline the correct answer. (*Listening for the gist, 2p*)

2.1. What does the man think about the trip?

- a. It was boring
- b. It was horrible
- c. It was fun

2.2. What does the man think about the weather?

- a. It was beautiful
- b. It was awful
- c. It was raining a lot

2.3. How does the man describe the people?

- a. Very shy
- b. Very sad
- c. Very friendly

2.4. What did the man do?

- a. He had a meeting
- b. He had an interview
- c. He had a marriage

3. Listen to the audio and complete the conversation. (Listening for detail, 2p)

- a) **G:** How was the _____?
- b) **M:** The hotel was very nice; the _____ was great.
- c) **G:** I see. How _____ the food?
- d) **M:** The food was amazing I _____ many different kinds of food.
- e) **G:** Was it _____?
- f) **M:** I think it was reasonable. I didn't spend too _____.

4. Listen to the audio and match with lines accordingly. (Listening for vocabulary, 2p)

- | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• That's• Spend too• Got• It was• Food | <ul style="list-style-type: none">• poisoning• awful• much money• reasonable• sick |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

5. Answer the following questions according to the previous audio. Underline the correct answer. (Post-listening, 2p)

5.1. Do you think he had a good experience?

- a) Yes, he had.
- b) No, he hadn't.
- c) He had a regular experience.

5.2. Do you think he enjoyed all the aspects of the trip?

- a) Yes, he did.
- b) Not all.

5.3. Do you think that the woman was surprised for something?

- a) No, she wasn't surprised.
- b) She was surprised for a good thing.
- c) She was surprised for a bad thing.

5.4. Do you think the man get contradicted?

- a) Yes, a lot
- b) No, he didn't.

THANK YOU VERY MUCH FOR YOUR COLLABORATION!!!

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:

1. Look at the images and answer the following questions. (Listening for prediction, 2p)



1.1. What do you think are the images about?

- a. A family
- b. Vacations

1.3. How do you think they feel?

- a. They feel tired
- b. They feel happy
- c. They feel sad

1.2. What do you think they are talking about?

- a. About traveling
- b. About places they visited
- c. About dreams

1.4. In what place do you think they will be talking?

- a. In the forest
- b. In the pool
- c. In the living room

2. Listen to the audio and answer the following questions. (Listening for the gist, 2p)

2.1. Where does the girl want to go?

- a. To Pandaland
- b. Go camping
- c. The beach resort

2.2. Where does the boy want to go?

- a. The beach resort
- b. To Pandaland
- c. Go camping

2.3. Which place is the most expensive?

- a. The lake
- b. Beach resort
- c. Pandaland

2.4. Which place will be the quietest?

- a. Pandaland
- b. The lake
- c. Beach resort

3. Listen to the audio and complete the conversation. (*Listening for detail, 2p*)

- a) It's more _____ than a boring old beach or camping.
- b) Well, honey. Pandaland is _____ than the other two.
- c) And it will be _____.
- d) A nice camping trip at the lake will be much _____.
- e) Camping? I want to go to the _____.
- f) The hotel will be _____, and the pool will be so much cleaner.

4. Listen to the audio and match with lines accordingly. (*Listening for vocabulary, 2p*)

• Smelly	• trip
• Hotel	• beds
• Sleeping	• day
• Camping	• bags
• All	• lake

5. Answer the following questions according to the previous audio. (*Post-listening, 2p*)

<p>5.1. Where did they go at the end?</p> <ul style="list-style-type: none">a) Beach resort.b) Pandaland.c) The lake.
<p>5.3. How many vacation options did they have?</p> <ul style="list-style-type: none">a) Oneb) Threec) Five

<p>5.2. What is their relationship?</p> <ul style="list-style-type: none">a) They are friends.b) They are partners.c) They are a family.
<p>5.4. How many people were in the conversation?</p> <ul style="list-style-type: none">a) Twob) Fivec) Four

THANKS FOR YOUR COLLABORATION!

Annex 2. Scoring guides



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

DATA COLLECTION INSTRUMENT: PRE-TEST SCORING GUIDE

Nº	Question	Indicator	Score
1	Look at the image and answer the following questions.	1.1. A routine 1.2. He's about to wake up 1.3. He feels tired 1.4. In past tense	2 (0.5 each item)
2	Listen to the audio and answer the following questions.	2.1. It was fun 2.2. It was beautiful 2.3. Very friendly 2.4. He had some meeting	2 (0.5 each item)
3	Listen to the audio and complete the conversation.	a. hotel b. service c. was d. ate e. expensive f. much money	2 (0.33 each item)
4	Listen to the audio and connect with lines correspondingly.	<ul style="list-style-type: none"> • That's awful • Spend too much money • Got sick • It was reasonable • Food poisoning 	2 (0.4 each item)
5	Answer the following questions according to the previous audio.	5.1. Yes, he had. 5.2. Not all 5.3. She was surprised for a bad thing 5.4. Yes, a lot	2 (0.5 each item)
TOTAL			10 points

DATA COLLECTION INSTRUMENT: POST-TEST SCORING GUIDE

Nº	Question	Indicator	Score
1	Look at the image and answer the following questions.	1.1. A family 1.2. About traveling 1.3. They feel happy 1.4. In the living room	2 (0.5 each item)
2	Listen to the audio and answer the following questions.	2.1. To Pandaland 2.2. The beach resort 2.3. Pandaland 2.4. The lake	2 (0.5 each item)
3	Listen to the audio and complete the conversation.	a. exciting b. more expensive c. more crowded d. quieter e. beach resort f. nicer	2 (0.33 each item)
4	Listen to the audio and connect with lines correspondingly.	<ul style="list-style-type: none"> • Smelly lake • Hotel beds • Sleeping bags • Camping trip • All day 	2 (0.4 each item)
5	Answer the following questions according to the previous audio.	5.1. Beach resort 5.2. They are a family 5.3. Three 5.4. Four	2 (0.5 each item)
TOTAL			10 points

Annex 3. Grading Scale



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DATA COLLECTION INSTRUMENT: GRADING SCALE

Qualitative Scale	Quantitative Scale
Masters the necessary learning components	9,00-10,00
Reaches the necessary learning components	7,00-8,99
Almost reaches the necessary learning components	4,01- 6,99
Does not reach the necessary learning components	4

Annex 4. Field Notes

FIELD NOTES		
<p>Observation #: 1</p> <p>Topic: I Learn Comparatives</p> <p>Objective of the session: To evaluate listening skill by taking a test according to the scheduled intervention proposal given by the researcher and preservice teacher.</p>	<p>Date/Time: Tuesday 28th, November, 2023</p> <p>Class size: 36</p> <p>Participants: 8 “D” students from Unidad Educativa Fiscomisional Daniel Alvarez Burneo</p>	<p>Location: Loja</p> <p>Duration of the observation: 90 minutes</p> <p>Observer involvement: Participative</p>
Description of the event		Reflective notes
<p>Students were hyped about the use of a projector to show YouTube captioned videos.</p> <p>In the first part of the test, about contextual images and listening for prediction. Students were confused and struggled to decide which option was the correct since it was new for them.</p> <p>In the next questions on the use of YouTube captioned videos to improve listening for the gist, detail and vocabulary. Students found it difficult to understand the speech language from the audio. It was necessary to play the audio three times so the students can answer most of the questions.</p> <p>In the final part, about post-listening. Students showed little comprehension on the overall audio listened to, various students wrongly the last question.</p> <p>Finally, students reacted positively to the implementation of technological resources in their classroom activities.</p>		<p>In the first section, focused on contextual images and listening for prediction, students struggled to adapt, indicating a learning curve associated with the new method.</p> <p>In subsequent sections, where YouTube captioned videos were utilized for gist, detail, and vocabulary improvement, students found it difficult to comprehend the speech language. The need to replay the audio three times highlighted a potential need for additional support in complex listening tasks.</p> <p>The final part, assessing post-listening comprehension, revealed students had limited understanding of the overall audio content. Incorrect answers to the last question suggested a gap in synthesizing information.</p> <p>Despite these challenges, students reacted positively to the integration of technological resources, indicating potential benefits. This underscores the importance of refining instructional design and providing ongoing support to optimize the use of technology for effective language learning.</p>

FIELD NOTES		
<p>Observation #: 2</p> <p>Topic: I Learn</p> <p>I'd like</p> <p>Objective of the session: To recognize speech vocabulary about likes and dislikes by using Contextual images and YouTube captioned videos.</p>	<p>Date/Time: Tuesday 5th, December, 2023</p> <p>Class size: 36</p> <p>Participants: 8 "D" students from Unidad Educativa Fiscomisional Daniel Alvarez Burneo</p>	<p>Location: Loja</p> <p>Duration of the observation: 90 minutes</p> <p>Observer involvement: Participative</p>
Description of the event		Reflective notes
<p>Most of the students were interested and actively participated in using contextual images to guess what the audio is going to be about.</p> <p>Students give ideas for trying to guess what the audio is about such as: movies, cinema, friendship, school, cooking and going to a restaurant. However, the audio conversation was about watching horror movies in a house.</p> <p>In the first-time students listened to the audio they felt confused by the words, even though they were supported by the YouTube captioned video. Most of the students found it difficult to understand most of the words.</p> <p>Otherwise, the second time students watched and listened, they started to understand what the conversation was about and used visuals to support their understanding.</p> <p>Finally, students reacted positively to the implementation of multimedia resources giving answers such as: "they are watching horror movies" and "they are cooking something to eat while watching the movies".</p>		<p>The use of contextual images successfully engaged students, fostering active participation and indicating a positive learning environment. Diverse ideas, ranging from movies to cooking, showcased the students' creative thinking.</p> <p>However, initial confusion in understanding the audio content was noted, despite YouTube captioned video support. The need for addressing potential listening comprehension challenges was evident.</p> <p>A positive shift occurred upon the second listening, highlighting the importance of repetition. Visual aids, such as contextual images, played a crucial role in improving understanding.</p> <p>The integration of multimedia resources received positive feedback, with students correctly identifying the audio content as watching horror movies. This suggests the effectiveness of the chosen instructional approach.</p>

Annex 5. Questionnaire



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QUESTION INSTRUMENT: QUESTIONNAIRE

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

Student`s code.

Date:

STATEMENTS	LEVELS OF AGREEMENT			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Multimedia resources were a helpful tool to contribute to developing listening skills.				
The contextual images allowed me to predict the listening topic.				
The YouTube captioned videos helped me to understand the main ideas on a conversation.				
The YouTube captioned videos were a great support when listening to specific details in a conversation.				
The YouTube captioned videos supported my understanding of specific vocabulary.				
The Quizizz resource helped to reflect on what was listened to.				
It was possible for me to keep focused while learning with multimedia resources.				
The activities proposed by the teacher engaged my interest in the class.				
The activities carried out by the teacher motivated my class participation.				

THANKS FOR YOUR COLLABORATION!

Annex 6. Lesson Plans



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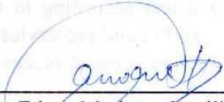
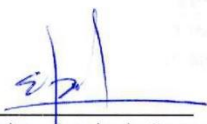


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LESSON PLAN #1			
Institution Name:	Unidad Educativa Fiscomisional Daniel Álvarez Burneo		
Date:	27/11/2023 – 01/12/2023	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional (X)		
Institutional Tutor:	Lic. Carlos Enrique Izquierdo Samaniego.		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Thesis Tutor:	Mg. Karina Alexandra Celi Jaramillo		
Preservice Teacher:	Wilson Joel Zambrano Santorum		
Schedule:	8th "D" – Monday – 07:00 – 08:30	Practice hours:	2
Time per lesson:	90	Language level:	A1
Class / Number of Students:	8th "D": 36		
Topic:	I Learn		
Contents:	Comparatives		
Lesson Objectives:	<ul style="list-style-type: none"> To evaluate listening skill by taking a test according to the scheduled intervention proposal given by the researcher and preservice teacher. To compare different kinds of nouns such as persons, places and things by using comparatives. 		
Materials	<ul style="list-style-type: none"> Flashcards with comparative adjectives Projector and computer Power Point Presentation Assessment sheet 		
Starter (warmer, lead in, review)			Time
Warm up: Students play rock, paper, scissors in couples			10 minutes
Review: Teacher writes adjectives on the board and ask students to recall their meanings.			
Presentation			Time
<ul style="list-style-type: none"> Teacher explains the questions for the pre-test sheet. Teacher explains the structure of comparatives using slides. 			10 minutes
Practice			Time
<ul style="list-style-type: none"> Students develop pre-test sheet individually. Students work in pairs to complete the sentences. Students' pairs to share their completed sentences with the class. 			40 minutes
			Time

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Production	
<ul style="list-style-type: none"> Students create sentences using comparatives to describe differences in the pictures given by the teacher 	10 minutes
Assessment	Time
<ul style="list-style-type: none"> Students complete exercise 2 and 3 (p.34) about using the table given to compare the boys and girls and write the right comparison as in the example. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> Teacher explains the answers on the pre-test sheet. Teacher asks students for a summary of the structure of comparative forms. 	10 minutes

Observations
<p>In rock paper scissors game teacher uses comparatives to describe how each one won. For example: "A rock is heavier than a scissor, so it wins"</p> <p>A pre-test will be taken to the students to evaluate the Listening Comprehension skill, according to the scheduled intervention proposal given by the researcher and preservice teacher.</p>
<p>Signatures:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <hr/> <p>Mgr. Edgar Mariano Castillo Cuesta Academic Tutor</p> </div> <div style="text-align: center;">  <hr/> <p>Lic. Carlos Enrique Izquierdo Samaniego Institutional Tutor</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <hr/> <p>Wilson Joel Zambrano Santorum Preservice Teacher</p> </div> <div style="text-align: center;">  <hr/> <p>Mg. Karina Alexandra Celi Jaramillo Thesis Tutor</p> </div> </div>



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LESSON PLAN #2			
Institution Name:	Unidad Educativa Fiscomisional Daniel Álvarez Burneo		
Date:	04/12/2023 – 08/12/2023	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional (X)		
Institutional Tutor:	Lic. Carlos Enrique Izquierdo Samaniego.		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Tutor:	Mg. Karina Alexandra Celi Jaramillo		
Preservice Teacher:	Wilson Joel Zambrano Santorum		
Schedule:	8th "D" – Monday – 07:00 – 08:30	Practice hours:	2
Time per lesson:	90	Language level:	A1
Class / Number of Students:	8th "D": 36		
Topic:	I Learn		
Contents:	I'd Like		
Lesson Objectives:	<ul style="list-style-type: none"> To express preferences using the phrases "I'd like" and "I wouldn't like" in various contexts. To recognize speech vocabulary about likes and dislikes by using Contextual images and YouTube captioned videos. 		
Materials	<ul style="list-style-type: none"> Flashcards Projector and computer Power Point Slides Students Book Contextual images YouTube Captioned Videos 		
Starter (warmer, lead in, review)			Time
Warm up/Review: "Find someone who"			10
<ul style="list-style-type: none"> Teacher gives students cards in which students have to answer the question in small groups about what are they likes and dislikes 			minutes
Presentation			Time
<ul style="list-style-type: none"> Teacher explains the usage of "I would like" and "I would not like" using PPP. Teacher writes examples on the board. Teacher shows contextual images about likes and dislikes and students try to guess what the topic is going to be about 			20
			minutes
Practice			Time

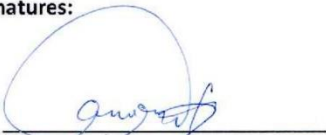
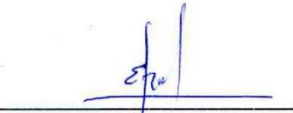




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<ul style="list-style-type: none"> Students in pairs use flashcards given by the teacher to create sentences about their likes and dislikes. Students watch a YouTube captioned video about likes and dislikes and write the main ideas. 	20 minutes
Production	Time
<ul style="list-style-type: none"> Students work in groups to create a conversation using likes and dislikes with the scenarios provided by the teacher. Students share their conversation with the rest of the class. 	15 minutes
Assessment	Time
<ul style="list-style-type: none"> Students complete exercise 3 (p.55) about completing the sentences using would like form and underline would like structure in each sentence. Students complete a worksheet about the audio listened related to likes and dislikes. 	20 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> Teacher ask students for a summary of the structure of likes and dislikes. 	5 minutes

Observations
<p>YouTube video its reproduced with internet connection to reproduce the subtitles by the time the video is being reproduced.</p> <p>Contextual images are showed with the help of the computer and projector.</p>
Signatures:
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <hr/> <p>Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor</p> </div> <div style="text-align: center;">  <hr/> <p>Lic. Carlos Enrique Izquierdo Samaniego Institutional Tutor</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <hr/> <p>Wilson Joel Zambrano Santorum Preservice Teacher</p> </div> <div style="text-align: center;">  <hr/> <p>Mg. Karina Alexandra Celi Jaramillo Thesis Tutor</p> </div> </div>

Annex 7. Informed consent form



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DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo,, con cédula de identidad
..... representante legal de el/ la estudiante
....., autorizo que mi representado sea partícipe en las
actividades a realizarse como parte del proyecto de investigación de Integración Curricular
titulado **Recursos multimedia y comprensión auditiva entre los estudiantes de básica superior en una institución pública de Loja, periodo académico 2023-2024**, llevado a cabo por Wilson Joel Zambrano Santorum, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los adolescentes en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se realice la correspondiente intervención del proyecto antes mencionado, en las clases de inglés.

Loja, 28 de noviembre del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 8: Research matrix



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Theme	Multimedia resources and listening comprehension among superior basic education students at a public institution in Loja, school year 2023 – 2024				
Problem	Objectives	5. Theoretical Framework	Methodological design. Action Research	Techniques /Instruments	
General Problem	General Objective	Independent Variable	Preliminary Investigation	• Testing Technique	
<ul style="list-style-type: none"> • How does the use of multimedia resources improve the listening comprehension skill among superior basic education students at a public institution in Loja? 	<ul style="list-style-type: none"> • To improve listening comprehension skill among superior basic education students at a public institution in Loja through multimedia resources during the 2023-2024 school year. 	5.1. Multimedia resources	Mixed Method: <ul style="list-style-type: none"> • Qualitative • Quantitative 	Pre and Post test <ul style="list-style-type: none"> • Survey Technique Questionnaire	
		5.1.1. Definition of multimedia resources			Intervention
Subproblems <ul style="list-style-type: none"> • What is the effectiveness of multimedia resources on listening comprehension among superior basic education students at a public institution in Loja? 	Specific Objective <ul style="list-style-type: none"> • To identify the effectiveness of multimedia resources in enhancing listening comprehension among superior basic education 	5.1.2. Types of multimedia resources	Presentation, Practice and Production (PPP) Model: <ul style="list-style-type: none"> • Presentation • Practice • Production 	<ul style="list-style-type: none"> • Observation Technique Field Notes	
		5.1.3. Contextual images			
		5.1.4. YouTube captioned videos			
		5.1.5. Quizizz website			
		Dependent Variable			
		5.2 Listening Comprehension			

<ul style="list-style-type: none"> • What are the perceptions of multimedia resources in developing listening comprehension among superior basic education students at a public school in Loja? 	<p>students at a public institution in Loja in the 2023-2024 school year.</p> <ul style="list-style-type: none"> • To determine superior basic education student's perceptions about the application of multimedia resources for developing listening comprehension among superior basic education students at a public school in Loja throughout the academic year 2023–2024. 	<p>5.2.1. Definition of listening comprehension</p> <p>5.2.2. Listening skill stages</p>
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