



Universidad
Nacional
de Loja

Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Running dictation strategy and listening comprehension, among superior basic students, at a public school in Loja, during the 2023 – 2024 school year.

Estrategia running dictation y comprensión auditiva, entre estudiantes de básica superior, en un colegio público de Loja, durante el año escolar 2023-2024.

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

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Loja – Ecuador
2024

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Dedication

To God for His guidance, wisdom, and strength; to my family for their love, support, and encouragement; and to my teachers for their guidance, wisdom, and patience. I dedicate this investigation to all of you including my students.

Richard Javier Quisatasig Capa

Acknowledgment

I want to express gratitude to God, Universidad Nacional de Loja, the English Language Department, and professors for their support and encouragement in my professional growth as an English teacher.

Similarly, I thank the authorities, English teachers and students of "27 de Febrero" High School for their willingness to participate in the design and development of this research study, as well as Mgtr. Jhimi Bolter Vivanco Loaiza, who tirelessly and properly advised and assisted me in this research work.

My profound appreciation goes out to everyone for their tireless encouragement, regard, and devotion.

Richard Javier Quisatasig Capa

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1. Title

Running dictation strategy and listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year.

2. Resumen

El idioma inglés cada día se convierte en una herramienta necesaria para la interacción social, política y laboral global, de ahí la importancia que tienen las habilidades de comprensión auditiva desde la educación superior básica. Por ello, el presente estudio logra identificar la efectividad de las estrategias de dictado para la mejora de las habilidades de comprensión auditiva en estudiantes de educación superior básica de un colegio público de la ciudad de Loja durante el periodo escolar 2023 – 2024. Utilizando herramientas de diagnóstico inicial y evaluación luego de la intervención realizada, es decir pre test y post test, se midió de manera cuantitativa la efectividad de las estrategias planteadas; por otro lado mediante la implementación de un cuestionario de percepción se logra identificar la percepción general de los estudiantes a la implementación de las estrategias de comprensión auditiva en estudiantes de básica superior. Los resultados obtenidos mediante estadística descriptiva logra identificar mejoras en los puntajes generales de los estudiantes en la comprensión de ideas principales mejora en 0,10 puntos, comprensión de vocabulario en 0,28 puntos y comprensión de detalles en 2,32 puntos; siendo un cambio positivo en los promedios generales finales que alcanzan 2,70 en el promedio general. Por otro lado, la percepción general es positiva, mejorando el interés en la materia y como resultado el mejoramiento del rendimiento escolar y las habilidades de comprensión auditiva. Finalmente, el estudio concluye que la efectividad de la implementación de estrategias de dictado para la mejora de la comprensión auditiva es positiva en 75% de los casos, en donde se alcanza y supera los valores mínimos requeridos.

Palabras clave: *Comprensión auditiva, running dictation, idioma inglés, aprendizaje de idiomas.*

Abstract

The English language every day becomes a necessary tool for global social, political and work interaction, hence the importance of listening comprehension skills from basic higher education. Therefore, the present study manages to identify the effectiveness of dictation strategies for improving listening comprehension skills in basic higher education students of a public school in the city of Loja during the 2023 - 2024 school period. Using initial diagnosis and evaluation after the intervention carried out, that is, pre-test and post-test, the effectiveness of the proposed strategies was quantitatively measured; On the other hand, through the implementation of a perception questionnaire, it is possible to identify the general perception of the students to the implementation of listening comprehension strategies in superior basic students. The results obtained through descriptive statistics manage to identify improvements in the students' general scores in the understanding of main ideas, improvement by 0.10 points, vocabulary comprehension by 0.28 points and understanding of details by 2.32 points; being a positive change in the final general averages that reach 2.70 in the general average. On the other hand, the general perception is positive, improving interest in the subject and as a result improving school performance and listening comprehension skills. Finally, the study concludes that the effectiveness of the implementation of dictation strategies to improve listening comprehension is positive in 75% of cases, where the minimum required values are reached and exceeded.

Keywords: *Listening, running dictation, English language, language learning.*

3. Introduccion

As a result of its employment in political, economic, social, and cultural contexts, English is increasingly acknowledged as the world's most spoken language. Therefore, English is useful for efficient communication in the classroom. Consequently, an educational revolution is underway in Ecuadorian classrooms, with a curriculum at the heart of this transition that emphasizes the critical role of listening comprehension in English as a foreign language competency. Listening is widely known to consume 40-50% of overall communication time (Mendelsohn, 1994, as referenced in Namaziandost and Nasri, 2019).

Recognizing the importance of this critical ability, the curriculum focuses heavily on the development of listening skills. Undoubtedly, by encouraging active listening in the classroom, the Ecuadorian education system is prepared to provide students with the essential abilities to comprehend and communicate in English (Ministerio de Educación del Ecuador (MINEDUC), 2019). In this regard, MINEDUC (2019) has established in the curriculum that by the end of Educación General Básica Superior, students are expected to have achieved A2.1 level, according to the Common European Framework of Reference for Languages (CEFR), and be able to extract meaning from an oral text using contextual clues and linguistic cues.

However, the pre-service teacher observation during the practicum revealed that superior basic students at a public school in Loja during the 2023-2024 school year failed to demonstrate their A1.1 level and the anticipated competences in terms of listening skills. Superior basic students, in particular, challenged with vocabulary because they were unable to correctly write or grasp a word, were unsure of the right meaning of words, and had difficulty choosing out the right combination of words in simple phrases. As a result, it is critical for an EFL learner to have the right instruments to strengthen their listening abilities. Since listening skills are a student's first introduction to a foreign language, the quality of the resources used by teachers to enhance this skill must be optimal.

In this regard, various previous investigations support the prevalence of the aforementioned issues, with many writers claiming that students struggle. According to professors Perez and Rodriguez, their research revealed that there are two major cultural causes that make it difficult for pupils to acquire the language as a whole, including a lack of resources and teacher training: Ecuadorian public schools have limited resources for teaching English, such as textbooks, multimedia materials, and technical tools. As a

consequence of considering into account the issue of poor listening abilities among EFL students, the current study proposes the use of running dictation strategy as an interactive strategy to address the listening comprehension issues experienced by superior basic students. This remark facilitated the construction of the following broad research question: How does the running dictation strategy improve listening comprehension, among superior basic students, at a public school in Loja, during 2023-2024 school year? Furthermore, the primary research topic has been separated into two sub-questions: 1) How effective is the use of the running dictation strategy to improve listening comprehension among superior basic students, at a public school in Loja, during the 2023-2024 school year? 2) What are the students' perceptions of the running dictation strategy to improve listening comprehension, among basic superior students, at a public school in Loja, during the 2023-2024 school year?

Previous researches have shown that employing running dictation strategy in the classroom can help students improve their English listening comprehension. For example, Destiana et al. (2019) used the running dictation strategy on a large group of high school students with low levels of listening comprehension, demonstrating that it can also improve students' listening skills. With all of these studies applied to different types of students, it is clear that the running dictation strategy is an excellent alternative for improving listening comprehension in students of all levels. Destiana et al. (2019) used the running dictation strategy with a large sample of high school pupils with inadequate listening comprehension. He proved that this strategy may also help pupils enhance their listening abilities. With all of these researches applied to different sorts of students, it is clear that the running dictation strategy is an excellent choice for enhancing listening comprehension in students of all levels.

On the other hand, through the analysis of various studies in which running dictation strategy is used as a strategy for learning EFL, the researcher discovered that there are very few results in analyses executed in Latin America, specifically in Ecuador, demonstrating the need to evaluate this activity using public school students. These studies overlook the fact that using technologies in public schools might be challenging according to limited resources or classroom environment. Overall, this researcher believed that it is more appropriate to investigate the usefulness of running dictation strategy since it is simple to apply in classrooms. In this way, the current study addressed this gap by applying a running dictation strategy to increase listening comprehension among superior basic students at a public school in Loja city.

In light of these findings, the subsequent study was notable since it made several contributions to the educational and scientific sectors. For example, one study helped superior basic students improve their listening comprehension abilities by creating a fun learning atmosphere that improved involvement and interaction in class. Furthermore, this study assisted the preservice teacher in developing his own professional practice and investigative abilities. Furthermore, this study benefited English teachers by giving several varieties of running dictation strategies, such as jigsaw running dictation, cloze running dictation, and deliberate mistake running dictation, to aid in the development of students' listening comprehension in an EFL environment.

Thus, it demonstrated running dictation strategy as a pedagogical strategy to improve the process of teaching English, which can be useful for preservice and in-service teachers, as well as other researchers, to gain a new perspective on what running dictation strategy is and its effectiveness in improving students' listening comprehension, as well as to support the conduct of future studies.

The current study was conducted over an 8-week period, or 60 hours, with superior basic students at a public school in Loja city during the 2023-2024 school year. The researcher used various types of running dictation strategies to improve students' understanding of the three aspects of listening comprehension: main ideas, details, and vocabulary. Although the research was completed effectively, various restrictions were faced, such as short class sessions, a small sample size, pretest and posttest conditioning, just a few weeks to execute the intervention plan, and unexpected occurrences happened during the intervention.

To summarize, it is vital to emphasize the significance of the running dictation strategy in improving students' listening comprehension during the teaching and learning process. As a result, the primary objective of this study was to determine the improvement of listening comprehension using a running dictation strategy among superior basic students at a public school in Loja in the 2023-2024 school year. To reach the general objective indicated above, two specific objectives were defined. 1) To analyze the effectiveness of running dictation strategy to improve listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year. 2) To identify students' perceptions about the implementation of running dictation strategy in their classes, to improve listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year.

4. Theoretical Framework

In this section, the reader finds information about running dictation strategy as an educational strategy, and its relationship with the four skills of English language, definition of listening comprehension, the difficulties that students present when they learn this skill, and its importance in the English language learning. The relationship between the running dictation strategy and the improvement in listening comprehension is the central and most important part of the research.

4.1 Running Dictation

4.1.1 Definition of Running Dictation

According to Yunarwansa (2021) “Running dictation is an interactive educational strategy in which students learn by playing” (p.6). This activity has three components: preparation, activity, and assessment. Each of these can be used in conjunction with the teacher's desired topic and can differ depending on the number of pupils, the classroom arrangement, or the materials available.

Gustiani & Yulia (2018) mention that the aforementioned strategy is a much more attractive variation of the conventional dictation technique, in which the activity focuses on students working in groups to comprehend the meaning of the linguistic form of the sentence supplied by the instructor at the time of reading, listening to, and writing it again. Students use the running dictation approach to test their ability to recognize words while being driven by their classmates to reach the activity's goal.

4.1.2 Importance of Running Dictation

The learning process needs students' concentration and attention through active thinking during class; involving students individually and in groups within the subject matter; communication between classmates allows for clarification and improvement of those who have paid less attention in class. This interaction using running dictation strategy as mentioned by Kutbiddinova, et al (2016) also occurs between the teacher and the student, not only to clear doubts in a more dynamic way, but also to create bonds of trust. According to Lindt & Miller (2017), in comparison with other activities, lessons that integrate movement activities increase students' motivation, concentration, and focus.

For this reason, the class needs a point of engagement where instruction and enjoyment may be combined utilizing the running dictation strategy. Studies such as those by Indah (2019) suggest that the running dictation strategy enhances students'

confidence, and motivation. It also makes learning fun and uses students' memory to increase and improve their pronunciation.

It has been shown that cooperative learning methods as running dictation strategy have better results than in those cases in which students work alone (Kuthbiddinova, 2015). Students put in more effort when it comes to achieving as a team, camaraderie and the desire to win involve all students. As a result of this, to be able to win, all members of a team pay greater attention to the themes given by the instructor. In this way, students absorb valuable learning content and transfer it to their peers in a friendly and fun setting.

4.1.3 Running Dictation Process

To carry out the running dictation strategy, according to Yunarwansa (2021) the participatory motivation of the students is needed, and their commitment and attention to the indications given by the teacher, and motivation is a crucial part of this activity, since it consists of group activity and the good integration of the participants is the key to its success.

The preparation stage varies depending on the level of English proficiency of the students, the age of the class, or the topic being discussed. The teacher writes a long or short sentence on a board or piece of paper placed outside the group. The text should reflect what was previously learned in class. Student groups will also be formed during the planning period.

Each member of each group of children is assigned a role in the exercise. Students run to read and memorize the material as quickly as possible. That student (runner) comes back and informs the next member (author). The author must write it as accurately as possible.

Finally, during the assessment phase, the teacher tests students' understanding by asking them individual questions about the text. Students analyze their writing and the amount of text heard correctly, allowing teachers to select a winning group based on the most correctly spelled words and phrases. Additionally, dictation allows students to network with their peers as a team, practice their English skills, and reinforce what they've learned in class.

4.1.4 Variations of traditional Running Dictation

Variations in classroom dynamics help new content keep lessons exciting. According to Clarence (2017), teachers can stimulate all the activities proposed in the class by adding small and large variations in the way they teach and interact with the class.

It is clear that the use of classic exercises with modifications increases student attentiveness and makes the course a source of knowledge that cannot be reached in the usual way, but students love to learn in the process.

4.1.4.1 Deliberate Mistakes Running Dictation

In this variant of Running dictation as mention by Milne (2014) “requires to create or modify a text and include deliberate mistakes in it” (p.4). To put it another way, the instructor will purposefully leave faults in sentences, word placement, spelling, prepositions, articles, and homonyms so that students may answer them while using the running dictation strategy.

This version will spark a conversation about all that is wrong and the proper method to place the words towards the conclusion of the class, promoting participation and good criticism.

4.1.4.2 Jigsaw Running Dictation

This makes performing dictation even more fun.

In this version, students communicate and support each other to improve their attentiveness and use of correct words in phrases. It follows all the processes of dictation, so there is a "runner" and a "scribe", but it also involves placing pieces of text in different places in the classroom so that students can find and use the text.

“The students listened to a short text read by the teacher. They wrote fragments of the text in the form of phrases or short sentences and scrambled the text” (Nuralisah, 2017, p.21). The teacher retains the first sentence, which the pupils must recombine.

4.1.4.3 Cloze running dictation.

In this variation “words are deleted from the text, at random or by deliberate choice” (Milne, 2014, p.3) spaces left blank by the teacher must be interpreted by the “runner” and read along with the text to the “writer” which must write in the same way as the text was listened, in this form the ability to analyze and interpret a text can be verified. Because these are vacant spaces, there can be several right responses as long as the content makes sense and the words are utilized correctly.

4.1.5 Running Dictation Strategy for English as a Foreign Language (EFL) Students

Dictation, in general, aids language acquisition by forcing students to focus on the language form of phrases as well as the perception of the entire sentence. Running dictation is a dictation technique that encourages the conscious acquisition of phrase patterns. “Running dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and adapt to the different topics of the class” (Nurdianingsih & Rahmawati, 2018, p. 129).

This strategy used by EFL teachers is critical because it not only helps students develop their English language skills, but it also helps students learn how to manage their time, be disciplined, cooperative, and responsible. Of course, pupils are more engaged in class. By grasping additional details about what they have learnt, individuals become more focused on the topic matter.

Teachers should apply this running dictation strategy because there are many advantages for students in their learning process, and also by fostering bonds with the teacher and classmates. This activity is easy to apply and age appropriate for high school students, uses easy-to-find materials, and it adapts to any class topic (Zakiah & Husniah, 2017).

4.1.6 Running Dictation Strategy and the Four Skills of English Language

Speaking, listening, reading, and writing are the four English language skills that are used when are EFL students. According to Markström (2019), listening and reading skills are the ability to receive and understand communication from the others, and speaking and writing skills are the ability to produce comprehensible English. Combined, the four English skills generate an understanding that EFL students need.

Several researches have been conducted to enhance various abilities required to learn the English language using the running dictation strategy. As mentioned in Nurdianingsih & Rahmawati (2018), “...running dictation is a multi-skill task involving listening, speaking, reading, and writing” (p. 129)

4.1.6.1 Writing Skill This educational strategy's study examines the teaching of writing and it is proven that using running dictation has beneficial effects on all parts of writing such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in completing a paragraph. The case study carried out by Nurdianingsih & Rahmawati (2018) states, “The students got positive behavior in writing after applying running dictation strategy” (p.130)

4.1.6.2 Reading Skill One of the most difficult tasks for EFL students is learning to read correctly in another language, the process takes time and requires patience. According to the exact words of Faridatut (2018) “Running dictation is included fun activity which can be used to reduce the students’ boring in reading” (p.39)

According to the author's study mentioned in the previous paragraph, reading can be very boring for students; however, when they used the running dictation strategy, their students' results improved significantly; students forgot they were learning to read and only enjoyed the process of the activity while learning.

4.1.6.3 Speaking Skill Running dictation is a great option to practicing speaking, according to Peterson (2021). It allows for the reinforcement of pronunciation elements, and it also serves as an alternative to traditional techniques of improving reading abilities since this strategy allows for scanning practice and the ability to recognize important concepts rapidly.

4.1.6.4 Listening Skill Studies like those of Destiana., et al (2019) and Agustini & Yulia (2018) present us with an analysis focused on improving listening skills with the use of the running dictation strategy. In the case of Destiana., et al (2019) it was possible to conclude that of the entire study sample in which running dictation was applied “The mean score of pretests was 35.43, while the mean score of post-tests was 86.29” (p.37).

Agustini & Yulia (2018) expressed “The student agreed that all activity in listening class using running dictation strategy were fun and enjoyable. The worked in group and feel challenged to make their partner understand to what they speak” (p.6). As a result, the running dictation strategy may be understood as a complete and extremely helpful mechanism for dynamically addressing the listening skill of the English language.

4.2 Listening Comprehension

4.2.1 Definition of Listening Comprehension

Listening is one of the daily activities of the human being in which its maximum purpose is communication. It comprises a complex process that allows people to understand the language from the spoken part, and understand what happens around them. It is clear that to understand a language, not only the part that the speaker communicates is needed, but it is also necessary a receiving part called “the listener”, which, based on their knowledge, will make sense of what is heard (Alzamil, 2021).

Listening comprehension is the process of understanding speech in a second or foreign language, identifying and understanding what others are saying. An effective process of listening comprehension involves understanding of accent, grammar, and vocabulary (Hwaider, 2017). To achieve the aforementioned, it is required to combine all of the English language abilities, to grasp the words we hear and recreate them via our speech, while also interpreting what is written and understanding it when someone else reads it.

The ability to listen according to Machado (2022) is the most used linguistic modality, it can be defined as the ability to receive and interpret messages during the communication process, instead of just listening to something. People perceive the presence of sound through their ears, but listening and comprehending require much more. First, individuals must voluntarily listen and focus their attention on it by recognizing familiar sound patterns, while also decoding the sound message in which verbal and nonverbal signals must be interpreted, followed by a conscious act of recalling everything that was heard and providing feedback when responding (Deveci, 2018).

4.2.2 Importance of Listening Comprehension

I will start this paragraph by taking the words of Alzamil (2021) who adds that for all students learning English as a foreign language, it is vital to listen to English every day if their goal is to communicate correctly in this language, because the learner must become accustomed to the sounds, vocabulary, and manner of speaking as a memory resource.

Developing the ability to listen and interpret is essential for learning a foreign language, because it allows students to pay more attention to the perspectives, they hear rather than the structure of the language. When a student makes this skill a daily habit, the grammar and characteristics of the language become easier to learn and relate to (Machado, 2022). Listening is the skill that introduces pupils to a new language and is critical in language development.

Increasing excellent listening skills is a key tool for EFL students and their language acquisition. Teachers should assist learners to enhance their listening abilities and therefore gain grammar and vocabulary by teaching and implementing various educational strategies. In contrast, in the classroom, the capacity to listen is sometimes overlooked in favor of the ability to speak English, despite the fact that both oral and listening abilities are inextricably linked (Kumarl, et al 2021).

4.2.3 Listening Comprehension Sub-skills

Listening comprehension is considered a complex skill for EFL students, for its better development it has sub-skills that provide students with the ability to understand the language from specific aspects and in a simpler way, through the precise understanding of the messages transmitted through speech, in this case, it is analyze listening for main ideas, listening for understanding vocabulary and listening for details.

Clearly, the sub-skills also provide teachers with the ability to understand those points that need more attention in a class, for this reason, as mentioned Ismayilli (2019) “Subskills are helpful for diagnostic purposes” (p.168), this means that the sub-skills are widely effective in the teaching-learning process. Bengehya (2021) agrees with the statement that the use of listening comprehension sub-skills “ensure the teacher that learners are able to listen to whoever speaks in English or asks a question in English and therefore learners are able to respond or react successfully” (p.8)

4.2.3.1 Listening for Main Ideas. According to Gilakjani and Sabouri (2016), listening comprehension is the result of a teaching style in which students participate as listeners in a process of meaning construction. That is why, in order to attain listening comprehension, it is important to first grasp the sounds of speech and then the meaning of individual words before understanding sentences in general.

This may thus be argued that listening comprehension is a complicated process that integrates the student's prior understanding of English with what they are listening to. While listening, learners instinctively scan their memories for terms they already know and associate them with those they do not. The students integrate the phrases into a single context as a result of this process, providing meaning to what they strive to grasp.

4.2.3.2 Listening for Understanding Vocabulary. Listening comprehension is a type of listening in which the listening ability is advanced, the listener must have knowledge of a wide range of vocabulary and grammar rules to make sense of what others say, Kumarl, et al (2021) mentions that this type of listening it is also called “Content Listening”, “Informative Listening” and “Full Listening” (p.310)

The size of a student's vocabulary plays an important role in the listening and comprehension process, as long as the student seeks the opportunity, for example, by listening to audio in the English language, to generate a constant dialogue with other native-speaking people in the English language, classmates, and teachers, that is, the

more the student practices his listening, his vocabulary will not be limited, and his degree of listening comprehension will increase.

4.2.3.3 Listening for Detail. "Training in listening comprehension is crucial to assist students in making the shift from classroom language to actual language more simply and efficiently," writes Hwaider (2017). (p.140). This is also connected to the contemporary reality, in which verbal contact between people from other nations is becoming increasingly vital in terms of schooling and attaining better professions. As a result, teachers must place a premium on training students to listen effectively and critically.

Agreeing to Bengheya (2021) "teachers believe that the best listening subskill is listening for details" (p.57), but this affirmation has positive and negative parts. The positive part is that it is very useful for those students who are related to the language for at least three hours a day, through music, movies, or a group of friends, the negative part is that for the same reason, it cannot be used. in beginners immediately.

4.2.4 Lesson methodology in the Teaching of Listening Comprehension

The lesson methodology in the teaching of listening comprehension consists of the development of a lesson plan by the teacher in which the student's attention is captured throughout the class, which will be divided into three essential moments: before the presentation of the subject, during the teaching of the subject, and, after the explanation of the subject. In the words of Campos (2023) "A listening lesson consists of tasks before students listen to the passage, tasks to complete while they listen to the passage, and activities that you do after the listening" (s.p)

This process allows teachers to plan the focused process in advance, then organize the class better, avoid boring the students, and incorporate interactive activities, games, or resources into the process, which will help the students lead to better results. In this case, the focus is all on listening comprehension.

4.2.4.1 Pre-Listening. The stage called pre-listening helps students prepare for what they are going to hear, generating greater success in the given task, according to Campos (2023) there are several advantages of pre-listening, among them is being able to know by the teacher everything that the student already knows about the subject, prepares students with vocabulary and grammatical structures that will be used, creates a friendlier environment by preventing students from experiencing anxiety when learning

something unknown, also offering the class the opportunity to interact with classmates and the teacher.

In the same context Srilakshmi, et al (2022) mention that “This stage is critical because it directs students to the listening passage to which they will listen, piques their curiosity, and informs them about the goal of listening” (p.1501). For this reason, it is important for students to have a prior context of the subject to be treated, in such a way that by way of introduction, they can understand the importance, complexity, or way in which the class will be treated, through dialogue between classmates and even with a short activity, activating previous knowledge.

4.2.4.2 While-Listening. This is the most important part of the English teaching-learning process in relation to listening comprehension, Srilakshmi, et al (2022) say that “The objective of this level is to improve students' listening skills and assess their understanding” (p. 1501). In the process, the teacher assigns activities to the students to be completed while the students listen to specific audio. These activities must be related to the audio and must be adapted to the level of student learning as an evaluation. Success for while listening consists in the use of quality materials that allow listening comprehension without interruption, also in case of, if necessary, the audio should be played multiple times. It is also important not to repeat the activity several times in a row, so as not to lose the interest of the students.

This stage of the listening task is also considered according to Rost (2002) “one of the most problematic for the teacher to prepare because it involves designing a task” This is probably when considering the time that the teacher must use to prepare quality material that firstly captures the attention of the students and at the same time allows the evaluation of their hearing capacity. It is worth mentioning that it is important that the activities prepared by the teacher must aim for students to distinguish between the essential, the specific information, and the opinion of the speaker.

4.2.4.3 Post-Listening. The post-listening activities have the objective of reflecting together with the students on the listening strategies used and how efficient they were in the teaching-learning process. All post-listening activities are carried out at the end of the pre-listening and while-listening activities, as mentioned by Campos (2023) there are several activities that can be used to check listening comprehension, such as verifying and summarizing the information heard, or students can also be asked to have a brief talk about what is exposed in the audio.

“The activities that arise in the post-listening should focus mainly on the reflection, evaluation, transfer of knowledge, and the fulfillment of different levels of success” (Srilakshmi, et al, 2022) (p.1502). In consideration of the above, it can be concluded that the results that the students obtain at the end of the process will serve to establish learning parameters in listening comprehension, as well as generate considerations to be applied in future opportunities.

4.2.5 Strategies for teaching listening comprehension

Within the processes of listening comprehension, the bottom-up and top-down methodological strategies are of great importance, as they are able to understand the meaning of the message and the intention of the person who issues it, since they generate a broader and more optimal context in the student from language.

(Ardini, 2015) says that “combining the two strategies, increasing the ability of listening comprehension by building student knowledge from daily experience, then also trying to understand the meaning of each word and grammar” (p,4). As well as it can be interpreted from the author's words, both strategies work simultaneously, either when starting with the main message and decoding the smaller parts, or in cases where the listener already has initial information that will allow him to interpret what he hears and anticipate what will come next.

4.2.5.1 Top-down-Gist. In the strategy called top-down, the student starts with information that he already knew, that is, prior knowledge is needed in the context of the message that is going to be heard. Henao (2013) mentions that “top-down attend to the overall meaning” (p.33), in this way teachers intend to start from a theme in which students can predict what is going to happen based on what they have dealt with in class, in this way students will pay attention to decoding the message and will be able to deduce its total context, despite having not been heard many times.

“Top-Down processing refers to the using of schemata or the knowledge to understand the given information” (Ardini, 2015) (p.8). That is to say that in daily life or in the classroom, students generate schemes as experiences shared by the teacher that allow them to interpret a total context of the story despite not fully knowing the words that are used, being very useful to obtain the main ideas of the class, consequently, it can also be interpreted that this strategy needs students with knowledge of vocabulary and grammar, it could not be applied to those who start studying a foreign language without any knowledge.

4.2.5.2 Bottom-up-Specific information. On the contrary, the bottom-up strategy focuses on decoding the sounds that are heard in a linear way, from that small, to getting a complete sentence, “The code consists of how the sounds work, how they string together and how the code can change in different ways when it is strung together” Henao (2013) (p.21). It is in this way that the student can build phrases or sentences from the union of phonemes, sound recognition is one of the priorities.

Teachers use the bottom-up strategy when they need to pay close attention to the language to learn grammatical structures, vocabulary or pronunciation. As expressed by (Ardini, 2015) “Bottom-Up processing refers to the process of understanding the information through the analysis of sound, sense of the word, and grammar” (p.2). Clearly, this strategy is useful for those students who are beginning to understand the English language because of their limited language repertoire generating understanding vocabulary.

4.2.6 Listening Comprehension Difficulties

Destiana., et al (2019) describe some of the listening issues encountered in class. Listening is difficult when the speaker has an accent or speaks quickly. Because of classroom noise, when the speaker talks quickly, or poor-quality audio cassettes, the spoken text is difficult to read; these challenges were discovered as variations in his research named “The Use of Running Dictation Technique to Improve Students’ Listening Skill”.

4.2.6.1 Difficulties in the Development of Listening Skill for Foreign Language (EFL) Students. There are several difficulties that EFL students may encounter in the process of learning listening skills. Authors such as Mahmoud and Ahmed (2020) and Rakhman, et al (2020), according to their research on listening comprehension in EFL students, the most typical issues observed in classrooms are: anxiety while not understanding the audio, pace of speech, bad pronunciation of the speaker, diverse accents, and poor recording quality.

Previous authors have also conducted large-scale studies using surveys administered to students to identify more specific difficulties, such as problems understanding informal words and new phrases, homonyms, and speaking rate. As a result, students stated that it was important to play the audio file at least three times to improve their concentration.

4.2.6.2 Difficulties in the Development of Listening Skill for Foreign Language (EFL) Ecuadorian Students. An interesting study carried out in Ecuador in the city of Ambato by the author Machado (2022) highlights that one of the key obstacles in the development of listening skills is that this talent has been deemed one of the least important inside the classroom for many years and is not yet given the required time and interest.

Machado (2022) in his study, He surveyed 52 public high school students to find out how well they understood audio recordings, what listening techniques they used in class, and which were their favorites. Therefore, the author states that one of the biggest difficulties from the student's point of view is that the audio often contains topics that are difficult to understand. This is not because the words are complex, but because the topic is not familiar to students. People who are not used to it attract their attention. The author also emphasizes the need for students to have more exposure to English outside of class through music audio recordings, movies, English conversation, etc.

4.2.6.3 Listening Difficulties Solved by the Use of Running Dictation Strategy. The researchers of “The Use of Running Dictation Technique to Improve Students’ Listening Skill” study, after describing the content of the lecture using the exposed factors (noisy classroom, fast-speaking speaker, and poor-quality audio cassettes), the researchers divided the class into two groups, one of which employed running dictation and the other did not. Finally, the researchers got greater knowledge outcomes in students who used the running dictation strategy (Destiana., et al, 2019).

There are many problems that instructors can overcome by being aware of students' needs in their courses. Therefore, it is important for an EFL student to have the right tools to improve her listening skills. Since listening skills represent a student's introduction to a new language, the quality of the materials used by teachers to improve this skill must be optimal.

Developing appropriate listening skills reduces the fear of listening and lays a solid foundation for students to learn autonomously. In today's world, knowledge of English is essential to finding better career opportunities and getting school scholarships. By developing this skill, teachers directly contribute to the academic and professional success of their students.

4.2.7 Listening Comprehension and Running Dictation Strategy

According to Agustiani and Yulia (2020), listening is a receptive talent that develops first in humans and contributes significantly to language ability. An EFL student experiences an improvement in his listening skills 50% of the time. According to a 2018 study by the same authors, listening is one of the easiest English skills to learn. Unfortunately, most children have problems with word recognition. This happens even for students with intermediate or advanced English proficiency who forget subtleties in sentences while listening. According to Yunarwansa (2021), one of the benefits of performing dictation in listening comprehension is that it improves students' listening skills.

This is also beneficial for teachers, as they can incorporate important topics into their running dictation strategy, ensuring that lessons are understood and students' ability to recognize the subtleties they hear improves over time. Gain confidence. The benefits of the running dictation strategy have also been demonstrated by Putra (2020).

The authors reported improved listening comprehension after using this strategy in their study. The authors also highlight that for most children, collaboration is a constructive option for improving listening skills and sharing knowledge with classmates.

4.2.8 EFL Education in Ecuador

English is a required foreign language in Ecuador's public education system. It is taught from the second year of Basic General Education (EGB) to the third year of the Unified General Baccalaureate (BGU). English instruction in Ecuador's public education system is based on the national curriculum. This curriculum defines the objectives, content, and teaching-learning strategies for English.

The purpose of teaching English in public education in Ecuador is: to develop students' communication skills in English, to prepare students to use English in real-life situations, to promote students' interest in Anglo-American culture. The English teaching-learning strategy in Ecuador's public education is based on a communicative approach. This approach emphasizes the importance of authentic and meaningful communication when learning a foreign language.

English instruction in Ecuador's public schools faces significant hurdles, including inadequate supply of materials and insufficient instructor preparation. Addressing these challenges is crucial for the country's advancement, as English is a

global language that offers Ecuadorian students invaluable cultural, professional, and academic benefits.

4.2.8.1 EFL In Educational Culture in Ecuador

"Learning a foreign language is a complex process that requires time, effort, and exposure to the language. In the case of Ecuadorian children, learning English is made difficult by a number of factors, including a lack of resources and teacher training, the similarity between Spanish and English, and a lack of contact with English outside of school." (Perez & Rodriguez 2023).

Drawing upon the extensive research presented in this study, we will delve into the cultural implications in teaching English as a foreign language (EFL) and explore the various factors contributing to difficulties in dictation, feelings of anxiety, and other negative emotions that can impede the learning process. While Jean Piaget's studies on brain plasticity underscore the innate learning potential of young individuals, it is imperative to recognize and address the external factors that may hinder this process.

Professors Perez and Rodriguez were able to indicate in their research that there are two main cultural reasons that make it difficult for students to learn the language as a whole, among them the lack of resources and teacher training: Ecuadorian public schools tend to have few resources for teaching English, such as textbooks, audiovisual materials and technological resources. In addition, many English teachers in Ecuadorian public education do not have adequate training to teach the language and Lack of contact with English outside of school: Ecuadorian children often have little or no contact with English outside of school. This means that they have little opportunity to practice the language and develop fluency.

5. Methodology

5.1 Research Design

The research was based on a mixed approach, combining quantitative and qualitative data collection methods to answer the sub-questions. As Dawadi (2021) explained, mixing techniques yielded results with both sufficient breadth and depth: quantitative approaches provided data from a group of participants, while qualitative approaches provided deeper insights through close interaction with a smaller group.

This study utilized an action research model, involving the implementation and evaluation of an intervention proposal throughout a specific cycle with student evaluations at each stage. The research subjects were superior basic students from a public school in Loja, specifically a group facing challenges with English listening comprehension.

5.2 Materials

“Teachers need to prepare all the material who student’s need’s” Nurkholida 2018 points out that the preparation of materials is an opportunity for teachers to reflect on their teaching practice. When teachers plan their lessons, they should think about the learning objectives they want to achieve, the teaching methods they used and the resources they needed.

This can help teachers to improve their teaching and become better practitioners.

5.2.1 YouTube Videos

YouTube videos can be a valuable tool for learn English for many reasons. First, it allows you to use the language in its natural context. This means that learners can hear native speakers using the language in everyday situations. Secondly, YouTube videos help learners develop their listening and comprehension skills. This is because videos often have subtitles so that learners can follow the conversation even if they don't understand everything that's being said. Third, YouTube videos provide an opportunity to practice oral expression. Learners can comment on videos, participate in discussions, and create their own videos in English.

Here are some specific examples of how to use YouTube videos to learn English:

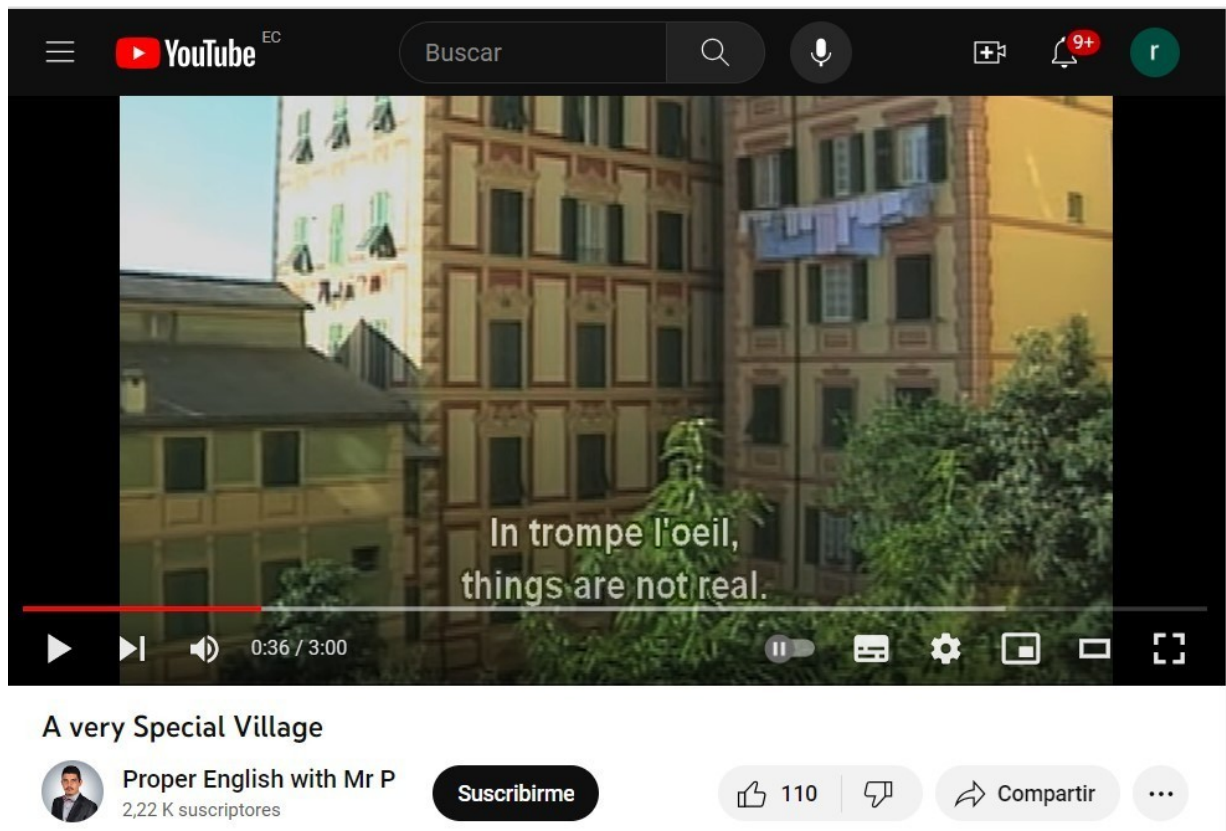
- To learn vocabulary: YouTube videos are a good way to learn new vocabulary. For example, learners can search for videos about topics that interest them, such as hobbies, interests, or careers.

- Learn Grammar: YouTube videos are a great way to learn new grammar. For example, learners can search for videos on specific grammar topics, such as tense usage, sentence structure, and paragraph structure.
- How to practice pronunciation: YouTube videos are a good way to practice pronunciation. For example, learners can search for videos of native English speakers pronouncing various words and phrases.

Overall, YouTube videos are a valuable tool for learning English. It provides exposure to language in a natural context, giving learners the opportunity to improve their listening and comprehension skills, and practice oral expression.

In this investigation the researcher is going to use this video

Figure 1. https://www.youtube.com/watch?v=F-o830lVA_8



5.2.2 Data Collection Sources and Techniques

Data collection was recognized as one of the most crucial aspects of any research project. The methods employed varied across disciplines, and when conducted appropriately, these procedures minimized the likelihood of errors. Therefore, this investigation adopted specific data collection methods to gather meaningful and reliable information on the independent and dependent variables. As Sajjad (2016) emphasized,

systematic data collection focused on the relevant variables permitted the research questions to be answered effectively and results to be evaluated accurately.

The following are the methodologies and procedures that were employed in this research during the data gathering process:

5.2.3 Testing Technique: Pre-test and a Post-test

Pre-test and post-test assessment approaches were chosen as one of the most effective methods to determine the impact of the study on students' knowledge. This involved administering a pre-test at the beginning and a post-test at the end of the intervention, both designed to assess students' knowledge related to the study variables. As shown in Annex 1, the specific content of the tests was aligned with the intended learning outcomes.

Both the pre-test and post-test were carefully designed to focus on the specific information students were expected to learn or understand throughout the study. As Empower (2021) suggests, these tests could be focused on a specific subject or even students' overall perspective on the intervention. Importantly, each test question was reviewed to ensure it accurately reflected the intended measurement before applying the pre-test at the program's outset and the post-test at its conclusion.

5.2.4 Observation Technique: Field Notes

In this study, field notes were used (Annex 4) to capture classroom dynamics and observe student behavior and responses throughout the research process. These notes were subsequently interpreted to provide insights into how students reacted to the intervention. As noted by Kumar (2020), field notes help minimize misinterpretations based on memory and increase accuracy by recalling events in real-time.

5.2.5 Survey Technique

The questionnaire was the most frequently employed tool in surveys for this study. Defined as a list of open or closed questions for participants (in this case, students) to respond to, questionnaires offered flexibility in their execution, being feasible to conduct electronically, by phone, in a public place, or even within the classroom. (Sajjad, 2016).

This research utilized a questionnaire (Annex 2) to gauge student perceptions. These instruments, which employed the Likert scale, aimed to measure student satisfaction with the presented topic. The Likert scale allowed students to qualify their responses on varying degrees of significance, providing qualitative insights alongside

numerical data. As Joshi et al. (2015) noted, the Likert scale is a prevalent psychometric tool in educational research, specifically designed for scientific assessment of student attitudes.

5.2.6 Data Analysis

The proposed study addressed the research question by collecting both quantitative and qualitative data, which were subsequently analyzed and interpreted. Descriptive statistics were employed to summarize, evaluate, and interpret the quantitative data. The gathered data were tabulated to measure student preference dynamics, and the results were then presented in tables and graphs. Finally, the findings of the perception survey administered to students regarding their listening comprehension were categorized.

5.2.7 Research Participants

This research included a pre-service teacher and a group of basic superior students from a public school in Loja, separated into boys and girls. These pupils, aged 11 to 13, had an A1.1 level of English language proficiency.

5.2.8 Timing

The intervention plan's duration was determined to be 8 weeks, with approximately 2 sessions per week, during the 2023-2024 school year. This timeframe facilitated the implementation of the chosen strategy for the specified student group while allowing the researcher to utilize their established class plan.

5.2.9 Procedure

This study employed an Action Research cycle model for the intervention's execution. This cyclical approach involved four stages: 1) planning based on the identified problem, 2) implementing actions addressing the assessed needs, 3) observing student responses throughout the process, and 4) generating and reflecting on a revised action plan based on the gained insights. As Tomakin (2018) stated, this cyclical approach allows for continual adaptation and improvement based on real-time feedback.

Pardede (2018) highlighted the significance of action research for instructors, emphasizing its value in understanding student needs through classroom data collection. This method enables teachers to refine their approaches and, consequently, improve student performance. Recognizing its effectiveness for foreign language learners, this

study adopted the Action Research cycle, a cyclical model involving four distinct stages, which was discussed in detail below.

5.2.10 Identifying a Problem

The initial stage, known as the planning stage, involved several crucial steps. First, the research identified and delineated a specific problem faced by EFL students, in this case, the lack of listening comprehension. Based on this identified issue, a research question was then formulated to guide the investigation: "How does the running dictation strategy improve listening comprehension among superior basic students at a public school in Loja during the 2023-2024 school year?" This question aimed to explore the potential of the running dictation strategy as a solution to the identified problem.

5.2.11 Gathering Background Information

During the background information stage, the study conducted a thorough literature review on the research issue presented by its variables. This review focused specifically on listening comprehension, the dependent variable, and the use of running dictation strategy, the independent variable. The findings from this review informed the development of the theoretical framework, which elaborated upon these concepts and their connection to the study's central question.

5.2.12 Designing the Study

This stage held critical importance for the study's successful implementation. The exhaustive literature review enabled the researcher to establish an action plan, outlining various strategies and tools specifically designed to enhance listening comprehension, the dependent variable. To gather pertinent information for the project, both observation and survey approaches were employed. A pre-test and post-test were developed to assess the effectiveness of the running dictation strategy, the independent variable. Additionally, field notes facilitated through detailed observation notes provided valuable insights, while a questionnaire administered as a survey tool further enriched the data collection process.

5.2.13 Collecting Data

The focus of this stage shifted towards the execution of the action plan meticulously developed in the previous stage, geared specifically towards improving student listening comprehension. The researcher implemented the running dictation strategy, forming student groups based on the classroom themes explored. To facilitate

the intervention, a diverse range of materials were utilized, including posters, films, and audio recordings. These resources served as the tools for observing the independent variable's interaction with the students. Furthermore, detailed observation notes were recorded alongside student surveys to comprehensively capture the class's impressions and gauge the overall effectiveness of the running dictation strategy.

5.2.14 Analyzing and Interpreting Data

At this stage, the researcher gained invaluable insights for refining the action plan through analysis of the data gathered from the previous phases. This allowed for review, adjustment, or enhancement of the implemented activities to optimize their effectiveness in future cycles. Both qualitative and quantitative data collected throughout the study were meticulously examined and interpreted using statistical methods. The resulting insights were then presented in a clear and concise manner through descriptive tables and graphs. By thoroughly analyzing the outcomes of the implemented strategy, the researcher sought to provide a definitive answer to the research question posed at the outset.

5.2.15 Implementing and Sharing the Findings

The final stage of the study, was the reflection phase, served as a crucial platform for both disseminating the research findings and critically evaluating the implemented approach. The researcher actively shared and communicated the obtained results, enriching the discussion with insightful reflections on the entire process. This final step held significant value for future research and practice, offering valuable insights for other teachers interested in utilizing the running dictation strategy to enhance their students' listening comprehension. Moreover, the study's findings were translated into specific recommendations for the participating students, empowering them with actionable strategies to further improve their listening skills.

5.2.16 Intervention Proposal

The following intervention plan was created with a group of students from a superior basic education in Loja through on-site classes over a two-month period. This intervention proposal was designed to improve student listening comprehension.

5.2.17 Sessions

The pre-service teacher was created the lessons utilizing running dictation strategy procedures, which were integrated into both the pre-listening and post-listening stages of the listening comprehension instruction. To prime the students' attention and

curiosity before the running dictation activities, the instructor employed engaging exercises. Subsequently, in the third phase, the teacher implemented activities designed to assess the students' developed listening comprehension skills. The following table showcases a model of the lessons developed throughout the intervention proposal period: view (Table 1).

5.2.18 Lesson Plan

A lesson plan is a document that outlines the objectives, activities, and assessments for a single lesson. This is an important tool for teachers as it helps ensure that lessons are well organized and effective. The use of lesson plans can be traced back to the early 19th century when they were first used in American schools. At the time, lesson plans tended to be very detailed and prescriptive, often containing specific instructions for how teachers should conduct their lessons. In the 20th century, lesson plans became more flexible and adaptable.

Teachers were given the freedom to create their own lesson plans and encouraged to use them as a starting point for their instruction. The pre-service teacher was created the lessons utilizing running dictation strategy procedures, which were integrated into both the pre-listening and post-listening stages of the listening comprehension instruction.

5.2.18.1 Triple P methodology

“The 3P methodology, also known as the process methodology, is a continuous improvement methodology that can be applied to any process, including the teaching of English. The methodology is based on three fundamental principles: preparation, process, and product” (Fernandez-Diaz 2019). For this, the most important thing was to identify the objective and this is found with the data collection, since with this methodology what is sought is continuous improvement through the identification and elimination of difficulties within the 4 basic language skills.

Example “A teacher wants to teach his students how to follow running dictation in English and realizes that his students have difficulty recognizing English words spoken by any accent other than American and the teacher identifying this shortcoming through the assessment exercise can take action within the educational field to correct

this problem by exposing the students to English audios with different accents for familiarization.” (Fernandez-Diaz 2019).

5.2.19 Population

In research methodology, the population refers to the entire group of individuals or elements that are being studied. The population can be finite or infinite. “A finite population is a population that has a specific and limited number of elements. For example, the population of students in a particular school is a finite population”.(Neuman 2022) At this case, students of the public school of Loja.

5.2.20 Public school students in Loja

“Another challenge is the lack of teacher training. Many English teachers in public schools are not trained to teach English effectively.” (Fernandez-Diaz 2019). This is due to the fact that initial training in English is not mandatory for teachers in Ecuador, and public schools typically have limited resources to provide ongoing training to teachers. Finally, local culture can also be a challenge when learning English. Spanish is the primary language in Loja, and most students have no opportunity to practice English outside of school.

This can make learning the language more difficult and discourage, students in public schools in Loja often struggle to learn English because of these challenges the common issues in the students are; pronunciation difficulties, comprehension difficulties, production difficulties. Once we have characterized the population, we select a sample. The sample can be a subset of the population used to conduct the research. The sample was a slice of the population so that the results of the research could be substantial.

5.2.21 Test Sample

Once we have characterized the population, we select a sample. The sample can be a subset of the population used to conduct the research. The sample was a slice of the population so that the results of the research could be substantial.

5.2.22 Group Sample

In this case the population was divided by grades and years, so the sample chosen was 8th "A", made up for 20 students.

6. Results

This section outlines the results and conclusions about the impact of the running dictation strategy on the listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year, following with the research objectives. An analysis was conducted on the pretest and posttest scores to assess the strategy's effect on listening comprehension. Students' impressions were collected via questionnaires and supplemented with field notes.

Pretest and Posttest Results

Objective 1: To find out the effectiveness of running dictation strategy to improve listening comprehension among superior basic students at a public school in Loja, during the 2023-2024 school year.

Sub-question 1: How effective is the use of the running dictation strategy to improve listening comprehension among superior basic students, at a public school in Loja, during the 2023-2024 school year?

The results obtained by implementing pretest and posttest to identify the level of listening comprehension in superior basic students in a public school in Loja, during the 2023-2024 school period, show the following figures:

Table 1

Means score differences between pretest and posttest

	Number of students	Listen for Main Ideas (MI) 2/2	Listen for Vocabulary (V) 4/4	Listen for Details (D) 4/4	Total
Pretest	20	1,60	2,02	1,42	5,04
Posttest	20	1,70	2,30	3,74	7,74
Diferrence	na	0,10	0,28	2,32	2,70

Table 1 shows the average scores obtained in the implementation of the pretest (knowledge test prior to the listening comprehension intervention) and posttest (knowledge test after the listening comprehension intervention), in the three main evaluation indicators in running dictation strategy: listening for main ideas (MI), listening for vocabulary (V) and listening for details.

In general terms, there is significant improvement within the three evaluated indicators. In the indicator of listening to main ideas where students must grasp at a general level the central idea of listening presented in the pretest tests, the general

evaluation average is 1.60/2 points; which makes us notice that the students understand some ideas of what they express in listening. After the intervention using dictation execution strategies, listening comprehension improves since in the general averages of the implementation of a post-test the score achieved reaches an average of 1.70/2 points, achieving a positive difference of 0.10 points, therefore we can say that this indicator achieves a significant improvement in the score, which translates into an almost complete understanding of the main ideas of applied listening.

The vocabulary listening indicator aims to evaluate what grammatical knowledge and vocabulary mastery the evaluated basic general education student has by determining how much informative content he or she manages to receive when listening to the information; The results obtained during the pretest show that the average score is 2.02/4, which in percentage is equivalent to 50% of the required grade, that is, the students know the vocabulary and grammar. The results obtained after the intervention in the implemented post-test improve positively, reaching 2.30/4, a factor that improves their general grades by 0.1 points more than the required grade. The difference in averages that reaches 0.28 points highlights the effectiveness of the interventions carried out; however, of the three indicators evaluated, this is the second with the best progress.

The last indicator evaluated is listening for details, where the student must demonstrate their listening comprehension of the details that appear in the applied listening. This aspect improves their communication at a social level and their general knowledge of listening comprehension. By implementing the pretest, students obtain a general average of 1.42/4 points. After carrying out the respective intervention, the general average improves after applying the posttest with an average of 3.74/4 points, obtaining a positive improvement of 2.32 points at a general level in this indicator, which becomes the indicator where the most effective are running dictation strategies, which considerably improve listening comprehension skills.

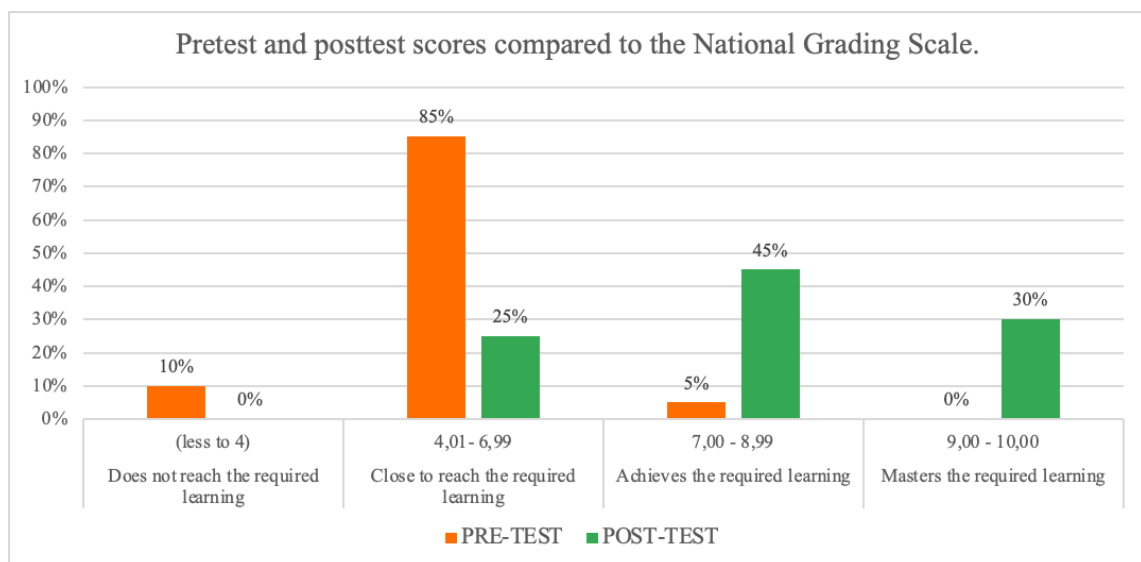
In summary, we can say that interventions with running dictation strategies improve listening comprehension in the understanding of main ideas, improvement of vocabulary and detailed understanding of listening, improving the students' listening skills with an average score of 2.70 points between pretest and posttest.

6.2.1 Comparison with National Grading Scale

Likewise, a comparison is made with the National Grading Scale (NGS) of the scores obtained in both the pretest and posttest in order to measure the effectiveness of the implementation of running dictation strategies for listening comprehension. It is important to mention that the minimum score required by the NGS is 7/10 where students who do not reach the minimum score require academic reinforcement and undergo a supplementary test.

Figure 2

Pretest and posttest scores compared to the National Grading Scale.



In the results obtained from the pretest application, we believe that 10% of the students evaluated obtained scores less than 4 points, which is why the national grading scale classifies them as “does not reach the required learning”, in the same way 85% of students obtain scores within the range of 4.01 – 6.99 points, which classifies them as “close to reaching the required learning”; In the two cases presented, the students do not exceed the minimum score required by the NGS of 7/10; For this reason, 95% of the students prior to the intervention with running dictation strategies for listening comprehension do not reach the minimum required value.

With the values obtained in the posttest, the effectiveness of the implementation of running dictation strategies in the listening comprehension of the students is corroborated, where 25% of the students continue with averages less than 7/10, while 45% improve their classification with scores between 7-8/10, reaching the title of “Achieves the required learning” and 30% scores of 9-10/10 points, which places them

in “Masters the required learning”. Therefore, we can conclude that 75% of the cases evaluated improve their score after the intervention, in addition to polishing their listening comprehension skills in listening for main ideas, vocabulary and details.

Finally, Figure 2 shows us two outcomes: the first, the effectiveness of the implementation of running dictation strategies in the listening comprehension of higher basic education students reaches 75% of the cases, which not only improves their score but also exceed the minimum required by the national grading scale. The other scenario, although not as positive, also shows an improvement in the students' scores after applying the intervention, however they do not reach the minimum required score, which is why the skill improvement exercise must be repeated for a period of time. longer duration and more frequently, in such a way that at least the minimum required is achieved.

6.2 Questionnaire and Field Notes Results

Objective 2: To identify students’ perceptions about the implementation of the running dictation strategy of their classes, to enhance listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year.

Sub-question 2: What are the student’s perceptions of the running dictation strategy to improve listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year?

The following data helped to corroborate the apparent improvement in students' listening skills displayed in the quantitative data by exploring students' perceptions of the use of running dictation strategy to improve listening comprehension.

Table 2. Students’ perception about running dictation strategies.

Item	Statement	A	S	N
1	Using the running dictation strategy helped me enhance my listening comprehension.	45%	55%	0%

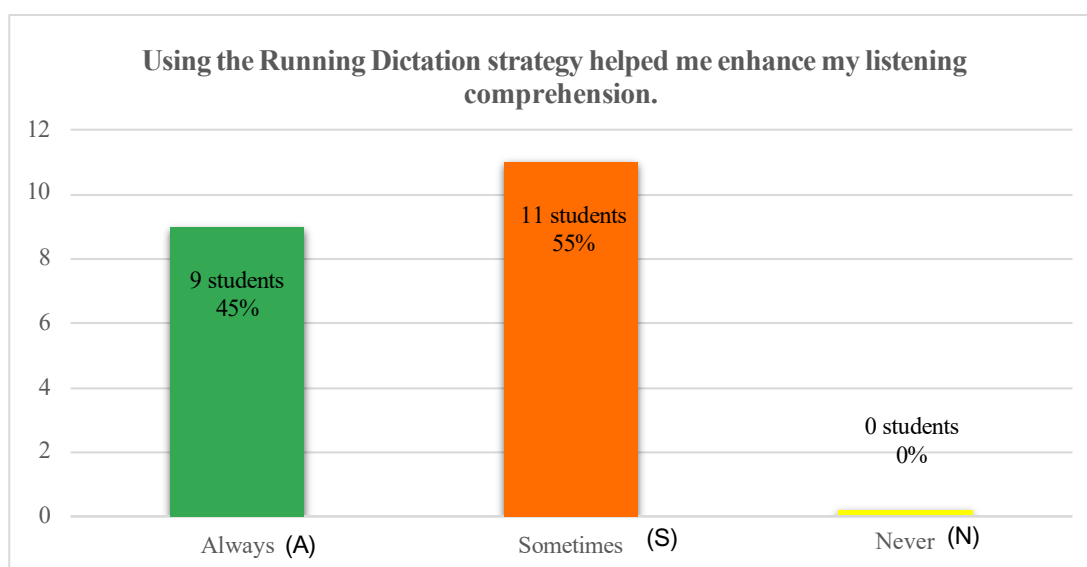
Note. A= Always, S= Sometimes, N= Never.

After applying the survey to the target students about their general perception of how the running dictation strategy help them their listening comprehension, the results show, from highest to lowest percentage, 55% of the students affirm that the use of running dictation strategies applied as pedagogical reinforcement sometimes contributes

to their listening comprehension; 45% of respondents say that the strategies always contribute to their listening comprehension during running dictation activities.

The survey, conducted with a sample of 20 students, aimed to evaluate their perception of the effectiveness of the running dictation strategy in enhancing listening comprehension. The findings reveal insightful perspectives: 55% of the students acknowledge that incorporating running dictation strategies sometimes aids in their listening comprehension, suggesting a variable impact. Conversely, 45% of respondents express a consistent enhancement in their listening comprehension skills when utilizing running dictation strategies. These results highlight the diverse experiences among students regarding the efficacy of running dictation strategy as a pedagogical tool for reinforcing listening skills.

Figure 3. Students' perception about running dictation strategies.



Running dictation strategy increased listening comprehension by making students aware of their own limits while participating. Students' attitudes have shifted considerably from the beginning, as they work to use their English abilities outside of class.

The students' reaction on using the running dictation strategy was satisfactory. In contrast, other kids were hesitant at first, but after a few minutes, they took the opportunity to participate among the rest of the class.

Table 3. Students' perception about trainee instructor.

Item	Statement	A	S	N
2	The running dictation strategies used by trainee instructor for the current tasks allow me to participate in a dynamic manner.	55%	25%	20%

Note. A= Always, S= Sometimes, N= Never.

In the second section of the survey, students were asked to assess the effectiveness of the instructor's strategies in promoting active engagement during the running dictation activities. The responses revealed varying perceptions among participants. A majority, comprising 55% of the respondents, affirmed that the activities were consistently dynamic and effectively facilitated learning, indicating a positive impact of the instructor's strategies. Additionally, 25% of the respondents reported occasional motivation to participate due to the instructor's programming, suggesting a moderate level of engagement. However, 20% of the respondents expressed dissatisfaction, feeling that the instructor failed to achieve dynamic interaction during the running dictation activities. These findings underscore the importance of instructor strategies in fostering engagement and highlight areas for potential improvement in instructional methods.

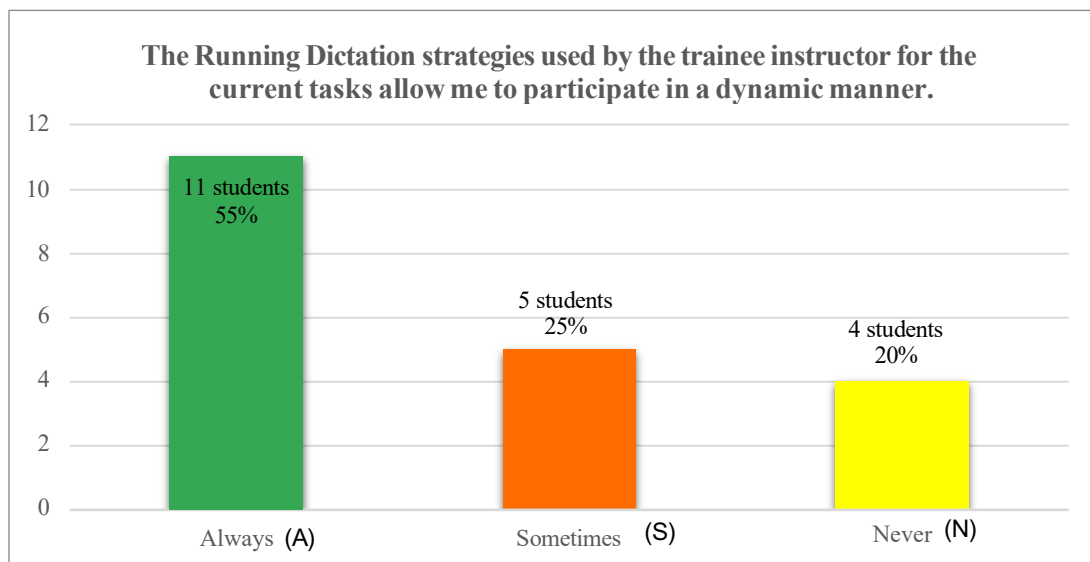


Figure 4. Students' perception about trainee instructor.

The class plan for the second week of interventions prioritizes student engagement and participation through a series of warm-up exercises designed to ignite interest, foster cooperation, and promote active involvement. Two distinct strategies, namely jigsaw and cloze running dictation, were implemented with the specific goal of

enhancing listening comprehension skills. These strategies were strategically chosen to target key indicators such as vocabulary acquisition and the reduction of common errors.

Effective classroom management practices were observed, with students adequately prepared several minutes before the teacher's arrival. This preparation contributed to a smooth transition into the lesson. Additionally, students exhibited a willingness to engage in collaborative efforts with their classmates, demonstrating heightened levels of responsibility and cooperation throughout the activities.

Table 4. Students' perception about methods of listening comprehension.

Item	Statement	Met.1	Met.2	Met.3
3	Which running dictation strategy increase your listening comprehension the most?	10%	55%	35%

Note. Met.1= Cloze R.D.; Met.2= Deliberate mistakes R.D.; Met. 3 = Jigsaw R.D.
 Note 2. R.D.= Running Dictation.

The students were also asked about the effectiveness of the strategies used during the intervention, a significant majority of students, constituting at least 55%, reported that the running dictation strategy, particularly the version incorporating deliberate mistakes, had the most positive impact on their academic performance. Among the surveyed students, the Jigsaw running dictation strategy was favored by 35% as the second preferred strategy, while only 10% expressed a preference for the Cloze running dictation strategy.

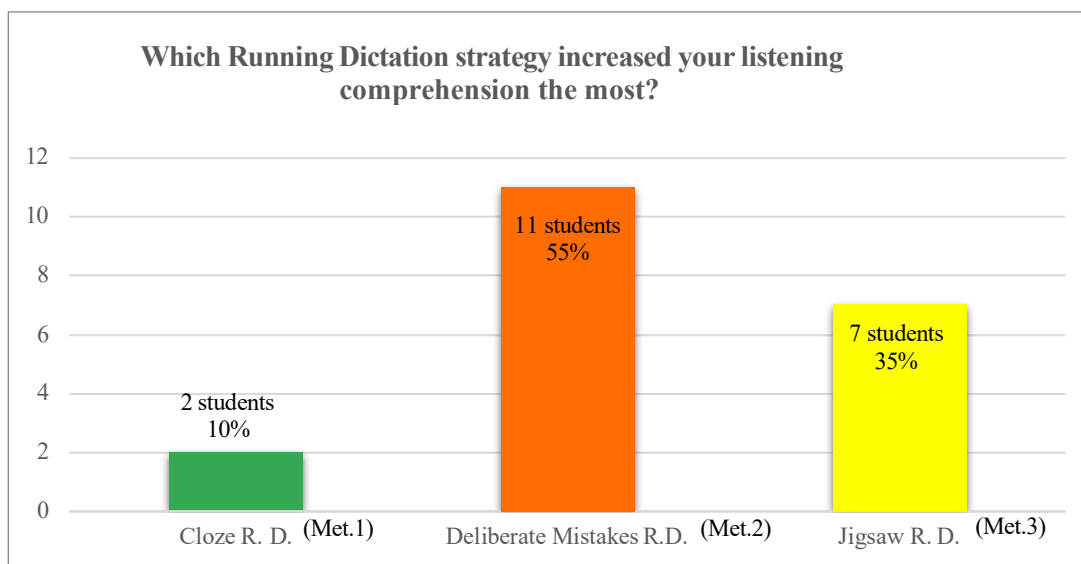


Figure 5. Students' perception about methods of listening comprehension.

There were two separate strategies employed to increase listening comprehension: jigsaw and cloze running dictation strategies, which were intended to improve indicators such as vocabulary and frequent mistakes. Running dictation strategy can increase students' engagement and confidence when peers correct their faults, even could improve vocabulary through the use of deliberate mistakes strategies.

Both the jigsaw and cloze running dictation strategies were employed with the specific aim of enhancing listening comprehension, focusing on improving indicators such as vocabulary acquisition and reducing common errors. Running dictation strategy, particularly with the inclusion of deliberate mistakes, proved effective in capturing students' interest and boosting their confidence as they corrected errors with their classmates. Additionally, this strategy has the potential to enhance vocabulary acquisition through the purposeful use of deliberate mistakes strategy.

Table 5. Students' perception about running dictation strategy assist them with

Item	Statement	FMC	FMCm	PMA
4	The activities conducted through the running dictation strategy assist me with	25%	15%	60%

Note. FMC= Feeling more confident, FMCm= Feeling more comfortable, PMA=Paying more attention.

During the investigation into the impact of running dictation strategies on participants' comfort levels compared to standard teaching strategies, the survey yielded significant findings. Notably, 60% of participants indicated a marked improvement in their attention and information acquisition when utilizing running dictation strategies. Moreover, 25% of participants reported feeling safer while engaging in these strategies for learning activities, suggesting the establishment of a supportive and secure environment. Additionally, 15% of participants reported an enhanced feeling of comfort, indicating that the use of running dictation strategies positively affected learners' overall sense of ease and satisfaction. Importantly, despite varying individual experiences, the overall attitude towards employing running dictation strategies remains consistently positive. This consistent positivity underscores the effectiveness of these strategies in fostering engaging and participatory learning experiences.

Indeed, the results suggest that the Deliberate Mistakes strategy was particularly effective when applied to the target group, demonstrating its efficacy in improving listening comprehension skills.

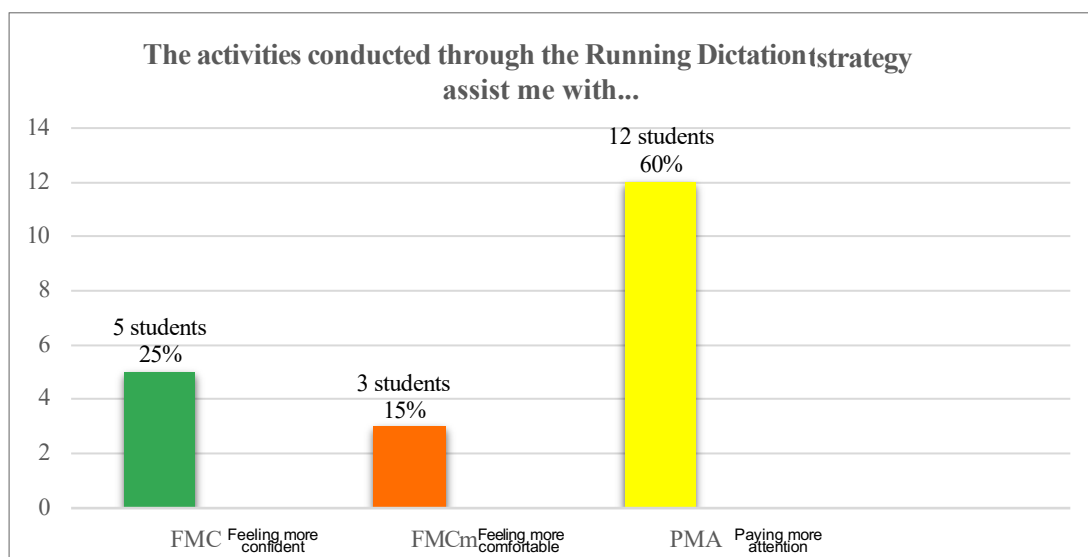


Figure 6. Students' perception about running dictation strategy assist them with.

According to Henao, E. (2013), "ascending strategies are text-based, where the listener relies on the language of the message, that is, the combination of sounds, words, and grammar that creates meaning. Ascending strategies include: listening for specific details, recognizing cognates, and recognizing patterns of word order. Listeners need to learn to use both processes to their advantage depending on the purpose of their listening."

Table 6. Students' perception about improve English abilities.

Item	Statement	MI	V	D
5	The use of a number of listening activities based on the running dictation strategy motivates me to improve my English abilities.	25%	15%	60%

Note. MI= Main ideas, V= Vocabulary, D= Details.

The students' overall feedback on the various listening activities based on the running dictation strategy serves as strong motivation to enhance their detailed abilities. A significant 60% of the participants noted that engaging in listening exercises rooted in the Running Dictation strategy helped them focus on comprehending specific elements within the content, thereby boosting their English language skills. This indicates that the strategy aids in developing the type of comprehension essential for a thorough understanding of spoken language, including the ability to grasp precise information, support details, and discern small differences.

In contrast, 25% of the students identified their most improved skill as identifying main ideas. According to the feedback from participants, practicing listening skills

through the Running Dictation strategies helped them better understand the main ideas conveyed in the content, thereby enhancing their English language proficiency. This suggests that the strategy used assists participants in improving their comprehension and extraction of crucial information from spoken language, which is vital for effective communication and overall understanding.

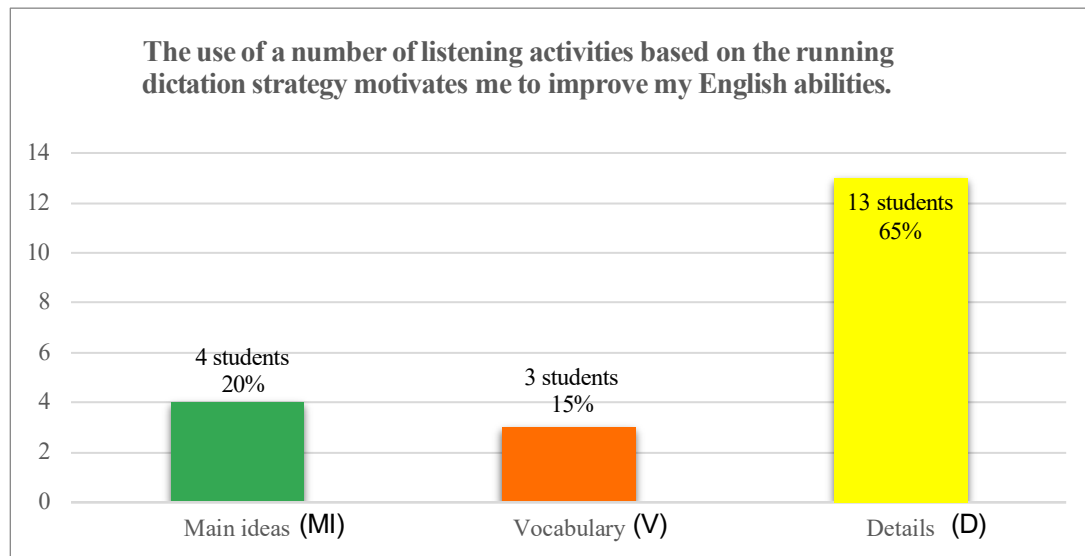


Figure 7. Students' perception about improve English abilities.

Additionally, 15% of the respondents highlighted improvements in their vocabulary abilities. Though fewer in number, these participants indicated that engaging in Running Dictation-based listening activities inspired them to enhance their English language skills, especially in terms of vocabulary expansion. This implies that the strategy effectively introduces participants to new terms and phrases within a relevant context, facilitating vocabulary retention and acquisition—a fundamental aspect of language competency.

To summarize, the use of running dictation strategies to improve listening comprehension has been well received by 65% of students in superior basic education, thereby achieving the second objective of this study.

7. Discussion

Once the respective implementation of the research methodology has been carried out, we can determine that the main findings of this study are:

Regarding the first research question “how effective is the use of the running dictation strategy to improve listening comprehension among superior basic students, at a public school in Loja, during the 2023-2024 school year?”, the results show that 75 % of students show significant improvements in their scores after the implementation of running dictation strategies, with an overall average improvement of 2.70 points in the overall average, improving their school performance and exceeding the minimum value of the National Grading Scale which is 7/10 points.

Luna & Soriano (2020), carry out their study in the tenth year of basic education of the Guayas public school, where they conclude that the use of intervention strategies such as Running Dictation are absent in the general planning, but in the same way the implementation of it as academic reinforcement to improve the performance of students' comprehension improves comprehension skills. At least 50% of their respondents say they don't improve their skills because they find traditional methods boring. According to Lindt & Miller (2017), in comparison with other activities, lessons that integrate movement activities increase students' motivation, concentration, and focus.

The second sub question says “What are the student's perceptions of the running dictation strategy to improve listening comprehension, among superior basic students, at a public school in Loja, during the 2023-2024 school year?”, the study allows us to identify that the perception overall of the students is positive, since listening comprehension skills have improved in 100% of the cases (55% always, 45% sometimes), on the other hand the positive improvements in the general averages in 3 indicators studied (Main Ideas , Vocabulary, Details), improved in 55% of the scores especially in vocabulary and details listening. These findings underscore the substantial qualitative and quantitative enhancements that the running dictation strategy brings to the listening comprehension abilities of superior basic students.

Álava (2020), concludes that the main motivations for the comprehension of the English language in basic education students is that they stop being boring, since they encompass unattractive techniques that do not allow an adequate school performance, since at least 60% of its respondents affirm that they are not classes of interest, where the

methods used make only 6.67% of the students understand when Running Dictation strategy is carried out.

The method used with the implementation of a pretest and a posttest, allows us to qualitatively and quantitatively measure the effectiveness of the running dictation strategies in the three indicators, allowing us to identify from many perspectives not only the improvement of the pretest and posttest scores, but also It also allows us to evaluate how students are motivated by dynamic interventions, improving their performance and interest in learning new listening comprehension skills.

It is important to note that although the objectives of this research are met since improvements are noted in the pretest and protest scores and the students' perception is positive not only to the implementation of running dictation strategies but also their perception improves. to improve your EFL skills; The final scores do not reach the minimum required in the National Grading Scale System, a factor that must be taken into consideration for future studies, since students have a natural resistance to learning the English language because they consider it boring and difficult, therefore it is necessary that teaching and learning techniques for basic higher education students are dynamic, participatory and effective.

The implementation of the intervention faced obstacles by a number of constraints, such as the brief timeframe of the strategy, the way in which classes were divided (between in-person and virtual via Zoom), and an inadequate focus on English in the academic curriculum. It is apparent that in order for students to achieve full proficiency in language usage and acquire listening comprehension, they require significantly more intensive training and practice; as well as the implementation of specific long-term interventions.

For future research topics regarding the use of running dictation comprehension techniques, it should be mainly addressed from the motivation for the teaching of the English language, since according to the results obtained, the main factor for the low performance and interest of the students, is mainly due to the fact that it is considered to be a difficult subject to learn. For this reason, interventions must be carried out with innovative techniques that also achieve the appropriate motivations in the students. In short, if the technique is attractive, the result will be positive, since the main mistake in its implementation is that it must be constant and over long periods.

8. Conclusions

The implementation of running dictation strategies in the listening comprehension of superior basic students during the 2023 - 2024 school year is effective, given that it positively impacts scores in over 75% of the cases studied, notably by sparking students' interest in enhancing their listening comprehension skills, the effectiveness of running dictation strategies becomes evident through the observed score increments during implementation. Moreover, these strategies result in final scores that meet or exceed the minimum requirements set by the National Grade Scale System, underscoring the necessity for their permanent implementation.

The students' perception of the effectiveness of running dictation strategies is overwhelmingly positive, as evidenced by the improvement in their scores between the pretest and posttest. This suggests that the efficacy of implementing running dictation strategies can be evaluated both qualitatively, through students' perceptions, and quantitatively, through improvements in their scores across the three evaluation indicators.

Finally, any strategy that enhances listening comprehension is valuable for teaching a foreign language. However, it must address obstacles such as lack of interest in delving into teaching techniques, perceptions of the language's complexity, and fostering genuine interest in using the language as a global communication tool. Overcoming these challenges is essential for the successful implementation of effective language teaching strategies.

9. Recommendations

Enhancing the overall perception of foreign language learning among superior basic students is crucial. It's imperative to refine teaching strategies like Running Dictation, not solely for the purpose of boosting academic performance, but also to cultivate genuine interest in adopting new methods for enhancing listening comprehension. By improving students' attitudes towards language learning and introducing innovative strategies, we can foster a more enriching and engaging educational experience.

EFL teaching in superior basic school must be dynamic and effective to meet the diverse needs of students. Therefore, teachers should continually enhance teaching strategies, focusing not only on improving listening comprehension skills but also on the comprehensive teaching of the language, including listening, writing, reading and speaking. This strategy aims to enhance academic performance and foster effective communication skills in English as a social tool for interaction. By prioritizing a holistic strategy to language instruction, teachers can better equip students with the necessary skills for success in both academic and real-world contexts.

Moreover, it is imperative to leverage the potential of information technologies to improve the performance of listening comprehension skills. By capitalizing on gadgets and apps, educators can revolutionize the English learning experience for the new generation, thereby elevating students' overall perception of language learning and refining the skills they obtained. Embracing technology in language instruction not only engages students but also affords them interactive and personalized learning opportunities, thereby fostering greater proficiency in English comprehension.

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11. Annexes

Annex 1. Official Request to the Educational Institution

 **UNL** Universidad Nacional de Loja

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Ofc.165-DC-II/PINE-NG-FEAC-UNL
Loja, octubre 30 del 2023

Magister
Galo Sidney Guaicha Guaicha,
RECTOR DEL COLEGIO DE BACHILLERATO "27 DE FEBRERO"
Loja


De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 Horas de Prácticas Pre-profesionales Docencia-Vinculación: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje**, así como la aplicación del Plan de Intervención, mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **RICHARD JAVIER QUISATASIG CAPA**, estudiante del Ciclo 8, periodo académico Octubre 16/2023 – Febrero 29/2023, se le brinde la apertura necesaria en la Institución de su acertada Dirección.

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

Atentamente,


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

 ROSA PAOLA MORENO ORDOÑEZ

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

Autorizado
2023/10/31

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



Annex 2. Inform Consent



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Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo,, con cédula de identidad, representante legal del estudiante, autorizo que mi representado/a sea participe en las actividades a realizarse como parte del proyecto de investigación de Integración Curricular titulado **Running dictation y comprensión auditiva, entre estudiantes de básica superior, en un colegio público de Loja, durante el año escolar 2023-2024**, llevado a cabo por Richard Javier Quisatasig Capa, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas 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 el proceso inherente del proyecto antes mencionado en las clases de inglés.

Loja, 27 de noviembre del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 3. Pretest and Postest



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EXTRANJEROS**

DATA COLLECTION INSTRUMENT: PRETEST

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

Student's code..... **Time:** 20 minutes

Date:

LISTENING FOR MAIN IDEAS

1. Look at the image below and circle the correct answer after predicting what the video will be about. (2 points)

- School journey
- Birthday party
- Shopping
- Special Village



LISTENING FOR VOCABULARY

2. Watch and listen to the video of Comogli Village. Highlight the primary issue they are discussing. (2 points)



Cloths



Hollyday



Artists



Food

LISTENING FOR DETAILS

3. Listen to the presentation and fill in the blanks with the words from the box. (2 points)

Town	Homes	Old	Culture
------	-------	-----	---------

Camogli is a on the Italian coast.

Rafaela uses.....and new methods in her work.

You can still see the local everywhere.

The fishermen wanted to see their from the water.

LISTENING FOR VOCABULARY

4. Listen to each statement and mark (✓) the correct word. (2 points)

The sun..... on the houses next to the sea.

Warm b. Burns.. c. Shines d. Wets

Camogli's painted their houses.

People b. Artists c. Major d. Fishermen

Raffaella has..... for 20 years to paint stone.

Bought b. Gotten c. Worked d. Taken

Carlo uses..... style paints.

Modern b. Traditional c. Universal d. Popular

LISTENING FOR DETAILS

5. Listen to the interview and then sequence it using the numbers 1 through 4. (2 points)



THANKS FOR YOUR COLLABORATION



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EXTRANJEROS
DATA COLLECTION INSTRUMENT: POST TEST**

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

Student's code..... **Time:** 20 minutes

Date:

LISTENING FOR MAIN IDEAS

1.. Look at the image below and circle the correct answer after predicting what the video will be about. (2 points)

People in a holiday

Costumes in a new culture

Variety of towns

Particular Village



LISTENING FOR VOCABULARY

2. Watch the video and complete the sentences below with the words in the box. (2 points)

Camogli is a small town, or.....in Italy.

Camogli is next to the Mediterranean

Many people in Camogli are

Their job is to catch fish. There are also... .. in Camogli.

They.....houses and buildings.

The..... is called trompe l'oeil. It is very special. The paintings are very realistic. They make things look real, but they are not.

fishermen - artists - village
paint - sea - art

LISTENING FOR DETAILS

8. Listen and watch the video, mark (X) the image that represents the meaning of “trompe l'oeil” (2 points)



()



()



()

LISTENING FOR VOCABULARY

9. Watch and listen the video. Match the parts of the sentences. (2 points)

1.- Artists use trompe l'oeil to make

with bright colors.

2.- People like to paint their houses

things look real.

3.- The fishermen painted their houses

Artists

4.- Raffaella and Carlo are

From the sea

with trompe l'oeil art.

5.- You can see the houses of Camogli

LISTENING FOR DETAILS

10. Listen and watch the video and Put T for true and F for false. (2 points)

Camogli is a large city. ()

In Camogli, people paint their houses in bright colors. ()

The houses in Camogli are very special. ()

All the artists in Italy use the trompe l'oeil technique. ()

Only fishermen paint their houses with trompe l'oeil art. ()

Student signature

THANKS FOR YOUR COLLABORATION

Annex 4. Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
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Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

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

Student's code.

Date:

The use of Running Dictation helped me to improve my listening comprehension.

Always ()

Sometimes ()

Never ()

Why?.....

The Running Dictation strategies used by the trainee instructor for the current tasks allow me to participate in a dynamic manner.

Always ()

Sometimes ()

Never ()

Why?.....

Which Running Dictation Strategy improved your listening comprehension the most?

Cloze R. D. ()

Deliberate Mistakes R.D. ()

Jigsaw R. D. ()

Why?.....

Which Running Dictation approach improved your listening comprehension the most?

Feeling more comfortable ()

Feeling more confident ()

Paying more attention ()

Why?.....

The activities conducted through the Running Dictation technique assist me with...

Main ideas ()

Vocabulary ()

Details ()

Why?.....

THANKS FOR YOUR COLLABORATION

Annex 5. Test Scoring Guide



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TEST SCORING GUIDE SURVEY

N°	Question	Indicator	Score
1	Look at the image below and circle the correct answer after predicting what the video will be about.	Listening for main ideas	2 points
2	Watch and listen to the video of Comogli Village. Highlight the primary issue they are discussing.	Listening for vocabulary	2 points
3	Listen to the presentation and fill in the blanks with the words from the box.	Listening for details	2 points
4	Listen to each statement and mark (✓) the correct word.	Listening for vocabulary	2 points
5	Listen to the interview and then sequence it using the numbers 1 through 4.	Listening for details	2 points
TOTAL			10 points

Annex 6. Field Notes

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EXTRANJEROS

Institution Name:	Colegio de Bachillerato “27 de Febrero”
Pre-service teacher:	Richard Javier Quisatasig Capa
Individuals Observed:	8 th EGB “A”.
Observation #:	Week #1
Class topic:	Comparing people; Life events.
Date:	November 27 th – December 1 st
Observation time:	3 periods / 135 minutes
Academic year:	2023-2024
Descriptive Notes	Reflective Notes
During the first week of intervention, the researcher asked permission from the main teacher, Mg. Adriana Peñalosa, to perform a pre-test with 8th grade pupils. Following the test, the teachers monitor the progress of the class. Warm-ups were included in the lesson plans, and the Running Dictation technique was used to promote listening comprehension.	The implementation of this lesson plan enabled the pre-service teacher to use the running dictation approach for the first time, which was initially confusing for students. The difficulty with the incident was pupils' lack of enthusiasm to engage and confidence in the rest of the class.
The pre-service teacher began the lesson with a running dictation assignment that included separating the class into two groups. As a result, there was some confusion when students were given directions to do any assignment, but this was resolved via the development of the practice.	The technique was employed at the start of the class, and there was enough time to get the entire class involved. In addition, extra didactic material was added to the creation of the warm-up exercise using flashcards based on the class topic "Comparing people".

<p>The students' reaction to using the running dictation approach was satisfactory. In contrast, other kids were hesitant at first, but after a few minutes, they took the opportunity to participate among the rest of the class.</p>	<p>Some of the specific benefits discovered by the researcher included improved students' listening skills because they had to pay enough attention to their peers, improved reading skills because they had to decode the text used, and, last but not least, students' collaboration with their team was extremely beneficial.</p>
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Institution Name:	Colegio de Bachillerato “27 de Febrero”
Pre-service teacher:	Richard Javier Quisatasig Capa
Individuals Observed:	8 th EGB “A”.
Observation #:	Week #2
Class topic:	Teenage Life; From graffiti to creative life.
Date:	November 27 th – December 1 st
Observation time:	3 periods / 135 minutes
Academic year:	2023-2024
Descriptive Notes	Reflective Notes

As previously stated, the lesson design for the second week of interventions included warm-up exercises to boost student enthusiasm, teamwork, and engagement. There were two separate strategies employed to increase listening comprehension: jigsaw and cloze running dictation, which were intended to improve indicators such as vocabulary and frequent mistakes.	Until the time the activities evolve to determine if the strategy is useful or not, simply proved efficiently that there is not much requirement of implementation of didactic materials to make people appreciate the new contents and even participate. Students ought to practice listening for details and spelling problems while reading, writing, and, of course, listening.
Class management improved; students were prepared a few minutes before the teachers entered the classroom, where they divided the class into groups. In addition, students showed willingness to collaborate with their group by acting more responsible.	The running dictation approach was employed twice throughout this week's intervention with the goal of improving listening comprehension indicators such as vocabulary and gist.
Students became more focused on the class activities, which required them to move from their seats. As a result, the investment of energy in the activity allows them to use as much previously acquired information as possible in order to develop the activity.	Teachers must adopt rules and behaviors to achieve classroom objectives. However, it is recommended to evaluate the tone of voice and monitor the class at all times to ensure that the students obey the teacher's directions.

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Institution Name:	Colegio de Bachillerato “27 de Febrero”
Pre-service teacher:	Richard Javier Quisatasig Capa
Individuals Observed:	8 th EGB “A”.
Observation #:	Week #3
Class topic:	Different types of homes; Homes around the word.
Date:	December 11 th – December 15 th
Observation time:	3 periods / 135 minutes
Academic year:	2023-2024
Descriptive Notes	Reflective Notes

<p>This week's interventions were different at the start of the class since the first intervention began with questions to see how much students wanted to engage, which was better than previous classes. In contrast, the second intervention this week used purposeful errors while performing dictation to reinforce the new incomes about different types of homes.</p>	<p>This week, students could practice using deliberate mistakes in running dictation because the new vocabulary was introduced to the class previously, and they now had the opportunity to put what they learned into practice through the exercises developed using running dictation.</p>
<p>According to the principal professors, students skills have improved significantly. This week, the preservice teacher selected pupils who had never before participated.</p>	<p>Running dictation can increase students engagement and confidence when peers correct their faults, even could improve vocabulary through the use of deliberate mistakes strategies.</p>
<p>A combination of several strategies, not only those under investigation by the researcher. In other words, the classroom arrangement, the teacher's tone of voice, and the application of accurate directions from the beginning to the finish of the session all contributed to pupils developing a higher level of confidence, participation.</p>	<p>It is crucial to note that the use of this interactive technique demonstrated to the instructors that certain things must be considered for future implementations, such as the teacher's tone of voice and the use of proper guidance from the start of the session.</p>

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Institution Name:	Colegio de Bachillerato “27 de Febrero”
Pre-service teacher:	Richard Javier Quisatasig Capa
Individuals Observed:	8 th EGB “A”.
Observation #:	Week #4
Class topic:	Adjectives, definition comparatives.
Date:	January 2 nd – January 5 th
Observation time:	3 periods / 135 minutes
Academic year:	2023-2024
Descriptive Notes	Reflective Notes
<p>This week, it was possible to intervene by using close running dictation to reinforce past knowledge after leaving class for the holidays. Furthermore, we may highlight that the application was simple; the students developed an academic conduct to exhibit their degree of cooperation with the growth of the English class.</p>	<p>Using this approach is great since it allows us to adapt to any level, subject, or location. This is why students' academic incomes have improved significantly.</p>
<p>Running dictation increased listening comprehension by making students aware of their own limits while participating. Students' attitudes have shifted considerably from the beginning, as they work to use their English abilities outside of class.</p>	<p>Students were confused during this week's practice because they were anxious to receive the reward. Feedback suggested that they were miswriting various words. To address this issue, students were given additional time to actively participate in the activity. Finally, to address the issue of students' motivation to earn the prize, extra points were offered as a positive approach.</p>

The preservice teacher proposed utilizing positive reinforcement instead of sweets to celebrate students. For future sessions, the teacher should look at different options for charging student participation.	To correct these errors, the pre-service teacher encourages these pupils to participate, and at the end of the exercises, general feedback was provided.
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Annex 7. Grading Scale



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NATIONAL GRADING SCALE SURVEY

N°	Qualitative score range	Quantitative score range
1	Master the required learning.	9-10
2	Achieves the required learning.	7-8.99
3	Close to achieving the required learning.	4,01-6,99
4	Does not reach the required learning	≤ 4

Annex 8. Intervention Plans



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Intervention plan #1			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	November 27 th	School year:	2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic: Contents:	Pre-test <ul style="list-style-type: none"> • A1.1 level content pertaining to prior knowledge. Comparing people <ul style="list-style-type: none"> • Adjectives definition and use • How to compare two people • When to use "more" 		
Lesson Objectives:	<ul style="list-style-type: none"> • To assess pupils' previous knowledge. • To compare two individuals or objects using adjectives. 		
Materials	<ul style="list-style-type: none"> • Flashcards • English book • Slides / Posters • Speaker 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • PRE-TEST.- The teacher welcomes the students and explains the objective of the pre-test, highlighting that it is not a graded test but instead a diagnostic tool for research reasons. The teacher then gives each student a piece of paper with material linked to various topics studied at the L1.1 level. 			20 minutes
Presentation			Time
<ul style="list-style-type: none"> • Teacher begins by introducing the concept of adjective, explaining that adjectives are words that describe or modify nouns. Teacher explains that when using comparatives, it is important to compare two things or people. Teacher provides examples of comparative sentences and to ensure that everything was understood. 			30 minutes

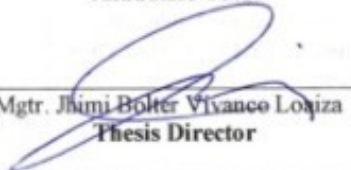


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Practice	Time
<ul style="list-style-type: none"> COMPARATIVE MEMORY MATCH. - Students collaborate in groups. Each group will take turns flipping two cards at a time, looking for a pair of comparatives that match. 	15 minutes
Production	Time
<ul style="list-style-type: none"> Students work in groups and take turns selecting up an adjective card. They must then compare something or someone. The teacher supports the groups while they play, offering advice and clarification as required. 	10 minutes
Assessment	Time
<ul style="list-style-type: none"> After completing an exercise from the main book (Page 7), students must write three more comparisons about another student. The teacher monitors students' work while they complete the task. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher closes the lecture by reviewing the main ideas regarding comparatives and reminds students to apply them in their speech and writing. 	5 minutes

Observations	
.....	
.....	
.....	
Signatures:	
 Mgr. Edgar Mariano Castillo Cuesta Academic Tutor	 Mgs. Adriana Peñaloza Institutional Tutor
 Mgr. Jhimi Bolter Vivanco Lojiza Thesis Director	 Richard Javier Quisatasig Capa Preservice Teacher



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Intervention plan #2			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	November 30 th	School year:	2023 -2024
Type of Institution:	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Thursday – 08:30-09:15		
Time per lesson:	45 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 students		
Topic:	Life events		
Contents:	<ul style="list-style-type: none"> • Adjectives (ing - ed) • Common expressions • New adjectives 		
Lesson Objectives:	<ul style="list-style-type: none"> • To increase vocabulary and terms used to describe persons 		
Materials	<ul style="list-style-type: none"> • Projector • Speaker • Slides / Posters • English book 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • BRAINSTORMING. - Students brainstorm adjectives they know on the whiteboard. To participate, students must be sorted into groups. The adoption of the Running Dictation method to carry out this exercise is critical. 			15 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher reads from the English book to explain the new adjectives or phrases (page 8). The teacher demonstrates how to express feelings and views. To confirm that everything was comprehended, the teacher provides phrases or expressions as examples. 			10 minutes
Practice			Time
<ul style="list-style-type: none"> • Students listen to a conversation and write down just the adjectives they know before exchanging work with a partner to check for spelling errors with the teacher's guidance. 			5 minutes



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Production	Time
<ul style="list-style-type: none"> Students work in pairs to describe an image orally using adjectives from the teacher's class presentation. The teacher supports the couples while they perform, offering advice and explanation as required. 	5 minutes
Assessment	Time
<ul style="list-style-type: none"> Students write and read out phrases addressing the other student to the entire class. While learners perform the job, the teacher observes their work. 	5 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher closes the class by reviewing the main ideas regarding comparatives and reminds students to apply them in their speech and writing. 	5 minutes

Observations	
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.....	
.....	
Signatures:	
 _____ Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 _____ Mgs. Adriana Peñaloza Institutional Tutor
 _____ Mgtr. Jhian Bolter Vivanco Loalza Thesis Director	 _____ Richard Javier Quisatasig Capa Preservice Teacher



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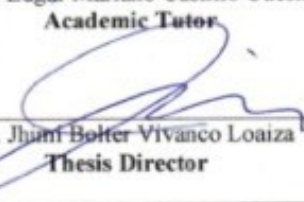

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Intervention plan #3			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	December 4 th	School year:	2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	Teenage life		
Contents:	<ul style="list-style-type: none"> • Adjectives (-ing, -ed.) • Phrases to express feelings. 		
Lesson Objectives:	<ul style="list-style-type: none"> • To practice saying "how you feel" or "your own opinions" using adjectives ending in -ing / -ed. 		
Materials	<ul style="list-style-type: none"> • Flashcards • English book • Posters 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • CLOZE RUNNING DICTATION. - Students must be allocated to groups in order to participate. Display two pre-written paragraphs beside their descriptions. Each group must be able to see only the images clearly. The idea is to fill in the blanks and describe someone using their prior knowledge. 			20 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher opens the lesson by presenting about the usage of adjectives ing/ed. Then, the teacher discusses when to use adjectives in -ing or -ed. Finally, to verify that everything was comprehended, the teacher presents cases of people's ideas and feelings. 			30 minutes
Practice			Time
<ul style="list-style-type: none"> • Students listen to the talk and fill in the blanks with adjectives that they hear. The students then share their work with another student and check for spelling mistakes. During this task, make sure to follow the teacher's instructions. 			15 minutes



Production	Time
<ul style="list-style-type: none"> Students take turns reading a portion of the conversation aloud. The talk must then be practiced with a classmate and the teacher aids the groups while they practice, providing help and explanation as needed. 	10 minutes
Assessment	Time
<ul style="list-style-type: none"> After completing an exercise #5 from the main book (Page 9), students must write four sentences about "What it feels like to be a teenager." Then, the teacher monitors students' work while they complete the task. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher closes the class by reviewing the main ideas regarding adjectives -ing/-ed and reminds students to apply them in their speech and writing. 	5 minutes

Observations	
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.....	
Signatures:	
 _____ Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 _____ Mgs. Adriana Peñaloza Institutional Tutor
 _____ Mgtr. Jhuan Bolter Vivanco Loaiza Thesis Director	 _____ Richard Javier Quisatasig Capa Preservice Teacher



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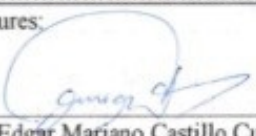

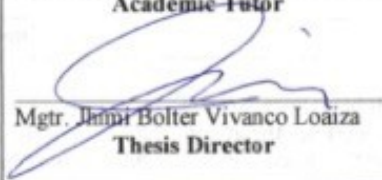
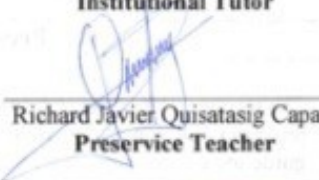
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Intervention plan #4			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	December 7 th	School year:	2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Thursday – 08:30-09:15		
Time per lesson:	45 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	From Graffiti to Creative Murals		
Contents:	<ul style="list-style-type: none"> • Adjectives (-ing, -ed) • What you think • How you feel 		
Lesson Objectives:	<ul style="list-style-type: none"> • To offer a description of something by using adjectives ending in ing - ed. 		
Materials	<ul style="list-style-type: none"> • Speaker • Slides / Posters • English book 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • JIGSAW RUNNING DICTATION - The students listened to a brief passage read by the teacher. They mixed the material by writing phrases or brief sentences as pieces of the text. 			15 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher reads a passage from the English book to enhance pronunciation (page 10). Then, the teacher underlines the grammatical guideline concerning adjectives in ing/ed. Finally, to ensure that all has been understood, the instructor highlights sentences from the passage. 			10 minutes
Practice			Time
<ul style="list-style-type: none"> • Students practice reading with the text and take turns switching roles with a partner to practice pronunciation and spelling mistakes under the supervision of the teacher. (page 10) 			5 minutes



Production	Time
<ul style="list-style-type: none"> Students work in pairs to complete the activity #2 using adjectives from the teacher's class presentation. The teacher supports the couples while they practice, offering advice and explanation as required. 	5 minutes
Assessment	Time
<ul style="list-style-type: none"> In exercise #3, students respond to the questions with their own ideas. The teacher monitors the students while they complete the assignment. 	5 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher finishes the session by examining the important themes and advises students to apply them in their speech and writing. 	5 minutes

Observations	
.....	
.....	
.....	
Signatures:	
 Mgr. Edgar Mariano Castillo Cuesta Academic Tutor	 Mgs. Adriana Peñaloza Institutional Tutor
 Mgr. Jhimi Bolter Vivanco Loaiza Thesis Director	 Richard Javier Quisatasig Capa Preservice Teacher



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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Intervention plan #5			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	December 11 th	School year:	2023 -2024
Type of Institution:	Public (<input checked="" type="checkbox"/>) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	Different Types of Homes		
Contents:	<ul style="list-style-type: none"> • Types of house (vocabulary) • Describe how people around the world live. 		
Lesson Objectives:	<ul style="list-style-type: none"> • To identify the different types of homes and features. 		
Materials	<ul style="list-style-type: none"> • Pictures • English book • Posters • Speaker • Descriptions 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • DELIBERATE MISTAKES RUNNING DICTATION. - In this activity, Students will work in small groups and use flashcards with images of various types of houses to complete tasks." Each flashcard has a description of the different houses; however, the explanations include intentional errors. Students take turns selecting a flashcard, describing the house to the group members, and identifying the intentional errors. The teacher discusses and replaces the errors as a team. Finally, students present results to the class, and they will correct the descriptions. 			20 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher begins the lesson by introducing the topic of different types of homes. The teacher shows pictures to visually represent each type of home (e.g., house, apartment, cabin, tent, castle, etc.). Then, the teacher gives a brief description of each type of home, highlighting their unique features or characteristics. The teacher uses simple language and clear visuals to ensure understanding. • Finally, the teacher engages the students by asking questions like "What type of home do you live in?" or "Have you ever stayed in a different type of home?" 			30 minutes



Practice	Time
<ul style="list-style-type: none"> The teacher distributes a copy of the script to each student. The teacher explains that they will be practicing listening skills by following along with the script as the instructor reads it aloud. The teacher reads the script aloud to the class, pausing at appropriate intervals to allow students to follow along and comprehend the information. After reading the script, the teacher asks comprehension questions to ensure understanding. For example, "What types of homes did Annie mention in her blog?" or "Which home did Annie like the most? Why?" Students' answers have to be written in the activity #2 in the page 11 of the main English book. 	15 minutes
Production	Time
<ul style="list-style-type: none"> The teacher divides the students into pairs or small groups. The teacher gives to each group a set of discussion questions related to Annie's blog. These questions should require students to express their opinions and use the target language (comparative adjectives). The teacher instructs the groups to discuss the questions and provide detailed answers using comparative adjectives. The teacher encourages them to use the language from the script and their own ideas. 	10 minutes
Assessment	Time
<ul style="list-style-type: none"> The teacher asks to each group to share their opinions and comparisons with the class about the different kind of houses. The teacher encourages other students to ask follow-up questions or provide additional comparisons. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher wraps up the activity by summarizing the main points discussed and highlighting any interesting or unique comparisons made by the students. 	5 minutes



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Observations

Signatures:

Mgr. Edgar Mariano Castillo Cuesta
Academic Tutor

Mgs. Adriana Peñaloza
Institutional Tutor

Mgr. Jhimi Bolter Vivanco Loaiza
Thesis Director

Richard Javier Quisatasig Capa
Preservice Teacher



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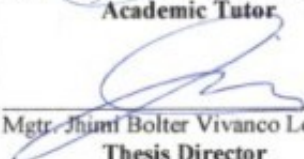

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Intervention plan #6			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	December 14 th	School year:	2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Thursday – 08:30-09:15		
Time per lesson:	45 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	<ul style="list-style-type: none"> Homes around the World 		
Contents:	<ul style="list-style-type: none"> Discussing different materials used to build houses. 		
Lesson Objectives:	<ul style="list-style-type: none"> To identify different materials used in building houses around the world and understand the cultural and environmental factors that influence housing choices. 		
Materials	<ul style="list-style-type: none"> Projector Speaker Slides / Posters English book 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> The teacher asks the students to share their thoughts on what materials are commonly used to build houses in their country. The teacher discusses the advantages and disadvantages of using different materials. 			15 minutes
Presentation			Time
<ul style="list-style-type: none"> The teacher shows the students the houses mentioned in the passage. In pairs, students discuss and choose one of the houses they would prefer to live in, and the teacher asks them to justify their choice. 			10 minutes
Practice			Time
<ul style="list-style-type: none"> The teacher provides the students with the reading passage about homes around the world. The teacher instructs them to read the passage individually and pay attention to the materials used in different countries. After reading, the teacher asks the students to share their findings in small groups and discuss any interesting information they learned. 			5 minutes
Production			Time
			5



<ul style="list-style-type: none"> The teacher provides the T/F statements mentioned in the passage. Students individually read each statement and write "T" if it is true or "F" if it is false. For false statements, the teacher instructs students to rewrite the sentence to make it true. The teacher discusses the answers as a class and clarify any misconceptions. 	minutes
Assessment	Time
<ul style="list-style-type: none"> The teacher asks about the vocabulary words related to different building materials (wood, brick, straw, reed, stilt, frame). The teacher writes the words on the whiteboard and discuss their meanings and examples. The teacher encourages students to use the words in sentences related to housing. 	5 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher summarizes the main points discussed in the lesson and emphasize the importance of understanding different building materials and housing choices around the world. The teacher concludes by emphasizing that while homes may vary, the feeling of comfort and belonging remains the same. 	5 minutes

Observations	
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 <hr/> Mgtr. Jhumi Bolter Vivanco Loaiza Thesis Director	 <hr/> Richard Javier Quisatasig Capa Preservice Teacher



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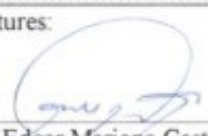

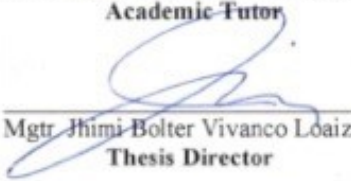

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Intervention plan #7		
Institution Name:	Colegio de Bachillerato "27 de Febrero"	
Date:	January 4 th	School year: 2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()	
Institutional Tutor:	Mgtr. Adriana Peñaloza	
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta	
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza	
Pre-service Teacher:	Richard Javier Quisatasig Capa	
Schedule:	8th "A" – Thursday – 08:30-09:15	
Time per lesson:	45 minutes	Language level: A1.1
Class / Number of Students :	8th "A": #20 Students	
Topic:	Adjectives	
Contents:	<ul style="list-style-type: none"> • Definition • Comparative • Ing / ed adjectives 	
Lesson Objectives:	<ul style="list-style-type: none"> • To describe people or thing through the adjectives. • To listen for details through the application of cloze running dictation. 	
Materials	<ul style="list-style-type: none"> • Projector / Flashcards • English book • Speaker • Paragraph handout 	
Starter (warmer, lead in, review)		Time
<ul style="list-style-type: none"> • Guessing game. - The teacher puts a list of adjectives on the board without displaying them to the students, then selects one student to come to the front of the class and blinds them. The rest of the class will take turns describing one of the adjectives on the list without actually uttering the term. Based on the descriptions given, the student at the front must choose the adjective. 		10 minutes
Presentation		Time
<ul style="list-style-type: none"> • The teacher quickly summarizes previous adjective lesson, encouraging pupils to remember what they learnt. 		5 minutes
Practice		Time
<ul style="list-style-type: none"> • Adjective Dominoes. - The teacher prepares a set of adjective domino cards by writing a different adjective on each card and makes sure to include a mix of positive and negative adjectives. Then, the class is divided the class into groups and distributes the domino cards. The teacher instructs the groups to take turns matching their adjectives by finding two cards that 		10 minutes



have connection. The students explain their choices and justify the connections they make using the adjectives on sentences.	
Production	Time
<ul style="list-style-type: none"> CLOZE RUNNING DICTATION. – The teacher divides the class into groups of 5 students, then, provides each group with a set of adjective cards (one card per student). The teacher explains that one student from each group will act out an adjective without speaking, while the rest of the group members guess the adjective. The actor should use gestures, facial expressions, and body language to convey the meaning of the adjective. The group members must guess the adjective within a time limit. If they guess correctly, they earn a point and the teacher rotates the roles within each group until all students have had a chance to act out an adjective. 	10 minutes
Assessment	Time
<ul style="list-style-type: none"> The teacher assigns a creative writing task for students to practice using adjectives. The teacher asks them to write a short story or paragraph using a variety of adjectives to bring their characters to life. 	8 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher mentions the key themes of the class and emphasizes the significance of utilizing comparative/descriptive adjectives and suggests students to use their creativity and imagination. 	3 minutes

Observations	
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<ul style="list-style-type: none"> underline any unfamiliar words. The teacher conducts a class discussion to check for comprehension and address any questions or clarifications. The teacher asks students to share their understanding of the different types of homes mentioned in the paragraph. 	
Production	Time
<ul style="list-style-type: none"> The teacher divides the class into small groups and assigns each group a specific type of home mentioned in the paragraph. The teacher instructs each group to discuss and share further information about their assigned type of home. The teacher encourages them to consider factors like materials used, climate suitability, cultural significance, and any unique features. Each group should prepare a short presentation to share their findings with the class. 	20 minutes
Assessment	Time
<ul style="list-style-type: none"> The teacher allows each group of students to present their findings about their assigned type of home and encourages other students to ask questions and engage in a discussion about the different types of homes in Ecuador. The teacher summarizes the key points and highlight the diversity and cultural significance of Ecuadorian homes. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher reviews the main points discussed in the lesson and ask students to reflect on the relationship between culture and architecture, considering how homes reflect the values and needs of a society. The teacher encourages students to think about their own ideal homes and how they might be influenced by their cultural background. 	5 minutes

Observations	
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Intervention plan #8			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	January 8 th	School year:	2023 -2024
Type of Institution	Public (X) Private () Fisco-Misional ()		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	Homes around the world		
Contents:	<ul style="list-style-type: none"> • Types of homes • Describe the different Ecuadorian houses. 		
Lesson Objectives:	<ul style="list-style-type: none"> • To improve children reading comprehension and vocabulary on the types of homes constructed in various locations of Ecuador. • To improve listening for details through the application of <u>jigsaw running dictation</u>. 		
Materials	<ul style="list-style-type: none"> • Projector / Flashcards • English book • Speaker • Paragraph handout 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • JIGSAW RUNNING DICTATION. - The teacher writes the category "Types of Homes in Ecuador" on the board. The teacher draws dashes to represent the number of letters in a word from the category. The teacher asks the students to guess letters one by one to try and reveal the word. After each incorrect guess, the teacher draws a body part of the hangman. Once the word is guessed or the hangman is complete, discuss the word and its meaning, providing any necessary explanations. 			20 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher shows an image of a typical home in Ecuador on the projector or hand out printed images. The teacher asks students what they notice about the home and encourage them to make observations about the architecture, materials used, etc. The teacher explains that Ecuador has a diverse range of homes due to its different regions and cultural influences. 			15 minutes
Practice			Time
<ul style="list-style-type: none"> • The teacher distributes the handouts with the paragraph about homes in Ecuador. The teacher instructs students to read the paragraph silently and 			20 minutes



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Nacionales y Extranjeros

Intervention plan #9			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	January 15 th	School year:	2023 -2024
Type of Institution	Public (<input checked="" type="checkbox"/>) Private (<input type="checkbox"/>) Fisco-Misional (<input type="checkbox"/>)		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	<ul style="list-style-type: none"> • Teens on the Web 		
Contents:	<ul style="list-style-type: none"> • Internet safety • Website. 		
Lesson Objectives:	<ul style="list-style-type: none"> • To develop awareness of internet safety through a discussion of facts concerning online behaviors and personal security. • To improve listening for vocabulary through the application of running dictation strategy. 		
Materials	<ul style="list-style-type: none"> • Projector / Flashcards • English book • Speaker • Paragraph handout 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • The instructor begins the lesson by asking students about their internet usage using simple, easy-to-understand language. • The students discuss the web pages they visit regularly, how often, and for how long. • The teacher encourages students to share their experiences and thoughts on internet safety using basic vocabulary. 			5 minutes
Presentation			Time
<ul style="list-style-type: none"> • The teacher presents the facts to the students using simple language. The instructor has a brief class discussion using basic vocabulary about these facts and their importance. 			15 minutes
Practice			Time
<ul style="list-style-type: none"> • The teacher shows to the students the pictures provided on the main book page 18 and some flashcards. • Students work in pairs or small groups; the teacher asks students to describe one detail they could observe in each picture using simple sentences to describe. • The instructor allows students to share their descriptions with the class using their classmates. 			15 minutes



Production	Time
<ul style="list-style-type: none"> The teacher asks students the following questions in the activity 2 in order to encourage students to share their opinions using new vocabulary and support their answers with reasons. Running dictation strategy. - The teacher divides the class into pairs, with one student as the runner and the other as the writer. Into the activity the teacher places a short text related to internet safety in a visible location. The teacher instructs the runners to read the text and tell the writers the information using the sentences. Writers will write down the information as accurately as possible using the new vocabulary. After a set time, switch roles and continue until the entire text is completed. Discuss the text as a class, focusing on key points related to internet safety using simple language. 	30 minutes
Assessment	Time
<ul style="list-style-type: none"> The teacher displays the letters A, B, C, and D on the board using visuals. Then the teacher shows the pictures associated with each letter one by one. The instructor asks students to match each letter with the corresponding picture using the new vocabulary. The teacher discusses which pictures should be on a person's website profile and which ones should not, using simple reasons. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher recaps the main points discussed throughout the lesson using simple language and visuals. The instructor also emphasizes the importance of internet safety and responsible online behavior using basic vocabulary. 	10 minutes



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Observations	
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Signatures:	
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 Mgtr. Jhimi Bolter Vivanco Loaiza Thesis Director	 Richard Javier Quisatasig Capa Preservice Teacher



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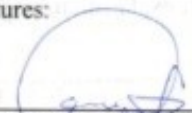

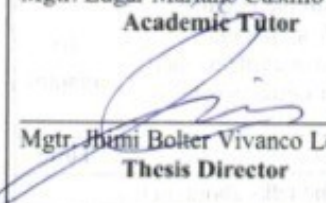

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Nacionales y Extranjeros

Intervention plan #10			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	January 18 th	School year:	2023 -2024
Type of Institution	Public (<input checked="" type="checkbox"/>) Private (<input type="checkbox"/>) Fisco-Misional (<input type="checkbox"/>)		
Institutional Tutor:	Mgtr. Adriana Peñaloza		
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Thursday – 08:30-09:15		
Time per lesson:	45 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	<ul style="list-style-type: none"> • Avatars 		
Contents:	<ul style="list-style-type: none"> • Avatars' characteristics 		
Lesson Objectives:	<ul style="list-style-type: none"> • To describe avatars' characteristics and the different types of them. • To improve listening for vocabulary sharing avatars' characteristics. 		
Materials	<ul style="list-style-type: none"> • Speaker • Posters • English book 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> • The teacher begins the lesson by asking students if they know what is an avatar. The instructor shows them a picture of an avatar and asks them to describe what students see. Encourage discussion and provide explanations as needed. 			4 minutes
Presentation			Time
<ul style="list-style-type: none"> • The instructor introduces the concept of avatars using simple language and visual aids. The teacher shows pictures of avatars from popular websites and asks students to identify them. The instructor explains that avatars are animated figures that represent a person in a virtual world. 			10 minutes
Practice			Time
<ul style="list-style-type: none"> • The teacher plays a short audio recording where someone talks about their experience with avatars. The instructor keeps the language simple and use visual cues to aid comprehension. After listening, the teacher asks students simple questions about the audio. 			10 minutes
Production			Time
<ul style="list-style-type: none"> • In pairs, Students have to create their own avatars using paper, markers, or colors. The teacher asks them to describe their avatars' physical appearance using the vocabulary and grammar structures learned. The 			10 minutes



teacher encourages students to present their avatars to the class and explain why they designed them that way.	
Assessment	Time
<ul style="list-style-type: none"> RUNNING DICTATION STRATEGY. – The teacher divides students into groups and give each group a short text about avatars. The instructor explains that they will do a running dictation activity. One student will be the "runner" and the other will be the "writer." The runner will read a sentence from the text and then run back to their partner to dictate the sentence. The writer will write down what they hear. The students will continue this process until they have completed the entire text. Once finished, they can check their text for accuracy. 	8 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher sums up the main points of the lesson and asks students to share what they have learned about avatars. He also encourages students to use the vocabulary and grammar structures they have practiced. The teacher provides positive feedback and addresses any questions or concerns raised by the students. 	3 minutes

Observations	
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Intervention plan #11			
Institution Name:	Colegio de Bachillerato "27 de Febrero"		
Date:	January 29 th	School year:	2023 -2024
Type of Institution	Public (<input checked="" type="checkbox"/>) Private () Fisco-Misional ()		
Institutional Tutor:	Mgr. Adriana Peñaloza		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgr. Jhimi Bolter Vivanco Loaiza		
Pre-service Teacher:	Richard Javier Quisatasig Capa		
Schedule:	8th "A" – Monday – 10:30-12:00		
Time per lesson:	90 minutes	Language level:	A1.1
Class / Number of Students :	8th "A": #20 Students		
Topic:	<ul style="list-style-type: none"> Unit Review 		
Contents:	<ul style="list-style-type: none"> Nations, Adjectives, Family, Types of houses. 		
Lesson Objectives:	<ul style="list-style-type: none"> To review the different topics in order to refresh previous contents. To improve listening for details through the application of running dictation strategy. 		
Materials	<ul style="list-style-type: none"> Projector / Flashcards English book Speaker Paragraph handout 		
Starter (warmer, lead in, review)			Time
<ul style="list-style-type: none"> The instructor starts the session by asking students about their nations, countries, and languages. Students discuss nationalities, including the country and language spoken. The teacher invites pupils to share their knowledge of another culture using simple language. 			15 minutes
Presentation			Time
<ul style="list-style-type: none"> The teacher uses flashcards to help students identify the nouns associated with each adjective. The lecturer leads a brief class discussion using fundamental adjectives in entire sentences. 			15 minutes
Practice			Time
<ul style="list-style-type: none"> The teacher assigns students to work in pairs or small groups and asks them to explain their observations of different types of houses in complete sentences to their peers. Students can then share their descriptions with the class. 			15 minutes
Production			Time
<ul style="list-style-type: none"> RUNNING DICTATION STRATEGY. - The teacher splits the class into two groups for running dictation, with one student acting as the runner and the other as the writer. In the exercise, the teacher inserts a short paragraph 			30 minutes



on different types of dwellings in a visible spot. The teacher teaches the runners to read the text and relay the information to the writers using sentences. Writers will record the material as precisely as possible, using correct spelling. After a given amount of time, exchange roles and continue until the full text is complete. Discuss the material in class, emphasizing on crucial issues about online safety in plain terms.	
Assessment	Time
<ul style="list-style-type: none"> The teacher assigns printouts requiring students to write the right form of adjectives. The handout is designed so that you only need to write the right form of the adjective. 	10 minutes
Feed back / Closure	Time
<ul style="list-style-type: none"> The teacher summarizes key concepts in simple language. • The instructor highlights the value of studying English. 	10 minutes

Observations	
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Signatures:	
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Intervention plan #12		
Institution Name:	Colegio de Bachillerato "27 de Febrero"	
Date:	February 1 st	School year: 2023 -2024
Type of Institution	Public (<input checked="" type="checkbox"/>) Private () Fisco-Misional ()	
Institutional Tutor:	Mgtr. Adriana Peñaloza	
Academic Tutor:	Mgtr. Edgar Mariano Castillo Cuesta	
Thesis Director:	Mgtr. Jhimi Bolter Vivanco Loaiza	
Pre-service Teacher:	Richard Javier Quisatasig Capa	
Schedule:	8th "A" – Thursday – 08:30-09:15	
Time per lesson:	45 minutes	Language level: A1.1
Class / Number of Students :	8th "A": #20 Students	
Topic:	<ul style="list-style-type: none"> Application of Post-test and Questionnaire. 	
Lesson Objectives:	<ul style="list-style-type: none"> To verify students' improvement in listening comprehension through the use of a post-test. To verify students' perceptions about running dictation through the use of a questionnaire. 	
Materials	<ul style="list-style-type: none"> Speaker Handouts Projector Computer 	
Starter (warmer, lead in, review)		Time
<ul style="list-style-type: none"> The teacher meets pupils and initiates a brief chat to foster a welcoming environment. The instructor next asks the pupils about their favorite hobbies or interests. Finally, the instructor writes some of their comments on the board before ending with a brief discussion. 		5 minutes
Presentation		Time
<ul style="list-style-type: none"> The pre-service teacher offers written evaluation instructions to prevent errors during activity development. The teacher pronounces words properly and asks pupils to repeat them to guarantee comprehension, pupils are also asked to clarify each instruction. 		10 minutes
Practice - Production - Assessment		Time
<ul style="list-style-type: none"> The instructor distributes handouts to assess pupils' knowledge. Students will work on the quiz alone, and once finished, they will assist the pre-service teacher with a brief question regarding the activities that have developed throughout the eight weeks of work. 		25 minutes
Feed back / Closure		Time



<ul style="list-style-type: none"> • The teacher encourages the kids for their involvement and success. • The teacher conducts class reflections and invites students to express their opinions and ask questions. • The teacher gives good comments and encouragement. • The teacher expresses appreciation for each student's efforts and progress with a modest farewell card or message. 	<p>5 minutes</p>
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Observations	
Signatures:	
 <hr style="width: 100%;"/> <p>Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor</p>	 <hr style="width: 100%;"/> <p>Mgs. Adriana Peñaloza Institutional Tutor</p>
 <hr style="width: 100%;"/> <p>Mgtr. Jhimi Bolter Vivanco Loaiza Thesis Director</p>	 <hr style="width: 100%;"/> <p>Richard Javier Quisatasig Capa Preservice Teacher</p>



Annex 9. Research Matrix

Theme	Running dictation strategy and listening comprehension, among superior basic students, at a public school in Loja during the 2023-2024 school year.			
Problem	Objectives	Theoretical Framework	Methodological design. Action Research	Techniques /Instruments
<p>General problem How does the running dictation strategy improve listening comprehension, among superior basic education students at a public school in Loja during 2023-2024 school year?</p> <p>Subproblems How effective is the use of the running dictation strategy to improve listening comprehension among superior basic education students at a public school in Loja during 2023-2024 school year? What is the student's perception of the running dictation strategy in their classes, to improve listening comprehension, among superior basic education</p>	<p>General Objective To improve listening comprehension through running dictation strategy, among superior basic education students at a public school in Loja during the 2023-2024 school year</p> <p>Specific Objectives To analyze the effectiveness of running dictation strategy to improve listening comprehension among superior basic education students at a public school in Loja during the 2023-2024 school year.</p> <p>To identify students' perceptions about the implementation of running dictation strategy in their classes, to improve listening</p>	<p>Independent Variable 5.1. Running Dictation 5.1.1 Definition of Running Dictation 5.1.2 Importance of Running Dictation 5.1.3 Running Dictation Process 5.1.4 Variations of traditional Running Dictation 5.1.4.1 Deliberate Mistakes Running Dictation. 5.1.4.2 Jigsaw Running Dictation. 5.1.4.3 Cloze running dictation. 5.1.5 Running Dictation Strategy for English as a Foreign Language (EFL) Students</p> <p>Dependent variable 5.2. Listening Comprehension 5.2.1 Definition of Listening Comprehension 5.2.2 Importance of Listening Comprehension 5.2.3 Listening Comprehension Sub-skills</p>	<p>Mixed action research model Quantitative Qualitative</p> <p>Testing: Pre-test and post-test</p>	<p>Lesson methodology Pre-listening While-listening Post-listening</p> <p>Website: Songs Videos</p> <p>Running dictation activities based on: Students' preferences. Students' level. Students' age</p> <p>Running dictation provide students: Curiosity Motivation Interest Fun Positive learning environment</p>

<p>students at a public school in Loja during 2023-2024 school year?</p>	<p>comprehension, among superior basic education students at a public school in Loja during the 2023-2024 school year.</p>	<p>5.2.3.1 Listening for Main Ideas 5.2.3.2 Listening for Understanding Vocabulary 5.2.3.3 Listening for Detail. 5.2.4 Lesson methodology in the Teaching of Listening Comprehension 5.2.4.1 Pre-Listening 5.2.4.2 While-Listening. 5.2.4.3 Post-Listening 5.2.5 Strategies for teaching listening comprehension 5.2.5.1 Top-down-Gist 5.2.5.2 Bottom-up-Specific information</p>	<p>Listening comprehension subskills: Listening for main ideas. Listening for understanding vocabulary. Listening for details.</p> <p>Strategies for teaching listening comprehension: Top-down- Gist Bottom-up- Specific information</p> <p>Listening comprehension includes: Understanding the spoken language. Recognizing the main idea. Identifying specific details. Remembering vocabulary.</p>
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