

Improving oral comprehension by implementing listening strategies through the creation of a
workbook with didactic and multimodal activities

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Abstract

Title: Improving oral comprehension by implementing listening strategies through the creation of a workbook with didactic and multimodal activities*

Author: Julieth Emilia Márquez Jiménez**

Keywords: Listening Skills, Workbook, oral comprehension, Didactic activities, Multimodality.

Description:

Listening comprehension is an essential skill when acquiring the English language since it enables learners to achieve a higher level of competency and communicate more naturally and accurately in the language. However, due to its complexity and limited exposure in the learning process, students continue to struggle with this ability. The purpose of this study is to analyze to what extent creating a book with didactic activities and multimodal elements improves students' listening skills. This mixed method study is divided into three phases which consist of a preliminary test from Cambridge and a structured interview to know students' perception of English (Phase 1), workbook implementation (Phase 2), and a Post-test to assess students' proficiency (Phase 3). The sample was 5 students from a public school in Piedecuesta, Colombia, who had a low level of English proficiency in comparison to ‘‘Los Estándares Básicos de competencias en Lenguas Extranjeras: Inglés’’ along with the CEFR. The findings analysis of this study revealed that the implementation of the didactic workbook assisted students in developing and improving their oral comprehension; this was proven by the comparison of students' Pre-test and Post-Test results. This study promotes an enriching and innovative learning process of acquiring listening comprehension skills with didactic activities and multimodal elements.

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Resumen

Título: Mejora de la comprensión oral mediante la aplicación de estrategias de escucha a través de la creación de un cuaderno de trabajo con actividades didácticas y multimodales*

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Palabras Clave: Habilidades de escucha, comprensión oral, libro de trabajo, actividades didácticas, multimodalidad.

Descripción:

La comprensión oral es una destreza esencial en el aprendizaje de la lengua inglesa, ya que permite a los alumnos alcanzar un mayor nivel de competencia y comunicarse con mayor naturalidad y precisión en el idioma. Sin embargo, debido a su complejidad y a su limitada exposición en el proceso de aprendizaje, los estudiantes siguen enfrentando dificultades con respecto a esta habilidad. El propósito de este estudio es analizar en qué medida la creación de un libro con actividades didácticas y elementos multimodales mejora la capacidad de escucha de los estudiantes. Este estudio, de método mixto, se divide en tres fases las cuales consisten en una prueba preliminar de Cambridge y una entrevista estructurada para conocer la percepción de los estudiantes sobre el inglés (Fase 1), la implementación del libro de actividades (Fase 2), y una prueba final para evaluar la competencia de los estudiantes (Fase 3). La muestra fue de 5 estudiantes de un colegio público de Piedecuesta, Colombia, que tenían un nivel bajo de dominio del inglés en comparación con "Los Estándares Básicos de competencias en Lenguas Extranjeras: Inglés" junto con el MCER. El análisis de los resultados de este estudio revelaron que el uso del libro didáctico ayudó a los estudiantes a desarrollar y mejorar su comprensión oral; esto, comprobado por la comparación de los resultados de la prueba inicial y final de los estudiantes. Este estudio promueve un proceso de aprendizaje enriquecedor e innovador en la adquisición de habilidades de comprensión oral con actividades didácticas y elementos multimodales.

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** Facultad Ciencias Humanas. Escuela de Idiomas. Director: Aleyda Fonseca Estepa.

Introduction

Problem Context

English has become a global communication tool that significantly influences education, business, and socio-cultural aspects. In response to its growing importance, education systems around the world are placing greater emphasis on English language learning from an early age. However, students perform weakly in the language due to limitations such as minimal exposure to the language in teaching, low motivation in their learning process, poor pedagogical training of teachers, and insufficient material (Khajloo, 2013).

Listening comprehension is vital in the process of language acquisition, whether for academic or ordinary purposes (Patni, 2022). Its stimulation in learning processes boosts the performance of other abilities including reading, writing, and speaking. Moreover, its input into the language allows learners to communicate more naturally and precisely, resulting in higher levels of English competence (Asmawai & Dart, 2017; Hong, 2016).

Although listening skills are recognized as an essential component of language acquisition, the reality is that most schools neglect its importance in the classroom and prioritize other skills such as speaking and writing (Dhanapala, 2014). Likewise, due to its natural complexity, it is considered the most challenging and frustrating to cover for non-English speaking students (Thao & Long, 2022); Hamed & Masoud, 2012). In this way, it can be said that students' low performance in the English language is associated with poor pedagogical practice in developing and strengthening listening skills (Zokirova, Z, 2022).

Students in Latin America have very low language proficiency due to different reasons. Firstly, students usually have few hours of English lessons per week; also, there are teachers with deficient pedagogical expertise or poor knowledge about how to improve their lessons, besides,

students have poor exposure to the target language in and outside the classroom (Ramirez & Sayer, 2016). In Colombia, despite the "Colombia Bilingue Program" implemented by the Ministry of Education (2006) to improve the quality of English in the country, the methods of learning remain stuck in the past. The subject focuses on assessing writing and reading skills, with not much emphasis on auditory discrimination and speaking. (Del Toro et al., 2019).

Research question

We seek to improve students' performance in English with the use of didactic and multimodal strategies such as a listening workbook that will help them to develop better oral comprehension and interact with the language itself. Therefore, the question of this study is: To what extent does the creation of a didactic workbook improve listening skills in 5th graders from Colegio Promoción Social de Piedecuesta.

Justification

Implementing effective didactic strategies in the classroom can significantly enhance students' English proficiency. These strategies should comprehensively address the development of listening and speaking skills while also reinforcing reading and writing abilities. It's crucial for students to feel engaged and motivated to actively participate in class, grasp the language concepts, and derive enjoyment from the learning process.

Regarding the necessity of innovative material, this study will involve the creation of a didactic workbook with audiovisual and multimodal material to improve students' listening skills. It will emphasize bottom-up and top-down listening processes such as sound and word discrimination, listening comprehension, pronunciation, real-world conversation, and

application. The utilization of tailored didactic materials to support the English learning process proves to be highly beneficial. Integrating multimodal elements, such as visual images and audio, not only apprehends students' attention but also fosters a deeper engagement with the material. This approach introduces a new experience to their English learning experience, prompting increased enthusiasm and dedication to their studies (Sabet & Mahsefat, 2012).

The creation and distribution of didactic material to teach English in public schools is quite unlimited, as well as their infrastructure, and learning resources (Correa & González, 2016). This is why it was decided to carry out this study in a public school called ‘‘Instituto Promoción Social de Piedecuesta’’ located in the municipality of Piedecuesta in Santander. The students are fifth graders who have a low level of English compared to ‘‘Los Estándares Básicos de competencias en Lenguas Extranjeras: Inglés’’ and ‘‘The Common European Framework of Reference for Languages’’. The idea is that those students can improve their English proficiency with the help of didactic strategies for the use of a listening workbook and optimize their perspective of the English class language.

The scope of this study is to promote an enriching and innovative learning process of the English language with audiovisual material adapted for the students. Moreover, the methodology proposed can be introduced as part of the school syllabus to enhance student's learning performance and results and contribute to the teaching process. On the other hand, some limitations are the lack of funds to redistribute the material continually at schools and poor usage of the material.

1. Objectives

1.1 General Objective

The main objective of this study is to create a didactic workbook to improve listening skills in 5th graders from Colegio Promoción Social de Piedecuesta.

Following this, four specific objectives were created to have a sequence of project processes:

1.2 Specific Objectives

To acknowledge students' level of competency in the English area by conducting an initial test of oral comprehension with an international examination from Cambridge called Flyer.

To know student's perception of the English language by carrying out an interview.

To implement a listening workbook with didactic and multimodal activities.

To know students' performance in oral reception skills by conducting a final international examination, similar to the initial one.

2. Theoretical Framework

2.1 Background

2.1.1 Improving Listening Skills Acquisition

Researchers are currently conducting studies with different methodologies to improve listening skills acquisition. They make use of authentic and multimodal materials such as songs, visual texts, documents, videos, and podcasts. These studies attempt to provide innovative and useful tools to educators to strengthen students' auditory comprehension and increase their motivation in the learning process.

Cahyono & Widya (2017) integrated a visual textbook to explore the impact of listening comprehension on second-semester students. It also attempted to investigate how multimodal elements can be used as pedagogical instruments for teachers. The findings of this study showed how multimodality (the combination of images, texts, and audio) can help students to have better development in their listening skills since they are more attentive to predict or understand the message that is given. Moreover, the use of visual textbooks is an innovative strategy that teachers can implement to enhance the learning process of students.

Another study carried out by Arrieta & Mejía (2022), integrated Picture Storybooks to foster the listening comprehension of kindergarten students. The researchers evaluated the evolution of students' performance through listening tasks, didactic resources, games, visual images, and total body response activities related to the material. The results demonstrated that the use of a picture storybook assisted students in understanding vocabulary, identifying sounds, and predicting what came next in the text. Moreover, it provided teachers with a wide range of strategies to teach.

According to Hornby (1990), as cited in Arévalo (2010), songs can contribute to language due to their great variety of vocabulary, grammar, listening, and cultural aspects. Consequently, Arévalo (2010) conducted a study to explore the impact on students' listening performance by implementing English song-based workshops. The main purpose of the study was to promote listening skills and motivate students in cultural knowledge at a university in Tunja, Colombia. The findings concluded that songs function as adaptable authentic material to enhance oral comprehension since "it activates a repetition mechanism of the language acquisition"; in addition, students were highly engaged during class listening and analyzing songs as well as learning about love, history, and traditions.

Likewise, Ali (2020) and Afriyuninda & Oktaviani (2021), also obtained positive research findings by implementing songs to improve the listening comprehension skills of young learners of English as a foreign language (EFL) in the primary cycle and university students. The results in the first study concluded that students did improve their auditory skills and their English grades, consequently, the results of the second study indicated that using English songs in the English class did improve students' pronunciation, and vocabulary and boosted their motivation to keep practicing by singing.

Further investigations implied the use of multimedia teaching with videos, YouTube, TV, or the creation of digital material to improve students' oral comprehension. The study of Woottipong (2014) integrates the application of video material to boost listening skills and analyze the perception of university students studying English in Thailand. The content of the video material was documentaries related to the environment, adventures, and culture and its length was about 3-5 minutes. The findings of the study demonstrated that students were more

engaged in learning English with the use of videos, and they could understand and remember the vocabulary they learned during the pre-listening activity.

On the other hand, other researchers have conducted investigations to explore the effect of podcasts on listening comprehension. Mustika & Permatasari (2013) implemented a variation of podcasts with different levels of complexity to improve the listening skills of university students in Indonesia. They were also assigned to complete a variation of tasks regarding the podcasts such as true-false statements, multiple choices, choosing pictures based on the recording, etc... Finally, the researcher would provide adequate feedback to students. The findings of this study were that using podcasts did improve the involvement of students in listening activities and was a proper tool to solve their spelling struggles and sound recognition. In the same way, the research results of Albán (2021) supported that podcasts are helpful tools and strategies for developing listening since students can practice independently. In this regard, the previous studies demonstrate that educators are looking for different methodologies and strategies to upgrade students' English listening skills. Consequently, authentic, and multimodal materials, such as videos, visual textbooks, songs, podcasts, storybooks, and audiovisual texts, have drawn the interest of researchers lately in the new era. Martinez Liora (2013) points out the importance of promoting teaching and its evaluation through multimodality. She emphasizes that the use of texts with images, videos, and the use of social networks can contribute significantly to the development of autonomous learning of students and contribute to educational development. It is for this reason that this study decides to create and implement a didactic workbook with multimodal elements to improve and contribute to the acquisition of students' listening skills.

2.2 Theoretical Basis

The theoretical basis of this study is described in three main elements: 1) The term ‘listening’, its processes, and the application of different strategies 2) the workbook as a useful tool to support teaching and students’ learning process 3) The implementation of multimodality modes 4) Education of English in Public schools in Colombia.

Listening process

Several academics have provided numerous definitions regarding the concept of the listening process. According to Lynch & Mendelson (2010), listening is making sense of spoken language, typically using different strategies that involve sounds, visual input, context, and the listener's previous knowledge of the topic. Furthermore, Rost (2011) states that listening in language processing is the simultaneous integration of cognitive processes stored in the working memory such as neurological, semantic, pragmatic, and background information. Other academics as Nunan (1998) & Devito (1982) point out that listening is an active process as it requires the listener to participate as the decoder of a verbal/non-verbal message to decipher and build its meaning. On the other hand, Kline (1996) describes it as ‘the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound’.

Two main models of listening processing models have caught the interest of the current research: bottom-up and top-down listening processing.

Various academics have proposed similar definitions for bottom-up processing. Richards & Renandya (2002) state that ‘...it assumes that listening is a process of decoding the sounds that one hears linearly, from the smallest meaningful units (phonemes) to complete

texts.” Richards (2008) & VanDuzel (1997) mention that this process is concerned with understanding the message's meaning concerning the incoming linguistic information breaking it down into its components - Sounds, words, phrases, utterances, and texts. In other words, we reconstruct the message from its small components; sounds become words, words become grammatical relationships and the final product is the lexical meaning of it.

Contrary to bottom-up processing, top-down processing does not include individual sounds or words to create meaningful information (Nugnyen, 2016). Richards (2008) refers to this process as “the use of background knowledge in understanding the meaning of a message”. Peterson (2001) shares the same view pointing out that it is a high-level process that involves listeners' expectations and understandings of the context, topic, and message. Context is all the prior information related to the issue for people, the scenario, and their relationship to the subject of matter (Pourhosein Gilakjani & Sbouri, 2016).

Field (1998) suggests a new approach to the methodology of listening; he states that, in most cases, the outcome of listening tends to be more relevant than the procedure. Consequently, the solution is to incorporate micro-listening activities that allow students can practice individually and could evidence their mistakes. These exercises serve three purposes: developing competent subskills for understanding the language, exposing students to conversations in a real and natural context, and using learning techniques to train students.

Workbook

A workbook is an effective tool that helps the teaching and learning process. Ulu Kalin (2017) defines a workbook as “an education material including components that support learning, help to ensure knowledge and ability to students in line with the acquisitions stated in

teaching programs''. The workbook must be specifically related to the main topic and include activities suitable to the lesson. With the implementation of the workbook in the classroom, teachers may pinpoint students' learning processes and create strategies to help them grow further. (Ovilia & Putri, 2023). Furthermore, the assessment format of the interactive workbooks is based on activities of multiple choice, filling the gaps, matching, correcting the answers, and providing adequate feedback from the teacher. Özlem (2017)

Multimodality

The influence of technological advances has impacted the perception of the conception of language and communication in society, and clearly in education. Thus, information that used to be given with language-centered texts is now represented by multimodal texts (Álvarez, 2016).

According to Jewitt (2008) multimodality:

Multimodality attends to meaning as it is made through the situated configurations across image, gesture, gaze, body posture, sound, writing, music, speech, and so on. From a multimodal perspective, image, action, and so forth are referred to as modes, as organized sets of semiotic resources for meaning-making (p. 246).

The role of multimodality is a key aspect of the English teaching and learning process. Implementing multimodal material such as images, written texts, and audio in the EFL materials such as audiobooks, allows students to strengthen the four main linguistic components -reading, writing, speaking, and listening, therefore, develop strong communicative skills (Sagué, 2021).

Education of the English Language in Primary School

Due to globalization, The Colombian Ministry of Education established standards for all levels of education to enhance the quality of the educational system in Colombia. "The Basic Competency Standards in Foreign Languages: English" are fundamental and available criteria for determining the basic knowledge that students should have to acquire at each school level. These standards were developed under the National Bilingual Program (NBP) 2004-2019 and along the Common European Framework of Reference for Languages, which is a reference scale that establishes the levels of proficiency that students are entitled to (1st-3rd grade =A1, 4th-5th grade A2.1, 6th-7=A2.2, 8th-9th=B1.1, 10th-11th=B1.2). (Ministerio de Educación Nacional, 2006).

Public schools, particularly primary schools, provide several barriers to effective English language improvement and acquisition. In this study, we will focus on one in particular: the low intensity of weekly lessons. Classes last approximately 45 minutes to an hour once a week, and it is important to note they are frequently interrupted by extracurricular activities. (Roldán, 2016; Cadavid & et al, 2004). Lack of exposure to the target language is counterproductive since pupils cannot stimulate and practice language input or get familiar with the language.

2.2.1 Conceptual framework

Listening skill:

“Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.” (Tyagi, 2013).

English Proficiency:

“The concept of proficiency in a second or foreign language comprises the aspects of being able to do something with the language (‘knowing how’) as well as knowing about it (‘knowing what’).” (Harsch, 2016).

Workbook:

“a book used in school containing text and questions and sometimes having spaces for a student to write answers in” (Cambridge University Press, n.d.).

Multimodality:

It expresses meaning through the combination of texts, moving and still pictures, writing gestures, and spoken language. (Adami, 2016)

Didactic material:

“Didactic material helps to facilitate language teaching and learning, whether a teacher has access to technological resources, such as a computer, an overhead projector, a CD player, video equipment, or others”. (Sesma & Fonte, 2016).

2.2.2 Legal Framework**A. Universal Legislation**

In 1948, article 26 of the Universal Declaration of Human Rights (UDHR) established that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.”

B. National legislation

In article 67 of Constitución Política de Colombia (1991), ‘‘Education is a right of the individual and a public service that has a social function; it seeks access to knowledge, science, technology, and the other goods and values of culture’’. Likewise, the government established Law 115 of 1994, which declares that the acquisition of conversational and reading elements of a foreign language is mandatory in the education of elementary and middle school students (General Education Law, 1994. Law 115. art. 21 and 22).

In 2004, the Ministry of Education launched an educational project named the National Bilingualism Program (NBP) 2004-2019, which aimed to improve the quality of English language teaching so that people were able to communicate in English, contribute to the global economy, and promote competitiveness (MEN, 2004). Furthermore, two years later, the standards of competence in a foreign language: English were introduced in conjunction with the Common European Framework of Reference for Languages (MEN, 2006) to measure the level of proficiency of students based on their grades. Finally, law 1651 of 2013 (bilingualism law) was introduced to include regulations on the teaching and learning process of the English language within the law within the general education law.

3. Methodological Design

3.1 Type of Research

This study attempts to improve students’ listening skills through the implementation of listening strategies and the use of a didactic workbook. To analyze its extent, this study uses quantitative instruments to measure the student's progress in listening comprehension, and qualitative instruments to know the students' perception of English class and language.

According to this, this study follows a mixed method. As stated by Creswell (2015), mixed-method research is an approach used mainly in different fields of science research that involves the collection, integration, and construction of interpretation of both qualitative (open-ended) and quantitative (closed-ended) data in response to understanding the research problems. This type of research offers an enriching, more comprehensive understanding of the phenomenon under depth and breadth analysis (Dawadi & Giri, 2021). Therefore, this study uses a concurrent triangulation design, allowing the researchers to compare and validate the results cross-checked and simultaneously reach more accurate conclusions.

3.2 Hypothesis

The following hypotheses are formulated based on the research question which seeks the extent to which the creation of a didactic workbook improves the listening skills of the school's fifth-grade students.

H_i: The creation of a didactic workbook in the English class of 5th-grade students of the school ‘‘Instituto Promoci3n Social de Piedecuesta’’ did improve their listening skills.

H_o: The creation of a didactic workbook in the English class of 5th-grade students of the school ‘‘Instituto Promoci3n Social de Piedecuesta’’ did not improve their listening skills.

3.3 Sample

The participants who take part in this study are fifth graders aged between 9 to 11 years from a public school, ‘‘Instituto Promoci3n Social de Piedecuesta’’. The sample consisted of 5 students whose results were the lowest compared to the other students according to the results of

an initial test of oral comprehension with an international examination from Cambridge called Flyer. Still, taking into account “Los estándares básicos de Competencia en Inglés (The Basic Standards of English Proficiency)” and the scale of “Common European Framework of Reference (CEFR)” their level of English proficiency is lower than the one recommended for Schools in Colombia.

Selecting this sample would provide an excellent opportunity to monitor, evaluate, and analyze the scope of the research. The researcher of this investigation had previous relation and knowledge about the syllabus, the class methodology, children's ages, and teachers that taught in the institute. Hence, the necessary information for the study was easily provided by the principal of the institution, and the availability of the participants was consented by the parents (See Annex 1).

3.4 Instruments and Strategies to Collect Information

Using a mixed-methods approach, researchers often combine data collection instruments to garner comprehensive insights. The data of this study was collected through initial and final tests to measure students' proficiency before and after the implementation of the workbook and an interview to know the students' perspectives regarding the English language and oral comprehension.

Tests measure specific variables of individuals such as their performance, intelligence, proficiency, aptitude, stress, etc. (Cohen et al., 2007). Pre-tests serve as baseline assessments, gauging students' initial knowledge or skills before the intervention. Post-tests, administered after the intervention, allow for measuring any changes or improvements resulting from the intervention.

The two tests used in this project belong to the free samples of the listening part of the A2 Flyers exam, also known as Cambridge English: Flyers (YLE Flyers) (See annexes 2 & 3). This exam is aimed at young learners between 7 to 12 years old. The purpose of this exam is to evaluate and validate the A2 level of proficiency according to the Common European Framework of Reference for Languages (CEFR), as well as to provide young learners with a positive and motivating experience while assessing their English language skills in a variety of contexts. The activities that are found in the test vary depending on the skills that are evaluated; for instance, filling out the forms and writing short messages for writing skills, reading short texts or signs and answering multiple-choice questions for reading skills, listening to recorded dialogues, instructions, and responding to questions based on audio, and engaging in role-plays and having short conversations with other candidates for speaking skills.

Before carrying out the tests, the students were informed that the test was part of a research project focused on evaluating the oral comprehension abilities of young students. They were advised to answer the questions honestly and to the best of their abilities. In addition, students were guided in each part of the test so they got support. The tests lasted approximately 30-35 minutes.

On the other hand, the purpose of interviews is to recollect direct information from the student based on the research objectives and serve as a useful tool to work along with other data collection instruments (Cohen et al., 2007). In this study, five students were selected and individually interviewed at their educational institution. The interview consisted of five clear and direct questions, with the same structured format for each student. The questions were about their perception of English, their strengths and weaknesses in the language, and English as a subject in school. Each interview lasted approximately 3 to 4 minutes. Interviews were chosen as an

instrument since they allow researchers to gather personal information regarding the students' context, opinions, and clarifications respecting the main problem and subsequently, be able to analyze and interpret the data.

3.5 Resources and Analysis Techniques

A mixed method was used for data analysis. First, a structured interview was conducted with each student to collect qualitative data. The qualitative analysis was done through 1) memos, which were written to collect the most important ideas of the information; 2) categorization strategies; 3) data coding, to determine the themes; and 4) narrative analysis, which includes the perceptions and opinions of the students regarding the research topic (Maxwell, 2012). Analytical memos are essential in qualitative data analysis as they record interesting findings and relevant patterns. In addition, it facilitates the organization of information to determine key themes and relate them to different pieces of information or theories and facilitates the comparison of results.

On the other hand, a pre-test and a post-test were conducted to obtain qualitative data. Its analysis comprises principally the comparison of both test results at different stages of the research, in other words, before and after the workbook was implemented. Likewise, a more detailed interpretation of the results can be made since it is a small sample, thus providing accurate and relevant information.

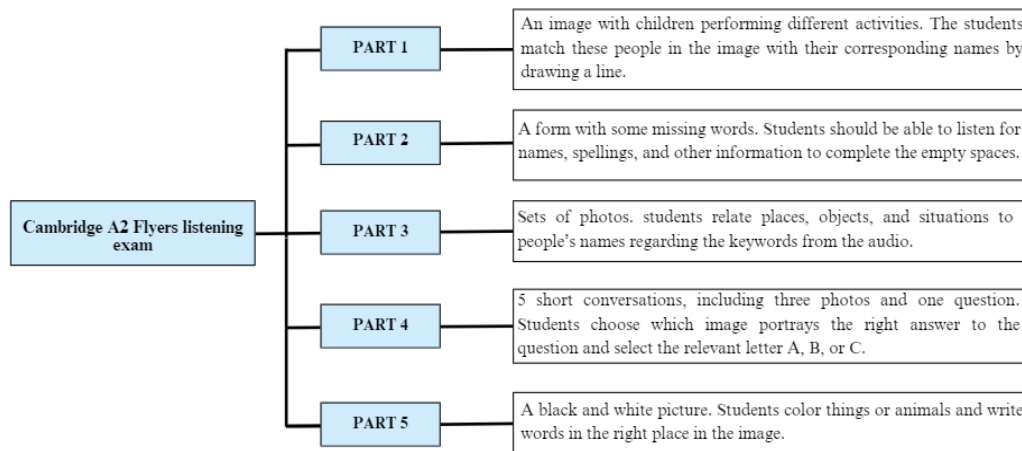
3.6 Pedagogical Intervention

The pedagogical intervention of this study was conducted with fifth-grade students between October and November 2023. The homeroom teacher allowed the researcher's weekly

interventions to carry out the study. Data were collected before and after the implementation and development of the didactic workbook. The pedagogical intervention of this study is divided into three phases; phase one comprises the collection of qualitative and quantitative data; phase two the didactic workbook is implemented and phase three, the final recollection of data.

Phase 1

In phase 1, an initial test was performed to measure the student's level of English concerning oral comprehension using the Cambridge A2 Flyers listening test. This test consisted of five sections, each one with five questions. Students were required to listen and respond to conversations about particular topics (See Figure 1). The length of the test was 35 minutes in total. Once the information was obtained regarding the knowledge and abilities of the students, five students whose results were the lowest compared to the group were chosen as participants in this study. Following this, an interview was conducted with each selected participant to know the students' perception of the English language. This interview contained one closed question and three open questions. It was pertinent for this study to investigate possible causes of their low scores in the pretest as well as their opinion about improvement solutions.

Figure 1.*Cambridge A2 Flyers Listening Structure***Phase 2**

In phase number two, the implementation of the workbook was carried out between weeks two and five of the pedagogical intervention. The purpose of its creation and implementation is to improve the listening comprehension of students through didactic listening activities. Its design was elaborated from a set of multimodal elements that combine visual, auditory, verbal, and kinesthetic material. In this manner, students may have an engaging and innovative experience that promotes deeper knowledge.

The workbook has four parts that accomplish different topics, vocabulary objectives, and tasks; What are you doing (Part 1); Where are you? (Part 2); What are you wearing? (Part 3); Which animal is that? (Part 4). To create each topic, the A2 Flyers Cambridge word list was used as a reference, which offers a series of relevant, authentic, and practical topics and vocabulary that students can easily relate to aspects of their daily lives such as activities, places, family, etc.

Furthermore, activities such as pre-listening, while-listening, and post-listening activities were implemented for better development of the workbook in each session. First, pre-listening activities handled activities such as prediction, guessing games, and vocabulary work to activate students' schemata and establish context. Second, in while listening activities, students completed more complex listening tasks such as matching, circling, completing the gaps, and following instructions in which they were required to listen attentively for specific information. Third, post-listening activities involved the deconstruction of listening texts, checking answers, discussion, and other follow-up activities. Bottom-up and top-down strategies were integrated among the activities to help students develop their listening skills comprehensively.

Workbook development

Description of Part 1 of the Workbook

Table 1.

Descriptive table of Part 1 of the Workbook

Topic	Objectives	Activities
What are you doing? Activities	To infer words, expressions, and ideas related to activities based on short conversations.	Guessing game Vocabulary work Matching Numbering Dialogue Word discrimination: song Circling Final discussion

Part 1 of the workbook was done in the second week of the pedagogical intervention. In the beginning, the students were a bit nervous since it was a learning session that differed from their usual school routine. However, they were able to adapt rapidly due to the pre-listening activities such as a guessing game with motions and words in English at the start of each session to establish the context of the topic, which in this case was activities.

For the first listening practice, students listened and identified the vocabulary of the main topic. They occasionally uttered the words while listening and completed the matching task. For the second listening practice, they hesitated to number the actions. Many times, they answered correctly but changed it to an incorrect answer, which demonstrated a certain insecurity.

The performance in the listening discrimination task through a song was outstanding; they were fully engaged while listening to and following the song lyrics.

In the last practice of selective listening, most of the students could not recognize half of the vocabulary of a short conversation between two people. They mentioned that ‘‘people talked very fast’’. It was necessary to deconstruct the sentences and slow down the speed of the dialogue to extract the most relevant information (See Figure 2).

Figure 2.

Listening Practice V

5. Listening practice I

a. Listen and circle.

- A: What's Michael doing? B: He is pushing / ~~pulling~~ the toy car.
- A: What's Lucy doing? B: She is reading / writing a letter.
- A: What's Robert doing? B: He is ~~taking~~ / riding a bike.
- A: What's Liza doing? B: She is speaking / talking to the teacher.

Description of Part 2 of the Workbook

Table 2.

Descriptive table of Part 2 of the Workbook

Topic	Objectives	Activities
Where are you? Places in the city Preposition of place	To discriminate key characteristics of various animals and their habitats.	Vocabulary work Guessing sounds game Dictation Word discrimination Multi-choice task Final discussion

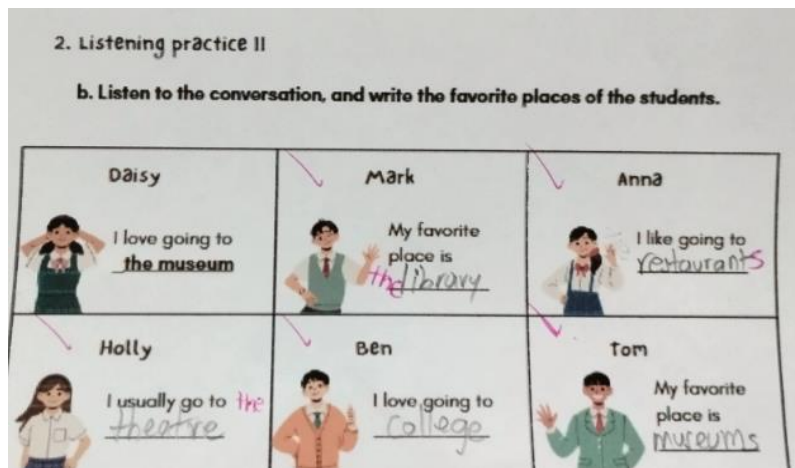
Part two was conducted in the third week of the pedagogical intervention. The pre-listening activity was the prediction of the session; additionally, students tried to pronounce the vocabulary words. After this, the listening practices of the workbook were carried out. Students had a great performance in selective listening tasks such as choosing a picture and filling the gaps (See Figure 3) since they were able to recognize the words within the context of the recording. There were moments when it was necessary to analyze the sentences from the recordings for better comprehension. In the third practice, students listened to a conversation and colored. It was necessary to replay the recording multiple times before they could complete the task. Although they struggled with the task, they seemed willing to keep listening.

Next, the prepositions of place were introduced as a sub-theme in the last practice. A game (Where is it?) was used as a pre-listening activity. This was followed by the listening comprehension of the vocabulary and consequently the development of the listening exercises. Students were very concentrated waiting to identify the necessary information to answer while

doing the multiple-choice task. Finally, there was an overall assessment of the answers and a discussion of what was learned in Part 2. The students commented on their difficulties with some exercises but were willing to keep practicing.

Figure 3.

Listening Practice II



Description of Part 3 of the Workbook

Table 3.

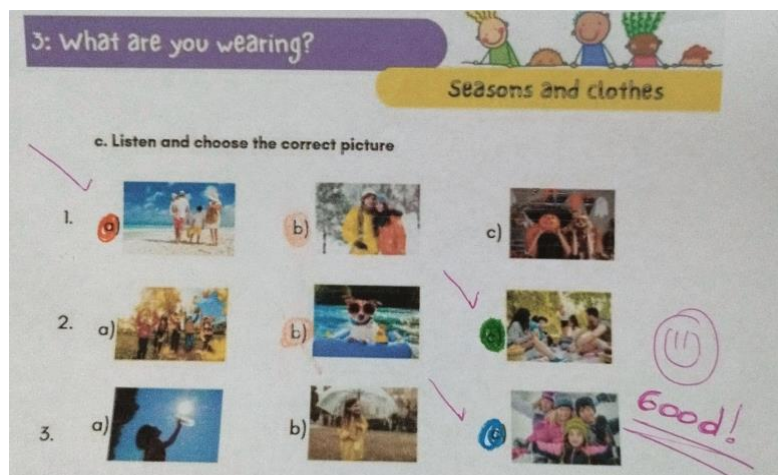
Descriptive table of Part 3 of the Workbook

Topic	Objectives	Activities
Where are you wearing? Clothes Seasons	To discern specific information related to clothing items and seasonal terms based on conversations.	Brainstorm Vocabulary work Filling the gaps Listening for detail Coloring Drawing and Coloring Choosing the picture Responsive Listening Final discussion

Part 3 was executed in the third week of intervention. At the beginning of each session activities such as brainstorming, and a recap of vocabulary were used to prepare students for input exposure. A small improvement in students' performance was evidenced in the discriminative exercises in which they had to identify and extract specific information from sentences and short dialogues (See Figure 4). However, no significant improvement was observed in the more complex oral exercises. Thus, emphasis was placed on bottom-up and top-down strategies to understand and extract relevant information from each conversation. On the other hand, there were various challenges in keeping students active and engaged. Thus, attention grabbers which involved motion and short chants were employed to re-engage the pupils and manage the order. In the final discussion of part 3 of the book, the students stated that it was increasingly easier to understand the words of the audio and the researcher when she gave the instructions.

Figure 4.

Listening practice III



Description of Part 4 of the Workbook

Table 4.

Descriptive table of Part 4 of the workbook

Topic	Objectives	Activities
Which is that animal? Animals Habitats	To discriminate key characteristics of various animals and their habitats.	Vocabulary work Guessing sounds game Dictation Word discrimination Multi-choice task Listening for detail Final Discussion

Part 4 of the workbook was completed during the fifth week of the pedagogical intervention. The lessons began with guessing games, followed by animal sounds and movements. These exercises helped students get engaged in the topic and ready to start the sessions. In the initial discriminatory listening practice, the audios were played only twice. Surprisingly, the students were able to discern words and sentences without struggling and their attitudes were willing to focus on the tasks. Furthermore, there was a slight accomplishment in comprehending and extracting the key ideas from longer dialogues in multiple-choice tasks, however, they still struggled in several areas, such as inferring information from generic descriptions of animals or habitats. As in the other parts, dialogue reconstruction and deconstruction strategies were applied to observe where the essential ideas could be extracted. Similarly, there was a stronger interest in debating and checking each practice's replies, as well as greater self-assurance and security while responding.

Phase 3

In phase 3, the students conducted a final international test from Cambridge A2 Flyers (post-test) to ascertain their performance in the reception of oral skills. The structure and topics of the exam were similar to the pre-test mentioned above in stage 1. The students already had prior knowledge of the test methodology; therefore, its length was 25 minutes. Afterward, the researcher evaluated and analyzed the test scores in contrast with those of the pre-test to know to what extent the students' listening skills had improved after the workbook.

4.0 Results and findings

The following findings are based on data collected during phase 1 and phase 3 of the pedagogical intervention. First, the results of the pre-test carried out in Phase 1 will be presented, then the information obtained from the interview from Phase 1, and finally, the results of the post-test conducted in Phase 3.

4.1 Result of the Pre-Test

In order to know the level of competency of students in the English area, an initial test of oral comprehension level A2 from Cambridge called Flyers was performed on 35 students from fifth graders from the school "Instituto Promoción Social". The five students who obtained the lowest scores compared to the others were selected for this study.

The exam was graded under the school's grading system which has a scale of 1 to 5 points. A score from 1 to 2.9 is equivalent to fail, and a score from 3 to 5 is equivalent to pass. In this manner, the exam contained five parts with five questions each, making a total of 25 questions for the entire test. If the students answered 25 questions correctly, they received a

score of five points, the highest in the grading system. However, if they answered 14 or fewer questions correctly, it would indicate that they failed the exam. The following table represents the number of correct questions for each student in each part of the exam, grades based on a 5-grade scale, and the percentage (See Table 5).

Table 5.

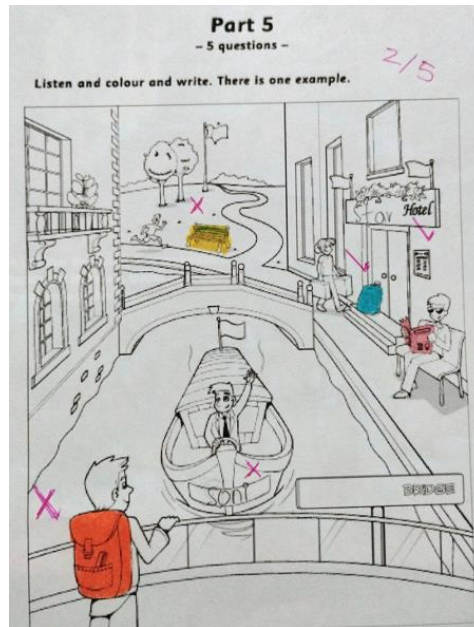
Results of Pre-Test

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total of correct responses	5-grade scale	Percentage (%)
1	2/5	3/5	3/5	3/5	2/5	13	2.6	52%
2	3/5	2/5	1/5	3/5	2/5	11	2.2	44%
3	3/5	3/5	3/5	2/5	1/5	12	2.4	48%
4	3/5	2/5	2/5	3/5	2/5	12	2.4	48%
5	3/5	2/5	2/5	2/5	2/5	11	2.2	44%

As can be observed, students obtained low scores on the initial oral comprehension test. Student 1 had a score of 2.6 with an accuracy of 52% answers; while students 3 and 4 obtained a score of 2.4 with 48% right answers, and the scores of students 2 and 5 were 2.2 with 44% accurate answers. Besides, the part of the exam that students struggled the most was part 5 (See Figure 2) where students had to color and write depending on the information given in the conversation.

Figure 5.

Results of Part 5 of the initial exam from student 5



4.2 Result of Interviews

To know student's perception of the English language, the students responded to an interview with four questions (1 closed and 3 open) in which a negative response was obtained regarding the perception of the English language. Likewise, two categories were created from the data: perception of the English Language and resources and activities to improve listening skills in the classroom. (See annex 4 & 5)

4.2.1 Perception of the English language

When students were asked if they liked the language, 4 out of 5 (80%) students answered negatively while one student had a positive answer towards the English language. On the other hand, when students were asked about their consideration of their English level, 3 out of 5 students said it was low and the rest said it was regular. This was mainly because they didn't

have good grades in exams, it was difficult to memorize words, and others because they didn't understand. Furthermore, in the third question, when students were asked which English skill was the most difficult among writing, speaking, or listening, they undoubtedly chose two skills: speaking and listening. 3 out of 5 students (60%) said that listening is the most difficult skill to learn because it is difficult to understand. In contrast, two students (40%) stated that speaking was the most difficult skill since they didn't know how to pronounce words.

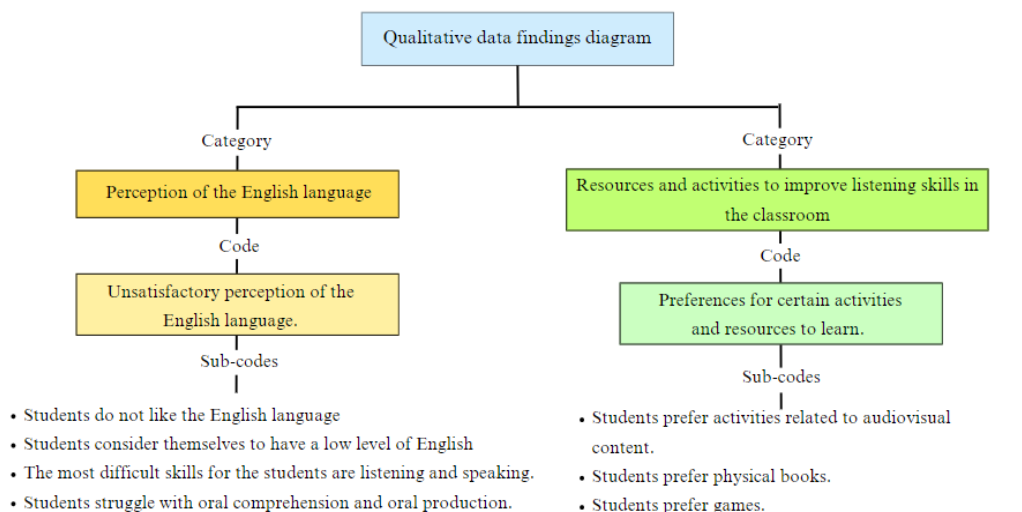
4.2.2 Resources and activities to improve listening skills in the classroom.

The results showed that students have a preference for learning English through didactic activities that imply music, audiovisual material, and resources to improve oral comprehension. 3 out of 5 students chose songs, videos, and movies, and student 4 and student 5 chose games and physical books with activities.

4.2.3 Qualitative Findings Diagram

Figure 6.

Interview Findings Diagram



4.3 Results of Post-Test

A final international examination was executed aimed to know students' performance in oral reception skills after the implementation of the didactic listening workbook. This post-test was similar to the first one. The table below shows the number of right questions for each student in each exam section, the grades on a 5-point scale, and the percentage.

Table 6.

Results of Post-Test

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total of correct responses	5-grade scale	Percentage (%)
1	4/5	3/5	5/5	4/5	3/5	19	3,8	76%
2	3/5	4/5	4/5	4/5	3/5	18	3,6	72%
3	4/5	4/5	4/5	3/5	3/5	18	3,6	72%
4	4/5	3/5	4/5	3/5	3/5	17	3,4	68%
5	3/5	3/5	4/5	3/5	2/5	15	3	60%

The results of the post-intervention test show that students did accomplish to pass the exam. Student 1 obtained the highest score of 3,8 with 76% correct responses. Students 2 and 3 answered right to 18 questions (72%) and had a score of 3,6. The following students had the lowest scores; student 4 had a grade of 3,4 with 68% accuracy, and lastly, student 5 had a score of 3 with 60% of total right responses.

Regarding the information above, students had a good performance in Part 1 (See Figure 3) and Part 3 (See Figure 4) where they had to listen for details to match people to names, and names to places or objects, while in Part 5 they did not have the same achievement.

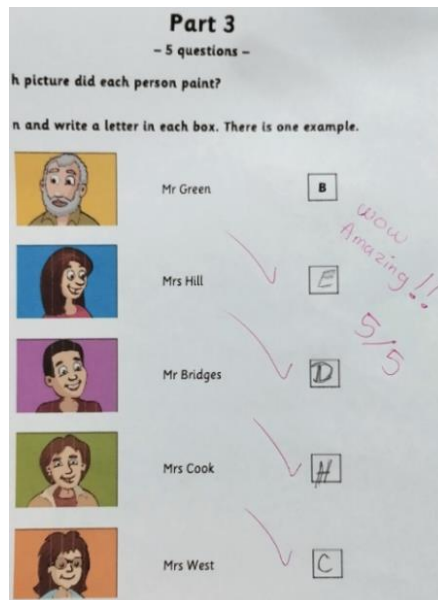
Figure 7.

Results of Part 1 from Student 3



Figure 8.

Results of Part 3 from Student



5.0 Analysis and Discussion

5.1 Qualitative Analysis

5.1.1 *Perception of the English language*

The students have a non-satisfactory perception of the English language. Most of them agree that they do not like the language, and they do not consider having a good level of English due to its complexity. This is probably due to the lack of stimulation that students have with the English language. The school offers a few hours per week of the second language, and this is mainly based on vocabulary recognition and writing comprehension guides. According to Roldán, (2016) Cadavid & et al., (2004). several factors impede the good development of the acquisition of English as a second language. Some of them are the few hours of the subject during the week, the interruptions during that hour such as student behavior and inconveniences thereafter, and the loss of class due to high school cultural activities. Consequently, the most complex skills for students to acquire are those that involve both comprehension and production of sounds, words, and phrases in English. The comprehension of spoken language requires an active listening process in which the receiver decodes verbal and nonverbal messages. This involves a cognitive procedure in which information stored in memory such as sounds, images, and prior knowledge work in parallel to make sense of the message (Lynch & Mendelson, 2010); (Nunan, 1998); (Devito, 1982); (Rost, 2011). Furthermore, an inefficient listening process may have an unfavorable impact on students' oral output since they will be unable to articulate sounds or pronounce complex phrases. It is possible to conclude that students have a disappointing perception of the English language due to the poor unfolding of the English class in the classroom where the language lacks exposure and development.

5.1.2 Resources and activities to improve listening skills in the classroom

The findings allow us to conclude that the implementation of multimodal activities such as the use of audiovisual material and didactic activities may contribute to the improvement of students' oral comprehension. The preference for activities related to music, videos, movies, books, and games is associated with the constant stimulation and exposure of listening to words, conversations, and instructions. Currently, multimodality is a significant aspect of teaching and learning English as a second language (Álvarez, 2016). This is owing to the tremendous technological improvements of recent years, which have altered how people perceive language and communication. As a result, it is suitable for educators to display input through the integration of pictures, audio, text, and physical activities in EFL materials (Sagué, 2021).

Along with this idea, teachers may rely on workbooks to support and strengthen students' learning process. Interactive workbooks make lessons livelier and more meaningful for students by allowing for constant communication with the teacher and language exposure. Some of their main tasks include completing sentences, matching words to images, coloring, selecting the proper response, and so on (Ulu Kalin, 2017).

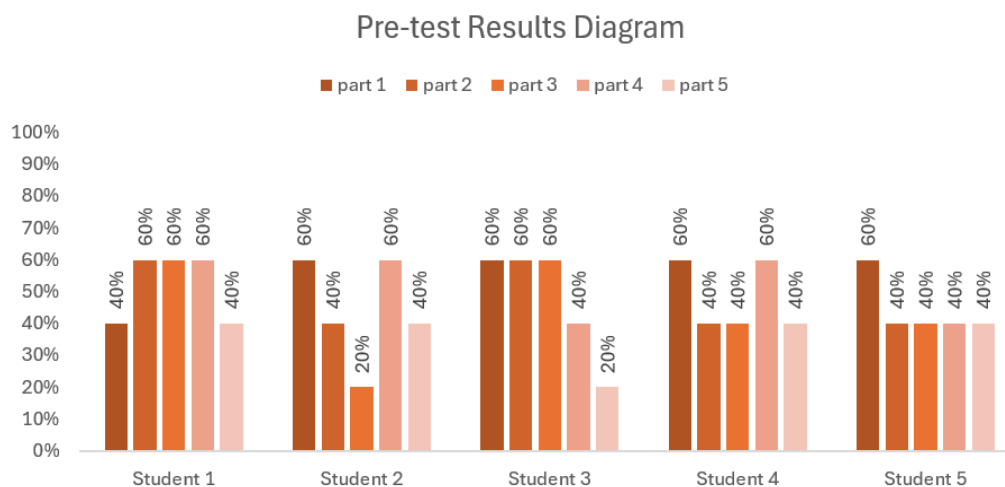
5.2 Quantitative Analysis

For better visualization, interpretation, and comparison of the initial and final test data, the results of each student were graphed in percentages per each part of the exam (See Figures 5 & 6).

5.2.1 Pre-Test Analysis

Graph 1.

Pre-Test Results in Percentages



The results of the initial test indicate that students' listening comprehension was below the level expected of fifth-grade students according to the basic English proficiency criteria (A2) (Men, 2006). It is reasonable to assume that this is due to the pupils' limited practice of the listening skill, which, as one of the most essential but most difficult abilities to acquire and develop, requires constant stimulation in the English class. However, the reality is that the curriculum focuses mainly on other skills such as writing and reading, and not listening comprehension practice (Zokirova, Z, 2022; Del Toro et al., 2019).

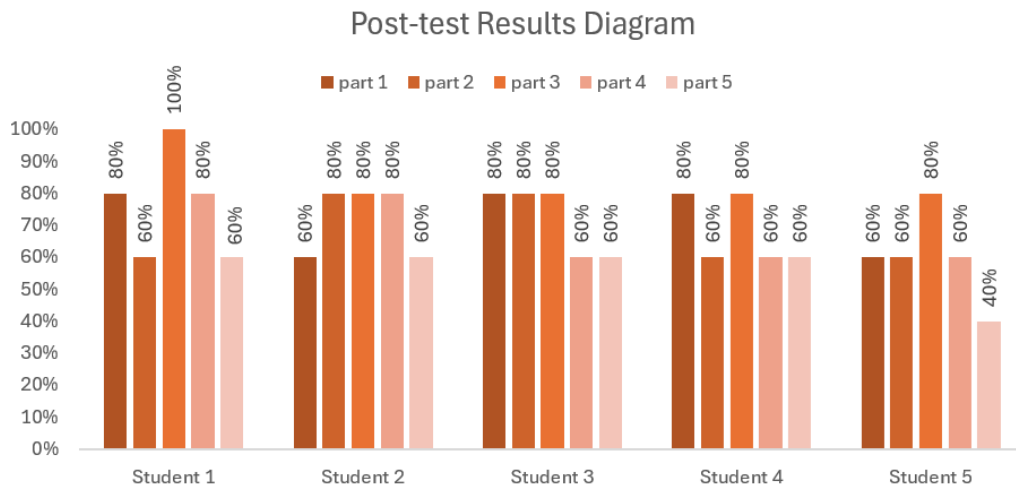
Additionally, part 1 of the exam was the one in which the students scored the rightest responses; in this section, they had to match names to persons performing different activities based on a conversation. It is possible to state that students acknowledged the vocabulary needed to associate it with the people and names. On the other hand, part 5 was the section in which

students had the fewest precise responses. In this section, there was a huge image of objects, animals, and people. Students were required to listen carefully and color or write according to the instructions of a conversation. Pupils may have struggled to correlate the receiver's instructions for what to color or write due to a lack of practice in identifying specific information from a conversation and following directions.

5.2.1 Post-Test Analysis

Graph 2.

Post-Test Results on Percentages



The outcomes of the Post-test reveal an enhancement in the students' oral comprehension skills following the deployment of a didactic listening workbook with multimodal features, within an intervention consisting of weekly sessions for four weeks. Students achieved an improvement of 16% to 24% compared to the pre-test. Student 2 improved by 28% between the two exams, this was a student who was always very participative and hard-working during the development of the workbook. Students 1 and 3 improved by 24%, student 1 obtained the

highest results among the students, student 4 improved by 20%, and finally, student 5 improved by 16% in comparison with the first test.

Students performed satisfactorily in each part of the test; they demonstrated a huge advantage. Moreover, part 3 was the one that obtained the most correct answers among the students. In this section, students were required to associate pictures of things, people, animals, or places with the person and their name, a task in which they proved their ability to identify specific things related to vocabulary and listening. In part 5, students had the lowest correct response scores as in the first test. It is possible that the students may not be able to identify the specific details in the instructions for the development of the session.

It can be deduced that the improvement of students' oral comprehension skills was due to the constant learning and practice of listening to words, phrases, and conversations along with multimodal elements such as images, texts, audio, and kinesthetic activities. This allowed to carry out processes such as bottom-up and top-down that involve the discrimination of sounds, decoding of words and phrases and their reconstruction Richards (2008) & VanDuzel (1997), as well as understanding the meanings from the context and previously known information Peterson (2001) & (Pourhosein Gilakjani & Sbouri, 2016), and the incorporation of micro-listening activities that permit students evidence their mistakes during the practice.

Multimodal elements such as images, texts, and audio played an important role in the development of the workbook since students could learn more effectively from different audiovisual resources and relate the information to each other. emphasizes the use of multimodality in English language teaching, as it will strengthen students' communicative skills by stimulating the four main linguistic components. Martinez Liora (2013) asserts that the use of

multimodal resources helps students develop autonomous learning for an efficient learning process.

6.0 Conclusions

This chapter will conclude this study by summarizing the most outstanding research outcomes concerning the objectives and the research question. In addition, it will discuss its contribution to education, the limitations of the study, and recommendations for future research.

Based on comprehensive research, intervention, and analysis, several key findings have emerged, shedding light on the improvement of oral comprehension of students by implementing a workbook with didactic activities and multimodal elements, therefore, it corroborates the hypothesis of the study.

Initially, the students' perception of the English language was not favorable during the interviews conducted in the first phase of the study. The students answered that they disliked the language, believed they performed poorly and found listening particularly challenging. Likewise, they all considered that their oral comprehension could be improved with the implementation of audiovisual material such as songs, videos, and books. Besides, in the same phase, the results of an initial Cambridge A2 flyers listening comprehension exam revealed that the individuals had insufficient listening abilities since they all failed with a score under 3 points on a 5-point grade scale.

The implementation of the workbook was a success. It helped the students to activate and develop their listening comprehension on a large scale. They seemed nervous and unsettled at the start of the educational intervention, however, they adapted to the language, vocabulary, and dynamic eventually. In the first two weeks, it was necessary to play recordings repeatedly, and assist students by giving detailed explanations and answering questions; while in weeks 3 and 4,

the students were more autonomous, confident about the tasks to be performed, and participative in the discussions of the activities.

Finally, the results displayed in the third phase of this research were encouraging as the majority of students were able to get good results. Students improved between 16% and 28% concerning the initial test (Student 2: 28%; Student 1 & 3: 24%; Student 4: 20%; Student 5: 16%). It is demonstrated the learning strategies based on pedagogical principles influenced and positively impacted the development of their oral comprehension.

The outcome of this project extends beyond simply creating a workbook; it represents a change in thinking about how listening abilities could be developed and improved by using this material or creating a new innovative one. This research will contribute to developing professional growth in the English language teaching area and motivating educators to apply different methodologies, giving as a result a scaffold learning process and an improvement in students' English language performance.

Furthermore, it is critical to highlight two main limitations that impacted the scope and interpretation of the data in this study. First, the sampling technique employed in this study may reflect only some portion of the population of interest, limiting the generalizability of the findings to bigger populations. Second, the time of the study represents another significant constraint. The data collection and pedagogical intervention phase was short, lasting six weeks. As a result, the study may need a full view of change across time.

Some suggestions for future research include the utilization of more representative sampling methods to guarantee a deeper comprehension of the phenomenon being studied. Additionally, extended pedagogical intervention periods may allow better visualization of the evolution of listening skills over time.

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Appendix

Appendix A. Consent Form



DOCUMENTO DE CONSENTIMIENTO INFORMADO

Su hijo ha sido invitado a participar en un estudio de investigación el cual pretende mejorar las habilidades de comprensión oral de los estudiantes de quinto año. El propósito de este estudio es conocer hasta qué punto la implementación de una cartilla didáctica puede mejorar las habilidades de escucha de los estudiantes en el idioma inglés.

La persona a cargo de este estudio es Julieth Emilia Márquez Jiménez estudiante de décimo semestre de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander. Este estudio no está patrocinado por ninguna entidad.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Su hijo(a) participará en una entrevista individual corta de tres minutos para conocer su percepción sobre el idioma inglés y su experiencia aprendiéndolo, así mismo, participará en la implementación y desarrollo de una cartilla didáctica para mejorar la comprensión auditiva; finalmente, desarrollará una prueba final para conocer hasta qué punto sus habilidades mejoraron, empeoraron o se mantuvieron igual. La intervención se realizará una vez por semana por treinta cinco minutos por alrededor de cinco semanas de manera presencial en el salón de su hijo en la clase de inglés.

Riesgos: No se consideran daños colaterales en esta investigación.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para indicar el uso potencial de la información en términos de beneficio social científico o académico.

Voluntariedad: Declara que conoce esta investigación y ha autorizado su participación. Además, los participantes tendrán la libertad de contestar las preguntas que deseen, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted o los participantes.

Confidencialidad: Todas sus opiniones y la de los participantes serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, sus nombres no aparecerán asociado a ninguna opinión particular. Los datos se guardarán y respaldaron digitalmente para que solo los investigadores puedan acceder a ellos, y se guardarán cinco años por su utilidad hasta la fecha.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Para ello, una vez finalizada la investigación, se enviará al correo institucional del instituto el resultado final del estudio.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a los investigadores responsables de este estudio:

Julieth Emilia Márquez Jiménez

Teléfonos: 3188142469

Dirección: Facultad de Ciencias Humanas, Universidad Industrial de Santander (UIS). Dirección: Cra 27 Calle 9 Ciudad Universitaria.

Correo Electrónico: emiliamarquezj@gmail.com

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, permito que mi hijo participe voluntariamente en el estudio “El impacto de la gamificación en la motivación del aprendizaje del inglés como lengua extranjera en estudiantes pre-adolescentes”.

Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones del consentimiento parental de este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Participante

Lugar y fecha: _____

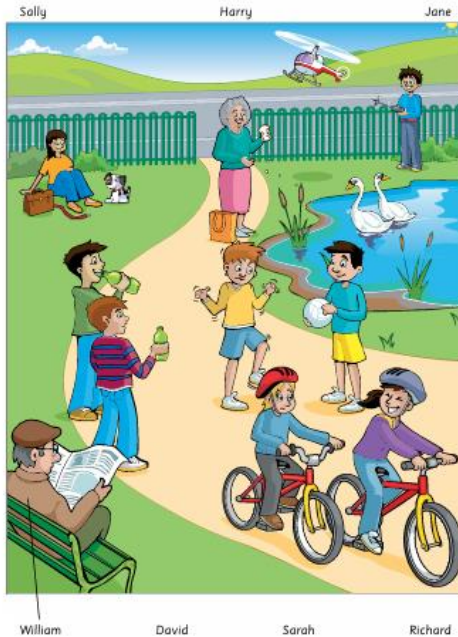
Firma Investigadores Responsables

Appendix B. Initial Test: Cambridge A2 Flyers – Listening

A2 Flyers Listening

Part 1
– 5 questions –

Listen and draw lines. There is one example.



William David Sarah Richard

Part 2
– 5 questions –

Listen and write. There is one example.



The Space Club

Meetings at: 6.30 pm on Tuesdays

- 1 Children learn about: the
- 2 Sometimes they look at: the
- 3 Children should bring: a
- 4 If it's cloudy, children watch:
- 5 Person who sometimes talks to club: Mr

A2 Flyers Listening

Part 3
– 5 questions –

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.

	Painting	<input type="text" value="E"/>
	Drums	<input type="text"/>
	Swan	<input type="text"/>
	Fan	<input type="text"/>
	Chocolates	<input type="text"/>
	Gloves	<input type="text"/>

A2 Flyers Listening



A



B



C



D



E



F



G



H

Part 4
- 5 questions -

Listen and tick (✓) the box. There is one example.

What was Grandma's favourite job?



A



B



C

1 Which museum is Jack's grandma going to work in?



A



B



C

2 What does Jack enjoy doing most in museums?



A



B



C

3 What is the most interesting thing in the museum?



A



B



C

4 What is Jack's grandma going to do in the museum?



A



B



C

5 How will Jack's grandma get to work?



A



B



C

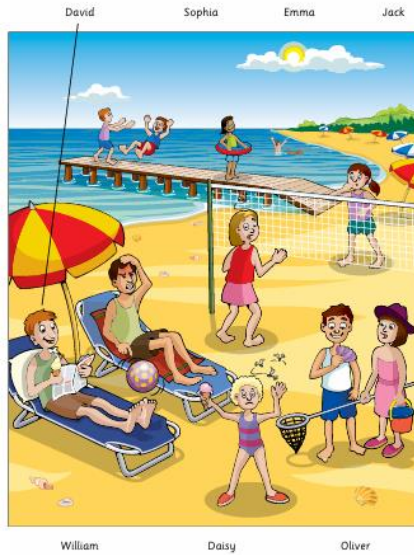
Appendix C. Final Test: Cambridge A2 Flyers – Listening Exam

A2 Flyers Listening

Part 1

– 5 questions –

Listen and draw lines. There is one example.



Part 2

– 5 questions –

Listen and write. There is one example.

Dad, NEW HOMES office phoned today...

About a: house

1 Address: 12 Street

2 It's near the:

3 Smaller bathroom is:

4 Garden has: a

5 There's a music room in: the

A2 Flyers Listening

A2 Flyers Listening

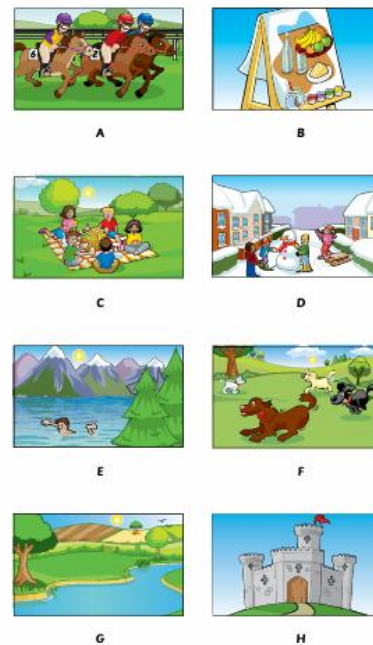
Part 3

– 5 questions –

Which picture did each person paint?

Listen and write a letter in each box. There is one example.

	Mr Green	<input type="checkbox"/> B
	Mrs Hill	<input type="checkbox"/>
	Mr Bridges	<input type="checkbox"/>
	Mrs Cook	<input type="checkbox"/>
	Mrs West	<input type="checkbox"/>



A2 Flyers Listening

Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

What is Frank doing?



A



B



C

1 Which shirt does Frank want to take on holiday?



A



B



C

2 Where are the tickets?



A



B



C

3 What time do they have to arrive at the airport?



A



B



C

4 Who is going to look after their pets?



A



B



C

5 Where are they going to have lunch?



A



B

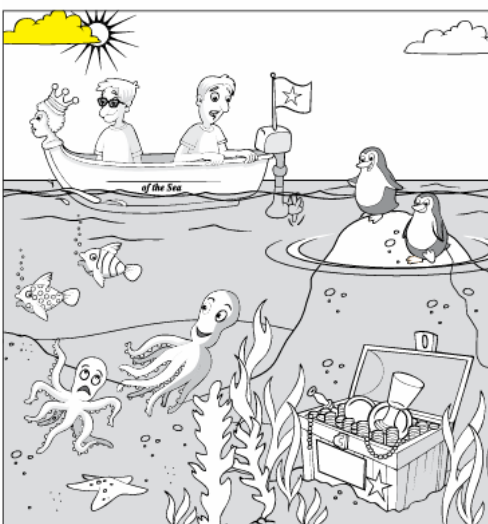


C

Part 5


- 5 questions -

Listen and colour and write. There is one example.



Appendix D. Workbook Part 1 - What are you doing?













1. what are you doing?



activities

1. Listening practice I

a. listen, point and repeat.

 Dancing	 Painting	 Reading	 Writing
 Speaking	 Swinging	 Riding	 Studying
 Teaching	 Cooking	 Carrying	 Pushing

b. Listen and match

Column A	Column B	Column C
<ul style="list-style-type: none"> • Dancing • Teaching • Cooking • Swinging • Writing 	<ul style="list-style-type: none"> • on a swing • lasagna • a letter • pop music • English 	<ul style="list-style-type: none"> • at a party • in the kitchen • at college • at home • in the park

example: Dancing pop music at the club

1. what are you doing?





2. Listening practice II



c. listen and number the activities





3. Listening practice III

a. Listen the dialogue and practice.

1)  Hey Anna, what are you doing?  I'm reading a book

2)  Hi guys, what are you doing?  We are playing volleyball

3)  What are you cooking?  We are cooking potatoes

1. what are you doing?



4. Song practice

a. Listen, learn and sing the song.

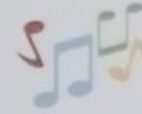
b. Perform the actions



What are you doing?
I'm washing, washing.
What are you doing?
I'm eating, eating.
What are you doing?
I'm dancing, dancing.
I'm dancing. I'm dancing now.



What is he doing?
He's running, running.
What is he doing?
He's drawing, drawing.
What is she doing?
She's sleeping, sleeping.
She's sleeping. She's sleeping now. Shh!



Song taken from English singsing on Youtube

5. Listening practice IIII

a. Listen an circle.

- A: What's Michael doing? B: He is pushing / pulling the toy car.
- A: What's Lucy doing? B: She is reading / writing a letter.
- A: What's Robert doing? B: He is taking / riding a bike.
- A: What's Liza doing? B: She is speaking / talking to the teacher.

b. Name each child based on the information in point a.



Appendix E. Memo #1**MEMO 1****DATE:** March 28th, 2024**CATEGORY:** Perception of the English language.**CODE:** Unsatisfactory perception of the English language.**SUBCODES OR SUBCATEGORIES:**

Students do not like the English language

Students consider themselves to have a low level of English

The most difficult skills for the students are listening and speaking.

Students struggle with oral comprehension and oral production.

RAW DATA:

1. Interviewer: Do you like the English language or not?

Student 1: No, I don't like it...

Student 2: Yes, I like the English language. I like listening to music.

Student 3: No...

Student 4: No, it's boring.

Student 5: No, I don't like it

3. Interviewer: What do you consider your level of English to be? Why?

Student 1: Mmm I don't know... Bad? Because I always fail exams

Student 2: Let me think... I think regular. Because the teacher speaks so fast.

Student 3: I would say that is normal... I don't know. It's difficult to memorize some words.

Student 4: Ahmm, not so good. Because I don't understand when someone speak english

Student 5: How would I know?... Bad?... Mmm because I don't know... It's hard.

4. Interviewer: *What do you think is the most difficult of the English language: speaking, reading, listening, writing? Why*

Student 1: Mmm, I think is more difficult to speak. I don't know how to pronounce

Student 2: I think is difficult to speak English, because when I read, the pronunciation of the words is different as they are written.

Student 3: The most difficult thing in English is to listen... because if someone speaks too fast I can't understand.

Student 4: I think listening is the most difficult. Sometimes I listen to music in English and I don't understand and I can't sing because I don't know how.

Student 5: Listening... I can't understand what the teacher says.

FINDINGS SUMMARY: When students were asked if they liked the language, 4 out of 5 (80%) students answered negatively. On the other hand, when students were asked about their proficiency of their English level, 3 out of 5 students said it was low and the rest said it was regular. This was mainly because they didn't have good grades in exams, it was difficult to memorize words, and others because they didn't understand. Furthermore, in the third question, when students were asked which English skill was the most difficult among writing, speaking, or listening, they undoubtedly chose two skills: speaking and listening. 3 out of 5 students (60%)

said that listening is the most difficult skill to learn because it is difficult to understand. In contrast, two students (40%) stated that speaking was the most difficult skill since they didn't know how to pronounce words.

ANALYSIS AND DISCUSSION: This information allows the researcher to evidence that students have a non-satisfactory perception of the English language. Most of them agree that they do not like the language and they do not consider having a good level of English due to the complexity of the language. This is due to the lack of stimulation that students have with the English language. The school offers a few hours per week for learning this foreign language and this is based on vocabulary recognition and writing comprehension worksheets. According to Roldán, (2016) Cadavid & et al., (2004). several factors impede the good development of the acquisition of English as a second language. Some of them are the few hours of the subject during the week, the interruptions during that hour such as student behavior and inconveniences thereafter, and the loss of class due to high school cultural activities. Consequently, the most complex skills for students to acquire are those that involve both comprehension and production of sounds, words, and phrases in English. The comprehension of spoken language requires an active listening process in which the receiver decodes verbal and nonverbal messages. This involves a cognitive procedure in which information stored in memory such as sounds, images, and prior knowledge work in parallel to make sense of the message (Lynch & Mendelson, 2010); (Nunan, 1998); (Devito, 1982); (Rost, 2011). Furthermore, an inefficient listening process may have an unfavorable impact on students' oral output since they will be unable to articulate sounds or pronounce complex phrases. It is possible to conclude that students have a

disappointing perception of the English language due to the poor unfolding of the English class in the classroom where the language lacks exposure and development.

Appendix F. Memo #2

MEMO 2

DATE: April 3rd, 2024

CATEGORY: Resources and activities to improve listening skills in the classroom.

CODE: Preferences for certain activities and resources to learn.

SUBCODES OR SUBCATEGORIES:

-Students prefer activities related to audiovisual content.

-Students prefer physical books.

--Students prefer games.

RAW DATA:

3. Interviewer: What do you think English teachers can include to improve listening comprehension?

Student 1: We can watch movies with subtitles... the teacher can use the TV.

Student 2: Through the speakers and headphones... listening to music, I don't know.

Student 3: Music, videos in English... and English books to learn to listen and to speak.

Student 4: Games in English can be good...

Student 5: Book with activities. We just have the notebook.

FINDINGS SUMMARY:

The results above showed that students have a preference for learning English through didactic activities that imply music, audiovisual material, and resources to improve oral comprehension. 3 out of 5 students chose songs, videos, and movies, and student 4 and student 5 chose games and physical books with activities.

ANALYSIS AND DISCUSSION:

The findings allow the researcher to conclude that the implementation of multimodal activities such as the use of audiovisual material and didactic activities may contribute to the improvement of students' oral comprehension. The preference for activities related to music, videos, movies, books, and games is associated with the constant stimulation and exposure of listening to words, conversations, and instructions. Currently, multimodality is a significant aspect of teaching and learning English as a second language (Álvarez, 2016). This is owing to the tremendous technological improvements of recent years, which have altered how people perceive language and communication. As a result, it is suitable for educators to display input through the integration of pictures, audio, text, and physical activities in EFL materials (Sagué, 2021).

Along with this idea, teachers may rely on workbooks to support and strengthen students' learning process. Interactive workbooks make lessons livelier and more meaningful for students by allowing for constant communication with the teacher and language exposure. Some of their main tasks include completing sentences, matching words to images, coloring, selecting the proper response, and so on (Ulu Kalin, 2017).