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**The Use of Interactive Videos to Improve Listening Comprehension Skills of 5th Graders at
Presbitero Ricardo Salas Campos School During the First Quarter of 2025**

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Dedication

Even though this process has not been always easy, and it took me more years than expected to get here, I am so grateful to have been able to do it and study something that I am passionate about. I went through good and bad times; however, throughout it, my parents were always there to support me and give me motivation.

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Abstract

This research explores how interactive videos can help to improve listening comprehension skills in fifth-grade students at Presbítero Ricardo Salas Campos School during the first quarter of 2025. The study was carried out using a qualitative approach, where students participated in pre-tests, interactive activities, and post-tests to track their progress over four weeks. The students had two listening sessions per week, where they engaged with interactive videos that included embedded questions and discussions. The findings showed that students made progress in their listening comprehension, particularly in identifying key details and understanding spoken English better. This improvement reflected in the accuracy of the listening to comprehension questions they completed throughout the investigation. Even though students had an important improvement in the accuracy of their answers, they still required to have multiple repetitions to fully comprehend the audios. This suggests that increased exposure to interactive videos could further enhance their listening skills. The results highlight that interactive videos are an effective tool for keeping students engaged while helping them to develop their listening skills.

Resumen

Esta investigación explora cómo los videos interactivos pueden ayudar a mejorar las habilidades de comprensión auditiva en los estudiantes de quinto grado de la Escuela Presbítero Ricardo Salas Campos durante el primer trimestre del 2025. El estudio se llevó a cabo utilizando un enfoque cualitativo, en el que los estudiantes participaron en pruebas diagnósticas, actividades interactivas y pruebas finales para dar seguimiento a su progreso durante cuatro semanas. Los estudiantes tuvieron dos sesiones de escucha por semana, en las que interactuaron con videos interactivos que incluían preguntas integradas y discusiones. Los resultados mostraron que los estudiantes mejoraron en su comprensión auditiva, particularmente en la identificación de detalles clave y en la comprensión del inglés hablado. Esta mejora se reflejó en la precisión con la que respondieron a las preguntas de comprensión auditiva a lo largo de la investigación. Aunque los estudiantes mostraron un avance significativo en la precisión de sus respuestas, aún necesitaron múltiples repeticiones para comprender completamente los audios. Esto sugiere que una mayor exposición a videos interactivos podría mejorar aún más sus habilidades auditivas. Los resultados destacan que los videos interactivos son una herramienta eficaz para mantener la atención de los estudiantes mientras desarrollan sus habilidades de escucha.

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Chapter I

Introductory Framework

The word multimedia is created by combining the words multi and media. "Multi" is short for "many." One form of media that makes it simple to move information from one place to another is multimedia. The display of text, images, audio, and video with tools and links that let users interact, explore, create, and communicate with computers is known as multimedia. Throughout the years and rapid development, multimedia has become a big part of life for everyone, but mostly for young people. According to Gonulal (2020), humans tend to listen more than they read, speak, or write, arguably putting listening at the heart of the language-learning process. Because of this, multimedia has become part of the educational system, being a big ally when it comes to listening comprehension skills. It can be viewed as a vehicle for promising applications in foreign language learning. Research has demonstrated that students who used interactive movies to practice their learning performed better than their non-interactive counterparts in terms of comprehension and memory of the material (Afify, 2020) The interaction between sound, the written word, and the image of objects presented is considered to enhance memorization considerably.

This research aims to evaluate how the use of interactive videos can enhance the listening comprehension skills of fifth-grade students at Presbitero Ricardo Salas Campos School. By integrating multimedia elements that engage students through visual and auditory stimuli, the study seeks to determine the effectiveness of these tools in facilitating better understanding and retention of information. The investigation will focus on assessing the impact of these videos on

students' ability to follow spoken language, grasp main ideas, and recall details from the content presented.

1.1 Problem Statement

Listening comprehension skills are essential to communicate in a real-world environment. To have an effective and successful outcome from English classes, students need to be able to comprehend what they are listening to. There is majority of students from fifth grade at Presbitero Ricardo Salas Campos School understand words when they see it written but do not understand when they hear the word. A big problem that there is is that professors often do not develop their listening skills, which can create an accent and pronunciation problem (VARGAS, 2021). Therefore, students often don't develop their listening comprehension skills fully. Additionally, students use their notebooks as the primary resource for the class, focusing mainly on writing skills, and leaving the fundamental part behind, which is listening.

Students can watch videos in the classroom but the videos that are used are usually plain videos which are not interactive. The majority of these videos are old and have been utilized time and again without being updated to suit today's needs or the interests of today's students. Additionally, they are usually quite lengthy, and students become less and less engaged as time goes by. Unfortunately, this lack of engagement leads to poor information retention thus making such materials rather ineffective. Also, traditional videos cannot provide the students with an opportunity to engage with the content in an active manner, which reduces the students' potential to comprehend the information.

Therefore, the researcher thinks that using interactive videos in the classroom will solve the mentioned problems. The interactive videos are videos that may contain questions, clickable areas, and real-time feedback as part of the video, and they can help the students engage in the learning process. It also helps with improving the listening comprehension skills of the students as they have to do more than just listen and write and also helps the students to remember more of what they have learned. Thereby, the interactive videos provide an engaging and dynamic approach to meet the various learning requirements of the students and make the learning process more fruitful and enjoyable.

The students will be measured in the initial contact with the investigator to evaluate how much they can comprehend. From there, the research will be conducted through a series of interactive videos. The results will be compared throughout the research. Therefore, this research aims to explore how the use of interactive videos can enhance the listening comprehension skills of fifth-grade students at Presbitero Ricardo Salas Campos School during the first quarter of 2025.

1.2 Investigation objectives

1.2.1 General Objectives

To analyze the use of interactive videos for improving the listening comprehension skills of fifth-grade students at Presbitero Ricardo Salas Campos School during the first quarter of 2025.

1.2.2 Specific Objectives

- To determine the difficulties that fifth graders at Presbitero Ricardo Salas Campos School have at the time of carrying out listening comprehension exercises
- To apply interactive videos as a strategy for enhancing fifth-grade students' listening comprehension skills
- To evaluate the effectiveness of interactive videos in improving the listening comprehension skills of fifth-grade students focusing on the extent and ways in which these videos contribute to comprehension.

1.3 Justification of the Study

Listening is the most important skill to learn how to properly speak in English. Some gaps exist that can make the process of learning this language a little more difficult and in consequence it might not be developed completely. Speaking Spanish as a second language used to be quite remarkable in Costa Rica fifteen years ago. Nonetheless, it is now rather typical to see individuals who speak English as a foreign language or students who have learned it as a second language. However, as being able to speak two languages is now considered a high quality in the modern era, having two languages no longer makes one exceptional. Speaking two languages is practically a requirement these days, as this is the most typical circumstance because Costa Rica wants to become bilingual in order to produce a superior workforce. (VARGAS, 2021). Hence speaking the language most properly is essential, which creates a need for the students to be able to improve their listening so they can go to the real world with the necessary tools and skills learned.

This research seeks to improve listening comprehension skills through interactive videos. There is a need in the class to have tools such as interactive videos that can engage students and motivate them to learn. When teaching a foreign language in this example, English, this ability is crucial. It is a natural process of hearing that enables the reception and understanding of sound, words, and hence language. This is a well-known skill that is not often used. Although they are aware of its value as a resource, teachers occasionally fail to see its potential to further language learning. Furthermore, because the ear is the organ that receives sound stimuli, listening is formed there (CORDERO, 2022). The acquisition of these skills does not only improve their communication in the language, it allows the students to communicate better, and in a more accurate way.

Having tools like interactive videos brings benefits for the students, as well as the educators and the school. The application of these tools will be advantageous to the educational establishment itself. The school's total academic performance improves when students' language abilities improve, which boosts the school's standing and reputation (Guevara, 2024). The findings from this research could provide valuable insights for educators seeking innovative strategies to support language development in young learners. The use of interactive videos could be adopted as a method to address common challenges in teaching listening comprehension skills, offering a more engaging and effective learning experience. Additionally, the study may contribute to the broader field of educational technology by demonstrating the practical benefits of multimedia resources in primary education. Thus, the analysis of the presented research demonstrates the potential of interactive videos in language learning and is therefore meant to encourage the integration of more effective teaching approaches. Not only do

these methods solve present problems in education but they also equip students for the world of tomorrow which is connected and bilingual as well.

1.4 Antecedents

The purpose of this research is to improve the listening comprehension skills among fifth-grade students, using interactive videos. According to the information investigated, there are various previous research related to the topic of this study. The research project *English Audios with an Audiovisual Element to Improve the Listening Skills of Sixth Graders at El Sagrado Corazón High School During the I Quarter of 2023* by Melanie Avendaño Pérez Melanie Avendaño Pérez investigates the benefits of combining audiovisual components with English audio files to improve listening abilities. Conducted at El Sagrado Corazón High School in early 2023, the study uses a descriptive design and a methodology to examine how audiovisual aids can help with the development of these abilities. The findings demonstrate that after using the materials, students' listening skills considerably improved, and they were able to complete activities more successfully than previously. Additionally, this study showed that traditional methods used in class do not emphasize listening skills which causes the students to struggle.

The following research, *Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School* by Raquel Abigail Pereira Chávez (2018). Examines how sixth-grade students' listening comprehension might be enhanced through the application of communicative methods. The goal of the study is to determine which language comprehension problems students have and how to employ particular strategies to improve their listening comprehension in English lessons. Pereira (2018) says “When listening to a story it requires a very good listening comprehension that will allow understanding, remembering,

debating or retelling the story. Listening comprehension is a skill of great importance that people should develop early in life, doing so it will be easier to achieve a greater understanding”. The results of the study demonstrate that students' listening comprehension improved and their motivation to engage in class increased. It emphasizes how crucial it is to apply cutting-edge techniques to improve the effectiveness and interactivity of language acquisition.

The research project *How to Improve the Listening Skill Through Audios in 11th Level Students at Rincón Grande High School of Pavas During the I Quarter of 2022* by Sharlyn Chaves Cordero focuses on enhancing English listening abilities through the use of a variety of audio resources, including songs, cartoon short films, and educational audio. Pre-tests were given to evaluate students' listening abilities, observations of the class were made, and activities aimed at enhancing listening abilities were put into practice. A post-test was then given to assess the student's development. The findings demonstrated how well students' listening comprehension improved when audios were used in listening activities. This study emphasizes how crucial it is to use dynamic and interesting teaching strategies, like audio, to support students in acquiring important language skills.

The study *Using Videos to Promote Active Learning in Teaching Listening Skills* conducted in 2021 by Jackie Yeoh, emphasized that listening is a crucial yet often neglected skill in English language learning. This skill is very demanding, which can bring various challenges to the students, as well as the educators. Technology can enhance listening skills by allowing learners to practice at their own pace, acknowledging that real-world listening involves using contextual clues for comprehension.

In the research project *The Effectiveness of the FunEasylearn App as an Aid to Enrich the Students' vocabulary and Pronunciation in Closure Activities for seventh-grade learners from Colegio Técnico Profesional of Puntarenas* imparted in 2023, the researcher determines that the digital world has recently become a valuable resource for education, creating new avenues for innovative instructional approaches. Technology is being used in the classroom as part of the learning process. For example, teachers can use several tools that are available in the form of computers, smartphones, and other applications that are based on the internet to teach students the English language. FunEasylearn is one such application that is integrated with gamification, interactive elements, and a feedback mechanism that helps the students to enhance their vocabulary and pronunciation in a fun and efficient way.

1.5 Scope

This assessment seeks to enhance the listening comprehension skills of fifth-grade students at Presbítero Ricardo Salas Campos School through the use of videos. These are important skills for the students to enable them to acquire good results in the English language and to be able to express and comprehend what is said to them in a conversation. It's not only vital in language development but also in developing confidence and interest in real-life conversations.

Among the methods that can be used in the process of teaching and facilitating the learning process, interactive videos are an effective tool that includes audio and video inputs along with interactive activities to engage the students and make the learning process more effective. In this manner, the researcher can monitor the students' improvement in the areas of listening comprehension systematically and thus, monitor the progress of the study.

This study does not only go a long way in enhancing academic achievement. It aims at

providing the students with the practical language skills that they require in their daily lives. The result is to have students that are well equipped to move within a bilingual environment whether in their personal or working lives. Also, the study offers valuable suggestions to educators and institutions to show how the use of interactive videos can help solve the problems of language learning in the classroom. This research focuses on fifth-grade students stressing the importance of the stage where the listening comprehension skills are laid down and developed. This study also has relevance in curriculum planning especially in the area of language learning material by showing the need to incorporate interesting tools such as videos in the learning process.

Chapter II

Theoretical Framework

In this chapter, there are three theories that will be analyzed and discussed thoroughly by providing valuable insight into how they can contribute to the acquisition of language through the skill of listening comprehension. These theories will allow us to understand how the acquisition of the language can be easier when using resources like interactive videos.

2.1 Literary Review

The education system evolves alongside the changing world as students adapt to ways of learning and retaining information in their minds. Technology's swift progress has revolutionized education by introducing tools and materials that were previously beyond imagination. Some resources empower creative teaching and learning methods. Interactive videos emerge as a captivating educational tool blending visuals and sound to boost student involvement and comprehension. The use of videos marks a departure from conventional teaching techniques towards a style that is student-focused and captivating.

Though traditional methods are fundamental for learning English language skills and knowledge acquisition they may not adequately enhance listening comprehension which is pivotal for mastering a language like English. In today's scenario where listening comprehension holds importance in achieving fluency in the English language incorporating multimedia resources in educational practices becomes imperative rather than discretionary. This study aims to delve into the enhancement of listening comprehension, through the integration of interactive

video tools. In this chapter, there will be five different theories discussed and analyzed, Dual Coding Theory (DCT) Connectivism, Cognitivism, Cognitive Load Theory, and Behaviorism. That forms the basis for understanding how interactive videos support language learning and correspond to the way the human mind comprehends, retains, and uses new knowledge.

2.1.1 Dual Coding Theory (DCT)

One general theory of cognition that has been directly applied to language and literacy acquisition is the dual-coding theory (DCT). Allan Paivio put up the hypothesis in 1971, and it explains the strong psychological and memory-enhancing effects of mental imagery. Paivio's hypothesis first took into consideration both verbal and nonverbal cues in memory, but researchers quickly began using it to study other aspects of cognition. According to the dual-coding theory, the brain represents information using both verbal and visual cues. (Kanellopoulou, Kermanidis, & Giannakouloupoulos, 2019). This shows how important imagery is when it comes to language acquisition. This research considers that videos that include both imagery and spoken language can greatly contribute to not only the learning process but mostly to listening comprehension. It allows for richer mental representations, making information easier to recall and apply. This multimedia method enhances the learning process by creating an experience for students to connect words, with visuals that can be easily remembered later. On top of that, this tactic enables learners to interact with the content from various angles guaranteeing that both verbal and visual memory capacities are stimulated leading to enhanced knowledge retention and comprehension, in the long run.

The verbal system uses sequential units called "logogens" to retain linguistic information or units, such as text, sound, or even motor experiences like sign language.

Visual information or units, such as symbols, images, or movies, are processed by the nonverbal/visual system and stored in units known as "imagens." The words "logogen" and "imagen" refer to representational units of verbal and nonverbal information, respectively, that generate preexisting mental words and images and can enhance cognitive function subconsciously (Kanellopoulou, Kermanidis, & Giannakouloupoulos, 2019). Dual Coding Theory suggests that data gets handled through two systems; the language-based system that contains words or "logogens " and the visual system that deals with data or "imagens." These systems operate independently. Collaborate to create mental constructs that improve memory recall and comprehension overall. When it comes to understanding spoken language, the language-based system decodes the sounds. Terms are heard, while the visual system aids, in interpreting and solidifying meaning using visuals, gestures, or other visual prompts.

Listening to a conversation helps reinforce the connections between words and their definitions, in our minds so that we're better able to remember and understand information. When a student listens to a conversation, in real life or online classes they do not process the spoken words but also pick up on nonverbal cues like facial expressions and body language that add to the meaning of what is being said. These visual signals complement the information. Help students better grasp and remember the content shared with them. This sort of support is particularly valuable in language learning situations where new words are introduced in settings that may not be familiar to the learners.

When students link these words to images or pictures, in their minds it helps them form connections and enhances their skill in understanding meanings based on the context. When someone learns the word "dog" and sees a picture of a dog at the time their verbal and visual

abilities work together to help them remember the word and what it means better. This combined sensory experience not only enhances their understanding of the word but also gives them a stronger foundation for remembering it later. By using both visual cues learners can create detailed mental representations of ideas that are simpler to recall and use when necessary. This method can help improve listening skills because it lets students use visual cues to grasp the content.

2.1.1.1 Schema Contributions to Listening Comprehension

When it comes to schema in listening comprehension, there are three phases. First, there are the pre-listening activities. Listening must be done with a specific goal in mind. Clarifying the goal makes the process easier to handle and more effective by assisting listeners in concentrating on pertinent elements. Additionally, it enables listeners to focus on important details rather than attempting to comprehend everything by enabling selective listening. (Hu, 2012) When there is a purpose, the students start listening and not just hearing, because they are different, when they listen, the information stays with the person.

Second, before students begin listening, teachers should ask questions that will direct their expectations and activate their past knowledge of the issue. This preparation allows students to anticipate the topic and focus on key elements. Knowing the major concepts ahead of time will help you understand what you're hearing better (Hu, 2012). Students benefit greatly when they can relate the questions, in a listening comprehension activity to information they have learned or heard before; this connection aids them in both listening attentively and comprehending the video material they are required to engage with.

Fourth, brainstorming is a pre-listening practice that encourages students to think about the topic. It entails fast-producing thoughts or concepts linked to the subject, hence activating relevant schemata in student's minds. This strategy enables students to make informed guesses, use contextual cues, and approach the listening material with a prepared attitude, resulting in improved overall understanding (Hu, 2012). In the classroom, it is indispensable to connect with the students; the classroom cannot rely only on the students and the video; asking questions ahead of time can provide them with hints as to what they will see.

Fifth, having multimedia technologies, such as projectors and computers, may dramatically improve listening comprehension. When visual aids such as images are combined with essential concepts, they assist students in forming and recalling schemas, which enhances comprehension and retention (Hu, 2012). Interactive videos are multimedia tools that can be used in projectors and computers to engage students and capture their interest as they watch and listen to the content displayed.

The fast-paced character of spoken language limits teacher interaction during listening exercises. Yet, in the second phase, called "While-listening Activities" learners can actively digest information by utilizing the "rate gap," or the ability to think quicker than the speaker. Strategies include recognizing significant points, forecasting results, and mentally summarizing. These exercises not only improve comprehension but also help to utilize schema to understand and organize information. (Hu, 2012). This stage plays a role in enhancing listening comprehension ability as it demands students to not just think but also to think quicker than the speaker does. When students can identify various key moments in the video clip it signals their progress and suggests that the schema is effective, for the research objectives.

Post-listening activities are as important as the other two phases. In this phase critical thinking can be applied by the students, they can explain the information obtained from the video in different ways. Discussions, debates, or role-plays based on listening materials enhance understanding and engagement (Hu, 2012). Improving listening skills is essential for students to develop thinking abilities that are vital in real-life situations. This investigation emphasizes the significance of listening comprehension as a factor for student success, in using language beyond the classroom setting. Engaging in listening exercises after reading helps students to better understand and remember the language they're learning. Encouraging students to discuss and reflect on the content not only improves their listening abilities but also helps them practice speaking and cognitive skills essential, for language acquisition. These activities also allow students to connect new information with their past experiences strengthening their ability to comprehend listening tasks in different contexts.

Schema theory proposes various useful methods, for teaching and enhancing the learning process in students' minds should supply material with themes to prevent misunderstandings and should trigger existing schemas by embedding information in a context that is relevant to them and utilize methods such as information mapping to aid students in organizing new information effectively. Moreover, sharing expert knowledge and employing conceptual models are ways to simplify intricate subjects textbooks ought to be selected based on their organized arrangement and pupils should be motivated to interact with headings and titles Teachers can also evaluate students' prior knowledge by asking questions and observing how they respond. This method can provide insights to tailor the learning process effectively (Alexander 2003 & Ho 2004 as cited in Yilmaz, 2011).

Schema theory highlights the significance of arranging and structuring information to boost learning outcomes, a concept that aligns closely with your study focusing on enhancing listening comprehension, through video materials. Ensuring that learning content contains themes and relatable contexts allows learners to connect information with their existing knowledge frameworks a vital aspect when utilizing multimedia resources such as videos. When there is the incorporation of techniques such as information mapping or advance organizers into videos for education purposes and including aids along, with structured activities to help students link auditory information with visual cues effectively improves memory retention and understanding of the content. When there is integration of these methods in teaching approaches, students are better able to interact with the material and enhance their learning retention. For instance, through videos learners watch scenarios unfold listen to conversations , and respond to questions that encourage them to connect the knowledge with their existing understanding.

By paying attention to how students structure their answers you can recognize their frameworks (schemas) offering guidance for a more profound comprehension. Furthermore, supply materials that are organized to match student expectations and engage them in processing information. For instance, prompt them to pay attention to titles and headings or provide crafted video content. This can also help boost schema activation among students. Combining the principles of schema theory, with videos using technology provides an approach to enhancing students' listening and understanding abilities effectively. It allows information to be actively engaged with and related to existing knowledge rather than just being received passively. This makes it more likely for the knowledge to be retained and utilized in real-life situations.

2.1.1.2 Multimedia Learning

Multimedia learning involves creating a mental representation of provided words and graphics. This description encompasses book-based text and images, computer-based narration and animation, and virtual gaming settings with interactive speech and animated microworlds (Mayer, 2020). Communication channels that provide messages with an educational goal are referred to as educational media. Typically, its use is limited to teaching and learning purposes. Using this concept further, interactive multimedia is any non-linear multimedia technology that allows the user to take control instead of the computer. A flow of information that is personally tailored is made possible by this change in control (Mukherjee, 2018). The use of this technology can greatly engage the students in the class and increase their enthusiasm. This is exactly what this research aims to do, using the technology, but the users are in control, meaning the teacher and students will always have control over the next action.

Advances in technology have considerably benefited educational research, particularly in multinational classroom studies. New technologies make it easier to gather, compress, modify, and save audio-visual data, while improved storage capabilities make enormous datasets more accessible. Secure, remote data entry and retrieval technologies aid worldwide research endeavors, while analytical tools enable the comprehensive study of large datasets. These advances serve to solve the issues of comparative educational studies, improving data administration and research quality on a worldwide scale (Tomáš, Seidel, 2009).

The presence of technology is undeniable. It should be embraced rather than resisted for it to be beneficial, in the educational setting as children are already heavily immersed in it nowadays. Interactive videos and multimedia presentations on platforms offer students a chance

to engage with the material in an interactive and valuable way. Through the use of these resources' teachers can bridge the gap between instructional approaches and the necessary digital competencies required in today's society preparing students for a future where technological proficiency is essential. This integration also fosters learning by catering to learning preferences and requirements thus supporting all students in achieving their maximum potential in an ever-evolving global landscape.

Together with our brain, our eyes and hearing make up a powerful system that converts meaningless sensory data into information. Given that human eyes are well equipped by nature to detect and interpret movement, the old saying "a picture is worth a thousand words" sometimes understates the situation, particularly when it comes to moving visuals (Mukherjee, 2018). This data holds importance for the investigation as videos have proven to be highly effective in aiding language learning and improving listening skills. A dynamic visual presentation captures students' interest. Creates an interactive setting that motivates them to pay attention and observe nuances they might miss when just listening.

Video has been useful in shifting perceptions of classroom space and environment. In a 'flipped' or decentralized classroom, video is the only form of input or teaching, with students viewing it online at home while the classroom area is reserved for debate, negotiation, and idea exchange. Such a paradigm shift fundamentally transforms the position of teacher and student, with the former no longer being perceived as the 'sage on the stage' but the 'guide on the side' (Goldstein, Driver, 2015). In this research project, exploration of the learning environment focuses on student-centered approaches where the teacher's role shifts from being the guide, to a more collaborative facilitator aiming to depart from conventional methods that heavily rely on

written materials and textbooks which may not engage or captivate students' interest effectively necessitating a more interactive classroom experience.

2.1.1.3 How do visuals support comprehension of auditory material?

The usage of audio-visual media in education has grown prevalent among English teachers. Nowadays, the Internet and the availability of new technologies have greatly simplified the job of language teachers. Teachers can obtain audio-visual media for students on the internet. With hundreds of ready-made audio-visual media created for language education, instructors may readily pick one depending on their needs (Kirana, 2016). There is an abundance of resources that contribute to a dynamic learning experience nowadays. Understanding the significance of listening as a skill in mastering the English language is crucial in today's context. It's important to recognize that audio by itself can be a method that may seem dull, to many students. Traditional approaches may lose student engagement as they tend to divert attention from a specific topic. That's why it's crucial to have aids, in materials.

In a variety of situations, moving pictures outperform stationary photos. They are especially excellent in depicting motion in ideas where movement is required for mastery, such as psychomotor abilities. Furthermore, video dramatizations may replicate historical events and characters, allowing students to see and evaluate human relationships, and increasing the engagement and vividness of learning (Kirana, 2016). Using aids along with audio can inspire students to connect their own experiences with what they see and hear in the learning process and gain a better understanding of the content they are exposed to through observation or listening exercises, like questionnaires or dramatizations.

It has been shown that video is useful in a variety of learning contexts. Repeated observations and practice, aided by film, help to develop physical abilities. The emotional effect of video makes it useful for effective learning, which helps change personal and social perspectives. It also promotes cultural awareness by depicting ordinary living in foreign societies, helping pupils to fully grasp diverse cultures and viewpoints (Kirana, 2016). When students are allowed to have repeated observations, they can analyze or better understand the intonation of certain parts of the video. This repetitive exercise allows kids to absorb linguistic patterns, which is crucial for listening. Furthermore, the videos can provide a way for students to apply different listening strategies, these can include summarizing and identifying key points or questions that can be done step by step.

Interactive movies provide dramatizations of real-life scenes or conversations, placing language use in actual contexts. Students may witness and evaluate the dynamics of spoken conversations, which improves both understanding and cultural knowledge. Videos also elicit emotional responses in learners. When students relate to the class content, it makes language learning more remembered and motivational, which will make the information learned to stay with them long-term, which is also what listening comprehension wants. Their interactive aspects, like quizzes or branching stories, help pupils grasp more deeply by prompting them to think about what they hear. Furthermore, interactive movies promote cultural knowledge by presenting ordinary life and customs in other civilizations, exposing students to regional accents, idiomatic phrases, and cultural subtleties. When students are exposed to this, they develop more appreciation for other perspectives, for example, a student who is required to work on listening comprehension might be asked to give his opinion about a situation from the video, every student

may not think the same, they are all individuals, therefore the educator needs to make sure everyone respects its opinions.

When it comes to audio with videos it is an effective tool for transmitting a message since it provides contextual and visual information that audio by itself cannot provide. The students can see who is speaking, their physical position, activities, and, most significantly, their body language, all of which serve as visual signals to aid comprehension. These elements elevate video as a more engaging and relevant tool for language acquisition. Additionally, video is a beneficial use of technology, especially among teens, who see it as a modern and dynamic alternative to conventional media such as literature. This positive attitude toward video encourages passion and drive in learning contexts, making it an ideal tool for teaching listening comprehension ability. If videos by themselves already create this kind of good environment, the interactive videos can elevate this sensation even more.

2.1.1.4 Interactive videos for improving listening comprehension

Lack of control over learning can lead to decreased time and attention, posing a danger to learning outcomes (Palaigeorgiou & Papadopoulou, 2018, as cited in Afify, 2019). It's crucial to consider that students need to engage in their learning process when studying a new language through interactive videos in the classroom. The interactive videos enable students to interact by responding to questions while watching and listening to the content. They have the option to click buttons for interaction purposes, like pausing and replaying or even voting during the video playback. The effectiveness of videos relies heavily upon the significance of the content provided. Selecting materials that match students' language proficiency and educational goals is crucial. Furthermore, incorporating visuals, contexts, and real-life experiences can significantly

enhance listening comprehension. This approach guarantees that the videos are not just interactive but also meaningful and influential thereby aiding in the enhancement of listening skills in an enjoyable and structured way.

Listening is a crucial skill, since it improves numerous abilities through the communication process, whether as a speaker or a listener. Students must develop the ability to manage settings that require active listening. This preparation guarantees that they can respond appropriately and effectively in similar situations. Furthermore, refining these skills gives pupils more confidence and adaptability in real-life situations, resulting in improved communication and problem-solving abilities (Avendaño 2023). In classrooms today students are facing a challenge. Their listening skills are not getting that much attention compared to using books and notebooks for practice tasks in class. Even though these tools have their benefits for learning in other ways they may not be enough to help students communicate naturally. Listening comprehension is crucial, for handling real-life situations and being able to express themselves. If students lack this skill they might struggle to grasp or convey messages effectively in conversations. Moreover, lacking in listening abilities may cause misinterpretations, tense connections, and overlooked chances underscoring the requirement for a more interactive hands-on method to cultivating this essential skill, in educational settings.

One benefit of teaching children at a young age is that they can learn a new language more easily. Their youthful minds are fresh, open, and malleable, allowing them to absorb everything they hear more effectively (Pereira, 2018). There is a large number of scientists who agree that learning a language at an early age can even make kids learn it as a mother tongue if they are exposed to the language during their early years. It can be deduced that these early

stages will be successful in terms of language learning, production, and comprehension. The young students never arrive at class empty-handed. They carry with them previously established abilities or characteristics that will assist them in learning another language (GIMATDINOVA, 2018). When kids pay attention and encounter repetition in each class session, it makes them form a habit of listening while also enhancing their comprehension abilities.

Repetition helps in creating a sense of comfort with sounds as well as words and sentence structures which aid the students in grasping the language more easily. Therefore, when children are regularly exposed to the language through engaging videos during classes it can significantly enhance their listening capabilities. Interactive videos do not just add fun to the learning process but also mimic real-life conversations, accents, and environments. Children benefit greatly from this kind of exposure as it helps them enhance their listening skills actively and become better at distinguishing sounds while gaining a deeper insight into human communication in diverse forms. With the assistance of videos as a primary tool, over time this approach boosts children's confidence and equips them to communicate effectively in real-life situations.

The goal of listening comprehension is to achieve a level of fidelity that permits listeners to assign meaning to a communication that is closest to the sender's intention. However, when someone is not paying attention, it can be difficult to ascribe significance to the message. Understanding a speaker's use of language is essential. It also includes storing the information in memory banks. Learn to focus on both words and nonverbal cues (Cordero,2022). That's why this study believes that interactive videos offer a method to enhance listening skills because they combine audio with visual cues that help students associate words with images or actions more easily and effectively to understand them. Moreover, for the student's learning journey to be

more fruitful, it is essential to engage interactively with both the visuals and audio aids provided. Interactive videos prove to be more effective as a learning tool because they enable students to engage with the content they are viewing directly. Active participation helps students stay attentive and encourages thinking while enhancing their listening skills engagingly and naturally. The combination of stimulus coupled with auditory input and interactive elements provides students with a comprehensive and efficient approach, to enhancing their understanding.

Videos provide students with authentic language in real-life settings, allowing them to participate in real-life conversations. This is in contrast to the artificial exchanges found in most commercial listening materials (Ardiansyah, 2018). One advantage of watching videos featuring native speakers is that it allows students to hear various accents they may encounter in real-life conversations. In a classroom setting with a teacher who may have an accent from that of a native speaker students are not exposed to authentic native speech patterns. By listening to speakers through interactive videos students can better prepare themselves for understanding diverse accents, in real-world scenarios.

Mobile apps can act as a new setting or reality in which different forms of interactions might occur. Mobile apps are only one aspect of the modern classroom experience for ESL students. They efficiently assist teachers in adding a new dimension to their lessons. They also allow students to take a break from the typical classroom while reinforcing the concepts they are learning (Mengorio and Dumlao, 2019, as cited in Bastos Carranza et al., 2023). Mobile applications and various technological resources have become integral to the setting nowadays. These tools assist teachers. Empower students to learn in a hands-on way. While traditional

teaching methods hold importance, they are behind in comparison. Interactive videos offer students an approach to learning and help improve their listening abilities.

2.1.2 Connectivism

Connectivism theory is a learning paradigm where learners build connections between ideas dispersed throughout their learning networks, which are composed of multiple information resources and technologies (Donaway, 2011, as cited in Dube, 2024). Today's education environment heavily influenced by technology stresses the significance of creating links between concepts and tools to build understanding, this is what connectivism is all about. One effective way to involve students interactively is through the use of engaging videos that allow them to interact with the material in various ways as supported by this theory. By incorporating links within the videos along with embedded quizzes and additional resources available, further exploration prompts learners to actively delve into new information and link it with their existing knowledge base thus enhancing the depth and personalization of learning experiences.

An educational method rooted in connectivism extends learning beyond the individual by involving peers; teachers; and online platforms in exchanging knowledge collaboratively using resources like team-based videos or game-like features allows students to work together to exchange ideas and enhance their comprehension through joint problem-solving efforts in practical learning settings where knowledge is frequently produced and distributed collectively. The integration of interactive videos is essential, in these contexts as it offers instantaneous feedback through quick quizzes or decision-making scenarios. They not only improve understanding but also show students how their decisions have an immediate effect, on their learning process. Ultimately enhancing their grasp of concepts and memory retention.

An experimental study has revealed that instructional tools foster an atmosphere for learning in which students can think critically and digitally. Such methods enable students to collaborate with their friends and professors while engaging in creative problem-solving in the real world (Dube, 2024). Meaning that instructional tools are transformative in education today. Especially the ones that leverage digital technologies such as Digital Tools to create an interactive learning environment that facilitates critical thinking, digital literacy skill enhancement, and problem-solving. These types of tools promote collaboration by allowing students to collaborate with their peers and teachers as they would need to do in real life, pulling together different unique perspectives.

These benefits are supported by empirical research. Based on the study, pupils can critically think with the usage of tools pioneered by for example collaborative learning platforms, interactive videos, and digital simulations. They do more than consume information; they analyze it, synthesize it, and apply it to real-world problems. This is particularly the case in project-based learning contexts where students use digital tools to experiment with creative solutions to problems and cycle through rapid feedback that directly leads to better decisions and understanding. Instructional materials are meant to translate knowledge into application. For example, problem-solving technology sets students up for the real world because they have to collaborate while using critical thinking and imagination. This is what employers and educators look for in 21st-century workers, from speaking and working together to how to manage large, interconnected digital infrastructures. Learning materials don't just teach topics; they promote a habit of learning for life. Students who are well-equipped to use technology to work, learn, and

resolve issues are better able to navigate changing professional and personal landscapes so that their education is relevant and valuable.

People must adapt to a digital era. We must guarantee that our pupils receive enough education to enable them to comprehend these problems and have the tools necessary to resolve them. Since this impacts all fields of knowledge, it is the duty of every educator. Providing the initial learning environment and context that unites students and assisting them in creating their learning environments that allow them to connect to "successful" networks seem to be the primary goals of teachers. It is assumed that learning will naturally occur as a result of exposure to the flow of information and the individual's independent reflection on its meaning (Bates, 2022). Learning how to move with the times is a must-do for educators and students. It is the teachers' job to equip their students with knowledge and skills to make sense of and cope with the demands of an ever-changing digital world.

These responsibilities are the responsibility of every field as digital proficiency is nowadays an essential requirement in almost all areas. Teachers are not only informers but the creators of learning spaces. Such environments allow students to tap into "winners" networks – trusted sources and networks for deep learning and growth. Learning is defined as a mix of listening to a stream of information and taking one's own time to decide what it means. This is the kind of thinking that connectivism takes learning is all about connecting with people, digital objects, and resources. It also highlights the constructivist conception that students make knowledge by making things (thinking and resolving problems).

2.1.3 Cognitivism

Piaget's theory says that instruction should be tailored to a student's developmental stage, ensuring that the subject is appropriate for their cognitive ability. Teachers play an important role in creating a learning environment rich in different experiences that encourage students to actively interact with the curriculum. Discovery Learning, which allows pupils to explore and experiment, is one strategy that supports this philosophy. This motivates students to gain deeper insights on their own (Kafia and Resnick, 1996 as cited in Zhou & Brown, 2015). It is of great importance that the right resources are selected to match students' developmental needs. Teachers must carefully select resources that are not only age-appropriate but also compatible with their pupils' cognitive abilities. For example, even the best materials will be ineffective if they are not appropriate for the class's level or interests. When resources are matched to students' needs, learning becomes more relevant and effective. As a result, teachers must ensure that the materials they provide promote engagement and knowledge while also taking into account each student's particular talents and developmental phases. This can improve the learning experience since the correct tools can make a big difference in how well students understand new concepts.

When students of varying cognitive levels collaborate, those with less developed talents often benefit from their peers' deeper thinking. This type of teamwork can assist pupils improve their comprehension. Piaget also emphasizes the significance of employing practical, hands-on experiences in education. For example, offering concrete materials such as models or timelines, utilizing familiar instances to convey more complicated ideas, and helping children to categorize and organize information can all aid in their comprehension. Furthermore, employing outlines or hierarchies can help students relate new concepts to what they already know. To further improve

cognitive development, Piaget suggests offering problems that need logical thought, like brain teasers (Zhou & Brown, 2015). This academic research involves activities alongside visual aids and interactive elements for students to actively participate in critical thinking by deciding based on the information presented to them through sight and sound. Moreover, there are evaluation methods available to assess listening comprehension skills. Students can offer feedback. Share their understanding of the interactive video with their peers while also gaining insights, from their classmates' viewpoints. Setting up a space for students to engage with the content and with each other effectively boosts their capacity to understand and utilize knowledge.

2.1.4 Cognitive Load Theory (CLT)

What is it? CLT aims to forecast learning outcomes while accounting for the strengths and weaknesses of the human cognitive architecture. The idea connects the design features of learning materials to concepts of human information processing, making it applicable to a wide variety of learning contexts. CLT is predicated on the notion that our understanding of the functioning of the human mind must inform the creation of successful learning situations (Plass, Brünken, & Moreno, 2010). Interactive videos are a tool that aligns with the load theory by blending visual and auditory components to enhance learning and handle cognitive load effectively. These videos simplify the information presented in a manner that aligns with how our brains process information so that students can concentrate on the main concepts. Incorporating multimedia elements, like animations and graphics accompanied by narration, helps learners stay focused, without feeling overloaded by information that might otherwise hinder their understanding (Mayers, 2009).

From cognitive load theory's viewpoint the utilization of multimedia components aids, in managing abilities effectively to enhance learning and memory retention. The utilization of load theory when using videos also promotes the idea of cognitive efficiency by aiding learners in processing new information more efficiently and reducing unnecessary mental burdens. This strategy is, in line with the core principles of cognitive load theory, presenting information in structured formats, and providing learners with well-crafted instructional resources. Through these methods, interactive videos have the potential to enhance listening comprehension and cognitive processing abilities effectively within learning environments that heavily incorporate multimedia elements.

The human brain requires a wealth of information to function across areas, like chess. Where skilled players can identify thousands of board configurations. This principle extends beyond chess. Underscores the importance of having a knowledge base in everyday activities and particularly in education. When people store amounts of information in their long-term memory banks they are better equipped to excel in areas where they have honed their skills. This concept indicates mastering any subject, including education. Hinges, on the ability to construct and structure knowledge efficiently (Ericsson et al., 1993 as cited in Plass, Brünken, & Moreno, 2010). Similar, to how skilled chess players identify board setups using their existing knowledge bank and experience students must also cultivate a knowledge foundation to perform in endeavors like language acquisition. By establishing this reservoir of information in their memory for the term students can digest content, with greater ease enhancing their understanding and retention of newly acquired knowledge. Interacting videos that stimulate both visual and auditory senses serve as an aid in enhancing the retention of information in memory, over the

term while ensuring a balanced cognitive load. Through the use of crafted multimedia materials, students can engage with content that links knowledge with their existing understanding levels; this process helps in developing mental frameworks and enhancing comprehension abilities (Plass, Brünken, & Moreno, 2010).

2.1.5 Behaviorism

When it comes to behaviorism, focuses on human behavior perspectives that are visible and quantifiable and take center stage in its definition. Behaviorist theories of learning focus on how behavior changes as a result of associations, between stimuli and responses. As humans our actions are often influenced by factors and past experiences, leading them to choose one course of action over another based on what they have learned over time (Parkay & Hass 2000 as cited in Zhou & Brown, 2015). Behaviorism focuses on measurable actions as a useful approach to comprehending how external influences practically impact learning processes, according to the reference provided by this perspective suggests that the ability to understand spoken language can be enhanced through consistent exposure and positive reinforcement activities like interactive videos, since they offer structured exercises with instant feedback that adhere well to behaviorist beliefs. For instance, when learners repeatedly link a word, they hear with its corresponding visual image in a video it strengthens their connection between stimuli and responses. Over time as they engage in these connections repeatedly, they become stronger. Helps to understand things better. This method based on behavior patterns guarantees a learning process that helps in developing essential listening abilities efficiently. This strategy emphasizes the importance of regularity and positive reinforcement, in gaining proficiency in language competencies.

The outcomes of actions have an impact on how behavior is formed and takes effect right after the action is carried out. These outcomes can come in forms, they could be good or bad; anticipated or surprising; immediate or lasting; and inherent or external. For instance, they can be something like a physical prize or abstract like a low grade on a test. They may also bring about feelings. They can create emotional reactions and can sometimes be unconscious. When an action happens, it brings about either encouragement through rewards or discouragement, through consequences. Using positive reinforcement entails introducing a stimulus that raises the chances of a behavior being performed again. Positive reinforcement is frequently employed by teachers in classrooms to promote desired behaviors among students. They show appreciation by smiling when students provide answers and praise their efforts.

Engaging students, in projects and communicating their achievements to parents are also common practices. These actions help motivate students and strengthen their involvement and learning experience contributing to an encouraging educational atmosphere (Zhou & Brown, 2015). Encouraging positivity in a classroom environment can enhance participation. Drive when utilizing multimedia resources such as interactive videos. Interactive videos have the potential to include features that promptly support desired actions in users' interactions with the content they are engaging with online or on platforms such as educational software applications or websites. For example, in a context where students are participating in the questions or quizzes of an interactive video, they can receive immediate feedback or visual rewards when they correctly answer questions or demonstrate understanding of course material through listening exercises.

These interactive elements serve as reinforcement mechanisms to motivate students to stay engaged and actively involved in their learning journey. By emulating teaching methods

used in classrooms like giving praise to students when they answer correctly and acknowledging their work interactive videos offer an engaging learning environment that reflects successful teaching techniques. This connection helps students link their efforts to enhance their listening abilities with positive feedback establishing a beneficial pattern of learning. Moreover, this type of encouragement assists in alleviating stress, increasing self-assurance, and encouraging a profound grasp of the content benefiting overall listening comprehension results.

CHAPTER III

Methodological Framework

In this section of the report, it explains how the study is carried out to enhance listening comprehension ability, in fifth-grade students using interactive videos. The methodology covers the research method being used, the design sources, and the data collection process along with the techniques employed for data analysis. Due to the nature of this research, a qualitative approach is adopted enabling a thorough investigation into the experiences and viewpoints of students as they interact with interactive video content.

3.1 Research Approach

This research adopts a qualitative research methodology commonly used in educational contexts to delve into and interpret the actions and viewpoints of participants effectively. As stated by Creswell and Poth (2018), qualitative research enables comprehension of intricate subjects by gathering non-numeric information and examining it based on thematic trends. This strategy resonates with the study's goal of investigating how educational videos influence students' listening comprehension ability within a school environment.

The choice to adopt a method is driven by the researcher's aim to observe and understand how students interact with and react to interactive videos in class sessions. Unlike techniques focusing on numbers and statistical assessments, the qualitative method aims to delve into the intricacies and nuances of students' experiences. Through tools, like observation checklists, ended surveys, and reflective teacher diaries, this study accentuates the subjective and interpretive elements of the learning process.

According to Bogdan and Biklen (2007), qualitative research is well suited for examining real-world phenomena like classrooms as it allows for natural context exploration. The interactive quality of the videos facilitates student material interactions which makes qualitative approaches perfect for capturing nuanced changes in behavior, involvement, and understanding. This approach is vital for grasping how effective the videos are in improving listening skills beyond quantifiable results.

Key aspects of the qualitative methodology utilized in this research:

- The study aims to investigate the real-life experiences of fifth-grade students interacting with videos and delving into their responses to challenges and accomplishments.
- The research takes place in a classroom setting. Focusing on the real interactions between students and the educational resources utilized.
- Descriptive Assessment, the gathered information will be examined in a way that highlights themes allowing for the identification of trends and the exploration of students' development and experiences.
- Stressing the Importance of Interaction; The study explores how the elements in videos, like quizzes and visual tools, impact students' ability to comprehend spoken language.

3.2 Research Design

This research design is descriptive as the research design is to watch and record how students' listening comprehension skills are affected by using interactive videos in their day-to-day learning activities for a duration of four weeks. This design conforms with the study's purpose of offering a real-life account of the student's interactions with the multimedia resources, regressing the variables to see how the students have evolved.

The study is conducted in a classroom environment where the students watch the videos together using a TV screen and interact with the videos selected by the author and posted on Edpuzzle simultaneously. All the videos are less than 10 minutes long including questions that help the student to demonstrate his or her understanding of the audio information. In each session the teacher plays the role of a coach, to help the students go through the content and make them engage as they learn. The following ensures structured implementation:

Week 1: The students are exposed to interactive videos and the students' listening comprehension is measured through observation.

Weeks 2–3: The videos were shown to the students twice a week and the students answered the questions that were embedded in the videos and were engaged in group discussions after viewing the videos to discuss their comprehension and experience.

Week 4: The final set of videos was used to check their progress and to follow it up with a focus group discussion and a qualitative reflection on their learning journey.

The descriptive design helps the researcher to document things such as participation, interaction, and comprehension techniques. Furthermore, the data collection methods include an observation check list, different activities with audio and video, as well as a rubric to collect the data on the listening comprehension improvement of the class. Such an approach made it possible to implement a step-by-step design that would help understand how interactive videos can improve listeners' comprehension, which is why this approach is appropriate for this research.

3.3 Information Sources

All the data collected in this study is collected using qualitative methods and this is because qualitative methods allow the opportunity of understanding the participants. The sources included the following:

3.3.1 Participants

The data collection source is a group of 5th-grade students from Presbitero Ricardo Salas Campos School. These students are given 2 interactive videos per class, to watch in four weeks. As the research deals with the acquisition of language and language activities, they are of the right age and have the right level of development to take part in the study. Comprehension and listening acquire great significance at this stage and the actions, reactions, and thoughts of the participants during the sessions provided rich qualitative input. Before the study, informed consent is obtained from the participant's parents or guardians to meet the ethical research requirements. The participants are given information about the study and the research aims and goals by using age-appropriate language to make sure that the participants are well-informed and are willing to be a part of the study. They are cooperative and actively engaged in watching the interactive videos and contributing their ideas for the discussions that formed data collection.

3.3.2 Interactive Videos

The videos applied in this study are captured from Edpuzzle, a multimedia tool that integrates assessment into the videos, and YouTube. All the videos being used in this study are short; each is under 10 minutes long and contains embedded comprehension questions. These videos cover different areas to ensure that the students are interested and involved in the study.

This type of video is interactive and thus enables students to pause, rewind, or seek the teacher's help for particular sections of the video as they watch it in groups. Even though the platform offers quantitative data, this research focused on qualitative data that could be derived from the students' interactions with the platform, such as how they engage with the content, how they answer the questions, and what they say or ask during the completion of the worksheets. The videos also create a platform through which the students can express themselves and their understanding as well as the difficulties they encountered.

3.3.3 Observation checklist

The teacher-researcher is an active participant in the study and acts as a participant observer in the focus data group collection sessions from the observation research, which consisted of filling out a rubric after every video interaction. The observation process aims at identifying instances of student engagement like completing the worksheets or instances of disengagement or not understanding such as delayed responses or confusion. All these behaviors are taken in an organized manner to record the progress of the class during the investigation.

3.3.4 Supplementary Materials

Besides the primary sources, the study also depends on theoretical frameworks and literature to give context and substantiation to the findings of the study. Theories that are used in this study include Dual Coding Theory proposed by Paivio in 1971 and Cognitive Load Theory proposed by Mayer in 2009 to explain how the inclusion of multimedia features can improve learning and retention. These sources helped in analyzing the qualitative data and comparing it with the general educational theories.

3.4 Analysis Categories

For this current study, the analysis categories are developed in line with the research questions of the study and the theoretical frameworks that are used in the study. The categories help in arranging and making sense of the qualitative data collected from observations, personal thoughts, and interactive video sessions. All the categories are relevant to the specific research objectives and help in a detailed assessment of the student's development in the area of listening comprehension.

3.4.1 Listening Comprehension

Is the ability of the students to understand comprehension of spoken English, for instance, measured through, embedded identifying questions, a rubric, and the overall researcher's observations from the student behaviors, when listening to the audio? Additionally it is evaluated when they asked for further explanations or seemed confused.

3.4.2 Engagement and Participation

It analyzes how engaged students are in the videos and other students during the sessions. This category is evaluated by the students' interest in the video material, the students' input into the discussions, and the students' cooperation with each other. The information about the students' engagement is collected through observing and thinking about the process.

3.4.3 Interaction with Multimedia Elements

It focuses on how the students utilized the visual and the auditory aspects of comprehension. The videos are broken down into three main sections which include subtitles, images, and quizzes to enhance the students' responses and participation. The observations and the reflections help to identify how these aspects help or hamper the students' understanding.

3.5 Data Collection Instruments

The instruments used in this qualitative study are selected to align with the research objectives and to thoroughly document the student's progress in listening comprehension. These tools combine structured assessments with qualitative approaches to capture a comprehensive picture of the learning process.

3.5.1 Observation Check List

This checklist is designed to specifically show listening comprehension difficulty faced by 5th graders of Presbítero Ricardo Salas Campos School. Using this tool, I will aim to assess comprehension challenges that these students have had and identify them to help them with the acquisition of the listening comprehension skill. It will determine if students have problems with getting the big idea, details, or instructions. Find out if they require multiple exposures or reinforcement, like asking to replay the audio several times. Analyze the listening issues in choosing the sound (pronunciation) and accuracy. Test how much students are listening. Test the level of visual dependence, since they will only have the audio during the filling of the checklist. See whether the kids are paying attention to the audio, or if they need something else, like visual cues to understand. Discover the answer aptitude of the students. Assess how much students can

pull from the audio input and answer questions correctly. Gather qualitative data and use observations to notice and document emerging patterns or difficulties.

Checklist for Determining Listening Comprehension Difficulties of 5th Graders

Date of Evaluation: _____

Listening Comprehension Aspects to Evaluate

1. Understanding of General Meaning

- Students can grasp the overall idea of the listening passage on the first attempt.
- Students understand the main idea after one repetition.
- Students need multiple repetitions to understand the main idea.
- Students do not understand the main idea, even after repetitions.

2. Recognition of Key Words and Phrases

- Students can identify keywords and phrases in the listening passage on the first attempt.
- Students recognize some keywords but need repetition to confirm meaning.
- Students struggle to identify keywords, even after multiple repetitions.

3. Ability to Follow Instructions Based on Listening

- The student follows spoken instructions correctly on the first attempt.
- The student follows instructions after one repetition.
- The student follows instructions with difficulty, even after multiple repetitions.
- The student does not follow instructions accurately, regardless of repetitions.

4. Understanding of Specific Details

- The student correctly identifies specific details (e.g., names, numbers, actions) on the first attempt.
- The student understands some details but requires repetition for accuracy.
- The student struggles to recall or recognize details, even after multiple repetitions

5. Pronunciation Comprehension

- The student understands different pronunciation variations without repetition.
- The student understands some variations but asks for repetition to clarify.
- The student struggles with accents and different pronunciation

6. Need of repetition

- Most of the students got it on the first attempt.
- Student asks for one repetition to know better.
- Students' comprehension is pretty much null even after many repetitions.

7. The student needs a picture or contextual clue

- The student knows well without visual
- A little visual will help the student to understand it.
- Students heavily need visuals to understand.

Table 1 shows the checklist that will be used for determining the Listening Comprehension Difficulties of 5th Graders. Source: Researcher's creation.

3.5.2 Pre-Test

The pre-test is a test that is given to the participants before the initiation of the intervention to find out the participants' current level of functioning thus providing a baseline for comparison (American Psychological Association, n.d.).

In the pre-test of this research, the investigator plays an audio for the students, they need to answer the questions based on the audio played to show how much listening comprehension they have on just the audio. The audio does not have a video while playing, they only need to answer the comprehension questions in a worksheet that is delivered by the investigator, the

worksheet only contains a mark with an X. This allows the researcher to examine how well they perform with just the audio. The students are required to answer each question while listening to the audio. There are five maximum questions and four minimum questions per video, in addition, the audios are no longer than two minutes and twenty-three seconds. Additionally, the activities in the pre-test allow the researcher to examine the improvement through a rubric.

3.5.3 Activities In Between

At this stage, the activities demonstrate the effectiveness of interactive videos in developing listening ability through proper strategies and research-based approaches that support the use of interactive videos as the best approach to listening comprehension improvement. During this phase, students watch and listen to the videos at the same time. Embedded in those videos are interactive questions that encourage student participation. As the video shows, the experimenter reads each pop-up question with choices. Time is given for students to respond to a worksheet, distributed beforehand, with the same questions that pop up on the screen. The worksheet only contains a mark with an X. As soon as they note their responses, The researcher asks the students to vote by raising their hands. The answer with the highest number of votes is selected on the screen, therefore everyone participates in a collective contribution that reinforces comprehension through discussion. There are two videos played with the same dynamic for the pre-test. Additionally, the activities in between allow the researcher to examine the improvement through a rubric.

Rubric for researcher:

Date of Evaluation: _____

Criteria	Excellent	Very Good	Good	Needs to improve
Need for repetition	No repetition is needed.	Ask for repetition once or twice.	Ask for repetition three times.	Ask for repetition more than 3 times.
Response time and confidence in response	Students feel confident and respond to each question during the audio/video playing.	Students respond right after the audio/video playing and feel quite confident about the responds.	Students take several minutes 2 to 3 minutes after the audio/video has been played and feel hesitant about the response.	Students take more than 5 minutes after the audio/video has been played and feel completely uncertain about the answer.
Accuracy of the answers and completion	All students answer all the questions correctly.	Some students did not answer correctly or could not answer all questions	A lot of the students could not answer correctly or could not answer all questions.	The majority of the students could not answer correctly or could not answer all questions.
Understanding of the main idea	All students understand the main idea or the context of the audio/video.	Some students did not understand the main idea or the context of the audio/video.	A lot of the students did not understand the main idea or the context of the audio/video.	The majority of the students did not understand the main idea or the context of the audio/video.

*Table 2 illustrates the rubric that the researcher will use to examine the improvement of the students.
Source: Researcher's creation.*

3.5.4 Post-Test

The post-test is given to the participants following the completion of the intervention to assess the learning that has taken place, and thus, the effectiveness of the program or teaching method (Fiveable, n.d.). Post-test involves the researcher testing the skills developed after the between-activity from students watching and listening to a video. Following a viewing, students respond to five comprehension questions on a worksheet supplied by the researcher. The worksheet only contains a mark with an X. Their performance in processing auditory and visual input adequately is evaluated, reflecting the extent of the effect of interactive videos on their listening skills.

3.6 Collection Data Process and Data Analysis

The data collection method for this qualitative study is developed to provide deep and specific knowledge regarding students' listening comprehension skills and their processing of interactive videos. The students go through a pre-test, in-between activities, and a post-test. For the pre-test the students demonstrate the amount of information they understand without a visual cue, for the in-between activities, the students view the interactive videos in class, with pauses at the embedded questions. At the end of each video, students completed worksheets to show how much they have understood from the listening comprehension. In the post-test, students reveal how helpful the techniques applied in the in-between activities, are.

The teacher-researcher records student behaviors, involvement, improvement, and non-verbal indications of understanding while using a rubric and a checklist.

Chapter IV

Data Analysis

This chapter provides a detailed account of how each research instrument was applied and the results obtained throughout the study. Specifically, it examines the impact of these instruments when implemented twice a week over four weeks. Additionally, it highlights the diverse behaviors, reactions, and engagement levels of the students who participated in the research.

The findings of this study are highly significant, as they offer valuable insights into the effectiveness of different teaching strategies in enhancing listening comprehension skills. Throughout the experiment, various instruments were used to assist the investigator and improve the students' listening comprehension skills. The research was directed to a group of fifth-grade groups students at Presbítero Ricardo Salas Campos School, integrated by sixteen students. The investigator ensured that the videos and audio chosen were not only age-appropriate but also aligned with their current level of English proficiency. By analyzing these results, this study aims to provide a comprehensive understanding of how interactive audiovisual elements can facilitate language acquisition and improve overall listening comprehension skills in young learners as well as challenges that they can face during the acquisition of the language.

4.1 Analysis and Interpretation of the Results

The research instruments utilized by the investigator will be analyzed based on the results obtained throughout the four-week study at the Presbítero Ricardo Salas Campos School. This

analysis will provide valuable insights into their effectiveness in enhancing students' listening comprehension skills.

4.1.1 Observation Check List

On the first day of the first week of the research, the investigator applied an observation check list to a group of fifth graders, conformed by 17 students in total. On the first day, only seven students attended classes, so the observation checklist could not be performed with all the students belonging to that group. The class started with an introduction, the teacher of the group introduced the researcher and the investigator explained what they were going to be doing for the next four weeks, and the reason why she was there. The students showed curiosity about what the investigator was explaining and asked questions about the activities that they were going to be doing. After that, they seemed excited and open to the experience.

The investigator asked the teacher for consent to observe the group for the first forty minutes of the class. With the observation of that time, the researcher wanted to see how well they worked using their listening comprehension skills, by following instructions and interacting with the teacher as well as with other students. The teacher started the class with a prayer and they were all repeating the prayer, however, the examiner inquired three of the students about the meaning of some of the words within the prayer and they didn't know, which means that they are repeating phrases, sentences, and paragraphs but they are not understanding the meaning of what they are repeating, to what ends that they listen and repeat but there is no comprehension, therefore the listening comprehension is not developing. Following, the teacher gave the students a worksheet, she gave instructions, but the English language was not used at any time during the instructions. The students were asked to complete the blank spaces related to the topic

"numbers". Every time a student had an inquiry, they used Spanish instead of being encouraged to use English, making it difficult for them to get their ears used to the language. Students interacted with each other by copying their answers most of the time. Since there were only a few students, it was unchallenging for the researcher to watch every behavior they had. This first observation of the first forty minutes was only the first part of the observation.

After the forty minutes had passed, the inspector proceeded to connect their computer to the HMD cable, and TV, these artifacts were essential for the investigation project carried out. The investigator then proceeded to tell the students that they were going to start working with the researcher. They seemed calm and curious about it, they were not shy, and they were more excited about being able to use the TV, which could mean that they don't use the TV regularly. The examiner gave each student a worksheet with seven questions of a single answer, each question had three options. Then proceeded to disclose the instructions, it explained that a video was going to be played on the screen for them to listen and answer each question based on what they heard, it is important to clarify that with that observation, there wasn't going to be a video playing, by a video I mean visual support, since the TV was only going to be showing the questions. The purpose of this was to identify what are their biggest challenges when it comes to listening comprehension skills. The analyzer then went ahead and asked if there were any questions regarding the instructions, they had questions because they were not used to instructions in English, all the time, the examiner started explaining to the students in English, supporting it with words in Spanish in a way that they could understand but also memorized those words for future classes.

The video started playing and students looked confused, they were looking at each other like they didn't understand what the video was saying. Some of them would laugh, the video was one minute and five seconds long, and as soon as the video ended all of them expressed themselves as not being able to complete all the questions. It is important to make clear that the audio was played at a normal speed. I asked the students to raise their hand on how many of them could complete three or more questions and four out of the seven students raised their hand. That indicated that the majority could complete at least half or more of the questions. Subsequently, the video was played a second time, however, before playing the video, the students were asked to pay attention, listen carefully, and not talk during the video to not create any distractions for themselves and the rest of the class, since that could be a factor when not answering the questions. The video was played, and they acted calm and listened throughout the whole audio. The second time all the students, except for one, were able to complete all the questions. The video was played for a third time for the student who could not complete one of the questions. The third time, the student completed successfully all the questions. Later, the researcher was told by the teacher that that student has Attention Deficit/Hyperactivity Disorder (ADHD), and that there was one more student with that specific disorder in the class, however, he was absent.

The investigator then proceeded to complete the observation checklist created by itself, the checklist contained seven different questions about the interaction and overall behavior and understanding of the first video. The first question in the observation checklist was "Understanding of general meaning". There, the students were asked to provide their input on what they think the video was about, they understood that it was about things that people do

throughout the day, which would be routine, but they did not mention that word. The investigator noticed that not all of them liked to participate when it came to speaking in front of the other classmates, however, they did participate when completing the questions from the video. Considering that there were only two repetitions and one of those, was due to one student not being able to complete all the questions, the option marked in the first question of the observation checklist was "Students understand the main idea after one repetition".

The second question from the observation checklist was "Recognition of keywords and phrases". For that question the researcher considered if the students asked about any meanings of words that could be found in the questions and on the video, there was just one student that asked about the word badminton that was in question number two, which said: "At the break time, Sam usually plays Badminton and never chat with friends". The researcher explained that badminton is a kind of sport. Besides that, there were no other questions related to the meanings of words or phrases. Therefore, the answer marked was "Students recognize some keywords but needed repetition to confirm meaning". When choosing the video for the observation checklist, the researcher kept in mind that they needed something short and something with vocabulary that was appropriate for their age and knowledge.

The third question in the observation checklist was "Ability to follow instructions based on listening". The researcher gave the first instructions before reproducing the video, the researcher had to use both languages, English and Spanish, due to the students not being able to fully comprehend what they were said in English. Based on this, the answered marked on question three was "The students follow instructions after one repetition".

Question number four of the observation checklist was "Understanding of specific details". The answer chosen was "The students understand some details but require repetition for accuracy". The students could understand the context of the video, they knew what the video was talking about when asked if they could provide input on what the video was about, meaning that they understood specific details of what was being said in the video. As mentioned before, not all the seven students wanted to participate out loud, but I could see them answering the video as they were listening.

Regarding question number five, "Pronunciation comprehension", the video was in a British accent, and they were able to comprehend, based on the interactions mentioned before, like them getting to say what was happening in the audio and then answering the question. That being established, lead the investigator to marked the answer, "The students understand some variations but asks for repetition to clarify".

Question number six "Need for repetition" was answered based on how many repetitions they needed, in this case. The students needed two repetitions. The first repetition was for all students since no one could complete all the answers on the first try, based on what the investigator asked, only four students out of seven could complete three questions or more. After that second try, only one student could complete all the questions. After two tries, all students could complete all the answers. Therefore, the answer marked in question number six was, "Students ask for one repetition to know better".

Question number seven, "The students need a picture or contextual clue", helped the investigator to reaffirm that students need to have a visual clue to be able to understand more of the context or relate things that they are listening to with what they are seeing so they by

themselves can get the meaning of something. For example, the student who asked about badminton could have inferred that badminton was a kind of sport, by himself, if he had seen the sport on the TV. For that reason, the answer chosen, was, "A little visual would help the students to understand it.

4.1.2 Pre-test

The pre-test was thought to be something where they would only listen to an audio but there was no visual cue. The students completed a pre-test for every class during the four weeks, twice a week. Throughout the weeks the researcher could see that the students were less excited about the pre-test, due to not having something to watch, it was easier for them to get distracted. It was noticeable that students did not enjoy the audio from the pre-test, due to facial expressions and comments, like "I don't want to do this" or even sometimes there would be students that would not want to pay attention to it.

In the first week of the investigation, the students were exposed to two audios, one for each class. The first day, the researcher explained to them that they were going to do a pre-test, the researcher explained that they would need to listen to an audio of no more than two minutes and that they would need to answer all the questions possible, as they listened to the audio. The students were paying attention and understanding the instructions given. Then, the investigator played the audio, some of the students were focused and some of them were not paying attention, this was a big factor throughout the whole experiment since a big part of listening comprehension is paying attention and listening carefully to what is being said, to be able to get the details. After the audio was done playing, the researcher asked the students to raise their hands to those who were able to complete all the questions, none of them could complete all the

questions, and most of them could complete two questions, out of five. The investigator asked them to please pay attention and focus on the audio.

The students took it more seriously and they focused on listening. When the audio stopped, the researcher asked again to raise their hand, those who were able to complete all the questions, there were still students that did not complete the questions on the second try. The second attempt was successful. Then the investigator asked the students about the context of the video to identify if they comprehended the audio, some of them were able to tell details of the video, they could make translations and they were correct. The students checked the correct answers with the investigator and three out of seven students were able to complete all eight questions correctly. However, the rest of the students only had two or three incorrect answers. There were five correct questions. The incorrect questions (no textual questions, it was a single dialog, and the speaker would say "Question number 1" and then have a dialogue) were the following: Question 2 (4 students): correct answer "I am from Vietnam." Options: I am Vietnam, I am from Vietnam, I am Vietnamese, I am from Vietnamese. "Reason: Some students may have chosen "I am Vietnam" or "I am from Vietnamese" due to confusion with the correct structure of nationality and place of origin. Question 3 (5 students): correct answer "Today is October 10th." Options: Today is November 10th, Today is October 8th Today is October 10th, Today is December 10th. Reason: Students may have misheard the date or confused similar numbers sounds like "October" and "November." Question 4 (3 students): Correct answer "What does your father do?" Options: What does your father do?, What does your mother do? What does your brother do, What does your grandfather do. Reason: Students might struggle with understanding the difference between "father," "mother," or "grandfather" when listening

quickly. In this class, the rubric used was filled out in the following way: "Need for repetition" was "Very good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Very good" too. Overall students did well on the first pre-test, there were some challenges like getting to understand instructions and trying for them to focus on listening.

In the second class of the first week, the students already knew the indications, they knew how the dynamic worked, and consequently, it was easier for the investigator to start the class. The audio started playing and they were a little distracted, it is important to note that students worked in two different classrooms, on each day the investigator experimented. There was a difference in both classrooms, one of them had more natural light and noise coming from other classrooms, and the gymnasium, where other students would be playing and screaming, one class was warmer than the other, and the color of the walls was also different, the one with less noise was light blue and the other was green. According to the color theory blue can be associated with calmness and intelligence while green is more related to nature. From now on the study will refer to this class as the blue class and the green class to differentiate them and their results. The reason why this is mentioned is because there was a noticeable difference in their behavior when the students were in different classrooms which had an impact on the results. According to what was just disclaimed, the students worked on the green classroom in the second class.

On this day, although it was easy to start the class, it was not easy for them to pay attention to the audio, they kept talking while it was reproducing, as a result, the majority of students were not able to recall details and answer the questions, most of them answered two questions out of five. Another important disclaimer is that the researcher started using 0.75X as

the speed of every video played in the investigation, considering that it was a little difficult for them to recall the details on the first try. The investigator proceeded to play the audio a second time. When the audio finished, students were asked to raise their hand if they completed all the answers, they needed a third try since there were seven students out of sixteen that could only complete three or four out of five questions. The audio finished and the students were able to complete everything, except for two students. The audio was played again for them and finally were able to complete them. There were seven students with wrong answers, each of them had one or two wrong answers out of five questions. There were two correct questions. The following are the wrong questions that those students had incorrect, only three questions out of five were incorrect. Question 2 (4 students): “We’re a real mix (____ ____): Chinese, Russia, Thai, Italian, Spanish, Brazilian, ... but we all speak English.” Options: In English, New friends, Of nationality, Primary school, Kind. Reason: The phrase “mix of nationality” may have been unfamiliar, and students could have mistakenly chosen “new friends” or “in English” instead. Question 3 (5 students): “My host family is nice. Mr. Paul and Mrs. Susan are very friendly and (____).” Options: In English, New friends, Of nationality, Primary school, Kind. Reason: Some students may have selected “in English” instead of “kind” due to misunderstanding the sentence structure and meaning. Question 4 (3 students): “Their children are called Louis and Amy. They’re both students at a (____ ____).” Options: In English, New friends, Of nationality, Primary school, Kind. Reason: The phrase “primary school” might have been confused with other educational levels, leading to errors in selection. The results on the rubric were the following: “Need for repetition” was “Good”, “Response time and confidence of response” was

“Good”, “Accuracy of the answers and completion” was “Good”, and “Understanding of the main idea” was “Good” too.

In the first class of week two, the students were in the blue classroom, again the instructions were the same, they seemed calm and receptive. The researcher gave the students the meaning of some words in this audio, using English, since some words might be not familiar to them, however when they were being explained, the students indicated to the investigator that they knew those words. As a result, the audio started playing, and they were more focused this time, after the first try students were able to respond to three or more questions, out of six. The second time of listened to the audio, three students couldn't complete them, a third time was reproduced and students completed all the questions, students were more vocal with the investigator, about how many questions were being completed and if it was difficult or easy. When checking the answers with the investigator, they had two questions incorrectly, out of six. There were four correct questions. The incorrect questions were the following: Question 1 (3 students): “She’s in the (1a) _____. She has a bad (1b) _____.” Options: Bedroom, Cough, Backache, Carrying, Backache, Doctor

Reason: Some students may have confused “cough” with “backache”. Question 2 (2 students): “I have an _____.” Options: Bedroom, Cough, Backache, Carrying, Backache, Doctor. Reason: The missing word “appointment” was likely unfamiliar, leading students to incorrectly select a different medical-related term. Subsequently, the results of the rubric were the following: “Need for repetition” was “Good”, “Response time and confidence of response” was “Very good”, “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Very good”.

The second class of week two was performed in the green class. As soon as the researcher entered the class, it could be seen that they were talking a lot. Students were not as tranquil, the students received the instructions and started to listen to the audio, they were listening but there were a few students who kept talking and distracting the rest of the class, the researcher had to stop the audio and talk to them so they could pay attention, the audio was played again, from the beginning. When the audio was done, students were asked to raise their hands if they were able to complete all the questions, they were not, a second time was played and the question was asked again to the students, there were still five students that were not able to complete it, a second repetition was asked, they were all able to complete the questions. Three students had one incorrect question, out of four questions, after checking with the investigator. There were three correct questions. The following questions were incorrect: Question 4 (3 students): “How do you practice reading in English?” Options: I read English news, I read English comic books, I read songs. Reason: Some students may have misunderstood “comic books” by “English news”. As a result, the following were the results of the rubric: “Need for repetition” was “Good”, “Response time and confidence of response” was “Very good”, “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Very good”.

The first class of week three was better than week two, students were in the blue class, and their behavior was better, more calmer, more focused, and had better attitude. The researcher started the class and then proceeded to give the instructions in English as usual, everyone listened to the instructions. The video started playing, and students were focused on their worksheets, completing the questions as they were listening, the video ended and the investigator asked if they were able to finish all the questions, There were only four questions, one of the

students asked for repetition, the rest was capable of completing everything on the first try. The video was played again and the student completed every question. The investigator checked the questions with all the students and there were no incorrect answers, with only one repetition, which was a big improvement for the pre-test part. Until that day, every pre-test had to be repeated at least two times, and more than almost half of the class could not complete them on the first try and had more than two wrong answers. The students were happy that they could understand the video, by expressing that "it was easy". The main idea was usually not fully understandable for one student, the investigator would usually ask if they understood the main idea or context of the audio, and he would be the only one to reply "no" on various occasions. The investigator congratulated them and motivated them to continue like that. The rubric was filled out like this: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Very good".

The second class of week three started as always, the researcher would greet the students and then they received the instructions. By this time students were already used to the instructions, as a result, the beginning of the class tended to be quicker. They started to listen to the audio, however, students were talking, so it is relevant to mention that they were in the green classroom. After the first attempt, the researcher asked them if they completed everything, unfortunately, they didn't but the researcher concluded that it was mainly because they were distracted, if three students were talking, the rest of them would get distracted. In addition to this, the reason why this conclusion was believed by the investigator is that every pre-test audio was almost the same, regarding accent, length, vocabulary, and speed. The audio was played a second

time, this time only three students were not able to answer all the questions, so a second repetition was performed. Only two repetitions were needed in this pre-test. Although the behavior was not ideal for a listening exercise, they all understood the main idea when the investigator asked about it, the answers were also checked in the class, and two students had two incorrect questions out of eight questions. There were five correct questions. Question 2 (2 students): "Nam: What did you see at the zoo? Mai: I saw a baby (2) _____ and some other animals." Options: Elephant, Monkey, Tiger. Reason: The words "monkey" and "elephant" may have been mixed up due to not listening. Question 3 (1 student): "Nam: Did you see any (3) _____?" Options: Monkeys, Tigers, Elephants. Reason: The student may have selected "tigers" instead of "monkeys" due to the distraction of multiple animal names in the dialogue. Question 4 (1 student): "Nam: Did you see any (4) _____?" Mai: (5) _____. They were really fast." Options (4) Tiger, Monkeys, Lions, (5) Yes, No. Reason: The speed description "fast" may have led students to confuse tigers with another animal. For those reasons, the rubric was filled out as it follows: "Need for repetition" was "Very good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

The first class of the fourth and final week was carried out as usual, this class took place in the blue classroom. The students were greeted and given instructions. The audio started playing and most of the students were focused on their worksheets, there was one student that was not fully participating in the activities done by the researcher, throughout the whole class, although that was happening, the students finalized the questions on the first attempt, except for that student. At that point the improvement the students had throughout the whole experience

was very noticeable. They were confident when answering the questions and vocalized that it was easy for them. The answers were checked, there was a tricky question, however they were all correct, it was an excellent job from them. As a result, the rubric was filled out as it follows: “Need for repetition” was “Excellent”, “Response time and confidence of response” was “Excellent”, “Accuracy of the answers and completion” was “Excellent”, and “Understanding of the main idea” was “Excellent”.

The final class in week four was initiated as habitual, the students were informed that that was going to be the last class, the investigator congratulated them on all the progress they made in those four weeks. The students started listening to the audio and they were focused, it is relevant to mention that the last class was also in the blue classroom since it was not occupied that day. The students finalized all the questions successfully, except for two students, they asked for repetition, after the first repetition every question was answered. They were responding to the questions as they listened to the video, they were not hesitating. The investigator checked the answers with them, and they had everything correct, except for one student that had one incorrect question out of five, the students were saying how easy that audio was for them. They were asked about the context of the video, and they could tell what they understood, in Spanish. There were four correct questions. The incorrect question was the following: Question 5 (1 student): “I’m reading a _____.” Options: Funny story, Short story, Fairy tale. Reason: The student may have confused “funny story” with “fairy tale” due to unfamiliarity with the difference between humor and fantasy genres. The rubric was filled out like this: “Need for repetition” was “Very good”, “Response time and confidence of response” was “Excellent”, “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Very good”.

Figure 1

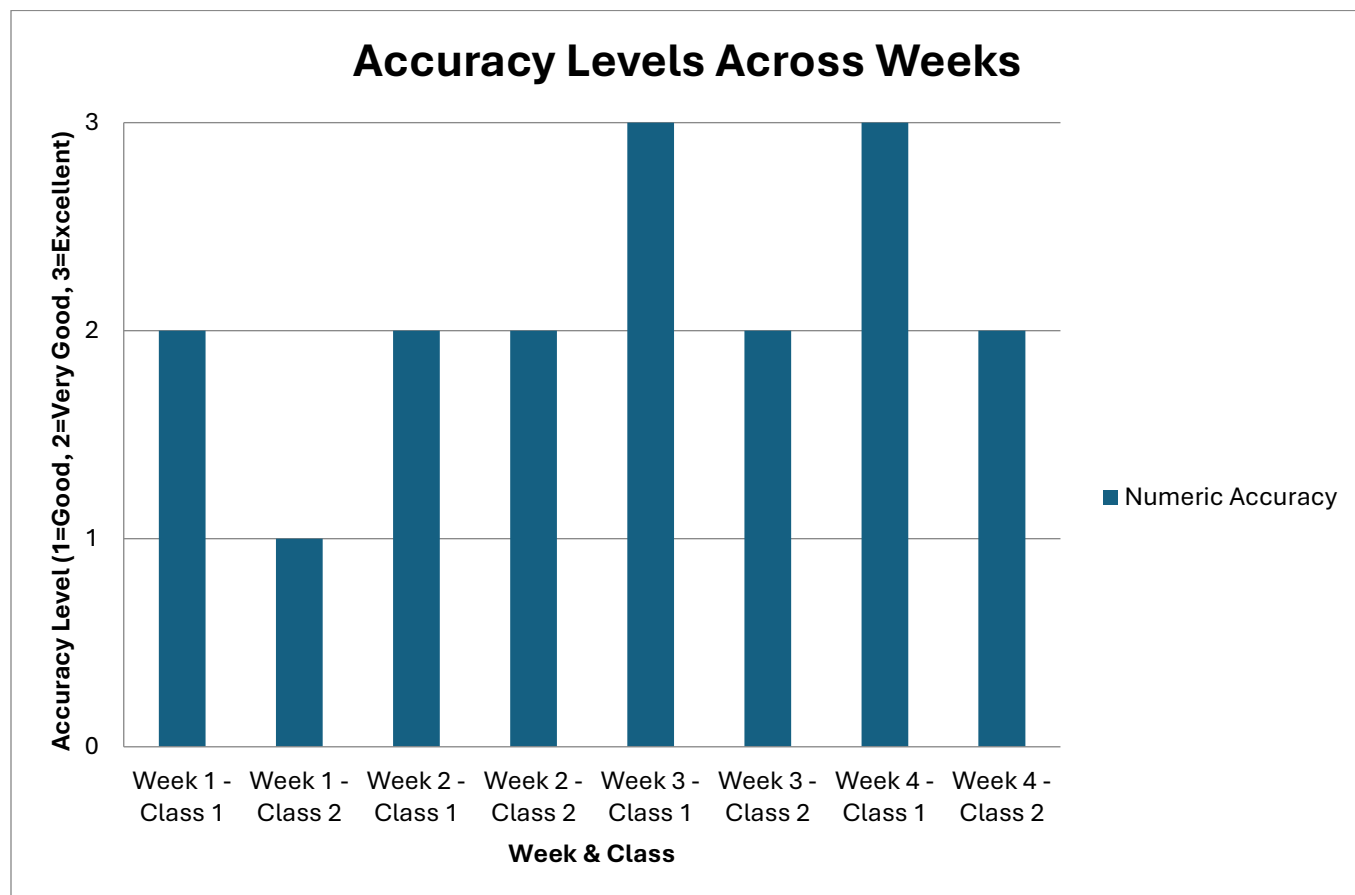


Figure 1 Results of the Pretest in Fifth Grade Students. Source: Researcher's Creation

The pretest was measured and evaluated, in every class, through a rubric. In this figure, Accuracy from the rubric is being represented. Accuracy is one of the most important criteria measured since it shows if there was active listening, and comprehension of that active listening. In figure 1, is shown that the majority of the classes the students did “Very Good” meaning that some students had incorrect answers. It is of relevance to state that it was always a minority of students that had incorrect answers, and those incorrect answers were never more than half of the questions. Even though there were more “Very good” results, the investigator believes that there

is an improvement. Students being rated as “Excellent” in those two classes indicate that there was a progress in comparison with week one and two.

4.1.3 Activities in between

The students were introduced to interactive videos, in those videos they were able to interact not only with the video but also with the investigator and ask more questions, as well as relate words and meanings to a visual cue. The first class of the first week, the students got to see how the interactive videos were, since they never worked with them before. The investigator explained to them the instructions in English. Each class contained two interactive videos as part of the activities in between. On the first day there were only seven students out of sixteen. The first video contained eight questions from the video. The video started playing and the students started talking when they were not understanding, which caused all the students to get distracted. The visual cue factor made them excited. The video had a feature of “rewatch” when they couldn’t listen to an answer, therefore it was very useful for them, because the video didn’t have to be reproduced two times or more, it was reproduced by parts focusing on each question throughout the video. Students asked for repetition around two or less times per question. For every question that would pop up, the investigator read it to them, as well as answer any questions that arise. They made questions about meaning since the activities in between had a little bit more of English level due to them having questions during the video, having the feature of “rewatch” and having the investigator as a collaborator.

Students got to watch and listen to the first video and second video; after each video, the investigator took all the questions and then they checked the answers to the questions. For the first and second video two repetitions were necessary for all students. For the first and second

video there were six students with wrong answers. There were a lot of students with incorrect answers, considering that it was only seven students. There were five wrong questions in the first video, out of eight questions, and five wrong questions on the second video, out of twelve questions. A lot of them did not understand the context of the videos. There were three correct questions in the first video and seven on the second video. The incorrect questions were the following: Question 1 video 1 (3 students): "What's her favorite season?" Options: Summer, Spring, Autumn. Reason: Some students may have struggled to remember the character's favorite season due to distraction or difficulty distinguishing spoken words. Question 2 video 1 (4 students): "What's the weather like in spring?" Options: Cold and sunny, Cool and rainy, Cool and sunny Reason: The options include similar words "cool and rainy" vs. "cool and sunny", which may have confused them. Question 4 video 1 (5 students): "What does he love doing?" Options: Planting flowers, Go swimming and sunbathing, Having cool drinks on the beach. Reason: Students might have picked "go swimming and sunbathe" instead of "Having cool drinks on the beach" due to them, being activities that are done in the beach. Question 6 video 1 (4 students): "What does she love doing?" Options: Hiking, Fishing, Swimming. Reason: The verbs "hiking," "fishing," and "swimming" are all common activities, making it easy to mix them up. Question 7, video 1 (3 students): "What's Luke's favorite season?" Options: Summer, Fall, Winter. Reason: If the video mentioned multiple seasons, students could have mixed up details. Question 2, video 2 (4 students): "What does he do right after getting up?" Options: Drink a big glass of water, Brush his teeth, Walk Reason: Some students may have chosen "drink a big glass of water" instead of "brush his teeth" if they were unsure of the sequence. Question 4, video 2 (5 students): "Does he like coffee?" Options: No, he doesn't., Yes, he do., Yes, he does. Reason: The

answer choices include a grammatical mistake (“Yes, he do”), which may have confused students. Question 10, video 2 (3 students): “What does he do while he's cooking?” Options: Dance with friends, Chat with girlfriend, Listen to some music. Reason: Some students might have mixed up “chat with girlfriend” with “listen to music, “as both mentioned in the video in different times but only “chat with friends” was correct. Question 5, video 2 (3 students): “What does he often have for breakfast?” Options: Coffee, Sandwich, Milk. Reason: “Coffee” and “milk” are both breakfast drinks, so students might have picked the wrong one. Question 6, video 2 (4 students): “What time does he start work?” Options: 8:00 am, 9:00 am, 7:00 am. Reason: Similar-sounding numbers (8:00 AM vs. 9:00 AM) could have been misheard or confused. The rubric was filled out as it follows for video one and two: “Need for repetition” was “Very good”, “Response time and confidence of response” was “Very good “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Good”. For video two: “Need for repetition” was “Very good”, “Response time and confidence of response” was “Very good “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Good”.

For the video three of week one, second class, most students were seeing the activities of the investigation for the first time, therefore, the investigator explained everything again, asked if there were any questions, clarified the questions regarding the instructions and then continued to play the first video. The third video had six questions; this video had a little bit more difficulty due to the students needing to not only listen but pay attention to the visual cue. That was the first video where they fully had to concentrate on that too. The students needed three repetitions in total. Due to that, students needed help from the investigator to point out specific things on the

TV and interact more with them. However, this is part of the advantages of using this type of video, the interactions that are developed throughout the video that will make the students think and question themselves and challenge them to try to listen carefully. That is exactly what happened with that video, even though there were at least two to four questions incorrectly per student, they got to use their logic and tried to listen carefully and not just hear. The students had three questions incorrect, out of six. There were three correct questions. The following questions were incorrect: Question 2 (5 students): "What is Tanya NOT wearing?" Options: Green shirt, Green pants, White shirt, Black boots. Reason: Negative questions ("NOT wearing") can be tricky for students, leading to confusion and incorrect selections. Question 5 (3 students): "After listening to the description, which color is Jen wearing?" Options: Yellow, Green, Blue, Pink. Reason: They have confused the colors, especially if students misheard the pronunciation of "yellow" or "green." Question 6 (4 students): "Which person is Libby (going in order from left to right)?" Options: 1, 2, 3, 4, 5 Reason: Students may have struggled with sequencing, remembering the correct placement of the person described or the question itself may have been confusing. The rubric was filled out as it follows for the third video: "Need for repetition" was "Good", "Response time and confidence of response" was "Good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Very good". The rubric was filled out as it follows for the third video: "Need for repetition" was "Good", "Response time and confidence of response" was "Good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Very good".

On the fourth video of the first week, second class, the students had six questions as well. The students asked for three repetitions in every in half of the questions, they also asked

questions regarding vocabulary and clarification of some words that were included in the questions, like “commands” and “slowly”, it is important to mention that every question they had was always answered with English as much as possible, using mimic if it was necessary, to avoid Spanish, since this is part of the problem why students do not developed their listening comprehension skills, fully. Most of the class had all the answers correct, six students had between one and three questions incorrect out of six questions. There were three correct questions. The following questions were incorrect Question 1 (3 students): "Where were all the runners?" Options: At the finish line, At the starting line, Away from the start of the race. Reason: The students may have misunderstood the sequence of events in the video or misheard "starting line" as "finish line." Question 2 (2 students): "How many commands are used before a runner starts the race?" Options: 4, 3, 1, 2 Reason: Students likely got confused with the number of commands due to rapid speech or miscounting during the listening activity. Question 4 (3 students): "Who plodded along?" Options: Older runners, Younger runners, Children. Reason: The phrase "plodded along" was unfamiliar for the, even though investigator explained the word, it may have still be confusing. The main idea of the video was understood by most of the class, as mentioned before, there were one or two students that was more difficult for them to understand it. The rubric was filled out as it follows for video four: “Need for repetition” was “Good”, “Response time and confidence of response” was “Very good “Accuracy of the answers and completion” was “Very good”, and “Understanding of the main idea” was “Very good”.

On the second week, for the first video, the students were used to the instructions and dynamic of the interactive videos, these videos were being more challenging for them, however, they were doing good. The first video consisted of six questions. They followed the instructions

for the first video and started completing it as they were listening, they asked about the meaning of the word "outgrow". They only needed one repetition for three of the six questions, the answers were correct for all the students. The context was easy for them since the video was about a garage sale. As a result, the rubric was filled in the following way: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

In the second video of the second week, the students had to answer seven questions about a job interview, the students were responding as they were listening to the video, they needed one or two repetitions in every question, and they also asked about the meaning of "reliable" and "excited". In the end, students only had two wrong questions out of seven. There were five correct questions. The following questions were incorrect: Question 2 (2 students): "What did he have that morning?" Options: A job interview, A job promotion Reason: Students may have confused "interview" with "promotion" due to not listening well. Question 3 (2 students): "What time does Jack have his interview?" Options: 8 a.m., 9 a.m., 10 a.m. Reason: Time-based questions are often tricky, and students might have misheard the specific hour mentioned in the video. They all understood that the video was about a job interview. The rubric was filled out as follows for video two: "Need for repetition" was "Very good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

In the third video for the second week, the students listened to a video of a romantic date, the video contained nine questions, the students were listening and answering at the same time,

and the students asked for repetition three times for a lot of the questions, however, all students were able to complete the questions correctly when checking the results for each question, except for three students that had one incorrect question each, out of nine questions. There were seven correct questions. They also understood that the video was about a date. The incorrect questions are the following: Question 2 (1 student): "Did they spend the whole day together?" Options: Yes, they did, No, they didn't. Reason: Some students might have misunderstood the question due to difficulties in recalling the sequence of events. Question 4 (2 students): "What exhibit did Diane like?" Options: The Monet exhibit, The modern exhibit. Reason: Art-related vocabulary might have been confusing because they sound similar. The rubric was filled out in the following way for video number three: "Need for repetition" was "Good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

For the fourth video in week two, the students had to complete seven questions, this video made it easier for them regarding vocabulary and visual cue relating. Although on this day they were very talkative the students did not inquire about repetition in any of the questions. However, some of them did not answer correctly all the questions, there were three incorrect questions out of seven. There were four correct questions. Even though some of them could not respond correctly it is important to mention that there were rarely more than two or three questions asked incorrectly, and it was always the minority of the class. Two students did not understand the context of the video. The following questions were answered incorrectly: Question 2 (3 students): "How many eggs did Jack pick up?" Options: Two Dozen (24), A Dozen (12), Three Dozen (36), Four Dozen (48) Reason: Number-related questions can be tricky, and students

might have misheard the quantity. Question 4 (2 students): "Where did Jack reach for his money?" Options: His bookbag, His purse, His wallet, His pockets. Reason: Students may have confused "wallet" with "pockets," as both are common places to keep money. Question 7 (3 students): "How did Jack feel about forgetting the money?" Options: Embarrassed, Sad. Reason: The emotional response may have been unclear to students, leading them to select "sad" instead of "embarrassed." The rubric was filled out in the following way for video number four: "Need for repetition" was "Excellent", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Very good".

Figure 2

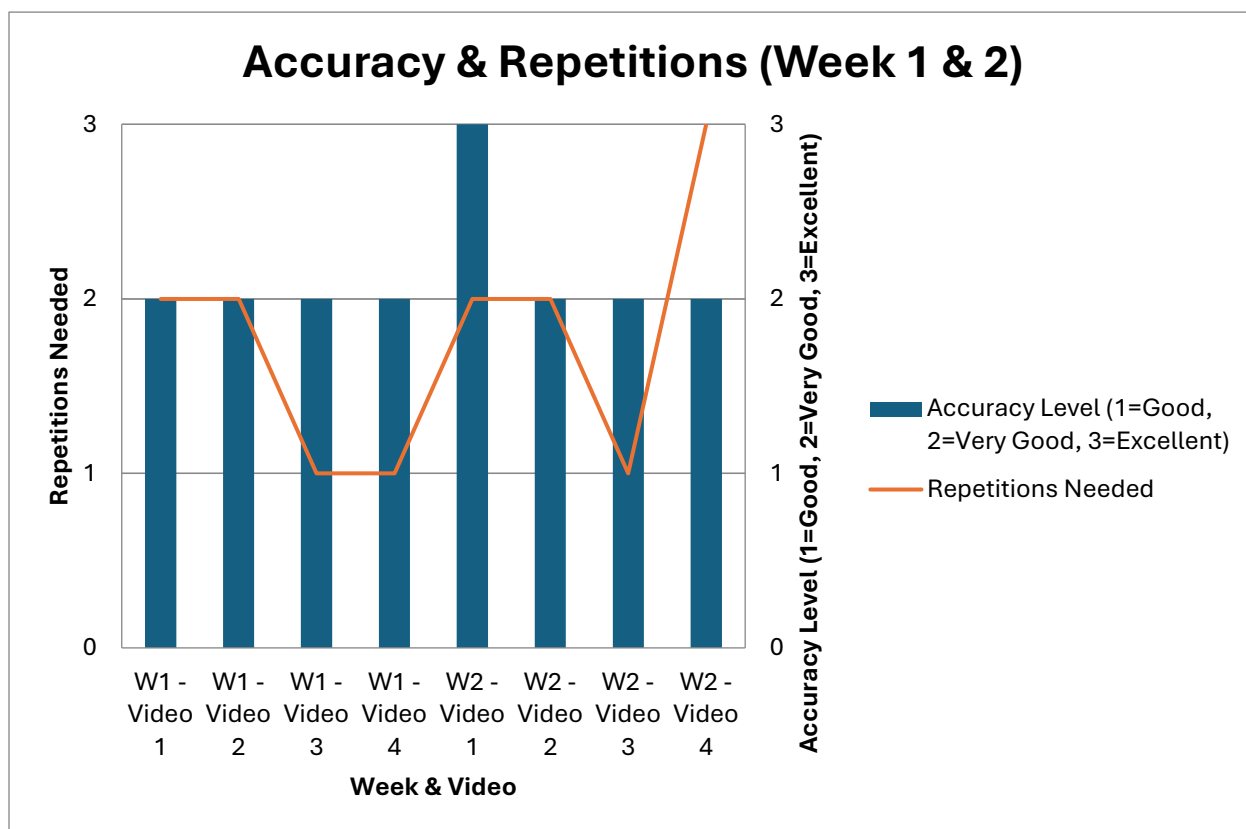


Figure 2. Results of the Activities between weeks one and two, for Fifth Grade Students. Source: Researcher's Creation

Overall, there was consistency in weeks one and two regarding accuracy. The students were getting used to the instructions and listening to a variety of videos in one class. All of them were engaging in the classes, sometimes there were challenges with some students but in general, they were all paying attention and interacting with the investigator. In the classes most of the students had the correct answers, it was always less than half of the wrong questions, for the students that had any wrong questions. In the figure, it is also shown that repetition was a big factor for the students, a lot of the students needed repetition in every class, except for week 2 video 1. It is indicated that there was more variation in the repetition. This was due to factors like

adapting, noise, distractions, and specific implications that some students had. However, on week two, video four, there was an improvement noticed, that was the first time students did not need repetition for any of the questions.

On week three the students were developing an improvement, the students listened to the instructions and started listening to the video, the investigator was reading the questions for them as the pop-up, and they were saying things like, "look the answer is there" referring to the visual cue, they were relating the visual cue to the questions and context, which was enhancing their listening comprehension, at this point almost all of the students were very vocal when they were happy for knowing the answers or when they needed a repetition, that made the researcher think that they were feeling more comfortable not only with the investigator but also with the activities. The students needed repetition once or twice for three of seven questions. They understood the concept of the video, except for two students, and all of them had the correct answers. The rubric was filled out as follows for video one: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Very good".

On the second video of the third week, the students were required to answer ten questions, about a video of the movie "UP", the video was the same as the previous ones, regarding speed and the interactive pop up questions, the students seemed to be very excited about the video because it is a very popular movie, the researcher had notice that taking videos about famous or known shows or movies, make them happy, they paid attention but also got a little bit too in to the video, in consequence it took then a little bit more time to answer each question but they looked confident when answering. When checking the answers with the

investigator, all of them had the correct answers. Among the questions, there was inference, like “True” or “False” questions, based on the listening comprehension and there were also new words, like “wilderness”. Students needed repetition once or twice. About the context of the video, they all knew it because most of them have seen the movie before. The rubric was filled out as it follows for video number two: “Need for repetition” was “Very good”, “Response time and confidence of response” was “Excellent”, “Accuracy of the answers and completion” was “Excellent”, and “Understanding of the main idea” was “Excellent”.

For the third video of week three, they had to answer nine questions about a video of a business conversation, the conversation was maybe something they are not used to listening, therefore that could have been challenging for them, they only had questions about two words, “expecting” and “exhausted”. On this day, they were very talkative, therefore, they got distracted a lot and they asked for repetition three times on a lot of the questions. Even though they were distracted and needed that repetition, they understood what the video was about and were able to answer all the questions, however when checking the answers with them, the investigator could see that there were some incorrect answers in four students. There were four incorrect questions out of nine, and five correct questions. The following are the incorrect questions: Question 2 (1 student): "What does Tony say to Jack?" Options: Please have a seat, Please take a moment, Please sit there. Reason: Similar polite expressions may have confused students, leading them to select the wrong phrase. Question 4 (3 students): "What was the reason why Jack was stuck in Detroit?" Options: Terrible stomachache, Terrible weather. Reason: The word "stomachache" might have sounded similar to "weather" for some students, confusing. Question 6 (2 students): "How is Jack feeling after his long flight?" Options: Terrible, Excited, Exhausted. Reason:

"Terrible" and "exhausted" both imply discomfort, which could have led to misinterpretation.

Question 7 (4 students): "Which one is true?" Options: Jack is coming to New York, Jack is coming from New York. Reason: The difference between "to" and "from" may have confused students, that could lead to an incorrect response. The rubric was filled out in the following way for video number three: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

In the fourth video the students needed to complete eleven questions about some girls talking about their daily routines. Students seemed like they were liking the video, they needed one repetition in four questions, they were completing the question as they were listening to the video, they seemed to be confident about their answers. After the video the answers were checked in group and they were happy to have all the answers corrected. The video had common vocabulary for them, since they were talking about daily routines, therefore they all understood the main idea of the video. The rubric was filled out in the following way for video number four: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

In week four, first class, students had to listen and watched a video related to the movie, "Toy Story", at the moment of the first video of the activities in between there was a malfunction with the TV, so the video had to be reproduced from the laptop, this made it a little bit more difficult with the sound and the visual cue. Students asked for repetition three times in at least five of the seven questions. Although it was a bit challenging watching and listening to the video,

all the students had the correct answers, except for three students that had between one and two answers incorrect out of seven. There were five correct questions. The students understood the main idea of the video very well. The incorrect questions are the following: Question 1 (1 student): "What is she saying?" Options: Who is hungry? Who is tired? Who is happy? Reason: The phrases "hungry" and "happy" may have sounded like students, which can confuse. Question 2 (3 students): "What kinds of chips does the mom have? Pick two answers." Options: Barbeque, Cool ranch, None of those. Reason: Some students could have listened to one of them, but not the two, due to the speed, and they had to read two possible answers. The rubric was filled out in the following way for video number one: "Need for repetition" was "Good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

For the second video of week four, class one, the TV was fixed. The students started watching a video about a conversation between two people. They were required to answer six questions, the students were listening actively, it seemed that they were understanding the video and answering confidently. At the end of the video there was a request to have one repetition besides the one they had during the questions. When the answers were checked, no students had incorrect answers. The students understood the main idea of the video very well. The rubric was filled out in the following way for video number two: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

For the third video of week four, class two, the investigator motivated the students to do their best job, since that was the last day. students had to listen to and watch a video related to a

mickey mouse. Students asked for repetition one time for four questions, out of the eight questions. The investigator had to mimic two words for them to understand the meaning, "threw" and "kicked". On that activity they were working all at the same pace. All the students had the correct answers. The students understood the main idea of the video very well, as well as liking the video a lot, they were laughing, part of why they had to have a repetition on half of the questions. The rubric was filled out in the following way for video number three: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

For the final video of week four, the students started watching a video about healthy foods and their benefits. They were required to answer ten questions, the students were listening actively, it seemed that they were understanding the video and answering confidently. Three students asked for one repetition in different questions. When the answers were checked, there was only one student that had one wrong answer out of ten. There were nine correct questions. The students understood the main idea of the video very well. The following question was incorrect: Question 5 (1 student): "Does Vitamin C boost your immune system and help your body fight diseases?" Options: False, True. Reason: Some students may have selected "False" if they were unsure of the specific health benefits of Vitamin C. The rubric was filled out in the following way for video number four: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

Figure 3

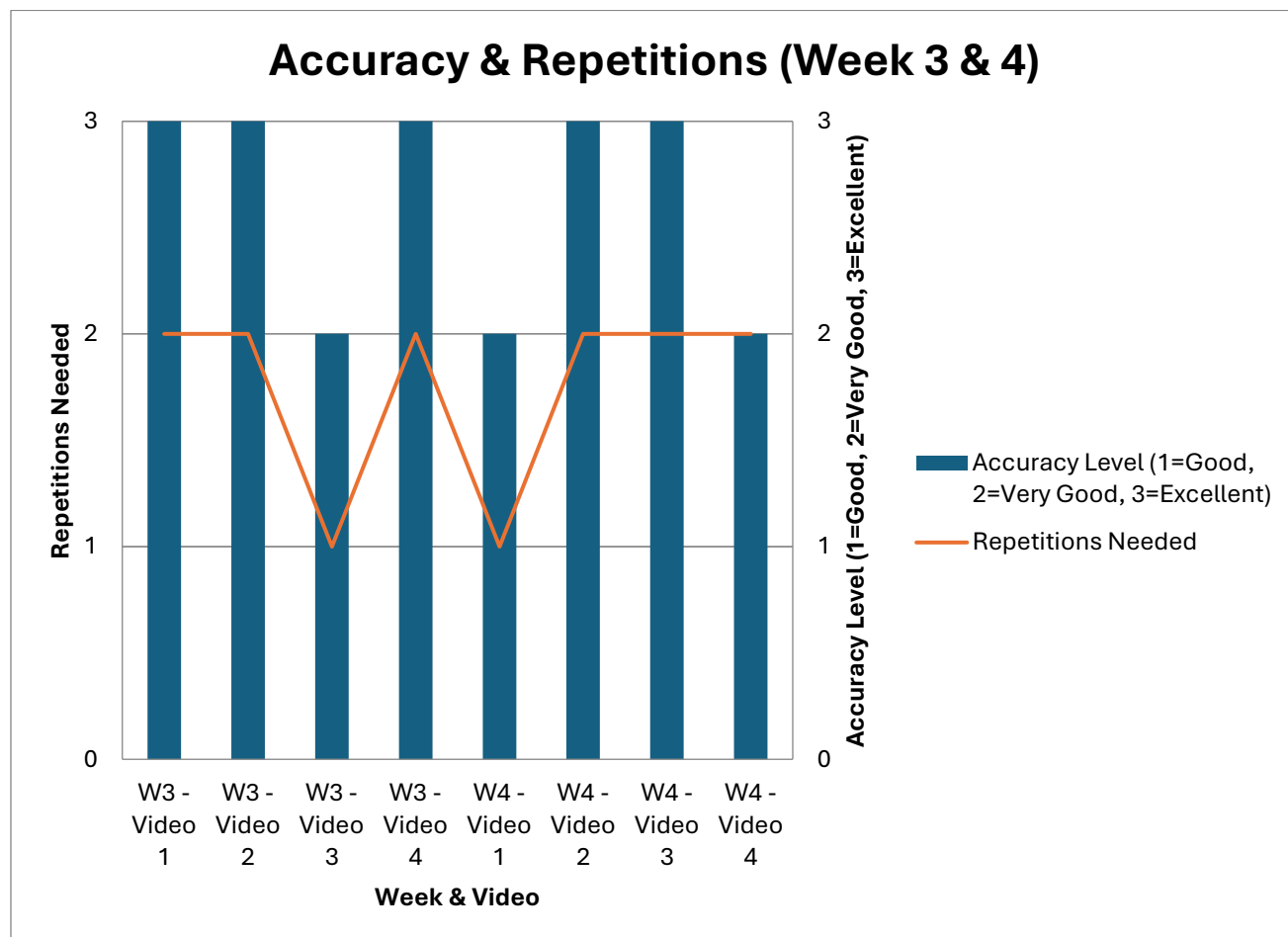


Figure 3. Results of the Activities in between, for weeks three and four, for Fifth Grade Students. Source: Researcher's Creation

Weeks three and four manifest a great improvement in accuracy as well as in repetitions, in these weeks the students had passed the time of adapting to the activities that the investigator was performing, they demonstrated more familiarity with them, which contributed to their ability to listen to the language in class more effectively. Therefore, their listening comprehension skills were getting better. The investigator observed that more students could answer all questions on the first repetition, nonetheless, there were still students that needed a second repetition.

4.1.3.1 Comparison of results between Weeks 1-2 and Weeks 3-4.

Figure 4

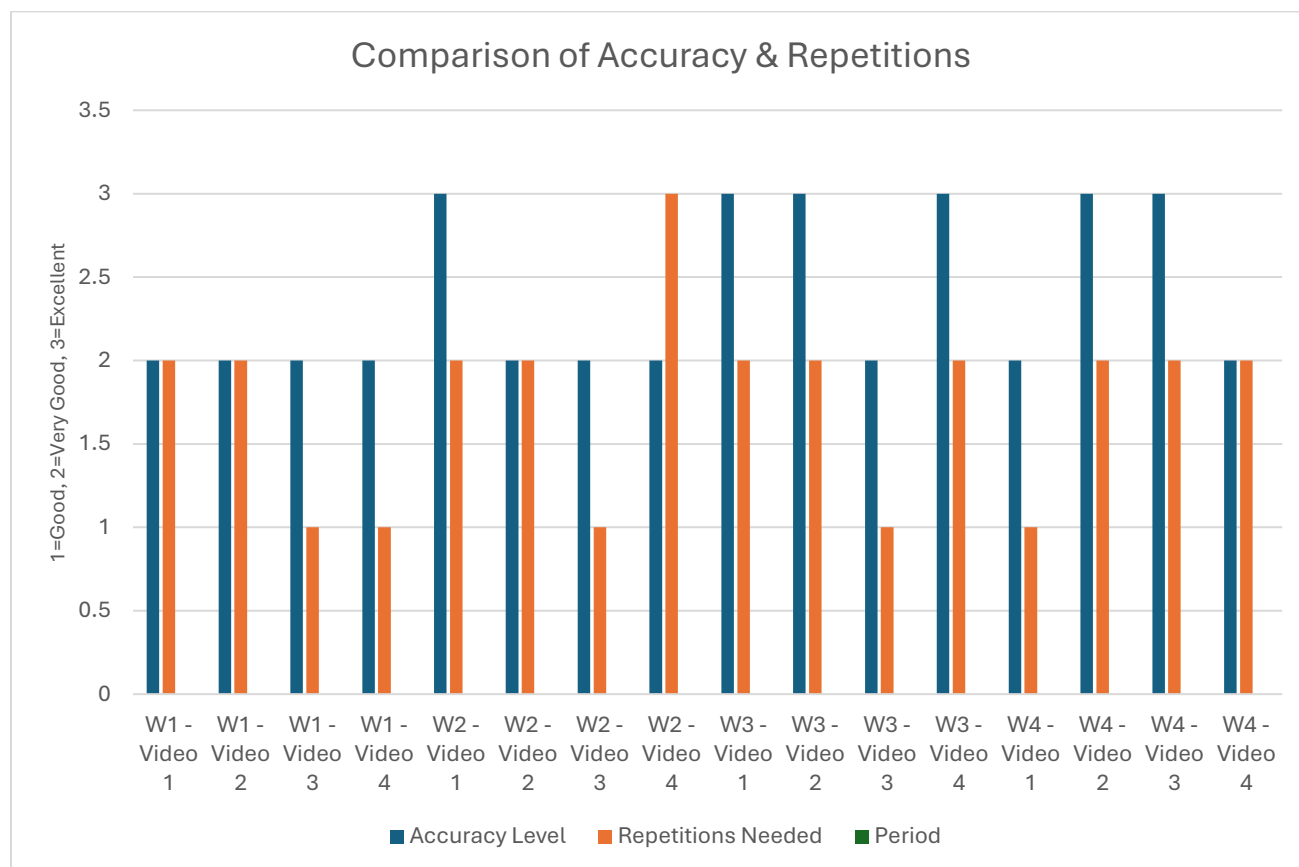


Figure 4. Results of the Activities in between, Comparison of Accuracy & Repetitions (Weeks 1-4), for Fifth Grade Students. Source: Researcher's Creation

The results from the activities in between were very good. The chart demonstrates that there was an effective improvement in accuracy mostly. The students were comprehending more the information that was being said in the videos, besides having the factor of a visual cue and the interactive questions, that would give them time to ask any questions about vocabulary or anything that they needed help with. Accuracy shows that their listening comprehension was being employed, during the videos. Although accuracy levels were higher, repetition time, was

maintained throughout the four weeks, there were even times where repetition was needed three times, and they were not able to complete the answers without having only the first play of the video on any of the weeks. Some variables are necessary to refer to, like the outside noise, distractions, and malfunction of equipment that was being used. Those are factors that affect repetition. Overall, students did a great job with the activities in between, showing that there was an improvement when weeks one and two were compared to weeks three and four. This progress suggests that continued exposure and practice may further enhance their listening accuracy.

4.1.4 Post test

For the Post-test videos, the students had to watch a video without pausing, they had to answer the questions as they were watching and listening, which added a challenge for them. When students got to the fourth video in every class it was a bit more challenging for everyone, because the investigator had to keep them motivated and also try to maintain order in the classroom, since they wanted to start talking and get distracted. By the time they needed to complete the post-test videos, they were expected to have their ear more used to the language therefore to be able to complete the questions without pausing. It is important to clarify that the videos from the post-test were videos like the ones used in the activities in between, without the interactive feature. They were videos of conversations.

In the first week, the investigator explained the instructions, and they understood very well, they were surprised that they had to answer the questions, without pausing the video. The investigator could see that this was challenging for them since they were not used to that. The video started to play, and they were answering the questions as the video was playing, they had to answer six questions, the questions were mostly about colors and foods, they seemed to be

doing good, the video ended, and they all started saying, “teacher I couldn’t answer X question”. The investigator explained to them that it was ok if they could not answer all the questions, and that the video was going to be played again. The video started playing again and when it finished the investigator asked if they needed one more repetition, but all had completed the questions. Only one student had one question wrong out of six questions, there were five correct questions. The next question was incorrect: Question 12 (1 student): "What does he OFTEN do before going to sleep?" Options: Play video games, Take pictures, Write on his journal about his day. Reason: There was two of those activities mentioned in the video, however, only one was before going to sleep. The rubric was filled out as follows for video number one: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

In the second class of week one, the students received the instructions and then they had to answer seven questions from a video related to fruits and vegetables, the students were listening to the video, however, were some students distracted, due to the investigator had to put the video again. After the video ended the students asked for a repetition since they were not able to answer some of the questions. Only one repetition was required. They didn’t look hesitant when completing the questions. When the questions were reviewed two students had between one and two wrong answers out of seven questions. There were five correct questions. The next questions were incorrect: Question 2 (1 student): "What did he put on the tomato?" Options: Sauce, Chili, Cheese. Reason: The options all refer to common toppings, and the student might have confused "chili" with "cheese" due to pronunciation similarities. Question 3 (2 students):

"Did he like the tomato?" Options: Yes, he does. No, he doesn't. Reason: Some students may have been confused because on the video he was saying he loves ketchup. The rubric was filled out as follows for video number one: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

For week two, class one, they had to answer a video about a conversation between three friends. The number of questions they needed to answer was seven. On this day the students were focused on the time of the posttest. The investigator played the video for them, and they answered as they listened to the video, although they were confident while answering when the video finished, they asked for repetition due to not completing some of the questions. When the first repetition ended, there were still five students that couldn't complete all of it, therefore, second repetition was initiated, when it finalized, the investigator asked if everyone was able to complete all the questions, and they all said "Yes". Following, the investigator reviewed the answers with them and there were no incorrect answers. All the students understood and could explain what the video was about. The results for the rubric of week two class one, were the following: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

For the second class of week two, the students watched a video about an interview. On this day they were in the green class, there was a lot of outside noise, and the students were getting distracted easily, the investigator was trying to get their attention and motivate them to stay focused on the video. The students were listening and watching the video and trying to

answer the questions at the same time, they needed to ask for repetition two times, when the video was over, the investigator checked the answers with the group and five students had between two and three incorrect answers in four questions, out of seven questions. There were five correct questions. The questions next, are incorrect: However, they did understand the main idea of the video, they told the investigator what the video was about. The next questions are incorrect: Question 3 (4 students): "Is Tony married?" Options: Yes, he is, No, he is not. Reason: Students may have been distracted. Question 5 (4 students): "How many children does Tony have?" Options: 2, 3, 4. Reason: Numbers can be misheard, especially if the speaker says them quickly. Question 6 (5 students): "How old is his oldest son?" Options: 5, 8, 7. Reason: Similar-sounding numbers (5, 7, 8) there might have been confusion, because the speaker talked about his three kids. The results for the rubric of week two class one, were the following: "Need for repetition" was "Very good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

For the first class of week three, the video was about a conversation of two people talking about different foods, and what they like to eat. On this day the students were calm, some of them were a little talkative but it was controlled by the investigator, they were required to answer seven questions. The video started playing and the investigator could see the students answering the questions, however when the video ended, they told the investigator that they needed to have a repetition. The first repetition was done, and the students could complete the seven questions, When the group checked the answers with the investigator, two students had between two and three wrong answers, there were five correct questions. The next questions were incorrect:

Question 2 (1 student): "Does he love spicy food?" Options: Yes, he does, No, he doesn't.

Reason: The student might not have been able to hear that correctly, because of the speed or distractions. Question 3 (2 students): "What kind of food does he like?" Options: Italian food, Mexican food, Greek food. Reason: In the video they were talking about different types of food, therefore it might be confused. Question 5 (1 student): "What does he like to put on everything?" Options: Hot sauce, Ketchup sauce. Reason: Students may have mixed up "hot sauce" and "ketchup" because they were talking about both in the video. Every student comprehended what the video was about, when they were asked about the video. The results for the rubric of week two class one, were the following: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent" "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

On week three, second class, the video was about two people having a conversation of a festival they were going to attend. The worksheet for the post-test contained eight questions. The students started listening to the video, and as they listened, they responded to the video. The vocabulary was familiar to them, therefore, there were no questions about it. When the video finalized the students requested a first repetition, after the first repetition, students were asked to raise their hand if they were able to complete all the seven questions from the worksheet, all the students raised their hand. They were asked about the main idea of the video, and the students responded with what they understood from the video. As mentioned before in this investigation, some students didn't like to speak out loud, however most of the class was always involved when they were checking the answers with the investigator and talking about what the video was about. All the students had a correct answer when responding to the post-test of week three,

second class. The results for the rubric of week three class one, were the following: "Need for repetition" was "Very good", "Response time and confidence of response" was "Very good", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

For the final week, first class, the students were asked to answer seven questions about a conversation of two people, one of them was sick. For this week it was expected for the students to have their listening comprehension enhanced. This last week the class was developed in the blue class, so it was expected for them to be more focused and that would be shown in the results. The students started watching the video and they were all paying attention. After the first try was done, some of the students asked the investigator to play the video again because they could not complete all the questions, however, that was a minority. The researchers played the video again, and after the video was over, all the students completed all seven questions. The students were feeling confident on this day, they were telling the investigator that it was "easy". In the moment of reviewing the answers, two people from the group had one or two questions incorrectly. It was always a minority that had incorrect answers. For this video, four questions out of seven were correct. The following questions were incorrect: Question 2 (1 student): "What is he going to get her?" Options: Some water, Some medicine, Some juice Reason: Students may have misunderstood "medicine" with "water" due to the speakers talking about it. Question 3 (1 student): "Has she been vomiting all day?" Options: True, or False. Reason: This is an answer that needed to be inferred, so it might have been confusing or misunderstood. Question 4 (1 student): "What medicine did she take?" Options: Some aspirin. Some cold and flu medicine. Some acetaminophen. Reason: Medicine names might have sounded similar, leading to

confusion. All the students were capable of telling the investigator what the context of the video was. The rubric filled out as follows for week four, class one: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Very good", and "Understanding of the main idea" was "Excellent".

For the final class of week four, students showed all the improvements that they had been making. On this day they had to answer seven questions, they were all excited about finishing the experiment, and as a result, they were motivated to pay attention and show that they improved. The students were listening carefully, and they were answering as they were listening, students seemed to be confident in their responses. At the end of the video, students were happy to be able to complete all questions within the first try, except for two students who asked the researcher for a first repetition, when the repetition was done, the students were happy to complete all the questions. They told the investigator what the video was about. When the researcher was reviewing the answers with the group there were no incorrect answers, which was an impressive result. The rubric filled out as follows for week four, class one: "Need for repetition" was "Very good", "Response time and confidence of response" was "Excellent", "Accuracy of the answers and completion" was "Excellent", and "Understanding of the main idea" was "Excellent".

Figure 5

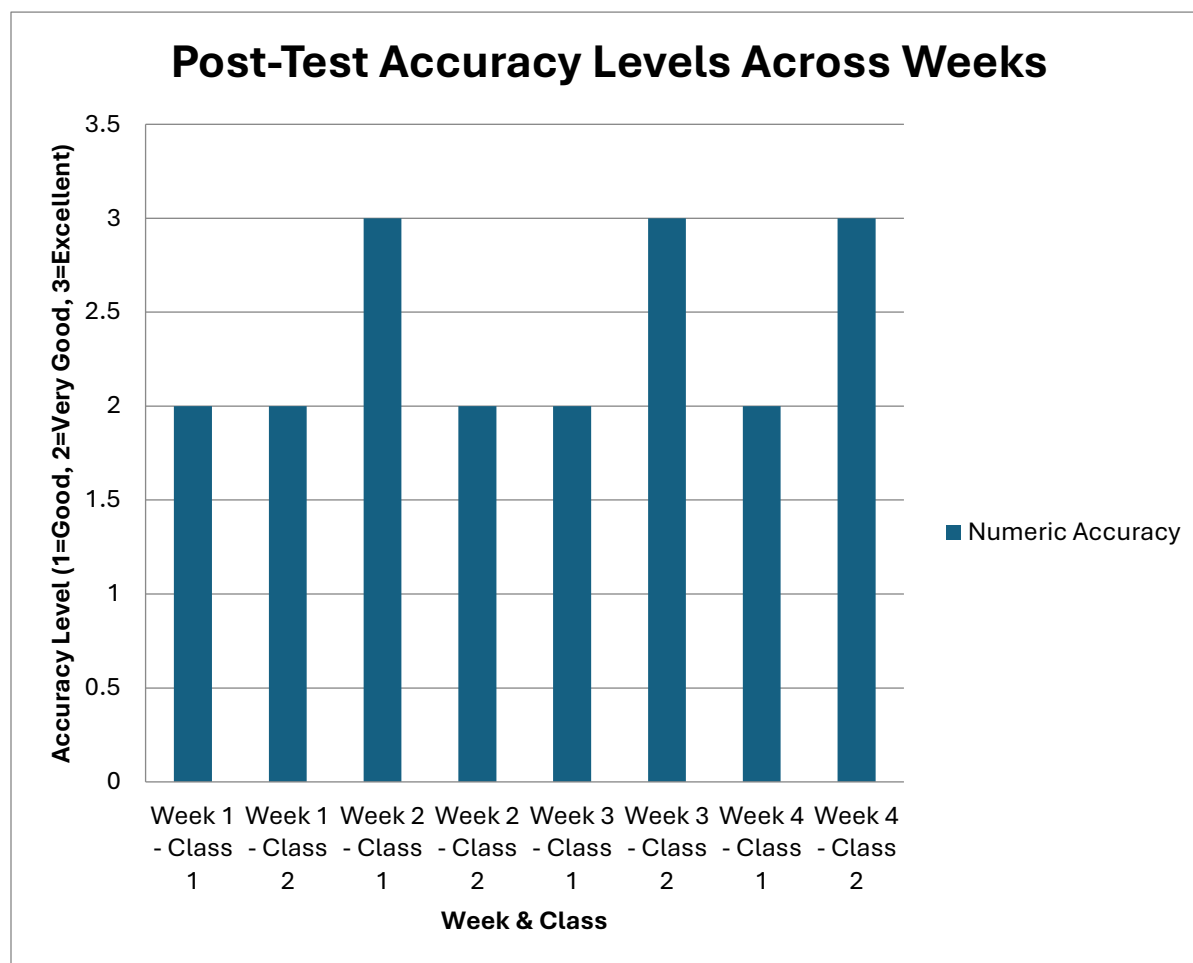


Figure 5. Results of Post-Test Accuracy Levels (Weeks 1-4), for Fifth Grade Students. Source: Researcher's Creation

Although Figure 5 shows that the results maintained "Very Good" most of the weeks, it is relevant to mention that the students who had incorrect questions were the minority. Accuracy was important when measuring the results, especially in the post-test, since it was the last video from every class, to show that students were able to develop active listening throughout the class. In the figure, it is revealed that starting on week two students were making progress, being able

to answer all the questions without pausing the video is great work, and a sign that the objectives were reached in that class, for all the students.

4.1.5 Comparison of results of Pre Test and Post Test

4.1.5.1 Accuracy Results Comparison

Figure 6

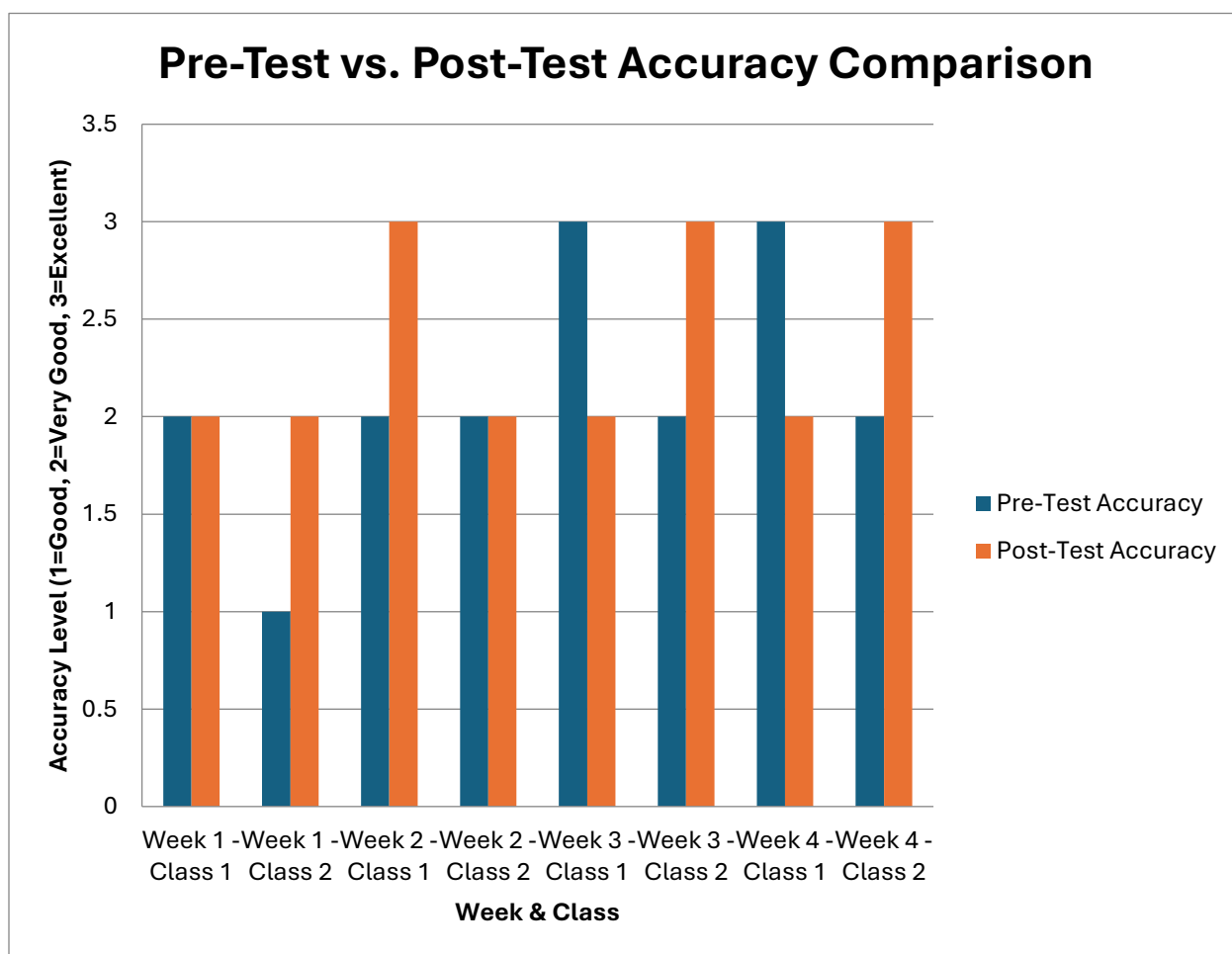


Figure 6. Results of Pre-Test and Post-Test Comparison of Accuracy (Weeks 1-4), for Fifth Grade Students. Source: Researcher's Creation

The results show that there is a better improvement in the accuracy of the post-test results, compared to the pre-test. The investigator suggests that the difference in the results is because there is a visual cue in the post-test, that helps students relate words with their meanings by watching what is happening. While in the pre-test, the students need to listen without a visual cue to support what they are listening to, if there is a word that they do not recognize, they clues that will help. Although there was a better improvement in the post-test results, the investigator could identify that on week three, the pre-test started being very easy for them, even students would express that to the investigator. Consequently, if the students are exposed to more interactive videos, to enhance their listening comprehension, eventually video with visual cues, will not be needed to listen and comprehend audio.

4.1.5.2 Repetition Results Comparison

Figure 7

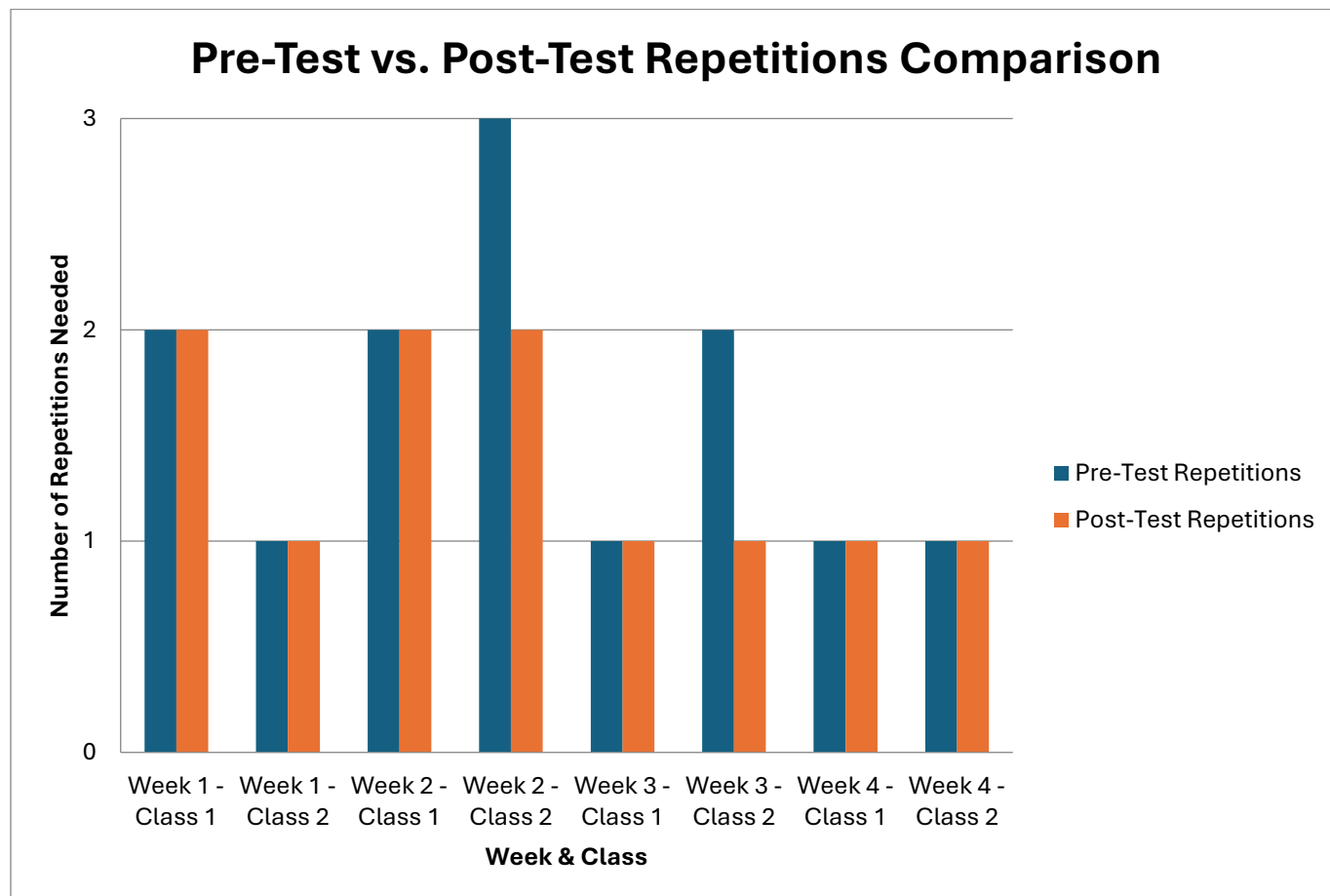


Figure 6. Results of Pre-Test and Post-Test Comparison of Repetitions (Weeks 1-4), for Fifth Grade Students. Source: Researcher's Creation

The chart manifests that the repetition was very similar throughout the four weeks during both, the pretest and posttest, no noticeable improvement was made. Despite that, the investigator identified that throughout the weeks students were asking for a repetition. The investigator believes that if students have more weeks of exposure to the videos, to enhance their

listening comprehension, they will ultimately be required to listen and watch the video only once.

Overall, this investigation shows that interactive videos can help to improve listening comprehension skills. By exposing students to the language and providing visual cues to connect meanings with words, they not only strengthen their listening abilities but also expand their vocabulary. Additionally, the engaging nature of interactive videos kept students interested and motivated, which plays a key role in language learning.

The analysis suggests that the more students are exposed to videos, the better they develop active listening, which is a key skill for improving comprehension. This progress highlights how incorporating interactive videos into regular learning activities can boost students' confidence in their listening and communication skills over time. Of course, there were some challenges along the way. Distractions were a common issue, especially when working with younger students like fifth graders, who often need strategies to stay focused. Despite this, the results show that interactive videos are a valuable tool for language learning, making lessons more dynamic and effective.

Chapter V

Conclusions and Recommendations

This chapter provides a deeper understanding of the conclusions drawn from this investigation and how the objectives of the project were achieved. Additionally, it includes recommendations and useful techniques that may benefit future researchers exploring this topic. Listening comprehension skills are one of the most important skills for language acquisition. If students are capable of dominating and developing this skill, they will be able to learn English more simply and smoothly. Therefore, educators must find different and new ways to improve these skills in the students, providing a safe and fun space for learning.

5.1 Purpose of the Conclusion

The purpose of this conclusion is to present the overall findings of this research and to explain how the application of interactive videos assisted fifth-grade students in the improvement of their listening comprehension skills. Throughout the study, it was clear that students gained skills from being presented with the interactive content, which offered them both the auditory and the visual means of comprehension. Hence, the videos that called for participation helped the students' listening skills as well as their general interest in class work.

5.2 Conclusions

5.2.1 To determine the difficulties that fifth graders at Presbitero Ricardo Salas

Campos School has at the time of carrying out listening comprehension exercises.

Students face several challenges and difficulties in relation to English acquisition, one of these problems comes from students not having the right tools and space for them to develop a good listening comprehension skill.

Students don't have enough time for exposure to the language, in this investigation it is shown that students need the exposure of listening to the language for a long period, to develop active listening. Most students will only get to listen to the language when they are at the school in the English lessons. When the time for listening practice in the class comes, students will more likely need more than two times of repeating and listening to the exercise.

In most cases students will not be capable of completing exercises successfully if there is a change in the accent or speed. In this investigation, the researcher utilized some videos with a British accent, and students are used to working on exercises that are only in an American accent, besides having an educator that has a Hispanic accent. During the investigation those videos represented a little bit more of a challenge when listening, however, when they were exposed through the weeks, it became more effortless. Therefore, the factor of different accents can also represent a delay in the acquisition of language and the development of listening comprehension.

Students need constant repetition, for them to learn and memorize new words, in videos of conversations, like most of the ones, students were exposed to in this investigation students can have a lot of new words, and even if the investigator or educator gives them the meaning,

and mimic the meaning of the word, they may not remember that word again, because they need constant repetition of the words in several classes to acquire that vocabulary and remembering long term. Additionally, students are not always vocal about doubts they have regarding vocabulary, which can cause the learning process to be more difficult for them.

The speed and length of the videos played a big part in the results, some videos were very straight to the point, and short, as a result, they were easier for them, and fewer students were asking for repetitions. Some videos had more of a normal conversation and more details, consequently, it was harder for them to recall details for specific questions. In addition, students needed to have all videos at a speed of 0.75X. The investigator tried to play the first videos of the first two classes at normal speed, however, it was not well taken by the students, they would look at each other and then tell the researcher that they could not complete questions like that, showing that to recall details, they will need to have a lower speed than normal, which can represent a challenge since not every audio or video will have that option, however with technology there are more features available for educators to utilize.

Another important challenge that the investigator identified is how the environment affects the behavior and attitude of the students, in this investigation the students had to use two different classrooms, and each of them was very different, regarding location in the school, aesthetics, and infrastructure. All of that is a big factor in students' willingness to pay attention and develop active listening inside the classroom.

5.2.2 To apply interactive videos as a strategy for enhancing fifth-grade students

listening comprehension skills

During the investigation there was significant progress in the accuracy of the activities in between that showed the interactive videos for the students, where they were able to interact with the researcher and ask questions about the fraction of the video that they had just watched, which provided more insight and meanings of different words to the students. The investigation had a variety of interactive videos, there were conversations about jobs, breakfast, festivals, and dates, among others. From the investigator's perspective, the engagement and attitude towards the interactive videos were very good, students showed to liked the videos, especially the ones that contained parts of movies that they like, which is a great way to maintain their interest in what they are watching and listening to. Taking videos that they like and that they can interact with, by having pauses and asking questions or watching again, enhances active listening, which develops their listening comprehension. Additionally, students can form a relationship between words and visual cues, which can help them improve their comprehension.

5.2.3 To evaluate the effectiveness of interactive videos in improving listening

comprehension skills of fifth-grade students focusing on the extent and ways in which these videos contribute to comprehension

With interactive videos, effectiveness can be achieved, due to different ways of giving the information to students, they can learn by watching, reading, and listening, which makes the process of learning more complete, and as a result, it can improve the listening comprehension.

Engagement is a big part of the learning process, if there is no participation, and no interactions between the investigator and the students, the process will be harder, and the class becomes not enjoyable for both parties, and in consequence there will be no effectiveness of what is being taught, With interactive videos, engagement and participation was not a problem, there was some students that did not want to participate out loud, but, it was very few of them, and the investigator tried to always motivate them and not feel embarrassed to participate.

Figure 4 (Comparison of Accuracy & Repetitions) manifests the improvements they have made over the weeks; therefore, it shows that it is possible to use interactive videos to enhance listening comprehension. Although students did not have a significant improvement in the repetitions, investigators consider that the more students watch and listen to videos, the more developed their listening comprehension skills will be. As a result, they will need fewer repetitions to understand the content.

The interactive videos as an in-between activity helped the students to adjust to listening and try to comprehend, this prepared them for the post-test activity where there were no pauses. Even though in Figure 5 (Post-Test Accuracy Levels Across Weeks) the students could only achieve three classes out of eight, with an excellent score, the investigator believes that with more videos where they can have those interactions, they could manage to comprehend them in the future.

5.3 Restatement of the Research Question

The question presented to lead this investigation was: How does the use of interactive videos help to improve the Listening Comprehension Skills of 5th Graders at Presbitero Ricardo

Salas Campos School During the First Quarter of 2025? Students were not used to watching and answering listening comprehension questions; therefore, it was a challenge for the students and the investigator, however, students proved to have improved throughout the four weeks of learning. They had an improvement in their listening comprehension that was shown through the accuracy of the questions answered in every video. Nevertheless, the research also had some limitations, including the difficulty of keeping students' attention and reducing distractions, especially for younger children. The outcomes of the study go in line with the hypothesis that suggested that incorporating interactive videos into language teaching can enhance the learning process.

5.4 Unexpected Results

Although students showed improvement over the weeks in their listening comprehension, there was no significant progress in their ability to understand the videos without multiple repetitions. This suggests that their listening comprehension improves only when they have more than one repetition, therefore, they would need a longer period of exposure to the videos, to be able to fully comprehend on their first try.

5.5 Recommendations

This investigation showed the researcher that students will engage in things they like. Therefore, as a recommendation, make education a fun learning experience, while being a safe space for everyone. Interactive videos are a great way to maintain students' engagement in the class while learning. Professors need to interact with the students, a class cannot be the students

just listening to an audio or just completing exercises and no interaction with the teacher, which can create a disconnection between teacher and students.

A great tool found during this investigation is edpuzzle.com. This tool allowed the investigator to create her interactive videos and is a great tool to share with other educators and future researchers on the topic. With this tool, educators can create interactive videos, with as many questions as they need and as long as they need to be, they can choose between multiple-choice questions, open-ended questions, and even notes. Teachers could choose a part of a movie that students really like, that includes vocabulary or topics that the students are seeing in class, and it can be a fun part of the class that will allow students to interact with the professor while learning and developing their listening comprehension. Additionally, Edpuzzle is not just for listening, it also works for other skills like writing and speaking as needed.

It is important to consider students' feedback on different videos, what they like, what type of video they think they can recall the most details. Getting feedback from students is always important to include them in their learning process which can make them feel valuable and will encourage those who normally will not participate out loud.

Interactive videos were a very useful tool to improve listening comprehension in the students, however, another important part of the acquisition of the language is vocabulary, therefore, interactive videos could also be used for gaining vocabulary. As interactive videos can be created and modified by teachers, it is a versatile tool for learning new vocabulary and strengthening vocabulary learned. Teachers can use interactive videos to support material in the class with the vocabulary they are seeing. The more vocabulary they learn, the more they will understand the language.

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Annexes

The following audios retrieved from YouTube were used for the pre-test:

Week 1: ENGLISH GRADE 5 - 1st MID TERM – LISTENING TEST 1 PART 1

<https://www.youtube.com/watch?v=ng6mMzLBAXU&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=1>

ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 1 PART 2

https://www.youtube.com/watch?v=gtSX_uWgqsI&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=2

Week 2: LISTENING G5 - GHKII PART 1

<https://www.youtube.com/watch?v=pk1dvcM47m0&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=9>

ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 2 - PART 1

<https://www.youtube.com/watch?v=wjQ6bJupKhg&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=4>

Week 3: ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 1 PART 3

<https://www.youtube.com/watch?v=xMTAZTMqnk&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=5>

LISTENING TEST 1 - FIRST SEMESTER – GRADE 5

<https://www.youtube.com/watch?v=kLd0B0gIQ-0&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=6>

Week 4: LISTENING G5 - GHKII PART 2

<https://www.youtube.com/watch?v=zVkoqKbBedg&list=PLQqIsxOi47SNzPhM413qIQDVvoTqGPEvq&index=10>

LISTENING TEST 2 - FIRST SEMESTER – GRADE 5

<https://www.youtube.com/watch?v=uGiV0RAeWVU&list=PLQqIsxOi47SNzPhM413qIQDVvoTqGPEvq&index=8>

The videos retrieved from edpuzzle, for the activities in-between, are the following:

Week 1: Seasons ESL Conversation | Present Simple and Present Continuous

<https://edpuzzle.com/media/60823c2d10eeb14177c602b7>

Daily Routines Listening Activity

<https://edpuzzle.com/media/67630911428155c268b8ea55>

ESL/EFL Listening - Clothing Vocabulary

<https://edpuzzle.com/media/67acaf3d16919c3f8f1efae9>

ESL Easy Listening Comprehension 22: The Race - NEED TO FINISH

<https://edpuzzle.com/media/67a245d7a5b1bbddc4975daf>

Week 2: ESL Easy Listening Comprehension 24: The Garage Sale

<https://edpuzzle.com/media/67911fc56c0cb21d31e53ac9>

ESL Easy Listening Comprehension The Job Interview

<https://edpuzzle.com/media/67bfd7615ce9e1cfd1c01b68>

ESL Easy Listening Comprehension: Jack's Date

<https://edpuzzle.com/media/67c32b457d9ef202fb45e832>

Copy of ESL Easy Listening Comprehension 8: Jack's Breakfast

<https://edpuzzle.com/media/67c32b457d9ef202fb45e832>

Week 3: ESL Easy Listening Comprehension 6: Mr. Brown's Unlucky Day

<https://edpuzzle.com/media/672b7138eb5e5b3c8595d6d6>

Listening Comprehension

<https://edpuzzle.com/media/67c8d8d3319d510e2834a1b4>

Greeting Guests | Listening Practice for A2

<https://edpuzzle.com/media/67cc7ffa3575efb552efed12>

DAILY ROUTINES LISTENING

<https://edpuzzle.com/media/67a8cface91568d75111964f>

Week 4:

Beginner Toy Story |: Reading & Listening Comprehension Practice

<https://edpuzzle.com/media/67d0f37fc927c0621b222983>

Active Listening Unit 3

<https://edpuzzle.com/media/67d0facb9b6e04b96a829ee8>

ELD Listening Practice

<https://edpuzzle.com/media/67d0fff67170ba46bba04ef6>

WIDA Listening Practice- Science

<https://edpuzzle.com/media/677b01e019bv5f202182732ea>

The following videos retrieved from YouTube were used in the post-test:

Week 1: My favorite food [ENG] <https://www.youtube.com/watch?v=qpClyJOMopE>

(Animated Read-aloud) “I Like and I Don't Like”

<https://www.youtube.com/watch?v=nE8ttvPACeg>

Week 2: [Telephone Conversations] Can I Speak to Sally? Speaking. - Easy Dialogue for kids

<https://www.youtube.com/watch?v=u-AUW72Rs1o>

Introductions Talking about Family | Learn how to Talk about your Family in English

<https://www.youtube.com/watch?v=m-6sPaIbTxI>

Week 3: Food | Talking about Food | Beginner English | A Conversation about Food

https://www.youtube.com/watch?v=-_76wWvygJI

Making Plans | Beginner English | Everyday English

<https://www.youtube.com/watch?v=ENPSjB90MR4>

Week 4: Feeling Sick | Talking about the Flu | ESL Conversation

<https://www.youtube.com/watch?v=4Ad7h6ub1gc>

Ordering in a Restaurant | Beginner English | Food

<https://www.youtube.com/watch?v=Ik7B4iYFRTU>

Lesson plan #1

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Weeks:	1
Date:	February 17th	Plan Number:	1

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Answer listening comprehension questions about the videos.</p> <p>Content source:</p>	<p>The teacher will explain listening strategies to the students. After that, students will listen to audio and complete listening comprehension questions from a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch the last video in the class where they will apply the techniques explained at the beginning, and their listening skills, by completing listening comprehension questions</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio:</p> <p>ENGLISH GRADE 5 - 1st MID TERM – LISTENING TEST 1 PART 1 https://www.youtube.com/watch?v=ng6mMzLBA XU&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=1</p> <p>Activities in between videos:</p> <p>Seasons ESL Conversation Present Simple and Present Continuous https://edpuzzle.com/media/60823c2d10eeb14177c602b7</p> <p>Daily Routines Listening Activity https://edpuzzle.com/media/67630911428155c268b8ea55</p> <p>Post test video:</p> <p>My favorite food [ENG] https://www.youtube.com/watch?v=qpClyJOMopE</p> <p>(Animated Read-aloud) “I Like and I Don't Like” https://www.youtube.com/watch?v=nE8ttvPACeg</p>		
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Lesson plan #2

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	1
Date:	February 21st	Plan Number:	2

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Identify key details in a short-spoken dialogue.</p> <p>Content source:</p>	<p>The teacher will give them clues in the videos they will watch, and they will make predictions on what the videos are about. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening comprehension by completing listening comprehension questions and determine if all their predictions were correct.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio:</p> <p>ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 1 PART 2 https://www.youtube.com/watch?v=gtSX_uWgqsI&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=2</p> <p>Activities in between videos:</p> <p>ESL/EFL Listening - Clothing Vocabulary https://edpuzzle.com/media/67acaf3d16919c3f8f1efae9</p> <p>ESL Easy Listening Comprehension 22: The Race - NEED TO FINISH https://edpuzzle.com/media/67a245d7a5b1bbddc4975daf</p> <p>Post test video:</p> <p>(Animated Read-aloud) "I Like and I Don't Like" https://www.youtube.com/watch?v=nE8ttvPACeg</p>		
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Lesson plan #3

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	2
Date:	February 24th	Plan Number:	3

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Recognize key vocabulary in spoken English.</p> <p>Content source:</p>	<p>The teacher will give them vocabulary related to the videos, and they will answer guess the meaning or say the meaning if they know it. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening comprehension by completing listening comprehension questions and say what words did they listen that were explained in the beginning of the class.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio:</p> <p>LISTENING G5 - GHKII PART 1 https://www.youtube.com/watch?v=pk1dvcM47m0&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=9</p> <p>Activities in between videos:</p> <p>ESL Easy Listening Comprehension 24: The Garage Sale https://edpuzzle.com/media/67911fc56c0cb21d31e53ac9</p> <p>ESL Easy Listening Comprehension the Job Interview https://edpuzzle.com/media/67bfd7615ce9e1cfd1c01b68</p> <p>Post test video:</p> <p>[Telephone Conversations] Can I Speak to Sally? Speaking. - Easy Dialogue for kids https://www.youtube.com/watch?v=u-AUW72Rs1o</p>		
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Lesson plan #4

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	2
Date:	February 28th	Plan Number:	4

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Recall details from dialogues in spoke English.</p> <p>Content source:</p>	<p>The teacher will mimic some vocabulary from the videos they will see in the class and see if the students can guess their meaning. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening comprehension by completing listening comprehension questions and say what words that they did listen that were explained in the beginning of the class.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio:</p> <p>ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 2 - PART 1</p> <p>https://www.youtube.com/watch?v=wjQ6bJupKhg&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=4</p> <p>Activities in between videos:</p> <p>ESL Easy Listening Comprehension: Jack's Date</p> <p>https://edpuzzle.com/media/67c32b457d9ef202fb45e832</p> <p>Copy of ESL Easy Listening Comprehension 8: Jack's Breakfast</p> <p>https://edpuzzle.com/media/67c32b457d9ef202fb45e832</p> <p>Post test video:</p> <p>Introductions Talking about Family Learn how to Talk about your Family in English</p> <p>https://www.youtube.com/watch?v=m-6sPaIbTxI</p>		
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Lesson plan #5

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	3
Date:	March 3rd	Plan Number:	5

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Recall main ideas from dialogues in spoke English.</p> <p>Content source:</p>	<p>The teacher will give students examples of main and secondary ideas and students will identify which ones are main and which ones are secondary. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening comprehension by completing listening comprehension questions and say the main ideas that they identify in the different videos.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio</p> <p>ENGLISH GRADE 5 - 1st MID TERM - LISTENING TEST 1 PART 3 https://www.youtube.com/watch?v=xMTAZTMq_nkk&list=PLQqIsxOi47SNzPhM413qIQDVvoTqGPEvq&index=5</p> <p>Activities in between videos:</p> <p>ESL Easy Listening Comprehension 6: Mr. Brown's Unlucky Day https://edpuzzle.com/media/672b7138eb5e5b3c8595d6d6</p> <p>Listening Comprehension https://edpuzzle.com/media/67c8d8d3319d510e2834a1b4</p> <p>Post test video:</p> <p>Food Talking about Food Beginner English A Conversation about Food https://www.youtube.com/watch?v=-76wWvygJI</p>		
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Lesson plan #6

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	3
Date:	March 7th	Plan Number:	6

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Improve comprehension of spoken narratives.</p> <p>Content source:</p>	<p>The teacher will play an audio for the students, and complete listening comprehension questions in a worksheet. Students will share their thoughts on what they understood from the video.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening by completing listening comprehension questions and will share their ideas on the context of every video.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pretest audio:</p> <p>LISTENING TEST 1 - FIRST SEMESTER – GRADE 5</p> <p>https://www.youtube.com/watch?v=kLd0B0gIQ-0&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=6</p> <p>Activities in between videos:</p> <p>Greeting Guests Listening Practice for A2</p> <p>https://edpuzzle.com/media/67cc7ffa3575efb552efed12</p> <p>DAILY ROUTINES LISTENING</p> <p>https://edpuzzle.com/media/67a8cface91568d75111964f</p> <p>Post test video:</p> <p>Making Plans Beginner English Everyday English</p> <p>https://www.youtube.com/watch?v=ENPSjB90MR4</p>		
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Lesson plan #7

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	4
Date:	March 10th	Plan Number:	7

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Identify key details in a short-spoken dialogue.</p> <p>Content source:</p>	<p>The teacher reads true or false statements about the meanings of vocabulary from past classes and about the videos, they will identify them as true or false. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch the last video in the class where they will apply their listening by completing listening comprehension questions and share their feedback about the videos they watched on that day.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

<p>Pre test audio:</p> <p>https://www.youtube.com/watch?v=zVkoqKbBedg&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=10</p> <p>Activities in between videos:</p> <p>Beginner Toy Story : Reading & Listening Comprehension Practice https://edpuzzle.com/media/67d0f37fc927c0621b222983</p> <p>Active Listening Unit 3 https://edpuzzle.com/media/67d0facb9b6e04b96a829ee8</p> <p>Post test video:</p> <p>Feeling Sick Talking about the Flu ESL Conversation https://www.youtube.com/watch?v=4Ad7h6ub1gc</p>		
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Lesson plan #8

Instructor's name:	Hilary Abarca	Region:	Santo Domingo
Subject:	English	School Term:	I Period
Level:	5th grade	Week:	4
Date:	March 14th	Plan Number:	8

<i>Objectives</i>	<i>Learning Activities</i>	<i>Evaluation of learning outcomes</i>
<p><i>At the end of the class, ss will be able to</i></p> <p>1. Listening</p> <p>- Apply all listening comprehension strategies from previous lessons.</p> <p>Content source:</p>	<p>The teacher asked the students to complete a sentence with vocabulary listened to from all the previous videos, the teacher said a sentence and they had to complete by saying the rest of it. After that students will listen to an audio and complete listening comprehension questions in a worksheet.</p> <p>The students will watch two different videos from the activities in between, and complete listening questions as they watch the video. The teacher will read the questions as they pop up in the video. Students will complete those questions in a worksheet.</p> <p>The students will watch a last video in the class where they will apply their listening by completing listening comprehension questions and will share their insight on what video they liked the most out of all classes and what they think was the easiest for them.</p>	<p>Ss will be assessed through...</p> <ol style="list-style-type: none"> 1. The accuracy of the questions answered from the worksheet. 2. A Rubric to measure their listening skills.

Pre test audio:

LISTENING TEST 2 - FIRST SEMESTER –
GRADE 5

<https://www.youtube.com/watch?v=uGiV0RAeWVU&list=PLQqIsxOi47SNzPhM413qlQDVvoTqGPEvq&index=8>

Activities in between:

ELD Listening Practice

<https://edpuzzle.com/media/67d0fff67170ba46bba04ef6>

WIDA Listening Practice- Science

<https://edpuzzle.com/media/677b01e019b5f202182732ea>

Post test

Ordering in a Restaurant | Beginner English | Food

<https://www.youtube.com/watch?v=Ik7B4iYFRTU>