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**THESIS SUBMITTED TO OBTAIN THE BACHELOR IN ENGLISH WITH
CONCENTRATION ON TEACHING**

**The Use of Audiovisuals Ted-ed Platform of Videos as a Learning Technique to Improve
Listening Skills in Seventh Graders at Escuela I.E.G.B. America Central during the First
Period of 2025**

Keisy Paola Mirabá Irigaray

THESIS TUTOR: CARLOS ZELEDON BONILLA

ARANJUEZ, PUNTARENAS, COSTA RICA

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Dedication

When it comes to giving thanks, first, I thank God, that wonderful God who has given us the strength to navigate this world. Thanks to my mother for the support of her precious prayers, to my friends, who were guiding stars along my path, and to my family, who with their affection always offered me warm words and embraced me every step of the way.

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Abstract

The main objective of this investigation is to analyze the potential benefits and challenges of incorporating audiovisual resources as a technological tool in teaching English. This study will explore how the use of audiovisual material in the classroom can significantly contribute to listening comprehension and assimilation of the content presented, focusing on developing these skills.

This study will delve into the intriguing area of how audiovisuals used as a support tool in the classroom can significantly support listening comprehension and the ability to grasp the topic presented focusing on the development of a key skill in seventh-grade students at the institution Escuela I.E.G.B. America Central as a strength of listening comprehension in learning the English language to strengthen listening comprehension. This research employed a qualitative approach and gathered data that offered a clear understanding of the impact of TED-Ed videos on the development of listening comprehension and the recognition of various accents. The analysis enabled the identification of effective strategies to strengthen students' listening skills and provided recommendations for refining existing strategies to enhance the recognition of sounds, rhythm, and intonation.

Resumen

El objetivo principal de esta investigación es analizar los posibles beneficios y retos de incorporar recursos audiovisuales como herramienta tecnológica en la enseñanza del inglés. Este estudio explorará cómo el uso de material audiovisual en el aula puede contribuir significativamente a la comprensión auditiva y a la asimilación de los contenidos presentados, centrándose en el desarrollo de estas habilidades.

Este estudio ahondará en la intrigante área de cómo los audiovisuales utilizados como herramienta de apoyo en el aula, puede contribuir significativamente a la comprensión auditiva y la capacidad de captar el tema presentado, centrándose en el desarrollo de una habilidad clave en los estudiantes de séptimo grado de la institución Escuela I.E.G.B. América Central, como una fortaleza de la comprensión auditiva en el aprendizaje del idioma inglés para fortalecer la comprensión auditiva.

Esta investigación empleó un enfoque de métodos cualitativos y recopiló datos que ofrecieron una clara comprensión del impacto de los videos TED-Ed en el desarrollo de la comprensión auditiva y el reconocimiento de diversos acentos. El análisis permitió identificar estrategias eficaces para reforzar la comprensión oral, de los para mejorar el reconocimiento de los sonidos, el ritmo y la entonación.

Chapter I

Introductory Framework

The primary aim of this work is to underscore the potential benefits of the educational sector when incorporating audiovisuals as a technological tool for English language learning. This study will delve into the intriguing realm of how audiovisuals, when used as a classroom support tool, can significantly bolster listening comprehension and the ability to grasp the presented topic. Furthermore, this research project delves into the effectiveness of Information and Communication Technology (ICT) in enhancing listening skills. It will also dissect how audiovisuals can enhance the pronunciation and intonation of words, thereby facilitating the learning of new vocabulary and the correct pronunciation of sentences. This, in turn, could expedite the acquisition of new vocabulary and the development of grammatical structures and language comprehension. According to Lozano et. al (as cited in Cardenas and Cedeño, 2023),

Technology is considered a tool with the power to transform learning and teaching, quickly becoming that helpful instrument that strengthens relationships between students and teachers, creates and promotes new approaches to participation and collaboration, and provides those responsible for providing knowledge with the opportunity to adapt and transform. It is to earn according to the needs and requirements expressed by the students, improving the general training process that generates adults capable of communicating and using the available resources to carry out future activities for the country's benefit (p.170).

This quote highlights the fundamental role of technology in education, showing positive results in teaching by addressing the individual needs of each student. In the educational field, using technological tools effectively strengthens and motivates students. These tools are essential for personal and professional development, where digital skills are increasingly necessary. This also helps facilitate and guide educational processes that respond to the specific needs of each student, whether in groups or individually. With the right approach, more meaningful and personalized learning can be achieved. In this way, students will be able to develop skills that benefit them personally in the long term and shape them into future professionals who contribute to the country's development.

According to Cardenas (2023b), "The use of multimedia tools is a technological means that has dramatically increased the motivation of students to learn and improve their knowledge, regardless of their educational background" (p.168). The technological tools students use as support, such as videos, audio, and interactive applications that can be downloaded with just one click from a phone, have a significant impact on students' motivation to learn during lessons.

These tools, which are referred to as Information and Communication Technology (ICT), manage to capture the attention of students, making lessons more dynamic, autonomous, and attractive. Importantly, their use is not limited by the students' educational level, as they can be applied and used at both basic and advanced levels. This adaptability allows the teacher or student to use them in different learning contexts, ensuring their effectiveness in various educational settings.

1.1 Problem Statement

One of the problems that always occurs in the classroom is that, in most cases, emphasis is given to reading, writing, memorization, and repetition in the programs of the Ministry of Public Education (MEP), affecting the student population, which lacks timely and well-structured auditory contexts. This means that students cannot develop their pronunciation, improve their fluency, and generate better development in vocabulary with skills and techniques that help them to understand auditory contexts, seeking to reduce the effect on the production of grammatical structures.

In the ongoing search for strategies for students to develop competitive English skills aligned with labor demand, academic opportunities, and personal growth, a series of limitations have been identified. Despite being a country with a good educational index compared to the region, we continue to observe a deficit in the acquisition of a second language. Even with available resources and competitive potential, the application of English in academic, professional, and workplace settings remains inadequate, highlighting limitations that the Ministry of Public Education (MEP) has not effectively addressed in recent decades. Therefore, there is a need to find solutions to the concerns presented above, which raises the following research question:

How can the use of audiovisuals, specifically TED-Ed videos, be improved as a learning technique to enhance the listening skills of seventh-grade students at Escuela I.E.G.B. America Central during the first quarter of 2025?

1.2 Investigation Objectives

1.2.1 General Objective

To analyze the use of TED-Ed audiovisual videos as a learning technique to improve the listening skills of seventh-grade students.

1.2.1 Specific Objectives

1. To identify the listening-related skills supported by audiovisual tools in the English language learning process of seventh-grade students at Escuela I.E.G.B. America Central during the first period of 2025.
2. To implement the use of the audiovisual format of the TED-Ed platform to improve listening comprehension, pronunciation, and vocabulary acquisition in seventh-grade students at Escuela I.E.G.B. America Central during the first period of 2025.
3. To evaluate the advantages of using audiovisual tools to promote motivation, engagement, and innovative strategies that reinforce English language development in seventh-grade students at Escuela I.E.G.B. America Central during the first period of 2025.

1.3 Justification

The research project that the researcher has decided to develop aims to identify whether audiovisual tools are used in classrooms to implement the development of the topics established in English teaching classes. These classes and methodologies generated different questions about the scope of these measures, leaving us to see the advantages and difficulties that arise from not using tools such as Information and Communication Technology (ICT) within the proposal intended to apply. As a result, it promotes constant improvement through the accompaniment of excellent quality levels in English teaching. With good levels of quality and mastery of learning a new language within the pillars of education, this research seeks appropriate ways that generate a sense of well-being in how students learn through more harmonious and natural methodologies that are familiar to understand and apply in the search for direct and complete learning in the various facets of language.

The most used tools in language teaching are constant repetition, reading, writing, and memorization, which have become the limits of the applicable techniques for successful mastery of the target language. Although these proposals are established in traditional education, they often do not allow the implementation of innovative teaching that bets on technological tools that stand out from those established in the current educational models.

However, in the current academic context, English language teaching is being transformed using technological tools. It is essential to investigate how audiovisual resources would impact the English learning process in classrooms where the growing demand for a second language is part of everyday life and how the digitization of education responds to an urgent need to explore more effective approaches to foreign language learning.

This research proposes implementing audiovisual tools in the acquisition of a new language, offering significant advantages. These communication technologies are a valuable support resource, especially for reinforcing good listening comprehension, to help students understand the topics presented during class. They help improve areas such as rhythm, understanding of concepts, different accents, and the acquisition of vocabulary in a more natural way. Likewise, by listening to a track, learners become familiar with grammatical structures, making the process more dynamic and engaging for the development of overall language comprehension.

In this way, the effectiveness of technological tools in the classroom, specifically in the development of students' listening skills, would be evaluated through mixed evaluation tests, where the objective is to check if the information and communication technology (ICT) platforms act as a resource that develops the language to improve learning, providing students with a dynamic, transparent and self-teaching way of approaching the contents. In addition, it will be evaluated how these tools foster a learning environment that promotes the acquisition of the target language in the Escuela I.E.G.B. America Central , in seventh graders.

1.4 Antecedents

Based on the referenced background, readers are guided through a topic that has captured the researcher's interest: strengthening English teaching through emerging tools. The cited authors have recognized and supported the use of such methodologies, offering valuable insights into how these tools can be effectively applied in the classroom to enhance language learning skills.

As a first antecedent, the study entitled *Audiovisual Media in the Classroom* highlights the role of audiovisual materials as technological tools that present information through both acoustic and visual systems (Adame, 2009). These tools serve as a complement to other educational resources, primarily supporting teaching through image illustration and sound development. One of his main advantages is the effectiveness in conveying the teacher's intended message. By integrating audiovisuals into a classroom, educators can foster critical analysis of the content presented and encourage students or groups to search for meaningful solutions.

The second antecedent belongs to a student from Costa Rica, who titles her work as "Didactic proposal to motivate the use of ICTs in the teaching-learning process of teachers of the Technical Specialties of the Cartagena C.T.P. Night Section. Circuit03, Santa Cruz Regional Directorate". Vallejos (2017) mentioned that this study is based on a didactic proposal to motivate the use of ICTs in the teaching-learning process of teachers in the educational sector. Thus, the implementation and use of ICTs as a means of teaching in an educational environment led to a more striking and novel teaching-learning method, to make students feel more motivated and their stay in the classroom safer and more interesting.

This is achieved with the combination of audiovisual resources as a pedagogical tool,

which allows the integration of diverse means of communication, such as verbal, visual, auditory, and textual. These are applied in a dynamic context that involves teachers and students in collaborative activities to facilitate the understanding of information and promote educational innovation

In addition, the third antecedent is the research titled: *The Use Of The Audiobook As A Didactic Resource In The Teaching Of English As A Foreign Language In Primary Education*, by the authors Huanca. L, & Anthony, L (2019). This study explained that technology can be of great support in the educational sector, where these tools that connect with the daily life of the students allow them to encourage their interest and participation. To achieve this, they also indicate that it is important that teachers be trained in the use of these tools as well as to select materials appropriate to the context and academic level, allowing the understanding of new topics, but emphasizing that these types of applications and resources have been emerging to be a support. Even though they are not always used in classrooms, they can complement teaching without replacing those materials that are recurrent in classrooms, such as books and printed materials.

The fourth antecedent refers to an essay written by Verónica Jacqueline Guamán-Gómez. Guamán (2021) entitled, “La importancia de los medios audiovisuales para la enseñanza y el aprendizaje”. This study highlights the tool of audiovisuals that function as transmitters to provide information, allowing the receiver to grasp the message being transmitted easily. The essay also points out that, at present, these resources facilitate the development of ideas and concepts, allowing students to complement the information provided in the classroom. In addition, it is mentioned that the use of these technological supports favors the development of skills in teachers because it allows them to generate content in different formats, such as texts,

audio, and videos, to provide different presentations of the content, satisfying the needs of students and teachers. In this way, audiovisuals are a communication resource that allows students to adapt teaching to different methodologies, facilitating learning, encouraging creativity, and motivating students to learn new topics.

In addition, the fifth precedent of a national author corresponds to the students Vilma Auxiliadora Alfaro Martínez, Juan David Bardales Areiza , and Heibilyn Patricia Molina González. They wrote an article entitled “Didactic graphic design based on visual, auditory and kinesthetic learning styles, with emphasis on the subject of Spanish taught in second grade at La Lía School, Curridabat” (Alfaro, et al., 2022). This research is based on facilitating the application of materials with resources that motivate the student to participate and seek solutions in the activities within the educational environment. Also, with the help of functional materials that can be adapted to the needs and different learning styles, such as auditory, visual, and kinesthetic, thus capturing the attention and interest of students in the classroom.

This international antecedent refers to Daulay (2025), who said that in his essay *A case study in the use of audiovisual media for teaching listening skills in junior high school EFL classrooms: Perceived effectiveness and challenges*. It reaffirms that implementing tools during learning improves listening skills, as well as comprehension, by integrating different audiovisual elements where students can develop knowledge of diverse accents, intonations, and conversational contexts. In these spaces, they are allowed to participate and apply their critical thinking.

It is also mentioned that students encounter conversations at a fast pace, speed, and idiomatic expressions, factors necessary to improve listening skills. According to Daulay (2025): “Listening is considered a cornerstone of second language acquisition (SLA) and a primary

mode of input, making it integral to the development of general linguistic competence” (p. 138).

Likewise, the advantage of using multimedia technologies as a learning support is highlighted, always with the teacher's guidance, which allows for the promotion of authentic communication in appropriate learning contexts. It is emphasized that listening skills should be practiced with authentic presentations and materials, such as speech patterns, regional accents, and informal expressions, so that their development is progressive, supported by tools such as videos, applications, and online platforms that contribute to achieving positive results.

Finally, the study written by Anburaj et. al, (2014), titled “The Importance of Innovative Methods of Teaching English Language,” mentioned that:

The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening, and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning (p.161).

The authors reaffirm the innovation of technological tools, where they are an important support in education, developing the skill of listening allows students to be aware of the information received through their hearing, paying attention to factors such as the accent of the person communicating the message, as well as the grammatical rules and vocabulary that is identified during this process.

In addition, they mention that using modern technology as a support is not only effective but also makes the process more interesting and interactive for the learner, as it allows them to develop their skills, increasing their knowledge during different exercises.

In conclusion, all the precedents written above refer to the fact that technological tools have been implemented within the educational sector for the improvement of English language teaching. In this context, it is important to highlight the need to implement those tools, such as audiovisuals like TED-Ed, in the auditory ability through its application with a technological approach. In general terms, these findings allow us to underline the importance of research by identifying key areas to explore the impact of audiovisuals in the educational area.

1.5 Scope

1. To analyze the impact of the use of using audiovisuals in improving listening skills to achieve a good target language.
2. To evaluate the level of listening comprehension before and after using the videos to determine if the use of audiovisuals improves participation and academic performance in listening activities.
3. To provide recommendations for improving the integration of audiovisual resources into the teaching-learning process.
4. To promote a dynamic and engaging learning experience by incorporating videos of interest to digital natives, capturing students' attention, and helping them feel more confident when listening to and understanding English
5. To identify practical and effective techniques that help students improve their listening skills using technological tools that provide real aspects of listening comprehension, such as pronunciation, vocabulary, and intonation of words, through resources that arouse the interest of students.

6. To foster a classroom environment in which students enjoy learning English naturally, using video-supported activities that encourage critical thinking and promote consistent and meaningful listening practice.

Chapter II

Theoretical Framework

This chapter is the next element in analyzing the effects of TED-Ed videos to improve listening skills in seventh graders at Escuela I.E.G.B. America Central during the first period of 2025. This chapter will describe the theories and investigations that have already been done and studied to solve the cited problem. Therefore, the sources that are going to be analyzed include articles, research papers, and magazines, among others, as it is important to examine existing studies that support the theories being applied.

In this context, comparisons are made to identify and recognize those benefits that have been implemented in similar scenarios, which will provide relevant aspects of this research process regarding listening skills. The following aspects are listed below:

2.1 Direct Methodology

The direct method of teaching, which emphasizes teaching language through immersion and avoiding the use of the learner's native language, has been widely used in educational settings for over a century. Its focus on oral communication, everyday vocabulary, and inductive grammar teaching has made it a popular approach. It also seeks to replicate the way children acquire their first language by focusing on everyday vocabulary, oral communication, and inductive grammar learning (Dakhalan and Tanucan, 2024, p.1).

This highlights that the direct method focuses on the use of the target language during the learning of a new language. This method also favors teaching through oral communication and in real-life contexts. In this sense, it is associated with the audiovisual platforms called TED-Ed, since its function is to allow the student to develop his or her listening skills in a natural way. In

addition, the platform provides real-life situations where constant exposure to the language is promoted without resorting to the mother tongue.

2.1.1 Experimental Learning

As quoted by Rahman et al. (2019), they mentioned that “Experiential learning can provide students with a safe space to use the language in completing a task. It allows for instances where students participate in the learning through meaningful experiences rather than through the traditional approach” (p.63). It is reaffirmed with the above quote that in the field of teaching, using an experiential learning method benefits students as it allows a safe environment in active participation, promoting confidence and motivation in the acquisition of a new language.

It is important to mention that students should be exposed to environments where they can face concrete experiences, abstract conceptualization, reflective observation, as well as active experimentation of their learning process of a new language where the sources of information allow for a constant environment where students can interact with the environment to grasp the information provided to them to transform the information into skills that develop their abilities.

Also, this theory emphasizes that the learning process must be considered as a whole, as well as the key attributes that students need to be globally competitive. Knowledge, thinking skills, leadership skills, bilingual competence, ethics and spirituality, and national identity are attributes that emphasize the need for students to be able to communicate with others effectively to achieve communicative competence. Students must have the willingness to communicate in conjunction with these skills. This influence is also associated by factors, cultures, and motivation.

In this aspect, the use of TED-Ed audiovisual platforms can be part of an example of Experimental Learning as it exposes students to actively listening to the language presented with different topics provided by the platform for the development of the English language, which in turn strengthens a more natural and effective learning.

2.1.2 Communicative Language Teaching

This theory consists of implementing the discussion method during English lessons. This method of debate is aimed at resolving controversial issues in the process of comparing different views, which develops reflective thinking and encourages students to be active (Rybchynska, 2023).

Through the support of audiovisuals and discussion activities proposed by this methodology such as forums, round tables, symposiums, brainstorming, conferences, and debates, which can be used, students are allowed to develop topics already presented in the classroom, to participate, create groups with their classmates, develop new ideas, and foster critical thinking. This generates greater dialogue to develop oral skills, grammar through the construction of grammatical structures, and listening, where questions and answers are made based on the topics presented. Based on this, the teacher can measure the results of students, whether in terms of positive outcomes or areas for improvement. The teacher will be able to evaluate and accompany the students during the process.

Within these theories, interactive learning implementation can be used through applications that allow the teacher to be supported by technological tools, as well as enabling students to monitor and evaluate their learning progress. This type of methodology during class helps ensure direct communication and language learning take place in a non-intrusive format.

2.1.3 Input theory

According to experts, the importance of comprehensible input was as follows: First, there is a need to prove that comprehension promotes acquisition, and second, more investigation needs to be conducted to prove that conversational modifications in language input will lead to better comprehension (Alahmadi, 2019).

The “input” concept here is the key to learn a language naturally. Learners must be given input in a language that they can understand, but that also challenges them to understand something new, so that they gradually get adapted. This “input” can be both spoken and written, and it is considered most effective when it is relevant and contextualized.

The input theory in teaching is based on exposure of students to scenarios where they can constantly challenge their learning process. In this way, learning a new language is encouraged, allowing students to gradually become familiar with native speakers’ expressions and accents. This theory can be a useful resource when combined with technology tools, such as information and communication technologies (ICT), especially audiovisual resources, which are key to language acquisition, improvement, and development.

Audiovisual resources, such as videos that address relevant topics or movies with subtitles in the language, offer an excellent opportunity for students to learn not only the pronunciation and intonation of words, but also to acquire new vocabulary, allowing classes to be dynamic but at the same time self-taught.

2.2 Integrated listening

The practice of integrating listening and speaking in the classroom emanates from a belief that the attainment of proficiency in oral production is associated with listening since learners are plunged into the rich exposure of language input by means of listening tasks (Mart, 2020).

This theory highlights the importance of listening as a support to develop oral production in learning environments. The students' exposure to a linguistic input that provides variety in vocabulary allows them to have more opportunities to build grammatical structures, new vocabulary, and different spelling patterns in pronunciation. This highlights that using and integrating these skills in the classroom allows for positive advantages in more natural and contextualized learning, aligned with the communicative approaches students need to develop the target language learning objective.

2.2.1 Traditional Education

According to Balliu (2017), traditional teaching methods are defined as: "Traditional methods consider teachers as the center of the teaching process, as well as managers and the main and referential source of the scientific information" (p.20). From this definition, traditional methods are the basis of learning. Likewise, the person in charge of exercising this reference was the professional in education, being the person who organized and developed the sequence of the lesson. Likewise, the teacher was the main source and reference for academic knowledge. A disadvantage of traditional teaching was that students' participation, on some occasions, was limited, since they only had to copy and memorize what the teacher gave in class. This limited students to a more active participation, to the development of their critical thinking, as well as to

the creativity and development of their skills, since interaction was not encouraged and their contributions were not valued within the learning process. So, we could say that traditional methods, at times, highlight the hierarchical nature of this educational model. Over time, traditional teaching methods and technology have complemented each other for a more complete learning, where it is intended to highlight that supports to expand classroom teaching allow students to learn through new information platforms, as well as resources that provide updated materials, such as TED-Ed, which provide a more interactive, dynamic support and, at the same time, encourage a more active participation, thus improving the effectiveness of learning.

2.2.2 Technology in Education

Nowadays, in education, different teaching methods have been changed, and technology has become part of it, as noted by Yadav et al. (2024), “Technology is the application of scientific knowledge to develop tools and processes that enhance efficiency and transform the world. It is indeed a remarkable gift to humanity, playing a pivotal role in every aspect of life” (p. 144). Researchers asserted that technology is a scientific tool that is applied in the education process, and it has come to transform the teaching method. Technology has a positive approach to different areas of life. This type of tool facilitates daily tasks and helps in the environment in which people relate.

On the other hand, the tool used in this study method highlights that the use of TED-Ed audiovisuals supports the idea that technology is based on scientific knowledge, innovating students’ learning process. An advantage of the platform is that it develops active listening skills by presenting visual and engaging audio information.

2.2.3 Information and Communication Technology

Education has undergone a significant evolution with the incorporation of digital tools in learning environments. According to (Regmi and Jones, 2020) mention that “ The transition from traditional classroom-based instruction to modern digital learning environments has been a gradual process, marked by the increasing adoption of blended learning models” (p.3) (as cited by Zou, et al.2025).

This quote shows how ICT in education marks positive aspects in the teaching process, resulting in students not only being limited to specific material, but this type of tool can be adapted and open to describe new practices in the educational field, where attractive materials adapted to different levels are found. For example, the TED-ED tool. In the same line, the use of audiovisual resources is aligned to develop skills such as active listening in English. This medium, when combined, provides a pedagogical approach that favors the understanding, analysis, and reflection of the topics presented.

2.3. Classroom Environment

In the line of Arifin et al. (2024), the classroom environment plays a crucial role in shaping students' learning experiences and outcomes. Research has shown that classroom setting, including factors such as physical space, teacher-student interactions, and instructional methods, significantly impacts student learning. With the authors' assertion, a teacher who fosters an organized, respectful, supportive environment with willingness and empathy will directly influence how he or she will learn in the classroom. This environment of growth and a safe place for students to develop their knowledge and cognitive and social skills in the classroom. This environment will also influence not only the students' motivation to learn but also the type of information the teacher provides in class. As a result, it will promote academic growth, since the objective is for students to feel comfortable facing the challenges that arise

during their learning. This, in turn, supports the continuous construction of knowledge in a context that fosters confidence and creativity.

2.3.1 Student academic performance

In the words of Arifin et al. (2024)

Student academic performance is a multifaceted area influenced by numerous factors. Research indicates that traditional evaluation methods, such as grades, may not fully capture all aspects affecting performance. Studies have explored additional variables like Internet usage behavior, demographic data, family income, learning strategies, and teacher interactions to predict and understand academic outcomes (p.153).

It can be said that traditional methods do not always accurately reflect the academic performance of students, since several factors can influence their development. Among them are academic levels, learning styles, cognitive skills, teaching methods, available resources, and self-confidence.

These are some of the factors that can affect the way students learn the subjects they are taught, especially considering that we are teaching generations of digital natives, who have different ways of interacting with knowledge and learning, as well as with the environment that surrounds them.

These characteristics allow us to identify mechanisms established because of traditional trends. For this reason, it is important to generate timely questions that help uncover factors that are often overlooked in traditional academic settings, where curiosity, motivation, and success

should be accompanied by balanced performance and aligned with the demands of new globalized trends.

2.3.2 Digital Natives

The authors define digital natives as those who were born with technology and who develop within this technological environment. According to Sadiku et. al (2017), digital natives are “Children who have had significant exposure to technology, which has molded the way they interact with digital tools. Early exposure to technology like the Internet, computers, and mobile devices fundamentally changes the way digital natives learn and operate” (p.125).

Therefore, it is true that the use of applications or electronic devices is part of the daily learning process of the new generations. It is common for students to find interacting with the content provided in classes through digital applications more engaging and dynamic, as these formats are usually easy-to-use tools for them. Furthermore, many of these applications can be tailored to each student's different learning methodologies, so teachers can rely on the use of these tools. By introducing them during lessons, students will already be familiar with them. For this reason, teachers should more frequently use applications adapted to this type of student, where their daily use is effective, user-friendly, practical, and simple, so they can develop their skills.

This perspective aligns with Bizami et al. (2023), who state that “the evolution of technological tools that can cater to students’ cognitive, emotional, and social aspects of learning has favored educational offerings by creating huge opportunities for students to learn easily through the online environment” (p. 1381). It is mentioned that it is noteworthy that technological tools convey cognitive, social, and emotional aspects in academic training. The use of online platforms also provides opportunities for learning more dynamically and

autonomously. In this sense, technology becomes a learning facilitator by connecting students' knowledge more closely to their digital reality.

2.4 Technological Tools

Technological tools have been supporting the different educational processes to create a communication channel with students, where classes can be conducted that connect us with today's world. Kouser & Majid, 2021 “mentioned that. Education, technological tools are present in schools in the form of tablet devices, smartphones, and laptop computers are now used as a part and parcel of the teaching-learning process” (p.366). The teacher can be supported in finding updated information just a click away or creating customized classes that suit the students' needs from your computer among the elements in which a teacher can be supported to develop their lessons. However, for these technologies to be successful, they must be used correctly within an appropriate pedagogical framework, ensuring that educators receive specialized training. In addition, proficiency in the use of software programs is increasingly valued in the educational environment to convey the message clearly and effectively. For a better understanding of what these tools are, they are listed below:

2.4.1 Visual media

In the context of the educational process, visual media are essential elements. According to Nicolaou et al. (2019), these tools can increase the production of teaching through graphs, illustrations, charts, and others, as they are mostly based on the way the message is presented, as well as on the receiver's ability to decode the messages.

Visual tools allow educators to increase productivity in teaching, since they allow them to transmit information in a clearer and more accessible way. It is important to mention that visual media will depend on the receiver's ability to interpret and decode the visual messages, allowing

the student to be able to understand and make connections with what they are seeing, increasing the learning of those students through different resources and methodologies presented in the classroom.

2.4.2 Sound and Audio Media

“The use of sound and audio media in education, among others, greatly increases oral communication because audio content may come into contact with emotions, create emotions, give life to the past by activating memory, and generally sensitize the deeper elements of people’s culture” (Nicolaou et al., 2019, p. 4). According to this affirmation, from the moment we are born, we are receptive to sound. This allows us to connect with different emotions that bring us closer to a more sensitive world, and during our growth, we acquire an auditory memory, which makes our learning have a dimension related to emotions. It also allows our communication to be broader and varied, allowing the sound to connect us with cultural and social aspects, improving our meaningful understanding of the culture, since many times we cannot capture the ideas with words, so the audio allows us to improve our communication skills.

2.4.3 Video

Nicolau et al (2019) suggested a tool that can be considered in this research, which is the use of videos; they also defined that:

The most illustrative and, at the same time, the most demanding form of content, since it combines and integrates all forms of content (e.g., text, image, and sound), video dominates the majority of activities of modern everyday life as well as the educational process in technology-enhanced learning (p. 5).

It is important to mention that nowadays, video format is fundamental in the educational field, allowing the teacher to present their classes in a more complex way since it allows having

text, image, and sound at the same time. It also emphasized that this type of format has a very important role in those daily activities that can be presented in a class, so the students will have a multisensory learning allowing that the information is received using means of the different senses; for example, the vision or the hearing sense, re affirming that this type of media applied in the classrooms promotes different methods of learning for every student. Moreover, it also generates important challenges in terms of the scope that each student has with a clear tool, such as video. Identifying an adequate use or a marked limitation in the use of this technology allows us to identify positive and negative aspects for the different learning methods, generating a more complete response to the needs of each student.

2.4.4 Social Media and Audiovisual Platforms

Through the Internet, social networks, and various applications facilitate the learning of skills, such as listening. Examples of these tools include podcasts, Duolingo, and TEDx, which allow the integration of social networks and different learning platforms into the educational process.

According to Nicolaou et al. (2019), “social media may result in the creation of progressive, interactive, and effective learning environments. One sector that is improved is the communication system among learners who are characterized as digital natives and, by their utilization, are empowered to generate discussions and exchange/share faster and easier information” (p. 7).

The previous information can highlight those networks, not only being used for social interaction, but also in education. With proper use of the platforms and the correct information provided and developed by the teacher, classes can be developed with topics associated with the MEP curriculum, so that students can generate discussions, exchange ideas, and share

information. This allows students and teachers to exchange ideas and share information, encouraging dynamic and interactive responses that promote agile and innovative learning.

Not only have digital natives been using technological tools every day, but the constant evolution in which we find ourselves today forces teachers to face how to develop classes. They used to use traditional education and methods that were more flexible in education, facing the competition of the stimuli that draw attention every day to the students who frequent this type of social network and applications for an update in the design of new dynamics in the classroom.

2.4.5 TED's Format

TED talks are a suite of short, carefully prepared talks, demonstrations, and performances that are idea-focused and cover a wide range of subjects to foster learning, inspiration, and wonder, and provoke conversations that matter. Videos or events of the organization present multiple issues and a diversity of voices from many disciplines.

According to Reima (2021), "TED is an acronym derived from the first letters of Technology, Entertainment, and Design. It is a non-profit organization, started by Richard Saul Wurman in 1984, devoted to spreading ideas, in the form of short, powerful talks that are 18 minutes or shorter" (p. 1).

TEDx is also presented in different formats and offers various communication alternatives. In it, people from other fields can expose, communicate, motivate, and innovate on different topics, with their main objective being that the speakers share their knowledge with the world. TEDx is an initiative that seeks to connect people through active and accessible communication through platforms such as cell phones, in which oral, visual, and auditory skills come together in a format, so that everyone, regardless of gender or age, can share and acquire

the topics that are exposed. This platform has some important features that can be used as advantages for students.

The advantages of using this format for students and teachers are diverse. In any scenario in which the teacher or student may find themselves. They will be able to access the Internet from any technological tool. While we know that we are in an era where most people have a cell phone or a computer, the TEDx website can be accessed without difficulty.

Another feature is the wide variety of topics of interest, from art, science, and technology to motivation and other trends of interest to the population. One of the most outstanding features of this tool is that the videos present a real scenario with various levels of learning.

Moreover, people speaking have different intonations, rhythms, and pronunciations, which allows the listener to differentiate natural and authentic voices for the acquisition of a new language. This platform not only exposes us to an environment of native speakers, but its variety of vocabulary and the demonstration of the topics through images allow an enriching learning experience for the student.

The teacher needs to be able to promote the platform. According to Reima (2021), “it encourages the students to interact, engage in, and have an active role in the discussion. The students comment on each other’s performance. The instructor can assign more TTs that provide practice with the aspects that are difficult” (p.262). An interesting question that comes to mind is: Why can people say that using this platform is beneficial for students who are learning a new language? The answer is simple; it is because this type of platform can be presented by a teacher in the classroom. It allows active participation, as they present topics of interest where skills are developed. Understanding of information is strengthened, as well as the process of critical and

reflective skills. In addition, the teacher is key, as he/she can incorporate specific tasks that help to reinforce the aspects in which the students have greater difficulty, thus ensuring more effective and personalized learning in conjunction with the study plan. Knowing what these communication tools are, it is worth mentioning how these tools could be implemented hand in hand with the different learning models of the students, which are fundamental; therefore, the information provided by the teacher can be adapted to each student individually or in groups.

Mukhtorova & Ilxomov (2024) mention that:

“Several strategies have proven beneficial in enhancing the listening skills of ESL and EFL students. These methods include regular practice, the use of non-interactive listening materials, contextual and background listening, and leveraging digital technology. Regular and consistent practice is fundamental to improving listening” (p. 85).

The implementation of these types of strategies, with constant practice by the teacher and the student, either working individually or together, can be beneficial in developing this skill. The auditory part should not only be essential, as it brings us closer to understanding; for example, listening to a song several times allows us to memorize, understand the intonation and pronunciation of what the author is trying to say; this is a clear example that, through listening, students can practice and improve English.

Additionally, Mukhtorova et al. (2024) explain that the ability to choose content based on personal interests will keep students motivated and consistently engaged with the material.

“Podcasts and vodcasts offer authentic listening experiences that mirror real-life communication

scenarios, helping students to develop practical listening skills that are directly applicable in everyday contexts” (Mukhtorova et al., p. 85).

The author makes a great contribution with the previous statement by offering the option of choosing a context in which the student can feel familiar. This allows the student to develop in real scenarios where they feel confident and prepared. Through this, students can feel confident and develop their skills both inside and outside the classroom. Listening to a podcast or vodcast for their interest allows them to gain experience in a more meaningful and autonomous way.

2.5 VARK Model

To use this type of platform and develop it in classes as teachers, it is necessary to understand the different students’ learning styles. Thus, there is a model called VARK. This will allow both students and teachers to identify the most effective strategies for learning as well as the appropriate exercises that promote quality and complete teaching.

According to Enas et. al (2024), they explain that “VARK scale is one of the most famous learning style models that was introduced by Neil Fleming in 2006 and was assessed by the University of Florida, so acronical refers to a visual (V), audio (A), read/write (R), and kinesthetic (K) learning styles” (p. 2).

Following this same line, Ahmed et al. (2013) identify that VARK defines “the preference in learning style in terms of the sensory modality in which a student prefers to take in the latest information. Four sensory modalities of learning have been defined: visual, auditory, read-writing, and kinesthetic” (p.102).

The four sensory modalities mentioned by the author allow each student to identify their sensory methodology according to the way they prefer to receive the newest information that the

teacher provides during the lessons. Each learning style allows the student to understand and select the information necessary to achieve objectives and apply the knowledge in their daily life.

Ahmed et al. (2013) can confirm that VARK promotes the idea that “the students can learn in diverse ways, provided that the methods of teaching are appropriate to the students' preferences. This approach encourages learners and teachers to believe that it does not matter how people learn if they do learn” (p.103). This is a great advantage not only for teachers but also for students who can learn faster and in a meaningful way.

The VARK concept promotes the idea that students can learn in diverse ways, but these teaching styles can always be adjusted to each student's individual preferences. Focusing on both students and teachers to develop their classes in didactic ways, the process can highlight the main objective that students learn, regardless of the learning style they use.

The different methods of the VARK model will be explained below to broaden the understanding of the different learning styles of students. This will allow both students and teachers to identify the most effective strategies for learning, as well as the appropriate exercises that promote quality and complete teaching. According to Ahmed et al. (2013) there are different types of learners, for example:

2.5.1 Visual learners

“The students prefer the use of symbolic devices such as diagrams, graphs, flow charts, and models that represent printed information” (p.99). This means that students' use of visual resources in learning makes it easier to understand the content taught. This type of format helps students with visual or blended learning styles, who understand better through symbols or diagrams, as they contribute to more meaningful learning by associating what they are seeing

with the information provided. Along these same lines, when used in educational contexts, they provide a teaching style that facilitates the comprehension and retention of printed information.

2.5.2 Auditory learners

“The students prefer 'heard' information and, thus, learn better through discussions, lectures, tutorials, and talking through material with themselves or others” (p.100). In other words, these are students who prefer listening when learning, as they receive information orally through this channel. Auditory learning is an approach to verbal comprehension that allows students to process information in real time and strengthen their memory by retaining ideas spoken aloud. This allows this methodology to adapt to a more inclusive learning method, which benefits those who learn by listening with a more dynamic classroom environment and promotes a deeper understanding of the content.

2.5.3 Read-write learners

“The students prefer printed words and texts as a means of acquiring information; they thus prefer textbooks, lecture notes, handouts, lists, and glossaries” (p.101). This quote affirms that this type of learning is based on traditional methods for students who prefer printed materials, for example, books, glossaries, and class notes. For this type of student, reading helps them understand the material covered in class. Using a book and taking notes allows them to select the most relevant information to understand the topic they are learning. Implementing these types of resources is a useful and necessary pedagogical practice for those who learn best through reading and writing.

2.5.4 Kinesthetic learning

Ahmed et al. (2013) mentioned that:

The students employ a combination of sensory functions; such learners have to feel or live the experience to learn; they prefer simulations of real practices and

experiences, lessons that emphasize performing an activity, field trips, exhibits, samples, photographs, case studies, “real-life examples, role-plays, and applications to help them understand principles and advanced concepts (p.102).

It focuses on students who need to interact with information to understand the message. This educational strategy allows individuals to interact directly with the environment through hands-on practice, such as the use of interactive games and field trips. This learning style allows students to be more autonomous as they develop critical thinking skills by seeking to solve established objectives and making decisions during their learning process.

Listening comprehension requires a series of factors that do not operate in reading comprehension, suggesting that there are a series of elements that influence listening comprehension, including cognitive factors, language-related factors, and speaker-related factors.

2.6 Cognitive Models

Besides the VARK model explained above, there have been new developments in cognitive models of learning, as per Worthington & Fitch-Hauser (2018); they mention that “The most important contributions of cognitive models are their emphasis on short-term and long-term memory and the function memory plays in listening” (p.10). The quote highlights the importance of implementing the audiovisuals of the TED-Ed platform in the auditory process associated with this cognitive model as a fundamental aspect in the development of auditory skills; by using this tool, students must pay attention and actively use memory, either short-term or long-term. In addition, the same authors mention that “Cognitive models emerged from the field of cognitive psychology. While these models are not listening-specific, they do include in-depth analyses of two essential elements of listening: attention and memory” (p.10). The importance of this cognitive model, which originates from the foundations of cognitive psychology, highlights the

importance of the process of active listening, which focuses on components such as attention and memory for everyone. Although it is emphasized that these are not exclusive to listening, they are of utmost importance to understanding how we process and retain the information received auditorily. This suggests that listening is not just a passive skill, but a complex active cognitive process that depends on selective attention and the ability to store and retrieve information as an important process.

2.7 Action of Listening

Active communication skills are based on participation, which is essential for effective communication. It allows not only to understand the words, but also to grasp the message and the context. This is crucial for interacting in environments in class where the students must participate to maintain active and fluid communication.

Listening is an active action. It is a conscious act where you must pay attention and understand that it is not just a passive process of listening. According to Amini et al. (2024), “listening may be defined as an action in which someone pays close attention to what is being said and comprehends the information delivered” (p.114). According to the authors, listening is an active and conscious skill in which the receiver must pay attention and understand the message. In this context, in the educational environment, it promotes responsible communication of students who receive the information to achieve relevant learning. This suggests that by presenting different activities that induce the active participation of students to develop the ability to interpret, reflect, and respond appropriately. This can be developed through listening.

2.8 The Importance of Listening Competency

Relating to how humans connect to the outside world through listening, according to Worthington & Fitch-Hauser (2018), “Listening is a critical life competency because it is fundamental to all other communication competencies, speaking, writing, and reading” (p. 5).

According to the authors, the person who is exposed to learning consonants or vowels develops the ability to distinguish the different sounds that can be reproduced. Listening is a fundamental skill for human beings, as it facilitates communication. Without it, both writing and speaking can be impaired at different levels.

Without this skill, writing and speech can be affected when trying to understand and interpret different messages. For example, it is shown by processing or responding to information by means of the auditory channel. Improving our hearing not only enhances our ability to process and respond to what we hear. Being exposed to receiving information and having the ability to listen enables students to learn any language. It also improves academic and professional performance by improving human relationships and mutual understanding, which allows for social connections.

On the other hand, listening becomes the basis for learning how we comprehend and accurately read and write. It can be confirmed that reading and understanding spoken language are fundamental to developing skills in reading and writing, and that understanding what we hear is closely related to what we understand when reading.

The inhabitants of Costa Rica from different regions and provinces tend to have different accents, for example, a person from the San Jose area will speak differently in intonation, rhythm, and pronunciation than another person who is near the coastal area of our country. The same happens with the English language, and this adds difficulty to learning the language. As

“for learners of English, and even for native speakers, understanding a range of English accents can be challenging. The differences can be as subtle as varying vowel sounds or as significant as changes in rhythm and intonation” (Xakimbekova et al., 2024, p. 155).

This quote highlights the process of learning a new language for a person who is not a native speaker of the language may find it difficult to understand the different accents of the language, where the main challenge is that not being exposed to an environment where you can listen and practice the skill will find difficulties in real environments as those vowel sounds, or more marked, as in rhythm and intonation can be a challenge when identifying words with the similarity of spelling patterns. This is a point of reference and emphasizes the importance of exposure to being in an environment where diverse accents can be heard, and that developing listening skills will improve listening comprehension in communication.

Implementing auditory tools such as TED-Ed not only reflects that students can be exposed to different sounds, but also allows that, through topics of interest, students learn contexts, phrases, and new vocabulary, allowing that, although they are not in a native environment, they can become familiar with and be exposed to what is desired through listening. In addition, the platform not only allows students to listen, but also to be supported by visual material, which enables them to relate the contexts, thus achieving that they not only listen, but can also understand the message provided through images.

2.9 Importance of Listening Skills in Students

Usually, when learning a new language, even though it is important to focus on grammar and oral expression, the skill of listening should not go unnoticed. It is essential to emphasize that, when developing this skill in a new language, patience is needed to assimilate the latest information. Alzamil (2021) mentioned that “among the four key skills in English writing, speaking, reading, and listening – the ability to listen well is particularly important because it can help improve other skills significantly” (p. 367). Over time, through active listening, the learner will be able to understand what they hear, break down sounds, differentiate between similar words in their spelling pattern, understand new phrases, and become familiar with different accents and intonations.

2.10 Motivation in Learning

An environment where students feel motivated generates a positive attitude and an aptitude to participate in classroom activities. According to Abdul et.al (as cited in Dörnyei & Muir, 2019), “Motivation plays a key role in learning English. It empowers students to associate with academic activities and build a strong relationship with the learning environment” (p.2).

A motivated student will be interested in paying attention to the information being provided. Motivation plays an important role in education; it promotes commitment to attention and a willingness to learn. Promoting content through a platform like TED Ed, where topics on different subjects are offered, allows students to get involved and share their ideas, generating a willingness to learn through what they hear.

2.11 Developing Critical Thinking

Critical thinking is a necessary skill that is essential for the daily life of each person, since critical thinking allows us to analyze, question what is established, and allows us to explore or seek new perspectives without staying only with the information that is being received

According to Murawaski (2014), “Critical Thinking- an essential life skill, is important for the development of innovative ideas. The process relies heavily on evaluation, modification, and requires the thinker to go beyond mere observation and memorization” (as cited by Sterkenburg, 2024, p.33). This thinking allows us to question, observe, and have new perspectives from an objective point of view, since critical thinking gives us the option of not passively accepting the information we are receiving. This thinking allows us to make decisions in different areas for the development of each person.

About the importance of critical thinking in learning, it must be considered that

When students use critical thinking skills, they will be careful and consider it in planning. Thus, critical thinking skills are also needed in learning because the problems students face are not just the problems that are given to them in the classroom; students must be able to apply them in various forms, so a high-level thinking ability is needed (Manurung & Pappachan, 2024, p. 50).

The relevance of critical thinking in learning lies in the fact that it allows students not only to resolve academic problems but also to understand real contexts with higher autonomy and analytical skills. This skill can be strengthened through support tools, such as the TED-Ed platform, which facilitates the student, together with the teacher, to reflect and analyze, creating

spaces where questions, answers, and the development of personal opinions arise from topics of interest. Analyzing information in the classroom not only improves listening comprehension when confronted with new words but also develops cognitive skills that prepare the student, allowing them to share their knowledge in different situations and challenges, which favors deep and sustainable learning.

Therefore, it can be concluded that. Considering the concepts previously developed in chapter two, corresponding to the theoretical framework, the following chapter seeks to apply these concepts, theories, and references of this activity in a practical way for the development of the research. In the next stage, we will seek to implement strategies, and those approaches previously mentioned. This will help us to understand the improvement of listening comprehension in the students of Escuela I.E.G.B. America Central, institution whose main objective is to evidence, through different activities and specific observations previously elaborated, the different stages in which audiovisuals, as support resources for the teaching and development of selected topics, can benefit positively the development of listening skills within the academic and personal environment.

Chapter III

Methodological Framework

The methodological framework is developed to investigate the impact of the use of Information and Communication Technologies (ICT), specifically the use of audiovisual media such as TED-ED, in improving the listening skills of seventh-grade students at Escuela I.E.G.B. America Central. This research is a qualitative method study, and therefore, different methods, strategies, and techniques will be implemented to generate adequate support for the development of the research, starting from carrying out data collection, which will allow the researcher to perform an analysis of the target population that will be evaluated, and through an appropriate evaluation instrument, find satisfactory results to support the theories that were implemented and that consequently answer the questions that arise in the process.

3.1. Research Approach

The methodological approach of this research is a qualitative study with descriptive quantitative data analysis. The primary focus is addressed through the collection, analysis, and synthesis of data. In this context, “Qualitative research is a methodology for scientific inquiry that emphasizes the depth and richness of context and voice in understanding social phenomena. This methodology is constructive or interpretive” (Lim, 2023, p.200). This approach will guide the assessment of the relevance and extent of the impact of the audiovisual element considered in this research. It will follow a methodical strategy that will address various aspects of the investigation with the help of qualitative data collection, analysis, and conclusions. This planning will guide the relevance and scope of the impact of the audiovisual elements mentioned in the theoretical framework, as well as the impact of the use of audiovisuals on listening comprehension for the improvement of students' listening skills which will help the research get

positive results, as the qualitative analysis will help to identify patterns, behaviors, and interactions during, through and at the end of the process of the audiovisual tool engagement with the students.

This will be achieved by implementing them in practical settings to identify the development of listening skills in students, as well as the variables and patterns that can be recognized through practice. These practical and effective techniques will help students to improve their listening, using technological tools that provide real aspects of listening comprehension.

3.2 Research Design

Initially, this qualitative research is defined within the learning process of the student population in a seventh-grade group of the Escuela I.E.G.B. America Central, through the application of a series of tests and practices linked to the use of TED ed Talks audiovisuals to evidence the impact it has on the improvement of listening skills, with exercises and activities that enhance the advancement of audiovisual tools in the dynamics used in the classroom.

According to Cochachi & Díaz (2004 as cited in Villarreyra & Valdiviaz, 2020):

Audiovisual materials are important because they stimulate student participation, bring reality closer to the learning environment, stimulate creativity, allow the exchange of experiential and academic experiences, allow the construction of thoughts, help promote learning, and help to actively promote learning (p. 12).

The implementation of audiovisual tools in full format, as support resources in an educational environment, represents an experience that can be shared and used for the development of listening skills. In addition, it provides greater depth in the interaction between the student and the resource, allowing students to encourage participation or contribute to the development of

creativity, deep understanding of the context since these materials awaken interest and motivate students to express their ideas in an original way, and from a personal perspective, in which they can apply their knowledge.

Consequently, This is oriented to answer the specific objectives set out in the theoretical framework which has the function of answering and understanding the applications of the different techniques and tests that can be used in the different learning mechanisms that will allow us to describe and explore the aspects linked to obtaining an auditory improvement in the dynamics of listening as an optimal tool for the improvement of active listening, memorization and better fluency in their performance when grading their skills.

Qualitative research, observation of the population, and existing documentation are utilized to identify patterns, behaviors, and interactions in the classroom, thereby facilitating a contemporary understanding of the educational environment and teaching-learning processes.

In addition, the researcher is based on exploration of the population, which allows me to better understand the students and their relationship with the use of audiovisual support tools. This phase is complemented with questions aimed at determining the educational dynamics. Subsequently, we will proceed with a diagnostic test to evaluate listening comprehension, using this tool as support in the research. This brings us closer to a direct method, whose main objective is to help students achieve a better understanding of the English language.

3.3 Information Sources

Three types of information sources help us to find information, which are defined as primary, secondary, and tertiary. These sources can be classified depending on the criteria of each author, as he considers the best classification for the development of his research.

3.3.1 Primary sources

They are defined, according to Tamayo (2003), as “Materials that provide first-hand data since they are documents that include the results of the corresponding studies. These sources constitute the basic elements of the research” (as cited in Gallardo, 2017, p. 45). In other words, it can be understood that primary sources are those sources where the researchers can find documents, book chapters, research, dissertations, websites, articles, academic journals, videos of an interview or live conference, recordings of a historical or scientific event, videos of testimonies or personal experiences where we can find information previously developed by people who researched from scratch and managed to capture their knowledge to be shared. It can be confirmed that primary sources are those initial sources that were cited and detailed at the end of this research.

3.3.2 Secondary Sources

Secondary sources, according to the University of Minnesota Crookston, Roger D. Moe Library (2025), highlight an analysis or restatement of primary sources. They often try to describe or explain primary sources. They tend to be works that summarize, interpret, reorganize, or otherwise provide added value to a primary source (n.p).

The secondary source mentions and briefly comments on the content of the publications after reading the summary (abstract), and it is evaluated whether it is useful or not. Secondary sources refer to a more comprehensive search for information, with key concepts or ideas present in different works, without having to complete an analysis of a text, journal, book, article, or document relevant to the research.

For an adequate accomplishment in the references used for this research, we delved into the secondary and primary sources. They were used to obtain knowledge, to find necessary

information to develop and support theoretically this topic, seeking to obtain theoretical, methodological, and practical postulates throughout the research process to be able to guide us in developing and improving the study. This gives it an academic depth and solvency to objective results that would allow me to generate answers and mechanisms that favor the improvement of active listening for the benefit of students in the learning process.

3.3.3 Tertiary Sources

They are those sources that give us quick access to information and can be found in dictionaries, encyclopedias, indexes, catalogs, and timelines, which allow us to organize and guide us with the information that has been previously used in primary and secondary sources. According to Thompson (2023), "tertiary sources act as navigation tools in the vast ocean of available information, facilitating the identification and access to more specific sources" (p. 289). These allow us to know a topic and understand it easily and quickly, since they give a general idea or a summary of a topic, idea, or data for the investigation.

3.4 Analysis Categories

A series of aspects will be analyzed to allow the researcher to generate a better understanding of the topic. For this research, the categories will be applied in three sections. Each of which will be defined individually.

3.4.1 Audiovisuals'

Audiovisual resources, such as videos that address relevant topics or movies with subtitles in the language, offer an excellent opportunity for students to learn not only to listen to the pronunciation and intonation of words but also to acquire new vocabulary, which allows classes to be dynamic but at the same time self-taught. In line with this idea, Rather (2004) mentions that "Audiovisual materials as instructional aids like maps, charts, models, projectors, televisions, and others, are used in the classroom to facilitate learning, making it more accessible

and engaging for students to understand”(as cited by Cortés Fuentes, S., & Sanchez Celis, P., 2025 p.26). In addition, these materials encourage student participation by promoting discussions, group activities, and interactive exercises based on what they have seen or heard, creating a more engaging and collaborative learning environment.

3.4.2 Active listening techniques

The process of having alternative mechanisms has as its main objective to find those strategies that maximize the understanding of listening when facing in this case didactic material in English, as it is often required by the teacher to offer alternatives to traditional education that appeal to questionable and unproductive techniques in terms of achieving improvement and progress in students after those issues that are presented in the classroom. According to Ilyos O'g'li, E. O. (2024), “Active listening is a technique that encourages listeners to engage consciously with the spoken content. By focusing on understanding, summarizing, and responding to information, learners can improve their listening comprehension” (p.1562). This technique or approach is presented in the classroom either by the teacher or the student to improve listening techniques for everyone in different contexts.

These strategies allow teachers to provide the students with broad alternatives that simplify the way to understand and resolve the information they hear in a new language. Then, as the main objective, listening strategies provide students with the ability to solve the deficiencies that they have by listening to the accent, speed, intonation, pronunciation, and real understanding of those words that are new to them in the information that is intended to capture

3.4.3 Listening Comprehension

The ability to listen is the key to understanding, and this ability allows us to interpret and comprehend the information emitted in a sound message. Süleyman (2024) mentions that

“Listening refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text” (p.14). This message can convey meanings and intentions, which allow us to grasp the depth of the meanings, just like the different physical skills that the human being has. This ability can be trained, improved, and refined with different techniques. Good listening comprehension can be developed in practice environments and through constant exposure to elements that can help manage real and achievable objectives. Through a guide, oriented and supervised by the teacher, that pretends to be significant progress, improvement in the ability are possible. However, listening comprehension, in addition to this method, the teacher seeks that a positive interest arises in the student and that, in a self-taught way, defines its measures in the comprehension.

3.5 Population and Example

The population is composed of seventh-grade students from Escuela I.E.G.B. America Central, located in Goicoechea Guadalupe. The sample is selected intentionally, and it consists of a group of 19 students, aged between 12 and 13 years old. The selection criteria were based on the students' willingness and interest in participating in recreational activities, as well as their previous level of listening skills.

3.6 Data Collection Instruments and Data Analysis

The data collection and instruments data analysis will be developed in the Escuela I.E.G.B. America Central, located in Guadalupe, and is aimed at seventh-grade students. It can be mentioned that the significance of this research is that this population is in the process of educational development, which gives value to this research because, at the same time, the researcher is carrying out a field development and is providing a fundamental contribution to identify those tools that strengthen and improve learning in the English language.

In this case, the data will be collected through instruments: Observation Checklist, Pre-activation knowledge, Pre-listening Activity, TED-Ed Activity, and finally a Self-Assessment.

3.6.1 Observation Checklist

One of the first steps in the research process is the creation of an observation checklist for the classroom and group environment. This enables the researcher to determine the number of students with whom the teacher will work in the classroom and to identify some important characteristics relevant to the beginning of this investigation. In addition, this checklist evaluates whether students are actively participating, their attention to the content, the motivation and interest they show, and their willingness to use these tools in educational, personal, and autonomous contexts. As a whole, these observations are fundamental to guide the researcher, since they constitute the basis and starting point of the whole research, guiding us in how the use of audiovisual tools favors the development of listening skills in educational environments.

3.6.2 Pre-Activity

In this first Warm-up activity for knowledge activation is done in three stages: Recognizing vocabulary, making predictions, and drawing conclusions, on a specific topic presented during class. It is important to mention that this activity encourages students to improve their active listening skills while reinforcing skills such as critical thinking, attention to detail, and the ability to grasp key information. Through this warm-up process, they not only strengthen their understanding of a topic in general but also expand their vocabulary and allow them to better understand the topic in context. In addition, the main objective is to actively engage the students with the material that will be used in class and improve their comprehension, thus providing essential preparation for subsequent activities. The researcher will use an observation checklist to monitor student performance.

3.6.3 Pre-Listening Observation Checklists

Pre-listening observation checklists are tools that the researcher uses to observe and assess students' skills or conditions before beginning a listening comprehension activity. These checklists allow the researcher to systematically gather information about clearly defined objectives that influence student performance during a listening task. For example, the indicators are students recognizing vocabulary, students understanding vocabulary, students making inferences, students identifying the main idea, students identifying key details, and students concluding.

3.6.4 Main Activity: TED-Ed Video

An audiovisual presentation will be presented to students on the TED-Ed platform, entitled “How playing sports benefits your body... and your brain” by Leah Lagos and Jaspal Ricky, which focuses on how exercise benefits both physical and mental health, and highlights the importance of including it in our daily routine. With the support of a computer, speakers, and audiovisuals, the video will be projected with the help of images to guide the students. Subsequently, an evaluation based on listening comprehension will be carried out. This assessment will consist of three stages: first, students will mark with an X the correct option; then, they will complete the sentences with the missing words; finally, they will answer open-ended questions related to the content of the video. These three stages will help to measure the degree of comprehension through auditory and visual support of the information presented, and to practice listening comprehension in English. Also, a Self-Assessment Rubric that allows the researcher to have the opinion of the students and know from their perspective if the use of this tool is a support to develop the audiovisual skill of English.

3.6.5 Post-Activity

The evidence of learning activity, which will be applied as a non-summative evaluation, is developed in three stages. This allows students to relate the content to what they have seen and heard, functioning as reinforcement and reflection on what they have learned during the activity, to apply the knowledge in the development of the listening skill. During this stage, students will be able to analyze, identify, and demonstrate the knowledge acquired, which is evidenced in the following annexes.

3.6.6 Self-Assessment

After completing the activities, the students will complete a self-evaluation about their experience using audiovisuals as a support tool for learning a topic during the lesson. The main objective of this self-evaluation is to understand how the students experienced learning new content consciously using this tool, and to assess its impact on the improvement of their listening skills.

3.7 Collection Data Process

The information collected will be analyzed in the study. Information will be collected by applying different instruments. First, a class observation will be applied to determine prior knowledge. Next, other instruments will be applied, consisting of a pre-listening activity for initial knowledge, and a TED-Ed activity consisting of a mark with an X option that the students consider the answer correct according to the information presented in the audiovisual “fill in the blanks with the correct word from the list”. All the words are related to the video, and the students need to write complete answers in English, using the information they remember from the video. Finally, a self-assessment activity will be applied to the students to know how they feel to learn a new technological tool to improve their listening skills.

In addition to formal techniques, personal observations and subjective evaluations by the researcher will be recorded, such as impressions, feelings, or spontaneous judgments about the learning environment, student interaction, and the degree of interest observed.

During the study, the research team will collect information by applying a variety of instruments such as Observation Checklist, Pre-activation knowledge, Pre-listening Activity, TED-Ed Activity, and finally a Self-Assessment.

Chapter IV

Data Analysis

This chapter presents the analysis and interpretation of data obtained through various activities carried out with seventh-grade students at Escuela I.E.G.B. America Central, as part of a study on the use of TED-Ed videos to improve listening skills. Various observation tools, diagnostic tests, self-assessments, and listening comprehension activities with and without visual support were used, allowing for qualitative triangulation of the data. This analysis aims to address the research objectives by identifying patterns of student behavior, performance, and perception regarding the use of audiovisual tools such as TED-Ed. Furthermore, this chapter structures the collected data by transforming it into graphs, where the results are presented to facilitate readers' understanding of the researcher's objectives.

4.1 Analysis and Interpretation of the Results

The analysis of the results is based on direct observation of students' behavior and participation in the different phases of the research. Indicators of active participation, attention, listening comprehension, motivation, and others were considered. The different stages of the fieldwork are presented below, along with their respective results and graphs.

4.1.1 Observation Checklist 1

Observation, as such, can be classified as a tool and technique for gathering information, providing extremely important data for the researcher, as it allows for real-time observation of students' behavior, attitudes, and reactions. Before conducting this observation, prior authorization was obtained by the principal and teacher to administer the instruments. The class does not have equipment such as projectors, speakers, or computers. The reason was that the equipment was in another classroom, so depending on the rotation of the schedules, the students

would have the equipment, so in this case the researcher had to bring all the necessary equipment to administer the instruments. The classroom space has adequate light and a good whiteboard. There was no internet access, so the precaution was taken to download the materials in advance to facilitate the implementation of the planned activities. Through this observation, the objective is to identify whether the teacher speaks English during class, promotes listening activities, and provides feedback when students need it. It also identifies whether students actively participate in class, show interest in learning about the topics, listen attentively and follow instructions, answer comprehension questions during a listening activity, and are able to clearly express their ideas and opinions. Based on these criteria, the following observations can be made:

In this research, an initial observation was conducted during the session of June 16, 2025, nineteen seventh-grade students participated, around the theme "A world of wonders ". The teacher began with questions such as, "What are some natural things in your country?" "What examples of natural beauty are there in your country?" The students answered with words or short phrases like "rocks," "plants," "trees," "mountains," "beaches," "forests," "national parks," "volcanoes," among others. The teacher spoke to them in English and repeated the content if he noticed they did not understand the questions. Some students were struggling to fully understand what he was asking. Then, he moved on to a grammar explanation where he taught them how to use Wh questions. He gave them a series of examples of what they are and how they are used in English. It was clear that the students were paying attention to the teacher's instructions and explanations. They copied the information into their notebooks and tried to follow the teacher's understanding of the topic. If they had any questions, they asked, and the teacher gave them feedback, and if he needed to explain something again, he would do it again. Finally, an activity was held where the students were given a text about the wonders of our country. First, the

teacher read it aloud, and then each student, in groups, had to answer a series of questions based on the information provided. It was evident during this section that some students did not fully understand all the written vocabulary and struggled to answer some questions.

Overall, the teacher explained the class well. He always spoke to the students in English, gave feedback, and promoted listening activities in class. However, he was the one who conducted the listening activities and did not use any aids. While listening interaction in English was encouraged, students sometimes did not understand all the content, indicating the need to continue strengthening their listening skills in a second language. However, the teacher successfully captured the students' interest, facilitated meaningful learning, and maintained a consistently motivating environment.

Based on this observation, the following graph shows the percentages of the results:

Figure 1. Observation Checklist 1

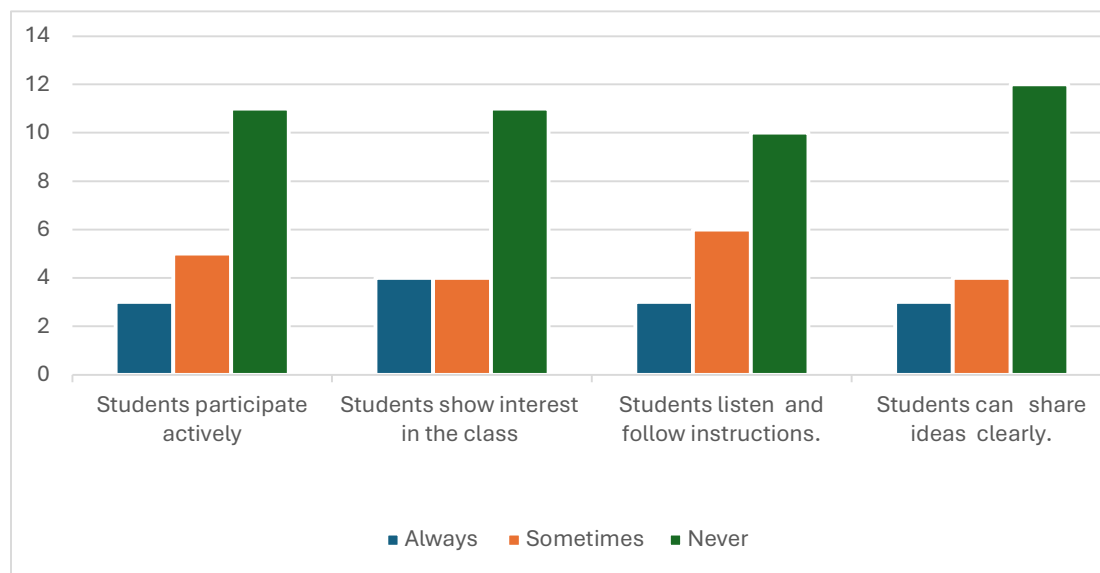


Figure 1: Prepared with information from observation 1. Source: Researcher's creation. (2025)

The observation graph, during a traditional session and without technological tools, shows that, despite the fact that the teacher provided students with feedback, the use of English as the language of instruction, and participation in activities throughout the lessons were maintained. The results reveal low participation in key aspects of the learning process. Below are the four categories with which the students were evaluated to carry out the observation: participation, interest in class, following instructions, and clarity in the expression of ideas.

Regarding active participation, the results show that 3 students always participated, 5 students sometimes participated, while 11 never wanted to participate. This is a very big problem because different skills can affect the students' learning process. In other words, the result reflects that the majority of students did not participate actively. Lack of vocabulary or interest can be some factors. For the second category, the results show that just 4 students always participated during the class; 4 students sometimes participated, but 11 never wanted to participate. This reveals low interest in class. Then, regarding following instructions and listening attentively, 3 students always listen and follow instructions, 6 students sometimes follow instructions, while 10 students were always distracted and did not follow the teacher's instructions. They were asking many questions using Spanish. Finally, only 3 students were able to express their ideas, 6 students sometimes express their ideas using some English phrases, but 10 students never speak in English. They were not able to express themselves in English. In summary, these results point to a limited participation, more reactive than analytical, with irregular attention and frequent difficulties in oral expression on the part of the students, which suggests the need of implementing focused strategies to improve interaction, motivation, and understanding in the class.

Figure # 2 Observation: Pre-activation knowledge

To implement this activity, the researcher prepared all the materials and equipment necessary to carry out the application of the instruments. This activity served as an introduction to a warm-up exercise. The researcher used Canva as a visual support. They were shown an image that invited them to guess the topic to be covered, and they were asked a series of questions related to vocabulary recognition. Subsequently, several questions will guide the students to make predictions based on their ideas about what the topic might be about, draw conclusions and predictions about their knowledge, and their opinions about what they think the topic is about. With this activity, the researcher sought to invite the students to be part of an active learning process where they would be involved in the application of each stage of the instruments, and its main objective was the activation of knowledge.

Based on this activity, the following graph shows the percentages of the results

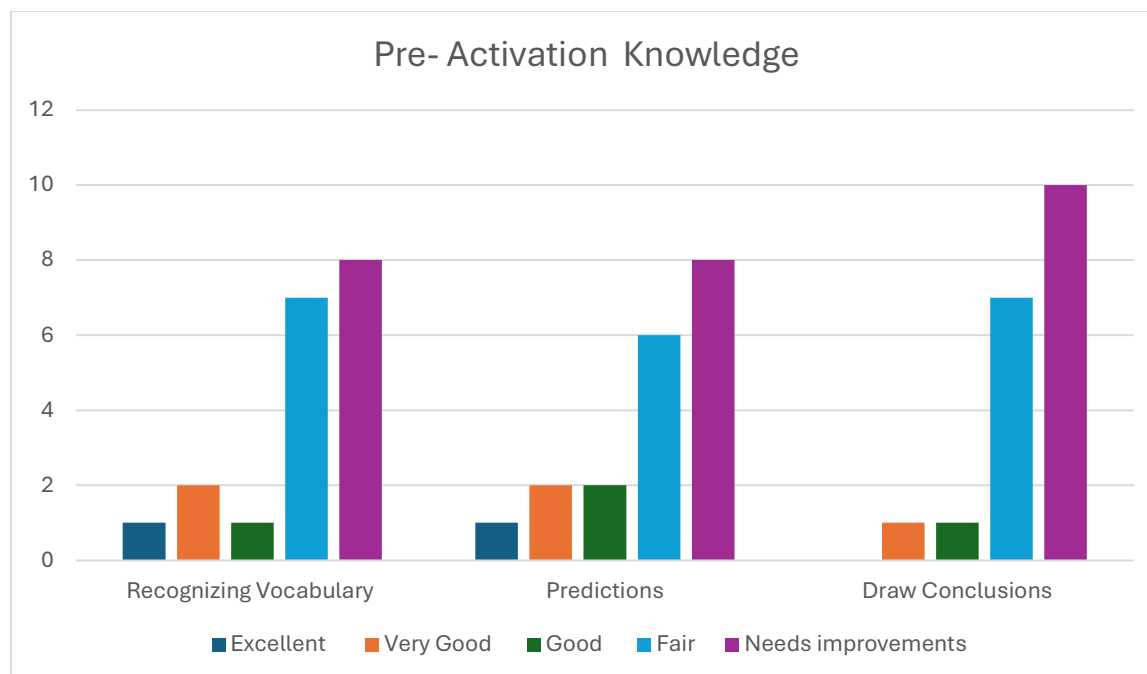


Figure 2: Prepared with information from observation 2. Source: Researcher's creation (2025).

During the activation knowledge, in which students were invited to actively participate in three stages regarding vocabulary recognition, predictions, and sharing opinions about their conclusions on the topic provided in class, the observation list allowed identifying their performance in detail. In the Vocabulary Recognition stage, only 1 student reached an “Excellent” level, 2 were rated as “Very good”, 1 as “Good”, while 7 were rated as ‘Fair’ and 8 as “Needs improvement”. In Predictions, the results were similar. It was found that 1 student was “Excellent”, 2 “Very good”, 2 “Good”, 6 ‘Fair’ and 8 “Needs improvement”. Finally, in Drawing Conclusions, there were no students in “Excellent”, only 1 in “Very Good”, 1 in “Good”, 7 in ‘Fair’, and 10 in “Needs Improvement”. These results are represented in the graph; it shows us that during the activity, some students demonstrated outstanding comprehension, a significant proportion, especially in the drawing conclusions stage, requires further support. This evidences

the need to strengthen both active listening and critical thinking, and the ability to grasp key information, central objectives of this preparation session.

4.1.2 Pre-listening Activity

To implement this activity, the researcher prepared all the materials and equipment necessary to carry out the application of the instrument. This activity consists of listening to an audio entitled “Welcome to the incredible benefits of exercise”, which is presented without any visual support. For this reason, the audio had to be played twice to reinforce the understanding of the content.

At the end of the audio, each student was given a non-summative evaluation in three stages: first, four X-rated questions based on information related to the audio; second, a fill-in-the-blank exercise with words associated with parts of the audio; and third, a general question about some advice that could be given to the main character in the audio.

Through this listening process, we sought to identify the following skills: vocabulary recognition, vocabulary comprehension, making inferences, identifying the main idea, identifying key details, and drawing conclusions. In addition, they expanded their vocabulary and gained a better understanding of the topic in context.

This was a key process to continue with the next phase of the application of the last instrument.

Based on this activity, the following graph shows the percentages of the results.

Figure 2. Pre-listening Activity

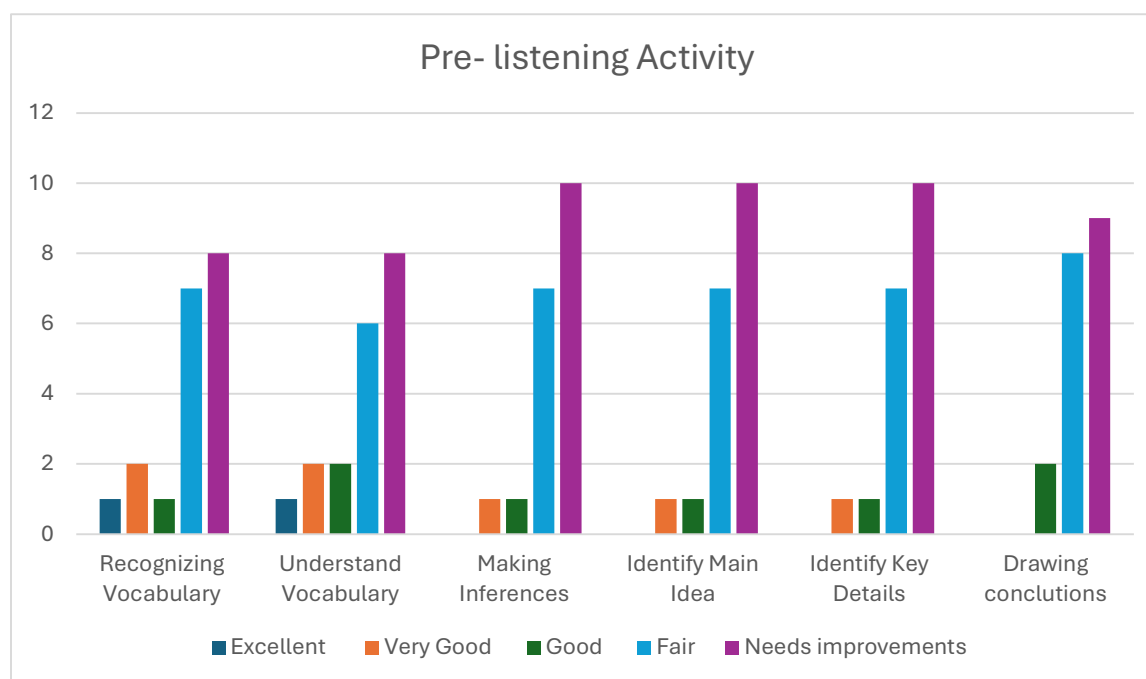


Figure 3: Prepared with information from Pre-listening Activity. Source: Researcher's creation (2025).

This graph represents the activity in which students listened to an audio recording without visual support. The results show that in vocabulary recognition, 1 student was excellent, 2 students were very good, 1 student was good, 7 students were fair, but 8 students needed improvement. For the second category, understanding vocabulary, the results indicate that only 1 student was excellent, 2 very good, 2 good, 6 fair, and 8 needed improvement. Next, regarding making inferences, identifying main ideas, and identifying Key details, the same results were obtained: 0 students were excellent, 1 student was very good, 1 was Good, 7 students were fair, and 10 students needed improvement. These three categories are related to one another; that is, why the results are the same. If students do not have enough vocabulary, they will not be able to

understand the content and answer comprehension questions. Finally, to conclude, only 2 were able to answer all the questions, 8 drew some conclusions, while 9 were not able to answer or draw conclusions based on the audio.

At the end of the activity, the researcher had the opportunity to confirm that the lack of visual support hindered the ability to understand the content, as well as to identify vocabulary, pay attention to details, and relate meaningful connections to the audio. While students maintained attention during the listening activity, their auditory comprehension was limited. Demonstrating how the absence of visual aids can negatively affect depth of comprehension and decrease students' confidence when faced with new content.

4.1.3 Main Activity: TED-Ed

For this activity, students were presented with an audiovisual presentation from the TED-Ed platform, titled "How Playing Sports Benefits Your Body... and Your Brain," by Leah Lagos and Jaspal Ricky. The presentation focuses on how exercise benefits both physical and mental health and the importance of including it in our daily routines. The research used the support of a computer, speakers, and audiovisual equipment; the video was shown, accompanied by images to guide the students.

Subsequently, the topic was introduced, and questions were also asked about what the topic might cover, including vocabulary, keywords, and personal experiences. In this case, an audio recording was shown twice along with the video. They were given a non-summative assessment test with three stages. In this case, the students answered correctly. When asked for details or in-depth listening, the students were able to answer this question because having visual support allowed them to recognize objects by associating what they were hearing with what they were

seeing. This helped them more easily understand the expected content. From here, a final observation was made, in which an assessment related to the use of audiovisual materials in class was administered. They were asked to give their opinions on what they thought of this type of tool for improving listening skills in English language learning.

Overall, the class was dynamic, with a variety of visual and audio resources and participatory strategies. While visual and listening interaction in English was encouraged, students felt motivated, and the goal of using the audio-visual videos to help students understand the material presented in class was achieved. This facilitated meaningful learning and maintained a consistently motivating environment.

Based on the TED-Ed Activity, the following graph shows the percentages of the results:

Figure 3. TED-Ed Activity

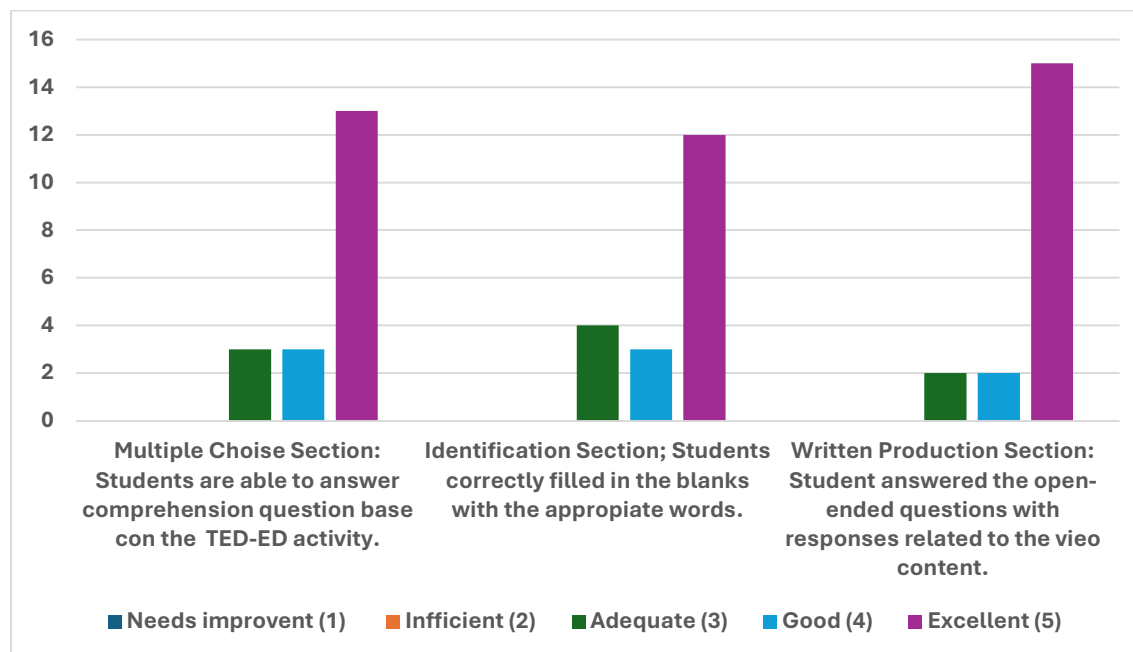


Figure 3: Prepared with information from TED-Ed Activity. Source: Researcher's creation (2025).

The graph, in which the TED-Ed instrument was applied with audiovisual support, shows an improvement during the non-summative evaluation thanks to the incorporation of video as a didactic resource. The results indicate that, in the different stages, the following data were observed:

In the first multiple-choice section, where students' ability to answer comprehension questions based on the TED-Ed activity was assessed, 0 students placed at the Needs Improvement level and 0 students at Ineffective, 3 students achieved the Adequate level, 3 students were in the Good category, and 13 students achieved Excellent performance by answering all questions correctly.

In the identification section, where students had to fill in the blanks with words related to the audio, 0 students were placed in the Needs Improvement level, 0 students in Inefficient, 4 students in the Adequate category, 3 students in Good, and 12 students achieved Excellent performance.

In the final part, corresponding to the written production, where students had to answer an open-ended question based on the content of the audio, 0 students placed in Needs Improvement, 0 students in Inefficient, 2 students in Adequate, 2 students in Good, and 15 students achieved Excellent performance, showing complete and coherent answers with the content previously heard in the activity. The visual support allowed students to identify answer, comprehension questions based on the TED-Ed activity, Identification, filled in the blanks with the appropriate words and answered the open-ended questions with responses related to the video content, so the vocabulary, expressions and grammatical structures were easier with the visual support, In addition, by observing related images, they were able to associate new vocabulary with specific concepts, which facilitated its memorization and application in real-life contexts.

This graph validates the hypothesis that the audiovisual resource effectively improves the listening comprehension skills of beginner students. The TED-Ed video is a tool that helps students with listening and visual comprehension when learning English.

4.1.4 Pre-Activity Versus Main Activity

4.1.4.1 Participation

In this next section, a comparison will be shown between the levels of student participation before and during a classroom activity. This allows us to evaluate those results that show an improvement in the different activities, as was the case in Participation Pre-Activity Versus During Activities. In the results of the observation of the data, we can identify the validity of the activity when it comes to encouraging students to participate more actively in class. This figure shows us visual evidence of the changes in participation and provides a result towards the positive impact of student motivation at the time of receiving classes.

Figure #4 Participation Pre-Activity Versus Main Activity

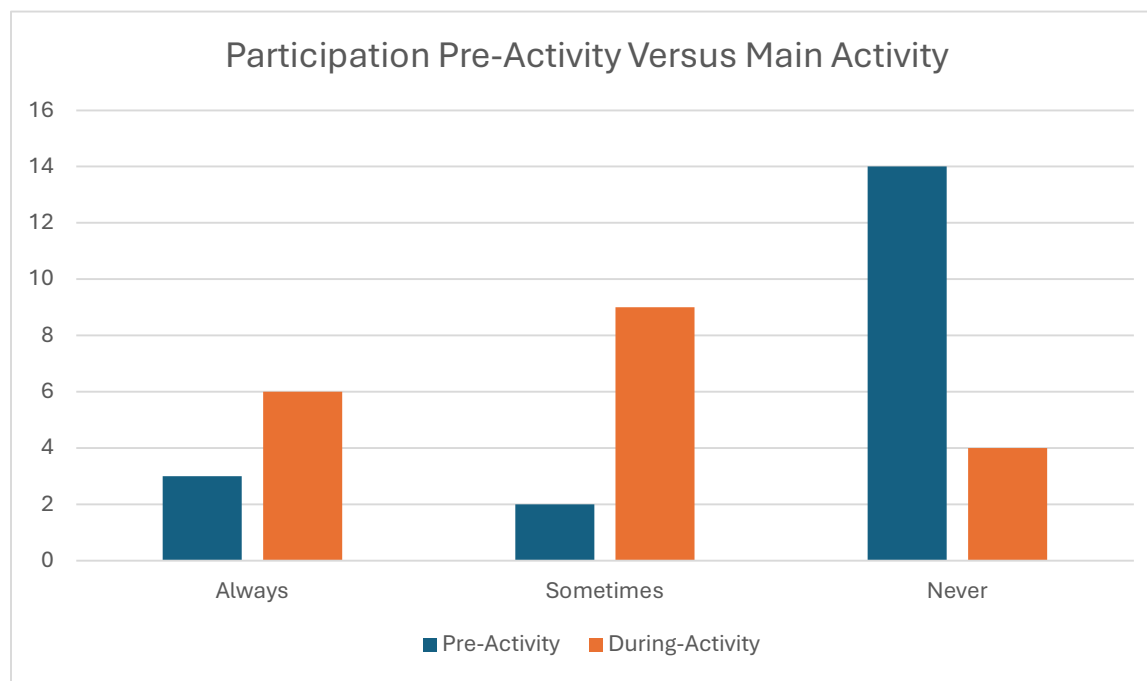


Figure 4 shows the results of participation. Researcher's own creation. (2025

The graph of the participation Pre-Activity Versus During Activity shows the results of student participation, where the results highlight a significant change in the different levels of student participation before and during the activity. Before starting the activities, the majority of students, with a total of 14, indicated that they never participated in class, in the category of only sometimes, only 2 students did so, and only 3 affirmed that they always participated. During the development of the activity, the results changed significantly: the number of students who never participated decreased to 4, while 9 students sometimes participated, and 6 students always participated. These results show a positive increase in students' active participation thanks to the design of the activities. Both strategies allowed students to feel more comfortable, improve their understanding of the topic, and acquire key vocabulary, which boosted their confidence and willingness to participate in class.

4.1.4.2 Identifying English Vocabulary

The following image allows us to compare the differences that students showed in the recognition of English vocabulary in the different activities carried out during the development of the activities. This graph allows us to recognize, understand, and gradually use new words in different contexts. The implementation of this comparison allows us to identify that vocabulary recognition helps students improve their listening and reading comprehension, while building a solid foundation for oral and written expression. In this section, we examine how learners respond to vocabulary-focused activities and how different strategies-such as visual aids, audio resources, and contextual cues-support their acquisition and use of vocabulary effectively.

Figure #5: Identifying English Vocabulary

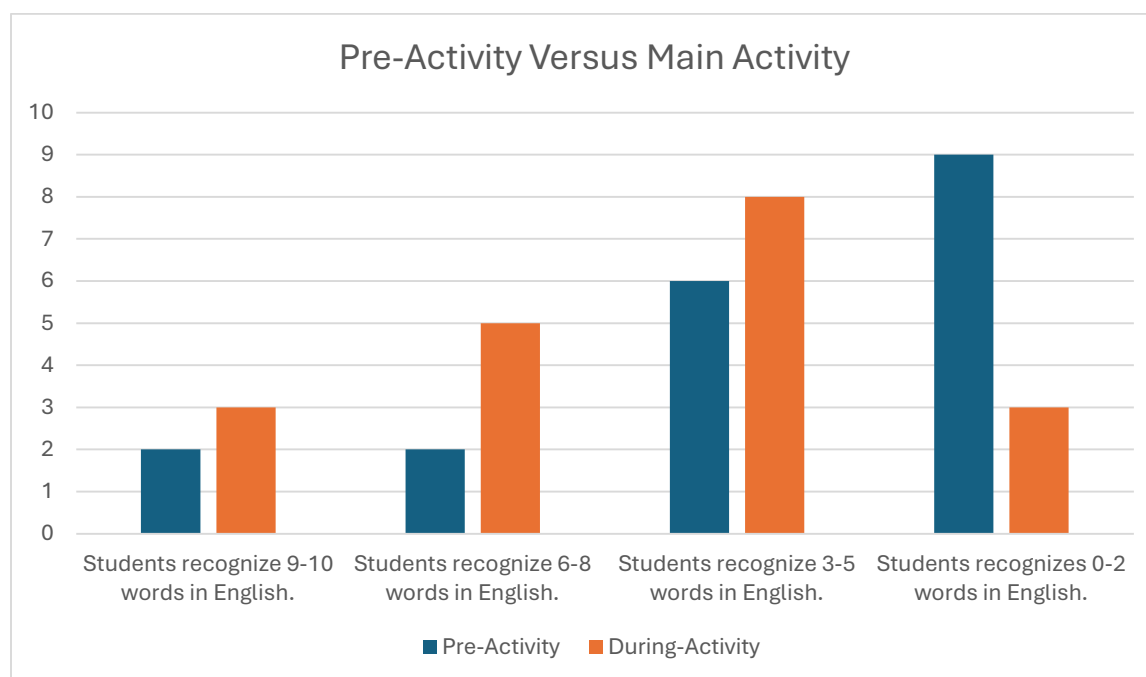


Figure 5 shows the results of vocabulary acquisition. Researcher's own participation (2025).

The results represented in the graph “Vocabulary identification before the activity versus during the activity” show that the students did not have sufficient vocabulary at the beginning of the activity. Before applying the support strategies, 9 of the students could only recognize between 0 and 2 words during the first activity, which evidenced a significant limitation to fully understand or participate in the activity. However, during the recognition activity, after incorporating the audiovisual resource and subtitles in the videos, a significant improvement in the word was observed. The number of students who recognized between 6 and 8 words increased from 2 to 5, and those who identified between 3 and 5 words increased from 6 to 8 students. In addition, the number of students who recognized little vocabulary was significantly reduced. This improvement

was reflected not only in the number of words identified but also in the students' ability to use them in simple sentences, indicating active vocabulary acquisition. In conclusion, thanks to the strategies implemented, the students not only expanded their vocabulary but also began to use it functionally, demonstrating that complementary activities such as audiovisual and the use of subtitles are effective tools for learning English.

4.1.4.3 Comprehension Questions

The next section of the graph shows the results of the comparison between comprehension question activities. This gives the researcher the ability to evaluate students' ability to develop main ideas, identify key details, and make deductions based on the content. In this phase of the language activity, these questions not only analyze students' listening or reading comprehension but also promote critical thinking and vocabulary study. These results focus on how students responded to the comprehension questions during the activity and how their performance shows their progress in understanding and interpreting their English-language responses

Figure #6: Comprehension Questions

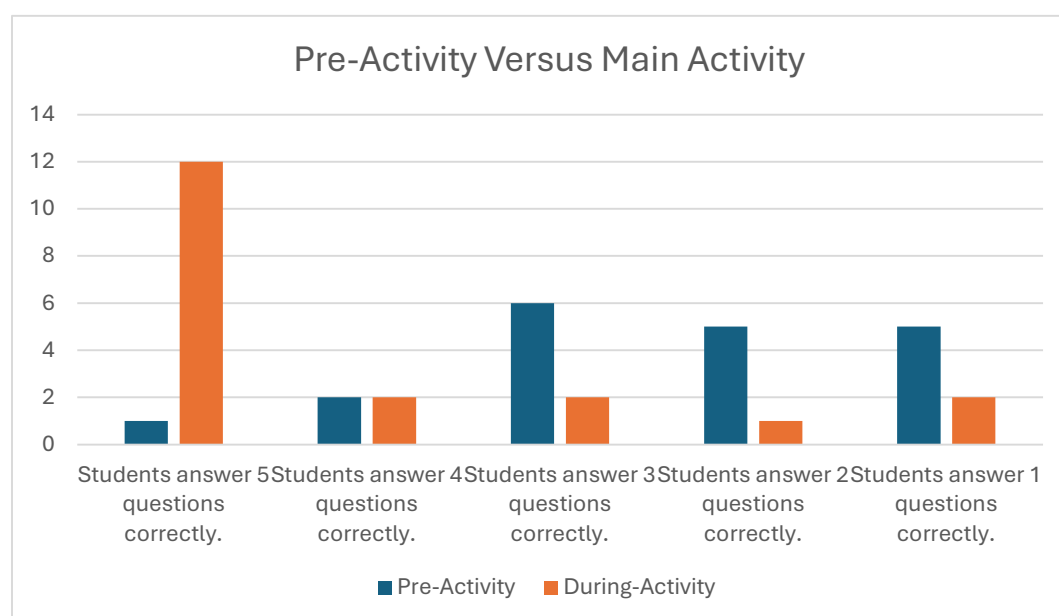


Figure 6 shows the results of comprehension questions. Researcher's creation (2025.)

Figure 6 shows the difference between the results of the comprehension section questions asked before and during the activities. In the first activity, most of the students failed to answer the five questions posed. Most of the students answered only one to three questions correctly, which shows difficulties in their ability to comprehend the listening content in English. However, during the second activity, after having implemented strategies such as audiovisual resources, the results improved significantly. 12 of the students answered all five questions correctly, which represents a positive result. These results show that the students not only increased their vocabulary but also strengthened their ability to identify and understand important information when listening. The additional activities helped focus their attention on important words and structures, facilitating overall comprehension of the audio. As a result of using the visual support and the previous knowledge activation activities, the students' listening skills improved significantly, which is reflected in their correct answers during the second activity.

4.1.4.4 Motivational Comparison

A fundamental part of this study consisted of comparing the impact of using an audio resource without visual support versus a TED-Ed video that combines image and sound. This comparison focused primarily on observing the students' motivation level during both experiences, considering that motivation is a determining factor in the development of language skills, especially listening comprehension.

To this end, an activity was designed with audio only and another with the TED-Ed video "How Playing Sports Benefits Your Body... and Your Brain," recording the students' emotional and attitudinal response to each stimulus. A comparative graph showing the level of motivation displayed by the students in both situations is presented below.

Based on Motivational Comparison, the following graph shows the percentages of the results:

Figure 3. Motivational Comparison

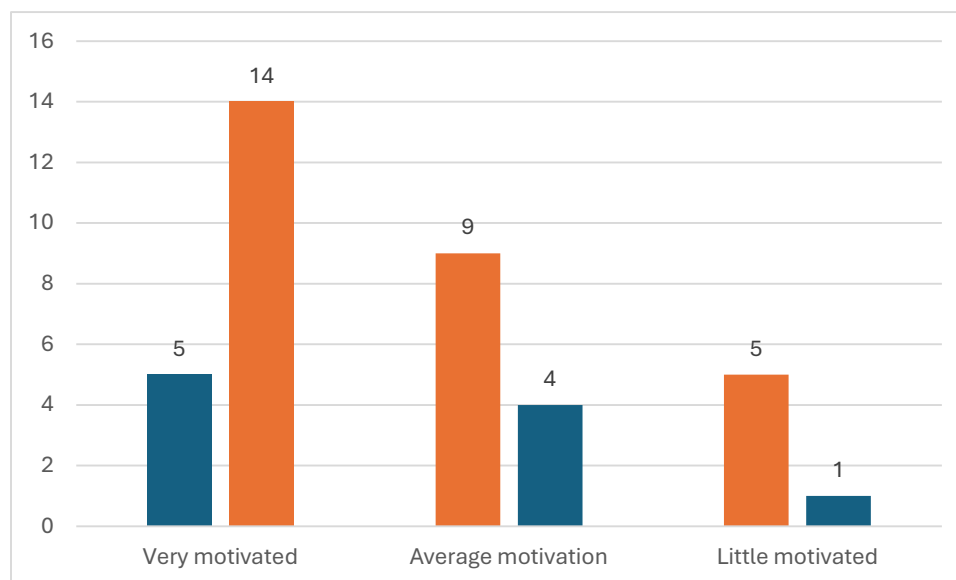


Figure 4: Prepared with information from Motivational Comparison. Source: Researcher's creation (2025).

The following image of the evidence graph shows us a clear difference in the level of motivation of the students when facing two types of listening activities. At the time when the students participated in the activity only with audio without any visual support, it was observed that only 5 students of the group showed high motivation in their participation; on the other hand, the majority of the nine students (9) showed medium motivation, and the other 5 students expressed feeling little motivated. This indicates that the absence of visual support in the activity can limit interest and connection with the content.

On the contrary, when the audiovisual resource was used in the second activity through the TED-Ed video, the results showed a significant improvement of 14 students who were very

motivated, 4 of the students with medium motivation, and only 1 with low motivation during the activity.

This is significant since the variation found shows that visual elements not only facilitate comprehension, high understanding, but also awaken greater interest and enthusiasm for learning the content provided during the activity.

It can be stated that the results shown in the graph do support the hypothesis that the use of audiovisual tools not only improves listening comprehension during classroom application but also significantly increases the motivation and commitment of students during the English learning process. On the other hand, students can use this resource from different technological platforms as a strategy in their development at the time of learning inside and outside the classroom.

4.1.5 Post-Activities: Self-Assessment

The learning evidence, which will be administered as a non-summative assessment, is developed in three stages. This allows students to relate the content to what they have seen and heard, serving as reinforcement and reflection on what they have learned during the activity, in order to apply that knowledge to the development of listening comprehension.

During this stage, students will be able to analyze, identify, and demonstrate the knowledge acquired, as evidenced in the following appendixes.

After completing the activities, the students completed a self-assessment of their experience using audiovisual materials as a learning support tool for a topic during the lesson.

The main objective of this self-assessment is to understand how the students consciously experienced the process of learning new content through the use of this tool and to evaluate its impact on improving their listening skills.

Figure 3. Self-Assessment

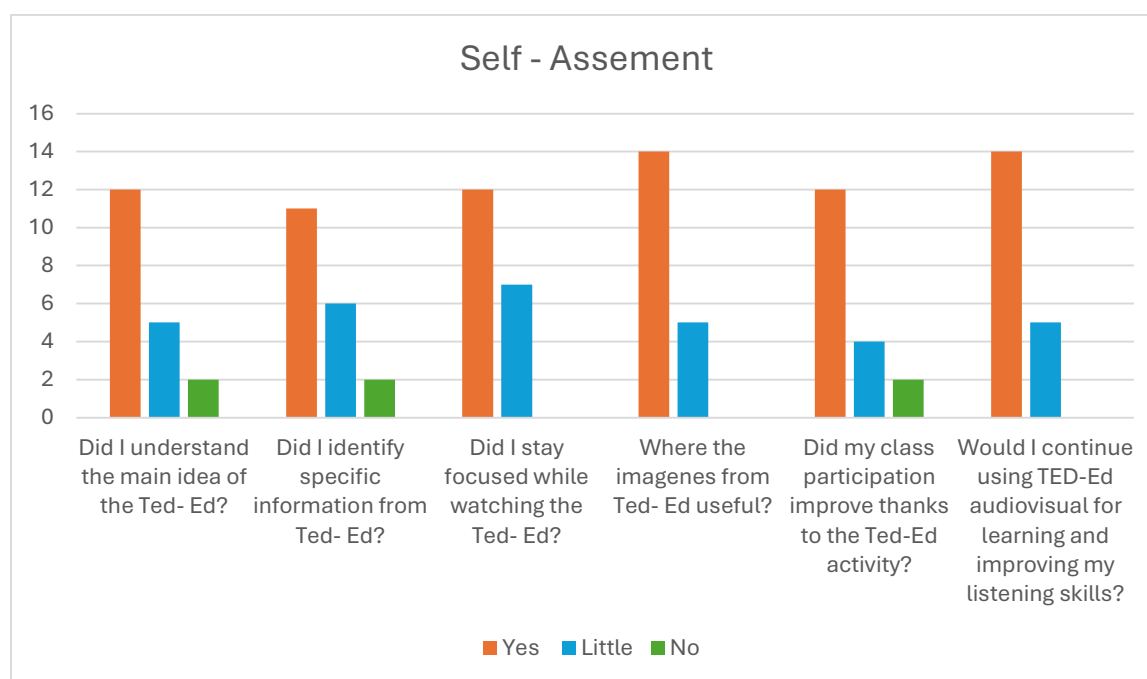


Figure 7: Prepared with information from Self- Assessment. Source: Researcher's creation (2025).

The graph above shows the results of a self-assessment carried out by IBE Central America students after participating in the activity based on the TED-Ed video entitled How playing sports benefits your body ... and your brain. The main objective of this self-assessment was to know the different opinions on the impact of this format used in the classroom on their learning process, especially on the development of listening skills. The analysis of the responses shows that a significant majority of students value positively the use of audiovisual resources in the classroom. Many of the students indicated that they felt more comfortable understanding

topics in English when they could rely on the images and the context presented, which facilitated the association between what they saw and what they learned. In addition, they commented that the videos helped them identify key words, acquire new vocabulary, improve their pronunciation, and pay more attention to detail. Another aspect that should be highlighted in the self-evaluation is that the students perceived these activities as more attractive, dynamic, and interesting, differentiating them from the traditional academic routine. This feeling of active participation, with their own opinions and dynamism, directly influenced their motivation and level of commitment to language learning. Even those students who had shown less participation in previous sessions indicated that they felt more interested and confident thanks to the visual support and clarity of the message conveyed by the video.

However, a small group expressed that they still find it difficult to fully understand the content in English. This suggests that the use of audiovisual materials should be accompanied by complementary strategies on the part of the teacher, such as guided explanations, repetitions of the video, or collaborative activities, to ensure better comprehension and to make the most of this type of resource in the classroom. At the end of this research section, the results obtained through the application of TED-Ed audiovisual videos are presented. Positive results were observed in seventh-grade students, who reflected progress in audiovisual comprehension through audiovisuals, where listening motivation, interest in learning, and better use of vocabulary increased. The data analysis also demonstrated that this tool can be used in the educational field as a methodological learning strategy, where it created favorable conditions for the practice of English listening in the educational environment.

In summary, the data collected showed that the use of audiovisuals, particularly TED-Ed, facilitated listening practice and transformed the classroom environment into a more inclusive

and participatory space. This tool allowed students to identify positive aspects of the impact of English listening practices in the classroom, as well as the use of different methodological strategies crucial to the development of English as a second language. TED-Ed effectively maintained student motivation as this teaching method transitioned from a traditional method to a new approach that promotes active, student-centered learning. It fostered a meaningful, motivating environment, as it offered a fun and dynamic way of learning.

Chapter V

Conclusions and Recommendations

This section presents the research conclusions based on the results obtained during the fieldwork. It also includes appropriate recommendations and strategies that will benefit future researchers exploring this topic. Zaid and Yahaya (2023) defined the conclusions and recommendations as “Both must be taken seriously as they are the very last impression you leave in the minds of your readers. They can add beauty and technicality to your piece of writing” (para.1). Mentioned by the authors, this final section is of utmost importance as it provides clarity and coherence to the final research work, where the researcher reaffirms her ideas and presents lines of action or reflection to the readers.

5.1 Purpose of the Conclusion

The purpose of this conclusion is to synthesize the most relevant findings of the research, establishing clear connections between the stated objectives and the results obtained in the different activities developed. It also seeks to restate the research question based on the evidence gathered, identify unexpected elements that arose during the process, and provide applicable recommendations for future pedagogical practices with the use of audiovisual tools, particularly in English language learning.

5.2 Conclusions

These findings are organized according to the research objectives, which in this case are to provide an analysis of the use of TED-Ed audiovisual videos as a learning technique to improve listening comprehension among seventh-grade students. Therefore, the engaging videos contributed to improving students' listening comprehension, as well as their overall interest in classwork. Listening comprehension is one of the most important skills for English language acquisition. If students master and develop this skill, they will be able to learn English more

easily and fluently. For this reason, teachers must find new techniques to improve these skills in students, providing them with a safe and fun learning environment. With TED-Ed audiovisual videos, they will have a good and effective tool to support their teaching process.

5.2.1 To analyze the use of TED-Ed audiovisual videos as a learning technique to improve listening skills in seventh-grade students.

It is concluded that TED-Ed videos represent an effective didactic tool for strengthening listening skills in seventh-grade students. This tool could be considered a mandatory tool that goes unnoticed because it prioritizes the association of three dimensions in an automatic state, such as listening, the image, and a descriptive narrative and simple interpretation that allows expanding its use in other levels of English learning for students. The gradual introduction of these tools in the classroom generated an increase in active participation, in the global and specific comprehension of the content, and in the general disposition towards the English class. The analysis shows that the use of TED-Ed not only improves listening skills but also favors the connection between the content and the students' personal experiences.

Based on the results, it can be established that both the stated objective and the contributions of Reima (2021), “it encourages the students to interact, engage in, and have an active role in the discussion. The students comment on each other’s performance. The instructor can assign more TTs that provide practice with the aspects that are difficult” (p.262).The researcher emphasizes the importance of TED-Ed videos in English teaching, offering students opportunities for collaboration and active learning, which is essential for developing listening skills. TED-Ed videos are an interactive tool that facilitates student learning.

5.2.2 To identify the listening skills with the support of audiovisual tools in the learning of English of seventh-grade students of I.E.G.B América Central School, during the first semester of 2025.

The research allowed us to define how the use of audiovisuals enhances specific skills such as the selection of key vocabulary, the ability to infer basic and complementary ideas, the affinity to detect detail, and the connection between images and sounds. These skills are fundamental for a deep and meaningful listening comprehension in the habits to be developed by the students in the praxis between the theoretical and the practical in the exercise of vocabulary learning and memory.

The analysis revealed that students were able to identify words and grammatical structures more easily when the auditory message was contrasted with images, suggesting a positive synergy between the visual and the auditory to strengthen English language learning.

Once the results are obtained, it can be established that both the objective set and the contributions of Alzamil (2021) mentioned that “among the four key skills in English- writing, speaking, reading, and listening – the ability to listen well is particularly important because it can help improve other skills significantly” (p. 367). The researcher emphasizes the importance of TED-Ed videos in English teaching, offering students opportunities for collaboration and active learning, which is essential for developing listening skills. TED-Ed videos are an interactive tool that facilitates student learning.

5.2.3 Implement the use of the audiovisual format of the TED-Ed platform to improve listening comprehension, pronunciation, and vocabulary acquisition in seventh-grade students of I.E.G.B América Central School, during the first period of the year 2025.

The practical implementation of the TED-Ed format made it possible to verify its value as a unifying resource. Not only was an improvement in listening comprehension observed, but also in pronunciation and acquisition of new vocabulary. Students were more willing to repeat words, imitate intonations, and better execute what they had learned in open and integral contexts. In addition, by associating vocabulary with images, students internalized the meaning of concepts more effectively, which strengthened their confidence to interact in English and better develop their ideas. On the other hand, stated by Cochachi & Díaz (2004 as cited in Villarreyna & Valdiviaz, 2020):

Audiovisual materials are important because they stimulate student participation, bring reality closer to the learning environment, stimulate creativity, allow the exchange of experiential and academic experiences, allow the construction of thoughts, help promote learning, and help to actively promote learning (p. 12).

The quote underlines that audiovisuals in the second language educational experience help students to understand the contents, stimulating a more active participation in a dynamic environment where they receive information through scenarios that simulate real situations. This contributes to audiovisual materials as a motivating format in the teaching of students.

5.2.4 Evaluate the advantages of using audiovisual tools to promote motivation, engagement, and innovative strategies that reinforce English language development in seventh-grade students of I.E.G.B América Central School, during the first period of the year 2025.

One of the most relevant conclusions was the use of videos in the TED-Ed classroom, which significantly increased student motivation and commitment. The interest shown in the

content, the willingness to participate, and an open and understanding attitude towards the class increased significantly during the sessions in which audiovisual resources were used. This motivation was transformed into greater interaction, greater effort to understand the messages, and greater participation in the assigned activities. The TED-Ed videos seek to have designs that are easy to understand, and at the same time are aimed at the public learning in a new language that seeks a break with the traditional monotony of the traditional methodologies used in the classroom.

It can be established that both the objective set and the contributions of According to Abdul et.al (as cited in Dörnyei & Muir, 2019), “Motivation plays a key role in learning English. It empowers students to associate with academic activities and build a strong relationship with the learning environment” (p.2).

The author points out that motivation should be a solid basis for the decision to learn a language. Motivation not only influences the student's perception but also marks the relationship with the environment of each student's educational process. A motivated learner will not only focus on learning, but will also seek to expand his or her knowledge to acquire new skills, as he or she will be willing to invest time and energy in overcoming the difficulties faced by a person who did not grow up in a native environment; moreover, he or she will remain committed throughout the learning process. Motivation will allow students to develop a solid self-concept as future language speakers, facilitating the building of a strong relationship with their learning environment and, at the same time, aligning their vision of educational and professional development as a base goal for their personal growth.

5.3 Restatement of the Research Question

The concern for defining complementary strategies that help students to expand their listening comprehension capacity in English, improve techniques, and develop timely mechanisms to absorb and understand the key contents in the learning of a language generates essential skills in the comprehension and development of understanding of a foreign language. While the question is valid and pertinent, the development of the fieldwork allowed us to identify additional elements that can potentially enrich and expand the understanding and definition of details through listening.

From the results, it was found that the use of TED-Ed videos not only has an impact on listening comprehension but also has positive effects on vocabulary development, pronunciation, motivation, and student engagement in the learning process. For this reason, it is considered necessary to reformulate the question from a more integrative perspective, encompassing other observed benefits and proposing not only an improvement of the resource but its structural integration into the English curriculum. Therefore, the research question would be:

How can the integration of structured audiovisual materials, such as TED-Ed videos, be systematized within the English curriculum to promote listening comprehension, vocabulary development, pronunciation accuracy, and motivation in seventh-grade students? This new formulation allows focusing future research on didactic planning, on the design of specific integration strategies, and on deeper exploitation of the benefits of the resource. In addition, it invites us to consider audiovisuals not only as a teaching medium but as a central pedagogical tool that can contribute to multiple dimensions of English language learning.

5.4 Unexpected Results

During the implementation of the activities, some unexpected results emerged. One of them was the timely participation of students who, in previous classes, were generally disinterested and distanced from the traditional class participation method. These students showed degrees of involvement and willingness when eye-catching visual resources were used, which showed that this type of tool can be contemplated for students with notorious characteristics in terms of their levels of motivation and attention to detail, which distances them from the participatory contribution and involvement of the classes.

Likewise, some students were identified as feeling more comfortable giving their ideas in English after having seen the videos previously, since the linking of images and words provided them with a clearer context to consolidate their ideas. It was also observed that students collaborated with each other more effectively during the audiovisual sessions, which promoted a didactic, enjoyable, and collaborative learning environment among students.

5.5 Recommendations

Based on the results obtained and the analysis of the observations made, the following recommendations are proposed to enrich the teaching-learning process of English as a foreign language in seventh-grade students through the use of audiovisual tools:

5.5.1 Systematically incorporate TED-Ed videos into the English curriculum

It is highly recommended that educational institutions integrate in a planned and progressive manner the use of audiovisual materials such as TED-Ed in regular English sessions. These resources should cease to be perceived as complementary or optional materials and become a structural tool in the educational process. It has been shown that students not only understand better but also feel more motivated when they have access to visually attractive,

clear, and educational content. This could be part of a weekly pedagogical strategy, where each lesson includes at least one activity that includes a short video and related active listening and oral production activities.

5.5.2 Designing sessions in three moments: before, during, and after the video

In order to achieve an ideal impact through the use of audiovisual material, it is recommended to break the sessions into three phases. In the phase before the viewing, the teacher can consolidate previous knowledge, incorporate primary vocabulary, and consolidate predictive questions. In the phase during the viewing phase, it is suggested to pause the video at strategic points to verify comprehension and provide feedback on the contents. Finally, in phase three, after the video, activities that promote reflection, oral production, and the transfer of what has been learned to new contexts should be applied. This structure provides a deeper pedagogical approach, favoring the internalization of the content and the development of comprehensive English skills.

5.5.3 Encourage collaborative learning through video analysis

Within the recommendations, try to take advantage of the narrative and reflective character of the TED-ED videos, which seek to generate educational spaces for discussion in classroom dynamics. This allows students to share their perceptions, personal ideas, clarify doubts between them, be empathic in the responses of others, and where their opinions are respected, valued, and guided towards the fulfillment of the objective provided by the teacher. For example, those educational contexts allow the teacher to use this type of audiovisuals in the classroom since they are relevant for students to participate in simulated scenario that allows them to practice the language, guaranteeing real and accurate conversations with interesting

content, updated to the interest of new generations where technology is the basis of the current world.

The ideal symbiosis between a teacher and a student increases the trust and the sense of belonging within the classroom, causing even students who participate sporadically in the classroom to be encouraged to participate. These activities not only improve linguistic skills but also refine listening skills.

5.5.4 Train teaching professionals in the pedagogical use of audiovisual resources

It is important to train teachers in the use of these tools; it is possible to create spaces where multimedia resources can be integrated to enrich both the content and the delivery of lessons. In particular, the use of audiovisual resources in the classroom helps teachers to address a variety of learning needs.

Currently, the use of technology has changed the ways of teaching, as seen in the opinion of Yadav et al. (2024), “Technology is the application of scientific knowledge to develop tools and processes that enhance efficiency and transform the world. It is indeed a remarkable gift to humanity, playing a pivotal role in every aspect of life” (p. 144).

Although TED-Ed videos are intuitive and easy to use, it is recommended that teachers seek specific training on how to select, adapt, and integrate these resources in a didactic way. Training focused on methodological strategies for the use of audiovisual materials can expand teachers' pedagogical repertoire, ensuring that videos are not merely a distraction or a break, but a true pedagogical aid to teaching. The promotion of innovative techniques by teachers allows a wide use of technological resources in the tasks performed, seeking the achievement of objectives and the assimilation of fundamental ideas.

5.5.5 Establish spaces for student self-evaluation and feedback

Finally, it is important to systematically include moments where students can reflect on their learning process and the execution of its phases. The self-evaluation applied in this research proved to be an efficient mechanism for students to become aware of their successes and challenges. This type of activity not only strengthens autonomy but also allows the teacher to adjust their planning according to the real needs of each student and the situations that may arise in the classroom. A recommendation that should be considered is that at the end of each unit that the students complete, a brief written or verbal reflection on how the audiovisual resource helped them or a personal comment on their learning should be made, which also helps to collect valuable data for future research.

The recommendations presented here seek to guide future pedagogical practices towards a more dynamic, autonomous, contextualized, and inclusive teaching of the English language, especially in educational levels, in this case, in the third cycle of education such as the seventh grade, where students are in a critical stage of academic transition. The use of audiovisual materials such as TED-Ed videos represents a unique opportunity to connect the curricular content with quality technological tools, capable of motivating, teaching and transforming the way students learn a foreign language, as well as making them participants in their learning path where the decision to learn from other sources for the improvement of a skill that is fundamental in today's world.

The conscious, strategic, and pedagogical implementation of these resources must be accompanied by adequate planning, constant evaluation, and teacher training. This is the only way to ensure that audiovisuals do not become merely decorative elements, but authentic tools

for knowledge mediation. In this sense, the role of the teacher is key as a facilitator, guide, and designer of meaningful learning experiences that integrate the use of technology critically and reflectively.

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Annexes

AUDIO

Welcome to the amazing benefits of exercise.

Once upon a time, there was a boy named Leo. Leo was a smart and curious boy, but he was not very active. He spent most of his time sitting indoors, reading books or playing video games. Although he enjoyed these activities, he often felt tired, sluggish, and found it hard to concentrate at school.

One day, during recess, Leo noticed that his friends were playing soccer on the field. They were running, laughing, and having a great time. But Leo felt too tired to join them, so he just sat on the sidelines watching.

After school, Leo's teacher, Mrs. Green, asked him why he did not join in the games.

Leo sighed and said, "I just don't have the energy like they do. I get tired easily."

Mrs. Green smiled kindly and said, "Leo, exercise is not just running around. It helps you feel more energetic, strong, and even happier. Would you like to try being a little more active?"

Leo was curious. "Does exercise really make you feel better?"

Mrs. Green nodded. "Absolutely. It strengthens your muscles, helps you focus better, and it can even improve your mood."

That evening, Leo decided to take Mrs. Green's advice. Instead of sitting down to play video games, he asked his dad if they could go for a walk in the park. His dad was delighted and agreed immediately. They walked together, talking about their day, and Leo noticed that he felt more relaxed and happier afterward.

The next morning, Leo woke up feeling refreshed. He decided to start his day with some stretches and a few jumping jacks just to see if it made a difference.

As the day went on, Leo realized that he was not as tired as usual, and he could focus better in class. Encouraged by this, Leo started incorporating more exercise into his routine. He rode his bike in the afternoons, played soccer with his friends during recess, and even started helping his mom with routine tasks that required some physical effort.

The more he moved, the better he felt. As time passed, Leo noticed big changes. He had more energy, his concentration in school improved, and he felt happier. He even made new friends by joining in more games at school. His parents were proud of him for making such a positive change.

One day, his friend Max asked him, "Leo, you seem so full of energy lately. What's your secret?"

Leo grinned and said, "I started exercising. It's amazing how much better you feel when you get moving! I'm stronger and faster, and even happier!"

From then on, Leo became an advocate for exercise among his friends. He showed them that being active was not just about playing sports, it was about feeling good and staying healthy. Leo had discovered the incredible benefits of exercise, and he was excited to share that knowledge with everyone around him.

Anexo 2

VIDEO

How playing sports benefits your body ... and your brain

The victory of the underdog over the favored team. The last-minute penalty shot that wins the tournament.

The high-energy training montages. Many people love to glorify victory on the playing field, cheer for your favorite teams, and play sports. But here's a question: should we be obsessed with sport?

Is playing sports actually as good for us as we make it out to be, or just a fine entertainment pastime?

What does science have to say? First of all, it's well accepted that exercise is good for our bodies and minds, and that is definitely true.

Exercising, especially when you are young, has all sorts of health benefits, like strengthening our bones, clearing cholesterol from our arteries, and decreasing the risk of stroke, high blood pressure, and diabetes. Our brain also releases a number of chemicals when we work out, including endorphins. These natural hormones, which control pain and pleasure responses in the central nervous system, can lead to feelings of euphoria, or what's often called a runner's high. Increased endorphins and consistent physical activity in general can sharpen your focus and improve your mood and memory.

So does that mean we get just as much benefit going to the gym five days a week as we would joining a team and competing?

Well, here's where it gets interesting: because it turns out that if you can find a sport and a team you like, studies show that there are all sorts of benefits that go beyond the physical and mental benefits of exercise alone. Some of the most significant are physical benefits, both in the short and long term. Some of those come from the communal experience of being on a team, for instance, learning to trust and depend on others, to accept help, to give help, and to work together towards a common goal. In addition, commitment to a team and doing something fun can also make it easier to establish a regular habit of exercise.

School sport participation has also been shown to reduce the risk of suffering from depression for up to four years.

Meanwhile, your self-esteem and confidence can get a big boost. There are a few reasons for that. One is found in training. Just by working and working on skills, especially with a good coach, you reinforce a growth mindset within yourself. That's when you say, "Even if I cannot do something today, I can improve myself through practice and achieve it eventually." That mindset is useful in all walks of life.

And then there's learning through failure, one of the most transformative long-term benefits of playing sports.

The experience of coming to terms with defeat can build the resilience and self-awareness

necessary to manage academic, social, and physical hurdles. So even if your team is not winning all the time, or at all, there is a real benefit to your experience.

Now, not everyone will enjoy every sport. Perhaps one team is too competitive, or not competitive enough. It can also take time to find a sport that plays to your strengths. That is completely okay. But if you spend some time looking, you will be able to find a sport that fits your individual needs. And when you do, there are so many benefits. You will be a part of a supportive community, you will be building your confidence, you will be exercising your body, and you will be nurturing your mind, not to mention having fun.

Anexo 3

Universidad Internacional de las Américas

Evidence of learning Activating Knowledge

Instructor: Keisy Paola Mirabá

Region: San José, Costa Rica

Institution: Escuela I.E.G.B. America Central

Subject: English

Level: 7th grade

Student's name _____

First Part**Instructions:**

Before listening to the story, think about the title and imagine what it could be about. Use your ideas to answer the following questions. There are no right or wrong answers, just share what you think! Write at least five words.

Title: The Amazing Benefits of Exercise

Second Part**Instructions:**

Before listening to the audio, you will be asked some questions to help activate your critical thinking about the topic. These questions will guide you in making predictions about the story.

Then, answer the following questions using your ideas. There are no right or wrong answers, just use your imagination!

Answer the following questions according to your own answers.

1. What do you think the story will be about?

2. What kind of character do you think will appear?

3. What benefits of exercise do you think will be mentioned?

4. How often do you exercise?

5. Where can you exercise?

Third part:
Vocabulary Activity
Instructions

In this activity, students will explore vocabulary related to exercise and physical activity to activate their prior knowledge. Through listening and speaking practice, they will identify key terms and write their meanings.

- Exercise
- Tired
- Energy
- Sluggish
- Jumping jacks
- Muscles
- Strong
- Relaxed
- Healthy

Anexo 4

Universidad Internacional de las Américas

Evidence of learning

Instructor: Keisy Paola Mirabá

Region: San José, Costa Rica

Institution: Escuela I.E.G.B. America Central

Subject: English / II Trimester – 2025

Level: 7th grade

Student's name _____

Instructions:**First Part:**

| According to the audio entitled "The Amazing Benefits of Exercise", read each of the following
| sentences and mark with an X the correct option that answers the question or matches the information
you have heard. Choose only one correct answer for each item.

1. What was the boy's name in the story?
 - () Marco
 - () Leo
 - () Tomas Esteban
2. Which physical activity did Leo practice?
 - () Swimming
 - () Soccer
 - () Climbing
3. What was the name of Leo's teacher?
 - () Mrs. Green
 - () Mrs. Mora
 - () Mrs. Flor
4. What was the name of Leo's friend?
 - () Carlos
 - () Max
 - () Matías

Instructions:
Second Part:

Based on the listening "The Amazing benefits of Exercise", read each sentence carefully and complete the blanks using the correct word from the word bank. Words cannot be repeated.

Refreshed – energy – tired – exercise – feel – bike – soccer – routine –
concentration

1. Leo woke up feeling _____. He decided to start his day with some stretches and a few jumping jacks just to see if it made a difference.
2. As the day went on, Leo realized that he was not as _____ as usual, and he could focus better in class.
3. Encouraged by this, Leo started incorporating more _____ into his routine.
4. He rode his _____ in the afternoons, played _____ with his friends,
5. during recess, and even started helping his mom with her _____ that required some physical effort.
6. The more he moved, the better he _____.
7. As time passed, Leo noticed big changes. He had more _____ and his _____ in school improved.

Third part
Instructions:

Read the following question about Leo's story and answer in your own words.

If you were a Leo, what physical activity would you like to try to feel more energetic and why?

Anexo 5

Universidad Internacional de las Américas

Evidence of learning

Instructor: Keisy Paola Mirabá

Region: San José, Costa Rica

Institution: Escuela I.E.G.B. América Central

Subject: English

Level: 7th grade

Student's name _____

Instructions TED- Ed Audiovisual:

First Part:

Listen carefully to the audio. Then, read each sentence below and mark with an X the option that best answers each question or statement according to the information you heard.

There is only one correct answer for each item.

1. What is one physical benefit of exercising regularly?
 - Watching sports games
 - Building strong bones
 - Winning a competition
 - Learning a new language
2. What chemical does the brain release during exercise?
 - Insulin
 - Adrenaline
 - Endorphins
 - Melatonin
3. Why can team sports help form exercise habits?
 - Teams are competitive
 - Coaches are strict
 - It is fun and social
 - It is mandatory
4. What does the term “runner’s high” refer to?
 - A new sport
 - A type of competition
 - A feeling of euphoria from endorphins

- A running marathon
5. What helps build a growth mindset in sports?
- Playing alone
- Watching others
- Training and practice
- Winning every game

Instructions:**Second Part:**

Based on the video "How playing sports benefits your body... and your brain", read each sentence carefully and complete the blanks using the correct word from the word bank. All the words are related to the content of the video.

Practice- Resilience-Young - depend- depression

1. Playing sports when you are _____ has many health benefits.
2. One social benefit of team sports is learning to _____ with others.
3. Sports can help reduce the risk of _____ for up to four years.
4. A growth mindset means believing that with _____ you can improve.
5. Losing in sports can help you develop _____ and self-awareness.

Third part**Instructions:**

Read carefully each question related to the video How playing sports benefits your body ... and your brain. Write complete answers in English, using the information you remember from the video. Try to use your own words and demonstrate an understanding of the content. Remember to respond clearly and in complete sentences.

1. Mention two physical benefits of regular exercise.

2. How can being on a team benefit your social skills?

3. Why is having fun important when playing a sport?

4. How can sports help improve your mental health? _____ _____
5. What should someone do if they don't enjoy a particular sport? _____ _____
6. List two reasons why sports are more than just entertainment. _____ _____

Annex 6

Table # 1 Observation Checklist

Indicators	Always	Sometimes	Never
Students participate actively in the class.			
Students show interest when learning about the topics.			
Students listen attentively and follow instructions.			
Students' attention is appropriate for their level.			
Students answer comprehension questions from a listening activity.			
Students are able to express their ideas and opinions clearly.			

Source: Researcher's creation.

Annex 7

Table # 2 Observation: Pre-activating knowledge

Indicators	Excellent	Very Good	Good	Fair	Needs Improvement
Vocabulary Recognition					
Predictions					
Drawing Conclusions					

Source: Researcher's creation.

Annex 8

Table # 2 Pre-Listening Observation Checklists

Indicators	Excellent	Very Good	Good	Fair	Needs Improvement
Students Recognizing Vocabulary					
Students Understand Vocabulary					
Students Making Inferences.					

Students Identify Main Idea					
Students Identify Key Details					
Students Drawing Conclusions					

Source: Researcher's creation.

Annex 9

Table # 3 Observation Check List Audiovisual Activity TED-ED

Aspect to Evaluate	Needs Improvement (1)	Inefficient (2)	Adequate (3)	Good (4)	Excellent (5)
Multiple Choice Section: Students are able to answer comprehension questions based on the TED-Ed activity.	One answer is correct.	Two answers are correct.	Three answers are correct.	Four answers are correct.	All answers are correct.
Identification Section: Students correctly filled in	One answer is correct.	Two answers are correct.	Three answers are correct.	Four answers are correct.	All answers are correct.

the blanks with the appropriate words.					
Written Production Section: Students answered the open-ended questions with responses related to the video content.	One answer is correct.	Two answers are correct.	Three answers are correct.	Four to Five answers are correct.	All answers are correct.

Observation Check List Audiovisual Activity TED-ED Researchers' own creations (2025)

Annex 10

Table # 4 Self-Assessment Rubric.

Self-Assessment	Yes	A little	No
Did I understand the main idea of Ted Ed?			
Did I identify specific information from the Ted Ed?			
Did I stay focused while watching the Ted Ed?			
Did I take notes while watching Ted Ed?			
Did my listening skills improve thanks to Ted Ed?			
Were the images from Ted Ed useful?			
Did my class participation improve thanks to the Ted Ed activity?			

Would I continue using TED-Ed audiovisuals for learning and improving my listening skills?			
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Researcher's own creations