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**HOW TO IMPROVE THE LISTENING SKILL THROUGH  
AUDIOS IN 11TH LEVEL STUDENTS AT RINCÓN GRANDE  
HIGH SCHOOL OF PAVAS DURING THE I QUARTER OF 2022**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

**Thesis Submitted to Obtain the Bachelor in English**

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### **Abstract**

The following research study focuses on the improvement of the listening skill in the English language in a group of eleventh grade students at Colegio Rincón Grande de Pavas, through the use of audios and activities in order to acquire knowledge and improve listening skills. The research sought to demonstrate the effectiveness of the use of audios, such as informative audios, songs, short films with cartoons, implemented through listening activities to activate and improve listening skills in the students of this institution. Throughout the research, the researcher first conducted a class observation to obtain previous information about the group and the behavior of the students in the English class, then, she proceeded to apply a pre-test to obtain a baseline of the previous knowledge of the students regarding the listening skill, then some activities were applied to activate and improve the knowledge of the students, and finally, a post-test was conducted to measure the knowledge of the students. Through the aforementioned instruments, the researcher performed a data triangulation with the help of the theory and the results obtained from the instruments to evaluate the effectiveness of the listening activities as a tool to activate and improve of the listening skill of the students in the English language.

### **Resumen**

El siguiente estudio de investigación se centra en el mejoramiento de la habilidad de escucha en el idioma inglés en un grupo de estudiantes de undécimo grado del Colegio Rincón Grande de Pavas, a través del uso de audios y actividades, con énfasis en la adquisición de conocimientos y mejoramiento de la habilidad de escucha. La investigación buscó demostrar la efectividad del uso de audios, tales como audios informativos, canciones, cortometrajes con dibujos animados, implementados a través de actividades de escucha en las que se aplicaron técnicas y métodos de enseñanza para activar y mejorar las habilidades de escucha, en el idioma inglés, de los estudiantes de dicha institución. A lo largo de la investigación, el investigador realizó una observación de clase para obtener información previa sobre el grupo y el comportamiento de los alumnos en la clase de inglés, luego procedió a aplicar un pre-test para obtener una línea base de conocimiento previo en la habilidad de escucha por parte de los alumnos, posteriormente se aplicaron actividades para activar y mejorar el conocimiento de los alumnos, y finalmente, se realizó un post-test para medir el conocimiento de los alumnos. A través de los instrumentos mencionados, el investigador realizó una triangulación de datos por medio de la teoría y los resultados de los instrumentos utilizados para evaluar la efectividad de las pequeñas actividades de escucha como herramienta para la activación y mejora de la habilidad de escucha en el idioma inglés.

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## Chapter I

### Introductory Framework

#### 1.1 Problem Statement

Since human beings are in their mother's womb begin to receive stimuli that awaken the ability to listen. The baby begins to hear the heartbeat of the mother and sounds inside and outside of his or her environment that go directly to his or her little ear. Listening is practically one of the first things the human being does when he or she begins to live, and then as he or she grows up, learns by imitation. This is a process in which he or she first listens and then reproduces the sound. The first thing that is put into action is the ear, as it receives the information to later process it in the brain. The child can speak because he or she listen to the sound first. Therefore, it can be said that this is the same learning process teachers use, when someone is learning a second language, that is listening.

Nowadays, people are experiencing a new normal life due to the Covid 19 Pandemic and thus, the way of teaching changed, as before it was taught in classrooms, full of students, five days a week, where the adolescents could be observed walking through the corridors sharing in the living areas, studying in the library, doing homework and projects in work teams; in other words, normal high school life. However, teaching in 2021 was different, as schools were working in a bimodal way. This means that students just went a few days to the educational centers, and the number of students there, was a reduced. Therefore, the majority of the time, teachers sent material to their students to work at home. The material was called GTA (Self Study Guide), and students can attend only once a month to clarify doubts. Moreover, the class could also be taught virtually, using some digital platforms, which limit teachers in the way of teaching. This because not all the students had the possibility of accessing technology, as some of them do not have the economic resources, since they have a difficult life situation, and high school is their

second home and for some people the only one. This was the way in 2021, but now in 2022 the classes returned in person but with certain capacity restrictions and others to maintain the protocols of the Ministry of Health; however, this is a trial and error way of working for the institution.

This significantly affects the way of teaching, mainly when the focus is to enhance the ability to listen, and in teaching a foreign language, in this case English. When teaching a foreign language is intended to reinforce the area of listening, it is necessary to think about the most suitable method to ensure that teachers can enhance the listening skill of students. This skill is one of the most important and elemental ones in teaching, as in this way students can have a successful and meaningful learning of the target second language. Nevertheless, it has to be stated that students (target population) are not used to this type of activity, since it is not conducive to the situation that is currently being experienced and when they are exposed to these activities, which are very few, unfortunately, they fail because they have not received prior preparation. This is the reason why this project is done, since the researcher was able to first observe the difficulties that eleventh-grade students, who are between 15 and 16 years of age, face when it comes to having listening tests. Consequently, what this research wants to do is an analysis of the difficulties in listening tests to proceed later with the application of activities with audios to help students to improve their listening skill, which is elementary in learning a foreign language, and then observe the effectiveness of audios to improve such skill in English classes.

## **1.2 Objectives of the Investigation**

### **1.2.1. General Objectives**

To analyze the effect of audios to improve the Listening Skill in eleventh level students at Rincón Grande de Pavas High School

### **1.2.2. Specific Objectives**

- To identify the problems that students face during the classes when they have listening tests
- To apply audios through different activities to improve the listening skill
- To evaluate students' improvement due to the use of audios

### **1.3 Justification of the Study**

This research is carried out with the purpose of analyzing the effect that audios have on improving listening skills. This skill is extremely important when teaching a foreign language, in this case English. Listening is a natural process that allows sound, words, and, therefore, a language to be received and understood. This skill is known but ignored. Teachers know that is a valuable resource, but they sometimes do not give it the importance that it has to improve the language. Moreover, listening is developed in the ear, as it is the receiver of the sound stimulus. Consequently, it can be stated that listening is one of the most important resources when teaching a foreign language.

This research aims to demonstrate the importance of implementing audios through dynamic activities that allow students to improve their listening skills. The Covid-19 Pandemic has affected students' learning, since during the year 2021 they attended the educational center once a month in person and the other weeks through virtual classes. Therefore, only those who could and had the resources were able to receive the virtual classes. Moreover, they were assigned tasks they had to deliver later in the school. This caused deficiencies in the listening skill, since the implementation of techniques and materials to improve it was very little or nothing. Therefore, this puts them in an unfavorable scenario since the students are close to taking tests of great importance, one of them the language proficiency test, and they do not have the tools to perform this type of tests, because listening activities were barely implemented. Consequently, this research seeks to benefit eleventh level students at Rincón Grande de Pavas High School, since

with the implementation of the technique they will improve their listening skill. Besides, these students are studying their last year of school, and part of their evaluation is to take a language proficiency test. They study in a public school in which listening activities are not very common, and, at this time, they face the pandemic situation, which has caused shortcomings in the way of learning English. Moreover, this research aims the implementation of audios to improve listening skills to expand their understanding, so they can get out of a routine that does not allow them to learn and, as a positive effect, they will be more confident and prepared to carry out tests of this nature. Finally, it will motivate them to continue improving this skill in their future, since the knowledge of a foreign language will open doors of improvement.

Following, this research will benefit the teachers of the educational institution, as the Covid-19 Pandemic has affected not only the students, but also the teachers, who could not implement activities that promote the listening skill, since sometimes the time is reduced and they do not the resources to carry out these types of activities. Consequently, the application of the instruments will be of great help to them, as they can gain knowledge on new activities and thus, help to improve the students' leaning. Finally, this research will benefit future teachers, as the researcher will provide them with some guidelines to be able to implement techniques and activities related to audios as the main resource to teach the listening skill in their future classes for the benefit of students, considering an educational system that aims to teach with very specific parameters, which are very good, but, at the same time, can be unfair when talking about educational centers positioned in marginalized places where education is not the same for everyone, and teachers you have to fill themselves with courage to provide quality classes, so that students get something beneficial to life.

The process for conducting the research, that is applying the guidelines and being able to collect all the useful and relevant information for the analysis, is following. First, there will be an

acknowledgment of the difficulties that students face when dealing with the application of listening tests. Second, audios will be applied through activities that allow students to improve their listening comprehension. To this step is of utmost importance since it is practically the foundation of the research. The final evaluation will be carried out to measure the improvement in the listening skill in the students through audios.

#### **1.4. Antecedents**

*Listen up! A study of how teachers in SLA approach the listening skill within upper secondary schools in Sweden*, (2020). was written by Julia Andersson and Elin Lagerström. The objective of their study was to investigate to what extent the ability to listen is practiced in secondary schools in southern Sweden, considering that the research studies in the field of listening are few, indicating that the ability to listen is not considered essential in the teaching of a second language, unlike the other three skills: reading, writing, and speaking. Their work focused on the four categories that are distinguished from teachers' responses: Teaching Approaches, National Examinations, The Individual Student, and Metacognitive awareness. Therefore, Andersson and Lagerström made a qualitative study partly based on the theory of listening as a discipline. This study was done through semi-structured interviews, which examined how teachers in CLT classrooms approach the listening skill and whether or not they showed metacognitive awareness, and the questionnaire of semi-structured interviews. Andersson and Lagerström concluded that the study showed that a hierarchy exists among four skills that teachers conform to, and this can be detrimental in the achievement of educational objectives.

*Effects of Audio Dilation and Listening Skill Ability for English as a Second Language*, University of Illinois, Chicago, 2018, was written by Daniel Bunn B.S. The author's project examined the effects of an audio dilation technique to slow the speech rate of audio for English as a Second language, using listening skill assessment tests from the Test of English as a Foreign

Language practice exam textbook. The objective of the research experiment was to measure the effect of audio dilation on subject performance on listening skill tasks. Moreover, Bunn B.S. applied listening skill tests, which were loaded into software designed to give the user the ability to dilate – or slow – the audio at the user’s preference, and thus, to measure if the dilation treatment ability would result in an increased ability to comprehend the listening skill. The tests were administered, and subsequently, as a result, would be given an increased listening skill test score. These scores would be compared to listening skill tests delivered at unaltered, or natural rate, of speed. The author concluded the results indicated that, for the population that slowed their audio during the listening skill tests, the difference in score was statistically insignificant. An experiment testing the use of an audio dilation technique for speech rate manipulation on a population of ESL test subjects was shown to have no statistical significance compared to natural rate speech. The results of lack of statistical significance suggested that while there was no measured benefit to the technique, there was no detrimental effects from the use of the technique, either.

*Encouraging Students to Enhance Their Listening Performance*, Pontificia Universidad Javeriana, Colombia, was written by Sonia Patricia Hernández-Ocampo and María Constanza Vargas in 2013. The objective of the project was to show what has been done in the field of linguistics, and the specific objective was to help students to improve their listening skills. The study was carried out in a teaching degree program with intermediate students of English. The students designed the listening activities to then work on them, as well as micro-teaching sessions, and described their experience in a survey. Then, they collected the information, which showed the results. The information was collected in two classes, with an average of 20 students each. Their article aimed to show what has been done in the field of linguistics, teaching English to future English teachers to help their future students to improve their listening skills and not

only its fundamentals, but also strategies that can help students in their performance, so that they can really communicate. The conclusion of the project was very useful, as it made them aware of the many possibilities of working on their own; as it was promoted autonomy. They confirmed that there was some improvement in their listening performance.

*Improving Students' Listening Skills Through Podcasts at Smp Bopkri 1, Yogyakarta Grade Viii, Class A in The Academic Year of 2012 / 2013* was written by Veronica Mustika Heni Permatasari. The objective of this study was to improve the students' listening skill in grade VIII, class A at ~~in~~ SMP Bopkri 1 Yogyakarta by using podcasts. The objectives were aimed to be taken as a reference for conducting other research related to this research and to encourage other students of English Language Education to conduct similar research, as well as to the English teachers. Moreover, this research can give additional knowledge and experience on how to improve the students' listening skill, and for the students, it can be a positive effort to improve their listening skill. The study was conducted to improve the listening skill of SMP Bopkri 1 Yogyakarta students in the academic year 2012/2013. It showed that Podcasts are a great way to teach.

The research author performed the type of design of her proposal, the research environment, research subjects, students, research time, research instruments, data collection technique, data analysis technique, research procedures and validity and reliability of research data. In addition, several instruments were used: an interview procedure with the students, the application of a Test of Listening Skill, an Observation of the students, the collection of data, and finally an analysis of all the information collected. Mustika Heni Permatasari concluded that the result of this research was satisfying. This research was successful in the effort to improve the students' listening skill through podcasts supported by some other actions such as correcting the

word spelling, giving the students rewards, applying some listening assignments, etc. Therefore, the researcher concluded that podcasts could improve students' listening skill.

*Supporting the English Listening Comprehension Skill in a Costa Rica's Rural High School: The Use of Teacher-Recorded Listening Exercises Modified with Background Noises*, Universidad Nacional, Costa Rica, 2018, was written by Jorge Antonio Brenes Zúñiga (Ministerio de Educación Pública) and Jairo Eduardo Viales Angulo (Campus Sarapiquí). The investigation objective was to reinforce the English listening skill of a group of seventh students at a high school in Cartago using teacher-recorded listening exercises modified with background noises. Moreover, the specific objectives were to identify the difficulties students encountered when they exposed to listening comprehension exercises; to design a series of teacher-re-corded listening exercises modified with varied background noises; to validate and implement the creation of teacher- recorded listening exercises modified with varied background noises; and to evaluate the effectiveness of teacher-recorded listening exercises modified with varied background noises that are intended to reinforce the English listening skill of a group of 7th grade students at a high school in Cartago. Zúñiga and Viales carried out the tests during six days. They divided the students into two groups. The participants were respectively exposed to two versions of the same podcast, one without the background noises and the other with them. A pretest was followed to record the performance of both; and on the sixth day both groups listened to a podcast in English with background noise included. A post-test was followed to compare the results with those of the preliminary test. Zúñiga and Viales concluded that the main objective of the study was achieved and demonstrated by the exposure to modified podcasts with background noise. Through a six-day exposure, the experimental group participants gained training and confidence to deal with listening tasks that pushed them to the limit. The experimental group

obtained an improvement and advantage, in terms of hearing performance, over the control group due to exposure to the modified podcasts during six days.

### **1.5. Scope**

- The research will focus on the application of audios as a teaching tool in the class and then demonstrate their positive influence on students.
- Achieve the reinforcement of the listening comprehension skill to generate oral participation in the students.
- Encourage the oral participation in students through audios that motivate them to continue practicing listening activities.

## **Chapter II**

### **Theoretical Framework**

This chapter presents the information that supports this research. The discussion in this chapter is made up of a first part, Listening, that is meaning and its process, as well as listening as a skill, and the types that exist. In the second part, the subject of audios is developed as a tool to improve the listening skill. Therefore, it can be stated that in the theoretical review, the researcher discusses some theories and research studies that are relevant to the topic, so these can be related later to the study.

## **2. Listening**

### **2.1 What is listening?**

Listening is the ability to understand spoken language. It is an essential skill and is present in most of the activities people perform throughout their lives. Listening is a reception stimulus that is born in the ear, where the information is received and stored through sound. Therefore, it is the wonderful collection of everything that is perceived, a natural auditory process that human beings have and develop, to later understand the meaning of the information. According to Worthington & Bodie (2017), “Whether sleeping or awake, humans are constantly processing sound; that is, vibrations pass through our ears and are processed in our brains continuously” (p.5). As the author mentioned, listening practically an activity that humans do always.

To introduce the topic, it is important to know that Listening is a natural process that starts during the gestation of the baby, at the beginning of the life, in the ear. Researchers have found that during the last trimester of pregnancy, the fetus actively processes incoming auditory

input and can clearly distinguish between, music, language, and other sounds. Thus, at very beginning of human consciousness, listening plays an important role.

The ear is the first important sensory organ that is constituted, its appearance occurs from the first days of conception and it develops with a speed that exceeds understanding, since it is finished and is functionally active from the fourth month of gestation and for the fifth month of embryo-fetal life, it is a completed adult organ that stores information and keeps its imprint in the brain (Tomatis, A. 2010, p. 107)

In addition, the ear has two parts that are relevant in the listening process, they are the vestibular labyrinth and the cochlear system.

This organ surprises due to its precocity because it is not limited to itself, since it is also associated with an important neural network of its own, this is in fact the part called the vestibular labyrinth, the ear enters the neural tube that, from the fifth month of intrauterine life. this from the operational point of view, becomes, in the nervous system that has control over the musculoskeletal system. The other part of the ear, the cochlear system, is also found, this is focused on listening, it extends literally and simultaneously throughout the whole or almost the whole brain to keep the trace of the sounds in the brain (Tomatis, A. 2010, p. 108)

Moreover, it is important to understand the differences between listening and hearing. Hearing is a physiological process which involves receiving the sounds in the ear, as the waves go to the eardrum and then they are transferred to the brain as a natural process that almost all

humans have. In addition, it can be said that it is something that immediately happens without effort. On the other hand, listening is more than hearing. It is a skill that has to be developed by people because it involves the process of interpretation and inference that is necessary to be a good listener and to learn a new language. Listening involves the process of the phonetic language information emitted by something or someone and also the construction of a message from a sound, based on the syntactic, phonetic, and semantic knowledge of the language in the listener. Listening is also key to learning languages.

## **2.2 Listening Types**

The listening process involves an active form, which requires the analysis of sounds, which is different to hearing, as this is only the perception of sounds in a passive way.

### **2.2.1 Passive listening**

According to Olsen (2018), “Passive listening doesn’t require any effort” (p. 1). In other words, passive listening is practically hearing things, without paying attention or understanding the stimuli, so it is not necessary to make an effort. This type of listening is what every human being has. The person listens in a natural way by default, as he hears the sounds, the environment, but no effort is made to understand what is perceived, it is what he has 24 / 7, is what people are born with.

### **2.2.2 Active listening**

According to the Center for Creative Leadership (2019), “Active listening is the capacity to hear and understand the sounds or what someone else communicates, is to hear with disposition.” In other words, active listening is the ability to listen in a developed, determined

way. It is not just hearing, as it is more paying attention to what is being heard, it is listening to comprehension. Listening is a very active process since it involves selecting and interpreting information auditorily. Listening could be understood as a receptive and passive skill, where the role of the listeners is to comprehend the sounds and voices rather than just perceiving sounds as hearing does, making listening an active process. Active listening involves using all of our listening capabilities. It is total sensory listening, that means we listen with not only our ears, but also with our eyes and the rest of our senses. It is a complex process we use to accurately assign meaning to incoming information. The active listening process is subdivided in five types. According to Worthington and Fitch-Hauser (2018), “there are five types of listening, each one represents different purposes of listening, these reflect the idea of listening goals. the types are discriminative, comprehensive, critical, appreciative, and therapeutic” (p.25).

**Discriminative** is the reception of the stimulus to distinguish aural and sometimes visual stimuli. It is about being tune into the variations and differences in the sounds and visual stimuli around the people. It deals with classifying the sound by language and detecting changes and nuances in a speaker’s pitch, volume, rate, and language-related sounds.

**Comprehensive** is listening for understanding the message. The goal is to reach a level of listening fidelity that allows people to assign meaning to a message that is as close as possible to what the sender intended. However, there is a difficulty to assign meaning to the message when someone does not pay attention. It is important to understand the words a speaker uses when he or she is speaking. In addition, it also involves storing the information into the memory banks. It must be learning to focus on the words plus all the appropriate nonverbal elements. Therefore, it is important to pay attention to all the information coming in, the words, the tone of voice, and

paralinguistic cues, all nonverbal cues including facial expressions and the interactive situation itself.

**Critical** is what people think about the message, it makes inferences to, and evaluate both the speaker and the message. The critical listener will be able to distinguish between fact and information that is not. An aspect of competent critical listening is the ability to recognize discrepancies between verbal and nonverbal messages, as well as to distinguish what type of information is forthcoming. Moreover, a good critical listener needs to understand the impact of nonverbal messages on the overall perception of the meaning. It is important anytime it is needed to assess value of information.

**Appreciative** is a listening for sensory stimulation or enjoyment. It occurs when a perceptive listener has pleasure or satisfaction from the form, rhythm, and/or tone of aural stimuli, so it has relation with music and sounds. The pleasure or satisfaction element refers to the physical or emotional reaction to sounds. It makes people more aware of the elements of a message, as well as the intent and impact of the sounds of message. The perceptive listener is someone who is sensitive to aesthetic elements of spoken and musical qualities. It is an emotional respond to sounds and helps people to synchronize the emotional content of a message. Appreciate listening helps people to become more open to expand their minds as they learn to appreciate a wider variety of sounds.

**Therapeutic** has relation with empathic listening and takes place when someone listens to understand the thoughts, feelings, and beliefs of the speaker. The goal is to be supportive and provide emotional support for another and to just listen to and withhold the impulse to fix the situation or give advice. Supportive listeners respond to the emotional needs of distressed others.

Moreover, it deals with is focusing attention, demonstrating attending behaviors, developing a supportive communication climate; in other words, listen to pay attention and responding appropriately. It is active listening in an informal environment, with friends and coworker. Furthermore, it but also can be applied with students. In other words, the active listener will be able to pick the conative meaning or meanings that are intended rather than literally stated.

### **2.3 Listening skill**

In the communication process, the Listening skill is elementary. This is the ability to receive and interpret messages with precision, which in an active and disciplined way allows people to understand what they perceive. According to Hoppe (2018), “Listening is a willingness and ability to hear and understand. it is a state of mind that requires paying full and careful attention to the sounds or speaker’s voice” (p. 3). The ability to listen is key to communication. Moreover, this entails to make sense of the sounds perceived in the ear, take them through a process of understanding, and then bring them to their communication purpose. The ability to listen is first activated when learning a second language. This skill is one of the most important, since without the ability to listen effectively, messages are not understood and therefore, communication does not exist. This communication skill must be activated and aspire to be mastered by the listener. This process takes understanding the accent or pronunciation of a speaker, the grammar and vocabulary of a speaker, and comprehension of meaning.

### **2.4 Listening comprehension**

Listening is often something that people do. It is common that people hear what something or someone is saying. However, hearing is different to listening to. To listen, it is needed to make a conscious effort and not to just hear what people are saying. In other words, listening is to process and understand what we are hearing. Rodríguez and Reverté (2020) said

that “Good listening skills involve more than just being silent when someone else is speaking” (p. 17). Here the important point is listening to comprehend. Listening involves the process of phonetic language, the information, and the construction of a message from a sound directed towards the listener. It can be said that, even though, listening is a reception skill, it is also a very active process that involves the brain to receive and decode oral communication. Listening comprehension process demands the understanding of several aspects and when the listeners do, they become active, as they have to integrate the components of the listening skill.

According to GRIN Verlag (2017), “Listening comprehension is a very complex process in which different types of both linguistic and non-linguistic knowledge are involved” (p.4). The purpose of the listening skill is to activate the reception of sounds and words, as a process of perception and understanding of the information that is produced by something or someone as a result the communication among speakers of the English language. According to Rodríguez and Reverté (2020), “The listener tries to understand the substance of what the other person is saying. He picks up ideas, asks questions, and repeats things to confirm that he or she has gotten it right” (p.22). In listening, it is the reception of sounds, words. Therefore, in this skill, it is not only important to receive stimuli, but also to interpret and understand what is being perceived. Consequently, comprehension, in listening, allows a successful production of the language. Good comprehension causes a close imitation of the sound received when one person utters a word, so the other person listens and if he has a well-developed listening, the probability of imitating the sound, the words as a native English speaker, is very high.

### **2.5 Listening skill strategies**

Listening strategies are techniques or activities that help directly to in the comprehend and remember listening input. However, this is something that is not done passively, as it is necessary

to apply the ability to listen actively, be present, attentive, and concentrated on the person speaking or the sound that is perceived, without distractions. Brown (2019) said that “Active listening is making that conscious choice to hear what someone is saying and understanding the message being conveyed, usually by thinking about it. Essentially, you’re digesting what’s being said” (p. 29). Therefore, is required an active listening to apply strategies? These strategies are focused on enhancing the listening skill for a better understanding of words. In the listening process, it is necessary to mention that there are two possible ways of approaching this task, one is, the top-down listening process, and the second one is, the bottom-up listening process.

### **2.5.1 Top-down strategies**

Top-down consists of comprehending the general meaning of an auditory selection without paying attention to specific structures, words, etc. Here, the listener obtains an overview of the passage heard while still understanding the general idea. Moreover, top-down strategies are the base of the listener, as she or he takes advantage of the background knowledge of the situation or the text and the type of language. This background activates a set of expectations that help the listener to interpret what is heard and then anticipates what will come next. These are listening for the main idea, predicting, draw differences, summarizing.

### **2.5.2 Bottom-Up strategies**

Bottom-up processing is essentially a linguistic process in which an attempt is made to make sense of acoustic signals using the knowledge of the language. These are based on extensions, which deal with the text of active listening; that is, the listener trusts the language of the message, in the contribution of sounds, words, and grammar that create the meaning. These type of strategies include listening for specific details, recognizing cognates, recognizing words-

order patterns. In this model, sound is assumed to be decorated by accumulation and in a linear fashion, from phonemes, to words, to sentences, to utterances, to complete texts with meaning. Hence, meaning itself is derived as the last step of the process.

In other words, the difference between them is that in the Top-down process, learners take the context into consideration and do not need to pay attention to specific details, while in the Bottom-up process, learners have to pay attention because specific details are very important to comprehend the full meaning of the conversation or other type of listening activity. Therefore, the listener focuses on individual words and phrases, he or she achieves comprehension by linking these detailed elements together to build a whole. The comprehension of the exact word is more important.

## **2.6 Importance of the Listening skill**

Listening encompasses an important part in the life of the human being, because it is an integral part of communication and can be seen in many facets of life and development. In this case, when learning a second language is essential to develop active listening and the use of strategies that allow the listener to understand what he hears and, through a good understanding, reach effective communication with other people who speak the language.

### **2.6.1 Importance of teaching the Listening skill**

Listening is one of the four most important skills for teaching a second language, in this case English. For teachers, this skill should be elementary, since in addition to being a natural process, it is the step to learn the language. Consequently, the implementation of the listening skill is the door for anyone who wants to learn languages.

According to Newton (2018), “Listening is important in students who learn English as a second language, because this skill is one of the most important interactions in them since it is listening to real life, it is a component of language learning. Listening is an excellent tool for teaching and learning which should be given greater support in the student of a second language” (p.141).

Therefore, it is of utmost importance that educational centers promote the application of strategies for activating listening in students during English classes, since if they do not develop this skill, they will have shortcomings when it comes to communicating with other people in the target language, as they will not know how to respond, because they did not understand what they heard.

Nemtchinova (2020) said that “Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. It is also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other” (p.8). For this reason, it is essential to activate and exercise listening, so that there is a broad understanding of the language. Moreover, listening is the first step towards learning English; consequently, his must be implemented in classes. Nemtchinova (2020) said

When asked which is more difficult in a foreign language, speaking or listening, many people would choose listening. Many teachers consider teaching listening a challenge because it is not clear what specific skills are involved, what activities could lead to their improvement, and what constitutes comprehension. Students are also frustrated because there are no rules that one can memorize to become a good

listener. The development of listening skills takes time and practice, yet listening remains somewhat ignored both in the literature and in classroom teaching (p.8).

According to the above information, there is an unfounded fear of teaching listening as a skill because students can get frustrated. This can be true, since English, obviously, is not their native language, but with the correct implementation of tools and the natural learning process applied, students can reach a greater understanding as their listening skill is activated and consequently, achieve improvement.

## **2.7 Audios**

The audios that are used in education, function as learning facilitators and teaching tools, which motivate the student and capture their attention during in instructional process. Audios, as tool, collaborate in the improvement of listening, since we are implementing technology, which is attractive to students, mixed with the teaching of a second language, in this case English. Audio aids are like models and devices that can be useful for the activation of listening skills in students. These give a mental image of something, someone, or some situations, they can acquire an idea of what is being exposed while students listen to them. An audio, according to the Merriam-Webster Dictionary (2021), is “The sound that is heard on a recording or broadcast. Audios are useful resources, if applied correctly and efficiently, they can contribute to the improvement of learning and the activation of listening skills” (p.1). Moreover, an audio can be a data system which can be leveraged and given an educative focus. According to Leena Mary and Deekshitha G (2018), “an audio is considered a data type” (p.1). There are a large number of audio files that are available on different websites; the important thing is to look for them in reliable and educational sites. The different audio files include databases such as music,

newsletters, story databases, audiobooks, audio lectures, and audio interviews, and other sources that are useful in learning and activate student's listening skill.

### **2.7.1 Types of audios**

It is important to consider that there are types of audios, which can be implemented in the classroom for second language learning purposes and with a listening approach. According to Leena Mary and Deekshitha G (2018), "The type of audio data, the audio searching can be broadly classified into three categories namely: music, audio, and speech" (p.3). For the purposes of this research, it will be explained the first and second category, and also other types of audios. It is also important to be aware that audios can be classified as audio aids and audio-visual aids; hence, they are multiple tools for teaching English and the activation of the listening skill.

#### **2.7.1.1 Audio aids**

These can be considered as models and devices that are used to listen and give a mental image of something, someone, and some situations. These aids include recorded materials, radios, music and sound players, MP3 players, web pages for accessing audio materials, and similar resources that are available for teaching English, and that the teacher, with a little training, can be used in the classroom to activate the listening skill of his or her students. These are useful for making teaching methods, techniques, and materials effective and interesting and for the learner to get the optimum benefit. Audio aids examples are radios, computers, mobile devices (cellphone and table), electronic music players, mp3 players, microphones, megaphones, and language laboratory.

#### **2.7.1.2 Audiovisual aids**

These can also be referred to as didactic material for implementation in the classrooms. Audio literally means "auditory" and "visual." Consequently, all these aids are a way of striving and making knowledge clear to students learning a second language, in this case English. Through the sense, they are called "audio-visual aids" or instructional material. All these instructional materials make learning as real as possible and provide people with first-hand knowledge through the organs of hearing, the ear, and sight, the eyes. Therefore, any device that can be used to make the learning experience more concrete and effective, more realistic, and dynamic, can be considered audiovisual material. Audio Visual Aids examples are TV, Computer, video beam, virtual classroom, multimedia, PowerPoint presentation in support of a verbal lecture, video clip with voice, interactive whiteboard, projected images in support of verbal dialogue, chart, or written material in support of verbal dialogue. Audiovisual aids are a potential alternative to implement in the classroom, as they provide several advantages in terms of listening comprehension. The exposition and implementation of all these audiovisual materials in the classroom could result in a positive response from the students towards the development of the class, especially when learning a second language.

### **2.7.1.3 Music (Songs)**

It is considered a different category of audio, since music libraries differ a lot compared to other types of audio. It is the most popular and demanding task in the audio search. Moreover, this is one of the most used resources by teachers and liked by students, since music, songs are the gateway to learning English. These provoke curiosity to know, learn, and comprehend them. Furthermore, songs can be engaging and it is a pleasure to listen to them; at the beginning, they can be a challenge, because the pronunciation of the singer can be simple or complex and this is why songs are an excellent tool to activate listening in students.

Many people, especially teenagers, have a taste for music, so they always carry their headphones with them to listen to their playlist. Therefore, this applied in the classroom can be a sure success.

Learning English can be fun by listening to music and singing out loud. There are many benefits of using songs to learn English: it is an excellent way to expand vocabulary and improve pronunciation since through listening it can be developed the knowledge of accents, and this makes a big difference in the learning process. Here are some reasons why to use songs to learn English and improve the listening skill. First, these improve pronunciation, as singing helps to pronounce correctly and to link the words. Second, the songs contain a lot of vocabulary and the best part is that the words used are often very useful. The songs usually do not contain complicated words that are used in high-level academic English; on the contrary, they contain words that are used in everyday language, which is very positive for students, since they can recognize them easily. Such words can be slang and idioms used by native speakers. Third, students can also learn grammar. Although, some songs do not always have the perfect grammar, ~~but~~ they can still help you become familiar with general grammar patterns. Finally, they offer cultural knowledge. Music is culture, as it teaches about behaviors and if you are familiar with popular songs and artists, you will always hear something good to enhance learning.

#### **2.7.1.4 Audio**

The content-based classification of diverse types of audio (sounds of any nature) are relevant. Content-based classification refers to audio recordings in categories such as speech, music, evocative sounds. Its classification is done by audio data retrieved by checking semantic similarity rather than acoustic similarity. This is also important for the listener, since he/she not only listens, but also gives meaning and understanding to what he/she hears. However, it comes

to the comprehension of a second language, understanding what is heard can be a bit overwhelming for the student; nevertheless, with correct application of content specific audios, it can become an ample tool for the activation of listening.

#### **2.7.1.5 Short Stories**

A great way to activate listening skills are short audio stories. They are versatile, engaging, and brief. All factors make them extremely useful in the world of English language learning, as the key is to wake up the learners' interest with something more exciting. Audio short stories do not offer students the opportunity to infer meaning from visual action, gestures, or lip movements, which are very easy, rather, unlike listening dialogue, audio stories have a proper plot, which provides active practice in understanding a situation and events, all based solely on listening comprehension. The application of audio stories in class, as a listening activity, prove to the students that they are relevant and engaging.

While audio short stories are an awesome way for students to practice listening, they are also the perfect tool for any ESL classroom. They provide a natural voice, complete with natural intonation and expression. There are stories to be found that are appropriate for all learners. Most audio short stories are under fifteen minutes long and therefore, can be easily incorporated into any lesson plan. The grammar, vocabulary, or content of the story can be gleaned, and a lesson, subsequently, created around it. There are tons of free audio short stories online to choose from. They can be used as a starter to lead-in to the topic of the lesson, or at the end as a wind-down or reward.

#### **2.7.1.6 Cartoons**

An effective and fun way to learn English is to watch children's programs or animated films in English. It is the ideal way to learn, not only for children, but for students of all ages.

Bright colors, action, animation, cheerful music, lots of humor that sounds like English cartoons. This type of audio visual is a wonderful tool as far as listening skill activation is concerned. Since not always everything can be a sound or voice recording, these can be accompanied by animated images that form a whole set for the improvement of listening. A lot can be learned from children's content. Consequently, children's cartoons are very useful for the purpose of learning English, as they are as good as other programs or movies, sometimes even better.

In cartoons, vocabulary is pronounced slowly and clearly, since they are programs designed for children with a relatively simple language level. Therefore, for new English language learners, it is a very good and beneficial tool, since there are many repetitions that help the memorization of the language, and the structure is simple and easy to understand. This favors the comprehension of words and dialogues. They usually have a short duration, not exceeding 30 minutes. Sometimes there are some complicated words, but what they mean is explained within the episode. This is ideal, taking into account the attention and comprehension capacity of students who become frustrated with long movies. Short cartoons, as the word implies, are short and help to improve the listening skill, besides without realizing it, students are learning.

Here are some benefits of this great tool to improve the listening skill: voice actors, in cartoons, enunciate clearly; that means they pronounce their words well so that everyone can understand them. Many cartoons focus on social interactions, so you can hear some real world conversations and phrases. Cartoons use words that are simple enough for low level English learners to understand, but also throw in plenty of challenging new words for more advanced learners. These shows are often repetitive, as they repeat words, phrases, and even whole sentence structures. They are usually short, about 20 minutes long. Sometimes each episode is split into two halves of 10 minutes each. There are cartoons that are made specifically for

learning new words and phrases. Cartoons are perfect if you are looking for a fun way to learn and activate listening.

## **2.8 Benefits of audios**

The use of audio-visuals in teaching provides relevant interactive multimedia, which is a key feature in learning, as it allows students to access resources that support their learning. The use of these tools are a great support for the learning of a second language and the activation of the listening skill. The use of audiovisuals also allows teachers to present knowledge in different ways and allows different forms of interaction with students to improve listening skills.

### **Listening Activities**

#### **Eleven Activities Using Audios**

- 1. Fill in the Blanks:** Use an audio short story that comes with a transcript, remove approximately one word from every other sentence, leaving blanks in their place. If the class is lower level, you can provide a word bank at the top of the sheet. Pass out this worksheet to your students, and give them a few minutes to read it before you begin listening. Then, while the story is playing, have students to fill in the blanks as they are listening. If the students want to, let them listen to the short story again. You can go through the answers as a group, listening to the story again and pausing at each blank.
- 2. Master Memory:** Tell the students that they are going to write down the main events of the story after listening to it. Play the short story, making sure no one writes anything, yet. Afterwards, ask the students to write a list of at least five events they can remember from the story. These could include what happens at the beginning, a plot twist, a character interaction, and how the story ends. The more detailed, the better!

- 3. Order the Events:** Give each student a set of strips, with a sentence or two detailing an event on each strip. Allow time for your students to read each one, or read them together as a class. While listening to the story, students put the events in the correct chronological order.
- 4. Buzz Words:** Give students a vocabulary page with anywhere between ten and thirty words, depending on the class level and the length of the short story they will be listening to. Go through the words one by one, checking meaning. Then, as students listen to the story, they check off the words from the list when they hear them. You could also make this into a game by having your students raise their hands or clap when they hear the buzz word. First one gets a team point!
- 5. Multiple Choice:** Give students a worksheet with approximately ten questions on it, each with three possible answers. The questions can be about defining events in the story, character decisions, or tiny details. Give students time to read through the options before playing the short story, clarifying meaning where necessary. As they listen, students choose from the multiple choice answers. Play the story again to go through the answers, pausing where the answers to the questions crop up.
- 6. Character Quiz:** Listen to the entire short story, then give students a worksheet with a list of character traits and decisions. Students must pick the correct one for the protagonist of the story. Listen to the story again to give students a chance to review their decisions before going through the answers as a class.
- 7. Plot Quiz:** Students listen to the short story once or twice, depending on their level. Afterwards, split them into 2-4 teams and have a game show. Each team has a chance to answer a question. If the team gets it right they get a point, and if they get it wrong, the question moves to the next team.

- 8. Beginning, Middle, End:** Lead a discussion about what constitutes the beginning, middle, and end of a story. Listen to the short story once or twice if necessary, and then split the class into groups of no more than four. Have groups to discuss and write down the main events that make up the beginning, middle, and end of the story. Do feedback as a whole class to see if students have similar ideas.
- 9. Explore the theme of humor:** Take a cartoon that depicts absurd situations. Ask students to work in groups and have them discuss: What does the video mean? Why is it funny? What techniques are used to make it funny?
- 10. Their own sense of humor and national tastes in humor:** Use a cartoon to introduce the idea of humor and culture. Take a selection of cartoons and ask the groups to decide what each one means and whether they think it is funny. Vote on the funniest cartoon. Ask students to discuss: What kind of method is used to make us laugh? Do people laugh at ordinary situations in their country? Do they make fun of political figures? Do they use satire or slapstick humor? What are the most popular types of humor on television? This can be developed into a lesson on jokes and the types of jokes they find funny.
- 11. Addressing issues:**

  - Use one or more cartoons that comment on a current issue. Use one to introduce the topic and brainstorm vocabulary.
  - Use the cartoon to discuss different aspects of the topic. Take a topic such as disciplining children or dealing with teenagers. Ask if they agree with the cartoonists' opinions.
  - Use one to end a lesson or series of lessons on a social or political issue. Ask students to write a caption for the cartoon. You can prepare them for this by doing a matching exercise between the caption and the cartoon.

## **2.9 Students**

Here the student performs a function as an active learner in learning a second language. Brito (2019) said “Student training is essential, and students must be confident in the knowledge and skills they possess. This happens when they are empowered through a range of assessment methods.” (pag.37). The activation of listening skills is important for its improvement. The student, through activities that increase in a positive way his knowledge, will feel more confident to continue learning and developing his listening skill. Therefore, he will no longer feel fear or frustration before this kind of activities, but he will have an openness to the knowledge of English because he has already practiced and improved his listening comprehension. For purposes of this research, it is important to mention that an active learner is a student who is motivated to acquire new learning.

### **2.9.1 Student’s motivation**

According to Schmidt quoted by Howard, (2020), “The extent to which a learner pays attention to the linguistic input is suggested to be strongly linked to motivational factors. (pag.194). The motivating factor here is to be able to acquire a new language, in this case English, and to improve the comprehension of it through the activation of the listening skill.

An important aspect of this research is to be able to observe what resources are available in the educational center, as well as the context and background from which the students come from, since this also influences the student's motivation. Walker (2010) said that

“Students from poverty are often directed toward extrinsic rewards for many of the positive things that they do, so you will need patience and time to move them gradually

from rewards to becoming self-motivated to learn. To move the students away from expected extrinsic rewards, use extrinsic incentives” (p.10).

The above mentioned is a sufficient reason to work on the change of mentality in students with the transmission of meaningful learning, provoking in them the desire to develop intellectual competences with reference to the acquisition of a language and the activation of the listening skill as a major incentive.

## Chapter III

### Methodological Framework

The research is a meticulous procedure in which the information collected is processed and developed throughout the research and the objective is to solve the questions previously posed. Through the observation of the population and the analysis of the instruments, the aim is to offer solutions to the problem. This chapter shows the type of research used, the types of information consulted, the instruments for data collection, and the categories of analysis.

#### 3.1 Research Approach

It is elemental to mention that for the purpose of these research, the qualitative approach will be used. As stated by Hernández and Mendoza (2018), a “Research from the qualitative route focuses on understanding the phenomena, exploring them from the perspective of the participants in its natural environment and in relation to the context” (p. 390). It is important to mention that observation is synonym to acquiring and providing information, so the view makes sense with more emphasis on this point. Observation can be classified as a transmitter and receiver of information. Obviously, the observation will depend on or deal with an activity carried out by a living being, as it detects and assimilates the features of an element using its senses as the main instruments. In addition, observation is to fix the gaze carefully towards an object or person, finding in its characteristics such as color, size, smell, shapes, different points of view.

Observation allows a detailed description of the object of study. Consequently, this qualitative research carries an important point such as observation and will make more emphasis at the time of applying the study instruments in the eleventh level students at Rincón Grande High School in Pavas, since the implementation of audios as a tool for activating and improving Listening skills

will be analyzed in detail that is, to observe that specific audience and extract some unique qualities that will enrich the investigative work.

### **3.2 Research Design**

It is important to emphasize the type of approach the researcher will take as a basis for the research. study is a descriptive research, which according to Vaus (2001),

Although some people dismiss descriptive research as "mere description," good description is fundamental to the research enterprise, and it has added immeasurably to our knowledge of the shape and nature of our society.

Descriptive research encompasses much government sponsored research including the population census, the collection of wide range of social indicators and economic information such as household expenditure patterns, time use studies, employment and crime statistics and the like (p. 1).

Considering the previous observation, we can infer that this research will be developed as a descriptive research, since it has great relevance in the elaboration and data collection, the integration of the population as an important point, and it is also intended to describe step by step each of the tools and techniques applied by the researcher to improve the listening skill of the students at Rincón Grande High School in Pavas. Due to the nature of the techniques to be used, it is important and necessary to take into account the socio-economic and social factors that can contribute to the development of the problem statement.

### **3.3 Information Sources**

Sources of information are essential for the effective development of an investigation. Such data can be collected through people, objects, or places according to the needs of the investigator.

### **3.3.1 Primary sources**

Gallaud (2015) defines primary sources as,

Those that have not been interpreted previously or, at least, that have not been interpreted in the sense that interests the approach of the thesis or with the breadth that is desired. They are original sources in the sense that no one gathered prior to that information. A primary source may be a book being analyzed, a manuscript being interpreted, newly compiled statistical data, surveys, an eyewitness account, or some type of document on which no prior analysis has been performed. (p. 21)

The primary sources are those that are extracted first-hand, the confidential ones. In other words, those that have not been disseminated in any other medium and have never been studied, as they are the pioneers in the present investigation. These sources can be books, magazines, newspapers, web pages, videos. Moreover, it is important to mention that all these sources must be of a reliable and scientific nature. These sources can also be interviews, analysis of some of the sources mentioned, but that nobody has mentioned them previously and is of the utmost importance for the investigation. That is why they are called primary sources. As can be seen, the primary source will be the eleventh-level students at Rincón Grande High School, since they have not been the object of study in any other research during the current pandemic situation, with reliable and quality primary sources. It is important to mention that for the sources to be viable,

there must be a starting point, a topic of interest or a problem to be developed, and from there we begin to search for the sources and said information.

### **3.3.2 Secondary sources**

Secondary sources, according to Gayou (2015), are those,

Which include material that has already gone through the analysis of other experts. These are facts and material known or transmitted by others. They are the critical books and, in general, the interpretations that have been made of a subject. In a study on the poetry of Rubén Darío, his poems would be the primary source and all the books that have been written about them, the secondary ones. (p.21)

Secondary sources will be all that information that have already been disseminated in one or more media with a social focus or public site, such as in a library, media, social networks (Facebook, Instagram, email, or some other mass dissemination social network containing information), or local media such as bookstores. These are of greater or lesser validity depending on the level of the author and his research method. A secondary source is considered to be all those opinions and analysis articles that have been compiled by other critics, as well as some journalistic interviews that have already been reproduced and disseminated in different media, as these provide relevant information to carry out the investigation. Based on the previous observation, it can be deduced that the secondary sources or investigations are used during the process of reviewing literary and scientific information based on main axes or fundamental methodological and experimental criteria that it selects to respond to a problem, previously addressed in the investigation. A secondary source as per the present study can be the analysis of the implementation of audios for the activation and improvement of the Listening skill in the English language, in the classes the students at Rincón Grande High.

### **3.3.3 Tertiary sources**

The tertiary information sources are a mixture between the primary source and the secondary source, with filtered information to transmit it to the reader or researcher. These help researchers to make inquiries and thus obtain the information to develop their investigative work. As mentioned by Gallaud (2015), "...tertiary sources ... are a selection of primary and secondary sources as may appear in bibliographies, catalogs, etc. It is not an excessively important or useful distinction" (p.21). From the above quote, it can be deduced that the objective of third sources of information is to help researchers to continue their work through the review of sources that other researchers used previously, so that they can be used as guides and as sources of information. Such are data also contributes to the development of the research by adding the parts that are useful in the information that the researcher gathers from the creation of other projects. Consequently, researchers should wisely, intelligently, and carefully use the information they have gathered from other work, which has been previously done in their area. Therefore, it is expected that these reviews are strictly necessary when the topic is stuck, and it is necessary to consult books, theses, or articles to look at the topics that were covered by the authors and their original sources to help their own work.

## **3.4 Analysis Categories**

The categories of analysis form an essential and highly relevant part of the development of the research. These categories have a conceptual definition, which can be understood without the need to have a wide knowledge of the developed area. For the purpose of the present research, there are three categories of analysis which are: audios, auditory ability, and listening techniques, which they are described below.

### **3.4.1. Audios**

According to Joglar Alcubilla (2018), “Audio in humans is defined by a set of waves of frequency between zero and 20Khz, which can be treated as sine-wave signals within the same frequency band” (p.8). The audios, the sound practically stored in a unit, are like models and devices that can be useful for the activation of the capacity of listening in people. They give a mental image of something, someone, or some situations that while they are listened to by the receivers, they acquire an idea of what is being exposed.

### **3.4.2 Listening Skill**

According to Vidyalaya Sangathan (2021), “Listening skill listening is the act of hearing attentively” (p.7). Listening is a natural process, as it is the ability to receive and interpret messages with precision, which is an active and disciplined way to allow people to understand what they perceive. In order to listen, it is necessary to make a conscious effort, not only to hear what is being said, but also to assimilate, process, and understand it.

### **3.4.3 Listening Strategies**

Strategies are techniques or activities that help directly to in the comprehend and remember of listening input. According to Silva & others (2014), strategies are “methods applied and identified to understand the nature of a specific research project.” (p.45). In other words, a technique is a method for doing a task or accomplishing something.

## **3.5 Data Collection Instruments**

The data collection instruments are fundamental to measure the data and learning generated by the target population, which in the case of this research is the eleventh-grade group at Colegio Rincón Grande de Pavas. The instruments to be used in this research are the pre-test, in which it is expected to expose students to an activity related to listening skills in order to

measure their knowledge before teaching them the techniques to reinforce the information. This activity will be a Multiple Choice according to the information from the audio. The second instrument is activities in between, which consists of short listening activities, so students need to apply the knowledge gathered through a summative activity to maintain a control of the topic, as well as to identify missing words in the text. This activity will be a Fill in the Blanks, according to the information from the audio (song). The third instrument is the post-test, which is a listening activity to contrast information. This activity consists of the students having to recall and accommodate the information they previously received from a video. Finally, the fourth instrument is an observation checklist, where the researcher will record the most challenging details that the students present when integrating knowledge in the listening activities, through special comments, as well as the learning progress of the students. These instruments will be applied in a total of four to five sessions with the designated group.

### **3.5.1 Observation Checklist**

The observation checklist has the purpose of measuring the behavior of the students during the activities (pre-test, activities in between, and post-test). According to Worrall and et (2012), "...Observation checklist has been designed to help to structure observations of children in school, with the aim of better understanding the needs of the children. In particular, the checklist focusses the observer on the attachment, emotional and social behaviors being displayed" (p. 4). Consequently, the observation will detail the behavior of students inside the classroom, as well as the performance of the students after two years of pandemic and a bimodal education, since they return to an education that pretends to be face-to-face, but this as trial and error, too. It is hoped to be able to assess both positive and negative behaviors when developing the topic of auditory activities, such as audios, songs, videos. Therefore, the idea is to generate

concrete data on which activities are easier to learn and which are more challenging for the learners.

In addition, it is expected that some listening activities will be more challenging for some students and that these may create a tense classroom environment. For this reason, the researcher expects to collect this information through a list of closed-ended questions, which will measure and rank each activity on a scale from most to least difficult. Moreover, it will be observed behaviors such as the students' interest in listening activities that are not very common in the classroom; for example, if they make a comparison of the words given in a target list with the sound of the applied audio, the speed with which they finish the most difficult activities, the knowledge obtained through activities such as audios, songs and short videos, as well as if the students made their own comparisons of the new sounds with others previously taught.

### **3.5.2 Pre-test**

The pre-test will be another tool that will be used to measure the prior knowledge of the population when taking a listening test to better understand their strengths, as well their weaknesses. Lange (2016) said, “a pre-test is a is a tool with which you can observe or grade topics before teaching them in order to have a starting point.” (p. 99). Based on the previous statement, it can be said that a pre-test is an instrument that can be applied in the form of listening to measure the initial knowledge of the students. In addition, according to the results obtained from the test, the applicator can generate and work on the target population using other instruments to develop the subject under study. For the purposes of this research, the researcher will use the written form to collect and qualify the information, and the results obtained from the students.

When doing a listening activity there must be a specific purpose. In addition, it is essential to understand that the students will not stipulate the way in which the measurement instruments will be applied, but they will only be able to write the words that they could hear through the audios, songs, and videos, to simplify the activity for the students. In some activities, they will be given an information bank so that they can work with it. In the pre-test, the researcher will first play an audio with information so that the students can first listen to it, and then the researcher will give them a worksheet containing multiple choice questions related to the information in the audio. Consequently, they will have to choose the possible answers. After that, the researcher will collect back the worksheets, and play the audio again so that the students can compare their answers with the correct ones that the researcher will write on the blackboard. This activity has the purpose of evaluating the students' prior knowledge and their reaction to the exposure of the listening activities.

### **3.5.3 Activities in between**

It involves a series of activities that include audios as the basis, for example audios with information, songs, videos, as all of these have a positive stimulus for the acquisition of knowledge and activation of the listening skill. The tests are purely used to check if the students have progressed with the methods implemented regarding the use of audiovisual material. Moreover, these activities are of great importance because through them students can be directed to achieve higher and better results in the listening skill. The first activity will be a fill in the gaps with key words. Therefore, the ~~for~~ students have to read and place the word or words in the corresponding spaces. The researcher will play a song for students to listen to and proceed to place the phrases in the blanks, the song will be repeated 2 to 3 times to give students time to assimilate the information. In this activity, students are allowed to do a pre-reading, so they can understand the words to be placed in the blanks.

The second activity will be the application of an audio with information for students to listen to. First, they will be given a worksheet with sentences related to the information in the audio; these sentences must be validated by the students as true or false. The researcher will previously read the sentences and give them some key words so that students can find them or be attentive to listen to them during the audio and thus continue with the validation of the sentences on the worksheet. The audio will be played twice, the first time for the students to work with the information they received and the second time for them to confirm their answers.

#### **3.5.4 Post-test**

The post-test will be used after the students have received the information through the applied techniques and have practiced them through listening activities. According to Dell'Olio and Donk (2007) "A post-test is a tool in which the teacher can grade the learning acknowledged by the students" (p. 432). As has been mentioned throughout this research, the approach to the subject and the study of the audios will be done through listening activities, and the post-test instrument will be evaluated in the form of listening comprehension, applying the strategies and techniques mentioned above. This activity will be evaluated through small listening activities such as audios, songs, short videos, so the students can apply the previously taught knowledge. On the other hand, the written form will be evaluated by means of words that they have already recognized in an audio; consequently, the student must write them down in the worksheets with which they will work at the moment or later to evaluate the knowledge acquired. It is very important to emphasize that students will have different types of activities, such as audio information, songs with lyrics, short videos to evaluate their performance and that all of these are evaluated in listening and written form to collect data from these evaluations. As a post-test, an activity will be carried out so the students will first have to see a short film that contains cartoons. The video has a specific topic so that the students can listen to and understand its meaning. After

this, the researcher will give them a worksheet in which the students will have to arrange the events in order with numbers, from first to last. The researcher previously read them the sentences with the events in disorder. This activity has the purpose of evaluating the students' progress.

### **3.6 Collection Data Process and Data Analysis**

The data collection is a crucial part of the research work. Therefore, a pre-test will be applied firsthand. Its main objective is to be able to mark the initial knowledge of the target population of the study without having applied any other activities that activate the previous knowledge of the learners. Students will be instructed to first listen to the audio and then answer the questions using the information previously obtained through the audio. In addition, once the data has been collected through the pre-test, sessions will be held in which students will be exposed to more listening activities, such as songs and videos. The audios will be used, and techniques will be taught to improve the listening skill. Then, a worksheet containing the lyrics of the songs or questions about the video will be provided to the students. Emphasis will be placed on the techniques studied in that class; thus, learners will be able to apply them in order to reach a listening comprehension of the words they hear from the audio, video, song. These will be studied through practicing the activities applied. This instrument will be carried out in a total of three to four sessions to strengthen the knowledge in the listening skill and that the students can learn it and apply it as best as possible.

In the first two instruments, it should be considered that the researcher will be observing the behavior of the students during the development of the activities through an observation checklist in order to measure the environment generated by the students when applying an activity. The main objective is to understand the words in the listening activities carried out during each session, as well as to identify the difficulties that students face with this type of

activity and place them on a scale from greater to lesser difficulty. Other data such as the performance of the group, speed when executing the activities, camaraderie, comparisons between the sounds of the audios and the words, it is expected to be visible during the review of the group's performance with each activity.

Moreover, a post-test will be carried out to obtain summative information from the pre-test and the learning acquired during the sessions where the techniques were applied through listening activities, that is audios, songs, and videos. In addition, the post-test will be carried out both in a listening and in a written manner. The subsequent test will consist of the application of the last listening activity that consists of playing a video for the students to listen to and, so they can remember and organized the sequence of the story. These results will be evaluated by the researcher to measure the progress of the group. Finally, the population under study will be given a self-assessment sheet of the activities to which they were exposed in order to state their point of view on each through a questionnaire. These will be closed questions to collect information from the point of view of the population that carried out the activities. Therefore, at the end, it is expected to make a comparative table of the data that the researcher acquired during the sessions versus the data that the students reported from their own experience.

## **Chapter IV**

### **Data Analysis**

In this section, each of the instruments mentioned and explained in the previous chapter will be analyzed. Moreover, an important detail that must be mentioned is that the names of the students are not included to reveal sensitive information, so the students were assigned numbers instead. With the analysis of the instruments, the researcher hopes to answer the research question posed in the first chapter. Furthermore, this section of the investigation desires to answer the research question, which is How to activate and improve listening skill through audios, in eleventh grade students during the first quarter of 2022 at Colegio Rincón Grande de Pavas? Likewise, essential data of the group that was under observation during the research will be explained. In addition, the researcher will explain the pre-test activity, the activities carried out to improve the skill, as well as the final results of the post-test, and the data from a questionnaire on the methodology used.

#### **4.1 Analysis and Interpretation of the Results**

In this section, the initial observation, pre-test, activities in between, the post-test, and a final observation will be described one by one.

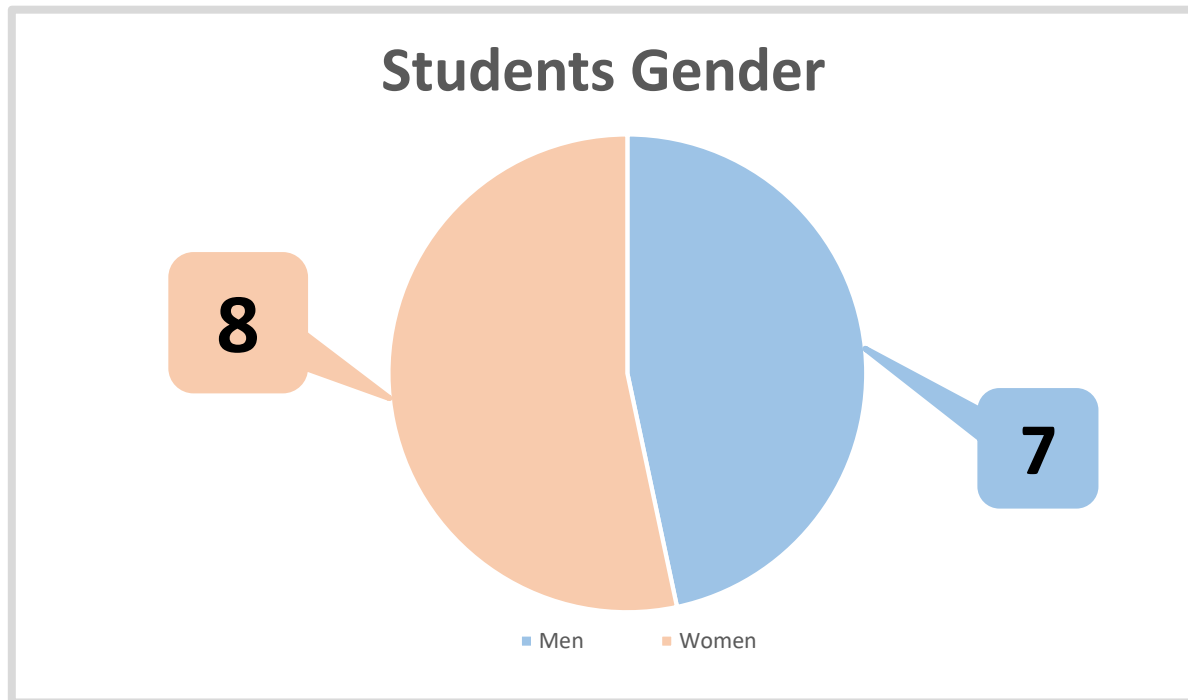
##### **4.1.1 Observation Checklist**

As part of the data collection, the first step was to observe the eleventh-grade class to understand the teacher's behavior, structure, and way of working, as well as that of the students. The objective of this observation was to make an introduction for the researcher and thus, to adapt to the students who composed the group, in other words, the studied population of the research. In addition, it is pertinent to point out that all the facts that will be provided and described were collected through an observation checklist that was created by the researcher.

This can be seen in the annexes. To begin with the information, the first figure will explain how the class was composed.

Figure1

Class Observation- Students Gender



*Figure 1 illustrates the composition of the class, regarding gender. Source: Researcher's own creation.*

Figure 1 describes that the class was composed of seven males and eight females, for a total of fifteen students. However, by orders of the Ministry of Education, it was decided to return to face-to-face classes; therefore, there were still students on the waiting list, who later joined the class after the first observation. Consequently, this is something that must be taken into account, as the country is still experiencing the Covid-19 situation that continues to affect the country and education.

Moreover, the researcher observed a 45 minutes long lesson, taught by the English teacher assigned by the high school. During the observation of the first lesson, the relationship among the students and their behavior was explored, as well as that of the teacher before applying the

instruments. In addition, it was observed the interaction of the class to recognize the dynamics of the group. The methods used and topics taught by the teacher were considered to try to maintain a methodology similar to that of the permanent instructor when applying the instruments. Finally, the researcher also considered the students' understanding of the English language through the listening skill when they were receiving the class.

Due to the area in which the school is located, which is considered a marginal zone, most of the students have low economic resources and many of them come from dysfunctional homes, and their parents are indirectly engaged in jobs in which a high academic level is not required; therefore, the parents are not highly educated. This affects the students when it comes to studying a foreign language, since the parents cannot contribute with their own knowledge or accompany the students in their studies, if necessary. Being in a situation as such, a large number of students do not have access to Internet, so they only have access to the one provided by the educational center, which has low quality service. Therefore, they are provided with general support material that does not involve the use of technology and internet. As a consequence, learning is not prioritized in the activation and improvement of the listening skill in class and if it is applied, it is in a very sporadic way. Therefore, the teacher decided to create simple review material of the topics that the students learned last year, which due to the pandemic situation were taught, but the students did not achieve a high comprehension due to the low-class attendance and the bimodal methodology that was implemented. Consequently, the material was reviewed by the teacher. On the other hand, the students showed a gap in the knowledge of the topics, and even more in the listening skill.

After observing the class, the researcher was able to verify that at the beginning, the class had separate rows to avoid contact between the students; however, after a short period of time

several students moved to sit together, while others remained in their spaces. Although, there was a division in the classroom, in the first observation, it was noticed that the interaction that existed among the students was good, since all the students talked to each other and among the groups of friends and nobody was left out. When, the professor began the class, he welcomed them and motivated them to continue their education, since they were returning to the classroom. This as it must be taken in consideration that students came from being in a bimodal education due to the pandemic that we are currently still living, Therefore, students have to adapt to new guidelines within the classes, which become tedious and tiring for them, for example, the use of masks is mandatory, but for them it is annoying as summer is hot, there is also an attitude of apathy on the part of some students, due to the situation they are living.

The professor continued his class with the application of diagnostic tests to measure the concepts previously taught, but it was noted that there was a knowledge gap in the students. The professor explained some topics as a review and applied the diagnostics. Consequently, it was observed that the students had some difficulties when the topics were explained in English, with the exception of some students whose understanding of the language was regular, so the Professor had to translate everything he said and continued his class explaining it in Spanish because the students expressed their insecurity when the explanation was providing in English. Moreover, when a student presented some difficulty in a practice or exercise, the teacher helped them to clarify their doubts, so it can be indicated that the interaction in the classroom was regular. However, the interaction of the students with the teacher when they needed to respond to an exercise was not quite good because the interaction among men was almost null, except for a few students. Only one of the eight male students responded proactively. In addition, the interaction among women was slightly more proactive at the time of answering the teacher's questions.

On the other hand, the method used by the teacher in charge was quite objective as he was already practicing the concepts he was teaching them. It was evident that this type of technique was the one that the teacher generally used in class, the theoretical-practical one. In another aspect, the teacher used the translation method in which he first gave the instructions in English and then translated them into the students' native language, which is Spanish. Similarly, the total physical response method was also used in class, although there were very few who responded, since the teacher was intrusive, so some interaction and comprehension were achieved by the students.

For the practice of the listening skill in the classroom, the teacher did not use any resources, neither technological nor audiovisual in any form. The way of teaching was to explain in English and then to translate it, and there was no emphasis on the students practicing this skill, neither activation nor improvement. Finally, the use of English by the students was somewhat limited despite the fact that the teacher made the class as understandable as possible. When using the English language, only a small number of students tried to respond to the questions and comments made by the teacher. For example, when they were asked for an answer the use of the language was very low. The teacher helped them to generate their answers in the English language; however, the students quite frequently used the response "teacher, I don't know how to say some things," "teacher, I don't know anything," "teacher, I don't understand anything." However, there was a small group of students who tried to answer in English when they had to. This can be observed, that is the number of students who answered in English, in the figure below.

Figure 2

Students who answered in English during the class observation

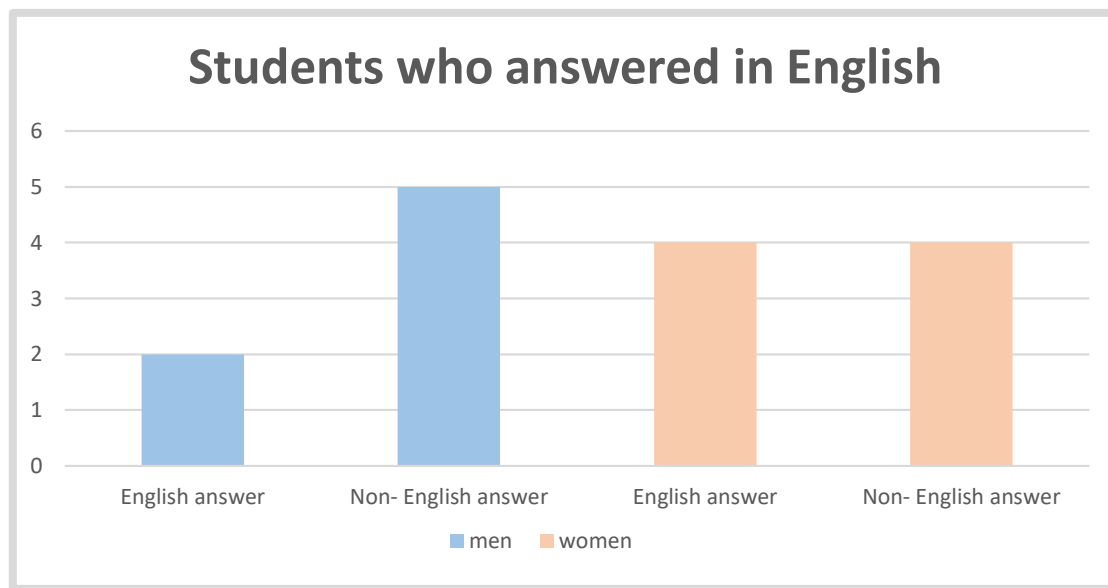


Figure 2 illustrates the number of students who answered in English during the class. Source: Researcher's own creation.

#### 4.1.2 Pre-Test

To apply the pre-test, the researcher first introduced herself to the class and then explained them that they were going to participate in the research with the purpose of helping them to activate and improve their listening skill in the application of listening activities and that these would be related to the topics they would be seeing in class with the teacher. The researcher briefly explained to them the dynamics of the four meetings, telling them that there would be a pre-test, two intermediate activities, and a post-test. The researcher also told them that the listening activities (tests) would not be graded and would not have any evaluative nature in their English course grade. Therefore, they should not worry or be overwhelmed if they did well or poorly in their activities because the most important thing was that they could have a clear idea of what a listening activity with informational audios was and that they could activate and improve

this skill with practice, and could perceive their own progress step by step according to the activities applied with the accompaniment of a professional.

With the pre-test, the researcher was able to know the initial knowledge of the students with respect to the listening skills. This was done in order to analyze the results and contrast them with the post-test at the end of the research to define the initial and final point of the students regarding the ability to recognize information and specific words in an audio as an instrument of study. The pre-test was designed so that the students could recognize in a simple and easy way the words and specific information in the audio.

A worksheet that contained a multiple-choice exercise was created, so that the students could relate the information they received with the questions that were on the sheet and thus, be able to choose the correct answer according to the audio. In addition, the key words that make up the sentences were in bold so that students could identify them quickly and easily. The audios and key words selected by the researcher were related to the topics that the students were learning in class, with the intention of not confusing the studied population. In addition, the audios and words selected were previously chosen based on the level of the students, who are beginners; even though, they are in their last year of high school. In addition, these information audios and words are frequently used in the context of the Costa Rican Ministry of Public Education in the lesson plans provided to the teacher.

It is fundamental to state that in the pretest, the techniques used for the activation and improvement of the listening skill were not applied, since the main objective of the pretest was to know if the students could identify the words by means of listening. The following table shows the chosen words, which were verbs conjugated in some verb tense, as well as key words extracted from the information audios by the researcher with the respective techniques previously

investigated. In addition, the bold letters are the ones that the students should identify in the audios through the listening skill. The worksheet used to collect this information can be found in the annexes.

Table 1

Words chosen for the pre-test

<b>Key words</b>			
<b>was</b>	skip	guest	Kid
<b>studied</b>	want	radio	Woodworking
<b>graduated</b>	started	college	Workshop
<b>allowed</b>	took	university	
<b>designing</b>		occupation	

*Table 1 shows the words to be used in the pretest. Source: researcher's own creation.*

As can be seen in table 1, all the words that were evaluated consisted of nine verbs and eight key words, this so that the students could be guided while listening to the audio. This had the intention that the students were attentive when listening to certain word and could take it as a reference to relate it to the possible answer, this with the purpose of obtaining a sample of the initial knowledge of each student. The instrument was carried out during the last forty minutes of the class. The researcher directly explained to the students to answer in a totally free way according to their knowledge and using multiple choice as the only answers. On the other hand, the guide words together with the sentences or questions, were previously read aloud by the

researcher and followed by the students in case any of them did not understand, as not to compromise similarities or patterns within the order of the same words. For this purpose, it was expected to obtain a clear result of the starting point of each student. This instrument was carried out as a listening activity, but also in writing to obtain the results and evaluate them.

Figure 3

Pre-Test: Obtained Points

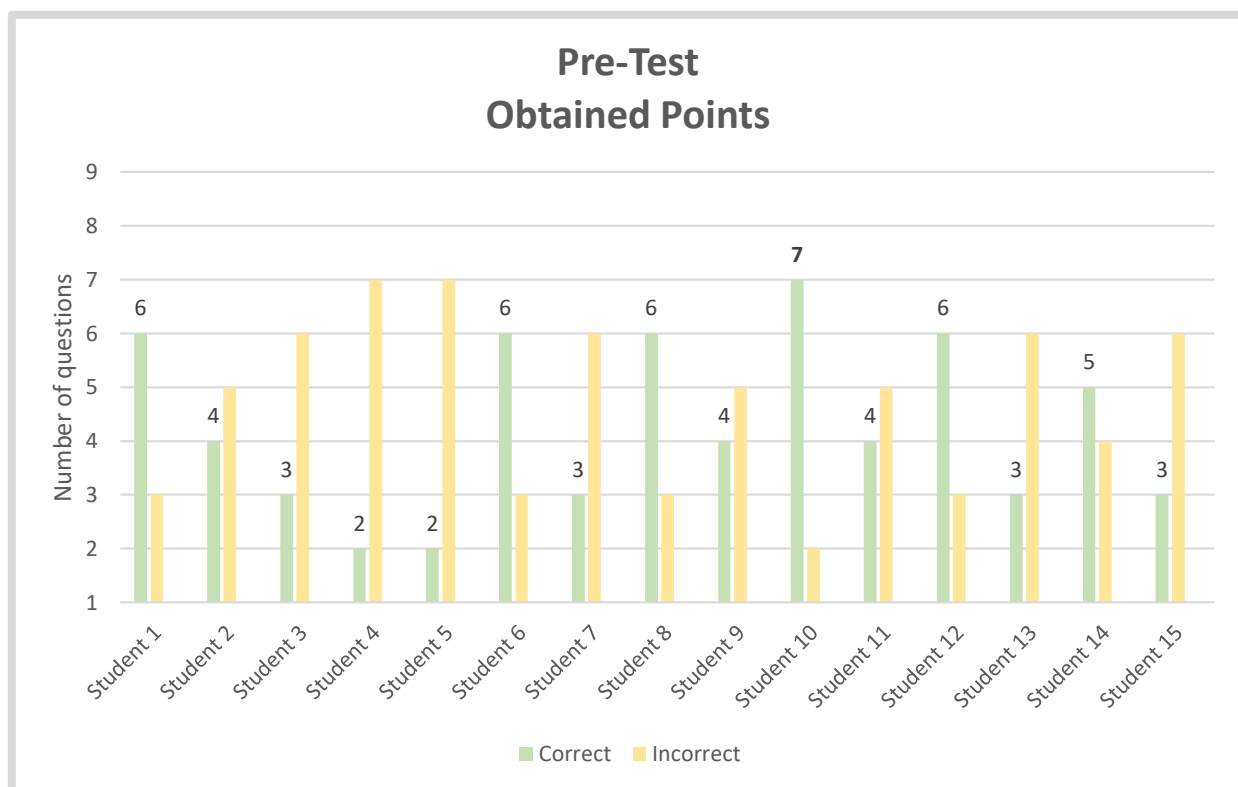


Figure 3 illustrates the obtained points from the Pre-test. Source: Researcher's own creation.

Figure 3 reflects the results of the pre-test activity and the number of questions asked, according to the verbs and key words that were evaluated in the pre-test instrument by means of an audio feedback. Additionally, the yellow column contains the percentage of errors made by the students when choosing their answers in the multiple choice and the green column contains the correct ones. It is necessary to emphasize that the researcher will explain the results obtained

in the pre-test, and then discuss the activities and techniques that were developed to improve listening skills through listening activities.

According to figure number three and by looking more closely at the number of correct and incorrect answers given by the students, it can be stated that during the pretest, only one student scored high and met the expectations by correctly answering most of the questions in the activity, getting seven correct answers out of the nine questions. This means that this student has a favorable activation of the listening skill, so that with the next activities this student will achieve a higher improvement. In addition, there were six students whose listening skill needed to be activated and improved because two of them got only two questions correct out of nine questions, and four students got three correct questions out of nine questions. These students did not meet the expectations of the activity. It stands out that during the pre-test, most of the students achieved a good score according to the expectations of the activity by obtaining four to six correct questions out of nine as a goal. In the application, the researcher was able to observe that almost all the students felt insecurity in taking the test, as well as negative thoughts because they considered themselves incapable of having a good score.

#### **4.1.3 Activities in between**

The following two days, during two forty-minute lessons, the researcher carried out two sessions of activities with audios to activate and improve the listening skill in eleventh-level students. The first lesson focused on hearing the target words in isolation and then in a song, the second lesson focused on students hearing the target words in a different context.

##### **4.1.3.1 First Listening Activity**

The first session began with the researcher explaining a topic that the students were learning through the use of a Power Point presentation. This was used as a way of knowledge reinforcement. Once the presentation was finished, the researcher continued with the important part, the application of the listening activity. Therefore, the researcher explained what the students had to do.

Table 2

Words chosen for the First Listening Activity

<b>Key words</b>			
<b>I'll kiss</b>	I'll miss	I'll always be	I will send

*Table 2 shows the words to be used in the First Listening Activity. Source: researcher's own creation.*

As it can be seen in table 2, the audio, in this case a song, was used as a tool for the application of the activity, which consisted on listening to and finding five phrases (keywords). This had the intention that students could be guided while listening to the lyrics of the song and that they were attentive to hear a determined word and could place it in the corresponding space. Moreover, for this activity, the researcher put the target words in a box on the worksheet, read them aloud for the students to hear them and explained to the students what they meant. Later on, the students listened to the song and according to what they heard they placed the corresponding words in the blanks. For this activity, a Fill in the Blanks technique was used and the song *All my loving* by the Beatles was used. This audio was applied three times.

Figure 4

First Listening Activity: Obtained Points

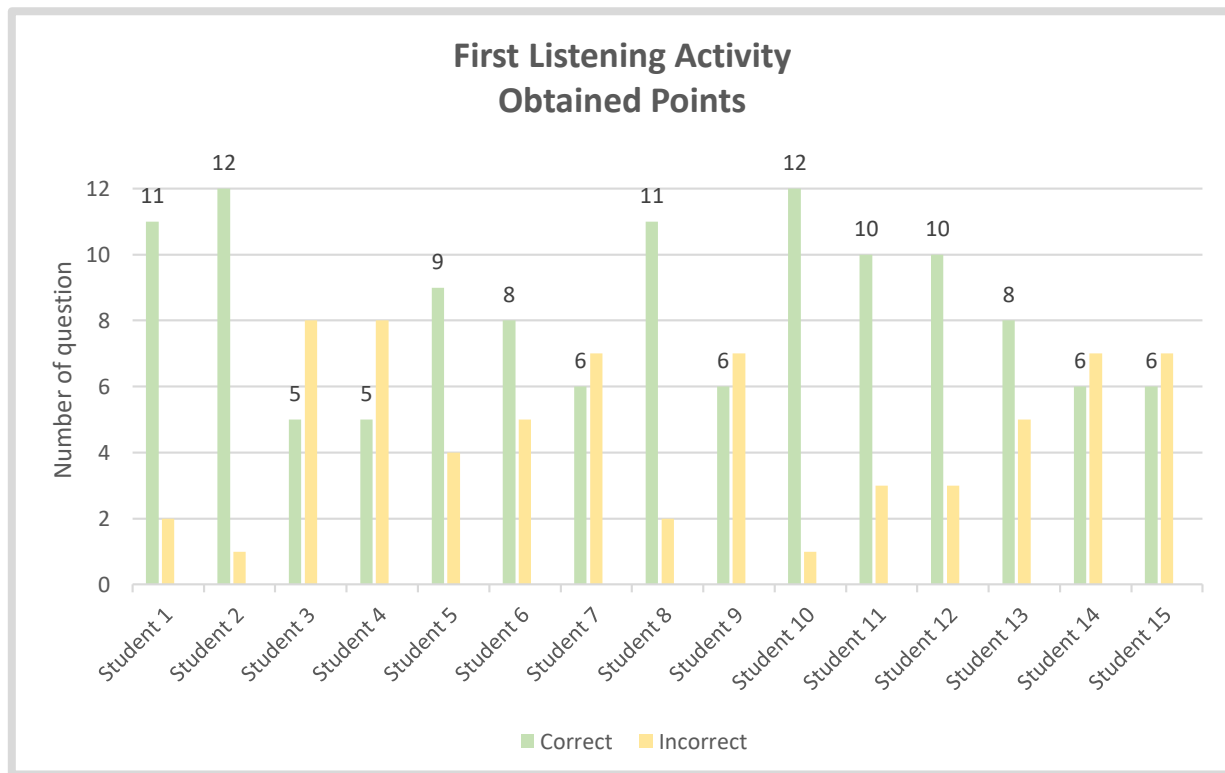


Figure 4 illustrates the Obtained Points from the First Listening Activity. Source: Researcher's own creation.

According to figure 4 the results indicate that in this activity, the results were favorable since there were seven students who obtained high scores. Two students obtained twelve correct answers, two students obtained eleven correct answers, two students obtained ten correct answers, and one student got nine correct answers from thirteen target questions. In addition, the other students obtained five to eight correct answers out of thirteen objective questions. This means that the application of the technique helped them to activate and improve their listening skill. Therefore, it has to be highlighted that during the first lesson, most of the students achieved a good score according to the expectations of the activity, since they obtained from six to 12 correct answers out of 13 questions as a goal. In the application, the researcher was able to observe that the attitude of the students changed from insecurity to a little more confidence. This

because the researcher was there to guide them and provide them with the keywords to take the test.

#### 4.1.3.2 Second Listening Activity

The second session began with the researcher doing a short review of the topic that the students were seeing in class, this as a way of knowledge reinforcement. Once the presentation was finished, the researcher continued with the application of the listening activity, the researcher explained what the students had to do in the activity.

Table 3

Words chosen for the Second Listening Activity

<b>Key words</b>	
<b>gets up</b>	early
<b>has</b>	breakfast
<b>is</b>	student
<b>goes</b>	lunch
<b>watch</b>	swimming
	before bed

*Table 3 shows the words to be used in the Second Listening Activity. Source: researcher's own creation.*

In table 3, it can be observed all the words that are found in the information audio, in this case an Interview with a swimmer. This was used as a tool for the application of the activity,

which consisted of eleven keywords in order that students could be guided while listening to the interview. The intention of this activity was the students were attentive to hear a determined the word and could relate them with statements. Furthermore, in this activity, the researcher asked the students to highlight or underline the target words on the worksheet. In addition, the researcher read the word aloud for the students to hear them and then, explained to the students what they meant. All this with the purpose that the students listened to the interview and based on what they heard to determine whether the statements were true or false. For this activity, the Plot Quiz technique was used and the audio information Interview with a swimmer was played. This audio was applied two times.

Figure 5

Second Listening Activity: Obtained Points

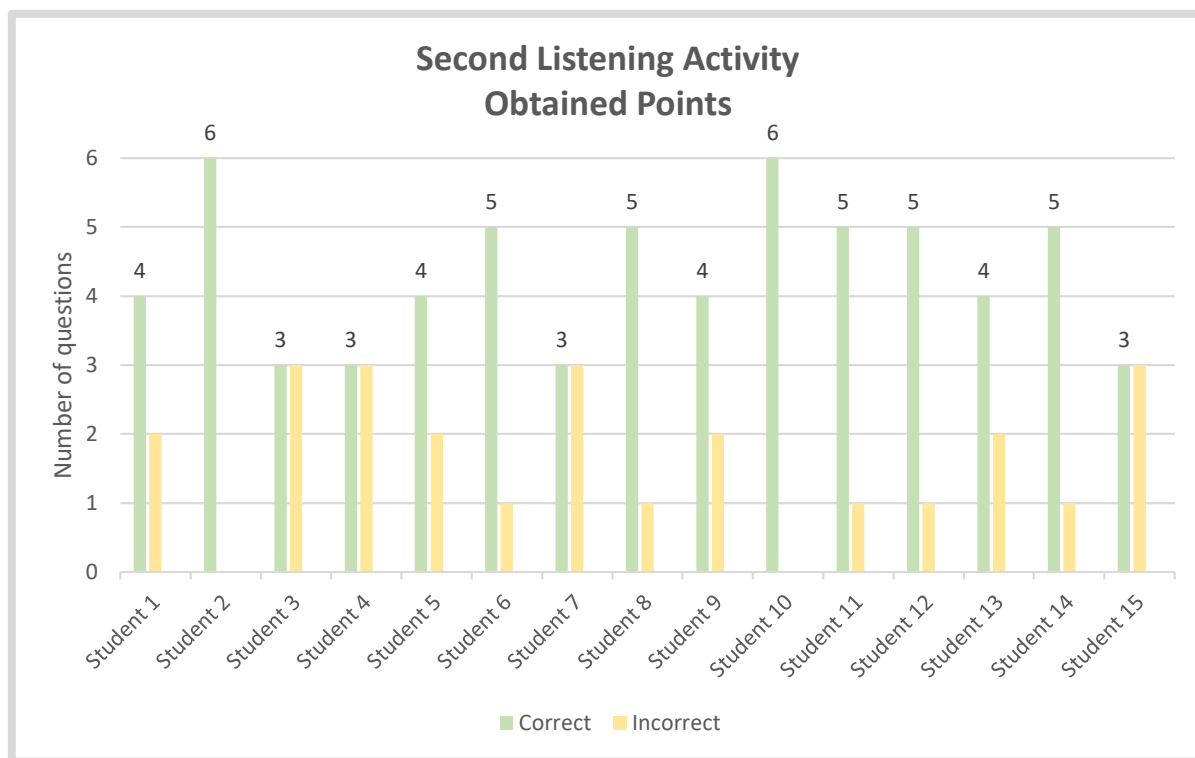


Figure 5 illustrates the Obtained Points from the Second Listening Activity. Source: Researcher's own creation.

According to figure 5, the results indicate that this activity was also favorable since seven students obtained a high score, two students obtained the maximum score, which was six correct answers out of six objective questions. Moreover, five students obtained five correct answers, four students got four correct answers, and four students got 3 correct answers out of the six target questions. The students obtained good scores, that is from three to six correct answers out of six objective questions. This means that the application of the technique clearly helped the students to activate and improve their listening skill in different levels, and that progress was evident noted. Therefore, it is highlighted that during the second lesson, most of the students achieved a good score according to the expectations of the activity by obtaining from three to six correct answers out of six as a goal. Moreover, during the application of this activity, the researcher was able to observe that the attitude of the students changed a lot. This time they were more confident and proactive, as they were able to get the keywords along with the information, they heard in the audio and by having the researcher to guide them and provide them with advice, as well as with the keywords to perform the test, as these helped them even more.

#### **4.1.4 Post-Test**

To apply the post-test, the researcher first explained to the class that this was the last meeting with them and thanked them for their collaboration during the process of applying the research instruments. Moreover, the researcher ~~and~~ reminded them that they could continue to use some of the activities on their own to further improve their listening skill. Afterwards, she also recapped them that the activities (tests) would not be graded and would not be part of their final grade. Therefore, they should not worry about whether they did well or poorly, because the most important thing was the practice and improvement of the listening skill and their step-by-step progress. Once the researcher thanked the students, she continued with the application of the

listening activity, the researcher explained what the students had to do in the activity, that is in the post-test.

Table 4

Words chosen for the Post-Test

<b>Key words (Phrases)</b>
<b>“hey kid ;Why the mope?”</b>
<b>Feels good dancing in the air</b>
<b>Looks ridiculous, funny and pink</b>
<b>“sometimes you´re up sometime you´re down”</b>
<b>Someone took the lamb and shaved him.</b>
<b>The American Jackalope</b>
<b>The Lamb</b>

*Table 4 shows the words to be used in the Post-Test. Source: researcher’s own creation.*

As it can be seen, in table 4 are found all the words present are found in the audio, which in this case was a video, a short film with Cartoons, called Boundin´. This video was used as a tool for the application of the activity that consisted of seven keywords or key phrases extracted from the video, so that the students could be guided while listening to the information in the video. The intention of this activity was that students were attentive to words and could relate them to the events of the video and organize them. Moreover, the researcher began the activity by giving the students a worksheet that contained some images from the video, followed by some sentences which were not in the correct order, so that the students could arrange put them in the correct order. First, the researcher asked the students to read the sentences with her and then, explained the meaning of some words. Later on, the researcher told them to pay attention to the

sentences in bold, and then proceeded to play the video so that the students could listen and watch the video to order the sentences according to the sequence from number one to number six. For this activity, the Order the Events technique was used and the video *Boundin'*, which is an Animated Short Film by Pixar, was played. This audio was played two times.

Figure 6

Post-Test: Obtained Points

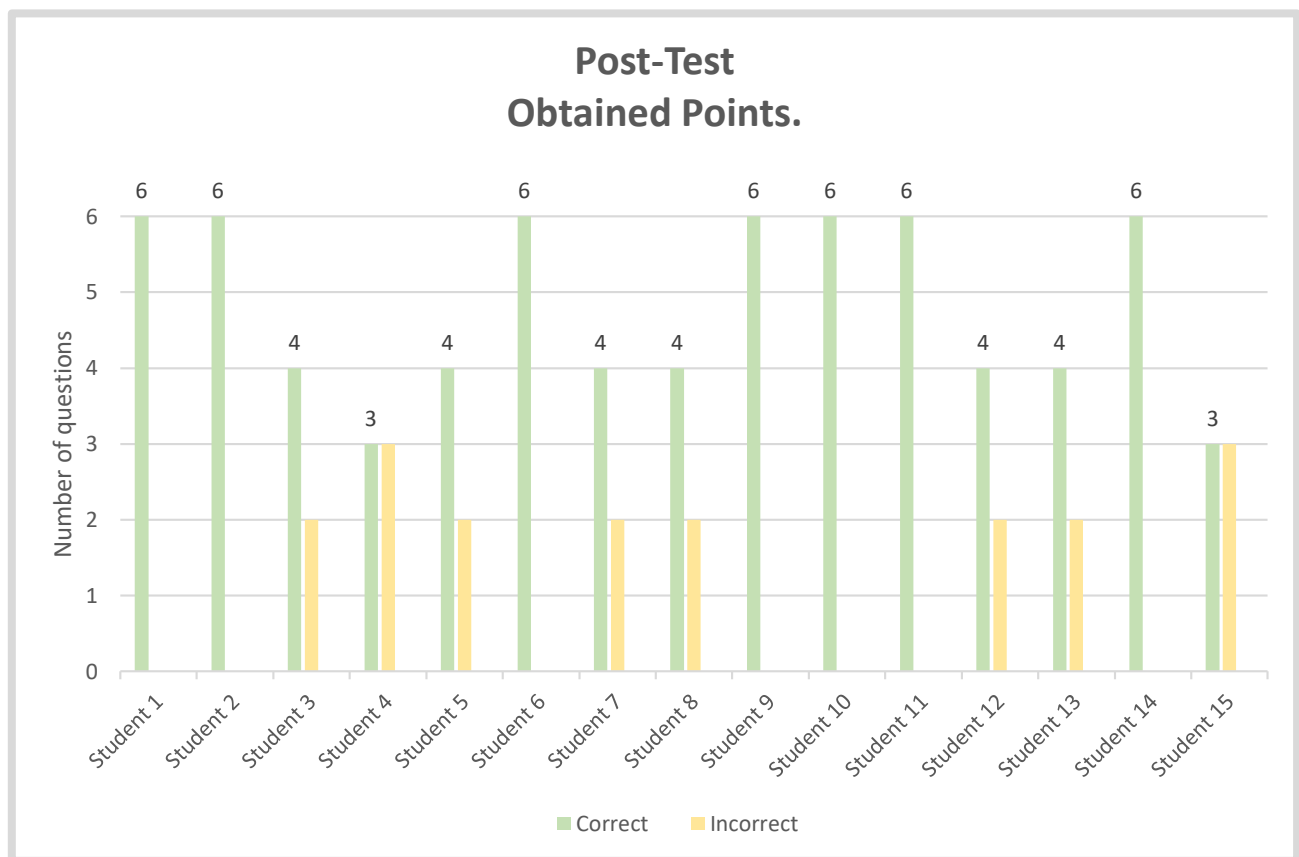


Figure 6 illustrates the Obtained Points from the Post-Test. Source: Researcher's own creation.

According to figure 6, in the Post-test the results were also favorable since most of the students obtained a high score. For example, seven students obtained the maximum score, that is they obtained six correct answers out of six objective questions. Moreover, six students obtained four correct answers out of six target questions and two students got 3 correct answers out of six

target questions. The students obtained good scores, as they obtained from three to six correct answers out of six objective questions. This means that the application of the technique in the post-test helped to activate and improve the listening skill clearly in different levels, and that progress was evident. Therefore, it is highlighted that during the post-test, most of the students achieved a good score, according to the expectations of the activity by obtaining from three to six correct answers out of six as a goal. Furthermore, during the application, the researcher was able to observe that the attitude of the students changed completely, they were more confident and more proactive as they were able to get the key words right along with the information they heard and understood in the video and by having the researcher to guide them and provide them with the key words to perform the test.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

This chapter addresses the conclusions that the researcher obtained through the application of the different instruments and their results, which can be observed in the analysis of the data. Moreover, this chapter also considers the data discerned throughout the development of the phases of this study, in which the subjects of study were students from fifteen to sixteen years of age at Rincon Grande High School. In essence, the present study had directly as its purpose to address the important role of the application of audios as part of a teaching methodology that allows the activation and improvement of students' listening skills and their learning. In addition, it determines the implications and benefits of audios when properly integrated into English classrooms. This section focuses on the recommendations and conclusions that the researcher deems necessary to give. The aim of the research was to find out whether teachers use listening and audio-visual aids for teaching listening, to what extent they use these aids in teaching, and finally, what is the teachers' and students' perception of the use of listening aids, such as audios. The idea of this strategy is to support teachers and students with innovative listening activities that motivate students and provide teachers with classroom practice.

#### **5.2 Conclusions**

The conclusions of the present research deal with the implementation of audios as a pedagogical resource for the teaching of the listening skill in English. It shows whether the objectives set at the beginning of the work were feasible and could be implemented. The main objective of this research was to know if the use of auditory aids, such as audios, favored the

learning of vocabulary, along with the listening skill in English. In addition, reference will be made to the specific objectives, which are an important part of the research. The conclusions go totally hand in hand with the results obtained during the research process. In addition, in the last sections, through the triangulation of the instruments used, the researcher will answer the research question to know the effects of audios as a teaching method to improve the listening skill and to give recommendations to future readers who wish to develop this topic in the classroom, as well as what results can be expected during the application of the method developed during this work.

### **5.2.1 To identify the problems that students face during the classes when they have listening tests.**

Given the circumstances that the country has gone through and continues to go through, the educational system has undergone some changes and, therefore, the way in which classes are taught changed, as well. This because two years ago education was paralyzed by the quarantine due to Covid-19, so students stopped attending the educational centers, and for some days even the school year got paralyzed, too. Then, the bimodal classes were implemented; therefore, in this way, students received material and virtual reinforcement classes. This methodology was not as successful as it was intended to be by the Ministry of Education, as it was not taken into account the situation and resources that many students have and live in today. This caused a great delay in learning and even more, when the teaching of a foreign language, in this case English. Moreover, when we talk about the implementation of activities for the activation and improvement of the listening skill its result is not favorable since even before this situation began, the students did not receive these type of activities, because they were applied in a very sporadic way and during the pandemic, this was not the exception at all. Now, in this opening of the school year, the Ministry

of Public Education MEP has determined that classes return to be face to face, but with the strict and supervised application of measures and guidelines given by the Ministry of Health, because the country still continues in pandemic. This opening of the school year is used in a trial-and-error manner.

One of the problems that students face when doing a listening activity is the fear generated by doing something that is unknown to them or that they have done very little. Therefore, to be exposed to these activities causes a certain frustration of not understanding what they hear; in fact, the first expression the population under study had, was of fear, as they were afraid of being bad at this, in other words, not understanding anything. Other problem that students face when doing a listening activity is the distraction they receive from the outside environment (sounds of other students talking and walking outside the classrooms, sounds of cars and buses passing by near the institution, including expressions of frustration from their peers) that does not allow them to pay full attention to the activity. In a way, these distractions overwhelmed students and dispersed their attention. Moreover, a factor that influences students is the weather, as the classroom is very hot during the summer and students have to wear face masks as part of the Covid prevention guidelines, this causes them a sensation of suffocation, and indisposes them to pay attention to the activity.

Technology was not used in the class, not even the teacher took out a computer or the use of video beam. Therefore, audios or audiovisual material were never used. During the class, they only worked with copies that the teacher asked them to bring. Some students did not even bring the copies, which made the class monotonous and without any listening interaction. In addition, the most important factor that caused the students not to learn the vocabulary well, was the fact that the teacher spent little time reviewing the topic, and the students were not motivated to learn

a foreign language. Hand in hand with this problem, was the teacher's lack of creativity, since he used a single way of teaching the class, and this made the students to be bored and not interested in the class. Unfortunately, due to the little interest and the little time available, students cannot acquire knowledge through the listening skill.

### **5.2.2 To apply audios through different activities to improve the listening skill.**

One of the important objectives of the research was the application of audios as a tool and teaching method for the activation and improvement of the students' listening skill. As part of the observation of the class, it was noted that the teacher in charge of the students did not apply any type of listening activity in his class. In some part of the class, the teacher pronounced some words loudly so that the students could listen to their correct pronunciation, but nothing else. In addition, it was observed that the teacher did not use any technique to relate the vocabulary and the topic of the class with the listening skill to reinforce the students' comprehension in a more apt and fluid way during the class. Therefore, the topic to be studied was perfectly adjusted to the dynamics and teaching method, since it was not proactively present in the classes that the students received.

The first listening activity was the pre-test in which the students were given a worksheet containing a multiple choice so that the students could relate the information they received with the questions on the worksheet and choose the correct answer according to the information in the audio. This was done with the intention of obtaining information about the students' previous knowledge. During this first activity, the researcher was able to obtain a clearer idea of the direction in which the activities would be taken in order to apply them to the students. In the first, one of the activities in between, a fill in the blanks was applied, so the students listened and then placed the missing words. The students enjoyed the activity; however, some of them students

struggled with the activity. During the second activity another one an audio was applied.

Therefore, according to what they listened they had to determine if the sentences were true or false. This activity was very favorable for the students, since almost half of them obtained most of the points. The last activity consisted of a short film, which was played several times, so that the students could order the sequence of events according to what they heard and saw. This activity was also very favorable for the improvement of the listening skill, and the students enjoyed it.

As a result of the research and the sources obtained, it is possible to conclude that everyone's learning is different. However, using learning methods such as audios that are innovative, effective, and dynamic, students can learn in a better way. This research work was used based on audio aids as well as audiovisual aids, since it allowed students to activate and improve their listening skills and helped them acquire vocabulary in English taking into account that when using audio resources, it was also provided stimuli. The students could interact and had a better disposition to continue learning.

Considering the population and its weaknesses, these strategies provided the students with classes that were dynamic and that used different and important technological aids accessible to them. In addition, this made the students feel motivated, eagerly awaiting the next class with an open mind that they did not have at the beginning and that changed during the application of the activities and that challenged them to continue learning. This managed to get their attention, facilitating the English teaching-learning process. Additionally, an improvement in their listening skill was evidenced in the students at the time of carrying out the listening activity, as according to the results most of the students showed improvement in their listening comprehension. There was a change both, in the result and in the attitude of the students. This change was an important

part of the investigation. Likewise, in association exercises between the words chosen to fill in the blanks, the students were able to recognize more than half and in some cases most of the key words in the audio, but they were also able to follow the lyrics of the song with what they heard as a guide.

### **5.2.3 To evaluate students' improvement due to the use of audios.**

The purpose of this last section was to evaluate the use of audios as a technique to improve listening skill in the population studied. The results collected through the pre-test were evaluated. Their sole objective was to analyze the ability and understanding of words through the listening skill. The researcher carried out a listening comprehension test as a pre-test, since the class observation showed that the students, despite being in eleventh level, the last academic year of high school, had a beginner level in the English language. Therefore, their level of listening comprehension was low with respect to the chosen topic.

Then, the evaluation corresponding to the activities that were provided was of benefit since the results obtained from the listening comprehension tests were very favorable, as an advance was evidenced in the students, almost half of them obtained the highest score in the activities applied, even the students who kept a low level. Small advances could be observed, as the students, that in the first application, got a low score were able to achieve a high or total score in the last activity through the applied methods and students that in the first application obtained a good score improved during the applications and achieved the total score in the last activity. In other words, activation and improvement were achieved in those who did not have a previous stimulus. Moreover, there was a notable improvement in those who had a previous activation of the listening skill.

During this research process, the researcher felt satisfied with the mark left on the students. By implementing listening activities that were useful and accurate for students who hardly ever had them in class in previous years. The activities carried out were successful because an activation and an improvement in the listening skill of the students were achieved, as they followed a learning pattern during the class in which they had to first listen carefully to the information in the audios to later associate it, fill in the blanks, and put the information in the correct order in the worksheets. The students really liked the activities although some had some difficulties. Due to this, some students expressed their gratitude to the researcher for the way she taught them something that they sincerely feared, because they believed it was too difficult and complicated.

In addition, at the time of the explanation and together with the guidance of the researcher, the students noticed that the listening activities were not something from that difficult and that they could do them in classes. Moreover, they realized that this type of activity does not require a high level of English, on the contrary the activities are a possibility to improve their knowledge and level of the language. Therefore, as a result, the students felt good. The challenges and motivation presented by the researcher made them feel safe to the point of correctly carrying out the activities and participating in them in a proactive way, learning English through audios for the activation and improvement of the listening skill.

Before and after the researcher applied the instruments, the researcher clarified the meaning and the correct pronunciation of the key words to the students, since the important idea was that they could listen and understand them in the applied audios. In this way, they could apply them in the future with other activities, even if the students are not used to it. It is important to keep in mind that what is taught correctly and with the correct motivation lasts. It is a fact that teachers

should consider the motivation of the students regarding an activity, as their attention levels will be higher. The students enjoyed and were motivated by the researcher's strategy, from the beginning to the end. However, the most important thing was that they learned techniques they were never exposed to. This definitely influenced their ability to understand and then correctly place, associate, and order words. Learning has quality, when it is related to the enjoyment of the students in the class. Therefore, it is necessary to apply different techniques for the students' learning, and these must be interactive and attractive, especially when activities are implemented to activate and improve a skill, in this case listening.

As conclusion, the three objectives of this research were successfully achieved. It was a great to reach the purpose of the research and that students could activate and improve their listening skill through audios. Likewise, the activities were carefully designed based on several conclusions that were obtained throughout the analysis of different theories that helped to support this research. The researcher felt satisfied with the use of the audios in various ways that could be used to reinforce the most important deficiencies with respect to listening skill.

### **5.3 Restatement of the Research Question**

For the purposes of the investigation, the problem posed by the researcher at the beginning of the investigation was "HOW TO IMPROVE THE LISTENING SKILL THROUGH AUDIOS IN 11TH LEVEL STUDENTS AT RINCÓN GRANDE HIGH SCHOOL OF PAVAS DURING THE I QUARTER OF 2022" To give an answer to that question, the instruments analyzed in Chapter IV were used to give an objective and clear resolution through the results obtained. In the first instance, we can consider that the results provided through the application of the instruments and activities for the improvement of the listening skill through audios, yielded encouraging and favorable results, since the researcher was able to demonstrate an improvement considering the

initial knowledge of the students with respect to the final product that was demonstrated through the post-test. All the results show how the students improved by first giving them a reading and the meanings of the key words and then listening to the audio to subsequently carry out the activities as a means to confirm if they understood the topic and then evaluate the listening comprehension and confirm the effectiveness of the method. Therefore, it is possible to conclude that the purpose of this research was successfully achieved.

#### **5.4 Unexpected Results**

The most unexpected result was the gratitude of the students and also that during the researcher's classes, several teachers from the department were observing the methodology that the researcher used, and later they congratulated her for way of teaching and performing the activities. They even stated that they would possibly carry them out in their classes. Moreover, the gratitude from the teacher in charge, since due to the workload, the collaboration of the researcher in this topic of the implementation of tools for the activation and improvement of the listening skill was like a refresher for the English class (extracted from the words of the teacher in charge).

It was very comfortable to know and to have been able to put this teaching method into practice with the students, since the researcher, although with some knowledge of it, did not expect to find different ways in which the same activity could be used for several topics. The listening strategy can be innovative or novel if it adapts to the needs of the student and the institution. The audios are a very versatile and simple method and with accessibility. Innovation does not always mean having the latest and greatest technology; this is rather a set of attitudes towards the circumstances that exist. Consequently, it is freeing the imagination to make the most of the tools at hand, whether it is a small speaker or a laboratory with all the tools.

## 5.5 Recommendations

### Recommendation to Professors

The teacher could apply listening activities once a week, since these were liked by the students, if due to the work overload it is complicated to apply it once a week an option, could be to apply them twice a month in order not to lose this stimulus that is very important in the teaching of the English language. The teacher could borrow the laboratory of the institution once a month, and if it is not possible, they could use the library.

The teacher could implement audios already heard by the students and do several activities such as a multiple choice, a Plot Quiz, and others, so they could take advantage of a single audio and achieve a greater understanding, so the students could feel a certain familiarity with the topic that the teacher seeks to improve. Moreover, it could be considered the use of an additional text or worksheet with key words in bold so that the students can be guided and be attentive to listen to them in the audio. This with the aim of achieving rapid identification, and they can see them as a goal to be achieved in the activity.

It is recommended that the teacher can apply the activities that the researcher implemented, activities as Fill-in the blanks using an audio (a song) that was very liked by students. In this activity, an old song was used; however, they can use popular songs among young people, clearly taking care of the language of the lyrics. Other activity that was implemented was to use an audio information that was an interview and then the students with the information received made a false and true exercise with some sentences of the audio. Therefore, the teacher can change the type of audio and use the same activity. Another activity that was also liked by the students was the application of a short film that was made an Order the

Events. There are many resources to apply listening activities in class, with much or few resources.

### **Recommendations to Students**

The recommendations for the students are that those who have the possibility of having an internet connection, to listen to a lot of music in English, to watch series in English, and to listen to content audiobooks of their liking, since some expressed liking books, so this can be a good option. These can also be considered, when they reach high school, and they can use the connection provided by the institution.

Another recommendation for those who do not have a connection is to listen to the radio, no matter how old-fashioned that sounds. The radio is still an excellent resource, and there are several radio stations that all their programming is in English, this is a good and affordable option.

One possible option is to ask the teacher to send them audios already downloaded through the WhatsApp platform, which is the most used. The teacher has a line so that students can make inquiries through there and it can also be useful to send audios so that students can listen to them.

### **Recommendations for futures researches**

For the development of the investigated topic, teachers or people who wish to carry out this method in their classrooms must take some considerations to successfully improve listening skill through the use of audios. It is also important to consider the type of institution and the place where it is located and the community that surrounds it, since this influences the process and gives a clear idea of the access possibilities that can be used.

In the first place, it is recommended to observe the class in order to obtain information about the group dynamics and the previous knowledge of each student to adapt the activities to the level of English of the group.

In addition, it would be very useful if the teacher in charge could keep the students in their workplaces, so that when applying the listening activity, the students themselves do not become anxious or frustrated when their classmates answered first. If working in groups, it is necessary to keep small groups, and, if possible, to group them according to their level of English; in other words, to find students with different levels of listening comprehension in the language to make groups with the same level. Clearly, this step is at the discretion and knowledge of the teacher to avoid demotivation in students.

An important recommendation is that as far as possible, is for the teacher to try to create a calm, serene, and silent environment and avoid distractions. If there is a computer lab available, it is an excellent opportunity to carry out this type of activity there, since it can be applied individually to each student and at the same time.

The activities applied were considered to improve their listening comprehension and the researcher adapted them to their level of English; hence, the activities were well received and carried out by the eleventh level students. Therefore, it can be assumed that a lower or higher grade can handle this learning method without any circumstance or mishap as long as the level is respected. In addition, it is recommended that if the grade chosen to apply this method is elementary school, different types of audios such as Cartoons and fairy tales can work successfully.

An interview directly with the teacher in charge of the population is recommended, since among the results studied in the observation checklist, an important point was that listening activities are not applied to the students. Through the interview, it is possible to know the reason why the deficiency of this skill in the students. Therefore, if an interview is carried out, important data can be collected on the dynamics of the group, the level of language proficiency, and the distribution of time when carrying out this type of activity in a more concise way and to know how to manage the class, and thus, to obtain more optimal and favorable results.

### **Other skills that can be improved with listening techniques**

The speaking skill and the listening skill are related, since you naturally listen and then the sound heard is imitated. The applied techniques not only benefit listening, but also can help to improve the pronunciation of words, in this case key words. This because students can clearly pronounce them thanks to the fact that they are able to listen to their correct pronunciation, as it can be found many audios with native speakers. Oral production can be improved, as well as the production of long and short vowels and consonants, as well as stress of the words and the correct intonation.

Moreover, reading comprehension can be improved with the this of this technique. This because the activities can allow the students to clearly understand what they read, as they have the context of what they heard with these techniques, a synergy of the words that they read and understand how they are pronounced by means of what they hear is provoked.

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## Annexes:

**Figure 1: Observation classroom checklist:**

### Observation classroom Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Observed \_\_\_\_\_

Topic \_\_\_\_\_ School: \_\_\_\_\_

	Yes	No	No observed
<b>Class Structure</b>			
Reviews previous day's/ year's course content			
Summarizes course content covered			
Directs student preparation for next class			
<i>Comments</i>			
<b>Class interaction</b>			
Students are comfortable during the class			
Students participate proactively			
Students help each other to improve their knowledge			
Students relate previous topics to the new ones			
<b>Methods</b>			
Provides well-designed materials			
Activities are correctly answered by the students			
Professor employs other tools/instructional aids (technology, computer, videos).			
Students follow teacher's indications			
Students show a full comprehension of the teacher's methods			

Demonstrates awareness of individual student learning needs			
<b>Comments</b>			
<b>English Use</b>			
Students try to use English during their classes			
Students show discipline in the classroom to learn the target language.			
Interest in English is demonstrated by students			
<b>Comments</b>			
<b>Listening</b>			
Teacher applies Listening Activities in Eng. class			
Students are conscious of listening skill activation in education.			
Students provide a good discipline in class to learn the target language by Listening			
<b>Comments</b>			

*Researcher creation.*

<b>Evaluation Rubric</b>			
	<b>Needs work ( ) pts</b>	<b>Good ( ) pts</b>	<b>Very good ( ) pts</b>
<b>Ability to focus.</b>	The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
<b>General understanding.</b>	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
<b>Listening for details.</b>	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
<b>Accuracy of answers.</b>	The student included a small amount of information, however, a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with a only a few errors.	The content was always accurate and related to the information given.

**Comments:**

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**Figure 3: Pre-Test**



Name: \_\_\_\_\_

**Pre-Test**

1. What is the name of the guest?

- a. Carlos Gonzales Solano    b. Danny Alvares Rojas    c. David Alvarado Reyes

2. What is profession of the guest?

- a. Lawyer    b. Nurse    c. Architect

3. What is the name of the radio?

- a. two    b. five    c. seven

4. While he was in high school, what was the other place where he also studied?

- a. IMAS    b. INA    c. INAFA

5. How old was he when he graduated from college?

- a. 20    b. 18    c. 25

6. Did he take a test that allowed him to skip grades at the university?

- a. Yes    b. No    c. No really

7. What occupation did the guest want to be, when he was a kid?

- a. Singer    b. Doctor    c. Firefighter

8. The guest was 16 when he started designing, did it change his life?

- a. Yes    b. No    c. No really

9. He took a woodworking workshop at \_\_\_\_\_?

- a. the Public High School    b. Private High School    c. Technical High School

Figure 4 First Listening Activity Worksheet



Name: \_\_\_\_\_

1. Fill in the gaps with these future expressions.

I'll kiss / I'll miss / I'll always be / I'll write / I'll

### All My Loving

#### The Beatles

Close your eyes and \_\_\_\_\_

you

Tomorrow \_\_\_\_\_ you

Remember \_\_\_\_\_

true

And then while I'm away

\_\_\_\_\_ home everyday

And \_\_\_\_\_ all my loving

to you

I'll pretend that I'm kissing

The lips I am missing

And hope that my dreams will come

true

And then while I'm away

\_\_\_\_\_ home everyday

And \_\_\_\_\_ all my loving to

you

All my loving, \_\_\_\_\_ to you

All my loving, darling, I'll be true

Close your eyes and \_\_\_\_\_

you

Tomorrow \_\_\_\_\_ you

Remember \_\_\_\_\_

true

And then while I'm away

\_\_\_\_\_ home everyday

And \_\_\_\_\_ all my loving

to you

All my loving, I will send to you

All my loving, darling, I'll be true

All my loving, all my loving

All my loving, I will send to you

**Figure 5 : Listening Activity Worksheet****Name:** \_\_\_\_\_**INTERVIEW WITH A SWIMMER**

• First listen the conversation and then answer the questions.  
Are the sentences true or false?

1. Dan gets up early.

True

False

2. He has a small breakfast.

True

False

3. He is a student.

True

False

4. Dan has lunch at home.

True

False

5. He goes swimming after classes.

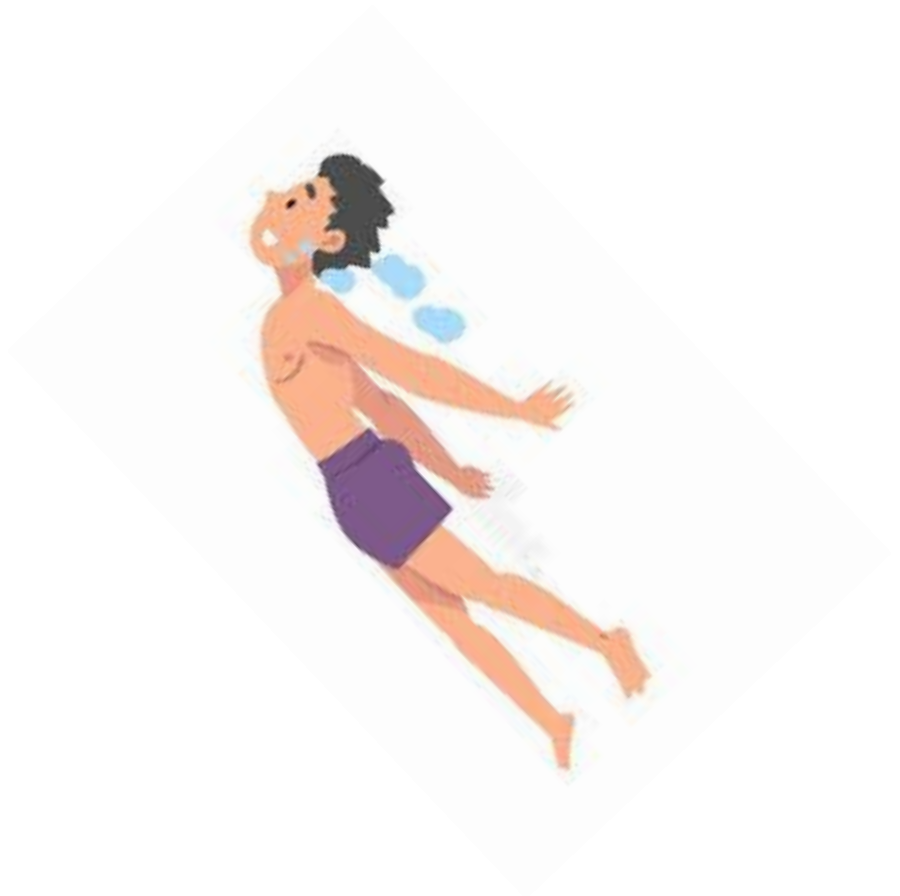
True

False

6. Dan watches TV or goes on the internet before bed.

True

False



**Figure 6: Post-Test Worksheet**

Name: \_\_\_\_\_

**Post-Test**

- First, listen to watch the video then order the sentences from 1 to 6 according to the sequence of the scenes of the short film.

**Bounding**

( ) The Jackalope came and checked out the Lamb and stopped jumping and asked him, "hey kid ¿Why the mope?"

( ) Finally, the lamb accepted its condition and prepares to be shaved every so often and feels good dancing in the air.



( ) The lamb is so happy and dancing with other animals.

( ) He was shaved and looks ridiculous, funny and pink and all the animals were laughing about his appearance.



( ) The American Jackalope convinced the lamb about that it's ok to be saved and pink and old him, "sometimes you're up sometimes you're down."

( ) One day a tumbril came and someone took the lamb and shaved him.



Blond  
Domain  
erib  
...surable, observables

... High School  
Charlyn Chaves  
Activity

7/9

What is the name of the guest?  
a. Carlos Gonzales Solano  b. Danny Alvarez Rojas  c. David Alvarado Reyes

2. What is profession of the guest?  
a. Lawyer b. Nurse  c. Architect

3. What is the name of the radio?  
 a. two b. five c. seven

4. While he was in high school, what was the other place where he also studied?  
a. IMAS  b. INA c. INAFA

5. How old was he when he graduated from college?  
 a. 20 b. 18 c. 25

6. Did he take a test that allowed him to skip grades at the university?  
a. Yes  b. No  c. ~~No really~~

7. What occupation did the guest want to be, when he was a kid?  
 a. ~~Singer~~ b. Doctor  c. Firefighter

8. The guest was 16 when he started designing, did it change his life?  
 a. Yes b. No c. No really

9. He took a woodworking workshop at \_\_\_\_\_?  
 a. the Public High School b. Private High School  c. Technical High School

1. Fill in the gaps with these future expressions. c = 9 z = 4

I'll kiss / I'll miss / I'll always be / I'll write, / I'll send

**All My Loving**  
**The Beatles**

Close your eyes and <u>I'll kiss</u> you	All my loving, <u>I'll always be</u> to you
Tomorrow <u>I'll miss</u> you	All my loving, darling, I'll be true
Remember <u>I'll always be</u> true	Close your eyes and <u>I'll kiss</u> you
And then while I'm away <u>I'll always be</u> home everyday	Tomorrow <u>I'll miss</u> you
And <u>I'll send</u> all my loving to you	Remember <u>I'll always be</u> true
I'll pretend that I'm kissing The lips I am missing	And then while I'm away <u>I'll always be</u> home everyday
And hope that my dreams will come true	And <u>I'll send</u> all my loving to you
And then while I'm away <u>I'll always be</u> home everyday	All my loving, I will send to you
And <u>I'll send</u> all my loving to you	All my loving, darling, I'll be true
	All my loving, all my loving
	All my loving, I will send to you

3

Nombre: [redacted] C=4 3=2


Listening activity # 3

INTERVIEW WITH A SWIMMER

• First listen the conversation and then answer the questions.

Are the sentences true or false?

1. Dan gets up early.  
 True  
 False
2. He has a small breakfast.  
 True  
 False
3. He is a student.  
 True  
 False
4. Dan has lunch at home.  
 True  
 False
5. He goes swimming after classes.  
 True  
 False
6. Dan watches TV or goes on the internet before bed.  
 True  
 False



2

Colegio Rincón Grande  
 Listening activity

Nombre: [redacted] C=6 1=0

• First, listen to watch the video then order the sentences from 1 to 6 according to the sequence of the scenes of the short film.

Bounding

(4) <sup>Animal misfeas</sup> The Jackalope came and checked out the Lamb and stopped jumping and asked him, "hey kid ¿Why the mope?"

(6) Finally, the lamb accepted its condition and prepares to be shaved every so often and feels good dancing in the air.

(1) <sup>Animal misfeas</sup> The lamb is so happy and dancing with other animals.

(5) <sup>Animal misfeas</sup> He was shaved and looks ridiculous, funny and pink and all the animals were laughing about his appearance.

(5) <sup>Animal misfeas</sup> The American Jackalope convinced the lamb about that it's ok to be saved and pink and old him, "sometimes you're up sometimes you're down."

(2) <sup>Animal misfeas</sup> One day a tumbrial came and someone took the lamb and shaved him.

