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SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**ENGLISH AUDIOS WITH AN AUDIOVISUAL ELEMENT TO
IMPROVE THE LISTENING SKILLS OF SIXTH GRADERS
AT EL SAGRADO CORAZÓN HIGH SCHOOL DURING THE
I QUARTER OF 2023**

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

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Abstract

This project includes the research question of the study, which is the following: what is the effect of using English audio with an audiovisual element as a strategy to improve the listening skills of the sixth graders at El Sagrado Corazón High School during the I quarter of 2023? This question is the center of all the investigation that took place during this time. During this study, it was carried out a qualitative method with a descriptive design, which focused on giving an explanation of an event present at the time of the study. The participants in this study were the El Sagrado Corazón Institution, and its sixth-grade students. In addition, the most important findings were that the students were able to complete every activity brought to them, and the improvement that they had in their listening skills from one test to the other one. Finally, the conclusions were that the students struggled with their listening skills, since they were not working those skills as much as the other ones, and that by applying the instruments that were brought to them, they were able to improve their listening skills quickly.

Resumen

Este proyecto incluye la pregunta del estudio, que es la siguiente: “Cuál es el efecto de utilizar audios en inglés con un elemento audiovisual como estrategia para mejorar las habilidades de escucha de los estudiantes de sexto grade del Colegio Sagrado Corazón durante el primer cuatrimestre del 2023?” Esta pregunta de la investigación es el centro de toda la investigación que tomó lugar durante este momento. Durante este estudio, se utilizó un método cualitativo con un diseño descriptivo, que se enfoca en dar una explicación de un evento presente en el momento del estudio. Los participantes dentro de este estudio fueron los siguientes: El Colegio Sagrado Corazón y los estudiantes de sexto grado de esta institución. Finalmente, las conclusiones dentro del estudio son las siguientes, primero, los estudiantes estaban batallando con sus habilidades de escucha, ya que no estaban trabajando esas habilidades como estaban trabajando las demás dentro de las clases de inglés. La segunda conclusión habla de que se aplicaron los instrumentos que se le presentaron a la clase y los estudiantes pudieron mejorar las habilidades de escucha bastante rápido.

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Chapter I

Introductory Framework

Learning a language is a complex process that requires multiple skills to be used in acquiring this new language, specifically while learning English skills such as reading, speaking, and listening. Listening is one of the most important skills while learning a language. "Listening is a skill, an art, a means by which knowledge is gained. In anthropology, it is fundamental to evidence-based practice" (Schmidt & Kehoe, 2019, p. 1). Like Schmidt & Kehoe (2019) stated, listening is an aptitude that needs to be gained to gain comprehension of the language, and it is a practice that every person does from the day they are born.

1.1 Problem Statement

The students at El Sagrado Corazón High School have a major problem because they are not even used to hearing the language from their English teacher. Not hearing the language enough is prejudicial for the student's skills in the language in general and how they develop in it. "The first step for teaching listening in the classroom is for teachers to evaluate their listening skill" (Campbell, 2011, p.67). The skills of listening are really important for the development of the language. As Campbell (2011) mentioned, teachers need to evaluate their listening skills in order to teach the skill itself that way. They can provide strategies to learn the skill more easily. Moreover, the search for strategies brings the question of what type of English audio with an audiovisual element is best to be used to enhance the listening skills of the selected learners.

The research to analyze the outcome of using English audio with an audiovisual element as a strategy to improve listening skills will be conducted through a series of tests with the sixth-grade students to see which type of audio they are used to hearing in their English

classes to have a general idea of how the listening skills are worked at the school. Then, the researcher will continue to find which audio with an audiovisual element can be incorporated into their lessons to enhance the listening skills they need to understand the spoken English language. The research will also include multiple evaluation instruments better to understand the outcome of the student's listening skills. It is important to conduct this investigation to get the outcome of using English audio with an audiovisual element in students and to see if it works better than the conventional way or not.

Learning through audio at a young age can be fun and practical for kids. Moreover, the teacher should come up with different ways to teach and help the students with their learning process since it is imperative that they fully understand the target language to develop in it and reach fluency at some point while they are studying it (in this case the target language is English, but it may vary). In addition, teachers need to seek alternative learning ways. For that reason, the research question of this investigation is: what is the effect of using English audio with an audiovisual element as a strategy to improve the listening skills of the sixth graders at El Sagrado Corazón High School during the I quarter of 2023?

1.1 Objectives of the Investigation

1.1.1 General Objective

- To evaluate using English audios with an audiovisual element to improve the listening skills of sixth graders at El Sagrado Corazón High School during the first quarter of 2023.

1.1.2 Specific Objectives

- To identify the struggles that the sixth-grade students at El Sagrado Corazón High School have regarding the different listening skills presented in the English language.

- To find the most appropriate activities to improve the listening skills of the sixth-grade students at El Sagrado Corazón High School.
- To apply the various strategies to improve listening skills during the English lessons.
- To analyze the outcomes the strategies may provide to the English lesson and the listening skills.

1.1.3 Justification of the Study

The topic is being studied as the students at El Sagrado Corazón School require an improvement in their English language, which can be provided by looking into different strategies that can serve as a way of gaining listening skills. In addition, it is necessary to provide these students with the tools necessary to enhance their English as a foreign language, as the institution plans to upgrade their students' English level. For this upgrade to be possible, this study must be a reality since the students must acquire various listening methods to develop the language and reach the level the institution requests. Additionally, developing listening skills is an advantage since the students will be exposed to certain scenarios to understand how English usually sounds. Moreover, in real-life scenarios, they will need to listen, and understand what the other person is talking about, so they need to absorb all those skills now to avoid any future misunderstandings presented to them later on during the learning process. Therefore, the teachers should look for alternative solutions rather than just the listening exercises from their books.

Moreover, this investigation serves as a tool for Elementary School English Teachers at El Sagrado Corazón High School to search for methods to teach the students how to listen to different audio in English rather than listen to the audio that the book contains. On the other hand, when a person is learning a language such as English, it is important to introduce the

language by all methods possible, as they need to be able to express themselves at some point in their learning process. They will need to understand what they are listening to say it correctly, so listening skills are imperative for the communication process to function for both sides.

Working on the learners' listening skills may result in an easier learning process for them to learn the language as a whole. The students have to acquire listening skills to understand the language fully. It becomes a crucial skill when learning English since it helps to improve various abilities while using the communication process as a speaker or listener. A student needs to learn how to handle scenarios in which they are required to listen so that the student will be able to know how to respond to these situations. That is why learning about how the listening process is developed and applied may make the students comfortable with the language, which is beneficial for English learners, especially those who start from a very young age such as sixth graders.

This study will be beneficial to set an expectation for future students and teachers at El Sagrado Corazón High School to know how to trace a plan to teach and learn about listening through English audios with an audiovisual element. The investigation would also provide the teachers with more information about the student's learning process since the teachers should not only play the audio in the book but design other methods of learning to listen to English audio while having fun. On the other hand, it is also important to mention that this study will help to decide which English audio with an audiovisual element is better to improve those listening skills for sixth-grade students and to know which ones to avoid completely as they are not useful for the developing of the skill.

The audio presented to the students must be interactive and appealing for them to engage in the learning process and gain listening skills quickly. In addition, the study needs to

be developed to set the English audios with an audiovisual element to enhance the student's listening skills while working passively on other skills such as pronunciation and speaking. It is important to include all important aspects in this study and try them out with the students to see which planned methods serve them more and which videos will most likely impact the students. Moreover, this study can be useful for teachers around the country, or even the world, since it can serve as a tool for them to create change in their classes and help the students develop a skill that is often forgotten.

This study can be a way to learn about the skill for the students to apply all the previous knowledge that they gained by the English audios with an audiovisual element and to know exactly what to do in cases in which they are required to listen and understand what they were being told in the first place. The main purpose of this study is to observe the students and learn what their interests are, what they like, how they develop in the language, and how much they can understand, to analyze the data and to decide which videos will be shown to them as a way to improve their listening skills. Finally, this investigation will impact every English learner at El Sagrado Corazón High School and every teacher at this Elementary School.

1.1.4 Antecedents

The main topic of this investigation is English audios with an audiovisual element as a strategy to improve the listening skills of the students, “Edgar Dale: A significant contributor to the field of educational technology. Educational Technology”, which is an article published in the Educational Technology journal in 2007, talks about how the students can learn through different experiences by the use of audiovisual materials. It talks about the “Cone of Experience,” which is how Edgar Dale (a famous American educator that invented the learning pyramid or the cone of experience) classified how the students learned by

experiences, including symbolic experiences, which refer to visual or verbal symbols. Then, Dale refers to iconic experiences, including recording, audio, still pictures, motion pictures, educational television, exhibits, study trips, and demonstrations. Finally, it talks about direct experience, which is "learning by doing," which includes dramatized experiences, contrived experiences, and purposeful experiences.

Sang Joon Lee & Thomas Reeves (2007) talked about their interpretation of the cone, how Dale explained that the students must have a direct experience to learn properly, and how the "Cone of Experience" can be applied to nowadays education process. In addition, the article mentions that Dale believed that at that time, the students were very limited by the implemented system, so he encouraged the audiovisual materials to enhance the students' experience and, therefore, their learning process. Finally, it tells how Dale was a humanist who always fought for students' learning experiences and sought unconventional teaching methods.

On the other hand, the next source serves as a reference for what teachers and studies from around the globe indicate can be useful while teaching listening through audio and audiovisual material. "The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners," an article from the *Journal of Applied Linguistics and Language Research*, published in 2018, talks about how listening skills have been neglected for many years now and how the teachers nowadays struggle to include the real-life situations into the classroom and to include technology elements to get the students engaged to the topics seen in class. In addition, the study researched the effects of the podcast on enhancing the listening skill of the students since they usually need help with their listening skills due to various factors such as speed, repetition, and the lack of vocabulary skills from the students.

Ramli, A.M., & Kurniawan, E.H. (2018) mentioned that listening skills are really important for students to understand the language, especially when it is the second language they are learning. They also mentioned that the new technology era had brought the possibility to use tools such as podcasts and integrate them to teach English and listening skills. Additionally, they talk about how their study helped students and teachers improve their listening skills and that it is a good strategy to apply in class since there are various podcasts with several interesting topics. Finally, it talks about how teachers should take advantage of how technology has advanced and how they should implement technology tools for the students to engage in them too.

In addition, "The Use of Video as an Audio–Visual Material in Foreign Languages Teaching Classroom," an article that was published in the Turkish Online Journal of Educational Technology in 2006, talks about how technology needs to be implemented in foreign language classes and how audiovisual material has been implemented for students since it allows them to form connections from what they hear to what they see. Moreover, it talks about how the students of a foreign language can interpret the clues they see visually correctly, which is why using videos is a good strategy to apply with intermediate learners of the language.

Çakir (2006) also states that audiovisual material as a way of learning is advantageous since it provides an authentic experience of how native speakers should sound and how their facial expressions and gestures look to get an idea of how native speakers express themselves. Çakir (2006) also mentions that the role of the teacher is really important since he/she needs to act as the facilitator of the video that the students are going to see, as an organizer of the instructions that the students are going to hear, as a prompter that guides the students in what to expect, and as a participant, since he/she participates in the activities while teaching the

foreign language. In addition, the article talks about some techniques to apply when audiovisual material is selected and integrated into the lesson. First, "Active Viewing" refers to the students seeing the material and then answering some comprehension questions made by the teacher. Then, "Freeze, Framing, and Prediction" implies that the teacher pauses the video at any time and asks the students what will happen next in the video. The teacher can also ask about the gestures and facial expressions of the person in the video.

Next, "Silent Viewing" is a technique that refers to audiovisual material being played with no sound, and the teacher asks questions to the students on what they think the video is about. The audiovisual is replayed with the sound on, so the students can compare what they said to the real video. Then, "Sound on and Vision Off Activity" refers to the teacher not showing the video to the students and only showing the audio so they can imagine what is happening. Next, "Repetition and Role-Play" is an activity that refers to the teacher playing a specific scene of the video and pausing it for the student to repeat individually or as a group several times. Then, when the students feel comfortable, they can role-play the scene.

Then, the "Reproduction Activity" talks about how the students see the audiovisual material and then explain in their own words what happened in that video. Next, "Dubbing Activity" is used in students with competence in the language, and it talks about the students completing missing dialogues from the video that was played. Finally, the "Follow-up Activity" discusses a discussion after watching the video for the students to comment on what they saw and learned. The article mentioned that presenting audiovisual elements in a foreign language lesson can illustrate how the language sounds in reality. It also concludes by saying that for the videos to work, the participants, including teachers and students, must do every task that is asked perfectly.

"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" was published in 2019 by the *Revista De Lenguas Modernas* of the University of Costa Rica. This article talks about how a group of seventh-grade students at a high school in Cartago studied subjects to see the outcome of using teacher-recorded listening exercises. It also talks about how the Ministry of Public Education (MEP) asks for listening skills to be taught, developed, and evaluated. However, most schools and high schools do not follow this requirement. On the other hand, the following source talks about how English listening has been studied in Costa Rica and how audio components may be a great idea for teaching listening skills. It also talks about how textbooks are the primary source of an English teacher, and that it should be different since most of the listening exercises of the textbooks have background noises that do not allow the students to identify the major keywords to understand the audio was played fully.

Brenes & Viales explained that various factors could contribute when students cannot understand the audio played by the teacher to the students, such as anxiety, working memory, distortion, and noises. The authors also explain that the students were subjects of the test for one week, on which they listened to several audios with different background noises and accents. The results were that the students struggled with the vocabulary branch, resulting in difficulty understanding the English audio integrated by the teacher. They also found that the recorded audio served better than the audio from the textbooks and gave some tips in case a teacher wanted to record their audio for the class.

Finally, another study made in Costa Rica was "The language laboratory and the EFL course / El laboratorio de idiomas y la clase de inglés como lengua extranjera," published in *Revista Electrónica "Actualidades Investigativas en Educación"* in 2011. This article explains

how listening comprehension is a major aspect while learning a language and how a language laboratory is a component that most schools need since the teacher can create several audio activities to enhance the student's listening skills.

Navas (2011) suggested that having a language lab needs a level of organization since it requires thoughtfully planned tasks, and it may seem similar to a Computer Lab. He also mentions that the laboratory can be a backup to all the theories previously seen in the classroom and be a technological advance. A language laboratory can also help the student's pronunciation, which the teacher can use to reinforce the topics without considering the technique or approach since it does not matter.

Navas also states that the language laboratory should include creative tasks according to the topic that was seen in class. He also mentions that it is not necessary to use the audio-lingual method for all the activities that are created for the language laboratory but that it is highly recommended in certain scenarios, as it is a huge advantage for the students to be able to hear the natural accent of a native speaker expressing themselves in the target language, and being able to see the different expressions, idioms, and phrases the native speakers use. Finally, he states that the laboratory should not be a primary source of information, instead, it should only serve as a support.

1.1.5 Scope

1. To recognize the struggles of the sixth graders at El Sagrado Corazón High School and how they feel with their listening skills, to design a plan that accommodates their needs related to their language development, and apply a diagnostic instrument.
2. To create different strategies for English audio with an audiovisual element and to develop follow-up activities that engage the students in the primary task related to the English audio.

3. To apply different methods of teaching listening skills, including Disney songs, games that include audio, audio stories, popular songs, and others, to improve the listening skills of the sixth-grade students at El Sagrado Corazón High School.
4. To see the results of the tasks created for the students and the effect of using English audios with an audiovisual element as a strategy to enhance the listening skills of sixth graders at El Sagrado Corazón High School and interpret them to see any possible consequences.

Chapter II

Theoretical Framework

This chapter discusses how English developed into the language known worldwide today and how English is spoken. In addition, this chapter contains theoretical information on how listening skills affect learning a second language and how listening skills have been neglected for ages. Moreover, this chapter contains several theories on how listening skills are related to the different processes of learning a second language, in this case, English.

2.1 Literature Review

English is one of the most spoken languages in the world nowadays. However, how did English become the language that is known in today's world? Well, it is known that the language started as Old English, which the Anglo-Saxons used at the beginning, as Horobin (2016) stated in the book "How English became English," published in 2016. Horobin (2016) stated that the Anglo-Saxons used the earliest form of Old English, and some Germanic tribes adopted the language back then. Horobin also states that then the language was included in the Indo-European family tree of languages and evolved into Modern English, which is the one that is known today as only English. Nowadays, English is spoken around the globe rather than just used by a couple of hundred people like Old English was used.

The language that is used by millions of people around the world is known as English. A language that is everywhere nowadays. Much material includes English in today's media, from songs, movies, books, stories, and shows. Moreover, almost everyone in the globe feels the need to understand and speak the English language since it can be considered a "Lingua Franca," which means that it is used by an excessive amount of people in the world and has been adopted as a universal language to most of the countries around the globe.

2.1.1 Communication skills

Humans are sociable creatures that require constant communication with other humans to establish relationships and function in society. It is well known that humans need to communicate their ideas one way or another. It is also important to know that humans must acquire different communication skills, such as speaking, writing, reading, and listening. These skills are necessary for the person to feel comfortable communicating with others. They are components of the communication process that cannot be replaced during a conversation between two people.

It is important to know that communication is important for people since it implies that people express their ideas and opinions with liberty. As Cangelosi & Parisi (2012) state, human communication has evolved since language users must develop a new lexicon to express their ideas correctly. This is a normal process of evolution that can happen to any language, and English is no exception. English has evolved from Old English to Modern English, which people worldwide use and apply almost daily. The evolution of the language is important since it depends on how the colloquial terms are used and how they can be applied to today's society.

Moreover, language is how people communicate their ideas with others engaged in the same conversation. It is important to teach the students of the language the term evolution and how the language changes when society changes. Additionally, it is important to mention that evolution depends on fashion trends, popular movies or TV shows, or even different social movements that can be presented in society.

Moreover, developing listening skills is of great importance in communicating. People need to first listen to what they are being told, and then they can respond. That is how humans often communicate with each other. Now, listening skills are the base of every interaction that

humans have. These skills are really important. They provide the children's first contact with the outside world since they first hear what adults say and acquire verbal language. These skills provide an introduction to the language. Now, listening skills need to be developed early on in life. In that case, it becomes difficult for the person to develop them later on as Nemtchinova, in the book: "Teaching Listening," published in 2020, mentions it becomes difficult when a person learning a second language does not have the listening skills and does not know the language well. The process of fully understanding the language the individual is trying to learn becomes nearly impossible. Nemtchinova (2020) refers to how a person can be lost in a conversation if they must properly develop their listening skills.

The person lost in the conversation can get frustrated and decide to give up their learning process due to the inability to communicate and understand the tongue.

For that reason, listening skills need to be developed early in life so that when the individual decides to learn a second or third language, they can facilitate their learning process by using these skills during the task, and listening as a skill marks the beginning of the person's way to communicate, which is why it is imperative to give children the necessary tools from their early stages of development. When the time comes, they can use the tools given to them as they see fit. Children need this introduction to the outside world to understand how communication works and how they can be included. Moreover, children need to be involved in learning how listening skills work and how they can apply them to their communication procedures.

Somehow, English teachers often focus on writing, grammar, or reading; rather than giving the time that corresponds to listening and speaking skills as well, which means that the learners of the language then state that "they can read and write, but they do not understand," which is a common scenario for the students to repeat multiple times. This means that the

student has learned about grammar and how to read in English and understand the written words. However, they do not understand if someone talks to them directly about a specific subject, and they do not know what a normal conversation between native speakers or users of the language sounds like.

Now, it is also clear that to learn a language, every set of skills is equally important and necessary to master the language completely. However, why does listening weigh more while learning a language? Well, for instance, Thorn, in the book "Integrating Authentic Listening Into the Language Classroom: Practical Guidance on How to Teach Real-life Listening," which was published in 2021, talks about the importance of listening skills and compares it with other skills that are included while learning a second language. Thorn (2021) also talks about how listening skills are important to understand the world and how listening can help people fully comprehend how the language works and how it sounds during the learning stages of the individual. This becomes an important process that facilitates the communication skills and process of the person learning the language.

Listening skills hold great importance since they can become a tool for humans to develop their mother tongue, and later on, the same people can use this tool to learn a second or even a third language. The first interaction that the students of the language have with it is mostly through listening to their teacher speak the target language. Students, at first, may not be able to understand what the teacher is saying. However, without even noticing it, they are learning the sound of the words and how the teacher uses expressions, and grammatical constructions of the language, all of them which are important to understand as soon as possible during the learning process of the individual, as they are components of the communication processes. The students can learn more than just the verbal part of the language just by listening to what the teacher has to say, the teacher can even try to use topics

that the students are interested in and take advantage of that by speaking to them about these subjects, so the students can listen to what their teacher says about it.

According to Ke (2018), listening as a skill is important since it is necessary, and it helps to engage actively in the communication process of different scenarios that may be played out. This is key for the information exchanged in a conversation or process of communication since the student of the language can extract the words that are important to the process of communication and practice their listening skills to gain more experience in the skill. Listening as a skill is necessary to develop the process of communication, so it is important that the learners of the language practice with users of the language or native speakers to get a general idea of how they can approach the conversations or situations that will be presented later on in their process of learning the target language. Then, students should get the necessary tools to understand how listening skills work and how to develop them by themselves since they will only sometimes have a teacher to worry about their listening skills and teach them the best way to learn about them.

2.1.2 Listening skills

It is already known that listening skills are of great importance to developing the understanding of the target language, and they are necessary to complete the learning process. However, most people who learn English only in school or high school need to develop their listening skills to maintain a communication process in the target language. This represents a problem since their learning process is only complete once they can understand the language, repeat the sounds they listen to, and communicate with others who use it. This becomes a problem, as the language learners need to repeat the sounds they hear correctly. They can have some difficulties pronouncing the words, which can represent problems in the

communication process since the learner can mispronounce the words. The message that they want to give can be modified unintentionally.

Moreover, listening skills are important for developing a second or third language. What is the specific reason the teachers need to pay more attention to the growth of this skill? There is a possible answer that was given by Ockey & Wagner in their book: "Assessing 12 listening: Moving towards authenticity," which was published in 2018. They mention that listening skills are important. However, the tools to evaluate listening still need to be developed in education. Ockey & Wagner (2018) also mention a need in the modern world for better instruments to evaluate students' progress in their listening skills. This must be a reality since listening skills need to be assessed to see if the students are making progress and to see what the teachers can do to improve how they teach those skills. The educational system usually focuses on how the students are doing in reading and writing skills. However, they leave their listening skills behind. For that reason, the tools to assess this skill need to be developed more, and there are no modern instruments of evaluation to apply to English language students.

Moreover, teachers need a process to instruct the listening skills to serve as an instrument to the students and then evaluate those skills in favor of the target language learners. The teachers need to implement different strategies to teach listening skills, get the students to learn how to use their listening skills correctly, get in charge of grading those skills, and give feedback on how to improve them by different methods. If teachers do this, students are more likely to get all the tools they need to succeed in the language and hold a communication process correctly. This process needs to be defined by every teacher with their own rules and procedure to help the students succeed.

Providing the best education possible should be a duty for all teachers. This can only be defined by certain rules and guidelines from the entity that supervises the educational process of children and young teenagers. However, this is a challenging process, but it is required to provide better education to students learning the language. Moreover, the situation that Ockey & Wagner (2018) describe in their book needs further attention from the educational system since evaluating listening skills must change for an easier, more friendly process for those learning English as a second language.

However, in order for the teachers to provide that level of expertise, all of the educational fields must have coordination and a plan on how to treat listening skills during the acquisition of the student's second language and all of its components, along with other skills that may be important for the learners' process. This needs to be changed from within the educational system and set rules to find the correct instrument to evaluate the students' listening skills and get them to understand the different aspects necessary to enhance their process to communicate their ideas.

On the other hand, Trofimovich & Isaacs (2017) talk about how the teachers and the people who develop tests must consider the authenticity of the instruments of evaluation that they create to assess pronunciation and listening skills. They try to be as authentic as they can. However, they need to accomplish it. It is important to mention that the authenticity of the instruments is measured by how real the scenario being listened to is since, most of the time, the audio included in the textbook of the English courses is not real-life conversations. Language learners should listen to real-life conversations between users of the language. This situation is critical since the tests that are designed can be helpful for the learners to have a general idea of how the scenarios play out during conversations with native speakers or users of the language. Then, it is important to develop better instruments of evaluation that include

real people using real-life conversations and apply those audios to then design an instrument of evaluation for teachers to track the progress of the listening skills of their students and design a teaching plan that includes the different aspects that the students may need.

Teaching listening skills would differ since specialized strategies and evaluation tools will be developed for every language learner. The listening skills could also be better if teachers had customized instruments that meet the needs of their students so that they can progress at a fast pace. This way, they can gain fluency and their listening skills faster. However, these instruments need to have some aspects in common in the educational system, so every teacher in the field knows what instrument to apply and how. This is important since it helps the language learners get the same instruments applied and get assessed the same way as any language student is getting assessed. To reach multiple instruments to evaluate the students' listening skills can generalize how the students learn the target language. This is important to standardize language education in the country and even the world.

2.2.2 The Silent Period

Learning a new language can be tricky, especially when learning a language different from the student's native language. In the case of the English language, compared to the Spanish language, the learning process can be complicated since both languages contain several aspects that are different from each other, which can represent a difficulty for the learners of the language to process, as Dong explained in the book: "Teaching English Language Learners in Secondary Subject Matter Classes: 2nd Edition" published in 2019. Dong (2019) talks about the silent Period that every learner goes through during the first stages of the learning process, where the student adjusts to the new language by hearing and observing different manners that the teacher of the language or even native speakers have while speaking and expressing themselves.

This silent Period is imperative for the students to get used to listening to the target language and to "digest" the language before speaking, writing, reading, and even dreaming in that language. For example, when a kid will not talk for the first months of learning the language, the kid is simply adapting to how the target language sounds and gaining confidence while listening to the language users. Another example is when the older population tries to study a second language, such as English. They could be more willing to participate in the speaking exercises during the first classes. Again, they understand how the language works and what it sounds like, so they can gain the confidence necessary to start with their speaking skills formally.

This silent Period becomes a transition for the language learners from their mother tongue to the language they desire to learn. This transition is imperative for every language student to wrap their head around the idea of a second or even third language, especially in the case of English. This transition is really important for them to get an introduction to English and understand how it works. This can also serve as motivation since the students can look after their teacher, place their goals for their learning process, and set the necessary expectations that they may have regarding the language and how they wish to learn that second language.

Additionally, it is important to mention that the Silent Period differs for every student. It depends on the different situations the students may have during their first language learning stages. This transition to the target language is different for everyone, as previously stated, and as Dong (2019) talks about, the Silent Period can last up to a year. However, this depends on the student and various external factors, such as the teacher and how they explain the topic, how often the learner is in contact with the language, and how motivated the student

is. Like the previous examples, this can differ for every language learner and how they adapt and own their learning process.

These various factors are the ones that will define the duration of the Silent Period. Moreover, most language learners will go through the Silent Period, so the teacher's job is to understand and encourage the students to own the Silent Period and take advantage of it by observing the different manners of the teacher or users of the language. The students can learn from observing and absorbing what they think is important for them and their learning process in English.

One of the main situations that teachers need to consider while attending to students of the English language is that their age will dictate their learning process. If a person begins to learn the language at a very young age, it will be easier for them to reach fluency quicker. On the other hand, if an older person is learning a language, it will be more complicated for them to adapt to the language, as Dong (2019) talks about; age affects the learning process. It is mentioned in the book that younger students learn faster than adolescents or young adults due to the flexibility of the brain of young learners.

How quickly the students get used to the language depends on their age. If the student is older, it will probably take some time to get used to listening to the language and understanding how it works since the brain does not have the same elasticity as a younger learner. Meanwhile, if the student is younger, then they will find that learning the language and knowing more about how it sounds is rather easy and that it does not require much effort as they initially thought when they were first introduced to the target language, which in this case will be English. For that reason, depending on the age of the learner, then the teacher will need to adapt and create different strategies that combine listening skills with the content that the students see during the lessons.

Learning a second language should begin early in the person's development since children can get the information and process it faster due to the elasticity of their brains and how they process it. Children can learn from their teacher faster and include the words that they hear into their memories, as Brenna, Dionne & Tavares (2021) mention in their book chapter: *Teachable Moments*, where they talk about how when reading out loud to children, they can learn the words and include them into their listening, and speaking vocabulary.

This recognition can help the children understand the language from their early stages of development. It can help them with any formal English language studies later in their lives. The teachers can accomplish this, and parents work together to teach the children different important aspects of the language. While the teachers can help nurture the children's vocabulary, the parents can review it with easy activities that the children can do at home. However, some parents will not be able to support their children at home during their learning process, which is why the teachers need to understand this part, give the children the necessary tools during class, and take advantage of the time that is spent in the classroom using different strategies to boost their English language skills.

Another way of learning a new language is by seeing the different aspects that the native speakers use to express their ideas correctly, which is why Caparrós, in the book: *"Two Centuries of English Language Teaching and Learning in Spain: 1769-1970"* published in 2019 mentioned some of the methods that a learner can use to introduce themselves into the language. Caparrós (2019) mentions that students can learn the language through the empirical method, which refers to observing different behaviors and adopting them to improve how they use the language. Caparrós (2019) also states that students of the language can improve their proficiency in the English language by using strategies such as listening to

the language as much as they can in various situations and scenarios, so they can get used to that new system of communication, and reach fluency as soon as they can.

The empirical method can help the students to observe, assess, and understand the target language; they can also imitate the expressions and gestures that the native language or teacher uses to express themselves in English. This, along with listening to the language as much as they can during their learning process, can benefit them. The students' listening skills can be developed through the observation that they do with the empirical method since this can help them absorb the language through the situations normally presented for people who speak English. They can learn more through examples and apply the information they observe and process when confronted with someone who speaks English.

2.2.3 How to teach listening as a skill

If English as a second language is an important tool for students, listening skills are crucial for language acquisition. Then, what is the best way to learn and teach listening skills? This usually depends on the person learning the language, their preferences, and how they process the information given by the teacher in the classroom during the English lessons. However, there may be different "general tips" that can be useful for the learners of the language to apply into their learning process, as they can include several activities that the students may do every day, so they can adequate their activities to the target language that they desire to learn. This can help the students by boosting their abilities in the English language and reaching their expectations towards the language faster since they can take advantage and implement English into their everyday activities and routines, which may benefit their learning procedure.

In addition, it is important to know that English audio with an audiovisual element can benefit the learners of a second language as they provide clues and real-life scenarios of what

that second language may sound like. Moreover, Vanderplank (2016) explains that as a personal experience, when living in Finland, he could see that many people from that country benefited greatly from seeing TV series, movies, and soap operas, among others, in English. This made the language learners feel more comfortable with English expressions and grammar. The author also mentions in the book “Captioned Media in Foreign Language Learning and Teaching: Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning” that again, as a personal experience, he learned some Finnish expressions by seeing advertisements in Finnish that include audios as a way to communicate the general idea of the advertisement.

Audios, as a way of improving listening skills, can help enhance the learner's proficiency in the language, as Vanderplank (2016) explained. If the learners get used to listening to songs, movies, TV series, and more in the target language, they may be able to understand the language faster and easier. Additionally, the students can learn from real-life scenarios and native speakers of the language, which can also boost their listening skills, along with their pronunciation in English, which makes them more fluent with the different sounds used in the English language. This whole process can also enhance the pronunciation skills of the students and improve their communication skills.

It is also important to know that the students can listen to English audio with an audiovisual element to enhance their intuition skills. Since they are watching what they hear, they can extract clues and "guess" the context of the video, movie, show, or music video they see. This can also help the students understand to always look for the context of the conversation, get as much information as possible from it, and understand more about what the language users are talking about.

For example, a kid watching a video about the story "The three little pigs" that includes audio in English. The kid can subtract the story's main ideas by looking at the video. The kid can also develop their listening skills in English and gain vocabulary through the audio in the target language. This kid can also learn about sequences through this video besides the listening skills that they are developing.

2.2.3 Scenarios to teach listening as a skill

Teachers need to encourage the students to participate actively in the classroom by designing different activities where they can feel comfortable speaking and listening to each other. Teachers would need to design role-plays, debates, and discussions, among others, that can get the students to participate with topics that can represent some interest in the students, as they can speak, listen, and comment about different topics they may be interested in. However, what would happen if the students needed to observe how life scenarios can be played out to understand how the target language works? Then, the teacher needs to create scenarios for the students to learn through each other's example and get the observation they need to get those listening skills.

Teachers can create scenarios that get the students comfortable enough in the language just enough for them to speak and share ideas, which in the communication process can benefit both speaking and listening. Dove, in the book: "Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes" published in 2020, talks about how while co-teaching the SWIRL (Speaking, Writing, Interacting, Reading, and Listening) method can be implemented in the classes, which can create those different scenarios, and can lead the students into having Socratic Seminars. Dove (2020) also mentions that those Socratic Seminars can be beneficial for the students, as it helps with interaction, listening, and speaking skills at the same time. The students interact and speak with each other, and finally, listening skills are improved through listening to their classmates.

The process of the Socratic seminar helped her with applying the SWIRL method. Like Dove (2020) was working with the SWIRL method, she observed that Socratic Seminars could be a way to get the students to speak and listen about certain topics of interest. The Socratic seminar starts by selecting a text, then preparing the students by explaining the seminar's guidelines and expectations. Then, the teacher needs to prepare the questions used in the seminar and, finally, conduct the seminar by using the role established for the teacher in the first place. The students then can take over the Socratic seminar, share their ideas for every student to listen to, and give their own opinion of the text they previously read during the English class.

Moreover, the Socratic Seminars are only one of the ways that the students can learn how to listen to their peers and try to understand thoroughly what a text is about. The teachers can design other strategies for their students to absorb the information given to them and practice their listening skills. These strategies can include role-plays, oral presentations from the students about different topics they show interest in, or even the implementation of videos or audios that imitate the real-life scenarios that the students may be presented with shortly and that are common.

2.2.4 Emotional changes while learning listening skills

On the other hand, it is imperative to mention that while learners are being introduced to another language and culture, they can experience some emotional changes during the first stages of their learning process. This is normal, as most of them are hearing about the language for the first time, and it can be unclear for them to listen to new words and expressions uncommon in their mother tongue. Every language student can experience these emotional changes, especially during the first stages of the learning process, as they are processing an overwhelming amount of new information, so that the situation may be stressful.

These emotional changes can induce stress and anxiety. As Rishel (2018) mentioned in the book: "Stress and Coping of English Learners," she mentions that English learners can get stressed and anxious while learning a new language such as English. She also mentions that further studies show that no specific skill causes more stress than the other one, which means that anxiety can be presented over any skill in the English language. The students can feel stressed over activities of any skill, such as listening, speaking, reading, or writing.

Stress and anxiety are normal feelings that can surface at any stage of the student's learning process. The best the student can do in these situations is talk about it, knowing this is normal. Teachers should talk about how the students feel about the language occasionally, which can help them get tips from the teacher and even their classmates. This can help them reduce that anxiety or stress and gain confidence in the target language to continue learning since the stress and anxiety can make the students give up on the language and decide not to continue with their process of learning a second language due to these emotional changes.

Listening skills can be a trigger for the student's stress and anxiety since the learners of the language can feel under stress while listening to the process of communication of the users of the language or native speakers, as most of the time the conversation is fluent, as the users of the language who are having the process of communication going. This can cause an overwhelming feeling to the students, and this can cause them to feel like they will not be able to reach that level of fluency. A similar situation happens with speaking skills, which are closely related to listening skills.

Students can feel stress or anxiety at any point in their learning process. However, these emotional changes are more frequent while starting their learning process. One of the ways to approach this situation is to have patience and to know that the frustration and stress are completely normal and that people who are learning the language can support each other

with pep talks and different tips that they can share among them to reduce their anxiety, and avoid giving up on their studies.

However, this cannot help every language student since they are different people, and every situation can be unrelated to every individual. The teachers should consider the age of the person experiencing the anxiety and stress so that they can help this student and design a plan to get the student back on with the necessary motivation to continue studying the language. This depends on the psychological development of every individual and how they handle different stressful situations. The approach that the teacher chooses should be designed by the learner as a person and could be treated by the educational psychologist of the institution if possible, and if the learner of the language still attends middle school or high school at the moment that the situation is presented, since it will be necessary to do a follow up regularly to see how they are taking care of the situation at home.

2.2.5 Pronunciation and Listening skills

Listening skills must be developed to enhance the students' pronunciation and expressions since learning a language are more than just learning how to say the words (vocabulary). Learning a language includes immersing into the culture of the language and knowing idioms, phrases, and different sayings that native speakers have in the target language. Students need to know that part of the language is the culture and that they need to study that, along with situations that can happen in real life as well to improve how they express themselves in the language and how they can approach several situations that are common when someone speaks a second language such as English.

Arora (2016) mentions in the book: "Teaching English from Classes to Masses" that speaking correlates directly with listening. The students need to listen to learn how to speak, and listening skills can be developed through different experiences that include real-life

situations. This is important since the students listen to what the native speakers say in their mother tongue and adopt the different expressions they may have while speaking. Language learners must first understand what the users say and process that information before saying it. Language learners need to first listen to how the words are pronounced. Some expressions are said several times to recognize the word and its meaning, and then use the expressions or the words in their lexicon to develop their speaking skills later on.

Listening is needed for the students to gain confidence and to understand what is going on in different scenarios before working on the student's speaking skills. Learners of the language can listen to audio in English to enhance their understanding of the audio and comprehend that there are different situations in which they may need to use unique expressions while learning a second language. Listening helps students get the input necessary to develop their listening skills, which means they are related. Every skill in the English language is equally important.

Listening skills hold great importance within the communication process, which is why they are necessary for students to apply the second language they are learning. These different skills provide the tools for the students to use and apply when they need to use the target language, which in this case refers to English. This can also improve how they can express their ideas and act in certain situations that could be presented to them to boost their communication process.

2.2.6 Activities to work on the listening skills of students

It is known that the student can learn from different sources and activities that include the target language. Audios as a strategy to learn about the correct pronunciation of words, and the expressions used by the native speakers are a way to complement the student's learning process, as well as serve as a tool for the students to look for words that they may not know what they mean, or what they can be pronounced like. These different sources can

include English audio, songs, movies, series, podcasts, and YouTube videos. These different sources can help the students understand how authentic experiences in the language can be played out and how they can approach them.

Domagała-Zyśk & Kontra (2016) mentioned that listening to music is an activity that helps the students to listen to the singer's pronunciation and to imitate it. In that way, the students can listen to the music they like and continue their learning process through an activity they do almost every day for a while. Listening to music can also improve their confidence since they can listen to a song in English that is playing on repeat, and before they know it, they are singing the lyrics. Following the same idea, there are different activities that the teachers can implement to enhance listening skills, as Domagała-Zyśk & Kontra (2016) mentioned in the book: "English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies" multiple times.

Music can help the students to listen and learn the correct pronunciation of the words, the meaning of those words, and the context in which they can be used. This activity can benefit students who enjoy music and want to learn from it. This can help the listening skills of the students since they can hear the words that they want to learn and remember how they can say and use them, which improves the process of learning the target language for the interested student. However, some students can state that they do not like to listen to music, or they may even have some disability that does not allow them to listen to music as they normally would. For that situation, the teacher must design different strategies that interest the students. This includes different types of music genres according to the age of the students since it is different from using kids' songs in middle schoolers than in teenagers that are no longer interested in that type of music. The teacher should find the approach that works the most for the class they are giving and even involve their students in the decision with polls or interviews about what they like the most in music and what they would like to hear in class.

An approach that teachers can use is to look for the different music genres that the students can be interested in. However, this can be handled differently according to their age. For example, if the teacher is dealing with high school levels, the teacher can let them decide which songs they want to hear individually, and the students can listen to them with their earphones. On the other hand, if the students are from middle school, songs related to kids' movies are still interesting to them, so the teacher can use them and hear easy vocabulary being pronounced multiple times.

2.2.7 Methods to teach listening skills

Pronunciation is necessary to teach listening skills. However, that is only the case in some classrooms or for some teachers. On the other hand, up until now, it is implied that pronunciation needs to be taught to understand listening skills and to apply them. However, different approaches can be included in the classroom to avoid including pronunciation skills due to various factors during the English lessons.

Teachers can get into the listening skills without worrying about the pronunciation theory. Listening skills can be developed through the audio-lingual method, as Levis (2022) talks about in his book: "Teaching pronunciation: Truths and lies" he talks about how it is not necessary to teach pronunciation first and then develop the student's listening skills. In addition, Levis (2022) talks about how fluency becomes naturally acquired if the language is mastered correctly. This is to avoid teaching the students the language the pronunciation theory and focusing on that specific topic.

The pronunciation theory can be quite difficult for the learners of the language since it includes different information that can be tricky and overwhelming for a student of the language in their first stages of the learning process, which is why Levis can be right in saying that the theory about pronunciation can be omitted while learning a language. Instead, the

teacher can use various methods to understand and apply the listening skills without knowing the difference between the sounds produced in English and their different characteristics. However, omitting the pronunciation theory can be prejudicial for the student's learning process, depending on the learner, their qualities, and their way of learning. However, pronunciation theory can be quite important for some students to understand how words are pronounced accurately. The theory can help some students to see what the movement of the lips, the tongue, and the mouth is to produce the sound that is being presented.

Every teacher has their way of teaching listening skills as long as their students feel comfortable with the language and their way of teaching and progressing in the different skills included in the English language. Moreover, listening skills can be developed through different methods. It is perfectly fine if a teacher decides to omit the theory about pronunciation, omit a part, or teach most of the sounds represented in the English language. It is important to mention that every teacher can decide their approach to listening skills and apply it with their students, along with the instruments used to evaluate how the students are progressing in their listening skills.

2.2.8 Developing listening skills

Some students need to develop their listening skills by the time they leave middle school, and this problem progresses in high school depending on the teacher they have from high school until they graduate. This varies since some students can be in high school for five years and get the necessary tools to defend themselves in real-life scenarios. On the other hand, there can be students that spend six or more years and do not develop those skills, so they give up on the language and never study it again. This also varies from teacher to teacher since every professor has their way of teaching the language and developing the different skills in the English language. Depending on the teacher's approach, this can cause the

students to learn faster or slower. This can present a great problem since the students need to develop their listening skills to understand the different situations presented in everyday life while using English.

Listening skills can be improved, as Specht (2019) mentions in his book chapter: Listening skills and getting the most from lectures and lecturers. Specht (2019) talks about how listening skills can be improved through constant practice and how it gets easier over time. He also talks about how hearing differs from listening since hearing is just paying attention to what the other person is saying. Meanwhile, listening is understanding the message from the person talking and trying to communicate their ideas. This is important since all humans can hear, but not all can listen due to different processes.

Moreover, listening skills that are correctly developed can enhance the communication process since they allow the message to be received and interpreted. However, it is important to know that listening skills need practice to be developed since it is complex to understand the hidden message. The intention of the person who initiates the communication process is that the language learners may need to practice a lot before they can master the listening skills as a native speaker or an advanced English language user. This is normal and can be a transition for the students as well since they can seem frustrated about the different scenarios presented, or they can get anxious during the learning process since they cannot understand why they cannot understand the hidden message of the process of communication right away.

Moreover, understanding the hidden message of the process of communication that is being presented is important to develop listening skills early on. Listening skills are needed to understand the world since humans must communicate their thoughts and ideas healthily. Learning how to listen takes work. A whole process must occur to understand what people are trying to say correctly. This process can take some time to get used to. However, language

learners should stay motivated and actively listen to different sources of information such as music, movies, TV shows, news, and videos. The learners must practice and develop the skills correctly to understand English as an advanced language user or native speaker.

Chapter III

Methodological Framework

It is important to research how listening skills can be enhanced through English audio with an audiovisual element and how this research can be conducted through different strategies. This investigation can lead to several outcomes, which will be discussed in great detail in the next chapter. In this chapter, the research approach, the research design, information sources, and analysis categories will be discussed.

3.1 Research Approach

The first concept that needs to be defined is what an investigation is. Well, an investigation according to the Cambridge Dictionary (2022), an investigation refers to examining something thoroughly to find possible answers about it. An investigation then serves to choose a topic and look for information to find different answers about the statement or the problem being investigated. This investigation talks about how listening skills need to be considered important and how they can be developed and enhanced using English audio as a strategy. The research approach is how the investigation will be conducted and if it will have a quantitative or qualitative perspective. That said, the research approach chosen for this investigation will stick to aspects of the qualitative method, which makes the investigation qualitative. However, what is the definition of qualitative investigation, and what is the difference between it and the quantitative method of investigation? The answer is that there are differences in the perspective used while on the investigation.

To reaffirm, this investigation will follow the qualitative method. The qualitative method, according to Cambridge (2022), is the investigation that focuses on researching people's feelings and different opinions that they may have instead of focusing on numbers and statistics because, in that case, it will be the quantitative method. The qualitative method

offers a more humanistic focus since it talks about how people feel while performing the investigation and what their opinions are about the topic being investigated at that moment by students and companies, among others. This provides a point of view that is different since statistical data and analysis will not be included, rather than analyzing people's opinions and feelings while the instruments of the investigation are being applied.

3.2 Research Design

The research design of this investigation will focus on the descriptive design since the descriptive research design, as its name suggests, searches for the full-on explanation with great detail of a population, a situation, or a phenomenon, which is why this investigation will follow the outcomes of the sixth-grade students at El Sagrado Corazón High School while they use English audios with an audiovisual element to enhance their listening skills and will look for the details of every phase the students will go throughout this research. According to Turale (2020), in an article published in the *Pacific Rim International Journal of Nursing Research*, this method is mostly used within the health sciences and by health professionals to study different cases. However, Turale mentions that this can be used in different areas, as it has its rightful place globally, not just for health research.

Turale (2020) also mentions that researchers that use this method need to be focused on the investigation and know how to get involved in interpreting what the participants have to say about certain topics while they are being investigated. According to the article, it is important to know that this design has limitations and benefits. However, using a descriptive design can lead to a deeper investigation only if the researcher is focused on interpreting the data collected at a non-superficial level.

3.3 Information Sources

The information sources are the different materials that are consulted during the investigation. These sources need to be categorized as some can be more formal and trusting than others, which makes a difference while researching a topic, and while consulting each of them. Therefore, according to the University of Minnesota Crookston (n.d.), three main categories are used: Primary Sources, Secondary Sources, and Tertiary Sources.

3.3.1 Primary Sources

These sources include the material created by people who had first-hand contact with the topic being investigated. This material is original and has not been altered by anyone, so it is the most direct evidence that an event happened at some point. According to the University of Minnesota Crookston (n.d), some examples of primary sources include dissertations, journals, formal articles, photographs, and theses. This type of material will be used to get information about how students learn listening skills nowadays for this investigation.

3.3.2 Secondary Sources

These types of sources are the material that offers an interpretation of the primary sources of information, and their work is based on their commentaries, explanation, or restatement of the information found in the primary sources. According to the University of Minnesota Crookston (n.d.), some examples of secondary sources can be textbooks, articles, biographies, and edited works, among others. This type of material will be utilized for the investigation to get information about how teachers get the listening skills approach from the textbooks and the different exercises that can be applied to the students.

3.3.3 Tertiary Sources

These types of sources are the ones synthesized or collected from other material sources. These sources usually have no author, so they are not credited to just one person. According to the University of Minnesota Crookston (n.d.), some examples of tertiary sources can be dictionaries, Wikipedia, guidebooks, manuals, directories, encyclopedias, and other information sources. These sources will be used to create or collect the different definitions to understand the several concepts the investigation taking place includes and are relevant to it.

3.4 Analysis Categories

The analysis of different aspects will help with a better understanding of the topic that is being studied and researched throughout the investigation. The categories that will be broken down and explained separately are Teaching English, Listening Skills, and English audio.

3.4.1 Teaching English

The act of teaching is to pass down knowledge to a set of people through different approaches to consider multiple intelligences. Teaching a language is using those strategies to help the people immerse into another culture with different costumes and a different communication system that can be unrelated to the person's mother tongue and their own culture and costumes. It is important to understand that English contains four main skills: listening, speaking, writing, and reading.

3.4.2 Listening skills

The listening skills in the English language refer to how the learner can understand and interpret the different conversations they may have with other language users. These skills correlate with the other three skills since listening is the first skill humans acquire

to relate to speaking and then move on to the writing and reading process. Listening is an introduction to the outside world.

3.4.3 English audios

The English audios are a strategy used by English teachers to teach listening skills. Every English book contains that English audio, which is usually simple enough. These audios should reflect the different scenarios the learner can encounter when using the target language. However, the situation is only sometimes, and the audio must be updated to real-life scenarios.

3.5 Data Collection Instruments

The investigation will be conducted at El Sagrado Corazón High School with sixth-grade students. The investigation will introduce a written diagnostic test that includes listening to the English audio and filling in the blanks so that the level of the students will be recognized. This diagnostic test needs to be applied to analyze the level of listening skills of sixth-grade students (Annex 1).

Then a questionnaire regarding the listening skills and their use will be presented to the students to answer anonymously. This questionnaire will include four closed questions and two open questions about different aspects of the student's listening skills and how they feel about them. This will also provide a general idea of what the students need to expect with the investigation taking place. The questionnaire may include closed questions, such as: "Do you know how to use the listening skills?" in which the students can answer with a yes or no. (Annex 1)

After the pre-test (finish the lyrics), the investigation will conduct different activities to serve as practice for the students. These activities include the English audios with an

audiovisual element, so they can practice their listening skills and see if this is the most suitable activity to develop them. These activities will be conducted in the English Lab at the institution.

The first activity will include a short film related to the movie "The Incredibles", the students will watch the short film, and then create a summary in Canva or PowerPoint to explain the events of the short film in great detail (Annex 2). The second activity consists in watching two fragments of the first episode of WandaVision. After they watch the fragments, the students must answer a practice filled with comprehension questions about what happened during the episode (Annex 3).

The third activity refers to watching a video called "I'm almost there" from the movie "The Princess and The Frog" from Disney. After the students watch the video, they must create a paragraph assuming what happens next (Annex 4). They must use their imagination to create the paragraph and answer the question: "What happens next?" It is important to know that these activities include videos that contain closed captions in all of them, and in the case of the short film, the episode of WandaVision will be accessed through a private platform account.

After these practices, the investigation will conclude with an activity similar to the first. In this post-test, the students will listen to an English audio as a song and then fill in the blanks with the words they believe the audio is saying (Annex 5). This will close the investigation, and the results of the evaluated activities will be analyzed thoroughly to see the outcome of the investigation using the qualitative method and the descriptive design.

3.6 Collection data process and data analysis

The different results will be collected by the investigator in order to get the outcome of the research. The first activity, a diagnostic test, will measure the students' comprehension level and how their listening skills stand at that moment. After that, the following activity, the questionnaire, will be applied so the researcher will get an idea of how the students feel about listening as a skill, and about seeing if they are fond of the topic. This is to understand if the students are happy with the way the teacher approaches listening skills in class, and to see if they have any recommendations that the teacher may adopt.

The activities in between will serve as practice for the students, so in this part, the research will focus on finding the most appropriate activity for them to boost the listening skills, these activities will play a significant role in the post-test, since the students will see a different approach on how to improve listening skills. Finally, the investigation will include the post-test activity, which will compare the results of the pre-test with the post-test, and verify if the different outcomes of the investigation, and the variables presented in the results, including unexpected outcomes.

Chapter IV

Data Analysis

This chapter will begin to explain the data analysis; however, it is important to know what it means to do it. First, according to Rabiee (2004), the data analysis starts when the data collection starts. In addition, the author talks about how a clear and well-established collection procedure is important to a data analysis process. Now, it is important to know that with the data analysis, some subjectivity can be presented, as stated by the author, since the person reading that analysis can make a different interpretation of the results that are presented to them.

4.1 Analysis and Interpretation of the Results

This chapter aims to explain the different results of the instruments applied at Sagrado Corazón High School and how the students reacted to the individual activities presented to them. In addition, different situations presented before, during, and after the application will be explained in detail, as the different settings that the students were in while answering these instruments.

4.1.1 Initial Observation

First, the researcher needed to speak to the school's principal to explain the instruments and how they needed to be applied. This happened on a Tuesday. However, as the researcher was explaining the instruments and the procedures that the investigation required at the moment, the principal mentioned that the English teacher in charge of the sixth graders was not available at that moment since she was not feeling good, so she was on a leave of absence due to sickness. The principal also explained that for that reason, the application of the instruments would have to take place after the teacher was back at work since she was on a leave of absence for three days starting that same day, so the principal explained to the researcher that the School Coordinator needed to know the procedures that had to be applied

as well, so again, the situation was explained to her, and she permitted to apply the instruments during the English lessons of the sixth-grade students as well. Once the teacher was back at work on Friday that same week, the researcher contacted her to coordinate the days the instruments would be applied. Then, the teacher explained that the students were about to enter their exam week. It took much work to open a space in their calendar to apply the exercises until the teacher mentioned that this could be done during the English Lab lessons.

This decision was made because she could not open a space during normal English lessons since the students needed to catch up on some important Grammar topics, and she needed to explain it and do some practice with them as soon as possible. Then, the teacher in charge explained to the student that the first application could be made the following Friday, so the researcher had to wait one week for the first application, which included the pre-test and the questionnaire. After waiting the whole week, the researcher went to the school to prepare to apply the instruments. However, a personal laptop was kept from that day, which made it difficult to initiate the application of the activities since the teacher in charge used her computer. There were better scenarios than this since the activities were supposed to be done at the English Lab, and the students were supposed to engage with the technology.

The idea for the implementation of these activities was that the students would be able to see the teacher's screen. At the same time, the different English audios with audiovisual elements were played. Then, they could respond to the different activities and complete them on their platform, SmartClass. However, when explaining the idea to the teacher in charge, she clarified that the students could not do so since the computers at the English Lab do not allow the sharing of the teacher's screen, and they do not allow the opening of outside links either. When the teacher in charge made this clear, then the researcher had to change the strategy of how the implementation of those instruments was going to be. The researcher then

asked for the teacher's computer to share the screen on the TV that all the classrooms have at El Sagrado Corazón High School, so the teacher got in charge of setting everything up, connecting her computer to the TV screen. Then, some technical issues occurred during that setup, the teacher could not share the screen, so she rebooted the computer, and still, it was not working after this. Finally, after fifteen to twenty minutes, a student directed the teacher and she could share the screen so the classroom could see it. This situation rushed the application of the pre-test and the questionnaire, so the students could not take that long to answer the exercises. This also put great stress on both the teacher in charge, and the researcher, since it was not a planned situation, but the activities were completed at the end of the lessons.

Then, for the second time applying, which was Monday morning, the researcher brought their computer so that no technical issues would be presented this time. Luckily, the activities were done normally and completed at the end of the lesson. However, it is important to know that some of the students struggle with the language, and this was also made clear by the teacher in charge, who explained that the class was mostly good. However, she had some public-school students who would need help with the language in general. In addition to that, the researcher noted that some students could have learning disorders due to how they behave during the implementation of the activities. After the lesson, the teacher in charge explained to the researcher that there were some conflicts between schedules. It is important to remember that first through sixth grade share the same English Laboratory, so most of the classes were interfering, causing the different English teachers to arrive at the same time as the English Lab. Due to this reason, the English department made some modifications, and the teacher mentioned that the rest of the instruments would need to be applied the following week. Then, the researcher was told that the activities could be done the following day since

the department was still working on resolving the situation. They could only do modifications once the coordinator approved it.

4.1.2 Pre-test: Finish the lyrics

To begin with, the pre-test exercise was applied during the last two lessons on a Friday, so the students were tired at this point and needed to pay more attention than the other exercises. In addition, the students were not listening to their teacher while she was speaking, so the setting at the moment of application could have been better. Moreover, the teacher had some technical issues regarding her computer. How was working, so the students talked and laughed while the teacher resolved the issues presented? Finally, when the technical issues were resolved, the researcher explained the activity to the students and what they needed to do. This activity was applied to get to know the student's level of listening skills, and they needed to complete the lyrics to the song: "Paradise" by Coldplay. In total, they needed to complete fifteen blank spaces, in which they needed to listen to the word and write down where was needed to be written.

The song was played two times at its regular beat and once at a slowed-down beat so the students would listen carefully and complete the exercise. So in total, the song was played three times. However, the students that were present at that time were only able to earn the fifteen points that the pre-test included. Out of ten students that were present at the time, they were only able to complete the activity presented to them. Five students earned 9 points in the activity, representing 50% of the results. Then, 40% of the students earned 7 points or less. In total, four students earned that score. This includes one student who earned four points, another who earned five points, another who earned six points, and finally, the last who earned seven points. Finally, just one student earned ten points, the highest score, representing 10% of the results presented with this activity.

Figure 1

Results of the pre-test: Finish the lyrics

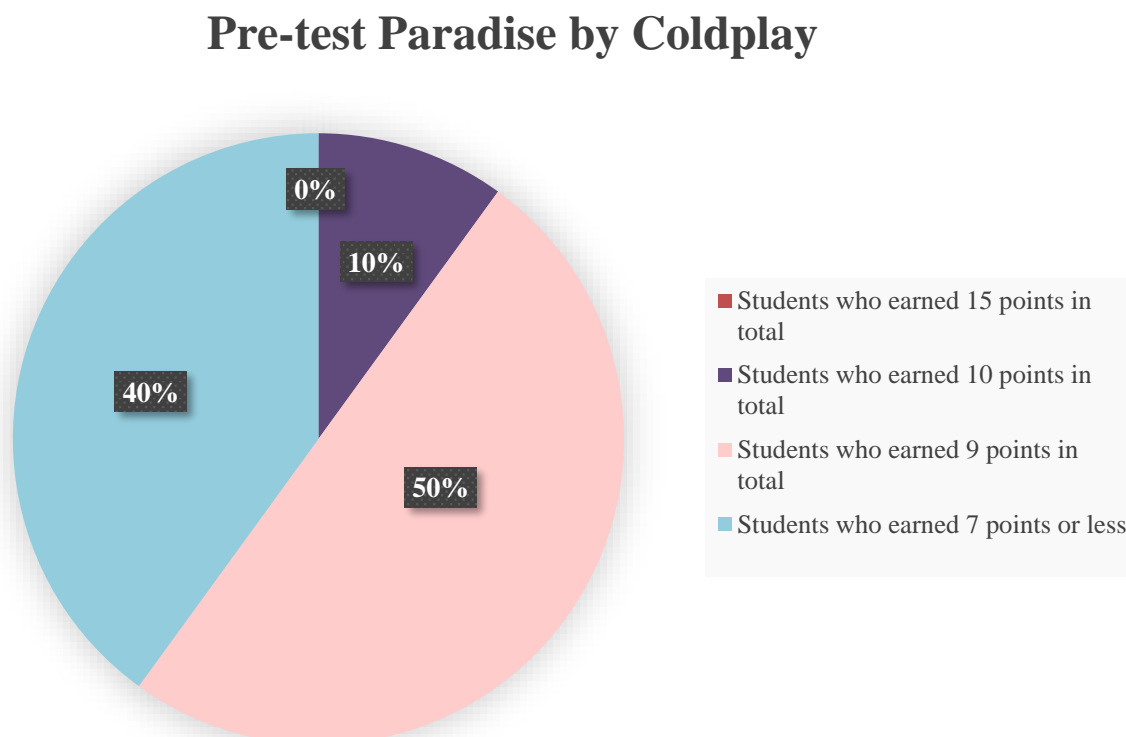


Figure 1 pre-test outcome of the group of students. Source: Researcher's creation.

Figure 1 represents the different percentages of the student's results and how they did in the first activity. This group of students was able to complete the first exercise. Out of fifteen spaces, some still needed to write down four words. The percentage of students that had the fifteen points correctly was 0%, which is to be expected, since the students have done similar activities like the pre-test. However, those activities had fewer blank spaces, according to the teacher. Furthermore, most of the students earned nine points, representing half of the students involved in this activity 50%, and a great percentage could earn up to seven points in the activity. Finally, only 10% of the students earned ten points in this activity, representing just one student that had that score at the end of the application of this activity and who was the highest score of the sample.

4.1.3 Questionnaire

After applying the pre-test, the students were required to answer a questionnaire online, so they were taken to the English Lab and answered the questions. This was the best strategy to apply this instrument since some of the students do not have a cellphone, or they do have one, but they need internet on their mobile devices. During the student's stay in the lab, the teacher in charge explained that the students could only open links within the platform they have in their lab. Hence, the teacher wrote down the link on paper, and the students needed to copy that link into Google to access the questionnaire. This situation slowed down the application of this instrument since the students needed a way to access the link fast and problem free.

Most of the students had some technical issues when accessing the link, so the researcher helped with those inquiries, with the teacher in charge also helping the students access the link. Finally, the students were able to access it, and they answered all of the questionnaires in a matter of ten minutes. The items included in the questionnaire were asked to get more information from the students to check if they knew the importance of their listening skills. At the same time, they speak English to see how they feel about their listening skills as a process when learning the language. The researcher also wanted to see if the students are comfortable with how their listening skills have developed so far and if they know how to use their listening skills while using the English language while speaking. These questions were designed to get more information from the students since it was necessary for the investigation and the student's perspective. The ten students that answered the different questions did it while thinking about their experiences and their contact with the language, which can affect how they responded to this questionnaire.

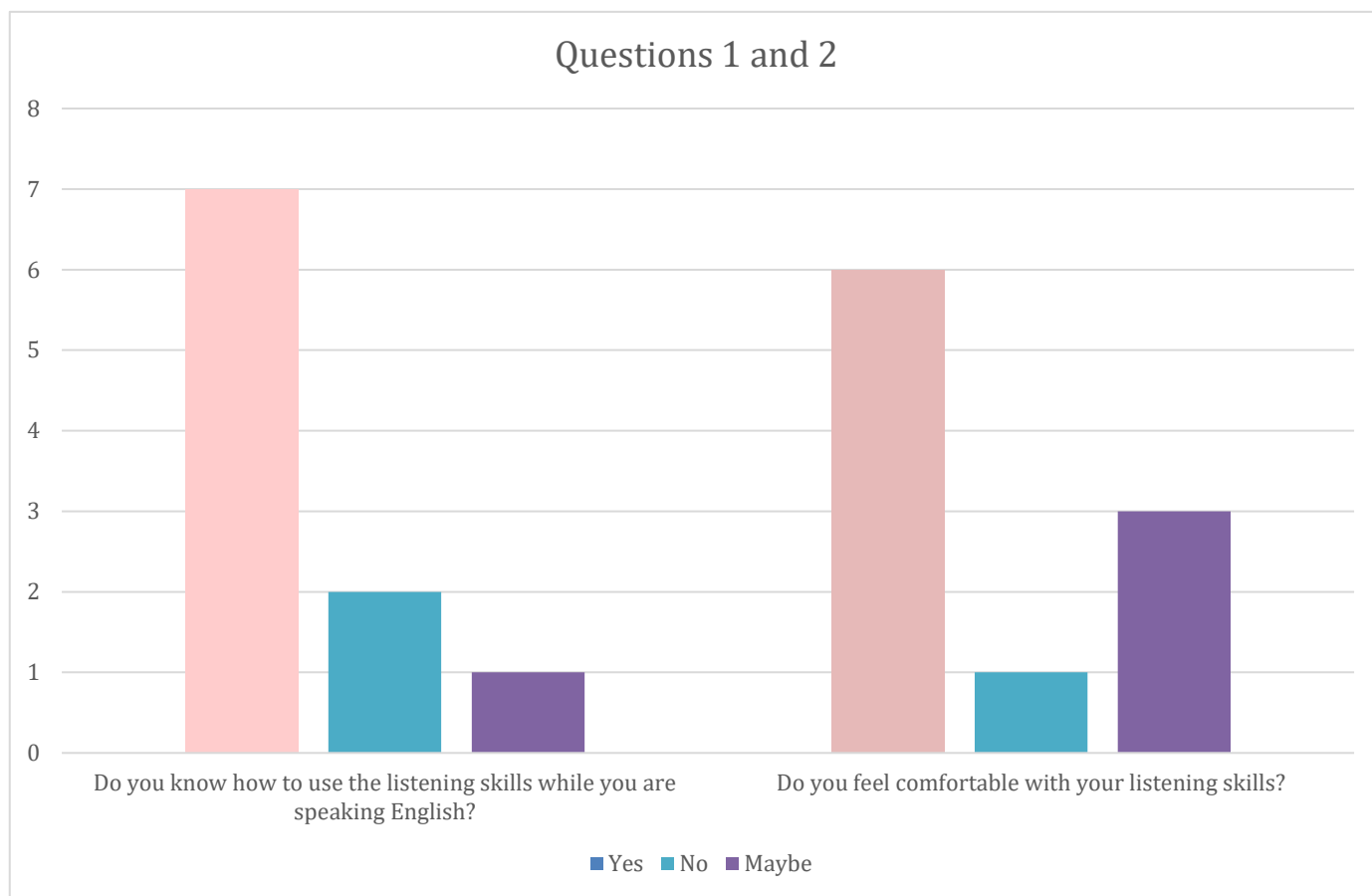
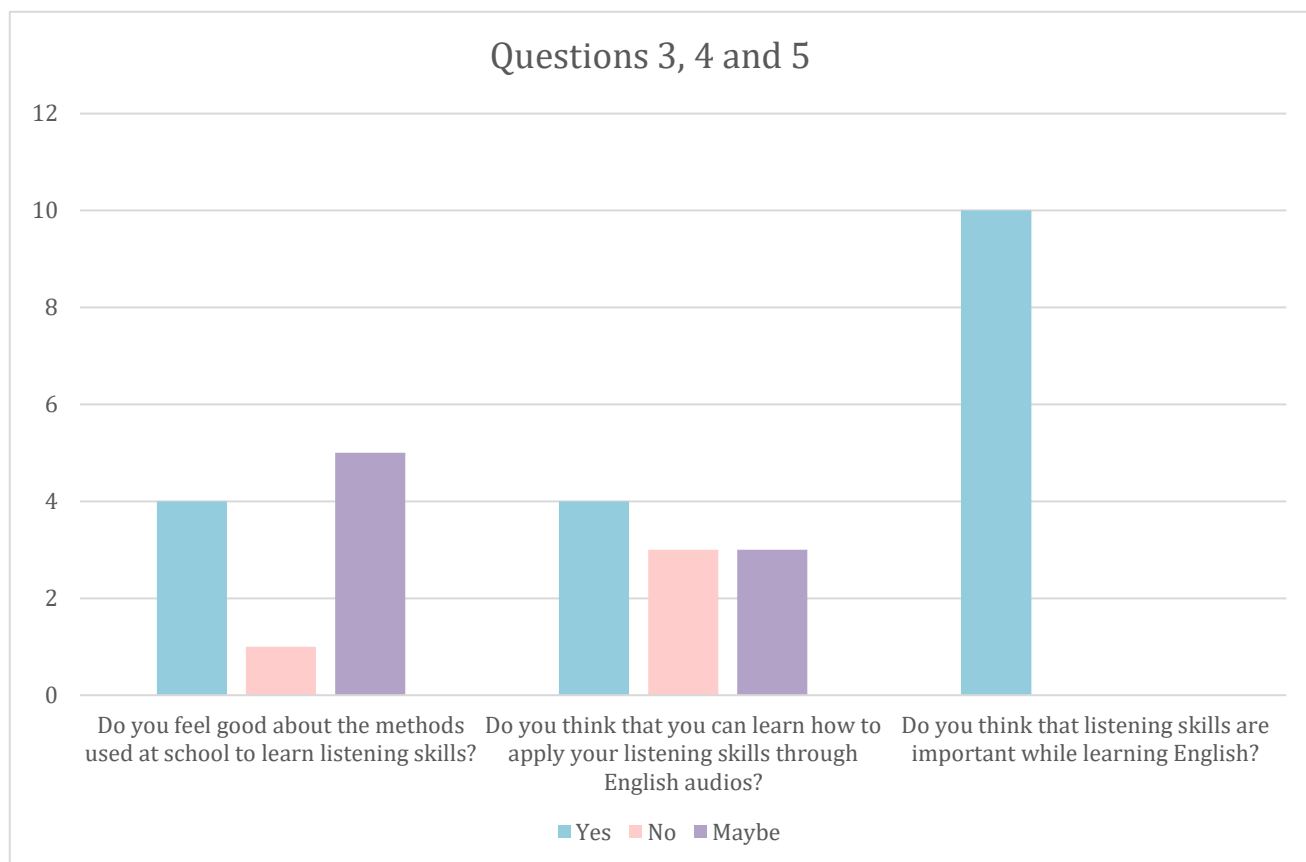
Figure 2*Results of items 1-2 of the questionnaire*

Figure 2 illustrates the answers in the questionnaire. Source: Researcher's creation.

First, the students were asked if they knew how to use their listening skills while speaking English, and seven answered affirmative. Then, when answering the second question to see if the students felt comfortable with their listening skills, only six answered. This serves for the students to understand how they feel about the skill and also serves for the investigator to get a general idea of what to expect from the students and check if they are happy with their listening skills learned so far since it would be a huge part of the investigation to see if the students liked their listening skills or not to see the different approaches that the investigation would take. Moreover, most students understand listening skills and how to use them in English.

After those first questions, the students had to answer the third question: whether they felt good about the methods used at school to learn listening skills. Five of the students answered "maybe," then four responded that they feel good about their listening skills and how they are learning at school. This implies that they can be happy or not. For those who answered maybe, it means that there is some doubt about the process of learning their listening skills and how they are developing those skills at school, which is not good since then the school would have to see what they can do to accommodate the students who answered maybe in the questionnaire. On the other hand, when it comes to the following question, which was if they believe that a person can learn English through audio, four of the students agreed that they could learn listening skills through English audio. In contrast, three students answered that maybe, and the other three answered that you could not learn listening skills through English audio.

Most of the students answered that a person could learn a language through the use of English audio and can develop listening skills through those audios, which means that they know that this is a practice that can help with their listening skills. On the other hand, the students who answered that they did not know if a person can learn through this method may have doubts regarding how a person can learn, or maybe they are quite unsure about the results of listening to English audio alone. Finally, the students who answered that a person could not learn from English audio may have a different perspective on how a person can learn and talk from their own experience.

Figure 3*Results of items 3-4-5 of the questionnaire**Figure 4 illustrates the answers in the questionnaire. Source: Researcher's creation.*

The students were asked if they think listening skills are important while learning English. In this case, they all answered positively about listening skills being an important part of learning a language such as English. This was an open question, so the researcher allowed them to write about why listening skills are important. Some explained that they believed they could improve their vocabulary skills through listening. At the same time, some also mentioned that they could improve their pronunciation and learn important aspects of communicating with others who speak the language. Again, from their own experience, the students have seen that listening skills while learning a language can benefit them.

The students agreed with their answers since they explained that they could improve their language skills, which implies that they know the importance of their listening skills, and

why they need to learn how to use them correctly while using the language in general. Most of them talked about listening skills being important since they can help improve their vocabulary skills. However, listening skills can be used daily and in different life scenarios that can be presented to them at any time during their learning process and even after learning the language.

The students' answers during the questionnaire application can exemplify different situations in which the listening skills can be applied. Different scenarios in which the listening skills can be used to improve other skills, and at the same time, they can improve the general level of English for the student trying to learn the language. Now, it is important to know that this approach can be more than possible since the students mentioned listening skills as a way to improve their vocabulary and pronunciation skills. This can be a way of learning the language faster and connecting with people who speak the language. All of the students agreed that learning listening skills can be useful at some point while learning a language. These results can be interpreted as the students' thoughts about listening skills. These results talk about their personal opinion, which matters as well. The result that matters the most of the three items is the last one since it appears the students know that listening skills are important for fully learning the language and have fluency if they learn how to use their listening skills properly.

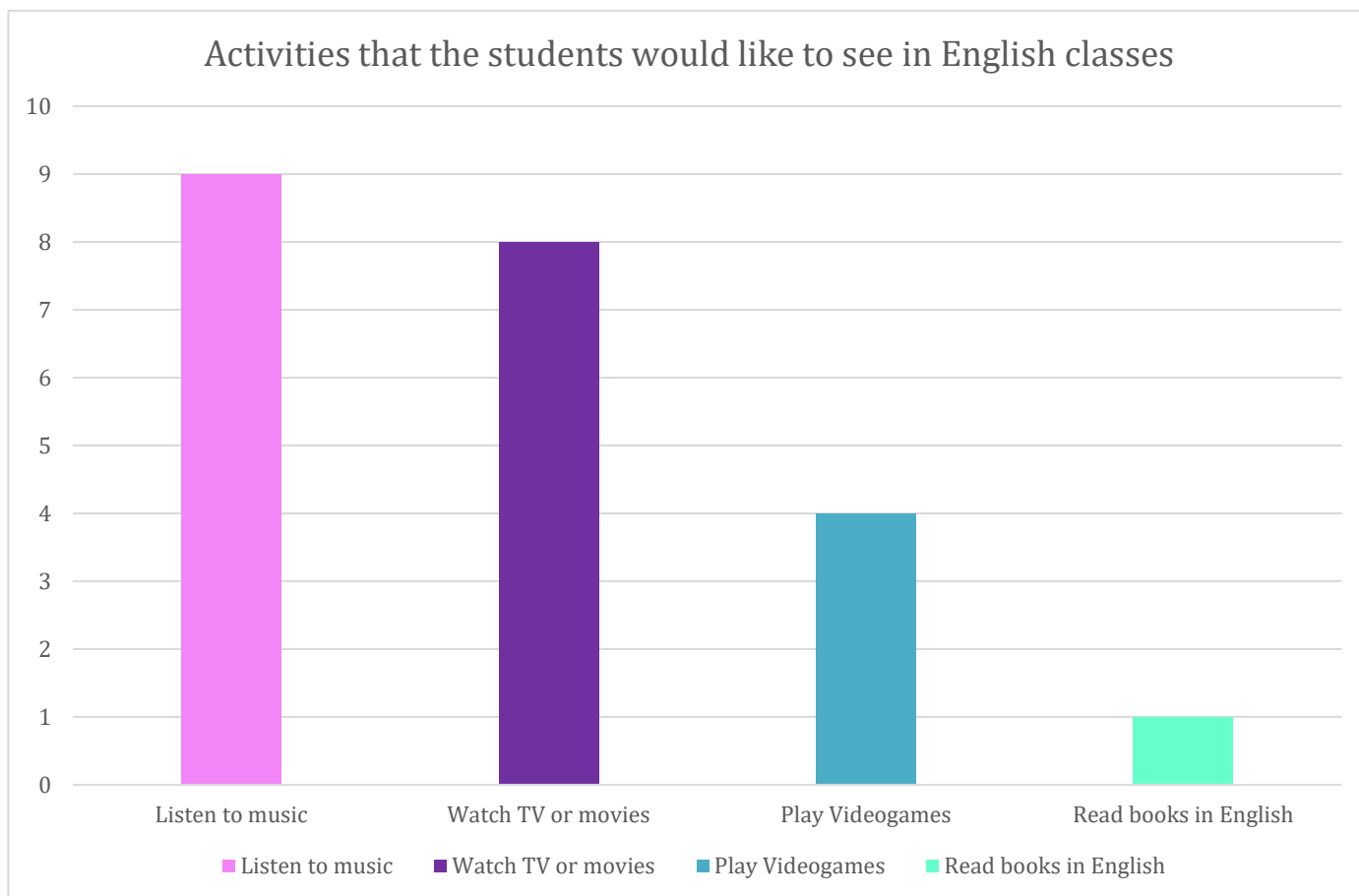
Figure 4*Results item 6 of the questionnaire*

Figure 4 illustrates the answers in the questionnaire. Source: Researcher's creation.

Finally, the last question presented to the students was an open question that served as a way to learn what activities the students would like to see included in the class to improve their listening skills. In this case, the researcher explained that it could be any activity that they would want to see in English or in English Lab classes to improve how their listening skills are being developed. The students had some suggestions about different activities. Moreover, 9 out of 10 students mentioned that they would like to listen to music in English to enhance their listening skills. The second most common answer was to watch TV or watch movies since eight out of ten students suggested it as a fulfilling activity for them.

In addition, the third most common activity mentioned was playing video games in English. In this case, the videogames that would be presented to them would be adapted since

they would need to include different fragments that have dialogues in English, so the students would pay attention to the dialogues to complete the different levels of the videogame presented. Finally, the least common answer to this question was the proposal to learn listening skills in English through reading books in English, which in this case, can be omitted since reading books could help with several skills, such as vocabulary, fluency, and grammar. However, for listening skills, it is not a good proposal to turn this activity around in a way that can serve as a way to enhance the student's listening skills can be possible since an audiobook can be played instead of the students reading their English books all by themselves.

The different results shown in this last question were a method for the researcher to know the students' expectations regarding the different activities that the researcher would present. Most of the students agreed that they would like to listen to music and watch TV, which was some of the activities included in the instruments that would be presented as part of the project. The students at the time they did the questionnaire had no idea about what type of activities they were going to be presented with, so when they were able to see that the activities had a similarity to the responses in the questionnaire, they were excited to complete them and be part of this project.

4.1.4 Summary of short film

The first activity between the tests was the next instrument applied after the pre-test and after the questionnaire. The students completed this activity in the first two lessons on Monday. The students had to see a short film that lasted seven minutes, and it was about "Auntie Edna" from the movie *Incredibles*. The students were well rested, and no technical issues were presented this time since the researcher took their personal computer and could connect to the TV in just a few minutes. This provided a great environment for the students to understand the task better and complete it faster.

The short film talks about the youngest of the Parr family and his superpowers, so the students had to see the details presented and then create a summary of the events in it. The researcher explained the activity, and most of them were confused, so the researcher tried to rephrase the explanation and used some Spanish words since the students did not know what "Summary" meant. After that, the short film was played once, and the students could see the story's details. After watching the short film, they had to write at least one detail about the story to be considered a summary since some of them struggled to find the words and vocabulary to write a full summary. For that reason, some students took around 15 minutes, and even after those 15 minutes, some still needed to finish their work.

In addition, some of the students needed help while explaining this activity. However, the teacher in charge and the researcher could explain what they needed to do several times, and everyone in the class understood correctly. The students were able to finish the activity. Furthermore, the students who struggled with words, grammar, or spelling could thrive and create paragraphs using their own words and expressions.

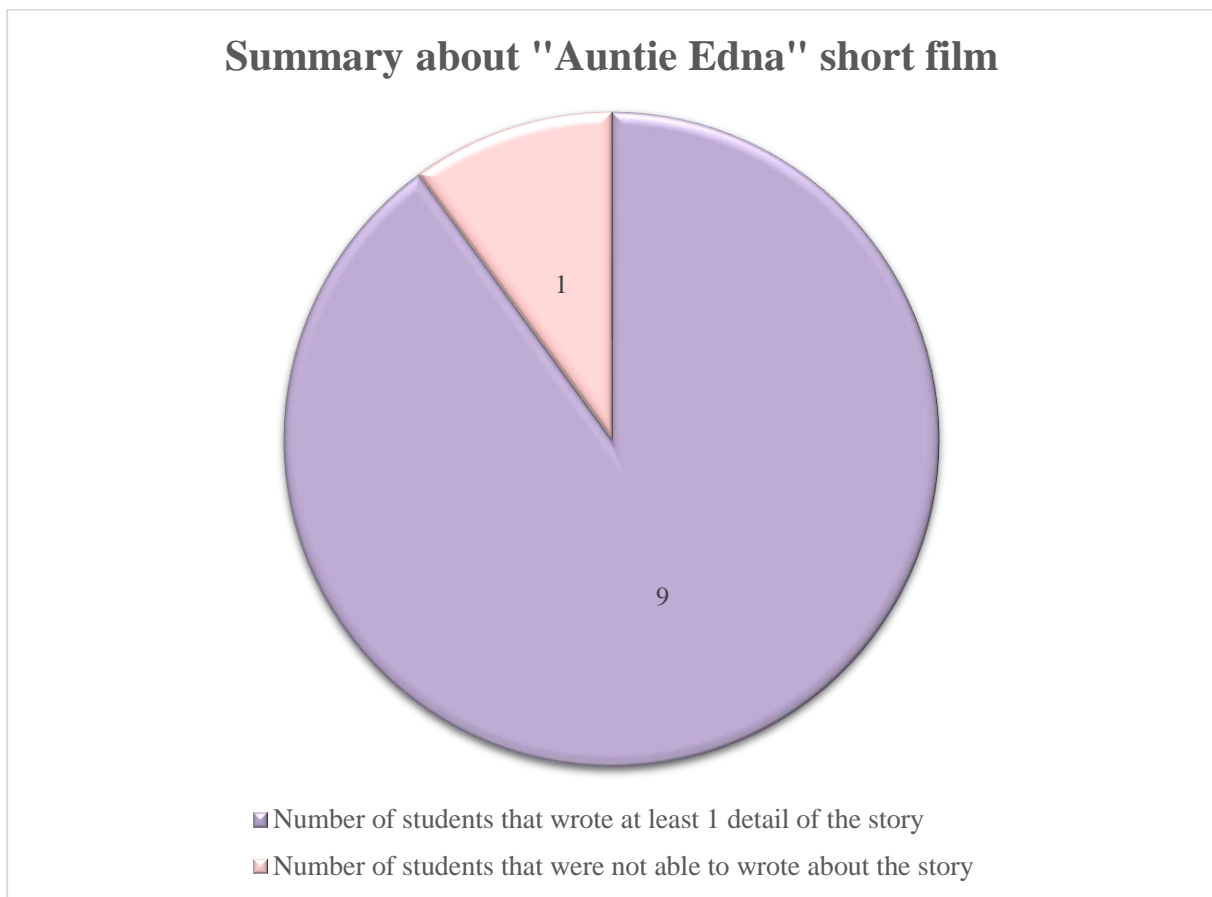
Figure 5*Results of summary about short film*

Figure 5 summary results. Source: Researcher's creation.

While checking the different answers, most students wrote the most important parts of the short film and had little to no mistakes. However, it is important to note that the teacher in charge of the group and the researcher helped them when they had questions about vocabulary or structure. On the other hand, only one student could not complete the assignment and wrote down some words that needed to be clarified when put together. This student needed to complete the activity and could not explain what needed to be explained in that summary. Moreover, the other students could explain what happened with Jack-Jack with the correct grammatical structure and few spelling errors, which only affected part of the whole paragraph's meaning.

4.1.5 Comprehension questions about a TV episode

On the second activity between tests, the students were asked to fill out some comprehension questions after seeing two fragments of the first episode of WandaVision, a TV series. This time the students were asked to fill the questions during the English Lab lessons, which again was done on a Monday morning, in which the students were more active and were paying more attention to what they were required to do and what the activities were. The students were more focused on the tasks that needed to be done during these two lessons. The task was completed faster, unlike the other activities in the last two lessons the Friday before this instrument was applied. In total, there were ten questions. Five of those questions were about the first fragment that comprehended around the first five minutes of the episode, where Wanda and Vision's routine in the morning can be seen, and how the dynamics of the relationship between them work, the first five minutes even introduced their neighbor. When it comes to the other five questions were about the second fragment, which comprehended around four minutes, in which the episode talked about a dinner party with Vision's boss and his wife. His boss had a little incident while trying to get information about the lovebirds and their history together. Vision's boss almost choked to death, so Vision was required to save his boss before it was too late. The two fragments were played thrice, so they had to see around eight minutes of footage to answer the ten questions.

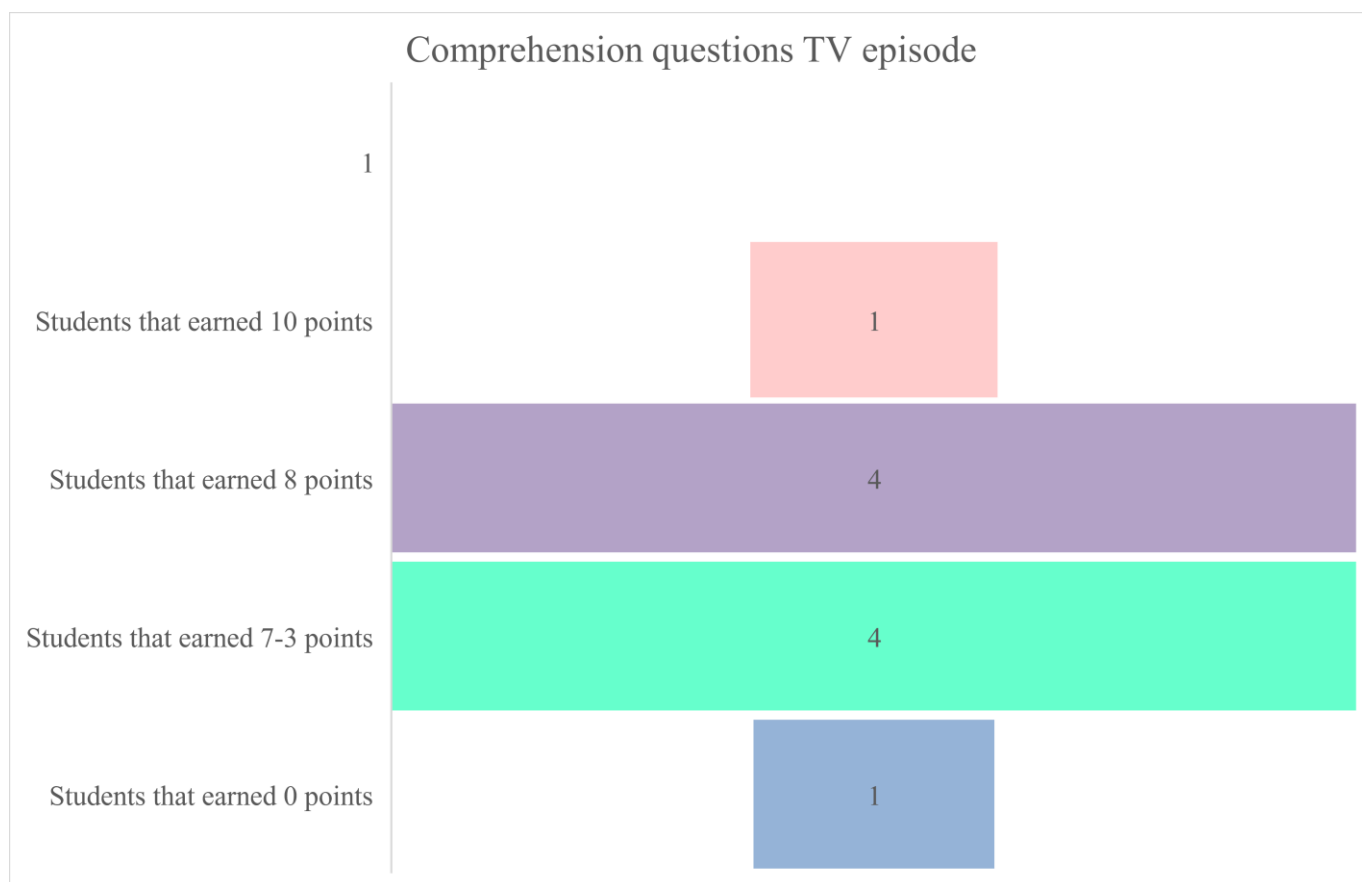
Figure 6*Results comprehension questions WandaVision episode*

Figure 6 comprehension questions. Source: Researcher's creation.

To discuss the results, four out of ten students were able to answer eight items correctly while making some spelling errors, or answering a partially correct item. Meanwhile, four out of ten students got seven points or less in exercise, some students even got just three points out of ten, which was the lowest score in this exercise. Finally, one of the students earned the ten points in the exercises, the highest score in this activity, with little to no grammar and spelling mistakes. On the other hand, another one of the students was not able to answer any of the questions, so the total score for them was zero, this student was not paying attention to the activity at all, and he was not trying to answer to the questions either.

4.1.6 Paragraph “Almost there” music video

The next day, the students were asked to see a music video with lyrics about the Disney movie "The Princess and The Frog", in which Tiana, the movie's main character, sang about her dream about opening a restaurant. This activity was done on the Tuesday morning, a day after they completed the comprehension questions activity. At this time of the day, the students were also more active and paying attention. This made the classroom easy to manage and explain the activities they needed to complete on this day. Regarding the activity, they needed to see a video first. Then after watching this music video, the students were asked to create a paragraph that answers to the question: "What happened next?", so most of the students had some questions about the paragraph, and the researcher had to explain the different aspects that they could use to guide themselves into writing this paragraph.

While doing the activity, the students had questions about translating some words from Spanish to English or spelling questions, so the teacher in charge and the researcher were trying to answer all of the questions that came up during that time. The activity lasted around fifteen minutes, in which five minutes were served to watch the music video, and then the other ten minutes were served to create the paragraph. In this activity, which was the last activity in between tests, all of the students completed the practice and had at least something written down on the paper given to them, however, only nine out of ten students were able to create the paragraph correctly.

Figure 7

Results "Almost there" music video

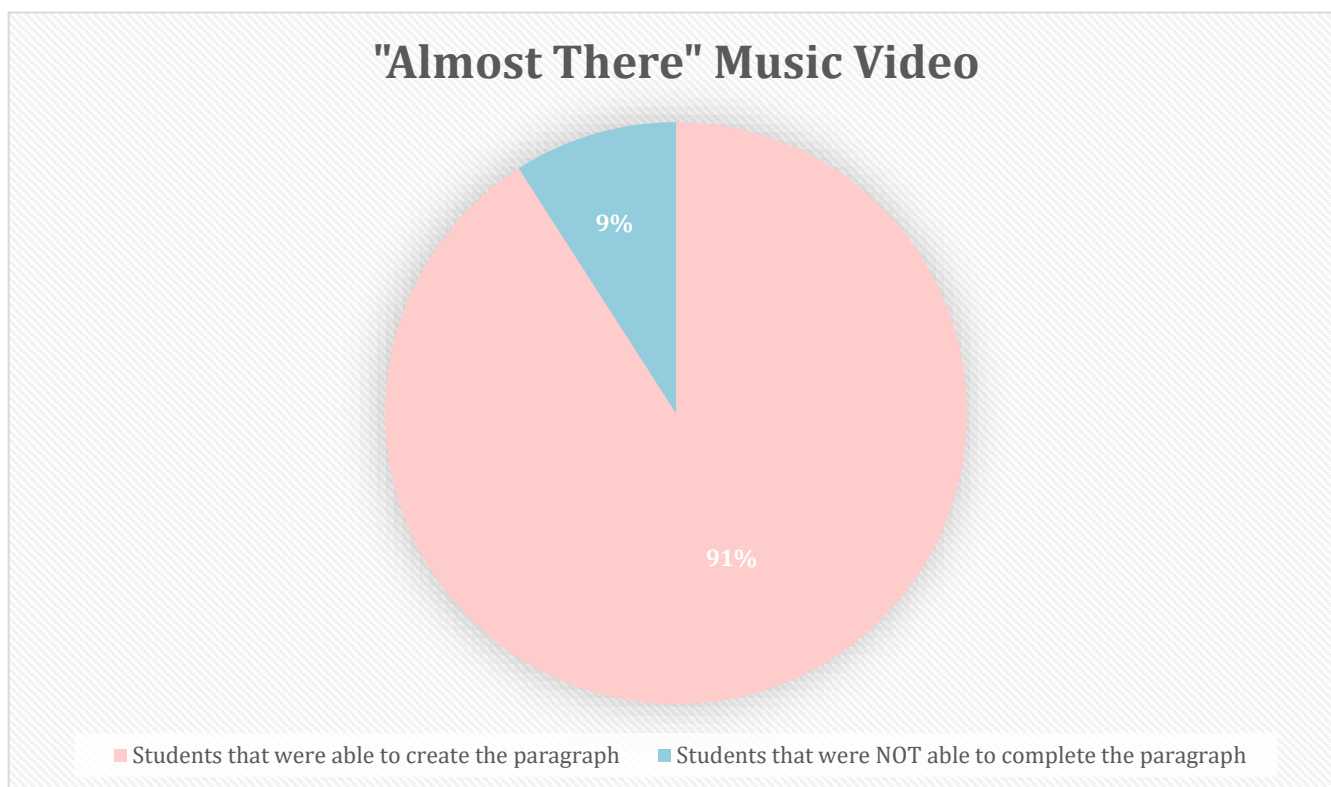


Figure 7 Almost there music video. Source: Researcher's creation.

In this activity, most students improved from the other two activities between the tests. Most of them were able to create the paragraph, and had just a few mistakes, while, on the other activities, some of the students struggled with how to answer to the activities or how to complete them. While checking, those nine students had at least one detail of what would happen next after the music video was written down, and while checking grammar and spelling, these students had little to no mistakes. In the case of the student that was not able to complete the activity, this student had some words written down in the part of the exercise, however, grammar, spelling, and other mistakes were found, which at the end made the words that this student wrote not make any sense, which caused the paragraph to be wrong, and to not have sense at all compared to the other paragraphs created by the other students in the classroom, which were mostly complete, and made sense while having some errors, which is perfectly normal while learning the language.

4.1.7 Post-test: Finish the lyrics

Finally, the students were required to complete the post-test activity, which required them to listen to another song and finish the lyrics to that song, which was the premise of the first activity. The application for this post-test was made on a Tuesday morning, after their breakfast break, and the application of the last activity between tests. This time of the day is when the students are more active and easily handle in the classroom. The students were told to complete as many words of the song during the exercise as possible while listening to the song. The teacher in charge also mentioned that the students had had several activities like this and that, most of the time, they did well in these activities. Then, the song was played at a regular beat three times, and at a slowed-down beat once more, it was played four times. The students struggled with how the words were said in the song since most of them understood something different than the actual lyrics stated, which complicated how they filled out the blank spaces since they got another similar word confused for the actual lyrics.

The activity had 32 points. However, the song lyrics, which was *Somewhere Only We Know* by Keane, are repetitive, so the students needed to listen carefully, as most of the lyrics repeated themselves multiple times. In this activity, only two out of the ten students earned more than 26 points. One had 26 points, and the other earned 29 out of 32, the highest exercise score. Four students earned 18 points out of the 32 to continue with the results. Finally, the other four students earned seven or fewer points. One of the students earned seven points, another earned six points, the third earned five points, and finally, the last earned only four points, the lowest out of the ten students that completed the activity.

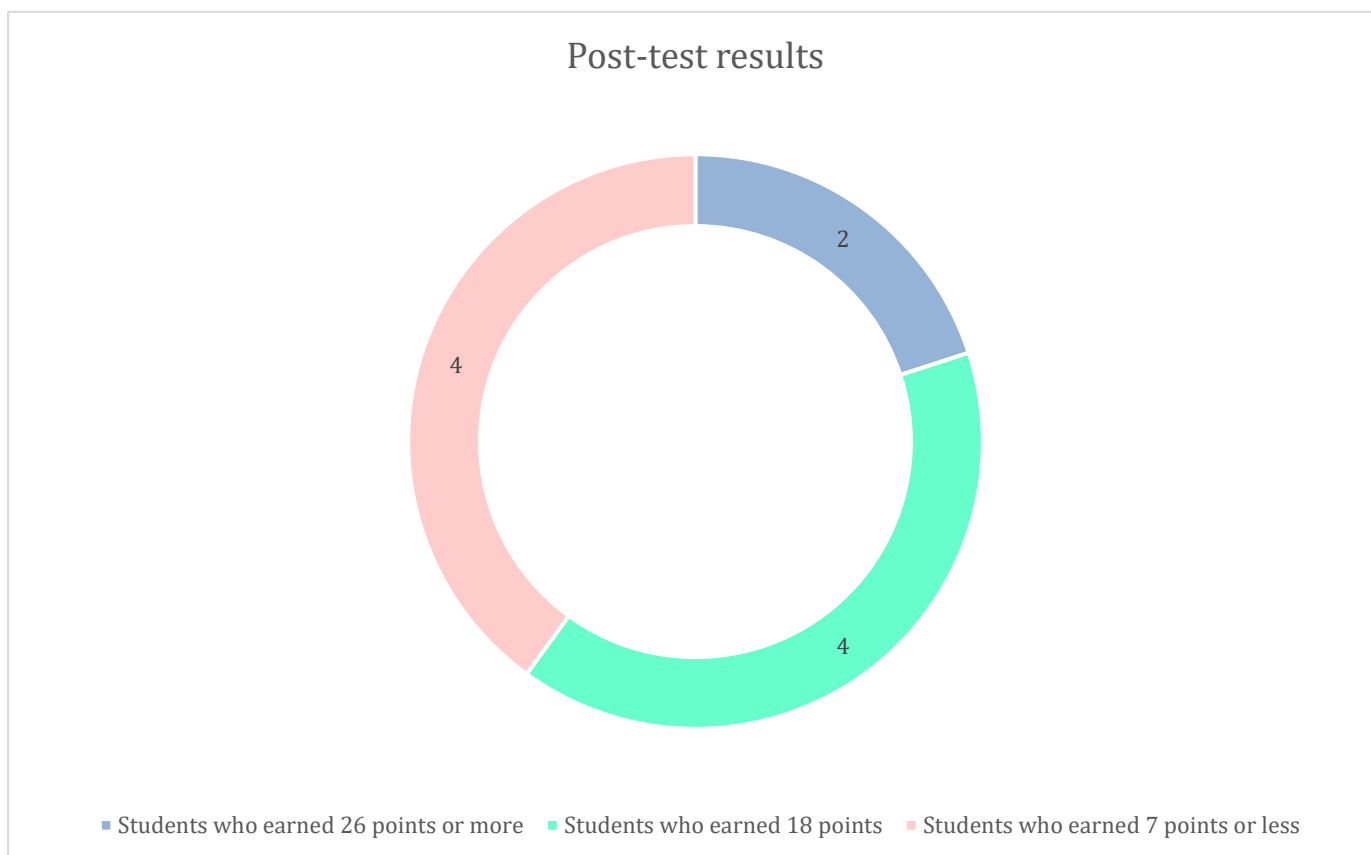
Figure 8*Post-test results: Finish the lyrics*

Figure 8 Post-test. Source: Researcher's creation.

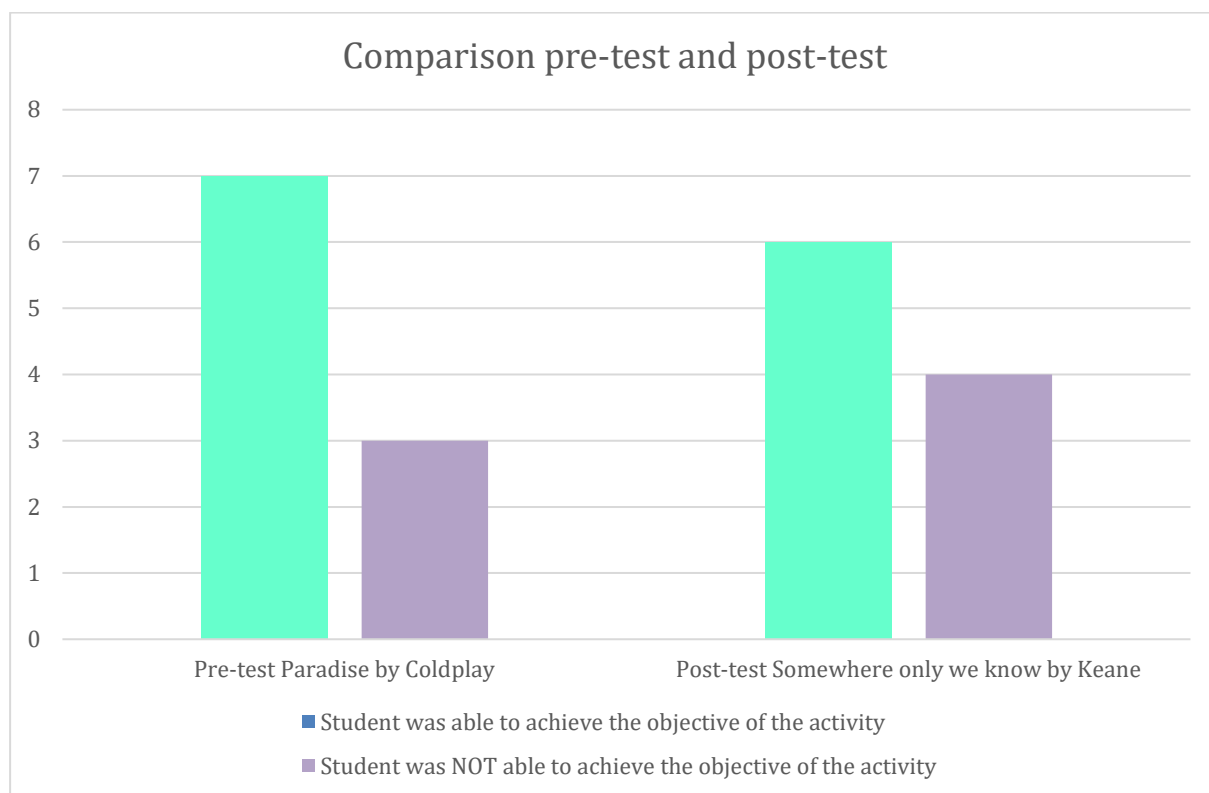
Some of the students that had lower scores, were not able to listen to the song and complete the lyrics. The teacher in charge, and the researcher were trying to help them by saying the lyrics of the song, while it was playing, so the students would hear it correctly. This exercise helped the lost students while listening to the song; however, more was needed for the students to score higher. The other part of the students who did not earn higher scores in the activity needed to pay more attention, and were talking to each other while the song was playing. The teacher in charge mentioned multiple times to the students that they needed to complete the exercise and pay attention. However, they would not listen to the teacher or the researcher while trying to discipline the students and make them work.

4.1.8 Comparison between the pre-test and the post-test

Now that all of the results of the different activities were observed, it is time to compare the results of the pre-test as this was the first activity that the students did to see the level of their listening skills, and the post-test, which was applied after the application of several activities that intended to improve the listening skills of the students. First, the setting of both applications was extremely different from each other. The pre-test was applied on the last lessons on a Friday, and there were some technical issues with the computer, which resulted in an environment that could have been better for applying this sort of test. In addition, around 20 minutes of the lesson were lost due to these technical issues, so the test application was forced to be rushed out due to everything that happened before it.

On the other hand, the post-test was applied on a Tuesday morning, and there were no technical issues this time due to the researcher bringing their computer to ensure the application of the instruments was completed on time. The class came after their breakfast break, and they were super concentrated. They behaved differently than the first application, which was an advantage since, compared to the pre-test, the class was easy to handle, and there were no delays, so no activity had to be rushed out.

Now, when it comes to the pre-test, the maximum score was 15 points, and in the case of the post-test, the maximum score was 32 points, representing double the points of the first activity. Regarding the pre-test activity, only one of the students could complete the 15 blank spaces. However, this student needed to have all the answers correctly. On the other hand, in the post-test activity, five out of ten students could complete the 32 blank spaces. This was done that way to check if there was any improvement from one activity to the next one.

Figure 9*Comparison between the pre-test and the post-test**Figure 9 Comparison between activities. Source: Researcher's creation.*

In the case of the pre-test, it can be implied that the students achieved the activity's objective if they earned nine or more points, so only seven students could do so in this activity, representing 70% of the sample. In contrast, the other three students could not achieve the exercise goal since they scored seven through four points. Those three students represent 30% of the sample. Meanwhile, in the post-test, six out of the ten students achieved the goal of the activity since they earned 18 or more points in the exercise, representing 60% of the sample that was taken.

On the other hand, the other four students could not accomplish that goal since they earned seven or fewer points in the exercise, so these students represent 40% of the sample. However, the two activities have different total scores, which can affect the result for each since it is different from the students having only 15 blank spaces to 32 of them. This can

affect how the students took the pre-test and then the post-test. Moreover, an advantage can be seen in these exercises due to their setting since it is different from applying a test during the last two lessons of the week and then applying the other one in the middle of the week.

It can be implied that the activities are similar to each other. However, this is not the truth, since the song played for the pre-test, Paradise by Coldplay, is more repetitive and easier than the last song used in the post-test activity, which was Somewhere only we know by Keane. The last song mentioned is tricky to complete since it includes words that are difficult to spell, and during the song, the singer needs to pronounce the words more clearly. For that reason, the results can be compared with each other. However, all of the variants and different situations that happened during the application of these tests need to be considered as part of the project since they affected the outcome of both the pre-test and the post-test and its results.

4.1.8 Final Observation

To reiterate, the first application was on Friday afternoon, the second application was on Monday morning the following week, and finally, the last application of the instruments was done on Tuesday morning with the same group of students. During this time, the students were more focused on the activities that were presented to them, however, there was some of the students that were trying to distract their classmates several times during all of the activities. For that reason, the teacher mentioned multiple times to the students that they needed to see the TV screen while the videos were playing, and stop talking to each other, since that would distract their classmates, as it was unfair. Moreover, the students were well behaved most of the time, paying enough attention to complete the activities.

It is important to know that the situations presented to the researcher during the instruments' application made the investigation fall behind due to external factors that the teacher in charge and the researcher could control. The important aspect of these situations is

that even after all of them were presented, the activities were completed successfully, and the students did not feel rushed out during the implementation. Regarding other important aspects, most students could express themselves correctly in the activities they brought for them to complete. In addition, some of the students had questions while they were resolving the activities. Most of their questions were related to vocabulary or grammar doubts, as they knew what they wanted to say but needed to learn how to say it, or they knew the words in Spanish but not the translation to English words.

Finally, the students were respectful during the activities and had a great attitude toward the exercises that they needed to do. They were helpful during this time, and working with them was easy and nice. Even though some students did not behave properly, it is expected of students at that age. Furthermore, the institution gave the researcher the space to implement the instruments for the students. It was open about what the investigation was trying to accomplish, as the technology at the institution allowed the researcher to apply the activities successfully in a timely matter. Even though there were some steps back during the application of the exercises, they were accomplished, which is the ideal scenario during these types of projects.

Chapter V

Conclusions and Recommendations

This chapter will include information about the different conclusions that are presented after the application of the instruments to improve the listening skills of the students and how these closures can be interpreted and explained. It is also about the recommendations and outcomes of the El Sagrado Corazón High School study.

5.1 Purpose of the Conclusion

The students were being measured with the different activities presented to them. It is important to provide a conclusion to the results found during the data collection and analysis phase since it is necessary to understand how the students got the results when the instruments were implemented, and how they had been measured. Therefore, in this chapter, every objective mentioned before in this project will be explained and get the needed closure.

5.2 Conclusions

5.2.1 To identify the struggles that the sixth-grade students at El Sagrado Corazón High School have regarding the different listening skills presented in the English language

This objective refers to the identification of difficulties the students had regarding their English listening skills. According to the instruments used in the research, the initial observation and the pre-test served as a way to identify these difficulties, since it was observed that the students mixed out the lyrics of the song for similar words and got the words confused. In addition, they were trying to complete the lyrics and needed to listen to the complete sentence before writing.

Moreover, the situation presented in the initial observation, in which the students could not go to the English Lab often, is presented as one of their difficulties since the English

Lab is where they work on their listening and speaking skills. To reiterate what Nemtchinova (2020) stated in the second chapter of this project that a person who needs to develop listening skills fully can get lost in a conversation, or the case of the pre-test instrument, lost in the lyrics of a song. In addition, another important part mentioned in the second chapter was the need for the teachers to focus on every skill the English language has and not just on one specific set of skills because it can slow down the students, like in this case. Due to some schedule conflict, the teacher needed to give the students more time in the English Lab, so they needed to catch up on their listening skills. The researcher gave the students more time to work on their listening skills without attending the English Lab. The researcher was also able to provide different activities that helped with the development of the listening skills of the students.

5.2.2 To find the most appropriate activities to improve the listening skills of the sixth-grade students at El Sagrado Corazón High School

The sixth-grade students represented a great challenge for the researcher since kids of that age are sometimes difficult to guide, since they often care too much about what their other classmates have to say. They are worried about what they do, so finding the activities that would be applied as instruments is too much work for the researcher. Trofimovich & Isaacs (2017) explained that the teacher or the person who is elaborating the instruments needs to know that those activities need to be authentic and need to be better than other activities that are often presented to the students in order for them to "learn."

This was considered when the researcher found the activities that were going to be implemented as instruments since authenticity, originality, and interest of the students were considered while choosing the exercises. These factors made the researcher think about the instruments that needed to be applied and find the best appropriate instruments for those students. The researcher had to get into a 12-year-old mind and think about what activities

they liked at that age. Finally, the researcher found activities that the students would find fun and easy while giving them a chance to express themselves simultaneously and be heard, a common desire at that age. The instruments the researcher applied have been listed in chapter three of this project. However, as a reminder, they are the following: an initial observation, a pre-test, a questionnaire, a summary of a short film, some comprehension questions, a paragraph about the Disney music video, a post-test, and finally, a final observation. In total, eight instruments were applied.

5.2.3 To apply the various strategies to improve listening skills during the English lessons

This specific objective refers to the strategies applied to improve listening skills. In this case, the students were presented with different activities for them to complete those exercises. During this project, the strategies applied through these activities required different goals for each activity. Since students have different language learning abilities, these instruments were applied to everyone in the classroom, since each student has his/her own learning style. Dong (2019), mentions how a silent period can be useful when the students are learning the language. According to the researcher's findings, it is evident that the students are going through a silent period since they refuse to speak the language in class.

The silent period is really important for the students to assimilate the target language, which makes the applied activities significant in their learning process. However, when writing in the target language, they do it correctly, only with some help with translating the words into English. In this case, the researcher found in the initial observation that the students were not speaking the target language and thought about the silent period. Dong (2019) stated that sometimes they digest the language as a whole. With that in mind, the researcher applied the activities to the students and did not force them to speak entirely in English.

5.2.4 To analyze the outcomes the strategies may provide to the English lesson and the listening skills

This objective refers to the needs of the researcher in order to analyze the different listening skills. In this case, after applying all the instruments, the researcher needed to analyze each result. Vanderplank (2016) mentions his personal experience in learning a target language. He added how while living in Spain, movies and TV shows included captions, helped him tremendously and were a great way of learning the foreign language.

This scenario was played out during this project to analyze if the students could learn that way or could not. While analyzing all the data in chapter four of this project, the students learn through scenarios in which they hear and read simultaneously (such as playing an English video with an audiovisual element). In addition, the students could comprehend the situations being played out through the videos with an audiovisual element while finding each video's key words and explaining them afterward.

5.3 Restatement of the Research Question

After the analysis of all the data shown in chapter four, along with the different outcomes of this study, it is clear that the research question does not have to be restated since the students had an improvement during the time in which the instruments were implemented. In addition, they were able to complete each of the activities with little or no difficulties at all, except for some students that generally struggle with the language as a whole. Furthermore, the investigation results were positive, as shown in the different graphics in chapter four of the project. So, the research question is optional in this case since it is unnecessary. For that reason, the research question continues to be: what is the effect of using English audio with an audiovisual element as a strategy to improve the listening skills of the sixth graders at El Sagrado Corazón High School during the I quarter of 2023?

5.4 Unexpected Results

One of the unexpected results that the researcher should have forecast was the students' good performance in grammar and spelling. This was a situation that was not expected, as school students often need help explaining scenarios in English because their teacher needs to work on grammar more, this did not happen with the group of students involved in this project. They had some difficulties with grammar and vocabulary, but they were not significant enough to say that they did not have grammar or spelling skills. In addition, it was surprising to see that the students were interested in the activities presented to them since the researcher often thought that they would not like the activities or they would not want to participate in these activities due to them being "childish". Moreover, to have all the students participating actively and showing a great attitude while doing the exercises was unexpected.

5.5 Recommendations

First, one of the researcher's recommendations to future investigators is to be organized. Organization is really important while doing an investigation such as this one, since sometimes time is not enough, and circumstances similar to what happened to the researcher could happen to be as well to future investigators, since it is an external factor, that they cannot control. The first step is to find an institution with thrust, and flexibility, since it is important to get at least five lessons with the students while applying the different instruments the investigation includes. Then, the second step is to organize and verify which instruments the future investigator can apply, and in which order, since this is also important. Finally, a situation that helped the researcher during the time doing this investigation was to have pages full of notes while applying the instruments, so as to prepare a sort of a summary, and when writing chapter four, the task may turn easier.

Another recommendation for sixth-grade teachers is to prepare the students in their journey of learning the language, improving every skill. According to the researcher's impression, these students were great at grammar and spelling skills, however, they did not have the same level in listening and speaking, that is, in the oral skills, so the teacher to do more activities that include these skills, and to listen to her students' needs. Some of the students answered in the questionnaire some activities that they would like to do at their English classes, some of them are great to develop listening skills, since they require the students to pay attention, and get some key words to understand the context of the situation. In addition, the teacher needs to focus on the different students' learning styles, since this has not been taken into consideration. Now, it can be quite tricky to include all of these activities, and recommendations, since the institution works with a book, so most of the time the students are required to complete that book, so the parents do not get upset with the school. However, with the correct organization of the time and with a good selection of the activities, the students will get the best benefits out of them.

Lastly, the researcher considers that the students who participate in this type of investigation, give them a lot of tools that may help them in their learning process, so it is important to tell the participants about the advantages they will have if any institution choose them to be part of a research project. The researcher had the pleasure of working with one of the most amazing teachers in the high school, and considers that the recommendations given in this paper may also help students to reach full understanding of the language at some point.

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Annexes

ANNEX 1

1st LESSON PLAN

Institution: Sagrado Corazón High School

Time: I trimester

Teacher: Melanie Avendaño

Grade / Level: Sixth grade

Topic: Listening skills

Objectives	Activities	Procedures	Materials	Time	Evaluation
To recognize the words that are included in the song presented to the students.	Complete the lyrics of Paradise by Coldplay.	The teacher will upload the incomplete lyrics to the platform, and will play the song at least 2 times for the students to hear it, and write the lyrics that are missing.	Headphones, and computer that included in their laboratory.	25 minutes.	Pre-test fill in the blanks.

Pre-test Paradise by Coldplay

Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh
 Ooh, ooh
 Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh
 Ooh, ooh

When she was just a
 She expected the world
 But it flew away from her reach
 So she ran _____ in her sleep

And dreamed of para-para-
 Para-para-paradise
 Para-para-paradise
 Every time she _____ her eyes

Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh
 Ooh, ooh
 Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh
 Ooh, ooh

When she was just a girl
 She expected the _____
 But it flew away from her reach
 And the bullets _____ in her teeth

_____ goes on, it gets so heavy
 The wheel breaks the _____

Every tear, a waterfall
 In the night, the _____ night
 She'd close her eyes
 In the night, the _____ night
 Away she'd fly

And dream of para-para-paradise
 Para-para-paradise

Para-para-paradise
 Oh, oh, oh, oh, oh, oh, oh, oh, oh, oh, oh

She'd _____ of para-para-
 paradise
 Para-para-paradise
 Para-para-paradise
 Oh, oh, oh, oh, oh, oh, oh, oh, oh, oh

And so _____ underneath
 those stormy _____
 She'd say: Oh, oh, oh, oh, oh, oh, oh
 I know the _____ must set to rise

This could be para-para-

 Para-para-paradise
 It could be para-para-paradise
 Oh, oh, oh, oh, oh, oh, oh, oh, oh, oh

This could be para-para-paradise
 Para-para-paradise
 It could be para-para-paradise
 Oh, oh, oh, oh, oh, oh, oh, oh, oh, oh

This could be para-para-paradise
 Para-para-paradise
 It could be para-para-paradise
 Oh, oh, oh, oh, oh, oh, oh, oh, oh, oh

Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh
 ooh, ooh
 Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh,
 ooh, ooh
 Ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh, ooh,
 ooh, ooh

Objectives	Activities	Procedures	Materials	Time	Evaluation
To understand the different thoughts that the students have regarding the listening skills	Questionnaire	The students will fill up a questionnaire that has 4 closed questions, and 2 open questions.	Google forms as the platform which has the questionnaire.	15 minutes.	Diagnostic questionnaire.

Questionnaire: <https://forms.gle/P4Jzf1dPjxTK8bBw5>

ANNEX 2**2nd LESSON PLAN**

Institution: Sagrado Corazón High School

Time: I trimester

Teacher: Melanie Avendaño

Grade / Level: Sixth grade

Topic: Listening skills

Objectives	Activities	Procedures	Materials	Time	Evaluation
To analyze the events that happened in the short film by creating a summary.	Summary based on “Auntie Edna”.	The students will see the short film, and then create a summary about the short film.	“Auntie Edna” short film.	30 minutes.	Activity in between #1

ANNEX 3**3rd LESSON PLAN**

Institution: Sagrado Corazón High School

Time: I trimester

Teacher: Melanie Avendaño

Grade / Level: Sixth grade

Topic: Listening skills

Objectives	Activities	Procedures	Materials	Time	Evaluation
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To comprehend the circumstances of the episode shown by the teacher.	Answer the questions regarding the episode shown in class.	The teacher will show an episode of WandaVision, and after it is shown, the students will answer the questions based on it.	First episode of WandaVision. Questions based on the first episode.	30 minutes	Activity in between #2
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2. Answer to the following questions regarding the first episode of WandaVision:

From 00:00 to 05:25

- a. Is Vision a human being?
- b. Name at least 3 items that Wanda will cook for breakfast.
- c. What was drawn in their calendar?
- d. What did Vision almost forget before leaving the house?
- e. What is the name of the neighbor that visits Wanda?

From 17:05 to 20:45

- f. What does Wanda serve for dinner?
- g. Do Wanda and Vision know where they move from?
- h. What happens with one of the guests at the dinner party?
- i. How does the guests say goodbye to Wanda?
- j. What animal is placed as a door knocker at Wanda and Vision's house?

ANNEX 4

4th LESSON PLAN

Institution: El Sagrado Corazón High School

Time: I trimester

Teacher: Melanie Avendaño

Grade / Level: Sixth grade

Topic: Listening skills

Objectives	Activities	Procedures	Materials	Time	Evaluation
To create a paragraph that includes future events that may happen based on the video shown in class.	Answer to: “What happens next?” question after watching the video.	The students will see the video, and then answer to the question: What happens next? by creating a paragraph.	https://www.youtube.com/watch?v=ThMwHKfzz1I	25 minutes.	Activity in between #3

ANNEX 5

5th LESSON PLAN

Institution: Sagrado Corazón High School

Time: I trimester

Teacher: Melanie Avendaño

Grade / Level: Sixth grade

Topic: Listening skills

Objectives	Activities	Procedures	Materials	Time	Evaluation
To understand the words presented orally in the song.	Listen to the song: “Somewhere only we know” by Keane, and fill in the blanks.	The teacher will upload the incomplete lyrics to the platform, and will play the song at least 2 times for the students to hear it, and write the lyrics that are missing.	Headphones, and computer that included in their laboratory.	25 minutes.	Post-test fill in the blanks.

Post-test Somewhere only we know by Keane

I walked _____ an empty land
I knew the pathway like the back of
my _____

I felt the _____ beneath my feet
Sat by the river and it made me
complete

Oh, _____ thing, where have
you gone?

I'm ~~gettin'~~ old, and I need
_____ to rely on

So, tell me when you're _____ let
me in

I'm ~~gettin'~~ tired, and I need
somewhere to _____

I came across a _____ tree

I felt the _____ of it
looking at me

Is this the place we used to _____?

Is this the _____ that I've been
dreaming of?

Oh, simple thing, where have you
_____?

I'm ~~gettin'~~ old, and I need
something to rely on

So, _____ me when you're

~~gonna~~ let me in

I'm ~~gettin'~~ _____, and I need
_____ to begin

And if you have a _____,
why don't we go

Talk about it somewhere only we
_____?

This could be the end of _____

So, why don't we go

Somewhere _____ we know?
_____ only we know

Oh, simple _____, where have
you gone?

I'm getting old, and I _____
something to _____ on

So, tell me _____ you're

~~gonna~~ let me in

I'm getting tired, and I need
somewhere to _____

And if you _____ a minute,

why don't we _____

_____ about it somewhere
only we know?

This _____ be the end of
everything

_____, why don't we go?

_____, why don't we go?

Ooh, hey, hey

Oh-oh-oh

This could be the end of everything

So, why don't we go somewhere
only _____ know?

Somewhere only we know

Somewhere only we know