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**IMPROVING INTERMEDIATE LISTENING
COMPREHENSION THROUGH LUDIC ACTIVITIES AT
AMERICAN BUSINESS ACADEMY DURING THE FIRST
QUARTER OF 2021**

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

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CHAPTER I

INTRODUCTORY FRAMEWORK

1.1 Problem Statement

Costa Rica knows the importance of being a country that offers to all its civilians the possibility of having a free and mandatory education. Not only because it keeps children out of the streets, but because it helps families to get their little ones educated. However, the education system that the Ministry of Public Education (MEP as its initials in Spanish) does not keep updated with the new techniques or forms of teaching. Due to this lack of updates, teachers do not get informed on new and innovating ways of communicating information to their students. Because of this, students get bored and stay away from classes, and find a reason not to go to class. In addition, students tend to say they learn nothing with specific professors, and this is due to the lack of knowledge of how to innovate and prepare classes.

Another pain point is the language barriers that some professors have during their teaching lessons, such as the accent and pronunciation. Therefore, this makes it complicated to understand when talking (Essays, UK. 2013). The majority of time, professors do not develop their listening comprehension skills, and due to the absence or inefficiency of this skill they do not know how to pronounce correctly. This leading the students to learn incorrectly or to not understand at all what the professor is trying to communicate. Because of this incorrect pronunciation, students have the tendency of looking for private lessons with native speakers, not only because they know or think a native English speaker has excellent pronunciation, but also they want to make sure they hear the correct pronunciation and to speak like a native.

Continuing with the sizes of the classrooms in Costa Rica, it has to be stated that they are big, but the number of students per class is too much for one professor that wants to develop and deliver a class with excellence. This is another proof of the lack for updating how a classroom should be arranged. It is illogical to say that a professor will cover a topic or a specific class when he has 40 students in the classroom. Moreover, the amounts of corrections and doubts generated would take an entire class to cover them; the limited time that a professor has to cover each topic per quarter, and as we may know, not everybody learns the same way, and the possibilities of having the same learning method in a classroom of 40 students, makes it almost impossible.

Although, the English classes in the American Business Academy go from 6 to 15 students, it is still complicated to work the listening skills as it is a 3-hour class per week. Therefore, it is essential to cover and take advantage of the time to make it a successful learning class without leaving behind the dynamical activities. Due to the number of students within the classrooms and time, it makes it difficult for a professor to cover the topics and to correct errors. Therefore, the professor tries to focus on a general subject, especially with the COVID-19 pandemic. This has brought a dramatic change for every student and their professors, as not they only had to start working on a new digital platform and being in class from home, but also this has been a complete challenge for the students as not only they had to see how they would make it to their digital classes and how they would keep engaged with the class. Therefore, the professor has to keep it simple in a matter of what digital tools and materials to use. The teacher keeps working by using the direct method and grammar translation which adapts best to the digital classes that now have to continue working on until further notice.

The methods mentioned before are good when you have met certain level of proficiency; however, when you are starting to teach, you need to cover the most important skill, listening, because from there you will depart to cover other areas, since only with time and persistence you will be able to adventure into the other learning skills. For example, the Grammar translation method's main goal is to be able to read and write, and the purpose of the direct method is to be used in small and intensive classes where student and teacher exchange questions and answers (Flowerdew and Miller, 2005). Although, these methods can be adapted to every class, they do not aim directly to a listening improvement. However, the Audio-Lingual initiates with the purpose of understanding or comprehending pronunciation. Therefore, the listening aspect is crucial and gets developed in a proper way, as the learning process moves forward, to later start working on grammatical forms. However, as it is an old method formed during the World War II (Flowerdew and Miller, 2005). Consequently, this method requires an actualization for our era, so where we can use different sources to practice, play and learn in order to improve listening comprehension.

When creating or developing content for a class, it is important to smear new or/and dynamic activities. To catch the attention of each student is difficult as for their individual interest. However, using music as a ludic activity can facilitate catching their attention (Wisbey, 2012), and additionally, it will permit them to learn and memorize new content as they will start to associate words to rhythm and beats that affect them. Therefore, this thesis will validate how can ludic activities improve the listening comprehension of sixth level students through ludic activities when using YouTube music and to what barriers are, they confronted when listening to music. Therefore, the investigation question is: How can listening comprehension of

intermediate students from American Business academy can be improved by using ludic activities during the first quarter of 2021?

1.2 Objectives of the Investigation

1.2.1 General Objective

To improve intermediate level listening comprehension improvement through ludic activities

1.2.2 Specific objectives

1. To determine student's language barriers in listening comprehension
2. To apply ludic activities for improving intermediate listening comprehension through YouTube music
3. To evaluate the effectiveness of the implementation of ludic activities for improving listening comprehension by YouTube music

1.3 Justification of the Study

In Costa Rica, 15 years ago, it used to be an incredible to speak a second language. However, now it is completely common to see students or people who know a second language, the most common, English as a foreign language. Nevertheless, the fact of knowing two languages does not make it special any more, as it is a high standard requirement of the actual era. Nowadays, it is almost a must to speak two languages, as this is the most common or normal situation due to the desire of Costa Rica of becoming a bilingual country and generating a better workforce. However, the process of learning a language might become difficult if not having the correct education. On the other hand, it turns easy when you are surrounded by it, and have the correct and appropriate teaching method, as for example listening comprehension through ludic activities.

When teaching English, professors tend to focus on grammar, reading and writing, and leave listening behind, as the less important. This is a big mistake as listening is what the student will be doing almost 50% of the time while in the classroom or outside the class. Students will be exposed to speaking and listening all day long; therefore, its importance. Consequently, professors must develop this skill at its maximum potential, as students will be listening most of the time, and grammar is important to make sense when talking or writing, listening will aid the other skills on the long run.

In addition, the development of this essential skill must be done through dynamic activities, because students can get bored in seconds or already know what will be done in the classroom and hence, they do not even show up. Furthermore, listening must be linked to actual information, what people are talking about and, in this way, an advantage can be taken, as pre-listening is already done and without having to do so in the activity. These activities have to be well designed. However, it is also important to use information that students know or are familiar with, as well as activities that capture the student's attention and cause a feeling of wanting to be part of the activity and consider them enjoyable. Nevertheless, these activities are rarely seen in today's classroom, perhaps because of the lack of time or preparation which takes to develop them, it could also be because of the big groups which some classrooms have. However, they are essential within the learning process.

We can now understand that learning a new language is easier than what we think, and the secret, is just having a burst of enthusiasm or interest on the topics being taught. However, to start teaching English, you must consider the process of how a baby starts learning a language, but why? Well, it is pretty simple, as a baby can learn any language, but you have to develop his

most important and essential skill, which is his listening comprehension and after that, you will jump to speaking, reading, and, last but not least, his writing skill.

Although professors know that listening is the backbone of learning a language, and the most highly recommended area to develop, this is not done. Professors are just putting audios with boring information and then jump to a paper where students have to fill in the blank spaces or just follow the reading. Listening activities are much more than just playing a recorded audio or to play a video with boring or useless content. It goes beyond that, as listening activities are made to be fun and entertaining. They have to capture the audience attention and keep them motivated through the activity.

It has been confirmed that our brain is willing to do an extra effort even when feeling tired, as long the action done is entertaining. However, sometimes this is what is being difficult to understand since not all activities are enjoyable or consider pleasurable. Nevertheless, professors are not looking or creating new activities for their classes. This behavior makes students unwilling to go to the class or to participate. Most importantly, the learning process starts having friction and barriers, yet the planning lesson continues being the same.

Once students start having a proper listening comprehension, they will be able to improve their speaking, reading, and writing skills, at a point that they can be considered proficient in the language. This will be a plus in their personal and professional curriculum, as it will allow them to apply to different job positions that require English speakers, as English has become the main or generic language for companies, and almost every company that settles in a foreign country uses tools or operates in English. Another important area that gets improved and definitely needs to be in excellent conditions, is the speaking skill. It is necessary to learn how to pronounce to be understood or to have a good communication with others. Therefore, a bad listening

comprehension will prevent the student from transmitting the message, which will get lost or become understandable. In this case, it is important for the teacher to have a good speaking skill, as this will model the listening comprehension of each student, and most important remove any barrier that can arise during the process of learning. Moreover, this will create a chain of excellence when it comes to students wanting to become English teachers, as they will deliver a quality English class to their students and recall how they improved their English by building excellent listening comprehension skill. As we can see, a cycle has been created and will continue this way, but it is important to keep a high English standard for the cycle to be executed free of errors.

At the American Business Academy, the beginner class, also known as level 1, has a big necessity to learn English. The students have enrolled themselves to this course to become a better competitor in regard to work related, as they all desire a better position, yet it requires them to have a B2 level in English. However, their English knowledge is almost null. This is the reason why, they need to build a strong listening comprehension skill that will lead them to a successful learning process that can catch their attention of students through ludic activities, and remove any barrier that can appear during the process of teaching.

1.4 Antecedents

The first thesis reviewed was made by Sánchez in 2009, and it is entitled *Factors that affect the development when teaching listening and speaking skills, and recommendations to help improve these skills in 8th grade students at CINDEA High School in La Union, Guapiles.*

Sánchez ; mentions the importance of listening and that listening language abilities precede their speaking language abilities. It concludes that students get interested when the English class involves listening and oral activities, and that working with common and standard tape

recordings did not catch their attention. The second thesis reviewed was made by Segura in 2012, and it is entitled *The importance of teaching listening and speaking skills*. It aimed to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. It confirmed that listening and speaking must be taught thoroughly, so students confront them as they do with other skills.

Another thesis that mentions how to improve the listening comprehension was carried out by Dede Asmawati in 2013. In the thesis using dictogloss to improve students' listening comprehension. The investigation was done with the 2nd grade class XI a 3 of SMAN 8 Kotabengkulu in 2011/2012 academic year and makes references to the factors that influence the students' listening comprehension and motivation in listening activity achievement. The main concern of this thesis is that students' boredom while in learning listening is caused by the way the teacher develops the listening activities. It caught the investigator's attention that the activities done, were just to listen to a tape and answer the questions from a question sheet. The importance of this investigation was to motivate and keep entertained the students when learning listening comprehension, and for the professors not only to rely on tapes and to answer questions, but to engage the students with listening activities by using dictogloss. It was determined that dictogloss is an effective technique to teach listening comprehension to students no matter their level of education, and keeps students motivated.

The following thesis was made by Fouad Abdalhamid in 2012. The thesis entitled *Listening comprehension strategies of Arabic-speaking ESL learners* had as main goal to identify the listening strategies of advanced and intermediate second language listeners in English and to compare the listening strategies of both of participants. It was mentioned that the strategies were used in two different levels of listening comprehension. It was interesting to find that both levels

had more advantage when using the top-bottom process. It was stated that the professor provided a background of what it was going to be developed, it helped students to better understand what they needed or would be requested to them. In addition, it allowed the students to be aware of specific details during the listening activity.

The last consulted thesis was written by Petra Poelmans in 2003. The thesis entitled *Developing second-language listening comprehension: Effects of training lower-order skills versus high order strategy*, suggests that learning to use language knowledge in a fluent way is conditional to successful communication. Petra determined that not all L2 learners are able to process larger speech units, while they are able to process single words, and the other way around. This means that the top-down and the bottom-up processes can impact differently the students. Even though, each student has its own way of processing information, when comes to communication, students need to have a language knowledge to be able to understand and communicate successfully.

1.5 Scope

The reason why the study relies on listening and not reading, speaking, or writing is due to the lack of knowledge that the students have. Because of this, the study will only focus on developing the listening skill and analyzing the listening barriers through the implementation of ludic activities. Moreover, this investigation aims at only evaluating the intermediate level 5, and analyzing what barriers do students have when listening to different audio sources from YouTube. The investigation will allow to assess how ludic activities can improve only the listening comprehension of students. These activities are based on the average preference of the class. The observation will evaluate how these ludic activities improve only the listening comprehension. Furthermore, the progress will be measured by a survey given to the students.

CHAPTER II

THEORETICAL FRAMEWORK

Listening has been considered as a non-essential skill while learning a new language. On the other hand, grammar has been always the main key point that is taught. It has to be stated that to learn about listening will serve as a guide and will permit the students to better understand how and when to speak. Therefore, in this chapter several aspects will be discussed, such as the importance of listening, the stages of listening, types of listening levels, criteria of good listener, definition of listening and listening comprehension and ludic activities, types of ludic activities and their benefits of them, as well as recommendations for delivering activities.

2.1 Literature Review

Segura (2012) aims to the importance of listening and speaking skills in a foreign language acquisition and proposes some possible activities that can be used to facilitate a linguistic and cultural immersion of the English language. Furthermore, he mentions that it has taken years to give listening the importance it deserves in the classroom, as without comprehending what is being said, there will be no communication. In addition, the best way of teaching listening is by using real life topics, especially using actions that encourage the learner to embrace the learning path. Within the results obtained by Segura (2012), it is mentioned that both, listening and speaking, are difficult to develop; however, with the correct activities and motivation, students can change their negative attitude towards English. Therefore, the necessity of determining what barriers students face and how they can be toggled down.

Moreover, Asmawati (2013) developed an investigation to find out how a ludic activity can improve the listening comprehension and to determine what factors motivate students in

listening activities. This research contributed importantly, as it gave great experience for the students to listen and to work together with their friends, and the most importantly, the motivation was improved. In addition, Fouad (2012) studied the factors that influence listening comprehension and provide the barriers that appear during the classroom. Then, he mentions the importance of the listening strategy to be applied. Nevertheless, he states that yet before doing so, it is a must to determine the efficiency of learning of the students and what method applies the best. In other words, there has to be a complete analysis for a well taken decision that benefits the student; therefore, it cannot be a superficial study of the group, it has to be an intensive investigation of the class.

Poelmans (2003) investigation refers to the complex process of listening comprehension, and the need of transforming an auditory stimulus into a mental reconstruction. He explains that the listening process is divided into 4 sub-process, which are essential to comprehend what is being listened to and that in order to learn new information, it must go from the basic to the most complex. Poelmans mentions different barriers such as memory, which is affected by phonemes and the lack of knowledge. Therefore, to be successful in a ludic listening comprehension activity, the professor first needs to evaluate his/her students' understanding and base his activities from there. It is useful to use visual aids such like the ones that (Asmawati, 2013) mentions, as for example visual and auditory aids or clues to explain what is happening and what the speaker is trying to say. This promotes in the student a better understanding of what is being said. Teaching listening comprehension is "The most basic of human needs is the need to understand and be understood. The best way to understand people is to listen to them" (Nichols, año de publicacion).

The first communication skill to be developed is listening. An investigation done to a pregnant woman, in which music was played to the fetus, it was realized that and it replied with a slightly elevated heart rate. It is valid to think that the vibration could alter its heart rate; therefore, the fetus was fetal just replying to the feeling of the sound waves. However, a second test was done to the pregnant woman, where she listened to music that she considered soothing. As a result, the baby's heart rate lowered as the mother was listening to the music. The mother was also submitted to music that she found stressful, and, as a result, the baby's heart rate went up (Mannes, 2011) As mentioned before, the International Listening Association defines listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (Mercadai-Sabbagh, 2020). This means that listening is the process of receiving sounds of spoken and/or nonverbal messages sent from the transmitter to the receptor and it is understood.

However, there is a big difference between listening and hearing. To hear is defined as the process of perceiving a sound (Jane Streeton, 2014). For example, when your television is turn on and, at the same time, you are cooking. You are focused on making sure the food is well prepared and, at the same time, you hear the television. Nevertheless, your attention is not focused on it. In other words, when listening is done, the message that the transmitter sends is captured and understood by the receptor, and when hearing, the message is not received as the brain fades that sound into the background.

2.1.1 Listening

According to Mizner (n.d.), "A good listener is not only popular everywhere, but after a while he knows something." Therefore, listening is defined by Hamouda (2013) as the ability of understanding and identifying what is being said by others. He also mentions that this process

includes the understanding of the speaker's accent and/or pronunciation, grammar and vocabulary, and comprehension of meaning. With that said, listening has to be developed as a first skill, since it has multiple areas to be improved and if not, complications appear, as for example not being able to understand which is technically difficult for the student.

What is the purpose of preparing a presentation or an activity if the audience is not capable of listening to it? Basically, it makes no sense, as "A" could be said, and "B" could be understood. Therefore, the ability of listening becomes important, since there is a necessity to deliver a message that needs to be received and interpreted accurately. As a result, when teaching for first time to beginners, the initial speech has to be in English and then in Spanish, as the result is important, and the instructor has to be sure that the message is understood. Besides, he/she is already working on the listening comprehension. Listening is the key to all effective communication; of course, reading, speaking, and writing are not left behind or given less importance. However, as listening is the first skill to be developed, it becomes important to embrace and perfect it. If not, chaos would arise and reign among us. Hence, the importance of understanding what activities can be used in favor of the students to make it as easy as possible for them. This means that understanding what they do not like is more important in order not to invest incorrectly your time on activities and material.

Therefore, to avoid a breakdown of communication, it is important to make sure that the message delivered is the correct one and to achieve it, it is necessary to listen for key words. These key words will aid the understanding of the message. Therefore, it is a must to pay attention to the intonation of the speaker; that is, the stress given to words, as it will indicate the important or most relevant words within the sentence that the speaker is expressing (Tharpe, 2019). What it was mentioned before is not a rule, however it is more of an agreement that native

speakers comply with. There are other options to express the importance of the key words within the sentence; for instance, a longer duration, higher pitch, and stronger articulation can be used to aid the listener to find out what is important or is trying to emphasize.

The importance of listening goes beyond the fact of just listening, as good listening skills attract or lead to success. For example, good listening skills offers customer satisfaction, reduces the percentage of committing an error, and helps sharing the correct information. This applied to students equalize to a good learning process or more importantly yet, that the student understands. In order for your audience to understand what you are talking about, it is important to take the feedback that their eyes, face expression, or body expression tell you when talking (Roche, 2020). This is part of listening; listening is not just about what you say, but also to understand what the audience or public is saying about your speech with their physical expressions. Students are not great face expression hidiers, so whenever seeing someone lost, ask for a verification or a true false question. This will confirm your thought and be able to tackle in the spot. Continuing from that point, the information that is being given can be adjusted or changed during the development of the speech.

In addition, it is worth mentioning that when it comes to listening, people do not have the same pressure as when they have to express themselves orally. Basically, listening only requires the students to hear and listen to what is being said, rather than to ask them to create or produce and find information to communicate in an oral way. This is called active learning, and it helps students in basic or beginner levels to feel more secure, as they still do not have to face the production phase (Al-Batal, 2020). Moreover, Anderson and Lynch (1988) refer to two facts on listening. The first one shows that speaking and listening are important as speaking skills, and that rehearing what it was said becomes useless if the person is not capable of replying to the

interlocutor. The second point about listening is that, under many situations, it is a give-and-take skill. Practice listening cannot be done in the same as speaking, or at least the part that involves pronunciation, because prediction of what will be listened to is not always an option. Therefore, the importance of support materials, especially when working with students that have a low or poor listening comprehension. This material can be a guide when working with song activities, as it is difficult to learn to sing a song letter. Besides, it gives the information needed to be answered from the professor.

Kennedy, Brown & Stagnitti (2013) defines top-down processing as the method that uses our prior knowledge and experiences; the knowledge that we have on certain topics and situations and its use to understand something. In other words, learners use their background knowledge in order to comprehend the meaning by considering previous knowledge and schemata; but, is it useful in a foreign language? On the other hand, bottom-up processing refers to the process of using the information we have on sounds, word meaning, and discourse indicators, like first, then, and after that, to assemble our understanding of what we read or hear one step at a time (Kennedy, Brown & Stagnitti, 2013). During bottom-up processing, learners hear the words, keep them in their short-term memory, combine them, and interpret the things that they have heard before. It is difficult to proceed from there, as not everybody has a good memory to memorize on the spot the new words to be used further on.

According to Tsui and Fullilove (1998), top-down processing is more used by skilled listeners, while less-skilled listeners use bottom-up processing. It is important to mention that depending on the listening purpose, learners may use top-down or bottom-up process more than another (Al-Bermani, 2010). Moreover, Cahyono and Widiati (2006) state that successful listeners are those who can use both, bottom-up and top-down processes, by combining the new

information and the knowledge that they already know. However, this only occurs on students that have a wide variety of information rather than on those who do not, which makes difficult either processes. In addition, according to Flowerdew and Miller (2005), advanced listening skills are the results of merging listening process with the cognitive development. In order to be effective listeners, students should use both bottom-up and top-down processing in listening. This is the most accurate form of acting with students, not only they start getting new information, but also, they work with the one already learned. In other words, they can practice listening skills and continue mastering them.

2.2 Listening Stages

Listening is a complex interaction, as it does not have an initialization or finalization clearly established. A listener can start a listening halfway through and leave before it ends or the same around. Moreover, it carries cognitive, behavioral, and relational elements which are not disclosed in a linear step by step (Anonymous, 2016). This is crucial with students that get distracted during the activity, as for whatever reason. Consequently, as a professor, it is important to keep students active, so they can understand what is happening. In order to realize what is being said, it is necessary to be aware of how the brain processes listening; in other words, how the message is broken into stages. These stages will allow to understand how/what to reply. Within listening, there are five important stages. Those are, receiving, interpreting, recalling, evaluating, and responding. These stages are taken into account within verbal and nonverbal messages.

2.2.1 Receiving

The receiving stage is where listening starts. As with any other type of communication, it is necessary to receive information from any channel to start having a communication. The main characteristic of this stage is that once one message is delivered, it jumps to a new message which once again starts from the beginning of the process of listening. It is also important to have in mind that it is not only about what is being heard, but also what visual cues are given during the interaction, as this will aid to understand the real message behind the words produced, since it will be showed in the person's facial expressions. Moreover, the professor's expression is helpful to the student. Ahmadi (2016) mentioned that the first stage of listening allows to differentiate all sounds, intonation patterns, and voice makings. In addition, it is important to have in mind all the factors that influence a bad listening or misunderstands as the, noise. When speaking and trying to deliver new information to an audience, it is important to go over the noise by speaking louder. However, each teacher has to control it as much as possible, because not every situation will be easy to control as students talking or playing with the phone, while the professor is performing the activity. The information can be disrupted as the noise from traffic, music, or any sound not linked to your speech, as they can prevent the message from being delivered appropriately. Moreover, it could happen that instead of listening, the public is just hearing.

2.2.2 Interpreting

Once the message is received, the second stage initiates. Ulum (2015) mentions this stage links previous knowledge to the new information received. Within this stage, the visual and auditory information starts creating a web spider, as it tries to make meaning from the

information obtained by using schemata. The web spider takes into consideration the informational, contextual, and relational cues. The interpreting stage is an important part of listening as the information starts to be understood (Tyagi, 2013). Furthermore, when people start understanding something, they link meaning to it through previous knowledge. As well, the new information can be analyzed with prior data to make sure if it is accurate, since previous information already obtained is in good theory, correct. In other words, previous knowledge is essential to define if the new data is appropriate and trustworthy. On the other hand, when new information is received and is not understood because there is no prior information about it, such data can be difficult to store it in the long-term memory to be used correctly later. This means that it can be placed in the long-term memory but, it could be used incorrectly as per misunderstandings.

2.2.3 Recalling

Sugai (2016) considers that recalling is the third stage within the process of listening. In this stage, the memory is important, as it is in charge of remembering what it was heard or/and listened to. There are two types of memory within the process. The short-term memory stimuli that go from twenty seconds to one minute, and the long-term memory, which can transfer the short-term memory to an indefinitely storage. Although, remembering is important to be later evaluated, it is not directly related with being good at recalling information and being a good listener. Recalling is linked to the evaluation professors performs to students after a listening activity.

2.2.4 Evaluating

The third stage refers to analyzing the meaning of what it has been heard. Nevertheless, it is not a simple process, as it has several details that need to be reviewed when listening. Malgaj

(2009) mentioned that representative stimuli are not just words, but anything that can produce a sound, as objects or cloth. Therefore, it becomes complex when trying to understand the true meaning of what is being heard, since all these details need to be reviewed in real time and matched to the true message. However, it is very important to keep in mind that previous knowledge is relevant when submitting the listening evaluation; there, the importance of pre-listening.

2.2.5 Responding

Finally, but not least, the responding stage is where production is offered. The final outcome will be reviewed by the speaker and until then, the information received by the auditor is not evaluated (Anonymous, Stages of Listening, n.d.). This means that the listening comprehension will be analyzed by a verbal or non-verbal answer, and until then, the speaker will know if his audience understood his message. However, the most incredible part is the speed that the brain can process the words. It only takes 600 milliseconds for the brain to process all the grammatic rules and send them to the mouth for their production (Thompson, 2009.) Although, these are considered the stages of listening, some other authors divide the listening activity into three distinct stages: pre-listening, while listening, and post listening.

2.2.5.1 Pre-listening Stage

It is important for students to take advantage of listening. This stage is considered introductory or preparatory, as students are required to bring prior knowledge for the topic to be developed. Students need to be given a purpose to listen, a chance to deliver, and to forecast what will they hear. Vovk (n.d.) mentions teachers cannot allow students to embrace listening without a point of reference; this as for what it will be de developed and the specific content and vocabulary.

2.2.5.2 While listening Stage

While performing the listening activities, students are shorn of physical and visual clues that make face to face communication easier. Videos can help to overcome these difficulties; however, listening becomes difficult if students are left with only a disembodied voice. Therefore, professors must use and offer visual aids to help students understand the message. There are different activities that guide the students to gather or catch the necessary information for an overall listening comprehension. Nakao (2000) mentions that these activities ensure the active nature of the process, as to understand each word when listening is not necessary. Moreover, it is important for students to improve good listening habits, which basically involve getting the data and immediately perform something with it. During the while-listening stage, there are activities to be done with students, as for example to compare the listening passage with the pre-listening stage; fill in gaps while listening to a conversation where students are given the utterances of a part of the conversation and then are asked to complete the missing ones; fill in the blanks of a passage with the appropriate missing words, as in a song's lyrics; show irrelevant information from a listening passage; sequencing, where students are asked to give the right order of events like in a story for example; and listening for specific information or an item.

2.2.5.3 Post listening Stage

Feedback in general is important in a listening activity. It is good for students to realize they have been doing good. Quesada (2013) stated that students on this stage can analyze their listening experience. Due to this, post listening activities refer to all the doings which can be practiced after the second phase. All these listening activities are used to facilitate the other language skills: reading, writing, and speaking. This stage offers different types of activities; as for example, multiple choices or true false questions done by students to reflect their

comprehension of the passage; to summarize the passage with the student's notes taken during the while listening stage; to check the answers in pairs or groups to help the students who find listening difficult, or to drive different groups to listen to different passages that might be linked together after they exchange information to complete the whole original text or passage (a story for example), and to use debates, discussions, role plays.

2.2.6 Levels of listening

Sethi (2010) mentioned that there are three levels of listening based on the efficiency of the listening process. To understand these three levels is important, as it represents a challenge during an English lesson and to recognize them on the spot means a lot in terms of productivity. None-listening is the first level. Here the listener is faking his attention towards the speaker, as the listener is lost in his own mind. Basically, the listener is not even hearing what is being said. Moreover, passive listening happens during in the second level of listening. The listener is hearing, but not actually listening. In this level, the listener does not understand the full meaning of what is being said. In addition, Sethi mentions that the hearer focusses on the word content than the feeling and emotions linked to the message that the speaker is given.

Active listening is in the third and last level. The listener is the type of person that any speaker would love to have. This is an active and thoughtful listener that motivates the speaker to continue developing his word production. The listener is concentrated on what is being said and understands the message. This listener not only pays attention to what is being said, but also understands the feeling expressed verbally and non-verbally. The listener not only gives his full attention, but also provides criticism to what it was said. In this way, the speaker can completely assure that was being heard and all the details were clearly understood. It has to be stated that the three levels considered by Sethi (2010) are important to understand to address the attention of the

students and to know what can be done to capture their attention, not only physically but also comprehensibly.

2.2.7 Types of Listening

Although previously there were mentioned the stages of listening, it has to be considered the types of listening. Different authors refer to Bhasin (2019) and Purdy & Borisoff (1997), who make references to such types in different categories. Nevertheless, it is important to mention them individually to have a clear picture and their importance depending on the situation. The first type is called active listening. It occurs when, the speaker is encouraged to continue by the interest of the audience, as they are understanding what is going on. This relies on different asterisks; however, it is vital for the students to reach this type.

The second type is inactive listening. In this type, people pretends to be listening to the speaker, but they are actually spending more time thinking than listening. It can also be said that it is daydreaming and there is no connection with real time. This student is perhaps not interested or does not like the activity. Consequently, it is crucial to understand the reason why this is happening, so the situation can be prevented, since the it. But most important thing is that, the student understands what is going on. Furthermore, the third type is attentive listening, which lets the speaker to understand that he is listened to carefully. However, this is not what is desire because the final result should always be a successful story. Moreover, casual listening is the fourth on the list. Here, the listener shows attention without being obvious. Although, this can vary from one to another listener.

The fifth type on the list is comprehension listening, which looks to understand the meaning, but no more than that. This is not what the professor seeks for, yet it is remarkable that the student is actually understanding. Critical or evaluative listening is on the sixth place of the

list, and it criticizes, evaluates, or passes judgment on what someone else says. Moreover, deep listening is on the seventh place of the list. It looks to understand the person and his personality, the real or unspoken meaning, and motivators. The eighth place goes to discriminative listening, which is used to look for something in specific, and nothing else. This type of listening is needed when filling out spaces of different activities. The ninth place is for empathetic listening. This corresponds to understand what the other person is feeling and to demonstrate it during the interaction with him/her. Within this type, it can also be considered the therapeutic listening. The main difference is the professional application. In other words, therapeutic is more related to a psychological feature.

The tenth place is for Sympathetic listening. The listener goes along with the speaker and does not create a conflict while doing so, as it actually generates positive feelings. It does not occur often in the class when doing activities; unless, it is about delivering customer services, to say an example. The eleventh type is known as appreciative listening. Listening to something that you truly like brings pleasure; therefore, appreciation comes along. This is wanted in all listening activities, but sometimes it is not possible to accomplish as each student has different interests. The twelfth place is for reflective listening. Although, it is similar to empathetic listening, reflective listening is the reflection that the listener does after receiving the message from the speaker. This is important when it is needed that the student develops content from what it was heard, either in writing or speaking.

2.2.8 What is listening comprehension?

There are different definitions of the term “listening comprehension.” Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the

syntax of sentences (Nadig, 2013). According to Young-Suk & Pilcher (2016), listening comprehension is a higher-order skill that needs multiple language, including vocabulary and cognitive skills. They also refer to it as “one’s ability to comprehend spoken language at the discourse level-including conversations, stories and informational oral texts-that involves the processes of extracting and constructing meaning.”

Hamouda (2013) refers to listening comprehension as “A complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.” Moreover, Ahmadi (2016) said “listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.”

It has to be stated that teachers have a major responsibility in their classes and can have a great effect on their students to create a friendly atmosphere. Harmer (1991) and Macháčková (2009) mention that there are eight main roles for teachers. First, a teacher is an Organizer. Teachers should explain their students what to do, give clear instructions, and give useful feedback to their students. Moreover, they must prepare the listening lesson and gives guidance to their learners through the activity. Within this role, it is essential for the professor to be equipped with soft skills to manage appropriately different situations that could appear during the activity. Second, the teacher is as a controller, as he has the duty to arrange what students do, when they should speak, and what language they should use. Teachers also determine what students should do during the listening phases. Although, its similar to an organizer, the difference relies on the fact that teacher as a controller takes control of the class and the activity

and the organizer just establishes what has to be done and how it should be done. He not only has to control, but he also has to be an evaluator. Teachers must provide feedback to students regarding their performance. However, they should be careful, as the feedback has to be professional and always seek for improvement and not to criticize or make fun of the student.

In addition, the professor should always let the students to know that he is seeking for excellence, as students can tend to believe they are just mistreated. Nevertheless, evaluations should not be based on personal interference of previous interactions with the students as the teacher has the role of resource. Teachers should give their students the necessary pieces of advice and help them to solve their difficulties, specifically regarding unknown vocabulary or grammatical patterns. Moreover, the teacher should be a point of contact only after the students strives for answer. Resources are important to solve different tasks; however, whenever they are used just to get the answer in a quick matter, or it is boring to search for it, is when the professor has to understand the student's needs to embrace the task and once the students has reviewed different sources, he then has to contact the professor. Once this occurs, the teacher acts as a tutor, a coach, and a resource. This helps learners to develop ideas. Teachers should assist their learners in every stage and should help them with missing information.

The main difference between a teacher as a resource and a tutor, is that the tutor acts as a resource and tutor, and the resource limits his functions to aid only when students have tried by themselves to find the answer. Then, a teacher is a prompter who impulses their students and gives recommendations toward activities that are carried out by the learners. This refers to the support that their students need during every stage of the listening activity, so that they can be successful. Moreover, it permits the teacher to address a concern or question to occur during the activity. Finally, a teacher is a participant who takes part in the listening activities and must be

aware of leading these activities. This because they can improve the classroom atmosphere and adjust or fix it during the activity in the pre- and post-listening. This demonstrates to the students that the activity is also entertaining to the professor; however, he must make sure that of the interest of the students, not the professor's. Of course, the teacher has to be an investigator while participating, meaning that he has to observe the activities during the lessons and assess the learners' performance. They evaluate the advantages and disadvantages of listening activities and observes the classroom to better it. This means that teachers must be updated with all the details of his students and everything involved with the process of learning.

2.2.9 Barriers When Teaching Listening Comprehension

There are different factors that can affect effective listening. These barriers are found at any place and at any time, and sometimes are uncontrollable. Different authors refer to them individually and others within just one. It is important to understand and know each of them, so the activities to be carried out on with no or slight interruption. Sethi (2010) classifies them in the following types.

Physical barriers are the interruptions that listeners are surrounded with and are frequently affected by. For example, the noise around the area, malfunctioning of the mechanical devices being used, and uncomfortable seating arrangements, become physical barriers that affect the listening process. The previous elements are essential within the process of listening; therefore, the malfunctioning of these may result in a catastrophe for the receptor. Nevertheless, the incorrect usage of technology within the classroom like computers, cell phones, or any other electronical device interferes with the delivery, as the attention is not given to the speaker but to the electronical component. Consequently, the individuals next to them can be affected as they

could catch their attention for any reason. Therefore, when performing activities make sure to have only the necessary.

State of health is a condition that the listener is encountered with during a speech of any kind and can be a key factor for distraction. The physical and psychological conditions are essential to be in a good form. Within the physical condition, Anonymous (2012) refers to the physiological noise, as for example fever, feeling unwell, a broken leg, and also mentions the psychological noise, which includes the loss of motivation, mood changes, or preoccupation, as they can trigger the loss of attention or to get lost during the speech. On the other hand, if the speaker is ill, this can affect his delivery, as he finds himself in pain and can lose the attention of what is done because he can start thinking and focusing on his pain. This of course is understandable, but be mindful of what to expect back from a student under that condition.

Prejudice can affect listening, because prejudging a person based on his race, color, physical aspect, and identity makes the listener to stop listening in an active or/and ethical way or even to cause an interruption because of the before reason. Nevertheless, this has to be discussed with the parents of the student and the principal; as well as if a teacher gets to be the one has prejudices on students. Such mindset has to be erased, as it has to be maintained a professional attitude towards each student.

There are investigations that confirm the human mind can process 500 words per minute. Nevertheless, Bhinderwala (2017) and Bovée (2003) mention that a speaker could reach at most 150 words per minute. The difference is big when resting the amounts of words that can be processed and the words that can be said. That variance makes the difference between being focused on or having time to think about something else. Listening involves the interpersonal and interpretive modes of communication. It requires the listener to assume either a participative

role in face-to-face conversations or a nonparticipative role when listening to other people speaking. In addition to listening to lectures and presentations in academic and formal settings, learners have also to partake or listen to exchanges that involve various levels of colloquialisms. Listening involves "altered" and "reduced" language forms. In addition to dealing with the vocabulary and structures of the language, listeners have to learn to comprehend reduced forms of the language.

2.2.10 Reduced forms

Pronunciation changes that are spontaneous in adjacent words or sounds said in a natural speed are instead of saying going to, have to, got to, to say gonna, hafta, gotta. Although, the meaning is the same, the normal or standard way of listening now is disturbed by the natural speed. This has to be covered with the students before getting to practice it, especially when hearing songs, as they tend to have rhythm and fit to the social group intended to be directed. Moreover, words with contraction are most commonly found in written manifestations, as words are reduced to a small set, for example: instead of saying I am, do not, she is, it is said I´m, don´t, she´s. Although, it is common to find them in textbooks or practices of grammar, when speaking they may vary from one speaker to another. The same thing occurs as within reduced forms, as the student has information previously seen in order to proceed into that variation.

There is another variable named Elision. It occurs when a sound is omitted. It is a typical feature of connected speech. Despite the fact that in a word spoken in isolation a sound would be present, in connected speech it would disappear. This kind of reduction occurs mainly in words that end with /d/ and /t/, particularly when they are between two other consonants. Although, this is normal for native English speakers, for a learner of a second language it can be difficult to understand or listen to, when not having the appropriate information. Therefore, it is important to

cover such topic in a previous class. Reduction is similar to Elision; however, the difference is that the vowels are unstressed. There syllables that can be reduced to schwa / ə /, so for example the word could is produced like /k ə d/, the same happens if the the topic is not taught correctly. The same function occurs with Assimilation, which is an important feature of English, as a phoneme changes its quality due to the influence of the sound next to it, for example: don't you: /doʊntʃə a/

Listening involves variable rates of delivery. When reading text, the learner has the control, but a listening text is constantly moving and the variable speeds cannot often be controlled by the listener. Because of all these factors, listening activities often create high levels of anxiety and stress among learners, and these can interfere with their comprehension. Although, the above factors affect the listening comprehension, they are beneficial in many ways because they allow the speaker to improve his or her fluency by evolving overall speech rhythm and confidence, as he sounds more natural. However, the other way around occurs if the factors mentioned are absent in the speech. It will sound unnatural and even “ugly,” as it sounds choppy. This could bring frustration to the listener as who likes to listen to something in bad conditions. Hence, the importance of teaching students these reduced forms, because students need to become used to listening and producing in the same way native English speakers do. This will give them confidence to develop or receive English productions. Moreover, any audience would be satisfying to provide attention to the speaker and listen to all the way through, and, in a perfect world, there would be a better pronunciation independently from where the speaker is from. However, it is not the situation, so adapting to it is important, but more importantly understanding what can be faced will aid any condition or barrier when listening to an English speaker.

2.3 What are ludic activities?

Bernardo (2009) defines ludic as all that allows the construction of knowledge in a more free and spontaneous way. Ludic element adds feelings of joy, fulfilment, and interest, by enabling, at the same time, knowledge and understanding of the world. This is what students need and want, as nothing that is boring will ever be kept in a learner's life. Nahum (1991) defines activity as the element of the task that specifies what the students will actually perform with the input. Ludic is of a great worth within the learning process since it is valuable in meaning. Ludic activity enables indirect learning and creative imagination (Nascimento, 2017). Some specific points of ludic activity are that they allow opportunities to practice the language in a more comfortable and entertaining way. It also promotes indirect learning, and allows students to play and have fun, which is mentally and emotionally stimulating. Moreover, it is a more natural way to learn.

2.3.1 Types of Ludic Activities

There is a wide range of different kinds of activities that are linked as ludic. It is essential for the teacher or professor to be aware of the objective that the students aim to complete. Moreover, the students must be informed of the reasons why they are doing these activities. They have to be aware of the reasons the activities are done, as the main purpose is for them to learn and be entertained while doing so. Therefore, playing is not only justified during class, but it also keeps the student active and wanting to comeback and continue where they were left on the previous class. When creating the lesson plan, the professor has to decide what activities are the most idoneal for the class, but he also has to keep in mind the needs to comply with the pedagogical aspect of the activity.

For example: games are one of the best tools to encourage the achievement of communicative competences and to get students working together. It not only incorporates the class, but it activates or stimulates the motivation of the students, as well. Within games, students can work individually and in pairs. This work involves the cooperation, interaction, and student's awareness that they can learn when working with others. This is due to the interchange of thoughts and knowledge. Moreover, songs/rhymes/chants permit repetition, and the production of the language in a more natural, impulsive, and pleasant matter. It also involves the students with native speakers and different ways of using colloquial language. In addition, the lyrics becomes stuck to their mind because of the beat, instruments or just the lyric itself, and as a result the process becomes easier for them.

Role-plays/dramatizations and story building improve the imagination, collaborative and interaction skills, and catches their attention and interest. It permits students to develop topics they like or are interested in to, as well. This allows a more active participation in the classroom. However, the pressure of not knowing the vocabulary or how to pronounce can make the activity unwanted, as students will feel shame of making a fool of themselves. Furthermore, flashcards/illustrations provide stimulating visual support and allow students to gain meaning and produce meaningful language. This helps within the process of pre-listening and provides a positive attitude towards the learning process. Finally, projects allow students to work on things that captures their attention and to work on their self-confidence. It also allows students to prepare themselves before delivering their work and self-evaluate themselves.

2.3.2 Benefits of Ludic Activities

Students that participate in ludic activities are engaged, interested, and excited to participate in class. (Epstein, 2018) mentions that when professors think about games to develop

in the class, they tend to presume is a waste of time. The way teachers choose, adapt, and deliver classroom activities reflects their teaching styles and their methods or approaches to teach.

Sometimes teachers are not aware of the methods they use; consequently, choosing activities for the classroom depends on their preference or the way they know to transmit information.

However, these activities are an effective elicitation technique that could be used by teachers to enhance student's attention and motivation to reach the goal of the language acquisition.

Students prefer communicative activities instead of traditional grammar-centered activities, as they want opportunities to communicate and create relationships with their classmates

(Samperio,2015). This could be the case when listening to songs of their interest or to the ones that are famous at the time, and also have interest to the classic ones that do not get old.

Motivation can change the attitude of a person towards learning (Oroujlou & Vahedi, 2011).

Therefore, before deciding the activity that will be done, during or after the developing of the curricular, the students should be consulted to define the type of activity or to know how the activities will get distributed.

2.3.3 Recommendations when Delivering Activities

Before delivering the activities, it is important for professors to be aware of their tone of voice (Merlin & Teixeira, 2015). The tone of voice will indicate whether the person is in a positive, negative, or neutral mood. Besides, it informs the listener the type of request and its matter of urgency. In addition, if words are not being pronounced or spoken loudly enough, listeners might not understand the instruction. There the importance of understanding the possible barriers found during the development of each class. Maley (2000) mentions that a richly textured voice, resonant with confidence and vitality, raises the energy levels of those who come into contact with it. Therefore, if professors speak in the same tone of voice throughout the

lesson, this can make it difficult for him or her to gain the learners attention. Therefore, as changing the pitch of the voice informs the student what information is important. In addition, the professor's proper pronunciation is interesting to the students, as it gives them a goal to reach regarding how they want to speak.

Listening practice normally follows the same standard format of the pre-listening, listening, and post-listening. Those steps are essential. However, there are two common mistakes that link the pre-listening and the listening steps. Patekar (2018) suggested that listening tasks should be done with situations lived in a daily basis and that expose students to the natural way of native English speakers. Listening to chunks, changing pronunciations, colloquial language, noise, etc., gives them the reality of what to expect when leaving the classroom and makes them aware that not all English speakers speak the same. The first error done when developing any listening activity is not to support or provide structure for the task. These elements affect the steps mentioned above. Giving support to learners during the listening task refers to motivating them to learn, creating or providing a scene, to have a meaningful visual aid to understand better the task and getting familiar with the vocabulary that will be heard or listen, and not to get lost after instructions are given and not to know what to do.

When using new vocabulary, it is essential to get familiar with it and to understand its meaning and how to utilize it correctly. This also includes correct pronunciation, as it is important to understand what it means and how it is heard in a formal/informal speech, with its correct production. There are different tasks that can be done to familiarize students with it, such as mind maps, images, or word search. As these types can be adjusted to any classroom. Therefore, when hearing the song activities, they can relate it to what was previously viewed.

The second problem happens when professors assign a listening task without a clear purpose. In real life, the reason of the listening activity has to be always clear, in order to know how to do a work or how to prepare a receipt. The same has to be with students, they must be provided with a reason why they are hearing to a specific content or subject and then, what to do with it. However, these instructions must be given before starting the activities, if not they will be lost, and as a consequence, a waste of valuable time because they will need to start all over again. Depending on the type of activity, students need to understand what to do while listening, that is taking notes, underlining, arranging images, or listening to key words. Sometimes listening activities require to work in pairs or groups. This occurs because the professor has already detected a lack of knowledge in certain students or weaknesses in certain contents or skills (Harmer, 2007). Letting the students to create their own group is not to a good idea, as they need to work with different students and analyze the benefits from working with others, besides bonding with new people

CHAPTER III

METHODOLOGICAL FRAMEWORK

The details of how the investigation will be narrowed down, the scope, and the instruments to be utilized to obtain the data necessary to contrast with the theory, will be developed in this chapter. Moreover, it will provide a better understanding of how the results were obtained and how accurate the information obtained, and the objectives are.

3.1 Research Approach

Within the method of investigation there are two main scopes, the quantitative and the qualitative. They both use, systemic and empiric processes to get knowledge. Although, they are close to each other, they have particular characteristics which are defined as follows. Based on Hernández, Fernández & Baptista (2010), there are analysis of categories on a thesis, which are qualitative, quantity, and mixed. The qualitative research rather than researching questions and hypotheses preceded from data collection and analysis, as it occurs with quantitative studies.

The mixed investigation develops questions and hypotheses before, during, or after the data collection and analysis. The mixed research is used to help the researcher to form his or her own opinions about the phenomenon being studied, such as a group of unique people or a particular process, and use of numeric data. As this study questioned how ludic activities can improve beginners' listening comprehension, it makes this study fall under the scope of a mixed investigation. The question was formulated before starting the investigation, and there is already a hypothesis defined, yet during the recollection of the data, the results can vary from the ones expected. In addition, the factors to be evaluated are linked to the deep nature of realities, which is a structural and situational context.

The phenomenological investigation is also part of this study, as the phenomenal aspects are essential, such like how the experience of life is represented, how the nature that surrounds the object of study interacts with it, and everything else that forms part of its experience during its life (Aguirre & Jaramillo, 2021). This allows the investigation to get closer to the real situation that the object of study is compromised by. In addition, the study narrows to qualitative descriptive, as the main purpose of the study is to understand through a very detailed description of all the phenomena that affects the listening comprehension (Aguirre & Jaramillo, 2021). In other words, when the investigator wants to know what factors, elements, situations of the events affect or interfere with the object of study, he has to use the qualitative approach. It is understandable that the main interest is not on data related to numbers or percentages, but it is based on the qualities of the study. Therefore, as the study aims to understand how music from YouTube can improve the listening comprehension through ludic activities, there only will be considered the factors interfere with that process and not the number of factors that affect it.

3.2 Research Design

Action research is the design of this investigation. The action research is the process where the participant or participants do a process confirmation to determine what can be done better or what can be done to improve a problem in their area of work. The main purpose is to facilitate a process and not on a specific topic (Sagor, 2021). Although, there are many areas of research, this investigation falls under the education area; therefore, the main purpose is to evaluate how listening comprehension can be improved by using music from YouTube. This will allow professors to use new methods or forms of working, and the pros or cons that an activity can have during the lesson, and thus, improving the way students learn (Ferrance, 2000).

3.3 Information sources

This investigation considers as target population students from 14 to 17 years old in the intermediate English class level at the American Business Academy. The group consist of 12 students, 5 women and 7 men. This group has been together since the beginning; however, they do not have much contact as per the difference of ages. They started studying together in the institution in San Jose downtown, but because of the Covid-19 pandemic, they are now studying from home and assisting classes through Zoom. They receive 3 hours of class every Saturday from 11am to 2 pm and follow the program the professor considers appropriate for them. The ludic activities are more complex to develop as for the technology, since not all of them have access. Therefore, the result may vary from applying the instruments in person in a classroom.

3.4 Analysis Categories

Ludic activities refer to all those actions that represent an activity that is playful. As an activity, it is defined as actions of a particular kind (Merriam-Webster, 2021), and ludic is to be playful (Dictionary, 2021). Understanding the variables ludic activities, listening comprehension, and music, is important to determine the focus and how to narrow an appropriate instrument to evaluate the students through ludic activities. For Nadig 2013, listening comprehension is the “multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.” Moreover, syntax refers to the rules that govern the ways in which words are combined to form phrases and sentences (Nordquist, 2020). Finally, music is the pattern of sounds produced by people singing or playing instruments and, the art of creating or performing music” (Dictionary, Collins Dictionary, 2021).

3.5 Data Collection Instruments

The first instrument to be used is an interview related to the music genre and songs in English that students like. The interview will be done individually, as it will allow the object of study to provide more information, as well as to gather objected information. Such interview can be open, so the students can give their personal opinion towards their favorite music. This not only allows to determine if the students use music to improve listening comprehension, but how exposed they are to the language. This allows not only to comprehend what type of content they like and understand, but also what content they do like and do not understand.

The second instrument to be used is a survey. This instrument will be applied individually to each of the students, and it will be done a digitally. This survey will contain closed questions that will reflect the barriers of listening comprehension, if the student considers it applies. It will also confirm or demonstrate the opposite of what the theory considers as a fact, and the results can be used for future classes to or improve listening comprehension.

The third instrument to be used is a song that the majority of the students like and a song that students do not like. In both occasions, they have to fill in the missing words. This will permit to understand the vocabulary they have and their hearing capacity. Moreover, the investigator will find out if they pay more attention to the song or genre, and if this affects their performance when completing the missing words and understanding of the song. The fourth instrument is a survey to understand what factors they consider as a barrier to improve their listening skill, and what recommendation they believe can be given to better the activities. This information will be used to determine the elements missing during the implementation of listening activities.

3.6 Collection Data Process and Data Analysis

As the students are receiving online classes, the data of the first instrument will be recollected via text message. The students will receive a message asking them to reply with their favorite genre and song in English. This information will be analyzed under the concept of consistency. In other words, the main purpose is to see what type of music and songs the students hear on a daily basis, as well, to see if during the time that they are studying, they hear music in English.

The second instrument will be applied and then recollected through a digital copy. The answer will be sent via email or text message. The instrument has a scale that the student will select to measure the items that represent a barrier to them, and if they consider it has an effect to their listening comprehension. The data will be analyzed by seeing what factors are considered important to be an issue when doing listening comprehension and which are not. This will be based on the answers entered on each scale for each item.

The third instrument will measure the effectiveness of listening comprehension, as the students will listen to a song three times, and then will fill in the blank spaces the lyrics of the songs selected. The students have to send a picture of the sheets when the three attempts are done to see who could fill in all the spaces. This will allow to identify the students' listening capacity. Moreover, they will be asked what the singer was talking about in the song, based on the song's lyrics. Finally, it will allow to compare their interest concerning the genres and another, and if that interferes on their interest.

The fourth instrument will be sent via message or email. It will ask the students what factors they personally consider to affect their listening comprehension, as well, to state what elements they consider important when developing listening comprehension through music from

YouTube. This will allow to see the interest each student has and to seek for a middle point where all the needs or interests are met.

CHAPTER IV

DATA ANALYSIS

The data analysis is one of the most important parts of an investigation. Therefore, this section will not only include the data collected, but also its analysis. Here comes the crucial part, to explain the data gathered and the tools used to carry out the analysis based on the theory on Chapter II.

4.1 Analysis and Interpretation of the Results

The analysis and understanding of the results are perhaps the most difficult stages of an investigation because the information has to be organized and structured in the best way to be read and to know how to do so, can become a complicated process, especially if it is the first time. Based on Kara (2020), analyzing data must be creative. Moreover, since the investigation is based on the qualitative method, it can be time consuming, due to it is necessary to follow the correct process to understand what is being graphed and what does it means.

4.1.1 Survey

This instrument is essential in order to start the application of every instrument designed to develop this investigation, as well as to narrow down the preferences of each student and indicate if they do utilize music to learn or practice the language. The instrument was developed through the use of closed questions for the students to answer. This allowed to know if they listen to music, the sound, or songs which involves music and a person singing. Moreover, it permitted to know what type of music or songs they hear. This is essential as if the song they listen to goes too fast or is not understandable, it could not be beneficial for the student to improve its vocabulary nor listening comprehension. Of course, this relies on the level of English

each student has because the song becomes complicated or almost impossible for the students to learn. Consequently, the importance of selecting slow songs and whose singer pronounces correctly. It also applies if it is only melody, as there is no sense to listen to it if the purpose is to improve their English level. Furthermore, the genre must be taken into account, so it could be used as a reference to what or not to apply. Nevertheless, this does not affect the study, as it was necessary to select a song that the majority of the students liked to support the theory.

Table 1 Favorite genre of the students from the survey

Column1	Answer 1	Answer 2	Answer 3
student 1	Electronic	rock	pop
student 2	Rock	pop	electronic
student 3	hip hop	pop	blues
student 4	house	rock	metal
student 5	country	rock	techno
student 6	reggae	hip hop	rock and roll
student 7	gospel	soul	rock
student 8	Rock	country	reggae
student 9	metal	house	techno
student 10	pop	hip hop	reggae
student 11	rock	pop	reggae
student 12	Electronic	pop	rock

Table 1 shows the genre of music that each student is interested in when listening to music in English. Source: Researcher's own creation.

The type of genre entered by the students is slightly different from one to another. However, all of them are heard by students within their age. At a simple view, pop and rock are the most popular ones, which is good, as the type of genre they selected is understandable and popular among native English speakers. Moreover, the lyrics are easy to understand. It also reflects that there are lots of genre from where to select to apply listening comprehension. Nevertheless, the teacher must be careful as not all genre has lyrics that are easy to understand, due to the accents or contractions to create a rhythm of the song. Consequently, Table 1 represents a total of 12 students, out of which 7 confirm that Rock is their favorite, 5 prefer Pop, and 4 like Reggae.

These are the most common or popular to listen to among the 12 students. In addition, the variety of genres chosen by the students allow them to improve their listening comprehension.

Table 2 Answers from the survey instrument

Column1	Answer 1	Answer 2	Answer 3
student 1	animals	Always	shot me down
student 2	November rain	Rockabye	Roses
student 3	Get low	Sucker	All night long
student 4	Beach house	angel	Maters of puppets
student 5	little billy	its my life	Flagship
student 6	Buffalo soldier	New York	Everybody likes rock and roll
student 7	Way maker	I feel good	still loving you
student 8	have you ever seen the rain	Livin on love	Is this love
student 9	The fourhorseman	Can you feel it	Rhythm of the nigh
student 10	let you love me	Outta control	Could you be loved
student 11	when the smoke	Sorry	stir it up
Student 12	Efecto mariposa	Shape of you	Losing my religion

*Table 2 shows all the songs that each student is interested from each genre previously provided.
Source: Researcher's own creation.*

The music selected by the students confirmed that it can be used accurate or more appropriate content to improve their listening comprehension and to improve their acquisition of a second language. The instrument confirms that students listen to music that is understandable and easy to listen to and, that is popular among listeners of the same age. After reviewing the songs, there is a great variety of singers who have different origins; however, all of them add an important aspect to listening comprehension, such as contractions or accents from specific areas within the United States that could be difficult to understand if not exposed to them often, or that might need extra attention. Nevertheless, because of popularity within the population of English

listeners, the song Iris of Goo Goo Dolls was selected to confirm the theory. Therefore, the ludic activity instrument will be carried by using this song as the level of difficulty of the songs selected by the students are similar.

4.1.2 Evaluation Rubric

The rubric selected is based on the theory gathered in Chapter II, as it allowed to understand if the theory is correct or accurate, so the students could be able to understand the effect listening comprehension. It is incredible to see the number of barriers that can be faced, especially to online classes as not only the access to internet becomes a main barrier, but also the device used to participate in classes. During the application of such instrument, a student was not able to speak due to technical issues. However, he could send messages. Likewise, other students mentioned there was a delay with the song, yet they were able to hear it. This allowed to understand that the barriers in an in-person class are different from those in digital or online classes. Moreover, it has to be added all the possible technical issues that could be faced, plus the ones that the learner or professor could deal with during a lesson to improve or work on listening comprehension.

Figure 1

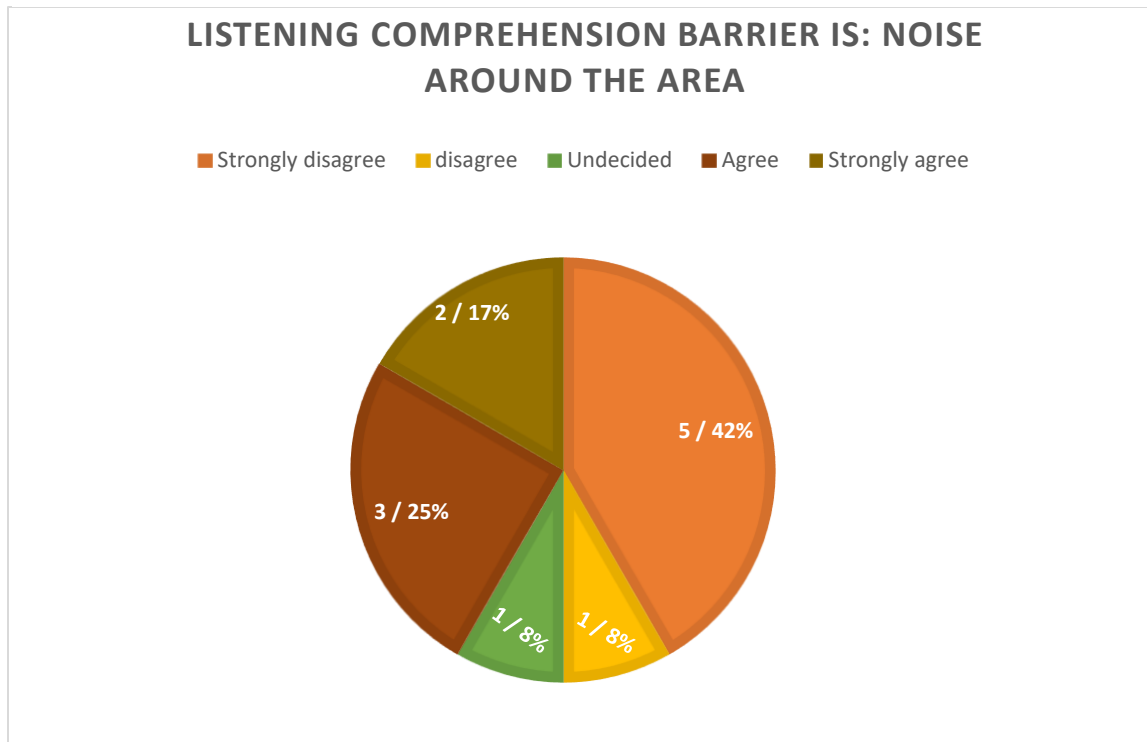


Figure 1 represents the amount and percentage of answers, and what the students answered to the questions.

Source: Researcher's own creation.

The figure refers to the number of students who consider that the noise around the area is a barrier during the listening comprehension activities. A 42% of the group strongly disagreed that noise is a factor to complicate listening comprehension, and a total of 50% did not consider noise as a barrier to listening comprehension. However, it is convoluted to believe, as the theory confirms, that, 42% of the students confirmed to be a barrier which makes more sense, yet for this group of students it is not.

Figure 3

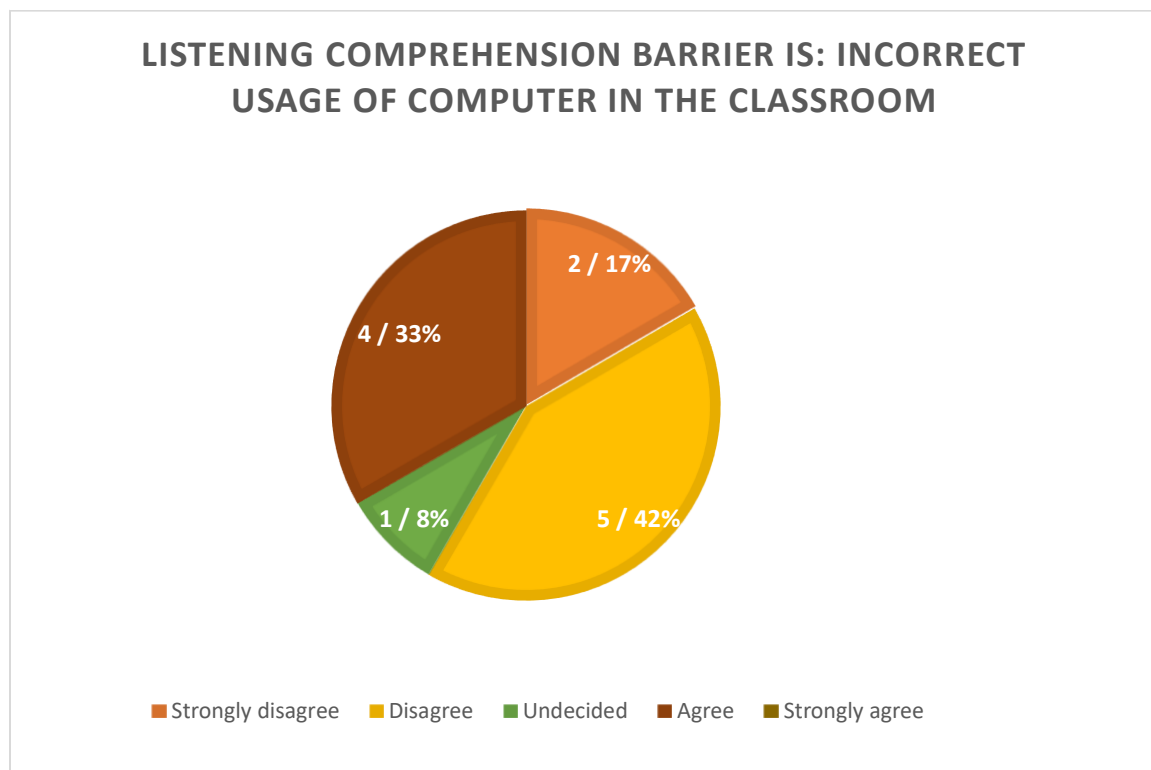


Figure 2 represents the amount and percentage of answers and what the students answered to the questions.

Source: Researcher's own creation.

The 42% of the population of students considered that the incorrect usage of the computer in the classroom is not a barrier during listening comprehension exercises. Moreover, there is a lower number of individuals that is 33% that agree, and 17% who strongly agree; hence, there is a 50% that agreed that an incorrect usage of the computer in class is a barrier. Therefore, the professor should monitor the correct usage of this electrical devices during their classes or avoid their usage.

Figure 5

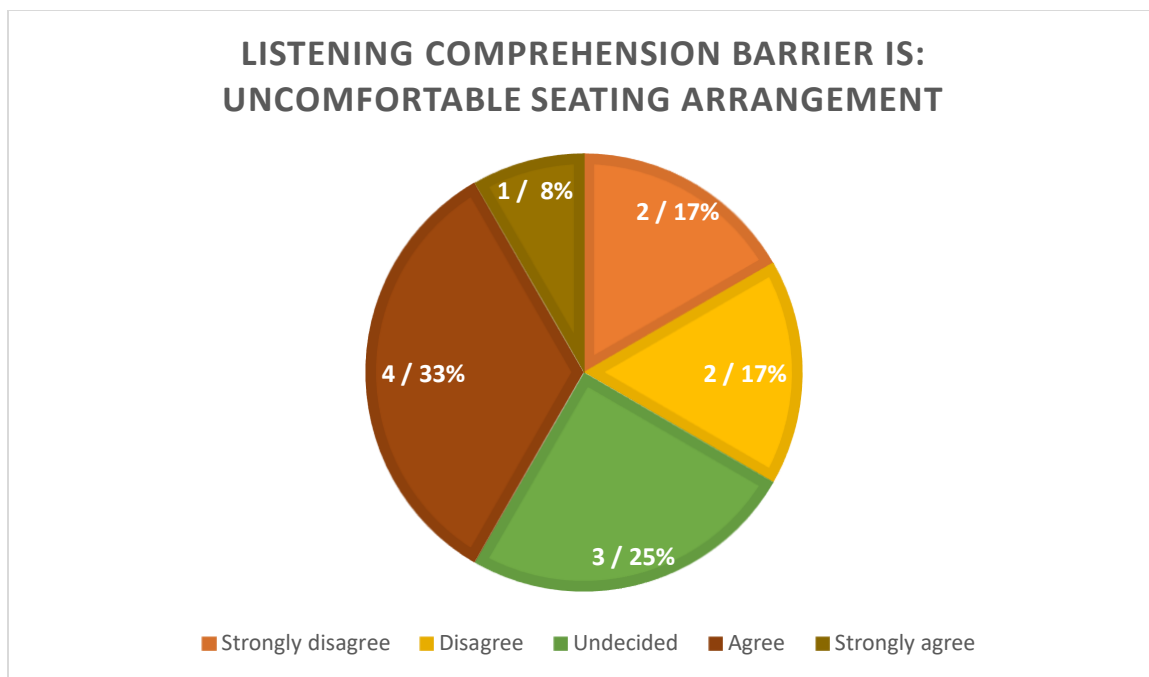


Figure 3 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The seating arrangement did not show to be not a barrier for listening comprehension. The majority of students considered it affected their understanding. It would be important to understand why a 25% of the students are undecided, as this could be beneficial to seek for improvement. Nevertheless, the arrangement has to be considered important for the activities developed in class, in order for the students to maximize their listening comprehension skill and of course, to prevent any other barrier.

Figure 6

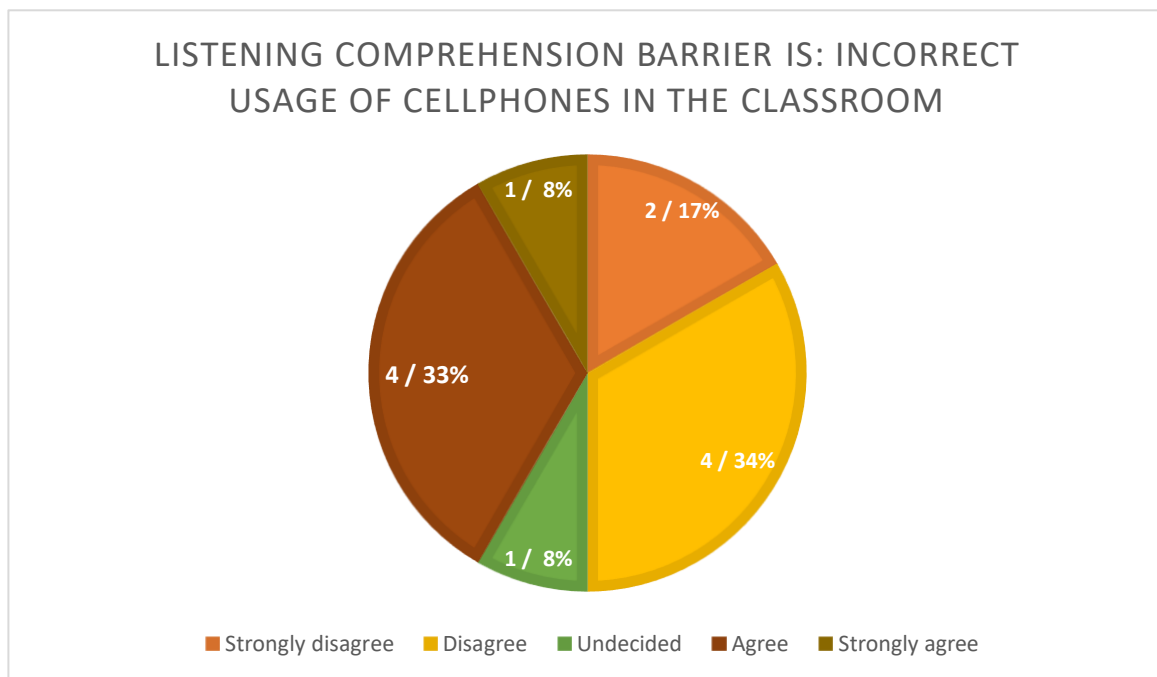


Figure 4 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The majority students confirmed that the incorrect usage of the cellphone in the classroom does not affect or interfere with the listening comprehension. Moreover, 33% of the group did consider it to be a barrier. Therefore, the majority that won. However, it is contradicted that an incorrect usage of computer does affect the listening comprehension and a cellphone does not. They are technically the same device, but with a different physical size; therefore, it has to be considered carefully, as well it could lead to the same result. This could be because of convenience, however it is still a distraction as because of its size, the user has to provide more attention to what he has or what he receives.

Figure 7

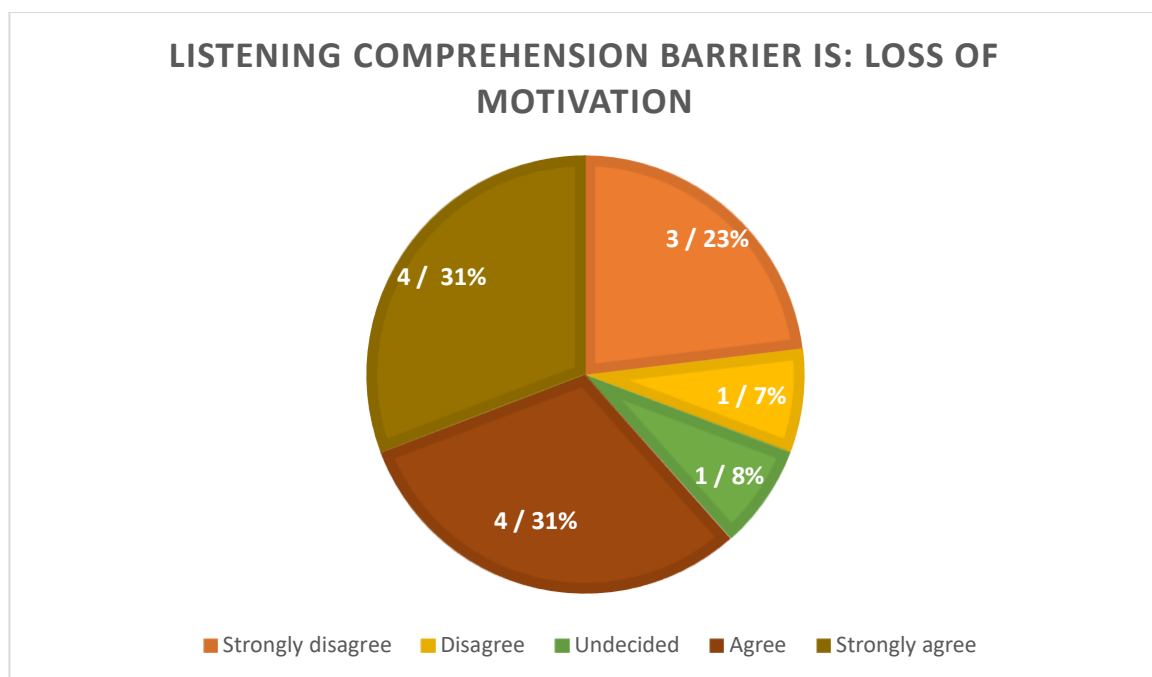


Figure 5 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The figure demonstrates that the theory is correctly addressed as the majority of the students agreed and strongly agreed that the loss of motivation is a barrier within listening comprehension. Therefore, the teacher has to be careful when selecting activities or material to develop listening comprehension, as the attention of the students could be lost from the beginning of the activity, leading to a failure or waste of time. Thus, the importance of understanding the interests of the group and to explain them the importance of the activity, as not every time it will be fun.

Figure 8

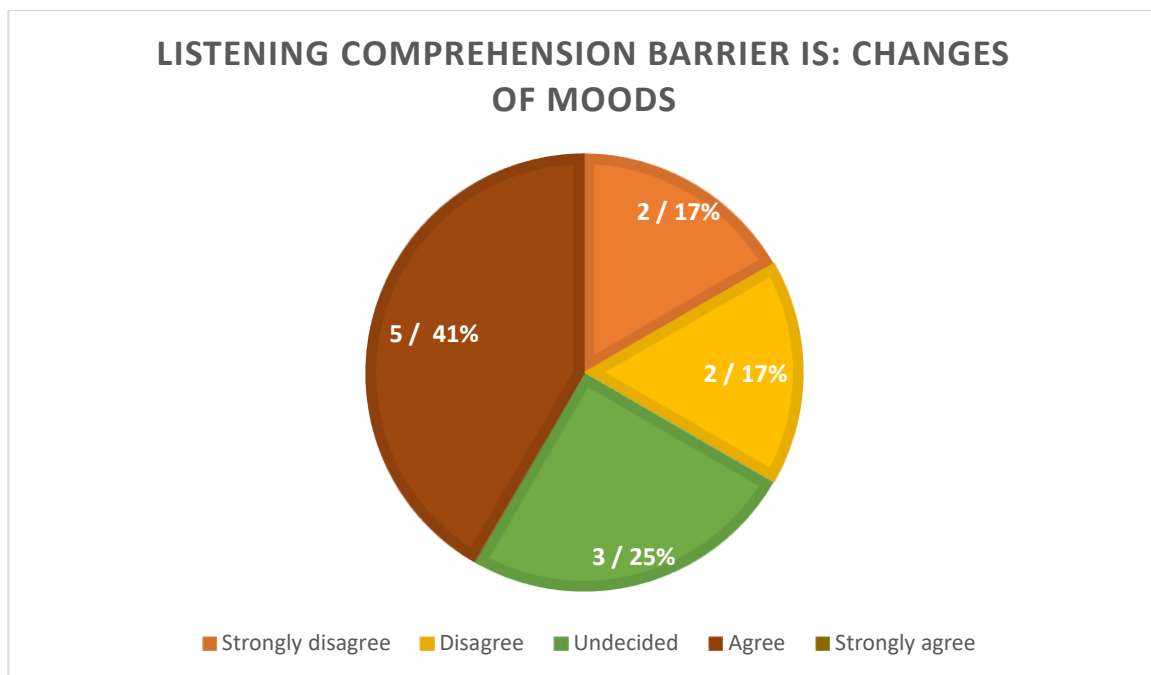


Figure 6 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The mood changes are considered to affect the listening comprehension, as the majority, of students, that is 41%, agreed to the statement; however, there is another big number of students, 25%, who have not decided if it does or does not affect, and a small amount of students, 17%, who claim it is not a barrier. Although, this is something that the professor cannot manage or be reasonable, it is important to understand what is happening and report it, as not only affects the English class, but also it could affect future classes. This intervention is essential for the student, as it will help in different areas of their lives.

Figure 9

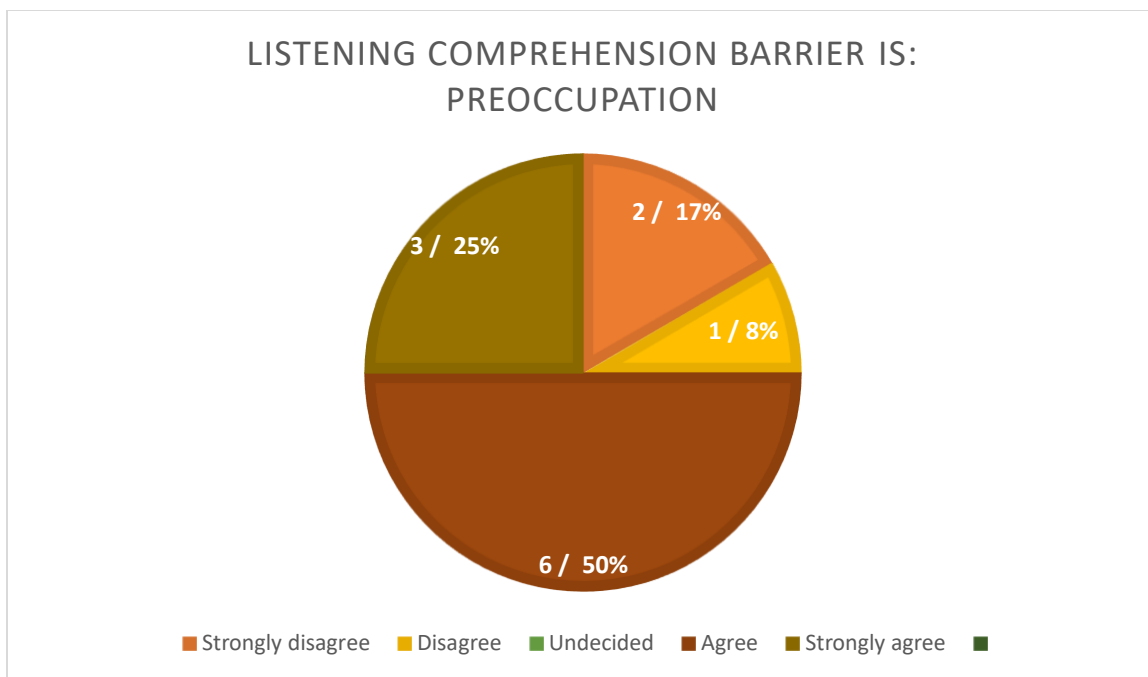


Figure 7 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

A 50% of the population agreed with the statement and 25% strongly agreed; this meaning that a 75% of the students confirm that preoccupation interferes with the listening comprehension. The professor's intervention is crucial, as fear affects in different levels, but most importantly is what is causing that fear, because it could be stage fright or to be bullied by other students. Therefore, the professor has to speak with the class or student to understand better the situation and properly address it. The phycological aspects are difficult to address as an expert of that area has to do a diagnose in order to be treated appropriately

Figure 10

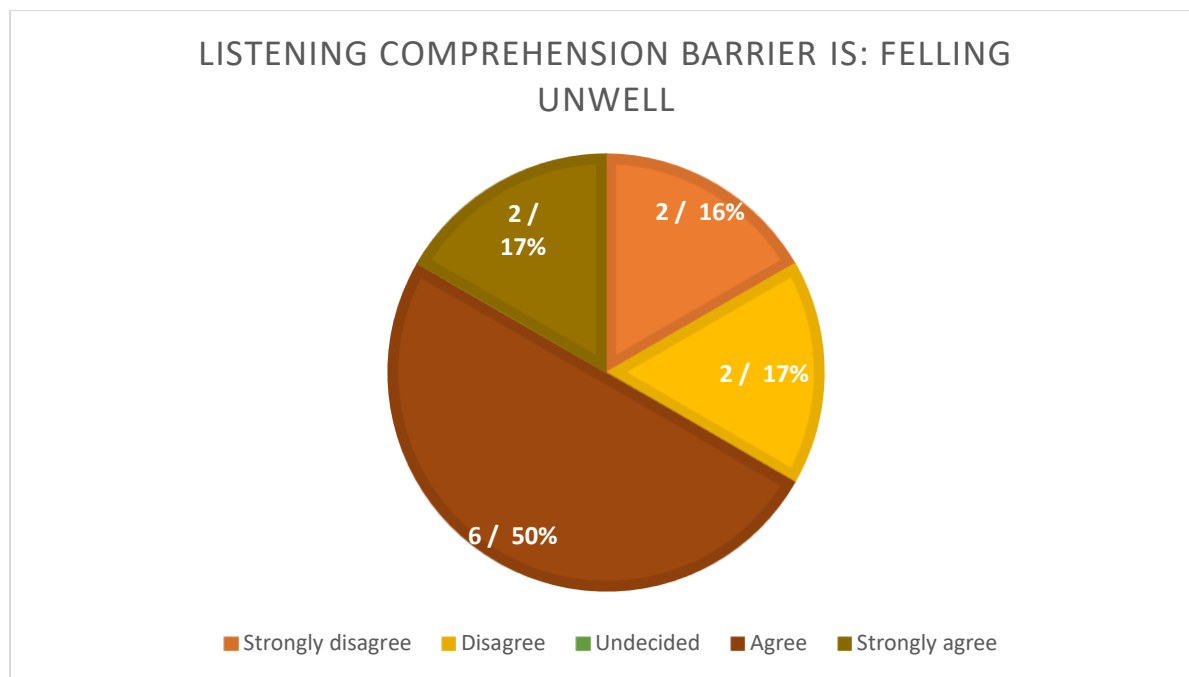


Figure 8 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

In can be stated that a 50% of the population agreed and a 17% strongly agreed; this refers that a 67% of the students confirmed that not feeling well interferences with their comprehension when listening. Moreover, only a 33% of the students disagreed that this is a barrier. It is important to know what is happening; in other words, the reason why the student is not feeling well, if it is a chronic problem, and regardless of what it is, to properly address it, so the student can perform better or at the same level of the rest of the class. In addition, to reassure that it can be treated and know how to address it with different listening comprehension activities.

Figure 11

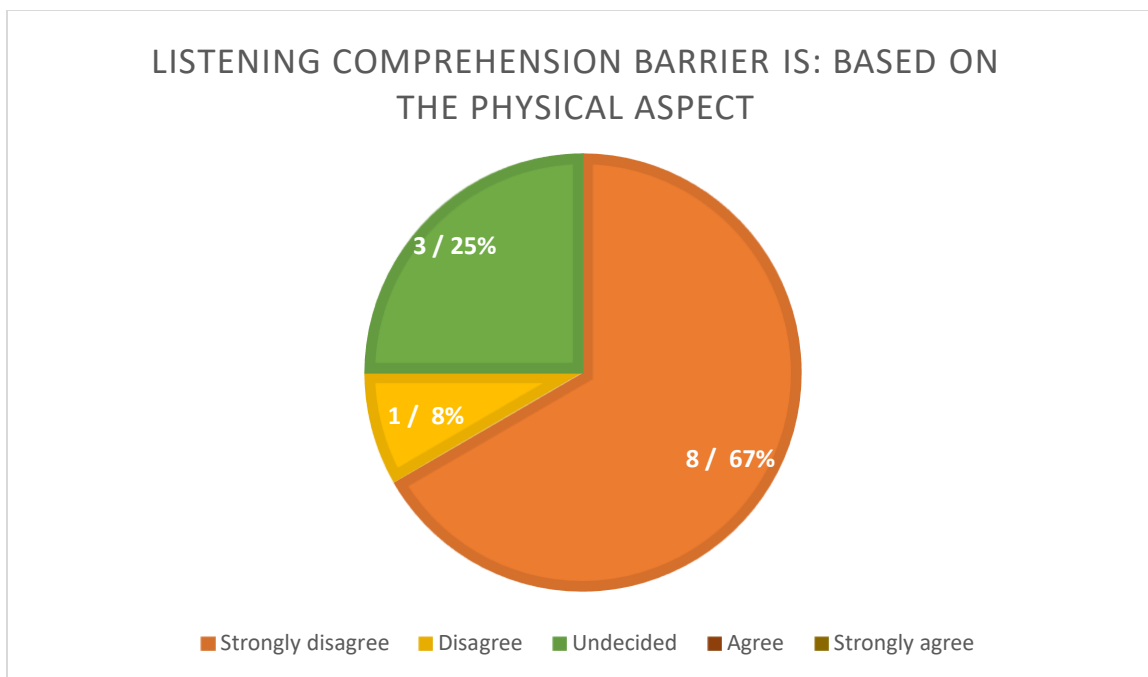


Figure 9 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The population confirmed that the physical aspect does affect the listening comprehension, as a 67% of the students agreed to the statement, and a 25% of the students were undecided. However, it is still a higher percent than the ones that disagree; that is an 8%. This is an important aspect to consider in classes, as many of the things we tend to like first come through our vision, and although it could be something psychological, it has to be addressed. Changes in the color of the walls, organization of the chairs and tables, and the way the professor shows up at class can distract the student from achieving the goal.

Figure 12

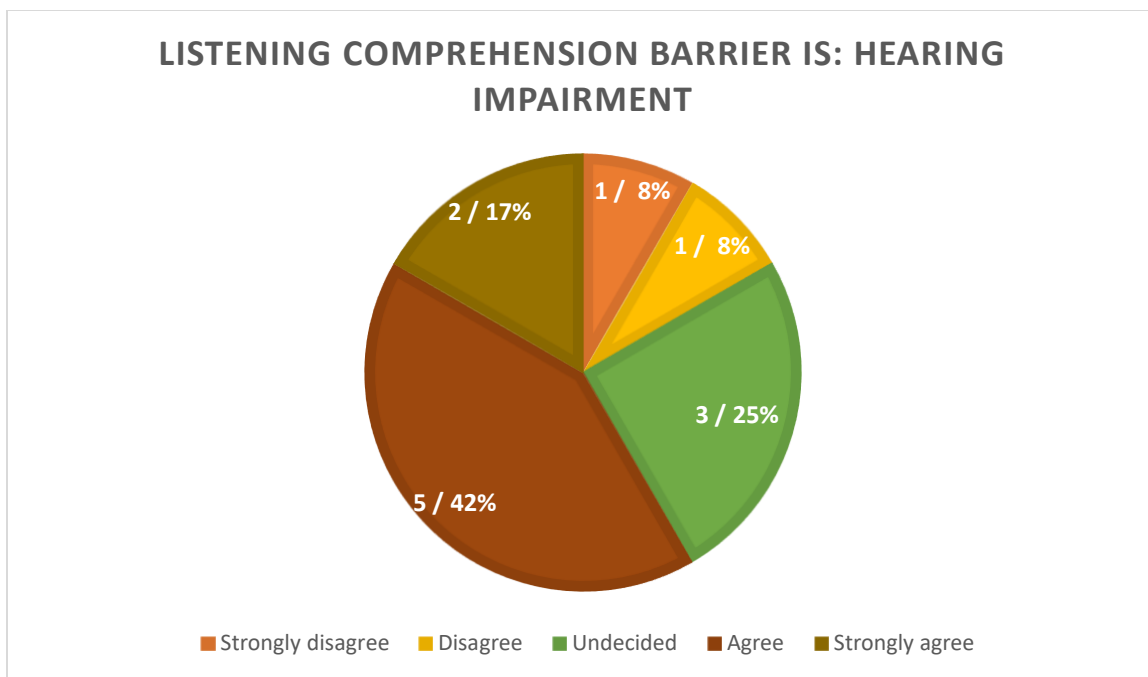


Figure 10 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The students confirmed that having a hearing impairment does affect the listening comprehension; therefore, a 17% strongly agreed and 59% of the student agreed to the statement. However, and a 16% disagreed with the statement. Consequently, it is important to know which students have hearing impairments, so they receive the appropriate accommodation not only when speaking about the seating space, but also the materials used for the development of the class. This has to be addressed the first class and before causing a negative impact among them.

Figure 13

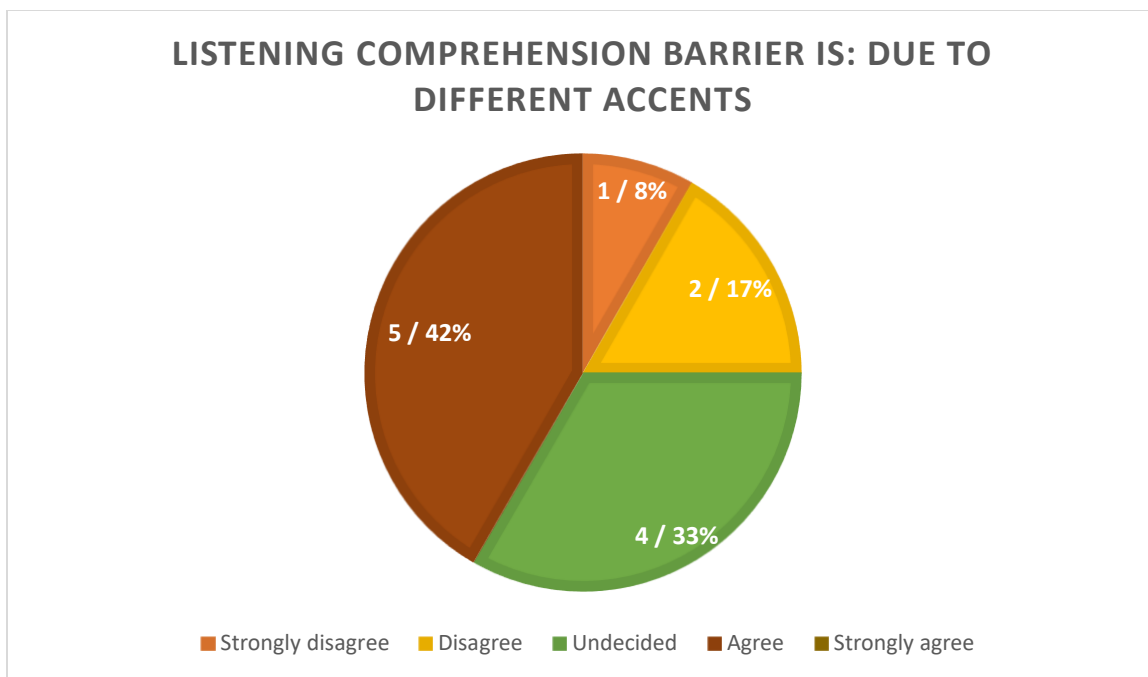


Figure 11 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The 42% of the students agreed that different accents do affect listening comprehension, as well as an 8% who strongly agreed. These two groups represent a 50%; therefore, it can be stated that only a 17%, disagreed. This not only reflects that the exposure to different accents is not common, but also that the listening activities have to follow a level-by-level improvement or increase of difficulty. This does not mean that they will have to listen to people speaking super-fast, but to people around the world, as they have different accents such Indian, Chinese, and Arabic, among others. This will face a challenge to students, but in the long term it will be important.

Figure 14

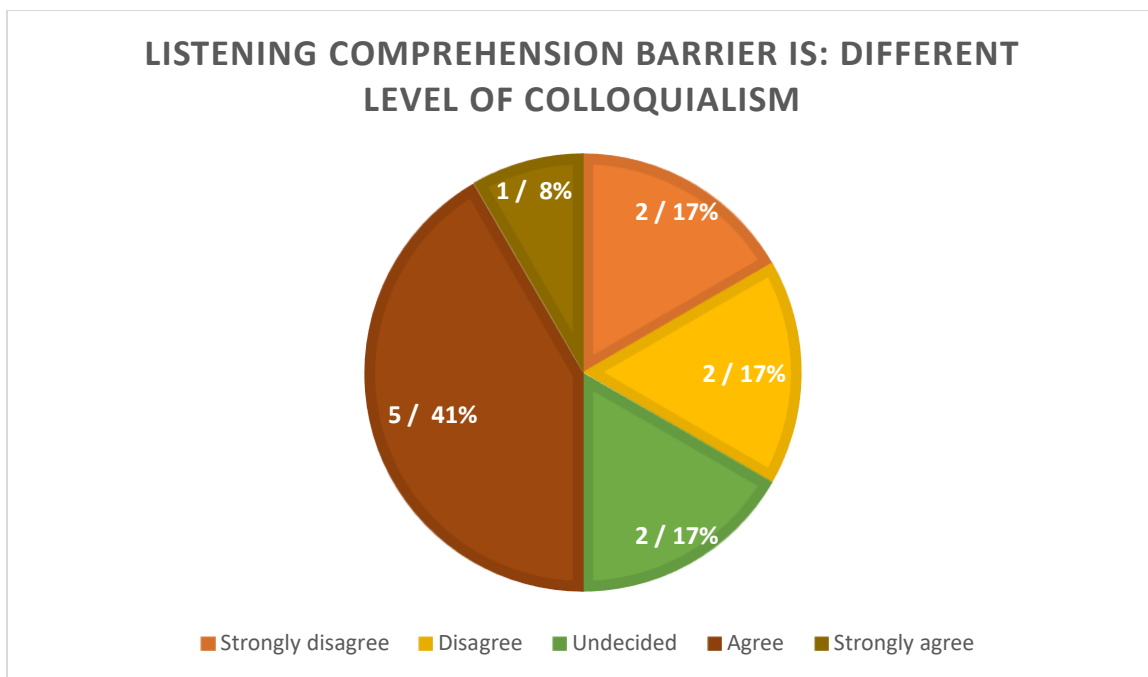


Figure 12 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The students confirmed that the level of colloquialisms does affect the listening comprehension, as a 41% agreed and 8% strongly agreed; these numbers are reduced to a 49% of the students, who agreed with the statement. This means, that not being familiarized to different kinds of speech affects the listening comprehension, but also the amount of exposure given to different kinds of speech during the listening comprehension activities. Therefore, the professor has to continue or start working on this aspect frequently, as it is something common to happen on a daily conversation and could leave the student lost without understanding the situation.

Figure 15

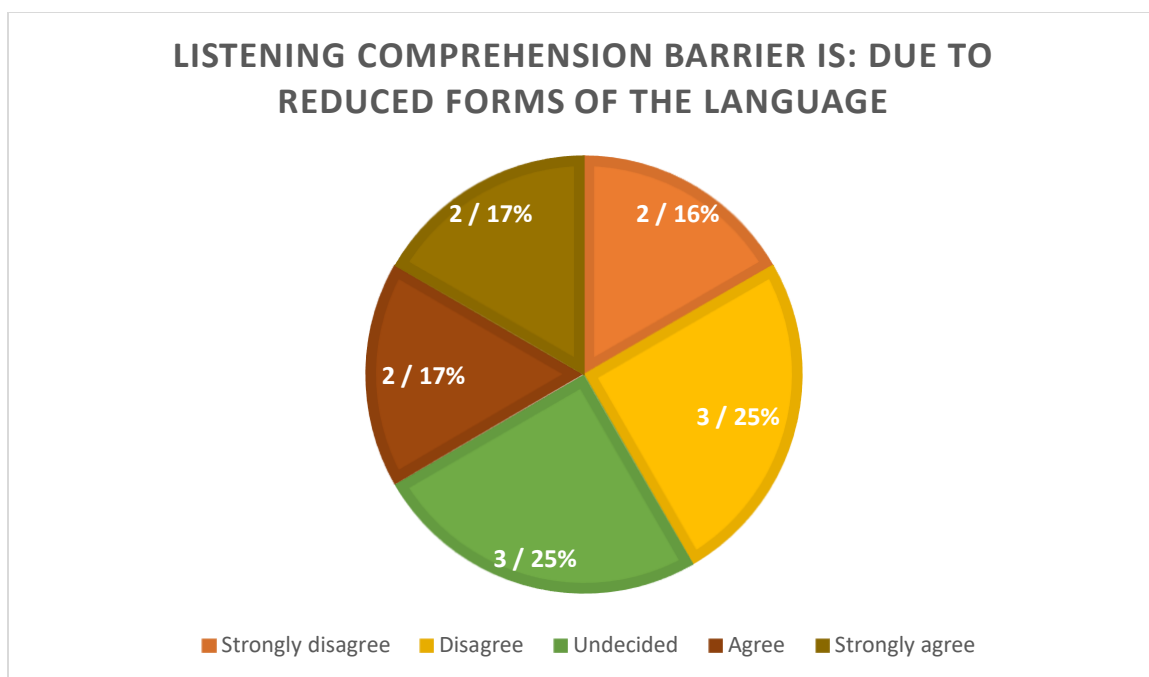


Figure 13 represents the amount and percentage of how many answers are answered by the students to the question entitle on the graph.

Source: Researcher's own creation.

The figure reflects that a 25% of the students disagreed with the statement. Moreover, it can be stated that a 25% are undecided. If grouping the results in 3 groups, that is agree, disagree, and undecided, the majority of students disagreed that reduced forms affect the listening comprehension. This is positive, as it means that the students class understand or recognizes this aspect during the listening comprehension activities. This reflects the quality of classes received and the proper application of the activities.

4.1.3 Ludic Activities

The main purpose of the ludic activities was to confirm the theory and to contrast the results obtained from the group under of study with the theory in order to understand if the information gathered in Chapter II is updated and accurate. The activity took place virtually, through an online platform where the students gathered to receive classes. After reviewing the survey, it was confirmed that the majority of students preferred or have a tendency towards Rock songs. Based on this result, the ludic activities consisted on listening to a song by the group Goo Goo Dolls, called Iris. The activity was performed at the beginning of the class. Before starting, the results of the survey were discussed, as well as the reason why the song was elected.

The students were completely engaged with the activity; however, they were not all able to complete the blank spaces. It has to be kept in mind that it is a slow song, which has basic words, not too complex to understand or to be listened to. Although, they were not able to fill in the blank spaces of the words, the majority of the students were able to comprehend almost its complete meaning. Nevertheless, they were not too accurate to what the artist was trying to express, they did catch the main idea, which is essential. Hence, the importance of continue working on the listening comprehension of students. In addition, when explaining what the author wanted to express through the song, the students had gaps of words and incorrect pronunciation.

Table 3 Shows the answers entered by the students on the ludic activities

Students	Yes	No
Student 1	X	
Student 2	X	
Student 3	X	
Student 4	X	
Student 5	X	
Student 6	X	
Student 7	X	
Student 8	X	
Student 9		X
Student 10	X	
Student 11	X	
Student 12	X	
Total	11	1

Table 3 shows the number of students that liked the song during the pretest.

Source: Researcher's own creation.

The table demonstrates that the students were engaged in the activity, as the majority of them liked the song, only one did not like it. However, this result was predicted as per the outcomes from the ludic activities, as most of students liked Rock songs, and they were also able to understand the message of the song in general terms. This reflects that using music can be a useful tool to improve listening comprehension and demonstrates the importance of using songs of common interest. In addition, if the song was a genre which the students did not like students could have not being engaged nor liked the activity.

4.1.4 Interview

After finishing the ludic activities, the students were asked, to mention if they considered important to listen to music from YouTube in order for them to improve their listening comprehension. Although, there could be factors directly related to their personal performance, it turned out that the accessibility to internet and to have a premium account turn off the interest of improving their listening comprehension. First, the internet is not good, since the current COVID-19 pandemic is hitting worldwide, student's household cannot afford to pay for a good internet speed. Because of this, the videos of the songs on YouTube are delayed or get stuck for a few seconds or the video resolution is bad, besides the number of advertisements that appear during one song.

In addition, to not having internet in their mobile devices, makes it difficult to access or practice while not being at home, since the time it takes them to go back home or while travelling could be advantageous to continue improving. Moreover, the time that needs to be to invested on listening to songs in English is importantly reduced, due to school, homework, and assessment that continually take place. This turns out to be an important barrier, as the students claim to have issues planning and following an agenda. Nevertheless, searching for new songs is the best way to continue engaged with listening comprehension through YouTube. This not only allows to pay attention to the lyrics, but also to observe if there is any attraction to the song since, at least, the time was invested with material of interest. Besides, when listening to a song you like on YouTube, it suggests recommendations of other songs the listener might like and, it provides the option to listen to songs of interest with close captions to understand what the lyrics in English or the native language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusion

The importance of a conclusion is to provide simple and straight forward answers. However, this does not have to include weak information. Based on Adams (2015), the conclusion must impact the reader with the investigation or information to be provided, as well, it has to be in one's words, meaning that the investigator has to provide what he/she considers is the conclusion. Therefore, the importance of a simple, yet, strong conclusion in order not to confuse the readers. The American Business Academy opened its door at all hours to aid the researcher to complete the investigation and to improve the intermediate level listening comprehension improvement through ludic activities. While analyzing the data, it was possible to understand different areas to improve the listening comprehension, as well as other areas for the improvement of the learner.

5.2 Conclusion

The investigation was narrowed down by the main three specific objectives set at the beginning of this investigation. Consequently, the results obtained will be developed as follows.

5.2.1 To determine student's language barriers in listening comprehension

The first specific objective was to determine the student's language barriers when listening comprehension activities were carried out with the help of three instruments. The first instrument was designed to understand the exposure that students had in regards to English as a second language while listening to songs in English. The a second one was developed to measure the barriers that the theory considered as relevant. Finally, the third one was driven by the students,

as they provide their concept or what they considered to be a barrier in listening comprehension when listening to music through YouTube.

The first instrument allowed to know what type of music or songs students between 14 and 17 years listen to. The importance behind this was that depending on what they listened to is during their free time or when moving from one place point to another, they could be able to improve their listening comprehension. As Costa Rica is not a native English-speaking country, it is difficult to interact in English. Therefore, the importance of listening to music in English. Consequently, it was possible to determine the students do listen to music in English and the type of genre and name of the songs they usually listened to. Based on this, the researcher established that they were doing well, as the songs are understandable and do not contain a difficult level of listening comprehension.

The second instrument allowed the researcher to understand if what the theory claims or mentions regarding the factors that affect listening comprehension are true or not. It is truthful to say that the theory is correct. This can be observed on the answers from the students, as the majority agreed to the statement facts of what a listening barrier is. With the first statement, it is undiscussable that having noise around the area where a lesson is being given is a factor that affects the listening comprehension; however, some of the students claimed it is not. It was not clear if the student did not read correctly or if that they considered to have the capacity to comprehend what is being spoken. The second and fourth statement were focused on the fact of allowing students to use their cellphone or computer in class and, specially, during an activity. This could lead to students to be distracted, and for others to complain why they cannot use their technological device. However, students should not use any device, unless that the professor needs them to perform the class.

The third statement is essential to understand the factors around of the classroom could affect the listening comprehension. The professor has to make sure the seating arrangement is proper, so the students can follow along the class. Motivation is one of the most important aspects to be worried about. As the theory claims, without motivation there is nothing else that could force someone to do something, this in terms of education and learning a second language. Therefore, the students under investigation agreed that they need motivation in order to stay tune and comprehend better the listening activities. This also goes along with the seating arrangement, as the student can lose motivation because of where they are seated. Continuing with similar aspects or conditions, changes of mood can be found. This could be produced by different aspects, such as social, family, or cultural. Regardless of what is occasioning it, this has to be addressed in the best way possible. This is a difficult aspect to work on, as the aid from other professors or extra hours could be needed, but most importantly the professor has to gain the confidence of the student, so the latter can explain what is causing those changes of mood. This as well comes along with the preoccupation that a student may have.

There are many aspects that can cause a student to be preoccupied, such as being bullied, stage fright, being on the spotlight or just afraid because he does not have the proper level to participate or understand the listening comprehension activity. It seems that physical and phycological matters are affecting the students' listening comprehension. The statement number eight refers to the fact that the feeling unwellness can affect the listening comprehension. Consequently, 67% of the students affirmed this is a barrier. However, not feeling well is something a person can work on, as this could be a headache, the flu, or something that he ate and hence, did not feel well. As long it is not something chronicle is workable, yet if a doctor diagnose is involved, then that student has to be accommodated during the listening activities.

Nonetheless, the professor has to understand what is going on to take a good decision, so the rest of the students are not affected.

The tenth statement claims that a hearing impairment is a barrier for listening comprehension. 59% of the students affirmed that this is an issue, since not being able to hear in an average level can affect the listening comprehension. Therefore, the student with the hearing impairment has to be accommodated closer to the speaker or to speak louder while being next to him/her. Nevertheless, this is nothing that cannot be asset in a proper manner. There are many other conditions that could affect the listening comprehension of students, but they are more related to physical aspects, such as the classroom, chairs, tables, and the appearance of the professor; for example, his clothes. Therefore, it is not just the appearance of the classroom, it is a complete bubble of aspects to have in mind.

Moreover, listening comprehension could be affected by the different accents of the speakers; this happens as the students are not familiarized with what the speaker is saying or do not understanding at all because the person speaks fast and has an accent. The students confirmed this to be a barrier as the 50% of them agreed. Although, it can be an issue at the moment, this is something that can be worked on, as this involves more listening comprehension homework or more listening audios with that accent. Students have to be more exposed to it, as this will allow them to understand in a short time frame. This also comes along with the level of colloquialism, as it is stated on the twelfth statement. 49% of the students agreed that this is a barrier. Therefore, the importance of working with different audios that involve colloquialisms, and in this way, students will learn to see how it is applied and what it refers to.

The thirteen-statement claimed that reduced forms of the language affect listening comprehension. It has to be stated that 41% of the students argued that this does not to affect the

listening comprehension, which means that the previous activities have been affective to understand reduced forms when talking and listening. This is important as in English, it is common to be spoken in reduced forms to avoid long phrases or sentences. However, 34% of the students claimed this to be an issue. In numbers, this means that 5 students did not feel that they are affected and 4 students felt affected by reduced forms of the language. Therefore, it is important to make sure the majority of the class understands, as it is shown in the figure the number of students is very similar.

5.2.2 To apply ludic activities for improving intermediate listening comprehension through YouTube music

It is very important to work all the areas of English with the students; however, there are some that require investigation to understand the accessibility of students to technology, since not all of them have access to internet at home, and due to the Covid-19 pandemic of students receive their English classes from their home through online classes. This is perhaps the most important aspect, as during the development of the activity, some of the students claimed to have a delay in the audio. It did not affect the totality of the class, but this can affect the motivation of the student or the hearing impairment. YouTube is a great tool to use for listening comprehension, as it allows to put close caption on the video o song, and the video it becomes easier for the student to understand what the song is about.

In addition, YouTube music used through different ludic activities helps to improve the listening comprehension. Although, the students were not able to confirm the whole message of the song, they were able to understand the main idea, and also, as a group they were interested in the song. This allowed the students to see from a different perspective that they needed to dedicate more time on other areas, such as grammar. The because the song had simple or basic

words and they were not able to complete them. This could be due to the delay, yet they confirmed they were able to hear it. This gives a feeling that the students were not ready for the current English level, so they required more hours of classes in order to understand better and to hear the words in this activity. Nevertheless, the only barrier, at this point, was the accessibility to internet for using YouTube to improve listening comprehension, as the researcher had a premium account that removes advertisement from being heard during the reproduction of the song and good internet connection. Therefore, the researcher had the student's complete attention, and he relied on each student to improve their language level and most importantly, their listening comprehension by exposing themselves to content in English, such as music from YouTube.

5.2.3 To evaluate the effectiveness of the implementation of ludic activities for improving listening comprehension by YouTube music

There is a section of the ludic activities instrument that refers to the fact if the student liked or not the song. Eleven out of twelve students claimed to like the song. Moreover, it is necessary to bear in mind that it was a Rock song, and that it was already validated that seven of the students preferred that genre, all of the 5 genres that were added to the list of music they like. Consequently, it is of huge importance to know your students' preferences, as in this case, since almost the entire class liked the song. This can also be reflected on the engagement the students showed during the activity and at the time of comprehending what it was listened to. Although, it could take a few minutes of your class, it is recommended to get to know better your students to help them learn in a faster and more motivational matter.

Working on listening comprehension requires a big amount of time, as song can go from 2:45 to 4:15 minutes. This means that the teacher requires 10 minutes at least to reproduce three times the song, which is enough for the student to understand what it is about and to complete the activity. Then, the teacher has to make sure that each student comprehended or not what the song was about. To the researcher, this class activity took around 15 minutes, as he played the song three times and there was a delay in the sound and students required some seconds to confirm if they were ready to hear it again. Moreover, it took around 20 minutes for the students to mention what they comprehended, plus 5 minutes to fill in the blank spaces the words needed in the activity. It sums up to 40 minutes of the class for only on song to be covered without rushing. However, the effectiveness is just incredible. It not only allowed the students to work on their listening comprehension, but it also allowed the researcher to see their level of vocabulary. It provided different useful information for the students and professor to continue working on future classes or topic, as well as to leave homework that adds value to the process of language acquisition.

5.3 Restatement of the Research Question

The researcher's aim was to help others to improve their listening comprehension skills and thus, to learn a new language, not only because it allows the students to communicate and to understand better the second language, but also because it allows them to find a job in the future, as well as a better lifestyle. The following is the genesis of the investigation, the one that generated the general objective: To improve intermediate level listening comprehension improvement through ludic activities. Therefore, in order to address that general objective, it was necessary to understand the interest of the students and go from there. That allowed the researcher to know what information to mix when teaching. For the investigation, it was

necessary to apply different instruments which were disclosed previously on the document. They were a survey, an evaluation rubric, a ludic activity, and an interview.

Although the investigator confirmed what barriers affected or interfered with listening comprehension, after analyzing the results it was confirmed that applying ludic activities can improve the listening comprehension. Therefore, the researcher can claim to know the answer to his research question, how can the listening comprehension of intermediate students at the American Business Academy be improved by using ludic activities during the first quarter of 2021? Consequently, it must be stated that through the usage of music from YouTube, it can be improved the listening comprehension and other areas of improvement of student at American Business Academy.

5.4 Unexpected Results

The students, although, they are placed on an intermediate level, have knowledge gaps concerning basic words. This was confirmed as several students were not able to complete the ludic activities in its totally, as well as when the researcher was trying to explain what the song was about and to what the author referred to. They had gaps and pronounced incorrectly words that were considered basic. In addition, some students do not have a basic internet speed installed at home. Nevertheless, it is interesting to see how they insist and persist to learn a language without considering such technology barriers.

5.5 Recommendations

If the teacher is teaching online classes, he has to make sure that the internet at home is fast enough to run the applications or tools required to have a good experience. This could affect the

students' motivation and understanding of the classes. Moreover, teachers be patient enough to know that not all the students have the same access, although live in the same city. Nevertheless, when getting a new group of students or moving to a new level, make sure that the previous topics and vocabulary are covered and managed well by the students.

When working with students through digital platforms, be sure to have previous access to different sites, so it does not take an extra time to get in, since otherwise this can take valuable time from students and yourself. This is mentioned, as during the application of the instruments, the researcher's computer shut some applications that needed to be open and when he tried to reopen them, it took a minute or two, as the computer ran slow.

In addition, students need constant motivation and to be persisted to continue studying smart. If they want to learn a language as fast as possible, it is necessary to expose them to the language by listening to music, videos, podcasts, or any source spoken in the desired target language. However, teacher should not saturate students with audios. Moreover, the students must be given a reason why they are carrying out a listening exercise. In addition, teacher must use different activities that can help them to cover other aspects such like grammar, and pronunciation, among others.

Teachers have to be focused on their students, to make sure they are learning and participating. Although, it is the student's job to learn, a good professor gets to know his students and understands what they are doing to learn and what complications or barriers they face during the different sessions, or if it is necessary to adjust the methodology used for the topics to be learned. At the end of the day, it is about quality and not quantity. Learning a language is not something easy, it needs willingness and desire because it can be hard at times to understand

topics, yet not impossible. Because of this, this thesis can be used as future reference to new studies that can help to improve the way of teaching and learning of our wonderful students.

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Appendixes

This section refers to the instruments used during the investigation. These can be found below in the order they were applied to the students.

UNIVERSIDAD INTERNACIONAL DE LAS AMERICAS

Questionnaire # _____

ESCUELA DE EDUCACION

BACHILLERATO EN INGLES CON ENFASIS EN LA ENSEÑANZA

March 2020

Dear student:

The purpose of this questionnaire is to obtain information about the preferences of English music genre and songs. Therefore, your collaboration is requested to answer the questions that are presented to you. The information provided will be treated with complete confidentiality and is intended to provide the necessary data to carry out this study.

Your collaboration is appreciated in advance.

1) State 3 of your favorite English music genres.

2) State 3 of your favorite English music songs.

UNIVERSIDAD INTERNACIONAL DE LAS AMERICAS

Questionnaire # _____

ESCUELA DE EDUCACION

BACHILLERATO EN INGLES CON ENFASIS EN LA ENSEÑANZA

March 2020

Dear student:

The purpose of this questionnaire is to obtain information about the complications present in ludic games for comprehensive listening. Therefore, your collaboration is requested to answer the questions that are presented to you. The information provided will be treated with complete confidentiality and is intended to provide the necessary data to carry out this study.

Your collaboration is appreciated in advance.

The following refers to listening comprehension barriers. Mark with an "X" how often these definitions are considered at your school.

Criteria:	Strongly disagree	disagree	undecided	agree	Strongly agree
Listening comprehension barrier is:					
Noise around the area.					
Uncomfortable seating arrangement.					
Incorrect usage of computer in the classroom.					
Incorrect usage of cellphones in the classroom.					
Loss of motivation.					
Changes of moods.					
Preoccupation.					
Felling unwell.					
Based on the physical aspect.					
Hearing impairment.					
Due to different accents.					
Different level of colloquialism.					
Due to reduced forms of the language.					

1. Others: _____

Thank you very much for your cooperation!

UNIVERSIDAD INTERNACIONAL DE LAS AMERICAS

Questionnaire # _____

ESCUELA DE EDUCACION

BACHILLERATO EN INGLES CON ENFASIS EN LA ENSEÑANZA

March 2020

Dear student:

The purpose of this activity is to measure the capacity of listening comprehension and of vocabulary. Therefore, your collaboration is requested to answer the questions that are presented to you. The information provided will be treated with complete confidentiality and is intended to provide the necessary data to carry out this study.

Your collaboration is appreciated in advance.

Instructions:

The blank spaces in the letter of the song Goo Goo Dolls – Iris have to be filled with the correct words. The song will be played only 3 times, the first time is recommended to just listen to it, the second time to start filling the spaces, and the third to confirm the information entered. After validating the correct words missing, you will be asked to explain what the song is about.

INSTRUMENT BODY

- 1) Please fill in the blank spaces of the song, and listen carefully to the letter to understand what the song is about.

And I'd give up ____ to touch you

I just don't ____ miss ____ tonight

'Cause I know that you ____ me somehow

And I don't want the ____ to see me

You're the closest to ____ that I'll ever be

'Cause I don't think that ____ understand

And I don't want to go home ____ now

When everything's ____ to be broken

And all I can taste is this ____

I ____ want you to know ____ I am

And ____ I can breathe is your life

And you can't ____ the tears that ain't coming

And ____ or later, ____ over

Or the moment of ____ in your lies

When everything feels like the ____
Yeah, you ____ just to know, you're alive
And I ____ want the world to ____ me
And I don't want the world ____ see me
'Cause I ____ think that they'd understand
____ everything's made to be broken
____ just want you to know who I am
And I don't to see me
I just want you to know ____ I am

'Cause I don't think that they'd ____
When everything's ____ to be broken
I just want you to know who I ____
'Cause I don't ____ that they'd understand
When everything's made to be broken
I just want ____ to know who I am
I just ____ you to know who I am
I ____ want you to know who I am

2) What is the song about?

3) Did you like this song?

Yes No

UNIVERSIDAD INTERNACIONAL DE LAS AMERICAS

Questionnaire # _____

ESCUELA DE EDUCACION

BACHILLERATO EN INGLES CON ENFASIS EN LA ENSEÑANZA

March 2020

Dear student:

The purpose of this questionnaire is to obtain information about the complications present in ludic games for comprehensive listening through YouTube music. Therefore, your collaboration is requested to answer the questions that are presented to you. The information provided will be treated with complete confidentiality and is intended to provide the necessary data to carry out this study.

Your collaboration is appreciated in advance.

The following information has to be entered based on your previous experience and the activity recently develop. Entered the information based on your personal thoughts and state what you consider appropriate to improve or to make attractive for your improvement of listening comprehension through music from YouTube. Your name is not needed and it will not be disclosed.

- 1) State what you consider appropriate to improve or to make attractive for your improvement of listening comprehension through music from YouTube

- 2) What factors do you think could affect your listening comprehension when listening to music from YouTube?
