



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del Trabajo de Titulación previo a la obtención del título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

**THEME:**

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**MULTIMEDIA RESOURCES AND LISTENING SKILLS**

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Ambato – Ecuador

2024

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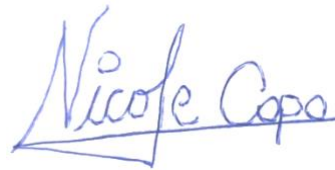
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## **DEDICATION**

### **TO:**

I want to dedicate this degree project mainly to God and the Virgin for giving me the privilege of life, health, wisdom and above all the understanding to seek the best path in my life and not faint in the fight to achieve my ideals and power give my parents the pride of seeing me become a professional.

To my beloved parents Guillermo and Norma for their tireless sacrifice and dedication to educating me with moral and spiritual values, and making me a humble and enterprising woman, because with their example I have known how to discern the good from the bad, and because they were always willing to Provide me with your support and ensure my safety and well-being.

Evelyn Nicole.

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## TABLE OF CONTENTS

SUPERVISOR APPROVAL .....	2
DECLARATION PAGE .....	3
BOARD OF EXAMINERS APPROVAL PAGE .....	4
COPYRIGHT REUSE .....	5
DEDICATION .....	6
ACKNOWLEDGEMENTS .....	7
TABLE OF CONTENTS .....	8
<b>INDEX OF TABLES</b> .....	10
ABSTRACT .....	11
RESUMEN .....	12
1.1 Research Background.....	13
CHAPTER I.....	17
THEORETICAL FRAMEWORK .....	17
Independent variable .....	17
Dependent variable.....	25
1.2 OBJECTIVES .....	34
1.2.1 GENERAL OBJECTIVE .....	34
1.2.2 SPECIFIC OBJECTIVES .....	34
1.2.3 FULFILMENT OF THE OBJECTIVES.....	34
CHAPTER II.....	36
METHODOLOGY .....	36
2.1 Materials.....	36
2.1.1 Methods.....	36
2.1.2 Research modality .....	37
2.1.3 Type of research.....	38
2.1.4 Techniques/tools.....	39
2.1.5 Population.....	42
CHAPTER III.....	44
RESULTS AND DISCUSSION .....	44
3.1 Analysis and discussion of the results.....	44
Table 2.....	44
Analysis and interpretation.....	44



Table 3.....	45
Analysis and interpretation.....	45
Table 4.....	46
Analysis and interpretation.....	46
Table 5.....	47
Analysis and interpretation.....	47
Table 6.....	47
Analysis and interpretation.....	48
Table 7.....	48
Analysis and interpretation.....	48
Verification of the hypothesis.....	49
Hypothesis statements .....	49
Alternative hypothesis .....	49
Discussion of the results.....	49
CHAPTER IV.....	51
CONCLUSIONS AND RECOMMENDATIONS.....	51
4.1 Conclusions .....	51
4.2 Recommendations .....	51
REFERENCES .....	53
ANNEXES .....	59
Annex 1: Approval .....	59
Annex 2: Pre-test.....	60
Annex 3: Post-test .....	67
Annex 4: Lesson Plans .....	74
Annex 5: Urkund report .....	105

## INDEX OF TABLES

Table 1: Experimental Group Population .....	35
Table 2: Experimental Group Statistics .....	38
Table 3:Pre-test analysis frequencies and valid percent .....	45
Table 4: Post-test analysis frequencies and valid percent.....	46
Table 5: Comparative results pre and post-test.....	
Table 6: t-test paired samples statistics.....	42
Table 7: Hypothesis Test Summary .....	45

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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**THEME:** Multimedia resources and listening skills

**AUTHOR:** Evelyn Nicole Copo Ramos

**TUTOR:** Lcdo. Edgar Guadia Encalada Trujillo, Mg

**ABSTRACT**

The main objective of this research was to explore the incidence of multimedia resources in listening skill development. The population in which the study was carried out was a group of 24 students of the second level of high school of the Sagrada Familia Educational Unit located in the city of Ambato. The methodology used for this research was quantitative and pre-experimental. A pre and post-test of the listening section of the KET (Key English Test) listening test evaluated the students on listening for specific, detailed, and understanding of detailed information. Thus, the pre-test was applied before the treatment while the post-test was applied after the interventions using the multimedia resources (British Council website) to verify if the students improved their listening skills. For the analysis of the data obtained, the Statistical Package for Social Sciences (SPSS) program was used, with which it could be represented by means of tables. Consequently, this by means of a pre-test and a post-test, which was essential to evaluate the students' mastery of listening comprehension. Finally, teachers and students should be aware of the contributions that the use of multimedia resources makes to the English classroom and use them as much as possible to develop their listening skills and their perception of language. In addition, teachers must keep in mind that the use of multimedia resources enriches the learning experience of students with the variety of accents, tones and speaking styles, which expands the listener's ability to adapt, since it has a great impact on the attention and motivation of students; in this way, students can feel more relaxed and lose their fear of learning English.

**Key words:** Multimedia resources, listening skills, Educational Impact, English language.

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#### RESUMEN

El principal objetivo de esta investigación fue explorar la incidencia de los recursos multimedia en el desarrollo de la habilidad auditiva. La población en la que se realizó el estudio fue un grupo de 24 estudiantes del segundo nivel de secundaria de la Unidad Educativa Sagrada Familia ubicada en la ciudad de Ambato. La metodología utilizada para esta investigación fue cuantitativa y preexperimental. Una prueba previa y posterior de la sección de comprensión auditiva de la prueba de comprensión auditiva KET (Key English Test) evaluó a los estudiantes en cuanto a comprensión auditiva, específica y detallada de información detallada. Así, el pretest se aplicó antes del tratamiento mientras que el postest se aplicó después de las intervenciones utilizando los recursos multimedia (sitio web del British Council) para verificar si los estudiantes mejoraron sus habilidades auditivas. Para el análisis de los datos obtenidos se utilizó el programa Statistical Package for Social Sciences (SPSS), con el cual se pudo representar mediante tablas. En consecuencia, esto mediante un pretest y un postest, lo cual fue fundamental para evaluar el dominio de la comprensión auditiva de los estudiantes. Finalmente, profesores y estudiantes deben ser conscientes de las aportaciones que el uso de recursos multimedia supone al aula de inglés y utilizarlos en la medida de lo posible para desarrollar sus habilidades auditivas y su percepción del lenguaje. Además, los docentes deben tener en cuenta que el uso de recursos multimedia enriquece la experiencia de aprendizaje de los estudiantes con la variedad de acentos, tonos y estilos de habla, lo que amplía la capacidad de adaptación del oyente, ya que tiene un gran impacto en la atención y motivación de estudiantes; de esta forma, los estudiantes pueden sentirse más relajados y perder el miedo a aprender inglés.

**Palabras clave:** Recursos multimedia, habilidades auditivas, Impacto educativo, idioma inglés.

## 1.1 Research Background

In order to carry out this research project, a variety of articles were reviewed to have a clear idea of the use of multimedia resources when developing listening skills. In addition, those documents and previous research papers helped to understand the influence of multimedia resources in listening skills within EFL classrooms. Moreover, it helped to have a preview of the effectiveness of such resources in the learning process of English language pupils.

First, Cárdenas (2023) conducted a research paper about the use of multimedia resources as a tool for listening skills improvement. The main objective of that research was to identify the relationship between listening skills and multimedia resources in young students. It had a bibliographic research design and a mixed approach because a questionnaire was used to collect the data, this instrument was applied to 7<sup>th</sup> level students from 'Juan Montalvo' fiscal school in the city of Portoviejo. This research reached several conclusions including the lack of knowledge about the use of multimedia resources and the lack of resources in schools to use these kind of materials. However, it was also concluded that multimedia resources can become a tool to evaluate learners' development and motivate them.

In the same way, Rebenko et al. (2019) conducted an article aimed at developing learners' motivation to self-improvement of foreign language proficiency as a whole and listening comprehension competence in particular by using a new methodology that included multimedia resources (TED Talks) to help learners improve their listening skills and comprehension. This research applied a mixed approach, including quantitative and qualitative analysis of the data on the participants' ESP final exam performance, the analysis of their self-evaluation and pairwork discussion on LC test results, worksheets, and the competition of an after-listening questionnaire. In this case, the research included 221 participants who took the exams from fall 2013 to summer 2019.

Othman (2023) conducted a study to explore the effect of watching YouTube on listening skills for EFL Secondary School Students in Sudan. In this research study, no experimental design was used in which the learners were given a questionnaire based on five questions with five degrees to investigate the impact of using YouTube videos on listening skills. The quantitative approach was used by the research due to the researcher analyzed statistically the pupil's

responses. The sample was 47 students whose ages were fourteen and nineteen. As a result, it showed that some learners were aware of the importance of listening skills and just a few learners do not have enough perception about how these videos can help them. To conclude, the students gave a variety of opinions about the significance of the role that YouTube as a multimedia resource can enhance listening skills.

Hadi (2019) carried out current paper to analyze the effectiveness of mobile assisted language learning devices both as instructional tools and learning resources to develop in listening language sub-skills. In this research study, the design used was experimental and quantitative approach with the control and experimental groups. Two groups of the learners were taken the pretest and post-test before and after the experiment in the classroom. In this case, sixteen students participated in total, there were 30 participants in a control group and in an experimental group were 30 students of the second-year students at Iraqia University. The post test result demonstrated that the use of mobile assisted language learning devices had a positive impact on developing experimental group's listening skills and outperformed the control group. Finally, it is very important to use the mobile devices to improve listening skills in the EFL learners during the teaching and learning process.

Moreover, Yana and Putri (2021) study to identify if there was a correlation between students' intensity of accessing multimedia technology products via the internet toward their listening skills. The design used for this research study was a correlational with a quantitative approach. The first year's students of the English Education Study Program of UNRIKA were as a population. The research applied an online questionnaire as a technique to gathered the data from the students. Therefore, the data were analyzed with descriptive statistic- Pearson SPSS in order to determine the correlation between accessing multimedia technology products through the internet and listening ability. This study indicated that the there was a moderate and negative correlation in both variables, it means that the Pearson correlational was  $-0.252 > 0.05$ . It can be concluded that by accessing on the in the internet the learners would develop positively in listening skills.

Muhammad and Al -Otaibi (2019) pointed out research project to investigate if the effectiveness of using of animations with subtitles develop the English language listening skills. This study was developed by quasi-experimental design and quantitative approach trough the

non-equivalent group. Both experimental and the control groups took the pre-posttest. The experimental group had two intact class while the control group just one intact class. However, two groups were tested using the listening skills achievement test. Therefore, 72 learners divided between 39 experimental group and 33 control group students participated in this research. The instrument used was a listening achievement test which developed by the researcher and administered. The results showed that there were statistically significant differences between the mean scores of the experimental and the control group listening skills. As a conclusion, it meant that the multimedia resources influence effectively in developing the listening skills of intermediate English students.

Moreover, Alghamdy (2019) conducted a research study to examine the impact of interactive multimedia in listening skills in the EFL students. For this study, the researcher adopted a quasi-experimental design in which the experimental and control group worked around two months. The learners were taken though the pre-posttest in the classroom, and the data collected was analyzed in a statistically way after the experimentation. The population was 40 male students, whose aged 11 and 13 years of six level elementary government school in Al-Baha City. In this research study the results showed that the EFL students in the experimental group improved their listening skills better than their vocabulary with the implementation of interactive multimedia strategy. Therefore, it can be said that when the teachers apply the interactive multimedia the students are able to develop their listening skills effectively.

Furthermore, Maharani et al. (2023) carried out a study to investigate the effectiveness of TED Talks videos in listening skills on Indonesian Secondary English as a foreign language learner. The method of this study was a quasi-experimental, pretest-posttest control group research design. In addition, this study was developed under quantitative approach in which the data gathered was analyzed statistically. The sample was 66 secondary students who were selected randomly and divided into two groups as the experimental and control group. The first group was taught by TED Talks videos during a 4-week treatment of period to see the effect on students 'listening skills while the control group just received the same lesson plan. In this case, the result highlighted that instruction of TED Talks videos helped to improve students' listening skills just in the experimental group with an average of 57,37 to 71,31. Moreover, the t-test result indicated that the value of t observation ( $t_o$ ) = 2,62 was bigger than the t table ( $t_t$ ) = 1,67 (5%)

and (tt) = 2,38 (1%). Finally, it was recommendable the implementation of the TED Talk videos in the listening development in the English language learning process.

On the other hand, Bazarro and Ocaña (2023) led a study to analyze the use of virtual environments to improve the listening skills of English as a foreign language learner. This study was adopted by pre-experimental design and quantitative approach in which the learners took the pre and posttest before and after the intervention. To develop this study 100 students enrolled in a free English course through a platform with H5p where they worked in the activities, videos, images, forum audio, quizzes and synchronous Zoom sessions during 4 weeks. Moreover, the learners had to access to a KET test to develop listening skills. As a result, after applying the posttest the researcher analyzed the quantitative data collected to compare the means scores between the pretest and posttest. Thus, the applying of ICT tools benefited to develop listening skills in the students. Therefore, interactivity online activities benefited the students to improve in all subskills of the listening sections.

Moreover, Gökçe (2022) carried out a research project to explore the multimedia and video tools as a multimedia impact in the development of English language listening skills. This study was developed under quantitative approach, and the data gathered were analyzed by employing descriptive method. In addition, in this groups, most studies carried out at secondary and university educational level in Indonesia and Turkey. As a result, there were a few studies that do not descriptively examine about effectiveness of multimedia and video tools on listening skills in the EFL students. Furthermore, the multimedia resources had positive effects on learners 'listening skills and it reduced anxiety and positively affect their interest and motivation. It can be concluded that the applying of multimedia materials in listening skills enrich the interaction of the students as well as renovate their metacognitive listening strategies.

Finally, previous research work has contributed to the present study, which has allowed identified different aspects for each article. Some of them have shown what method, design, approach, population, etc., were used to carry out the research study. Therefore, these contributions helped to choose the method, technique and instruments of this research. Additionally, it was also highlighted which multimedia resources were used to develop the listening skills of the English learners during the treatment process.



## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

The purpose of this chapter was to describe two variables and their categories that supported this current research study. The independent variable was Multimedia Resources while the dependent variable was Listening Skills. Each variable has three categories, in each category it was defined with some characteristics of the different bibliographic sources.

#### **Independent variable**

##### **Language teaching and learning process**

As stated by Brown (1941), the process of learning a second language is a complex and extensive undertaking. The entirety of one's being becomes influenced when striving to surpass the limitations of the native tongue and entering a novel language, culture, and ways of thinking, feeling, and behaving. Complete dedication, total engagement, and full-body involvement are required. Both intellectual and emotional responses are necessary to effectively convey and comprehend messages in a second language. Numerous factors are involved in the acquisition process. Language learning is not a straightforward process. Steps cannot be conveniently packaged into a quick do-it-yourself kit. The reality is that foreign language courses often do not serve as an adequate training ground for successfully mastering a second language. Very few individuals, if any, fully master a foreign language within the confines of a classroom setting. On the other hand, the author also mentioned that defining instruction independently from learning is not achievable. Instruction involves directing and facilitating learning, allowing the learner to acquire knowledge, and establishing the necessary conditions for learning to transpire. The comprehension of how learners acquire knowledge shapes teachers' educational philosophy, instructional approach, techniques, methods, and classroom strategies.

Language teaching and learning refers to the teaching or learning of non-native languages either inside or outside of the educational field. The nonnative language involves a foreign language, in which the pupils learn consciously (Kramer & Catalano, 2015). To support his idea, Sayed and Abul (2021) concluded that teaching and learning process of a foreign language involves a transformation of knowledge from teachers to students, where the teacher identifies

and establishes the learning objective according to the needs of the students through different resources, methodologies, and strategies to enrich the students' learning process. On the other hand, the second language teaching and learning process encloses different goals, traditions, and contexts. In addition, a second or foreign language is learned in the majority of the community and the school from children to adults which helps them to communicate with worldwide (Hinkel, 2005).

### **Language learning tools**

Shadiev and Yang (2020), learning the English language is closely related to the technological advancement of recent years that has allowed both educators and students to use technology for education. In other words, the use of technology is omnipresent in the process of teaching and learning the English language. New technologies are detected, for example, virtual reality, augmented reality, or wearable technology which are increasingly available. Additionally, emerging technologies such as cloud computing, computational thinking and natural language processing are maturing as well as are very useful for use in language learning. Therefore, the implementation of technology can promote the learning performance of language learners, as well as increase the motivation to learn a foreign language. Similarly, Duman et al. (2014) stated that it is necessary to track technology to discover new applications that are not currently used. Through the discoveries of other new technological tools, the teacher can innovate and implement the lesson plan and apply it to the teaching and learning of the English language in the future.

Language learning is a process that requires time and several resources to manage to be able to communicate effectively, for that reason, in the ever-evolving world society is living in there is a variety of tools that help people learn a language. Along these lines, technology is a huge part of those tools that help language learning and development. In this way, the authors Adulkareem and Chouthaiwale (2018) mentioned ICT tools as resources that help language learning and development, highlighting that in today's educational landscape, the integration of Information and Communication Technology (ICT) into the process of teaching and learning has become exceedingly significant.

In addition, it is mentioned that educators are now expected to blend both conventional and contemporary methods in their instructional approaches. They need to be well-prepared to

incorporate ICT tools into their teaching techniques. Although 21st-century technologies offer interactive elements, they are still relatively underutilized in language classrooms. Notably, the internet has gained widespread popularity in the realm of teaching second/foreign languages, with a growing number of teachers and learners embracing its potential. Consequently, there is undeniable evidence that ICT has substantially influenced the caliber and effectiveness of instruction and learning, whether in traditional brick-and-mortar institutions or distance education settings.

Duong et al. (2021), learning tools are free resources that allow students to learn in a freeway, and they are used in different educational fields. Nowadays, various tools can be used in the English language due to the fast-growing advance of technology. Thus, the use of different technological tools could enhance and motivate language learning and even increase the student's engagement. In the same way, according to Gonulal (2019), the field of foreign language learning is increasingly evolving thanks to the advancement of technology over the past three decades. Therefore, teachers need to integrate technology and tools that can be useful within the English classroom to motivate students to learn the English language. In this way, students can effectively develop the four skills of the English language. Moreover, Chhabra (2012) mentioned that the existence of technological tools has allowed teachers to change the methodology of teaching the English language, it has also allowed them to experience a radical change in the English classroom learning environment.

According to Purva (2012), there is a diversity of learning tools that can be used with foreign language learners in the classroom to develop English language skills such as:

### **Internet**

It is one of the sources of authentic material that provides access to different tools as well as providing a source of information in the form of articles, courses, conferences, and much more. That way, the professor can send assignments to students through emails and can also conduct virtual exams. Additionally, it allows you to view an online version of the webcam and electronic notes online. Most educational institutions are networked to work together on projects and online materials are prepared. Each school has its website, and many programs also have Internet for students to use for free. In this case, Spelling Bee is one such Internet resource, which allows students to eliminate words in English (Purva, 2012).

### **Using YouTube**

YouTube videos can be used in an English classroom for various aspects, helping to improve vocabulary, pronunciation, accents, voice modulation, and much more. The real advantage of using YouTube to teach English is that it provides many authentic examples of everyday English that most people commonly use in daily life. In addition, the teacher can use it as a tool to improve their listening, speaking, reading, and writing skills. Furthermore, the teacher can select a part of the movie according to the level of the students for teaching the English language (Purva, 2012).

### **Skype**

Using Skype offers teachers and students unlimited opportunities to collaborate around the world. This also offers students opportunities for a huge foreign language course by allowing them to interact with classes from other countries to practice their language acquisition. Using Skype, teachers can offer tutoring or assignments to students as well and students can read to other students, present or perform, and collaborate with others. In this way, they would put English language skills into practice (Purva, 2012).

### **Twitter**

It is a social networking application that can help students practice English to a greater extent. This has a great impact as a technological tool for online education where students can interact with others. The teacher can use about ten activities. Use an online learning technology tool to engage students in English language classroom activities (Purva, 2012).

### **Smart boards**

Another multimedia resource is interactive whiteboards, which are good substitutes for traditional whiteboards or flipcharts. This provides ways to show students everything that can be presented on a computer, desktop educational software, and websites among others. SMART boards allow teachers to use a student-centered approach to teaching language. Therefore, English language teachers can use SMART whiteboards to improve reading and comprehension and even practice listening through video, audio, and web browsing interactively (Purva, 2012).

### **Mobile Phones**

Mobile phones as a learning tool provide a wide variety of applications, in which both teachers and students can use some applications that are designed to practice listening skills for

free. The teacher is the one who must look for some telephone applications according to the student's needs and then ask the students to carry out the activity such as recording the voice or creating an audiobook to practice with the other students in the classroom (Purva, 2012).

### **Podcasting**

The podcast can be one of the best tools especially to develop and improve listening skills in English language learners. By listening to news clips, music, and videos on the Web constantly they would practice pronunciation, intonation, and others to effectively understand it (Purva, 2012).

Generally, students hardly watch movies in the cinema or on television anymore, they watch them through computers and handheld DVD players. The teacher can reach these students in a new way, that is, through podcasts. Therefore, a podcast is a series of digital multimedia files distributed over the Internet. The teacher can download many free ESL podcasts on the Internet to use in class with English learners and practice listening. Apart from that, students can also create their podcasts and upload them to the application and then listen to other classmates' podcasts.

### **Blog**

Just like other tools, blogs have become increasingly popular within the educational field, making it an excellent way to share information and generate discussion. Not only does it provide information through texts, but it also provides photographs through audio and even video depending on the topic the student wants to learn. For this reason, a teacher should encourage students to visit the blog frequently. The student must respond quickly to student posts, writing a brief comment related to the content. Generally, the bog makes it easier to practice the 4 skills of the English language such as listening, reading, speaking, and writing (Purva, 2012).

### **Language classroom resources**

As previously mentioned, the process of learning a foreign language is composed of several factors and resources that refer to the variety of materials and aids that can be used to facilitate language learning and instruction in the classroom. For that reason, Damayanti et al. (2018) cited that materials and resources play a vital role in language teaching, they are often regarded as the core of the educational process. It is commonly held that carefully chosen and skillfully employed resources will enhance the standard of both teaching and learning. These resources have the

potential to simplify teachers' tasks and guide students toward a greater comprehension in their educational journey. The authors mentioned materials and resources such as course books, audio, and video materials, authentic materials such as movies, films, graphs, radio broadcasting, etc.

In the same way, as technology plays a fundamental role as one of the main resources for language learning, some authors mentioned it. Genova (2019) commented on the popularity of the integration of new technologies in education as a topic in conferences, documents and pedagogic literature. The author states that Digital technologies are regarded as highly significant resources for education in the modern classroom, aiding in the facilitation of teaching and instructional processes in the 21st century, some of the resources and tools technology offers to the educational field are DVD players, cellphones, MP3 players and so forth. Those work as tools to encourage learners and allow remote communication and information sharing.

Ezeh, et al. (2021) affirmed that especially in English language learning is very necessary to support with some technological resources to achieve success in English language teaching. For instance, the resources that can be provided by the teacher in the classroom are audio-visual aids and media aids to language learning. Moreover, Mcdonald and Battaglia (2015) established that the teaching and learning of the English language will not be enough without establishing pedagogy and use of resources. That is why it is of utmost importance to relate the necessary resources within the educational plan to have a positive impact on learning in the classroom environment.

Furthermore, Schmitt (2010), currently technological resources are very helpful for both teachers and students in the classroom. Specifically in the teaching and learning of the English language, it has contributed effectively by allowing students to freely practice the skills they want, for example, to develop and improve speaking skills. Students can access resources such as video, animation, audio, and images.

### **Multimedia resources**

Guan et al. (2018) pointed out that multimedia is combined in more than one type of media such as symbols, images, audio, video, and animations which are generally accessible through technology to improve understanding within the teaching and learning process inside and outside the classroom. Furthermore, the range of technology that allows the inclusion of multimedia in

educational resources, meets the interest and motivation of students in learning the foreign language.

On the other hand, Thamarana (2015) confirmed that the implementation of multimedia resources is an essential topic in English language education that provides a complex multisensory experience in the exploration of our world through the presentation of information through texts, images, graphics, audio and video, which they allow the students to learn the second or foreign language in a different style. These multimedia resources provide some advantages to students, for instance; students enrich their learning process and improve their understanding of complex topics as well as allowing better encoding and easier retrieval.

Multimedia refers to a digital communication technology, constituted mainly by the sum of both Hardware and Software. Within the educational field, the use of multimedia has an effective impact as it facilitates the development of instruction and also the methods by which teachers easily provide information to students. The use of technology must be implemented in the English classroom. Thus, the role of the multimedia teacher is mainly to be a person who controls the amount of information when creating any teaching material. Furthermore, teachers' knowledge must be at least a little better and higher than the level of the students. In this way, students will feel motivated by having challenges and will be able to advance directly to achieving their objectives in the English language learning process (Gunawardhana & Palaniappan, 2016).

On the other hand, the use of multimedia resources in the teaching and learning of the English language is very important since it provides opportunities to achieve class objectives better and allows for effective results. Currently, most teachers use various technological devices during the process of teaching and learning the English language, because these resources make language learning more productive, communicative, and motivating (Cárdenas, 2019).

Learning a language represents an advantage for learners, and multimedia resources offer great opportunities to meet and cover learners' needs. In addition, as learners grow up in a technological era, this kind of material engages them to learn the language. Nevertheless, it is necessary to mention what multimedia is about. As stated by Thamarana (2015), multimedia refers to the variety of content formats, encompassing text, audio, static images, animations, videos, and interactive elements. This composite content is typically recorded and subsequently

played back, displayed, or accessed using information processing devices such as computers and electronics, and it can also be a component of live performances.

Multimedia offers a sophisticated, multisensory encounter that aids in the exploration of our world through the conveyance of information via text, graphics, visuals, audio, and video. Most importantly, it is also mentioned that combining textual and visual elements enhances the ability to assimilate copious amounts of information. In educational settings, students grasp concepts more effectively when they perceive the significance and relevance of the information presented (Thamarana , 2015).

Thamarasserri (2019) pointed out that a 21st-century teacher has the power to attract learners' attention like never before, and the use of multimedia resources like online games, podcasts, video clips, and data setlists among others provide teachers the opportunity to address the different learning styles and meet every student's needs. Furthermore, the author mentioned that multimedia resources offer a variety of advantages to the classroom, including portability, flexibility, individualized learning, collaboration and community building, and a broader view of the world.

Additionally, Seytnazarova et al. (2020) introduced the two types of multimedia resources and technologies. First, Software multimedia resources include multimedia disks, presentations, clips that include audio and video, and other Internet resources. Hardware multimedia resources include audio and video equipment, a computer, multimedia projectors, interactive boards and smart boards.

The author also mentions how to integrate multimedia resources into teaching, enlisting different stages:

Before the class: It is necessary to preview the multimedia resources in order to determine whether it is suitable or not for the learners and the goals to meet during the session. In this part, it is also important to choose the most important and relevant content to demonstrate specific concepts and ideas. Finally, it is fundamental to equip and prepare the classroom setting to improve the learning experience.

Provide a focus for students' interaction with the multimedia resource: Teachers can prepare a series of questions for learners to answer, assign a topic to make notes, assess the



content, or do any other activity for learners to complete. Specially when working with videos, the best way to proceed is to present the material with frequent pauses, in order to control the pace and information received; this will help to check information comprehension or to ask learners opinions or predictions about the material.

After the lesson: Finally, multimedia resources represent an opportunity to have a group discussion. This activity helps learners review and reinforce the information received at the same time they demonstrate what they have learned during the session and share their knowledge and points of view with the rest of the class.

Moreover, Thamarasseri (2019) added that the use of multimedia resources represents a potential pedagogical value because it helps to increase learners' interest due to the variety of media. Also, it enhances understanding because of the rich media materials that improve learners' comprehension of complicated topics. Finally, it is highlighted that it increases memorability due to the easier way in which learners receive information and it turns into a retrieval relationship between multimedia resources and the process of teaching and learning.

On the other hand, Sejdiu, (2017) stated that it is important to implement a multimedia listening activity using video helps students with language comprehension using English subtitles compared to videos with transcripts. Furthermore, the use of captions and subtitles in the videoconference stimulates the participation of students, who interact more frequently with the subtitles. Furthermore, the development of multimedia software for language learning helps students communicate in English in the context of different situations. Above all, the use of multimedia is very useful in developing better listening skills to hear the gist and guess the meaning from the context.

## **Dependent variable**

### **English language**

According to Pinker (1999), language comes to us naturally, which allows us to communicate with others through signs, sounds, and gestures. Provides people with a means to share ideas. So, when listening to a speech, people had thoughts that had never occurred to them. Moreover, Ilyosovna (2020) mentioned that English is currently the official language around the world since people speak it permanently in different educational fields, such as expression, education, tourism, medicine, and engineering. That is why the English language is of utmost

importance, in addition to communicating with different people around the world, it opens many job doors in different jobs.

According to Baugh and Cable (2005), English is one of the most spoken languages in the world and has been evolving. Thereby, it is subject to constant change and growth in different aspects, in which people have had to adapt to communicate. In this case, talking about living and dead languages is wrapped in a convenient rhetorical figure. When a language stop changing, it is called a dead language. Hence, classical Latin is a dead language as it has not changed for almost 2,000 years. The change that constantly occurs in a living language can be seen most easily in the vocabulary.

In the world, English is the most spoken language and, as mentioned by Nishanthi (2018), English is known as ‘the major window of the world’ which refers to the way in which English provides the view of everything taking place in the world. Additionally, the author mentions the variety of reasons to learn English. First, as previously mentioned, English is the international common tongue. Then in terms of education, it is fundamental as most educational systems all over the world encourage pupils to learn the language. Furthermore, Putra (2020) highlighted that English not only acts as a communication tool, but it can also help us easily adapt to the environment and work in the present and in the future. Additionally, learning English has become significant as it empowers people to communicate easily and efficiently with others.

### **English language learning**

Learning involves a sequence of actions carried out by both teachers and students, fostering a mutual connection within the classroom, all aimed at accomplishing specific objectives, in the same way, gaining proficiency in English can lead to achieving success, enhancing the likelihood of securing employment effortlessly. Utilizing English as a means of communication can additionally facilitate mutual comprehension and esteem among individuals, especially those hailing from diverse linguistic, cultural, and lifestyle backgrounds (Wendiyarti, 2022).

Furthermore, English language learning is based on using different methodologies, strategies, interactive games, the use of technology, and different activities according to the level, age, and needs of the students. For instance, effective methodologies would be communicative language teaching, task-based learning, competency-based approach, and problem-based

approach. Through this approach, students can hold the learning outcome in all language skills positively and become competitive and critical thinkers (Diep & Hieu, 2021).

Moreover, language learning process happens to be affected by a variety of factors that determine the success or failure of the process. In addition, enhancing the learning experience for English remains an ongoing objective, particularly as it is a secondary language for many after their native tongue. Therefore, as stated by Panggabean (2018) the learning process demands careful consideration. In the realm of English language education, a critical factor is the methodology employed. This is because the effectiveness of an English language teaching program is frequently evaluated based on the chosen method, which dictates both the curriculum and instructional approach. This is the reason why the English language learning process requires an appropriate method and approach in order to achieve learning goals and meet pupils' needs.

Furthermore, Ilyosovna (2020), English language learning is involved in various complex processes. That is why, learning English as a second or foreign language from an early age is very important since children have the possibility of acquiring the language naturally or unconsciously and that makes it easier for them to speak fluently and correctly in the future. For this reason, many countries include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, aviation, computers, diplomacy, and tourism, Knowing English increases, and chances of getting a good job in a multinational company.

In the same way, Collie and Slater (2005) pointed out that the English language is the lingua franca of the world due to its widely spoken status. In other words, it is an official language spoken internationally in different fields. Obviously, in the learning process, the English language is changing due to the advancement of technology, and at the same time, this technological advancement is a great help that makes it easier for teachers and students to achieve positive learning. Due to that, currently English teachers in different parts of the world have constantly modified the models that adapt according to the needs and levels of the student. Further, this change has mainly encouraged teachers to look for more natural ways for their students to achieve near-native language proficiency or acquisition at all levels.

## **English language skills**

According to Sreena and Ilankumaran (2018), the English language is classified into two skills which are productive or active skills that involve speaking and writing. Learners who possess efficient productive skills could produce something easily. Learners need to generate language to communicate their ideas either in speech or text. It is important to know that speaking skills are apparent in society in various styles, for instance, learners could communicate in formal, informal, normal, and strong ways depending on people. In other words, these styles are situations based as well as it is important for speakers to strike the right thoughts.

Whereas receptive skills are based on listening and understanding a language as well and reading is comprehending some texts and can contribute to writing development. When the learners develop, they have to effort to receive sound and make meaning. Above all, both skills are essential as this opens up possibilities for continuing interaction. Language is received and meaning is decoded for the easy development of the critical thinking of a person. It develops the productive and receptive skills of communication effectively. Similarly, Masduqi (2016) mentioned that the English language is composed of both productive and receptive skills. Productive skills are speaking and writing due to the learners produce a language after reading or listening. However, in the second skill, students do not need to produce language because it is based just on receiving information about different texts or listening to podcasts, audio, or songs.

English is composed by different skills and subskills that learners must master during the language-learning process. In these terms, Rao (2019) restated that English is considered a tool for international communication and that is the reason why most foreign language learners try to learn and master it, and to achieve that goal, they have to develop the four basic skills that include listening, reading, writing and, speaking. The author also explained how language skills are divided, in this way, there are two categories: passive or receptive skills and active or productive skills. Listening and reading are part of the receptive skills because learners are not required to show or demonstrate such skills, instead, they are just passive receptors of the language without producing anything. On the other hand, speaking and writing are productive skills because learners have to produce the language on their own in the form of sentences or texts, and those are linked to other subskills to be developed such as vocabulary, grammar, sentence structure, and use of the language.

Sharma and Puri (2020) agreed that learning a language involves four main skills: listening, speaking, reading, and writing. These skills are not separate; they work together to describe language learning. The first and third skills (listening and reading) help us understand, while the second and fourth skills (speaking and writing) involve creating our language. According to Nan (2018), listening and reading are important methods to acquire linguistic knowledge, so they belong to the same skills and share the same process of psychological activity and decoding. However, although listening and reading are receptive skills, therefore, listeners and readers do not passively receive information through external stimuli. Therefore, listeners and readers actively capture information through their prediction, experience, and schematic knowledge, which implies better understanding. Instead, Kennedy and Weener (1973) highlighted that listening and reading is one of the micro-skills which can be used interchangeably and that listening and reading are involved in the same process of psychological activities and cognitive approaches. In this way, both adopt similar micro skills in listening comprehension and reading comprehension. In conclusion, listening and speaking skills are connected, like reading and writing skills. It is like a puzzle where all the pieces fit together to help us learn a language.

Sharma and Puri (2020) mentioned English language skills include four important skills. First, listening skills mean a receptive skill in oral phrasing. In other words, listening is to understand through the perception of what another person speaks. For instance, when people listen to their mother tongue or native language, they have the skills and prior knowledge to understand without taking into account how complex the entire process can be. On the other hand, listening is involved as a means of linguistic communication which is widely applied in our daily lives. So, it is essential to instruct students in a variety of listening exercises to increase their vocabulary and help students improve their listening and perception. To conclude, to develop the ability to effectively listen to a foreign language, students must be in constant practice either with teachers or on their own with songs, videos, audiobooks, pod casts, and others.

Secondly, speaking is considered a productive skill. This skill is more complicated than other language skills since the student must produce the language at an exact moment without taking a long time. In this case, students without taking into account integrate two skills in oral production at the same time, for example; in telephone calls the person must specifically listen and understand to comprehend and produce the language. In any case, speaking should be

associated with listening, since generally, the person must perceive someone's listening to be able to produce or respond to another person.

Third, reading is one of the receptive skills as well as listening. Reading is not just about becoming a good reader, but it is about understanding words, phrases, and sentences and giving meaning to a text, email, news, stories, and essays, among other types of texts. It is relevant to read any type of text every day, applying different ways of reading; for example, the reading can be read aloud, silently, by sliding only with the finger. Some of the important strategies that allow the students to understand better are skimming, scanning, reading for details, inferring, and others. Above all, constant reading can help enrich vocabulary that promotes other receptive skills such as listening comprehension.

Finally, writing is a productive skill that, which seems to be easy, is nevertheless complicated since the student must have good grammar and a good vocabulary to write correctly. Furthermore, reading becomes about having good organization, coherence and progressively learning to calculate your refinement. This helps the writer improve his or her command of lexicon and form by honing other linguistic skills. In conclusion, writing vocabulary, phrases, and sentences in the English language is the basis for good writing.

Husain (2015) pointed out that essentially language is a skill. It is not the same in comparison with other subjects like science, social studies, economics, etc. English language is made of four skills such as listening, reading, writing, and speaking. That is why it involves the complex teaching and learning process. Moreover, language is divided into receptive skills which are listening and reading, and productive skills which are speaking and writing skills. Therefore, the productive skills are based on producing sounds when the students communicate and symbols when they write. Meanwhile, in receptive skills are classified as listening and reading, in which the learners just receive the information or perceive the audio. On the other hand, Darn (2006) stated that receptive and productive skills must be integrated into a lesson plan, so that the students develop and improve four language skills according to their needs, age level, and topics. Moreover, the learners increase motivation and the study of natural language seen in context. Therefore, fluency is more important than accuracy and errors are a natural part of language learning. Thus, learners develop fluency in English by using English to communicate for a variety of purposes.

## **Listening skills**

Sevik (2012) defined listening is the receptive skills, in which the learners hear attentively and comprehend what is about. It means that students absorb the meanings of words, sentences, and phrases by the brain. Therefore, listening is the first of the four skills. There are some differences between simple listening and listening-focused. In this case, listening is not just involved in hearing, but also it is focused a lot of concentration to make sense of the speech and comprehend effectively. Additionally, Muhammad and Otaibi (2007) affirmed that listening is considered as an active and immediate analysis of the stream of sounds. Hence, this correlation is like that between seeing and looking. In this case, seeing can be understood as a very ordinary and passive state when people looking is a focused process requirement of the beholder's instrumental approach.

According to Himangani (2017), one of the reasons to teach listening skills is to make the students involved in spoken English and active throughout the English teaching and learning process. All above, efficient listening in English allows reliable and fluent communication and hinders misunderstandings. When the learner listens well and understands and comprehends. Further, effective listening in the classroom has a positive effect on student's academic achievement.

Listening is considered a receptive skill as other authors have previously mentioned. In addition, Djaborova (2020) cited that listening involves "paying attention to something you can hear." However, there is a distinction between listening and hearing. Hearing pertains to the sounds your ears detect, which is a physical process assuming no hearing issues. On the other hand, listening goes beyond that; it demands concentration and dedicated effort—both mentally and to some extent physically. Furthermore, Sharma and Rachna Puri (2020) highlighted that Speech perception is the skill of understanding spoken language. When talking about listening, it is referred to both hearing and understanding. When people hear their native language spoken, they have the background knowledge to grasp its meaning, so they might not realize how complex this process is. Listening is a vital way we communicate in everyday life. Using various listening exercises can effectively expand students' vocabulary and help them enhance their ability to understand. This practice also improves their listening skills. It is important to note that learning a first language and a second language differ due to the environment. Foreign language exposure typically happens in specific settings like classes. Teaching and practicing spoken language skills

take time and repetition. Regular practice is key. Through practice, learners can enhance their listening and understanding abilities.

On the other hand, when students work on listening activities in a class, they must follow a listening stages process to understand effectively. Additionally, when teachers work with multimedia resources, they can have a great positive impact on listening by presenting students with material based on their interests. This process includes three different activities: pre-listening activities, while-listening activities, and post-listening activities (Djabborova 2020).

**Pre-listening activities:** These are considered introductory activities that present the topic of the listening text and activities that focus on the language of the context. Their goal is to address these concerns: sparking interest, boosting self-confidence, and making understanding easier. They aim to encourage learners to start tasks without difficulty. Teachers take a few minutes to help find important words, new words, and helpful patterns. This helps learners predict what tasks they will be asked to do.

**While listening activities:** In these activities, learners get a set of exercises to improve their listening skills. Teachers aim to help learners practice specific listening abilities. During this, learners can check if their guesses about the listening text were right. Teachers need to carefully watch how students are feeling and what they are doing during the listening activity. If some students can't do the task and feel stressed, the teacher can play the audio again. Overall, this is the hardest part for teachers as they try to guide students to work on the task on their own and engage with the information.

**Post-listening activities:** In this last stage, learners are going to talk about what they have listened to. Learners can talk about how the topic relates to their lives or share their opinions. The objective of this stage is to make use of the gained knowledge from listening and summarize those ideas.

### **Listening subskills**

According to Field (2008), listening is one of the four language macros skills and different sub-skills help the learners to understand best. Firstly, predicting refers to thinking about what the students are going to hear, based on what they know about the speaker, the topic, and the context. Secondly, listening for gist means understanding just the general topic of what the



students hear. Third, listening for key information to identify specific words or phrases is based on listening carefully to what the learner hears to get the information from the audio or videos. Finally, listening for detailed understanding in which the students must understand the content of what they hear in-depth, for example: the opinions and attitudes of the speakers. In the same way, Ogbodo (2010) affirmed that there are four listening sub-skills which are listening for the keyword that refers to concentrating on words around which the main ideas revolve. Then listening for details is considered in taking instructions or in cross-examination of the learners. Moreover, every detail helps in the comprehension of the listening contents. Another sub-skill is Listening to the attitude which means looking for verbal and non-verbal clues from the speaker. Also, this is demonstrated through gestures and facial expressions. The last one is listening for the gist to get the general ideas.

Whereas Spratt et al. (2011) mentioned that there are different listening sub-skills that learners must apply to comprehend better the English language. The first subskill is listening for gist where the learners get a global understanding from the listening. Then, listening for detail or infer attitude which happens when the students listen to see what attitude a speaker is expressing either from the audio or videos. In addition, there are other ways of listening which are intensive and extensive listening.

On the other hand, Field (2009) pointed out that listening sub-skills are divided into seven categories which are listening for gist, listening for specific information, listening in detail, listening for attitude, listening for individual sounds, extensive listening, and listening for exercise.

Listening for gist is considered as extensive listening for skimming. This happens when the learners listen to find a general idea about a topic, for instance, the learners summarize the day's news on the radio.

Listening for specific information occurs when the students listen to something to discover one particular piece of information. In this case, the students have to listen to weather reports to discover the weather in their city.

Listening in detail refers to intensive listening in which the learner must scan. It occurs when the learners listen very closely, paying attention to all the words and trying to understand as much information as possible. For instance, When the University teacher teaches on the radio. The students will be listening to everything in a detailed way.

Listening for attitude is based on a listener paying attention to discover the attitude of the person speaking. Therefore, the listener through attentive listening has to discover if the speaker is rude, kind, impolite, self-confident, etc.

Listening for individual sounds happens when the listener's intention is mainly to understand how the speaker is producing sounds in his speech. The learners learn speech sounds by watching other learners speak and by listening to clear models of words.

The listening exercise is focused on the students listening to give full answers, short answers, fill gaps in a close passage, detect mistakes, recognize true or false sentences, choose the multiple-choice answer, underline, and to summarize. Therefore, in this listening the students must listen attentively to comprehend and choose the correct answer.

## **1.2 OBJECTIVES**

### **1.2.1 GENERAL OBJECTIVE**

- To explore the incidence of multimedia resources in listening skill development.

### **1.2.2 SPECIFIC OBJECTIVES**

- To describe the importance of the use of multimedia resources in the development of listening skills.
- To determine the student's listening comprehension level.
- To define the impact of multimedia resources on listening skills.

### **1.2.3 FULFILMENT OF THE OBJECTIVES**

First, to fulfill the general objective which is, to explore the incidence of multimedia resources in listening skill development, the researcher applied a pre and post test to the students of the 'Sagrada Familia' high school to obtain information that would allow us to know the points of view of the students related to multimedia resources and their influence on the development of listening skills.

Then, the first specific objective is to describe the importance of the use of multimedia resources in the development of listening skills. To achieve this objective, the theoretical review was a key factor to describe the importance of the use of multimedia resources with the

development of listening skills, which served as a background to understand the role that websites can play in the English classroom.

Furthermore, the second specific objective is to determine the student's listening comprehension level. To achieve this, the researcher used a pre and post test obtained from the A2 KET (Key English Test), which was designed by Cambridge English to evaluate the student's listening skills.

Finally, the third specific objective is to define the impact of multimedia resources on listening skills. To achieve this last objective, the researcher had eight interventions to integrate different listening activities depending on the level and knowledge of the students.

## **CHAPTER II**

### **METHODOLOGY**

The following chapter details the level, methods, modality, instruments, and procedures that were used in the research to ensure that the data can be effectively analyzed, interpreted, and evaluated in the future.

#### **2.1 Materials**

In this current research study, a variety of resources were used which are human and physical materials. First, human resources were the tutor, researcher, authorities, and the students of the second year at Unidad Educativa “Sagrada Familia”. Second, the physical materials were technological things such as: a laptop, a whiteboard, the internet, etc. Finally, the important tool used with the students was the British Council website.

##### **2.1.1 Methods**

###### **Research Approach**

Research approaches are based on the plans and procedures in which the researcher undertakes to study a topic. In this case, within the research approach there are three different types that are quantitative, qualitative, and mixed. Therefore, this study focuses on a quantitative approach due to the collection of numerical data through the experimental group of the students.

Patel (2019) pointed out that research methodology is based on a systematic and structured way in which the researchers use it to support the research study. Mainly, it can be classified into three types such as the deductive research approach that tests the validity of theories/hypotheses. Second, the inductive approach which is focused allows us to know new theories and generalizations. Third, abductive research starts with some facts and puzzles to devote their explanation. On the other hand, Gvoover (2015), the research approach refers to a plan and procedures that the researcher uses to pursue a research project. Specifically, it is divided into three important components such as philosophical worldview, research design, and research methods. In this way, it merges to form three approaches denominated quantitative, qualitative, and mixed approaches. To conclude, the researcher must choose the approach according to the research design whether is experimental or non-experimental. If a researcher uses a quantitative

approach must specify what, where, when, and how much, by what means in terms of objective measurements.

The focus of this research is quantitative because as cited by Adedoyin (2020), quantitative research is considered an organized investigation of a phenomenon through the collection of numerical data and the implementation of statistical, mathematical, or computational techniques. It favors integrated approaches to statistical analysis about other strategies such as inferential statistics, hypothesis testing, and mathematical representation. study, experimental and semi-trial design, randomization, blinding, protocols, and structured questionnaires with a pre-established limit of multiple responses. In this way, numerical information will be obtained through the application of a pre-test and a post-test.

Moreover, Kothari (2004) affirmed that the quantitative approach can be subjected to rigorous analysis formally and rigidly. In addition, this approach tests objective theories by examining the relationship among variables. Therefore, through this approach, the researcher could collect the necessary data, analyze, interpret, and compare the results through the pre test and post test. Furthermore, it allows to compare the results obtained to verify whether the multimedia resources used in the class influence the listening skills. In this way, it lets to test or prove the hypothesis to establish cause-effect relationships of independent and dependent variable.

### **2.1.2 Research modality**

#### **Field research**

The research field of this recent study focused on the fact that the researcher carried out direct observation in a natural environment to study and solve the problem.

According to Van de Ven and Scott (2017), the field of research focuses on the researcher obtaining information through the study of organizational life in natural observations firsthand from the frame of reference of a particular subject. In this case, this research had a field-based modality because the information was obtained directly from the reality in which the problem to be studied was placed, for that reason, this research was carried out through direct observation of the natural environment.

## **Bibliographic research**

This study was based on bibliographic research in which the researcher carried out previous studies related to the current topic through academic papers in order to support true information.

This current study was carried out through bibliographic research which includes all resources such as academic articles, digital books, and journals that contain of author, title, published and place publication, and year of publication. Therefore, the researcher used all of them to describe the concepts, features, and components of the two variables in the theoretical framework. Above all, this is considered bibliographic research which was supported by information and facts obtained from previous research works, papers, articles, and so forth ( Pant & Sharma, 2018).

### **2.1.3 Type of research**

#### **Exploratory Research**

Exploratory research focused on carrying out the study of the topic that has not been studied at all before. Furthermore, it is based on studying the topic already existing for the explorer and getting new ideas to describe in detail about the respective topic of study.

Singh (2021) mentioned exploratory research is based on a study that seeks to answer a question or address a phenomenon that has not been studied before. Furthermore, it refers to an existing topic and is explored to obtain new ideas. Through this, the researcher could establish the hypotheses through the data obtained about the research study. Additionally, this type of research helps identify general principles to explain data and observations. Its objective is to investigate a specific phenomenon. In addition, it allows researchers to learn both variables, the dependent and independent variable. Therefore, this type of research is considered unique because the data was collected in the field or may already exist and have not been done before in the study.

#### **Research design**

##### **Pre-experimental**

This current research study was based on pre-experimental design. In this case, a single experimental group participated in the study to be evaluated before and after the treatment. Based

on this, the researcher observed the manipulation of the independent variable into the dependent variable.

This research was carried out using the pre-experimental design. Mahbub (2023) stated that pre-experimental design is based on the most basic type of experimental research design in statistics. Furthermore, it involves the manipulation of the independent variable to observe the effect on the dependent variable. Therefore, the multimedia resource was used in the interventions to see if it has a positive impact on listening skills. Within a pre-experimental research design, one or several groups are analyzed that depend on the effect of an independent variable, which is presumed to induce a transformation. Furthermore, the pre-experimental study design lacks a control group, meaning it has no control group. Therefore, this research was carried out with a single group of the students. In this research design, the experimental group took a pretest before treatment. After that, students must take the post-test after the interventions using multimedia resources to determine the level of listening skills of the students and the influence of multimedia on these skills.

#### **2.1.4 Techniques/tools**

In this research study, the instrument was the standardized A2 KET (Key English Test) which corresponds to the A2 level according to the Common European Framework of Reference. It was designed by Cambridge English to assess the student's listening skills. In this case, this test was applied twice to learners in which the learners were taken the pre-test and post-test before and after the interventions to collect the data and analyze both results.

Therefore, the instrument contains five sections; however, just four sections were chosen for this current research study by the researcher. There are a total of 20 questions and each question has one mark. Part 1 contained 5 questions with 3- multiple choice options, where learners identified key information about five short dialogues. The second part had five questions with gap fill, the students had to listen to a monologue to gaps in a page of notes. In part three, there were five questions with 3 option multiple choice which allowed to listen to a dialogue to get key information. The last part had five questions that let the students identify the main idea, message, and gist in five short dialogues to answer 3 option multiple choice.

Additionally, the KET (Key English Test) listening test assessed the students on listening for specific, detailed, and understanding of detailed information. Additionally, it assessed the gist

of monologue or dialogue about attitudes, opinions, and agreement. So, the students were taken the pre-test before the treatment while the post-test was applied after the interventions using the multimedia resources (British Council website) to verify if the students improved their listening skills (Cambridge Assessment English, 2020).

### **Data collection procedure**

This present study lasted 4 weeks with 10 interventions in total. The pre-test and post-test were applied by the researcher before and after the treatments which aimed to assess the listening skills and compare the score after the use of multimedia resources. The students took the pre test approximately 20 minutes in a face-to-face modality. Specifically, the British Council resource as a multimedia resource was applied during the treatment process.

In the first session, the researcher introduced herself and presented the research topic. Then, the general instructions were explained by the teacher about how to answer each part of the listening section. After that, the students were given the test paper and answer sheet to answer each question according to they might listen about different types of listening in each part.

In the first intervention, the teacher started with lesson plan 1, in which the objective of the class was to listen to audio about voice messages with the directions to practice and improve their listening skills. First, the teacher asked the students to answer the preparations about the directions. After that, the students wrote the correct words below each picture. In the while listening activity, the teacher presented an audio about an invitation to a party and gave the instructions. After, the students listened carefully and wrote the sentences in the correct group of the chart in messages 1 and 2. In the post-listening activity, the students completed task 2 activity in which the students answered about three multiple-choice questions. Finally, a question was discussed with the whole class.

In the second intervention, lesson plan 2 aimed the students to listen to an audio about two colleagues arranging a meeting to practice listening skills. Firstly, the teacher presented a preparation task, and the students completed it by matching the definitions (a-f) with the phrases to learn the vocabulary. Second, the students completed a while task activity through audio about changing a meeting time and giving instructions. Third, the teacher asked the learners to listen



and complete task two in a worksheet about the sentences with words from the box. Finally, one question was discussed with the whole class.

In the third treatment, the third lesson plan focused on the students listening to audio about a university teacher instructing an assignment to practice their listening skills. The students completed the preparation task about matching the definition with vocabulary in the pre-listening. In the while listening activity, the teacher presented the audio about instructions and circled the best answer on a worksheet. Finally, students listened an audio again to match the two parts of the sentences to develop their listening skills.

In the fourth treatment, lesson plan 4 focused on listening to an audio about people talking about to how change plans. In the pre-listening activity, the teacher asked the students to complete the preparation task about writing the words in the correct groups to familiarize themselves with the listening topic. After that, the students listened carefully and chose Francesco (the man) or Sachi (the woman) to complete the sentences in while listening activity. In the post-listening activity, the teacher asked the earners to complete the sentences with the phrases in the box. Finally, the teacher presented a question to discuss with the whole class.

In the fifth intervention, lesson plan 5 was used which aimed to the students listen to an audio of two people talking about the people in their office. First, the preparation task about matching the definition with the vocabulary was completed by the students in the pre-listening activity. Second, in a while listening the students listened carefully and completed a true or false task in a worksheet used through the British Council resource. In the post-listening activity, the learners matched the endings (a-f) with the beginning (1-6) of the sentences after listening to an audio.

In the sixth treatment, Lesson Plan 6 focused on listening to an audio recording of some transit announcements. First, the teacher asked the students to match the definitions (1-8) with the bolded words in the sentences (a-h). Then, the teacher presented the audio with instructions for a task, and the students completed true or false task 1. Finally, the students wrote the numbers next to the information task 2.

In the seventh treatment, the lesson plan 7 was presented in class. First, the students were asked to complete the sentences with words from the box. Then the teacher presented the audio about why she could didn't come to class and the students circled the best answer in a while listening activity. After that, the students completed Task 2 where they used the words and phrases to make sentences.

In the eighth intervention, students were asked to write the words in the correct group about someone leaving a message. After that, this activity was to learn new vocabulary about e-mails. Then the students completed the true/false task 1 with an audio presented by the teacher. After that, the students listened to the audio presented by the teacher and were asked to write a number (1-6) to put the sentences in the correct order. Finally, three listening stage activities were carried out using the British Council website and worksheets.

After all the treatments, the learners took the post-test which was the same pre-test. Therefore, the post-test was applied to know if the students improved their listening skills using the British Council website as a multimedia resource in the class. The test lasted approximately 20 minutes.

### 2.1.5 Population

In this current research study consisted of 24 learners in total from second BGU "C" group of morning section. The participants were 16 men and 8 women whose ages are between 15 to 16 years old at Unidad Educativa "Sagrada Familia" which is in Ambato-Tungurahua-Ecuador.

**Table 1**

Population

<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
<b>Male</b>	16	67%
<b>Female</b>	8	33%
<b>Total</b>	<b>24</b>	<b>100%</b>

*Note.* This table shows the participants in the study.

## **Hypothesis**

### **Alternative hypothesis**

H1: Multimedia resources have a positive impact on listening skills.

### **Null hypothesis**

H0: Multimedia resources do not have a positive impact on listening skills.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter includes the results obtained from the pretest and posttest which were applied during the interventions.

**Table 2**

		<b>Statistics</b>		
		PRETEST	POSTTEST	DIFFERENCE
N	Valid	24	24	
	Missing	0	0	
Mean		4.958	7.438	2,480
Median		5.000	7.500	
Mode		7.0	6.5 <sup>a</sup>	
Minimum		2.0	5.0	
Maximum		8.5	9.0	

a. Multiple modes exist. The smallest value is shown

*Note.* This table shows the evolution of scores within the experimental group.

#### **Analysis and interpretation**

This table shows the means of the pretest and posttest where there is a difference of 2.48 points. First, in the case of the pretest, the mean was 4.95. On the other hand, in terms of the posttest, the mean is 7.43, which is the result obtained after the interventions.

The results demonstrate that before the interventions, most students struggled with listening activities, which leads to saying that learners require reinforcement on the development of those skills to improve their English level. Nonetheless, after the interventions a significant improvement in the grades is shown, as the average grade increased 2.48 points.

The difference in the mean, median and mode of the pre and post-test implies that the activities and strategies applied during the interventions were effective and made learners feel interested in the language. The different listening activities such as: multiple choice and gap fill in which students worked during the interventions helped in their development of listening skills and subskills as they were required to listen to different sorts of information in the recordings.

**Table 3**

*Pre-test analysis of frequencies and valid percent: experimental group*

		Frequency	Valid Percent	
Valid	2.0	3	12.5	
	2.5	1	4.2	
	3.0	3	12.5	
	3.5	2	8.3	
	4.0	1	4.2	
	4.5	1	4.2	
	5.0	3	12.5	
	5.5	2	8.3	
	7.0	4	16.7	
	7.5	2	8.3	
	8.5	2	8.3	
	Total		24	100.0

*Note.* Analysis of the varied distribution of pre-test scores among the participants.

### **Analysis and interpretation**

Based on the results gathered from the pretest, which was over 20 points, 4 students represent the 16.7% of the population who obtained 7 points. Then 2 students representing the 8.3% got 7.5 points. Finally, 2 students who represent the 8.3% obtained 8.5 points.

Consequently, the results show that before the interventions only some students were able to complete listening activities and obtain an average grade or above, demonstrating a great understanding of language. Thus, it is evident that the rest of the students who didn't succeed presented a lack of development of listening skills and required improvement to be able to understand better the spoken language.

**Table 4***Post-test analysis of frequencies and valid percent: experimental group*

		Frequency	Valid Percent
Valid	5.0	1	4.2
	5.5	1	4.2
	6.0	1	4.2
	6.5	5	20.8
	7.0	1	4.2
	7.5	4	16.7
	8.0	5	20.8
	8.5	3	12.5
	9.0	3	12.5
	Total	24	100.0

*Note.* Analysis of the varied distribution of post-test scores among the participants.

### **Analysis and interpretation**

In the table above, the results from the posttest are shown. In this case, the 4.2% corresponding to 1 student got a total of 7 points, then, the 16.7% corresponding to 4 students obtained 7.5 points. Therefore, the 20.8% corresponding to 5 students got 8 points and the 12.5% represented by 3 students obtained 8.5 points. Lastly, the 3 students represented by 12.5% obtained 9 points.

After the application of the posttest, it is observed that students managed to obtain better grades, and the influence of the interventions is reflected in the positive results obtained. Learners were able to understand the recordings much better as they had time to practice and improve their skills during the interventions. For that reason, learners demonstrated a great development of their listening skills during the posttest.

**Table 5***Comparative results pre and post-test*

	<b>PRE-TEST</b>		<b>POST-TEST</b>		<b>DIFFERENCE</b>
<b>Part 1</b>	7,4	<b>Part 1</b>	7,5	<b>Part 1</b>	0,1
<b>Part 2</b>	4,5	<b>Part 2</b>	10	<b>Part 2</b>	5,5
<b>Part 3</b>	5,3	<b>Part 3</b>	7,0	<b>Part 3</b>	1,7
<b>Part 4</b>	2,5	<b>Part 4</b>	5,1	<b>Part 4</b>	2,6

*Note:* t-test paired Sample Statistics-mean comparison of different types of questions of the pre-test and post-test.

### **Analysis and interpretation**

As seen in the table, the differences between the data obtained from the pretest and posttest are presented. To begin with, in Part 1 the result was 7.4, while in the posttest it was 7.5, with a slight difference of 0.1. Then in Part 2, the result in the pretest was 4.5 while in the posttest it was 10, showing a difference of 5.5. Following that, in the case of Part 3, in the pretest, the result was 5.3, and in the posttest, it was 7.0, with a difference of 1.7. Finally, in Part 4 the average of the pretest was 2.5, while in the posttest it was 5.1 with a difference of 2.6.

The difference between the data obtained from the pretest and posttest is clear because before the interventions, learners had several difficulties completing the activities and getting successful results, and most of the time it made them feel frustrated. However, after applying a variety of strategies and working on different activities along with multimedia resources students were able to improve their skills demonstrating the effectiveness of this kind of material to boost listening.

**Table 6***t-test*

<b>One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	24	4.958	2.1311	.4350
POSTTEST	24	7.438	1.1162	.2278

*Note:* t-test paired Sample Statistics-mean comparison.

## Analysis and interpretation

According to the results obtained from the different tests applied. The average score from the pretest was 4.95; in the meantime, the average from the posttest was 7.43. Additionally, the Standard deviation from the pretest was 2.13 while in the posttest it was 1.11. Finally, the standard error mean in the pretest was 0.43 and, in the posttest, it was 0.22.

The information obtained demonstrated that the posttest results are higher than the pretest results. Furthermore, as the t-test is used to compare the means of two groups of information, it is evident that there is a significant difference of 2.48 between both tests. Consequently, it can be said that multimedia resources help in the development of listening skills providing pupils with practice and language input to improve their understanding of spoken language.

**Table 7**

*Hypothesis test summary*

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	<.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

*Note:* Hypothesis validation

## Analysis and interpretation

In this table, the hypothesis test is presented, where the 'P-value' was <.001 rejecting the null hypothesis as the P value is less than 0.05. 3

According to the obtained data, as the 'P-value' is less than 0.05 the alternative hypothesis is accepted, demonstrating that the use of Multimedia resources has a positive impact on the development of listening skills with students at 'Sagrada Familia' High School.



## **Verification of the hypothesis**

### **Hypothesis statements**

#### **Null hypothesis**

The use of Multimedia resources does not have a positive impact on the development of listening skills with students at Sagrada Familia High School.

#### **Alternative hypothesis**

The use of Multimedia resources has a positive impact on the development of listening skills with students at Sagrada Familia High School.

### **Discussion of the results**

This research paper presents the information obtained after applying a pre- and post-test on the use of multimedia resources and listening skills. After that, it has been shown that the use of multimedia resources has a positive impact on the development of listening skills of Second BGU students of the 'Sagrada Familia' High School, since this type of authentic material increases students' motivation and improves their listening skills.

The importance of using multimedia resources in the development of listening skills is discussed. Multimedia resources, including videos, audios, and interactive simulations, have proven to be effective tools to improve listening comprehension. These resources provide rich and authentic contexts that allow students to be exposed to a variety of accents, vocabulary, and grammatical structures 1. According to García (2019), the use of multimedia resources in language teaching is a pedagogical practice that has gained popularity in recent years. Multimedia resources offer a more interactive and engaging learning experience than traditional teaching methods.

Likewise, assessing students' listening comprehension level is another critical aspect discussed in this chapter. Standardized tests and personalized assessments were implemented to measure the effectiveness of multimedia resources in improving listening skills. The results indicated a significant improvement in listening comprehension, attributed to regular exposure to authentic and contextualized multimedia materials. According to López (2018), the evaluation of listening comprehension is a complex process that involves the identification of

linguistic and non-linguistic elements. linguistic elements present in the speech. The assessment of listening comprehension should be a continuous and systematic process that allows students to identify their strengths and weaknesses in this skill.

Finally, the specific impact that multimedia resources have on listening skills is defined. The data collected suggests that these resources not only improve students' ability to understand spoken language but also increase their confidence and motivation to interact in real communicative situations. The effective integration of multimedia resources turns out to be an essential component for educational programs aimed at developing robust listening skills. According to Martínez (2017), the use of multimedia resources in language teaching can improve student motivation and engagement. Multimedia resources can help students develop critical and creative thinking skills, as well as improve their ability to work in teams and collaborate with others.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1 Conclusions**

After analyzing the results obtained on the use of multimedia resources and their influence on the development of listening skills, and considering the objectives of this research work, the following conclusions have been reached:

The use of multimedia resources is fundamental to the development of listening skills. These tools provide a more immersive and dynamic experience, allowing students to hear different accents, intonations, and speech speeds. In addition, by pre- and post-testing different listening activities, listening comprehension subskills such as listening for gist, listening for specific information, listening for detail, and listening for attitude can be developed and improved. In this way, students focus their attention on obtaining specific types of information to understand what they are hearing.

Determine this by means of a pre-test and a post-test, which was essential to evaluate the students' mastery of listening comprehension. First, in the case of the pretest, the mean was 4.95. On the other hand, in terms of the posttest, the mean is 7.43, which is the result obtained after the interventions. This shows a difference of 2.4 and a slight improvement in listening comprehension thanks to the activities applied.

The use of multimedia resources in English language learning can have a positive impact on the development of listening skills. These resources provide a rich, immersive platform that challenges and stimulates listening comprehension skills. They allow constant exposure to a variety of accents, tones and speaking styles, which expands the listener's ability to adapt. Finally, the impact that the students had was to improve listening activities, such as: multiple choice and gap fill.

#### **4.2 Recommendations**

Based on the previous conclusions, it is recommended that:

Based on the impact that the use of multimedia resources has had and its influence on the development of listening skills, it is recommended that before starting the activities on the website, it is explained to the students how this skill will be integrated into their classroom and how it will work, since many of them are not familiar with these types of tools and the activities that will be carried out.

It is suggested that at the time of application of the pre- and post-tests, the context of

the content covered by the assessments be provided and that each part of the assessments be explained in detail, as well as the activities that will be carried out during the interventions. The time required to complete the assessments and activities is crucial for both the teacher and the students to obtain accurate results.

Finally, teachers and students should be aware of the contributions that the use of multimedia resources makes to the English classroom and use them as much as possible to develop their listening skills and their perception of language. In addition, teachers must keep in mind that the use of multimedia resources enriches the learning experience of students with the variety of accents, tones and speaking styles, which expands the listener's ability to adapt, since it has a great impact on the attention and motivation of students; in this way, students can feel more relaxed and lose their fear of learning English.

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## ANNEXES

### Annex 1: Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 28 de Agosto de 2023

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Yo, Hno. Daniel Zúñiga Garcia, en mi calidad de Rectora de la Unidad Educativa Sagrada Familia, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "MULTIMEDIA RESOURCES AND LISTENING SKILLS" propuesto por la estudiante Copo Ramos Evelyn Nicole, portadora de la Cédula de Ciudadanía, 1850490028 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
Hno. Daniel Zúñiga Garcia  
Rector  
Cf. 1103100853  
Telf. 0995274286  
email: [danielsafa@hotmail.com](mailto:danielsafa@hotmail.com)



Annex 2: Pre-test



UNIDAD EDUCATIVA "SAGRADA FAMILIA"  
CAMBRIDGE ENGLISH FIRST: KET EXAM



PRE-TEST

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

Date: \_\_\_\_\_

Difficulty: A2 Elementary Level

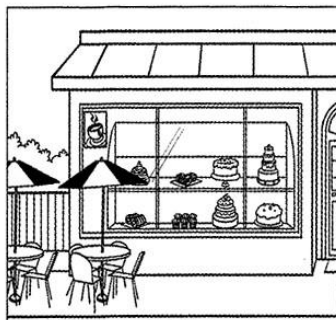
LISTENING

GENERAL INFORMATION:

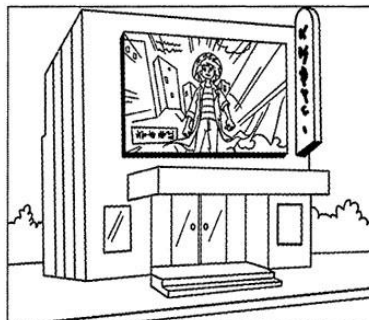
- **Examiner:** Evelyn Nicole Copo Ramos
- **Population:** Students from second BGU of Sagrada Familia High School
- **Time:** 20 Minutes

Listening Part 1

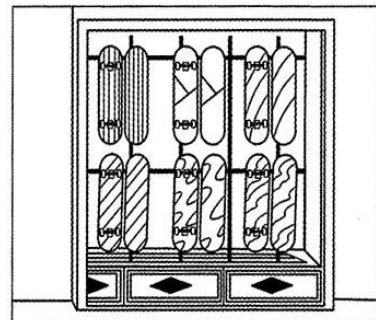
For each question, choose the correct answer. (5 marks) 1 Where's the girl going this afternoon?



A

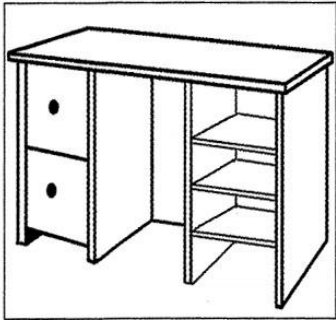


B

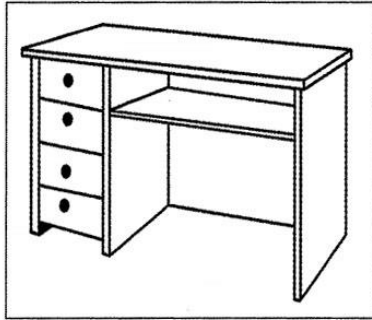


C

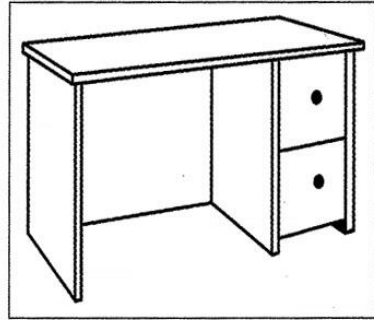
2 Which is the boy's new desk?



A



B

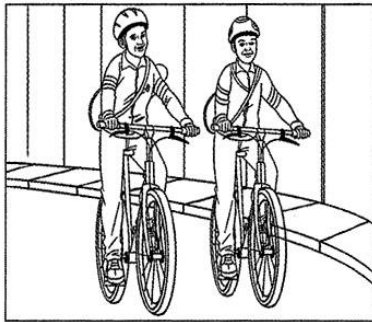


C

3 How will they get to their tennis class?



A



B



C

4 Which woman is Laura's new English teacher?



A

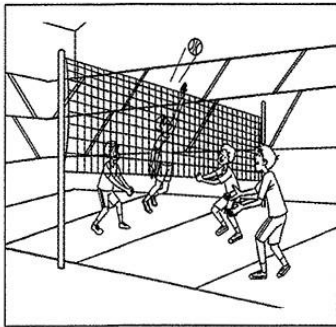


B

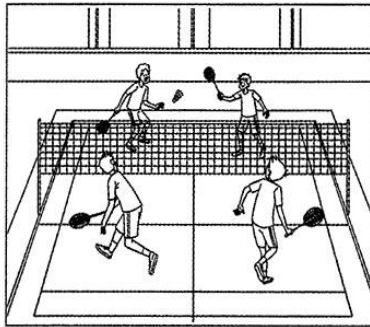


C

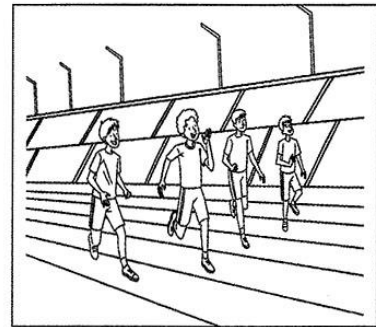
5 What might Harry do if it rains on Saturday?



A



B



C

### Listening Part 2

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. (5 marks)

You will hear a teacher talking to a class about a new music club.

<u>New music club</u>	
Start date:	15th September
Day club will meet:	(6) .....
Time:	(7) from ..... to 5 p.m.
Teacher's name:	(8) Mr .....
Teacher's phone number:	(9) .....
Place:	(10) .....

### Listening Part 3

For each question, choose the correct answer. (5 marks)

You will hear Luis talking to his friend Charlotte about a computer game.

11 Where did Luis first find out about the game?

- A from a game website

- B from a school friend
- C from a magazine advertisement

**12 Charlotte likes the game because**

- A it's funny.
- B it's hard.
- C it's new.

**13 Who does Luis want to play the game with?**

- A his brother
- B his granddad
- C his cousin

**14 How long did Charlotte play the game for last Saturday?**

- A forty-five minutes
- B one hour
- C one hour and thirty minutes

**15 Which part of the game does Luis like best?**

- A finding food
- B building a hut
- C crossing the river

**Listening Part 4**

**For each question, choose the correct answer. (5 marks)**

**16 You will hear two friends talking about shopping.**

**What did the boy buy yesterday?**

- A something to wear
- B something to eat
- C something to read

**17 You will hear a teacher talking to a student called Lyn.**

**Why didn't Lyn come to school yesterday?**

- A She was sick.
- B She was in a competition.
- C She arrived back late from holiday.

**18 You will hear a boy talking about surfing.**

**How did he learn to surf?**

- A by doing a course
- B by watching videos
- C by practising by himself

**19 You will hear a girl talking about her day at school.**

**Which subject did she like best?**

- A geography
- B English
- C biology

**20 You will hear two brothers talking about last night.**

**Why did they both sleep badly?**

- A Their bedroom was hot.
- B There were noises in the street.
- C They were excited about going on holiday.

**Note:** KET pre-test

**Source:** <https://englishpracticetest.net/practice-ket-a2-listening-test-01-with-answers-and-audioscripts/>

**THANKS FOR YOUR COOPERATION!**





UNIDAD EDUCATIVA "SAGRADA FAMILIA"

CAMBRIDGE ENGLISH FIRST: KET EXAM

ANSWER SHEET



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

Date: \_\_\_\_\_

Instructions

- Use a PENCIL (B or HB).
- Rub out any answer you want to change with an eraser.
- For Parts 1, 3 and 4: Mark ONE letter for each question.
- For example, if you think C is the right answer to the question, mark your answer sheet like this:



- For Part 2: Write your answers in the spaces next to numbers (6 to 10) like this:



PART 1			
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

PART 2	
6	
7	
8	
9	.
10	

PART 3			
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

PART 4		
16	A	B C
17	A	B C
18	A	B C
19	A	B C
20	A	B C



UNIDAD EDUCATIVA "SAGRADA FAMILIA"

CAMBRIDGE ENGLISH FIRST: KET EXAM

ANSWER KEY



Q	PART 1
1	B
2	A
3	C
4	C
5	A

Q	PART 2
6	Thursdays
7	4:20 (any convention)
8	Taylor
9	0779386521
10	library

Q	PART 3
11	C
12	B
13	B
14	A
15	A

Q	PART 4
16	A
17	C
18	B
19	C
20	A

## Annex 3: Post-test



### UNIDAD EDUCATIVA “SAGRADA FAMILIA” CAMBRIDGE ENGLISH FIRST: KET EXAM



### POST-TEST

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

Date: \_\_\_\_\_

Difficulty: A2 Elementary Level

#### LISTENING

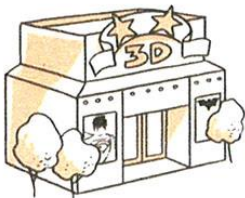
#### GENERAL INFORMATION:

- **Examiner:** Evelyn Nicole Copo Ramos
- **Population:** Students from second BGU of Sagrada Familia High School
- **Time:** 20 Minutes

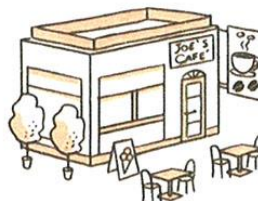
#### Listening Part 1

For each question, choose the correct answer. (5 marks)

1 Where are they meeting?



A



B



C

2 What time does the match start?

#### Instructions

- The test will contain 4 parts that require you to listen and complete with the correct answer.
- You will listening to the audio twice for each question.
- Use a pencil to write your answers.
- Read carefully the instructions provided and write your answers on the answer sheet.
- Cheating is not allowed. Therefore, any attempt to copy will result in a zero.



A



B



C

3 What's the man's job?



A



B

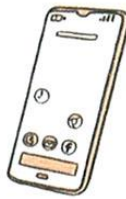


C

4 What did the boy lose?



A



B

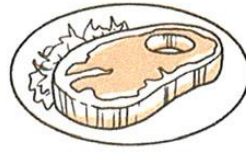


C

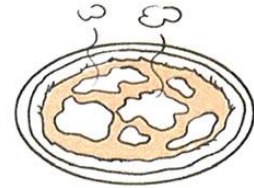
5 What does she choose?



A



B



C

### Listening Part 2

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. (5 marks)

You will hear a teacher telling students about a hotel they will stay in during a trip.

HOTEL INFORMATION	
Town:	<i>Edinburgh</i>
Location:	(6) in ..... Street.
Price for single room:	(7) £ .....
Number of bedrooms:	(8) .....
Facilities:	(9) gym, sauna .....
How to find it:	(10) it's ..... the post office

### Listening Part 3

For each question, choose the correct answer. (5 marks)

You will hear a conversation in a shop.

11 The lovely painting is

A too cheap.

B too expensive.

C too heavy.

**12 The old guitar is**

A very big and ugly.

B impossible to play.

C without any strings.

**13 The table lamp is**

A 50 years old.

B 15 years old.

C 25 years old.

**14 Kevin thinks that**

A the lamp is perfect.

B the painting is the best present.

C the shop is too expensive.

**15 In the end Kevin decides to**

A come back next week.

B go somewhere else.

C ask his father to decide.

**Listening Part 4**

**For each question, choose the correct answer. (5 marks)**

**16 You will hear a boy talking to a shop assistant.**

**What is he doing?**

A he's looking for his baby sister

B he's waiting for his grandfather

C he's looking for some presents

**17 You will hear a person asking for help.**

**What's the problem?**

- A the machine isn't working
- B there are no more tickets
- C he doesn't know how the machine works

**18 You will hear a person asking for directions.**

**What's the weather like?**

- A it's raining
- B it's hot and sunny
- C it will rain soon

**19 You will hear two friends talking about a trip.**

**Where are they meeting up?**

- A at the school's main gate
- B in London
- C on the coach

**20 You will hear a person asking for information.**

**When is the next bus?**

- A at 4.30
- B at 5.30
- C at 6.30

**Note:** KET pre-test

**Source:** <https://englishpracticetest.net/practice-ket-a2-listening-test-38-with-answers-and-audioscripts/>

**THANKS FOR YOUR COOPERATION!**



**UNIDAD EDUCATIVA “SAGRADA FAMILIA”**  
**CAMBRIDGE ENGLISH FIRST: KET EXAM**  
**ANSWER SHEET**



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

Date: \_\_\_\_\_

**Instructions**

- Use a PENCIL (B or HB).
- Rub out any answer you want to change with an eraser.
- For Parts 1, 3 and 4: Mark ONE letter for each question.
- For example, if you think C is the right answer to the question, mark your answer sheet like this:



- For Part 2: Write your answers in the spaces next to numbers (6 to 10) like this:



PART 1			
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

PART 2	
6	
7	
8	
9	.
10	

PART 3			
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

PART 4			
16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C





**UNIDAD EDUCATIVA “SAGRADA FAMILIA”**

**CAMBRIDGE ENGLISH FIRST: KET EXAM**

**ANSWER KEY**



<b>Q</b>	<b>PART 1</b>
<b>1</b>	B
<b>2</b>	C
<b>3</b>	B
<b>4</b>	A
<b>5</b>	C

<b>Q</b>	<b>PART 2</b>
<b>6</b>	George
<b>7</b>	90
<b>8</b>	100
<b>9</b>	swimming pool
<b>10</b>	opposite

<b>Q</b>	<b>PART 3</b>
<b>11</b>	B
<b>12</b>	B
<b>13</b>	A
<b>14</b>	A
<b>15</b>	A

<b>Q</b>	<b>PART 4</b>
<b>16</b>	B
<b>17</b>	C
<b>18</b>	A
<b>19</b>	A
<b>20</b>	B

## Annex 4: Lesson Plans

### LESSON PLAN 1



UNIDAD EDUCATIVA “SAGRADA FAMILIA”









<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 26 <sup>th</sup> October ,2023
<b>Topic:</b> An invitation to a party		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio about voice messages with directions to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about directions symbols and places.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b> <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>Introduce myself to the students and talk about what will be done during the class sections.</li> <li>Ss must complete the Preparation task that is about: Write the correct words below each picture.</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: An invitation to a party and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 that is about: Write the sentences in the correct group.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 that is about: Circle the best answer.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Write the correct words below each picture.

go straight	turn right	go down (the road)	go past (the trees)	take the exit	turn left
					
1. .... .....	2. .... .....	3. .... .....	4. .... .....	5. .... .....	6. .... .....

### While listening activity

#### Task 1

Write the sentences in the correct group.

The message was at a quarter to four.	The woman says thank you for the card.
The woman describes the house.	The woman gives directions.
The woman talks about a swimming pool.	The woman talks about a bus.

Message 1	Message 2

### Post listening activity

**Task 2**

Circle the best answer.

1. She is having a party for ...
    - a. her family.
    - b. her very good friends.
    - c. everybody at work.
  2. The party is at ...
    - a. the swimming pool at her house.
    - b. her cousin's house.
    - c. work.
  3. To get to the party, drive ...
    - a. straight on Forest Road.
    - b. right on Forest Road.
    - c. left on Forest Road.
  4. The motorway exit you need is ...
    - a. 3A.
    - b. 13A.
    - c. 30A.
  5. The house is the first big house ...
    - a. on the right.
    - b. on the left.
    - c. down at the end of the road.
  6. If you go by public transport, take ...
    - a. bus 18 to Brownsville.
    - b. bus 80 to Forest Road.
    - c. bus 80 to Brownsville.
  7. The woman received the birthday card ...
    - a. this morning.
    - b. last night.
    - c. yesterday morning.
8. If you take a bus, ...
- a. you can walk from the town to the house.
  - b. somebody will drive you from the town to the house.
  - c. there is a bus stop outside the house.

**Links:**

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_An\\_invitation\\_to\\_a\\_party.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_An_invitation_to_a_party.mp3)

## Answer Key

### Preparation task

1. turn left
2. take the exit
3. go past (the trees)
4. go straight
5. go down (the road)
6. turn right

### Task 1

Message 1	Message 2
The message was at a quarter to four. The woman says thank you for the card. The woman describes the house. The woman talks about a swimming pool.	The woman gives directions. The woman talks about a bus.

### Task 2

1. b
2. b
3. a
4. b
5. a
6. c
7. a
8. b

## LESSON PLAN 2



### UNIDAD EDUCATIVA “SAGRADA FAMILIA”



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 30 <sup>th</sup> October ,2023
<b>Topic:</b> Changing a meeting time		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen to an audio about two colleagues arranging a meeting to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about requirement questions.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Match the definitions (a–f) with the phrases (1–6).</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Changing a meeting time and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Circle the sentence that is correct.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-meeting-time">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-meeting-time</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Complete the sentences with words from the box.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-meeting-time">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-meeting-time</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Match the definitions (a–f) with the phrases (1–6).

##### Phrases

1. ..... to cancel a meeting
2. ..... to confirm a meeting
3. ..... to bring a meeting forward
4. ..... to postpone a meeting
5. ..... to move a meeting
6. ..... to accept an invitation to a meeting

##### Definitions

- a. to change the time or date of a meeting
- b. to have a meeting at a later time or date
- c. to have a meeting at an earlier time or date
- d. to say that a meeting will happen
- e. to say that you will go to a meeting
- f. to decide that a meeting will not take place

### While listening activity

Circle the sentence that is correct.

1. The meeting time
  - a. The meeting was first planned for 9 a.m.
  - b. The meeting was first planned for 11 a.m.
  - c. The meeting was first planned for 1 p.m.
2. Moving the meeting
  - a. Lucy wants to cancel the meeting.
  - b. Lucy wants to bring the meeting forward.
  - c. Lucy wants to postpone the meeting.
3. The new meeting time
  - a. The new meeting time is 9 a.m.
  - b. The new meeting time is 11 a.m.
  - c. The new meeting time is 1 p.m.
4. The agenda
  - a. Anna has already sent the agenda.
  - b. Anna is sending the agenda now.
  - c. Anna will send the agenda later.
5. Lucy's presentation
  - a. Lucy is nervous about her presentation.
  - b. Lucy is looking forward to her presentation.
  - c. Lucy isn't ready to give her presentation.
6. Telling the other people
  - a. Lucy will tell the others about the time change.
  - b. Sven will tell the others about the time change.
  - c. Anna will tell the others about the time change.

## Post listening activity

Complete the sentences with words from the box.

accept	bring	agenda
forward	postpone	invitation
		cancel

1. I sent an ..... with the topics for the meeting.
2. Could we ..... the meeting to a later date?
3. Could we ..... the meeting ..... to an earlier time?
4. The project has been stopped. So we need to ..... the meeting.
5. I'll send a meeting ..... with the time and place.
6. I'll ..... the invitation when I get it.

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-meeting-time>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Changing\\_a\\_meeting\\_time.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Changing_a_meeting_time.mp3)



# Answer Key

## Preparation task

1. f

2. d

3. c

4. b

5. a

6. e

## Task 1

1. b

2. b

3. a

4. a

5. b

6. c

## Task 2

1. agenda

2. postpone

3. bring | forward

4. cancel

5. invitation

6. accept

## LESSON PLAN 3



### UNIDAD EDUCATIVA “SAGRADA FAMILIA”



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 6 <sup>th</sup> November ,2023
<b>Topic:</b> Instructions for an assignment		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio about a university teacher giving instructions for an assignment to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about academic tasks.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Match the definitions (a–h) with vocabulary (1–8).</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Circle the best answer.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/instructions-assignment">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/instructions-assignment</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Match the two parts of the sentences.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/instructions-assignment">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/instructions-assignment</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Match the definitions (a-h) with vocabulary (1-8).

#### Vocabulary

1. .... a deadline
2. .... a quote
3. .... to hand in
4. .... an essay
5. .... a subheading
6. .... an assignment
7. .... to reference
8. .... alphabetical order

#### Definition

- a. a piece of writing
- b. the date you have to finish something
- c. a piece of work for school or university
- d. to give to a teacher
- e. the exact words another person has said
- f. the order A, B, C, D ...
- g. to show who an idea belongs to
- h. the title for a section of a piece of writing

### While listening activity

Circle the best answer.

1. What day should you hand in your essay?
  - a. 18 October
  - b. 19 October
  - c. 28 October
2. It's OK to ...
  - a. give it to the teacher two days late.
  - b. give it to the teacher a week late.
  - c. give it to the teacher early.
3. How do you write the teacher's email address?
  - a. j.hartsorn@lmu.ac.uk
  - b. j.hartshorn@nmu.ac.uk
  - c. j.hartshorn@lmu.ac.uk
4. What goes on the last page of the essay?
  - a. The alphabet
  - b. The books you used
  - c. Quotes and ideas
5. Which font should you write the essay with?
  - a. Arial
  - b. Comic Sans
  - c. Calibri
6. What size font should you use for the essay?
  - a. 12
  - b. 14
  - c. Any size is OK.

## Post listening activity

Match the two parts of the sentences.

### First part

1. .... If your essay is late,
2. .... If your computer breaks,
3. .... If the teacher doesn't write back to you,
4. .... If you want to be kind to trees,
5. .... If you use other people's ideas,
6. .... If you want to make your essay easy to read,

### Second part

- a. you still have to hand the essay in on time.
- b. don't print your assignment.
- c. you won't pass the assignment.
- d. use font size 12, subheadings and page numbers.
- e. you can email him to check he got your essay.
- f. you have to say where you get them from.

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/instructions-assignment>

### Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Academic\\_Instructions\\_for\\_an\\_assignment.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Academic_Instructions_for_an_assignment.mp3)

## **Answer Key**

### **Preparation task**

1. b

2. e

3. d

4. a

5. h

6. c

7. g

8. f

### **Task 1**

1. a

2. c

3. c

4. b

5. a

6. a

### **Task 2**

1. c

2. a

3. e

4. b

5. f

6. d

## LESSON PLAN 4



**UNIDAD EDUCATIVA “SAGRADA FAMILIA”**



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 9 <sup>th</sup> November ,2023
<b>Topic:</b> Changing plans		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio about people talking to how change plans to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about places for entertainment.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Write the words in the correct groups.</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Listen and choose Francesco (the man) or Sachi (the woman) to complete the sentences.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Complete the sentences with the phrases in the box.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans</a></li> </ul>







## Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Changing\\_plans.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Changing_plans.mp3)

## Answer Key

### Preparation task

Entertainment events	Places for entertainment	People and entertainment
a concert	a theatre	a band
a ballet	an opera house	an artist
a play	a cinema	a musician
a show	a gallery	a group

Task 1	Task 2
1. a	1. the theatre on Friday
2. b	2. next Friday
3. a	3. free then
4. a	4. go next Friday
5. b	5. out for dinner
6. b	6. I forgot
7. b	
8. a	

## LESSON PLAN 5



### UNIDAD EDUCATIVA “SAGRADA FAMILIA”



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 13 <sup>th</sup> November ,2023
<b>Topic:</b> Who's who in the office		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio of two people talking about the people in their office to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about business.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Match the definitions (a–f) with the vocabulary (1–6).</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Are the sentences true or false?</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/whos-who-office">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/whos-who-office</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Match the endings (a–f) with the beginnings (1–6) of the sentences.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/whos-who-office">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/whos-who-office</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

#### Vocabulary

1. .... to deal with
2. .... a printer
3. .... a colleague
4. .... IT systems
5. .... a department
6. .... management

#### Definition

- a. a person you work with
- b. a part of a company or organisation
- c. controlling and organising something
- d. a machine for printing documents, photos, etc.
- e. information technology systems
- f. to do something about (a particular problem or situation)

### While listening activity

#### Task 1

Are the sentences true or false?

	<b>Answer</b>	
1. Jani is new in the department.	True	False
2. Luciana has short, dark, hair.	True	False
3. The guy on the phone is called Ian.	True	False
4. Maria is responsible for the new orders.	True	False
5. Yuki should write everything down.	True	False
6. Sebastian works in communications.	True	False

## Post listening activity

### Task 2

Match the endings (a–f) with the beginnings (1–6) of the sentences.

#### Beginning

1. .... The first people they see
2. .... The woman in the purple dress
3. .... The man in the green shirt
4. .... Maria
5. .... Yuki
6. .... Sebastian

#### Ending

- a. is the marketing director.
- b. can get Yuki email access.
- c. will introduce herself to Sebastian later.
- d. is responsible for information technology systems.
- e. do order management.
- f. will be working with Yuki.

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/whos-who-office>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Who's\\_who\\_in\\_the\\_office.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Who's_who_in_the_office.mp3)

## **Answer Key**

### **Preparation task**

1. f

2. d

3. a

4. e

5. b

6. c

### **Task 1**

1. False

2. True

3. True

4. False

5. False

6. True

### **Task 2**

1. e

2. f

3. a

4. d

5. c

6. b

## LESSON PLAN 6



**UNIDAD EDUCATIVA “SAGRADA FAMILIA”**



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 16 <sup>th</sup> November ,2023
<b>Topic:</b> Transport announcements		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio of some transport announcements to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about transportations.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Match the definitions (1–8) with the words in bold letters in the sentences (a–h).</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Are the sentences true or false?</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Write the numbers next to the information.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Match the definitions (1–8) with the words in **bold** letters in the sentences (a–h).

#### Definitions

1. ..... train
2. ..... a section of a train
3. ..... to leave
4. ..... to get on a plane, train or boat
5. ..... to end
6. ..... to be careful about
7. ..... more or less
8. ..... space

#### Sentences

- a. Move to the front of the **carriage**.
- b. **Approximately** five minutes.
- c. Your plane is **boarding** at Gate 1.
- d. Your plane will **depart** soon.
- e. Some **rail** services are delayed.
- f. **Mind** where you walk.
- g. There is a **gap** between the platform and the train.
- h. This train **terminates** here.

### While listening activity

#### Task 1

Are the sentences true or false?

	<b>Answer</b>	
1. The Bristol train is at 20.12.	True	False
2. First class is at the back of the train.	True	False
3. Passengers for Oxford are delayed by 8 minutes.	True	False
4. The Paris flight is EV318.	True	False
5. People in the front of the train carriage can get out easily at Liverpool Street.	True	False
6. The back doors won't open.	True	False
7. Liverpool Street has lots of other underground lines.	True	False
8. Redbridge is the last stop.	True	False

## Post listening activity

### Task 2

Write the numbers next to the information.

13	9	8	3
----	---	---	---

1. .... The number of stops before Bristol Temple Meads.
2. .... The number of minutes delay to the Bristol train.
3. .... The new platform for the Bristol train.
4. .... The gate for the Paris flight.

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Transport\\_announcements.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Transport_announcements.mp3)

### Answer Key

#### Preparation task

1. e
2. a
3. d
4. c
5. h



6. f

7. b

8. g

### **Task 1**

1. False

2. True

3. True

4. False

5. False

6. False

7. True

8. True

### **Task 2**

1. 3

2. 8

3. 9

4. 13

## LESSON PLAN 7



### UNIDAD EDUCATIVA “SAGRADA FAMILIA”



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 20 <sup>th</sup> November ,2023
<b>Topic:</b> Missing a class		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio of a student explaining why she can't come to class to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b> <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Complete the phrases with words from the box.</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Circle the best answer.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-class">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-class</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Put the words and phrases in order to make sentences.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-class">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-class</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Complete the phrases with words from the box.

links	appointment	know
assignment	test	term

1. a doctor's .....
2. a homework .....
3. to let someone .....
4. to post ..... online
5. a practice .....
6. a mid-..... exam

### While listening activity

#### Task 1

Circle the best answer.

1. Diana can't come to class because ...
  - a. she has a different class.
  - b. she has a mid-term exam.
  - c. she has a doctor's appointment.
2. For homework, she has to read ...
  - a. chapters 17, 18, 19 and 20.
  - b. chapters 17, 19 and 20.
  - c. chapters 17 and 20.
3. The articles and video are available ...
  - a. online.
  - b. via email.
  - c. in the library.
4. The deadline for the homework is ...
  - a. Wednesday.
  - b. Friday.
  - c. Sunday.
5. The teacher can give Diana the practice test ...
  - a. on Friday.
  - b. by email.
  - c. after the mid-term exam.
6. The office needs ...
  - a. a note from the doctor.
  - b. an email from Diana.
  - c. the mid-term exam.

## Post listening activity

### Task 2

Put the words and phrases in order to make sentences.

1. but sorry to class. I I'm can't come
2. Can me give the homework you assignment?
3. to chapters 17 read 20. You need to
4. I should do? What
5. links the post I'll online.
6. the practice you give I can test.

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-class>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Missing\\_a\\_class.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Missing_a_class.mp3)

### Answer Key

Preparation task	Task 1	Task 2
1. appointment	1. c	1. I'm sorry but I can't come to class.
2. assignment	2. b	2. Can you give me the homework assignment?
3. know	3. a	3. You need to read chapters 17 to 20.
4. links	4. b	4. What should I do?
5. test	5. b	5. I'll post the links online.
6. term	6. a	6. I can give you the practice test.

## LESSON PLAN 8



### UNIDAD EDUCATIVA “SAGRADA FAMILIA”



<b>Teacher:</b> Nicole Copo		<b>Type of lesson:</b> CALL
<b>Class:</b> 2 <sup>nd</sup> , BGU <b>Number of Students:</b> 24 <b>Time:</b> 30 minutes		<b>DATE:</b> 23 <sup>th</sup> November ,2023
<b>Topic:</b> Leaving a message		
<b>General objective:</b>		<b>Specific Objectives:</b>
Students will be able to listen an audio of someone leaving a message to practice and improve their listening skills.		<ul style="list-style-type: none"> <li>To learn new vocabulary about emails.</li> <li>To develop listening skills through hands-on practice using activities.</li> <li>To use British Council website as a multimedia resource.</li> </ul>
<b>Materials:</b> Laptop, Marker, Board, Internet, Worksheets.		
<b>Time</b>  <i>5 minutes</i>	<b>Tools and Materials</b> British Council website and Worksheet	<b>Activity</b> <b>Pre-listening Activity</b> <ul style="list-style-type: none"> <li>The teacher presents a Preparation task.</li> <li>Ss must complete the Preparation task about: Write the words in the correct group.</li> </ul>
<i>20 minutes</i>	British Council website and Worksheet	<b>While listening activity</b> <ul style="list-style-type: none"> <li>Teacher presents an audio about: Instructions for an assignment and gives the instructions.</li> <li>Ss must listen carefully and complete Task 1 about: Are the sentences true or false?</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/leaving-message">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/leaving-message</a></li> </ul>
<i>5 minutes</i>	British Council website and Worksheet	<b>Post listening activity</b> <ul style="list-style-type: none"> <li>Ss must listen carefully and complete Task 2 about: Write a number (1–6) to put the sentences in the correct order.</li> <li>Finally, teacher present a question to discuss among all class.</li> <li><a href="https://learnenglish.britishcouncil.org/skills/listening/a2-listening/leaving-message">https://learnenglish.britishcouncil.org/skills/listening/a2-listening/leaving-message</a></li> </ul>

## Annexes:

### Pre-listening Activity

#### Preparation task

Write the words in the correct group.

Would you like to leave a message?	I'll give her your message when she comes back to the office.	Here's my email address.	Please ask her to call me back.
Thank you for calling.	I'll call back later.	Could you take a message, please?	Could you give me your number, please?

Taking a message	Leaving a message

### While listening activity

#### Task 1

Are the sentences true or false?

	Answer	
1. Maria's in a meeting.	True	False
2. Peter's number is 07460 990128.	True	False
3. Peter needs to give Maria the new project figures.	True	False
4. Peter might be in a meeting later that afternoon.	True	False
5. Peter prefers Maria to email him back instead of calling back.	True	False
6. Peter's email address is peter.griffin@pxo.com	True	False

## Post listening activity

### Task 2

Write a number (1–6) to put the sentences in the correct order.

\_\_\_\_\_ Thank you. Goodbye.

\_\_\_\_\_ I'm sorry. She's not here at the moment. Would you like to leave a message?

\_\_\_\_\_ That's fine. I'll tell her you called. Goodbye.

\_\_\_\_\_ It's OK. She already has my number.

\_\_\_\_\_ Yes, please. Could you tell her that Peter Griffin called?

\_\_\_\_\_ Sure. Would you like to leave a number?

### Links:

British Council website and Worksheet

<https://learnenglish.britishcouncil.org/skills/listening/a2-listening/leaving-message>

Audio

[https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE\\_listening\\_A2\\_Leaving\\_a\\_message.mp3](https://6a63fca904fd268f15f7-d5770ffdd579eb31eaa89faeffc55fe7.ssl.cf1.rackcdn.com/LE_listening_A2_Leaving_a_message.mp3)

## Answer Key

### Preparation task

Taking a message	Leaving a message
Would you like to leave a message? I'll give her your message when she comes back to the office. Could you give me your number, please? Thank you for calling.	I'll call back later. Here's my email address. Please ask her to call me back. Could you take a message, please?

Task 1	Task 2
1. False 2. False 3. False 4. True 5. False 6. False	1. I'm sorry. She's not here at the moment. Would you like to leave a message? 2. Yes, please. Could you tell her that Peter Griffin called? 3. Sure. Would you like to leave a number? 4. It's OK. She already has my number. 5. That's fine. I'll tell her you called. Goodbye. 6. Thank you. Goodbye.



## Annex 5: Urkund report



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EDGAR GUADIA  
ENCALADA TRUJILLO

MG. EDGAR ENCALADA T.  
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### CHAPTER I THEORETICAL FRAMEWORK

#### Research background

In order to carry out this research project, a variety of articles were reviewed to have a clear idea of the use of multimedia resources when developing listening skills. In addition, these documents and previous research papers helped to understand the influence of multimedia resources in listening skills within EFL classrooms. Moreover, it helped to have a preview of the effectiveness of such resources in the learning process of English language pupils.

Fino, Chidoma (2021) published a research paper about the use of multimedia resources as a tool for listening skills improvement. The main objective of that research was to identify the relationship between listening skills and multimedia resources in young students. It had a bibliographic research design and a mixed approach because a questionnaire was used to collect the data, this instrument was applied to 7<sup>th</sup> level students from "San Blasillo" fiscal school in the city of Portoviejo. This research reached several conclusions including the lack of knowledge about the use of multimedia resources and the lack of resources in schools to use these kind of materials. However, it was also concluded that multimedia resources can become a tool to evaluate learners' development and motivate them.

In the same way, Raheem et al. (2019) published an article with the aim of developing learners' motivation to self-improvement of foreign language proficiency as a whole and listening comprehension competence in particular by using a new methodology that included multimedia resources (TED Talks) to help learners improve their listening skills and comprehensions. This research applied a mixed research to collect quantitative and qualitative analysis of the data on

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## RESEARCH WORK

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### PRIMARY SOURCES

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**1**

[www.bchmsg.yolasite.com](http://www.bchmsg.yolasite.com)

Internet Source

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Chengyu Nan. "Implications of Interrelationship among Four Language Skills for High School English Teaching", Journal of Language Teaching and Research, 2018

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Maryna Rebenko, Oksana Nikolenko, Victor ebenko. "Listening Comprehension Proficiency Development of Information Technology Students in ESP classroom",

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