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EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD (PRESENCIAL) PROYECTOS DE INVESTIGACIÓN**

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Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023

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DEDICATION

This research work is dedicated to my family, especially to my mother Susana and my grandmother Rosario for being the fundamental pillars of my life and for motivating me daily to continue striving to achieve my dreams. I also dedicate it to my dear Cristopher, V. who gave me his unconditional support in the moments when I felt I could no longer continue and was a strong and great source of inspiration in my days as a student.

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SUMMARY

The present research work arises as an alternative to help improve listening skills in the English language. Its general objective is to describe the multimodal learning approach for the improvement of listening skills in sophomore students at Victor Mideros high school in the academic period 2022- 2023. In order to carry out this research, a mixed approach was applied, both in the quantitative and qualitative aspects of the investigated issue. In addition, two types of research techniques with their respective instruments were used to obtain truthful and quality information: a survey with a questionnaire of 8 questions to the target population and a semi-structured interview made of 7 questions to the teachers. These instruments revealed very clear results that served as a key and fundamental basis for the tabulation and analysis of the data. After this procedure and after socializing the didactic guide proposed in this research study, it was concluded that the multimodal learning approach provides several strategies that help students improve their listening skills in the English language.

Keywords: Multimodal Learning Approach, strategies, Listening Skills, learning styles, audio-visual material.

ABSTRACT

El presente trabajo de investigación surge como una alternativa para ayudar al mejoramiento de las habilidades auditivas en el idioma inglés, mismo que tiene como objetivo general describir el enfoque de aprendizaje multimodal para la mejora de las habilidades auditivas en los estudiantes de segundo año de bachillerato de la unidad educativa Víctor Mideros en el período académico 2022- 2023. Para llevar a cabo esta investigación se ha aplicado un enfoque mixto, tanto en la vertiente cuantitativa como cualitativa del factor investigado. Además, se aplicaron dos tipos de técnicas de investigación con sus respectivos instrumentos para obtener información veraz y de calidad: una encuesta con un cuestionario de 8 preguntas a los alumnos seleccionados y una entrevista semiestructurada de 7 preguntas a los profesores. Estos instrumentos evidenciaron resultados muy claros que sirvieron de base clave y fundamental para la tabulación y análisis de los datos. Tras este procedimiento y después de socializar la guía de actividades propuesta en esta investigación, se concluyó que el enfoque de aprendizaje multimodal brinda varias estrategias que ayudan a los alumnos a mejorar la habilidad auditiva en el idioma inglés.

Palabras clave: Enfoque de aprendizaje multimodal, estrategias, habilidad de escucha, estilos de aprendizaje, material auditivo-visual.

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INTRODUCTION

Background

English is the universal language most widely used globally, as the total number of native speakers has surpassed an extraordinary number of non-native speakers (Ranta, 2013). Its principal purpose is to enable people to interact and communicate effectively (Delija, 2011). In global education, the teaching-learning process of this language is crucial because of its positive influence on the academic life of each learner. Therefore, teachers can use different learning strategies and approaches in class to help learners develop their language skills (Álvarez, 2015).

Four communication skills—listening, speaking, reading, and writing—are developed as part of learning a foreign language. These four skills are classified into two primary categories: receptive (listening and reading) and productive (speaking and writing). Listening is the first skill learned in the process of learning English. It plays a crucial part in assisting the learner in acquiring pronunciation, word stress, vocabulary, and syntax, according to Renukadevi (2014). Additionally, it aids in recognising and comprehending messages only expressed through voice timbre, accent, and tone of voice (Pourhosein & Banou, 2016).

Nevertheless, understanding listening communication in general and specific contexts is a complex process that requires practice. Thus, teachers should create lesson plans that engage students' attention and motivate them to participate in class. Moreover, it is necessary to consider the learning styles that are most predominant among students and match the classroom material to their needs (Solano, 2022). In other words, this will reflect a meaningful and inclusive learning process in which all students can participate.

Research Context

In Ecuador, teaching English as a foreign language is a course needed for graduation (Ministry of Education, 2016). In this regard, the main driving force behind this research is to offer an interactive activity manual based on a multimodal learning strategy to help sophomore students at Victor Mideros High School in San Antonio de Ibarra, Imbabura, Ecuador, enhance their listening abilities. The researcher noticed that most students needed to improve their listening comprehension even more throughout the pre-professional practicum. Therefore, practising this ability is essential so students can follow when the teacher speaks English.

Research Problem

English language teaching through the traditional method is still latent in Ecuador's educational institutions (Hidalgo, 2013). That means teachers still maintain the conventional method as the only way to teach English, focusing only on grammar rather than developing language skills (Intriago et al., 2019). Hence, lessons can become uninteresting, causing learners to lose interest in learning the target language. Therefore, teachers ought to change

their methodology and implement new approaches and engaging strategies that motivate learners to pay attention in class and thus develop communicative skills in English.

Another aspect of this problem is that the pupils need more contact with English. Roldán (2016) mentions that the "English language is still seen as a content of the curriculum and not as a means of communication" (p.15). For this reason, learners have little knowledge of vocabulary that would enable them to understand the language. Consequently, they become frustrated when the teacher uses auditory materials for listening activities (Walker, 2014). Moreover, students do not train their ears to develop listening skills adequately. That is, they are unfamiliar with the correct pronunciation of words and have the fluency to understand and interact with English.

According to the Ministry of Education's (2012) English criteria, sophomore students from different educational institutions in Ecuador should have a B1.1 level of English. However, Poor implementation of interactive strategies, a scarcity of audiovisual material, and a lack of approaches tailored to students' learning styles impede English learning (Alvarez, 2015). Furthermore, students only practice the language in school because most of their families and friends always communicate in their mother tongue. As a result, students need more reinforcement of the subjects covered in class.

Delimitation of the Problem

This research focuses on the sophomore pupils at "Victor Mideros" high school in Ibarra City and Imbabura province- Ecuador. In this school, some teaching problems of the English language have become evident. On the one hand, teachers should implement different teaching and learning methods that contain current and interactive strategies. Because the traditionalist didactic approach is still latent in the classroom, there need to be more procedures that help the student understand the teacher's explanation. On the other hand, most classes are taught based on teaching grammar translated from the mother tongue, which only allows an excellent approach to four skills, especially listening comprehension. As a result, pupils do not develop the required skills for learning and applying the English language in everyday situations.

Justification

This research focuses on the multimodal learning approach to improve listening skills in sophomore students at Victor Mideros high school. Researching this topic is essential because expanding knowledge on how the multimodal learning approach might help enhance students' listening skills development—knowing how to apply this approach correctly to foster meaningful learning of a foreign language. Developing listening skills more assertively through reliable web pages and audiovisual tools will help students achieve interactive learning with favourable results for their academic knowledge.

To support the above, Abbas (2011), in his research work about the Multimodal learning approach and their impact on the English language, *Teaching and Learning*, mentions that “Using several channels of communication to transmit information underlines the importance of listening comprehension; learning is a physical and auditory activity that requires the interaction of multiple modalities and sensory representations” (p.13). In other words, for students to be active in class, they must relate and connect their learning to their daily lives. To achieve this, they should be guided by a learning style that involves multiple modalities. As a result, students will use various resources, including technology tools, to apply real-life situations to enhance their English skills, particularly their listening capacity.

Furthermore, Nu Un Wah (2019) emphasises the importance of using different approaches and interactive strategies to improve listening skills: "Understanding the hearing development can assist in reconsidering listening teaching techniques, and there are two crucial components to clarifying the listening process: processing from the bottom up and from the top down" (p. 884). That is, utilising new and interactive ways to assist students in enhancing their listening abilities is critical because, as the author explains, the first strategy helps students perceive vocabulary and pronunciation characteristics to know the context of the scenario. The second strategy reinforces this prior knowledge to understand key points of what is being heard. Therefore, these techniques also imply working in class with a multimodal learning approach since it is adequate for the student to grasp the information through sight, listening, and relating the knowledge to daily life.

Besides, this research will benefit the teachers and sophomore students of “Victor Mideros” high school. For students, it is foremost to enhance their listening skills, so it is necessary to implement new teaching strategies based on a multimodal approach to improve their academic performance in this skill. As for teachers, they can put this approach into practice to include the learning modes of the vast majority of students so that classes will be more entertaining, participatory, productive and meaningful (Pourhosein, 2016). Similarly, individuals in the educational community (society) who will find a different proposal to help students enhance their listening talents in English as a foreign language due to this research work are indirect beneficiaries.

Objectives

The research aims will provide answers to the following problem statement questions: Which multimodal learning strategies are best for developing listening skills? Furthermore, how might the multimodal learning approach aid in developing listening skills?

General Objective

To describe the multimodal learning approach used to improve listening skills in sophomore students at “Victor Mideros” high school in the academic year 2022 – 2023.

Specific Objectives

To identify the theoretical bases of the multimodal learning approach to enhance listening skills.

To diagnose the approaches teachers use at Victor Mideros high school to improve listening skills.

To propose a didactic guide based on multimodal learning approaches to improve listening skills.

Research Structure

This research paper is broken into four chapters. The introduction includes the research problem, its description, and its justification. The theoretical framework is contained in Chapter I, which comprises all of the theories that will help explain the variables of the study issue, such as techniques, strategies, and so on. The methodology, tactics, instruments, and research type are all described in Chapter II. Chapter III discusses the scientific study findings and their analysis. Finally, Chapter IV presents the drawn conclusions and recommendations.

CHAPTER I THEORETICAL FRAMEWORK

1.1. English as a foreign language in Ecuador

In recent years, the Ecuadorian government has been concerned about English teaching as a foreign language in the country's educational institutions. For this reason, Ministerial Agreement 41014 established that beginning with the 2016-2017 school year in the Highlands and continuing with 2017-2018 in the Coast Region period, teaching English would be mandatory from primary education to high school and that this would apply to all governmental, private, fiscomisional, and municipal institutions throughout the whole nation (Ministry of Education, 2014).

The final-year profile intends to enable Ecuadorian secondary education pupils to successfully participate in a worldwide and open society in the twenty-first century by emphasising acquiring life abilities, practical abilities, and innovation (Ministry of Education, 2016). Understanding how to think critically and imaginatively, principles, truthfulness, and mental honesty are all part of the EFL programme. Furthermore, the skills are integrated throughout the five curricular lines, allowing learners to act ethically and value themselves and others during the learning procedure.

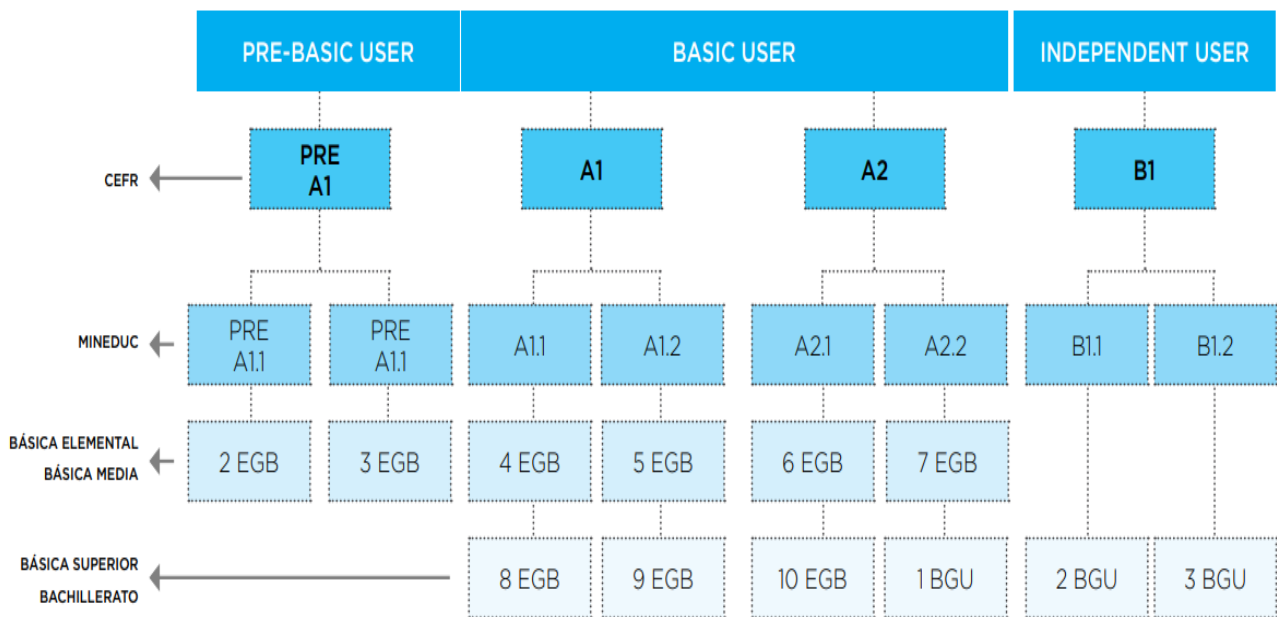
In the same way, the course of study is intended to increase knowledge of languages by analysing English and identifying written works that need basic comprehension, including essential awareness that includes speculation, understanding, and analysis of simple texts (Soto & Espinosa, 2015). Learners may additionally investigate how language variation supports constructing an intercultural, worldwide, and international community via the EFL programme. Furthermore, mastering an unfamiliar tongue gives kids a greater awareness of the world and makes them more functional citizens.

1.2.EFL high school results in Ecuador and Ministry of Education regulations

The subject matter of a foreign tongue education has been tailored to the various levels of schooling. During the first years of high school, pupils learn new grammatical topics and relate the vocabulary and themes they have learned in previous years to new situations and contexts. Thus, in secondary education, teaching is more formal, assessment is stricter, sessions are usually shorter, and pupils are helped by previous cognitive regurgitation (Murga et al., 2018). The graphic below depicts the required proficiency levels for primary and high school pupils.

Figure 1

Levels of proficiency for Primary and High School



Source: Taken from the Ministry of Education of Ecuador (2019)

The learners in the sophomore year are required to be at the B1.1 level of the Common European Framework of Reference for Languages (CEFR), which stipulates pupils ought to examine short and simple papers, discover foreseeable data in simple daily evidence such as commercials, newspapers, brochures, schedules, and comprehend short, simple private messages, between other things (European Union and Council of Europe).

So, per Ministerial Agreement 2016-0020-A, all elementary and secondary school pupils must acquire English and are given five academic hours each week. Furthermore, by Article 19 of the Organic Law on Integral Education (LOEI), the programme of study can be finished based on the distinctive cultural features of the different schools that comprise the national school system in other parts of the country, regions, cantons, and neighbourhoods.

1.3. Content and Language Integrated Learning (CLIL)

According to Wiseman (2018), "Content and Language Integrated Learning (CLIL) is a method in which pupils learn an area of study and another language at the same moment" (p. n/p). The majority of educators regard CLIL as a more straightforward method of acquiring a language and an area of study at the same time. To be effective, CLIL programmes mix communication and written material, and achievement hinges on when the subject matter and dialect are acquired.

Learners have practical experience while studying the language. They can be more motivated to do this since they will only be familiar with the topic if they comprehend the

language around them. Furthermore, CLIL sessions concentrate on the subject matter and provide complexity to the group, which is particularly crucial when pupils need to be more enthusiastic about learning a language. It also has the advantage of teaching numerous topics in English, boosting the student's comprehension of the language and their ability to communicate.

1.4. Curricular Threads of high schools in Ecuador

The principal goal of the Ecuadorian government is for learners to achieve adequate proficiency in the foreign language; that is, to acquire the four basic skills and interact meaningfully. To achieve this purpose, within the English Language Teaching (ELT) curriculum, there are five divisions for both the Primary and the High School Levels. They are Reading, Writing, and Language via the Creative Arts, Conversation and Intercultural Knowledge, and Oral Expression (Listening and Speaking) (Lozano, 2019). As shown in the figure below, these, in turn, may contain subdivisions.

Figure 2

Curricular threads of high schools in Ecuador

| CLIL | 4Cs | Curricular Threads | Sub-Threads | |
|------|--------------------------|--|---|--|
| | Culture / Citizenship | Communication and Cultural Awareness | Intercultural Awareness and Identity | Social Competence and Values |
| | | Oral Communication: (Listening and Speaking) | Listening Skills | Spoken Production Spoken Interaction |
| | Communication | Reading | Literacy-rich Environment | Reading Comprehension |
| | Cognition | | Use of Resources & Study Skills | Cross-curricular Content |
| | Content | Writing | Initial Literacy | Text Production |
| | | Language through the Arts | Literary Texts in Context | Creative Writing Creative Thinking Skills |

Source: Taken from the Ministry of Education of Ecuador (2016)

The graph above depicts the educational connections educators ought to complete with their pupils. The main goal of the English Language Teaching (ELT) curriculum is to educate participants to be capable of engaging independently with written material, audiophiles, and actual-life circumstances, allowing them to perform a variety of tasks such as obtaining data, discovering more about them, and interacting with other people.

For Ecuador's English as a Foreign Language (EFL) instruction, Content and Language Integrated Learning (CLIL) is an intuitive and effective way of learning and comprehending

English. CLIL is the primary teaching and learning strategy the Ministry of Education recommends to allow pupils to accomplish significant development via engagement in a setting that is by the Ministry of Education to enable pupils to achieve substantial growth via a meeting in a location that is subjected exclusively to the language of interest (Palma, 2017). As a result, the focus is on something other than the topic but the application of vocabulary and grammar. CLIL and reasoning are presented regularly, in addition to student results under each sub-theme, taking into account their interconnection to promote language growth and academic achievement.

However, prior studies have shown that students entering university have poor English levels, corresponding to A1 according to (CEFR), results from latent traditionalist methodology in high schools (Intriago et al., 2019). Although the Ministry of Education has suggested different approaches and methods for teaching English, like CLIL, it still needs to be improved for teachers to apply it in both primary and high school educational levels.

1.5. Methods and Approaches to Teaching and Learning English

Many studies have sought to determine the most effective way to comprehend learning other languages over the years by employing multiple approaches and ideas. These approaches offer several concepts and procedures for educators when planning, presenting, and evaluating learners' language acquisition. Thus, approaches and strategies enable teachers to understand how English has changed in classrooms.

Moreover, in the world of teaching-learning, there are several approaches, so the teacher must know what strategies to implement in the classroom for students to apply the learning style they master the most and thus obtain significant learning. "The Teaching Learning English Approach describes how distinct instructors construct classroom strategies in multiple formats based on their particular educational views, interests, and perspectives" (Torrise, 2014, p. 809). In other words, the teacher is responsible for the pupil's interest in acquiring a new tongue since an English instructor chooses the strategies to be applied in the classroom.

In addition, the Learning English Approach is related to the learners and everything that influences their process of acquiring knowledge. "Individual learner characteristics can significantly impact language learning, and teaching approaches frequently attempt to account for these characteristics. These involve your educational choices, emotional aspects, enthusiasm, and so on" (Ahn, 2016, p.28). All the internal or external factors that surround the student and are involved in the learning process are known as the learning approach.

Before describing some methods and approaches, one must understand critical terms that greatly help implement them when learning a new language. According to Jack and Theodore (2014), "The approach is a collection of correlated hypotheses about language instruction and learning. A system is self-evident. It defines the essence of the material to be conveyed" (p. 22). An approach is an extensive collection of hypotheses, convictions, presumptions, and values that manifest in a method, which is then applied through an instructor or learner in the

course of instruction and learning. Conversely, the term method alludes to the general plan for an organised display of language data determined by the chosen approach and technique (Of & English, n.d.). In other words, the method is the collection of ideas, designs, or procedures the educator uses. The method is the collection of pictures, strategies, or techniques the educator uses in a classroom to help students learn the language of choice.

It is critical to understand each of the terms listed above. In this way, both the teacher and the student will perceive the classroom environment from different perspectives. In addition, they will correctly use the various strategies related to the appropriate method and approach to learn and teach a new language. Consequently, the class will be productive, exciting, and meaningful, achieving excellent results in acquiring English as a foreign language.

1.6. Teaching Learning English Approaches and Methods

There are numerous strategies and techniques available to aid in promoting the growth of English abilities. Among them is the Cooperative Language Teaching (CLT). Likewise, to foster meaningful learning of the new language, applying approaches and methods made up of contemporary strategies helps acquire or improve the level required by the new language learners. The following comparative table shows some methods used to develop theoretical linguistic competence so that students can practice and learn a foreign language.

Table 1*Examples of methods and approaches to teaching and learning English*

| Methods | Approach | Educator's Role | Learner's Role | Interactivity between Learner- Educator | Skills |
|--|--|---|---|---|---|
| Grammar Translation Method | Learners will be competent to read and compose texts in the language they are studying. | The instructor is the sole authoritative figure in the educational environment. | The pupils follow the directions given by the instructor so that they comprehend what they are doing. | The relationship that exists in the classroom is primarily between the educator and pupils. | Grammar and vocabulary are encouraged. Writing and reading are significant abilities that learners practise. |
| Task-Based Language Learning | To arrange language training, it uses assignments as its primary educational instrument. | The teacher will create helpful resources for students to work on in class or at home. | The learners associate acquired knowledge with practical activities for meaningful learning. | Communication in the learning environment is split fifty per cent. The mentor is a mediator; the students create new knowledge through experimentation. | Supporters say that the task-based method is a noticeable improvement over Interaction Grammar because they use similar ideas in instruction (Hismanoglu & Hismanoglu, 2011). |
| Communicative Language Teaching (CLT) | It emphasises the total usage of English in the classroom via regular team dialogues. | Teachers play the role of an individual who facilitates learning and acts as socialising agent. | The student interprets the topic of class and acquires a solid understanding of its learning. | The CLT approach aims to maintain constant communication in which teachers and students are involved in the experimental context of their authorship and acquisition. | This approach makes practising the 4 English language skills possible, especially Listening and Speaking. |

| | | | | | |
|---------------------------------------|--|---|---|---|--|
| Audiolingual Teaching Approach | “It aims to allow students to answer efficiently and precisely in natural language by introducing terms and syntax during conversations” (Mart, 2013). | “The educator is the sole authority which controls and directs the entire learning class, supervises and corrects the students' performance” (Shameem, 2013). | “Learners are inactive since the educational topic or approach does not influence them. Pupils are only replicas of the instructors' template” (Shameem, 2013). | The learner learns the target language through constant reinforcement and correct practice of the exercises, so teachers must provide good feedback on the lessons given. | This approach aims to develop students' oral skills. |
|---------------------------------------|--|---|---|---|--|

Note: Author: (Freeman & Corbett, 2000)

Education in English language teaching and learning has seen various modifications as globalisation has grown exponentially in multiple methods and approaches for imparting English as a second tongue. However, with the expansion of technology, other innovative techniques have evolved with new technologies and various current and fascinating methodological strategies, such as multimodal for teenagers.

1.7. Multimodal Learning Approach

According to Miralles et al. (2016), researchers from various disciplines of knowledge, such as linguistics and semiotics, became interested in the relationship established between the verbal system and other semiotic systems because of the expansion of the media and the emergence of various technologies, resulting in the emergence of multimodality. In other words, the history of multimodal learning began when technologies appeared that helped improve language learning. Still, in different ways, teachers and students used more than one way of learning to improve skills.

In the same way, it is crucial to know the meaning of the multimodal approach. According to Litonjua (2020), it is based on an idea taught in several ways. Learners enjoy a diverse learning approach that suits all of them when they engage their minds in numerous learning styles at the same time. In support of the preceding, it is essential to mention a research paper by Jie Wang and Fen Zhang (2020) about “Learning Approaches and Listening Strategies of EFL Learners” This aimed to find out how multimodal learning strategies affect the correct performance in improving English. Those research results showed that most respondents prefer to learn a new language using a variety of styles, and those who focus on improving listening skills prefer the metacognitive strategy. The study concludes that using the metacognitive system through the multimodal learning approach is more appropriate because each student has their learning style. That is because the learners obtain better results through that method.

In addition, other authors such as Yanan Tao, Licheng Luo and Yan Zhao (2017) researched "A Study of Multimodal Effects on ESP Listening Comprehension. The research aimed to test whether a multimodal learning approach helps improve listening comprehension in English. This research work was of great importance because it demonstrated that students better understand listening skills with the correct application of the multimodal learning method. With constant practice, they will master it.

1.7.1. Students' Role

Students are the protagonists in multimodal learning, gaining information via experience since they are intimately involved in instruction and learning. “Pupils educate effectively when they collaborate - in small teams to optimise their own and others' development or collectively exchange goals and obligations” (Cuestas & Valotta, 2018, p.6). Students have different learning styles in the classroom, so working in groups will facilitate understanding the topics covered in the school.

1.7.2. Teachers' Role

The instructor's position in teaching English using a multimodal method is critical. According to Cuestas and Valotta (2018), teachers are facilitators and guides in conveying to students the technological media for seeking information, learning to select and classify it, transmitting it and turning it into a learning tool. The instructor is responsible for supplying the supplies required for classwork, as well as trying to capture the student's attention by making use of various modern and traditional technological tools that facilitate a better understanding by the student and thus achieve meaningful learning of the language (Regatto & Viteri, 2022).

One of the most notorious challenges facing teachers in the classroom is that they must choose the proper teaching strategies and tools to guarantee that every student attains competence in English. To achieve that, the teacher must consider learners' different learning styles. In this way, all learners will participate in classroom activities and share their learning experiences as a form of feedback.

1.8. Visual, Auditory, Kinesthetic (VAK) Learning Styles Model

There are several methodologies or methods for learning a new tongue, referred to as learning styles. "They include specific instructional approaches for every student and help them acquire knowledge efficiently. Many individuals enjoy connecting with, absorbing, and analysing ideas or data" (Sreenidhi & Tay Chinyi, 2017, p.17). In other words, learning style is each individual's way of acquiring new knowledge. People, in general, learn through the sense of sight, hearing or kinesthesia. Scientific studies have shown that people learn successfully when they acquire information through the learning style they master the most. The following are the three most commonly used learning styles according to the VAK model.

1.8.1. Visual learning

Students who master visual learning acquire solid knowledge through images and videos that help them assimilate the information they are learning more efficiently. "Learning through visuals refers to the method by which students acquire clear information and comprehension via the use of visual resources such as written material, drawings, paintings, sculpting, imaging, mapping, sketches, footage, television sets charts, graphs, pictures, movies, the media, indications, presentations, and so on" (Philominraj et al., 2017, p.55). Similarly, this learning style is very effective when learning a language, as students relate their learning to the graphics teachers have presented in class. In addition, this style helps students maintain interest during the lesson class, making them enjoy what they are learning.

1.8.2. Auditory Learning

As the name implies, this learning style focuses on learning through the essential skill of listening. “Auditory learners' characteristics include obtaining information by listening and preferring this skill over reading or writing. They also can reproduce symbols, letters, or words by listening, finding written instructions more arduous to follow than spoken ones” (Kayalar & Kayalar, 2017). In other words, students who prefer to study with this style have a high capacity for oral comprehension, which facilitates learning in a suitable classroom environment with digital tools such as audio devices or simply with clear instructor descriptions in the classroom.

1.8.3. Kinesthetic Learning

This learning style focuses on students who prefer to be active during class, i.e., learners acquire knowledge through experience. “Kinematic children understand more effectively when conducting experiments and participating bodily in classes. Students actively participate in events, school excursions, and scenarios, memorising knowledge of daily life situations” (Tyas & Safitri, 2017). Learning this way helps students become deeply involved in the topic of interest, making it easier to better comprehend the subject in class.

All the learning styles stated above are essential in this study; acquiring a language using the Multimodal approach mixes auditory and visual techniques, resulting in the audiovisual learning style (multimodal). In this manner, the learner develops a new language, in this example, English, and can acquire four skills: hearing, speaking, reading, and writing, resulting in substantial acquisition and proficiency.

1.9. Interactive strategies using the multimodal learning approach

Learning a second language with a multimodal approach is an efficient way to achieve effective results. There are many interactive strategies derived from this form of learning, which focus on audio-visual material that facilitates the comprehension of English in all its aspects. In addition, thanks to the advent of technology, it is now easy to access the resources necessary to teach a class and achieve the proposed objectives. In support of the above, some research related to the subject is presented below.

Pourhosein, Nizam and Masoumeh (2011), in their research paper about the effects of teaching and learning English through a multimodal approach, determined the effect of multimodal learning approaches in teaching a new language and observed specific results when using new interactive strategies. They proposed interactive schemes using multimodal learning to attract learners' attention when learning a second language. "Multimodal learning is more effective when it is interactive and under the learner's control" (Mayer, 2003). In this case, the authors mention that not every student acquires similarly, and that is why when using this strategy, they emphasise that the learner has under their control the ability to interact throughout the class with the learning styles with which they feel more comfortable.

The authors used the "Computer-assisted language learning (CALL)" approach to reinforce the participatory tactics, which focus on particular instruction and reciprocal education, facilitating knowledge at the own rate of each learner. After applying the strategies and approach based on multimodal learning, they concluded that students' learning was meaningful. Each one developed the language skills at their own pace, and the teacher provided feedback on some of the doubts raised.

Similarly, using strategies to improve listening skills is very useful and was demonstrated by Xiaoli Bao (2017) in his work research "A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students" in Inner Mongolia, China. This study aimed to determine how students and teachers use interactive tactics to enhance the instruction and acquisition of listening skills. According to the survey findings, more than half of pupils rarely employ interactive strategies to strengthen their listening ability. Conferring to these results, it has been shown that an excellent option to enhance listening skills is to use the metalinguistic strategy, which consists of listening to dialogues in English and then practising them orally, thus achieving significant learning.

On the other hand, in the communication process, listening refers to the ability to receive and interpret information correctly (Gulam, n/d). That is crucial for all efficient communication because messages are easily misread if you must learn to listen well. Moreover, due to the rapid development of internationalisation and globalisation, having the ability to understand some accent features when someone speaks English in real-life situations is essential. Furthermore, listening comprehension is vital in communication and acquiring a second language.

1.9.1. Three strategies to support multimodal learning

In order to achieve a good integration of multimodal strategies in the classroom, the classroom must be equipped with the necessary technological resources to facilitate their use. The globalised world now has the technology needed to considerably simplify the application of an extensive variety of multimodal methods and techniques in the classroom for pupils to gain an excellent grasp of the English language.

Table 2

Multimodal learning strategies

| Strategy | Options | Aim |
|----------------------------------|---|---|
| Provide multimodal inputs | <ul style="list-style-type: none"> • An audio recording or podcast. • Graphical representations, illustrations and infographics are instances of visualisations. • Videos, documentary films, movies, and additional | Students can access these options independently and become involved in the contents addressed in the classroom, thus building their knowledge through repetition and experience instead of asking the teacher to explain the class again. |

| | | |
|---------------------------------|--|---|
| | <ul style="list-style-type: none"> • features. Interactive games. • Demonstration or simulations. | |
| Offer students choice | <ul style="list-style-type: none"> • Making an advertisement or a fresh video. • Making an illustration or a display. • Performing a theatrical production or simulation. • Inventing an original tune or movement. • Instructing an entire class or a small team of classmates | The multimodal learning approach allows students to choose and own their path when taking assessments, so the right choice of multimodal strategies can help students fully express their understanding. |
| Give multimodal feedback | <ul style="list-style-type: none"> • Capture audio input. • Use software for translating to break down linguistic obstacles. • Make an animated presentation. • Provide examples. | Multimodal input ensures that all pupils understand what they must perform, as one of its tasks is to offer an alternate means to share information or deliver the audible assessment. Furthermore, the multimedia education environment will enhance instruction participation, availability, coherence and relevance availability, coherence and applicability of teaching. |

Note: Author: (Seesaw, 2022).

1.10. Listening skills

Pasquel (2021) states that "listening is receiving a language through the ear. It entails recognising and analysing vibrations that allow comprehending emails, pronunciations, phrases, and statements with particular significance through their articulation and cadence" (p.1). Effective communication requires both listening and speaking abilities. Most occupations in various industries value excellent interpersonal skills. It is vital to consider strengthening listening abilities to utilise communication skills in the business and beyond. As an unfamiliar language, comprehension of sounds is necessary for English and other abilities such as composing, analysing, and talking. Nevertheless, listening comprehension is most used daily (Machado, 2022).

Comprehension of speech constitutes one of the least challenging abilities for learners of English as an additional language in Ecuadorian schools. Some of the causes are students having problems identifying sounds. They focus on wanting to understand every word of the messages and fail to keep the rhythm while listening and the presence of external noises in

class (Pineda,2018). For this reason, some tips that will help students improve their listening skills will be described below.

1.10.1. Active Listener

Some pointers might help students enhance their listening abilities, such as having exceptional concentration and demonstrating that they listen intently for information. Furthermore, the educator must provide clear feedback and provide the learner adequate time to create responses to the questions so that the learner may reply effectively and perform well in the activity.

- Concentrating
- Time
- Feedback
- Performance

1.10.2. Listening skills' improvement

To develop English listening abilities, assessing the student's current level and creating exercises to reinforce the learner's areas of weakness is necessary. Maintaining eye contact with the person speaking, imagining what the speaker is expressing, not obstructing waiting for the speaker to express complete sentences before asking questions, paying attention to the posture and intonation of the person speaking, providing clear feedback, and asking clarifying questions are some ways to improve this skill.

1.11. Listening comprehension strategies

Listening comprehension entails comprehending the message as a whole, both in terms of the significance of the words that comprise a text and the overall grasp of the spoken material. Society values morality and the importance of understanding. It promotes adolescent advancement in culture by displaying their thinking and evaluating attendance as a crucial instrument in their progression of social and artistic growth. Furthermore, while reading routines may need to be adequately seen, remember that curiosity in issues that pique the audience's interest is a minimum approach to conveying fresh beneficial concepts with community worth. Explaining these steps enables examining specific data methods and techniques employed to achieve understanding, supplemented by inferences made during reading.

1.11.1. Pre-listening stage

Listening tactics involved discovering the pupils' prior experience and supporting and incorporating their passions. According to Tsai (2010), “this step was then used to pique pupils' interest by recognising their previous expertise and combining it into new material” (p.80). As a result, the tasks performed before absorbing the pupils might be considered to arrange thoughts.

1.11.2. During -the listening stage

While listening, it is essential to remember some tips that will help us obtain better results when communicating. According to Tsai (2010), "Identify new terms, analyse complex sentences, review, comment on and synthesise techniques, and apply a variety of cues" (p.80). In simple terms, listeners create assumptions regarding study while listening to a book and then confirm or reject these expectations. Learners also improve their comprehension skills, increase their foreign language proficiency, and interpret difficult book portions while listening. It may be challenging to help learners using learning approaches, as each person evaluates and requires different systems.

Learners will test and practise new information and abilities with the help of their instructor and input from their peers (Tsai, 2010, p.80). As a result, this technique enables pupils to recap, examine, and question the material they have previously read. Furthermore, the approach comprises differentiating both data and views, comprehending the writer's goals, and assessing the reliability of data resources, which includes analysing the writer and whether the person who reads is pleased with the requirement to grow or enhance their expertise.

1.11.3. Listening for details

Listening for features entails attentively reading the writing to obtain essential elements that aid comprehension (Westbrook, 2014, p.112). This constitutes a longer listening method because it begins at the starting point and goes towards the conclusion. While listening in specifics, learners should pay attention to each phrase carefully rather than look up the particular significance of every word. On the other hand, pupils can estimate the importance of unfamiliar terms based on information, an essential skill for any student.

1.11.4. Listening to the main ideas

Listening to the main ideas means paying attention to the whole audio, and in this way, students attend to identify the general points expressed in the recording (Craven, n.d). This strategy helps students understand what the sender wants to communicate. Generally, the main ideas will be distinguished by being at the beginning of each paragraph or by the intonation with which they are produced to emphasise relevant aspects or ideas. Learners should be aware of the following crucial elements when determining the subject phrase of a section of content or text:

- Pay close attention to the text name.
- Pay close consideration to the facts in the sentence at hand.
- Consider what the central theme of the text is.
- Evaluate your options and make an individual conclusion.

1.12. Multimodal learning approach to improve listening skills

The multimodal learning approach has dramatically influenced English language learning. Therefore, for some years, researchers have been investigating the different strategies used by this approach which have provided learners with great ease in understanding the English language and, especially, in the successful development of listening skills in this foreign language. To support the above, some strategies of the multimodal approach that help to improve listening skills, according to different authors, will be described.

In a “Study of Multimodal Effects on ESP Listening Comprehension”, the authors stated that providing students with audio-visual materials is very useful when assessing listening skills because it makes it easier for them to understand both the general ideas and some details of the content they listened to (Tao et al., 2017). The strategy of the multimodal learning approach that the authors of the previous research work used were to provide multimodal inputs, which encompasses several activities, the most important of which are audio or videos with subtitles that help students to understand more easily what the audio content is about, and also help to improve the development of the skill.

Similarly, Becerra and Muñoz (2013) state that an activity of great help to enhance learners' listening ability is using music as a pedagogical strategy, considering a multimodal learning approach. In this approach, a technique called “offer students choice” includes activities related to what the authors propose in their research. It is about allowing the learner to choose how pupils want to be more effective in listening ability. Regarding music, it can be the creation of new songs, emphasis on pronunciation, rhythm and new vocabulary. This way, learners will be motivated, improve their listening skills more entertainingly, and use today's different technological tools.

In short, interactive strategies that use the multimodal learning approach greatly help improve listening comprehension in English. That is because they go hand in hand with technological tools that facilitate teaching and enable the proper development of the learner's different skills. In this way, students will gain self-confidence by realising they understand what they hear in the foreign language. That is very important because it improves their self-esteem and encourages them to improve every day.

CHAPTER II METHODOLOGICAL FRAMEWORK

2.1. Research Approach and Type of Research

The research on Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023 was based on a multimodal approach. Tashakkori and Creswell (2007) define multimodal research as studies in which the investigator gathers and examines facts combines the outcomes, and draws conclusions using quantitative and qualitative techniques or processes in an identical investigation. In other words, this approach combines quantitative and qualitative methods, which helps to describe and analyse the data obtained for the research to make the information more truthful and supported by a combination of both approaches.

In addition to this, it is crucial to define what qualitative research is, so Aspers and Corte (2019), in their research work *What is qualitative in qualitative Research* mention that " It uses a multi-method approach and an approach based on interpretation to explain or understand occurrences utilising the lens of the arrangements individuals assign to them" (p. 142). Thus, using this approach in this scientific research project helped to understand and inductively analyse the problem of improving listening skills through the multimodal learning approach in sophomore students of Victor Mideros high school. Therefore, by interpreting the data from the interviews carried out with the English teachers of this educational institution, a more transparent and realistic vision of the causes of the problem posed was obtained.

Similarly, it is necessary to define what quantitative research is. In the most recent version of his work, *Research Design Qualitative, Quantitative Analysis and Mixed Methos Approaches*, Creswell (2008) mention that a Quantitative study evaluates unbiased hypotheses by investigating the connection among elements. Tools can then determine these factors, and the consequent numerical information can be examined statistically. Therefore, the use of this method supported this research work when graphing and tabulating the data from the surveys applied to the sophomore students of the aforementioned educational institution to know more about the reality they experience in English classes, especially to understand what strategies or pedagogical activities they use to improve listening skills. This way, more accurate, transparent, and valid results were obtained.

Furthermore, the project was based on an explanatory style as it complements the mixed approach, in a way, integrating quantitative and qualitative information. According to Boru (2018), "This kind of study seeks origins, explanations, and facts for or against a justification or forecast. It is carried out to find and describe specific associations among various components of the phenomena in the investigation" (p.3); thus, the research work was supported by giving real reasons about the problem of listening comprehension in students and providing truthful evidence to support the above predictions in this research.

2.2. Deductive and Inductive Methods

For this academic paper is necessary to describe and define what is the deductive method. According to Bradford and Weisberger (2021), The deductive technique, also known as a deduction, is a well-founded reasoning that starts from a general assertion or premise and analyses the alternatives to obtain a definitive and coherent result. Concerning the above, this research study used this method to examine different methodological strategies of the multimodal learning approach to study a second tongue and then deduce and choose the most appropriate methods and activities that help the enhancement of target pupils' listening ability.

Moreover, it is also essential to describe and define the inductive method. According to Burney and Hussain (2008), Inductive reasoning, sometimes called the "bottom-up" approach, progresses from individual findings to broader conclusions and ideas. The preliminary results drawn in the present investigation depended on information from an interview and a survey administered to a specific population: sophomore students and English instructors at Victor Mideros High School.

2.3. Techniques and Research Instrument

2.3.1. Survey and Questionnaire

The survey technique is used to gather data from a selected group of people based on their responses to specified questions; this enables a variety of methods for attracting subjects, collecting information, and employing different kinds of apparatus (Ponto, 2015). This technique was used to collect data from sophomore students at “V́ctor Mideros” high school on the strategies of the multimodal learning approach that the teacher uses to develop listening skills in pupils. Furthermore, the instrument used was a questionnaire with eight questions concerning the above variable; this ensured a fast research process and high-quality results. According to Roopa and Menta (2012), the most popular approach to gathering basic quantitative information in a regulated manner that is internal and reliable sufficient for evaluation is through a questionnaire.

The questions were written in Spanish and English to avoid misunderstandings by the students. Likewise, before applying the instrument to the students, the author of this research work requested the authorities of Victor Mideros high school to inform them of the study's objectives and to obtain the corresponding authorisation. That allowed both classes to be surveyed on the same day in person, facilitating the explanation of each question. On the other hand, it is vital to mention that “google forms” software and each student's “technological devices” were used to apply this survey.

2.3.2. Interview and semi-structured interview

The interview is a discussion during which the investigator attempts to acquire concerning an issue through the interviewee (Adhabi & Anozie, 2017). This technique was used to collect data from two English teachers at Victor Mideros High School on the teaching approach they use in their classes to upgrade the hearing abilities of their pupils. In addition, the instrument

used for this interview was a semi-structured interview with seven open-ended items in English. According to Addams (2017), it is one in which the recruiter prepares the questions beforehand. Still, the person who asks can expound and explain specific concerns through open inquiries. In other words, this instrument based on qualitative research is intended to add more information about the phenomenon to be studied. The interview was conducted face-to-face and explored in depth some questions, such as the exercises used to develop the ability to listen and the most significant challenges encountered by the instructor while teaching English.

2.4. Research Questions

- What strategies of the multimodal learning approach are the most appropriate for developing listening skills?
- How can a multimodal learning approach help develop listening skills?

2.5. Operationalization Matrix of variable

Table 3

Operationalization Matrix of variables

| VARIABLE | INDICATORS | DATA COLLECTION TECHNIQUES | INFORMATION SOURCES |
|------------------------------------|---|----------------------------------|--|
| Multimodal learning approach | <ul style="list-style-type: none"> • Methods and approaches • Learning skills • Learning Strategies • Learning styles • Facilities and sources | Interview | <ul style="list-style-type: none"> • Academic researches • Thesis • Speeches |
| Listening Skill | <ul style="list-style-type: none"> • Participation of students • Interactions of Students • English listening activities | Survey | <ul style="list-style-type: none"> • Review • Encyclopedias • Histories • Textbooks • Biographies |

Note: This table shows some aspects of the undergraduate research plan.

2.6. Participants

The present academic paper worked with “V́ctor Mideros” high school, which consists of 729 students and English faculty. This institution is categorised by levels from primary to high school and is subdivided into different parallels. However, this research study's target population was 34 sophomore students that comprehended from class "A" 17 learners and from class "B" 17 pupils. Likewise, data was collected from 2 teachers in the English area of the same institution. In addition, it is essential to mention that this population is part of non-probabilistic sampling since only the individuals participated in the research.

2.7. Investigation Procedure

Firstly, the questionnaire instrument was designed to know each student's situation regarding class strategies to enhance their ability to listen in English. In addition to this, a semi-structured interview was designed for teachers in the area of English at "Victor Mideros" high school. They explained what interactive strategies using multimodal learning are used to help the student improve listening skills. As a second point, the instruments were evaluated and validated by the director and assessor corresponding to English Major Professors to know and correct the questions applied to both English teachers and sophomore students at "Victor Mideros" High School. Furthermore, once the instruments were validated, a request was submitted to the school authorities. They were applied to the sophomore students and English instructors to know their perspective on the interactive strategies using the multimodal learning approach. Finally, the data obtained from the different instruments were collected and analysed to see the state of the students and teachers.

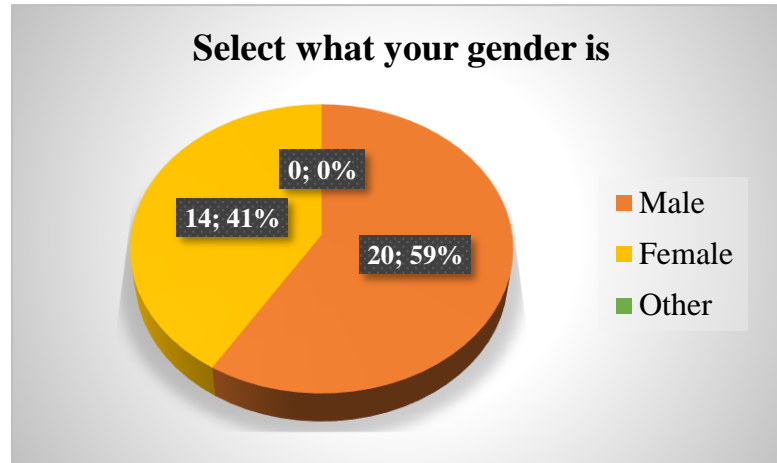
CHAPTER III: RESULTS AND DISCUSSION

3.1. Sophomore students took the survey from Víctor Mideros High school

3.1.1. Informative question

Figure 3

Gender of students surveyed



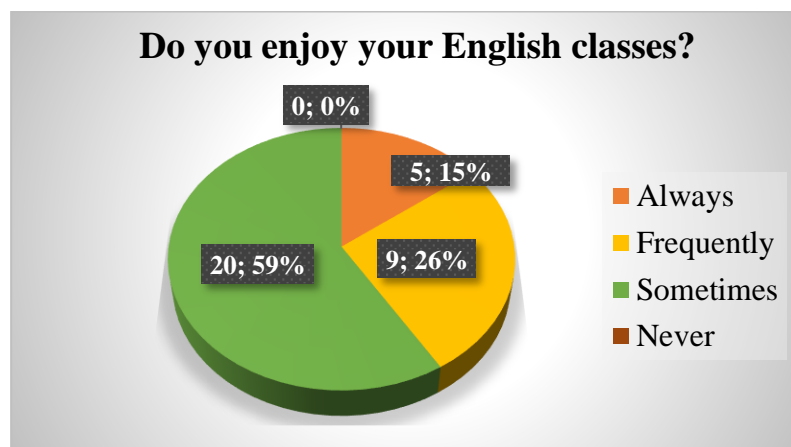
Own elaboration. Source: survey December 2022.

Figure 3 shows the gender of sophomore students at Víctor Mideros educational high school. The male gender is predominant in this group and represents 59% of the total population, while 41% corresponds to the female sex. That means that the answers to the questions in this survey do not vary drastically in the gender of the respondents because the difference in male and female participants is minimal.

3.1.2. Interpretation of the students' questions

Figure 4

Students' survey: Question 1



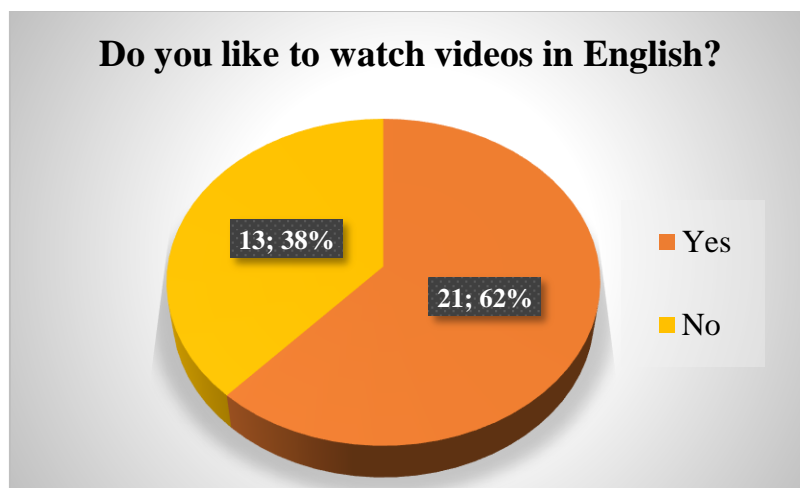
Own elaboration. Source: survey December 2022.

Figure 4 shows the percentage of responses obtained in the first question on the survey applied to sophomore pupils of the above-mentioned high school on the frequency with which they enjoy English classes. More than half of the surveyed population (59%) said they sometimes have fun English classes. Similarly, almost a quarter of 26% of students said they enjoy English classes frequently. Only 15%, the minority of the students, chose that they always want English classes. The data obtained shows that most of the students enjoy English lessons occasionally.

In a study conducted on students' perceptions of English classes at a university in Ecuador, Ortega et al. (2021) mention that students enjoy English classes when teachers use entertaining and novel methods, activities and strategies that arouse interest and the desire to participate in the different activities planned for students to achieve meaningful learning. Similarly, Andrade-Molina et al. (2021), in their research work on " A Comparison of English Language Motivation for Studying Senior High School Learners in Ibarra and Atuntaqui's Rural and Urban Perspectives" state that motivation is a crucial element in English classes, as it stimulates students to stay focused and active in the learning process. Such motivation can be achieved by using both physical and online materials and resources or by implementing methodological strategies that respond to the needs according to the learner profile of each class.

Figure 5

Students' survey: Question 2



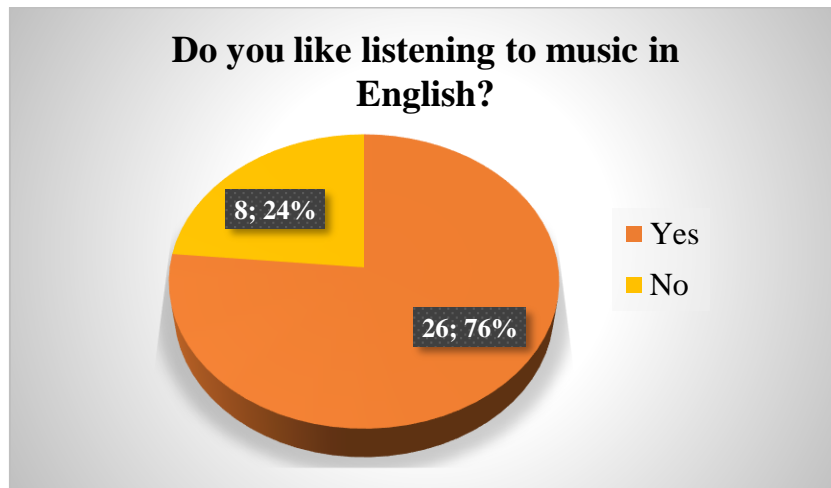
Own elaboration. Source: survey December 2022.

Figure 5 shows the data obtained from the second question of the student survey. On the one hand, most students, 62% of the total respondents, say they like to watch videos in English. On the other hand, a minority of the surveyed population, 38%, say they do not like watching videos in English. That means more than half of the surveyed population enjoys watching videos in a foreign language.

To support the above, (Ojeda-Serna et al., 2020) mention that the social networks and audiovisual content platforms most used by young people in Ecuador are YouTube, Twitter and social networks from Meta; these are mainly not used by students for academic purposes but for interaction, communication and entertainment. That leads to the conclusion that most students who enjoy watching videos in English do not do so because they are forced to by their teachers but because they are interested in the content and consider it a hobby in their free time.

Figure 6

Students' survey: Question 3



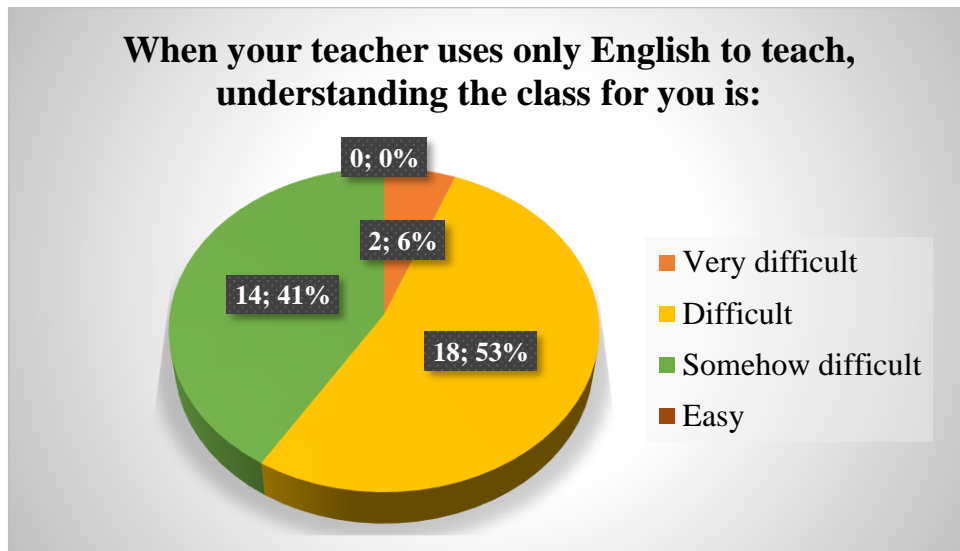
Own elaboration. Source: survey December 2022.

Figure 6 shows the results obtained from the third question of the pupil survey. On the one hand, the majority of students, representing 76% of the total number of respondents, mention that they like listening to music in English, while only slightly less than a quarter of the students, i.e., 24% of the surveyed population, state that they do not like listening to music in English. That means most students surveyed like listening to songs in English.

The research study conducted by Andrade-Molina et al. (2018) mentions that music is a tool that helps develop and improve language skills in English; and that students who have a greater preference for listening to this type of musical genre have a more excellent command of the foreign language. In this way, it is scientifically proven that although students listen to music in English as a pastime or for fun, they unconsciously prepare their senses to understand the language more easily.

Figure 7

Students' survey: Question 4

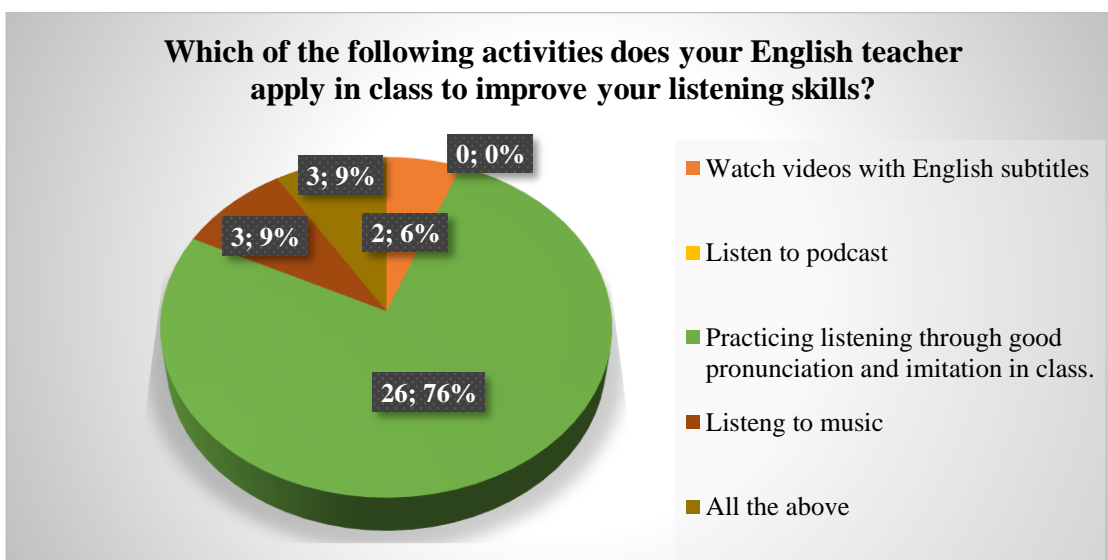


Own elaboration. Source: survey December 2022.

Figure 7 shows the degree of complexity that the sophomore students of Víctor Mideros high school, have when it comes to understanding the English class when the teacher speaks only in a foreign language. Most students (53%) mentioned that it is difficult to comprehend the teacher when speaking solely in English. Similarly, a significant number of students (41% of the population) noted that this situation is somewhat difficult for them. A minority (6%) said it is hard to understand what the teacher says when speaking exclusively in English. This issue happens when pupils must be adequately exposed to the language, either in or outside class. When the English instructor speaks in a foreign language, most of them struggle to comprehend.

Figure 8

Students' survey: Question 5



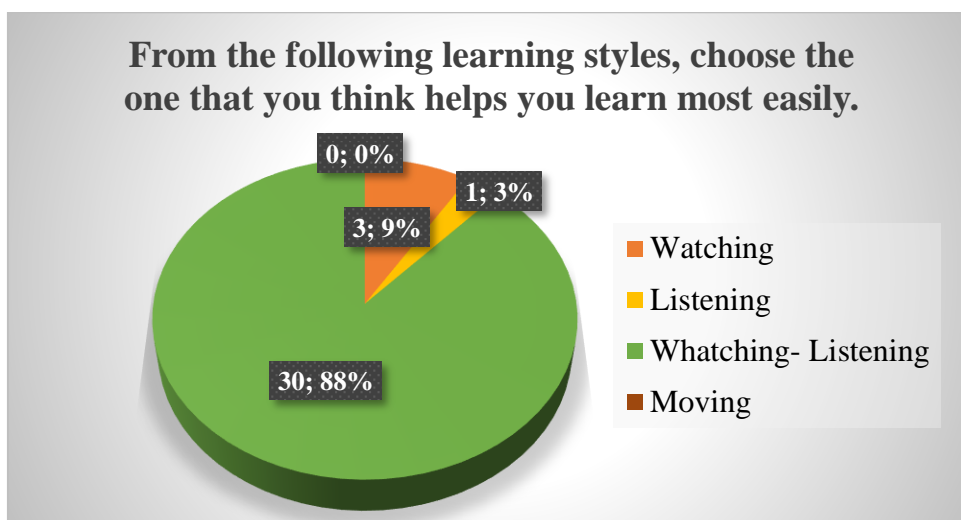
Own elaboration. Source: survey December 2022.

Figure 8 shows the English teacher's different options to boost the learners' hearing comprehension abilities. According to the data obtained, the majority of the students representing 76% of the population, mentioned that the teacher uses the strategy of correct pronunciation and imitation for the students to understand what is being communicated to them. On the other hand, a small portion of the students mentioned that the activity used by the English teacher is listening to music; the same number of students corresponding to 9% of the students surveyed, noted that the teacher performs all the activities mentioned in the figure. However, the minority corresponding to 6%, said that the teacher uses videos with subtitles. The results obtained in this question show that the students have chosen the option of practising listening through good pronunciation and imitation in the class, mentioning that this is the strategy most used by the teacher.

One of the main reasons why students stated that the activity most used by English teachers to improve listening skills is imitation and pronunciation is because the institution does not have the necessary technological resources to quickly reproduce audiovisual material or other technical resources that facilitate the acquisition of the foreign language more entertainingly and less tediously for the students.

Figure 9

Students' survey: Question 6



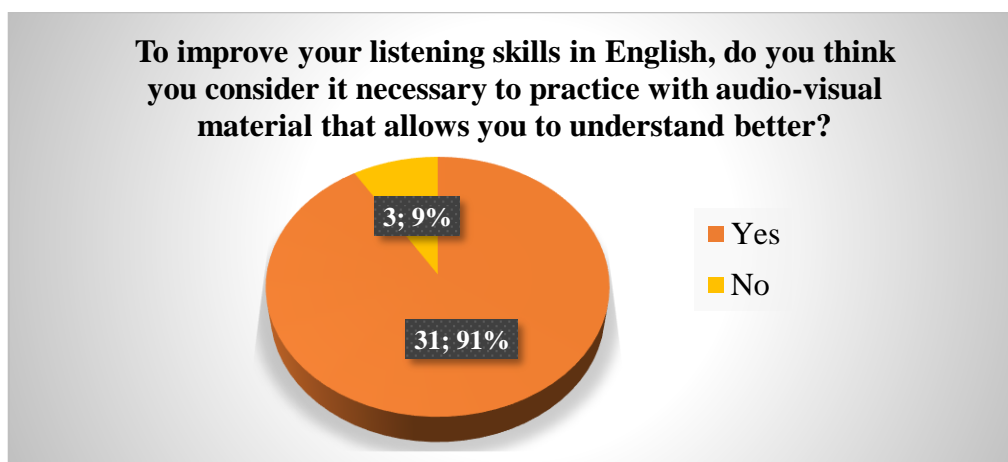
Own elaboration. Source: survey December 2022.

Figure 9 shows the learning styles most mastered by the students surveyed and with which learning is best facilitated. Most students (88% of the total population surveyed) mentioned that the learning style that best helps them to learn is multimodal (listening-watching). On the other hand, 9% of the people mentioned that they learn best by watching. Moreover, only 3% of the students said that the auditory style is the one they remember most easily. The results of this question show that most of the students learn by watching and listening, which confirms that there is a majority of multimodal learners.

To support those mentioned above, in a research work on the learning style most dominated by English students in a university course, it is stated that out of 10 students, 7 prefer the audio-visual learning style, which implies that most students learn by watching and listening. That leads students to develop strategies to understand images and audio simultaneously (Hernández & Duch, 2018). This form of learning is the one most mastered by the sophomore students at Victor Mideros high school. To acquire meaningful knowledge, they must use technological tools that help them improve their listening skills.

Figure 10

Students' survey: Question 7



Own elaboration. Source: survey December 2022.

Figure 10 shows the results obtained in the last survey question, which deals with the student's opinion on whether or not they consider it necessary to practise listening comprehension with audio-visual material. On the one hand, most learners (91% of the population) mentioned that they believe using this material is essential. At the same time, only 9% of the students consider it optional. That means that most students agree that enhancing their listening comprehension requires practising with audio-visual material that helps them understand better.

To support the above, a research paper by Fabre-Merchán et al. (2020) on "Project-based learning and multisensory display for the development of 21st-century abilities" mentions that multimodal resources greatly help students improve their English language skills. In other words, students who master the multimodal learning style use two or more of their senses to learn, which makes it easier for them to acquire or improve a new language, in this case, English. As seen in the graph above, most students surveyed consider practising with audio-visual material necessary to enhance listening skills. The teacher should implement activities, materials and audio-visual resources that facilitate learning. To achieve meaningful education for students, it is required to use technology and digital media to work in class to motivate students.

3.2. Results of Teachers' Interviews

Objective: The following interview aims to collect information about teachers' different approaches to improving students' listening skills at Victor Mideros High School. It is also relevant to note that this information will be used for academic purposes only.

QUESTIONS

1. Based on your experience, how difficult is improving your students' listening skills?

Teacher A

Well, it is easy to improve listening skills when students have an English laboratory, but it is hard to work without it.

Teacher B

It is not too difficult. You, as a teacher, only need to organise your plan with daily activities so that the students feel comfortable with listening activities and enjoy them.

Analysis

This question aims to find the perspectives of English teachers on the problem observed in the educational institution students regarding the poor understanding of the English language they showed in the classes and how the teachers deal with this situation. On the one hand, one teacher mentions that improving the student's listening skills is easy if they have the necessary technological resources, such as an adequate laboratory, to teach the classes properly. On the other hand, the other teacher mentions that it is not so difficult. To achieve this, it is only necessary to organise the activities correctly in the lesson plan and thus create a pleasant environment in which the students feel comfortable and enjoy the class. At this point, it can be seen that there is a specific difference of opinion and that each teacher has their ways and means of working.

2. Have you ever heard about the multimodal learning approach?

Teacher A

No, I never heard about it.

Teacher B

No, it is the first time I have listened to that.

Analysis

This question aimed to determine whether the teachers had any idea or knew anything about the multimodal learning approach and the strategies it has to help improve primary English language skills. However, the teachers were only aware of this approach, which rules out a high degree of probability that they had implemented any strategies belonging to this approach to help learners improve listening comprehension.

3. From the following learning styles, which can you determine is the most predominant during your students' English listening skills development? Why?

Teacher A

- Visual
- Auditory
- Audio-Visual
- Kinesthetic

This question sounds interesting because it helps to develop new learning inside the class. It is important to show pictures and internalise new words in the students' minds doing exercises, so I choose visual and kinesthetic.

Teacher B

- Visual
- Auditory
- Audio-Visual
- Kinesthetic

I think all of them are important [eeh]; the most predominant from my point of view during the English listening skills is audio-visual because if the students have visual materials, they can make a relationship between what they are listening to and what they are watching.

Analysis

This question was necessary for the research because it examined teachers' views on the classroom environment. On the one hand, one teacher stated that the predominant learning style of her students was audio-visual. On the other hand, the other teacher said that visual and kinesthetic learning styles predominate in the classroom. In conclusion, according to each teacher's perspective, learners have many prevailing methods of instruction., which means they are multimodal, which is very feasible in improving listening skills.

4. What are the main challenges you face while teaching listening skills?

Teacher A

The pronunciation has been a big challenge because it is a second language, which is pretty hard.

Teacher B

Ok, the main challenge I face while teaching is afraid the students feel when the teacher asks questions for comprehension, and they do not like to share experiences through talking activities.

Analysis

This question revealed why students could not understand the teacher when speaking in English. On the one hand, one teacher mentions that pronunciation is a big challenge due to the students' low vocabulary level, which is why they need help understanding most of the words or phrases the teacher pronounces. On the other hand, another challenge is the students' fear of expressing themselves when the teacher asks questions.

5. What are the main difficulties students face during listening skills development?

Teacher A

They understand the meaning of the words that students hear and the need for a laboratory and devices because the economy of students is so tricky.

Teacher B

They feel frustrated when they do not understand some words because they attempt to translate word for word rather than comprehend in context.

Analysis

That question reflects pupils' main difficulties in developing listening skills in class. On this point, the two English teachers agree with their response, mentioning that the most predominant problem is that students get frustrated when listening to the teacher speaking in English, as their primary reaction is to try to translate word for word and do not focus on trying to understand the context of what they hear. In addition, the institution's limited technological resources make it impossible for students to develop listening skills more entertainingly and productively.

6. Which strategies do you use to improve your students' listening skills? Why?

Teacher A

- a. Watch videos with English subtitles.
- b. Listen to podcasts.
- c. Practice listening through good pronunciation and imitation.
- d. Listen to music
- e. All the above

According to the items...letter a. Watch videos with English subtitles and ...letter c. Practice listening through good pronunciation and imitation.

Teacher B

- a. Watch videos with English subtitles.
- b. Listen to podcasts.
- c. Practice listening through good pronunciation and imitation.
- d. Listen to music
- e. All the above

[Eeh]... most of the time, I practice good pronunciation and imitation; sometimes, I use listening activities in dialogues or reading audios.

Analysis

This question aims to determine what strategies the English teachers in the school unit use to help students improve their listening comprehension. The consistent response in both cases was that teachers practice listening through good pronunciation and imitation, meaning pupils learn by watching and listening. In addition, another strategy used by teachers is to provide audio-visual material, such as videos with English subtitles, to help pupils receive better listening skills.

7. Do you think a permanent application of the strategies mentioned above can help students improve their listening skills? Why / Why not?

Teacher A

It is essential, so I agree with this because the teacher should approach the new resources or materials according to the new age to improve listening skills.

Teacher B

All the strategies a teacher can use are essential for students to have good listening skills.

Analysis

Teachers agree on classroom practises to assist students in developing their ability to hear abilities in this question. Similarly, they stated that contemporary technology tools and pedagogical resources should be fully utilised to improve the education process. Furthermore, most students have an audiovisual learning style, thus. Thus, they should practise with multimodal resources that support and facilitate developing or strengthening English language abilities, mainly listening comprehension skills.

3.3. DISCUSSION

The results obtained in the interview and survey pertained to learners and instructors at Victor Mideros high school. They showed that practice through correct pronunciation and word imitation is one of the teaching-learning strategies instructors apply to boost the English listening abilities of sophomore pupils. This is due to the need for more technology implementation that the school provides for this subject. It needs an adequate laboratory where students can easily access the necessary resources to enhance their abilities in the second tongue. To support the above, Miralles et al. (2016) mention that using technology instruments is an integral component of the educational process. It stimulates learning different skills in several aspects. Similarly, the students corroborate these results by mentioning that teachers must use the abovementioned strategy.

Another relevant aspect to highlight is that the teachers interviewed mentioned that they did not know the multimodal approach, which benefits the proposed research since, through this, they will now have a varied knowledge of the different teaching-learning strategies provided by the multimodal approach to increase the different competences, especially the hearing comprehension. According to Litonjua (2020), the multimodal learning approach is based on teaching in various ways and students enjoying and actively participating in classes. In the same way, the students mentioned that they like to practice listening skills since most of them enjoy listening to music in English and watching videos in this foreign language. That shows that students can improve their skills significantly by correctly implementing appropriate strategies using technological tools.

To support the above, Basantes et al. (2017), in their study on "Mobile learning in the classroom", mention that using technological tools to support student competencies is of great help. However, classroom use does not guarantee improvement or significant learning achievement. For this reason, it is critical to develop a lesson plan that integrates numerous methodological strategies and diverse pedagogical activities capable of influencing pupils' educational experiences. In other words, correctly using multiple online tools and multimodal learning approaches will significantly improve the student's foreign language learning process, particularly in strengthening listening talents.

In addition, the overall results show that the multimodal learning approach is an essential resource to help learners improve their English language communication skills. Although the teachers were not aware of the term "multimodal learning approach", they made use of the

strategies of this approach; in this case, the one called "provide multimodal input", which covers the options in activities mentioned by the teachers such as using audio-visual material, practising imitation and pronunciation, audios, podcasts, etc. This, to use strategies focusing on listening skills in combination with the learning style that each learner masters, dramatically enhances the possibility of developing listening skills to the full. According to Jie Wang and Fen Zhang (2020), using various learning styles greatly aids in language acquisition, as it involves many senses of the body that allow the student to learn or improve the desired language skill. On the other hand, teachers and learners should be predisposed to work on the individual's listening skill weaknesses with reinforcement classes or individual work, enabling them to perform better and thus better acquire the skills.

CHAPTER IV: PROPOSAL

4.1. Introduction

After analysing the data collected in the survey applied to the sophomore students at Víctor Mideros high school, the results showed that students consider it necessary to practice in the classroom with audiovisual material that allows them to improve their listening skills. Most students indicated that they enjoy watching videos and listening to music in English; however, when the English teacher speaks only in a foreign language, it is difficult for them to understand her. In addition, the lack of listening practice in English classes limits them to practising listening comprehension only through good pronunciation and imitation of the teacher, and they are not as familiar with the pronunciation, fluency and accent of words or phrases pronounced by native speakers, which considerably hampers their listening comprehension skills. Therefore, the present didactic guide was developed to support learners in boosting their ability to hear in English classes through multimodal learning strategies that facilitate the listening experience and make learning English an accessible, dynamic and fun process.

Through multimodal tactics, the didactic guide attempts to assist learners in enhancing their listening comprehension abilities. Similarly, it employs technology tools that aid students' listening comprehension innovatively and excitingly. Furthermore, the activities recommended for each unit aim to engage students in English learning, primarily to boost the development of listening skills. Additionally, it incorporates the multimodal approach and the students' diverse learning styles. Moreover, it discusses ways to develop listening abilities, such as pre-, during-, and post-listening exercises. Subskills such as listening for details and significant concepts are also included. It is hoped that by doing so, learners would feel motivated and confident using their learning methods to create their knowledge.

4.2. Proposal's name

DIDACTIC GUIDE FOR IMPROVING YOUNG LEARNERS' LISTENING SKILLS IN ENGLISH

4.3. Objectives

4.3.1. *General Objective*

To improve listening skills through strategies of multimodal learning approach in sophomore students at Victor Mideros high school.

4.3.2. *Specific Objectives*

To select appropriate strategies from the multimodal learning approach for teaching and learning English.

To design interactive activities based on a multimodal learning approach using audio-visual material to improve listening skills.

To socialise the didactic guide to English teachers and sophomore students at Victor Mideros high school.

4.4. Presentation

This proposed didactic guide is an alternative that educators can use in classes to support students in boosting their listening comprehension ability, either in teams or individually. It also allows students to work independently to improve this skill; however, it must still replace the pedagogical modules for English language teaching proposed by Ecuador Educational Ministry. Instead, the topics covered in this guide are taken from the Ecuadorian English curriculum for sophomore students. This guide comprises three units ranging from basic to more complex educational topics. Warm-up, pre-listening, during-listening, and post-listening are the four stages of each unit. Furthermore, each unit includes tasks and tactics to assist students in practising hearing comprehension and meeting the goals set forth at the start of each course. Similarly, it should be noted that this didactic guide is designed to be carried out face-to-face. Still, it also includes online activities that can be worked on individually to provide more personalised feedback on the class topic.

The three main stages of this academic proposal are described in the Table below.

Table 4

Main stages of the didactic guide

| STAGES | DESCRIPTION |
|-------------------------------|--|
| Pre-listening stage | <ul style="list-style-type: none"> • Socialization of the topic and vocabulary to be used throughout the unit. • Activation of students' prior knowledge. • Introduction of the target vocabulary. |
| During-listening stage | <ul style="list-style-type: none"> • <i>Teacher</i> <ul style="list-style-type: none"> • Teachers ask students to listen for details or to grasp the main ideas. • <i>Students</i> <ul style="list-style-type: none"> • Interaction with listening texts, videos with subtitles, podcasts, etc. • Demonstration of listening comprehension through tests or other activities. |
| Post-listening stage | <ul style="list-style-type: none"> • <i>Teacher</i> <ul style="list-style-type: none"> • Reinforcement and practice of target vocabulary. • <i>Students</i> <ul style="list-style-type: none"> • They use and extend the vocabulary |

they have learnt while integrating language skills.
They create individual or group activities to present to the class.

Note: Taken from: Didactic Guide to Facilitate the Training of young learners' English language listening skills. Author: (Fuertes, 2021).

4.5. Units

- **Unit 1: WHERE ARE YOU FROM?**
 - ✓ Family History
- **Unit 2: WHY SHOULD WE TRAVEL?**
 - ✓ The journey of my dreams
- **Unit 3: MYTHS AND LEGENDS OF ECUADOR**
 - ✓ My favourite story

The following table shows the methodology of Unit 1

Unit 1 Methodology

| UNIT 1: WHERE ARE YOU FROM? – FAMILY HISTORY | | |
|---|--|---|
| English module 1 | Ecuadorian Ministry of Education | |
| Values | <ul style="list-style-type: none"> • Social relationships • Handling emotions • Socioemotional skills | |
| Unit aims: <ul style="list-style-type: none"> • Recognize specific information and general ideas from dialogues and videos about family history. • Use the vocabulary they have learned to give relevant information about a classmate's family. • Tell a short presentation about their family history. | | |
| Stages | Strategies | Activities |
| Warm-up | <ul style="list-style-type: none"> • Interactive game | <ul style="list-style-type: none"> • Guess the feelings. |
| PRE-LISTENING | <ul style="list-style-type: none"> • Activating the students' prior knowledge • Provide multimodal inputs | <ul style="list-style-type: none"> • Questions and Answers about the topic. • Show students pictures of family members with their respective pronunciation. (Vocabulary presentation) |
| DURING-LISTENING | <ul style="list-style-type: none"> • Previewing • Listening for details • Offer students choice | <ul style="list-style-type: none"> • Listening to a podcast about family to identify specific details. |
| POST-LISTENING | <ul style="list-style-type: none"> • Integrating skills • Give multimodal feedback | <ul style="list-style-type: none"> • Students will be working in pairs. • Students will create a family and make up a story about that family. • Students will present their family history to the class and ask their friends questions about their family. |

Own elaboration

UNIT 1: WHERE ARE YOU FROM?

TOPIC: FAMILY HISTORY

0

WARM-UP

0. Play the game “**Guess the feeling**”. Students must guess the name of the emotion described or acted out by the teacher.



Retrieved from Ehershey on Counseling (n.d.)

1

PRE-LISTENING

1.1. The teacher asks questions like:

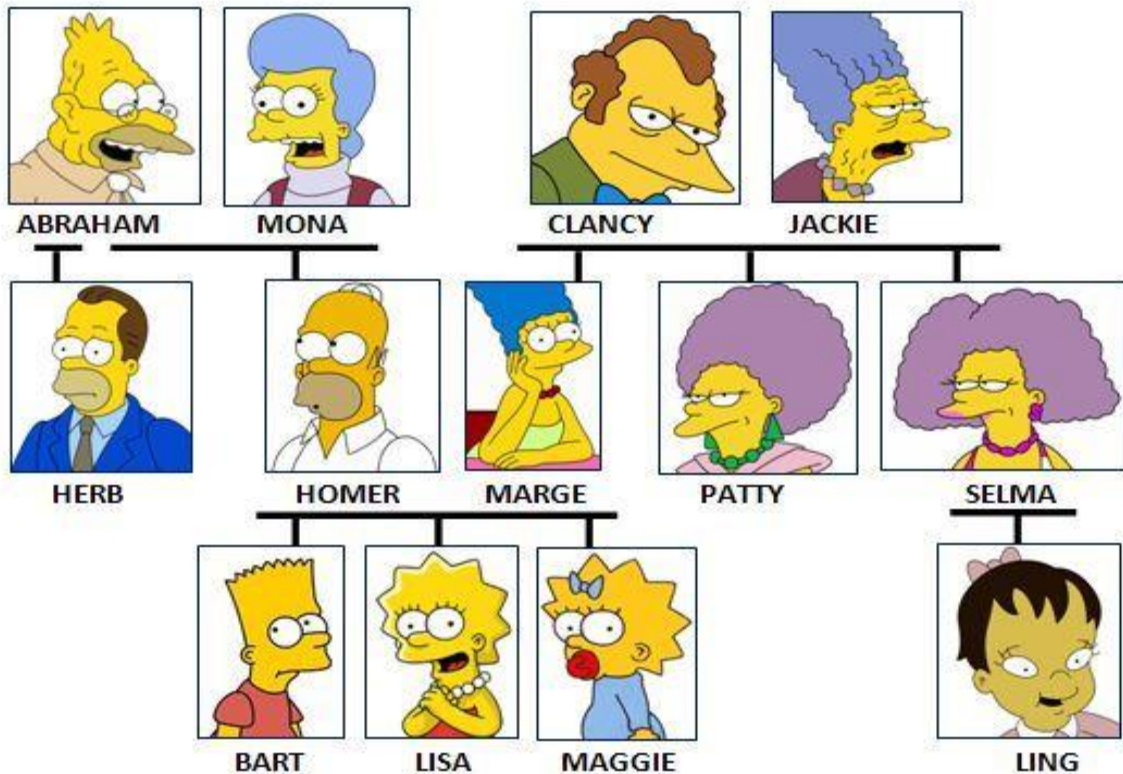
Examples

- My father's father is my...?
- My mother's mother is my ...?
- My mother's sister is my...?
- My father's brother is my...?
- My aunt's son is my...?

To make use of the pupils' past information.

1.2. The teacher shows the pupils The Simpsons family tree to teach them the family members' vocabulary.

THE SIMPSONS



Retrieved from Englishexercises.org (n.d.)

THE SIMPSONS



- Abraham is Mona's *husband*.
- Abraham is Marge's *father*.
- Abraham is Lisa's *grandfather*.



- Mona and Abraham are *spouses*.
- Mona and Abraham are Bart, Lisa and Maggie's *grandparents*.
- Mona is Herb's *stepmother*.



- Clancy is Selma's *father*.
- Clancy is Bart's *grandfather*.
- Clancy is Homer's *father-in-law*.



- Jackie is Homer's *mother-in-law*.
- Jackie is Bart, Lisa and Maggie's grandmother.
- Jackie is Clancy's *wife*.



- Herb is Marge's *brother-in-law*.
- Herb is Homer's *half-brother*.
- Herb is Bart, Lisa, and Maggie's *uncle*.



- Homer is Abraham and Mona's *son*.
- Homer is Bart, Lisa and Maggie's *father*.
- Homer is Clancy's *son-in-law*.
- Homer is Marge's *husband*.



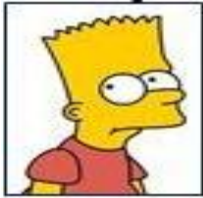
- Marge is Homer's *wife*.
- Marge is Herb's *sister-in-law*.
- Marge is Mona's *daughter-in-law*.
- Marge is Bart, Lisa and Maggie's



- Patty is Selma and Marge's *sister*.
- Patty is Bart, Lisa and Maggie's *aunt*.
- Patty is Clancy and Jackie's *daughter*.



- Selma is Ling's adoptive *mother*.
- Selma is Patty and Marge's *sister*.
- Selma is Homer's *sister-in-law*.
- Selma, Patty and Marge are *siblings*.



- Bart is Lisa's *brother*.
- Bart is Herb's *nephew*.
- Bart is Homer and Marge's *son*.
- Bart is Abraham and Mona's *grandson*.



- Lisa is Patty's *niece*.
- Lisa is Bart and Maggie's *sister*.
- Lisa is Homer's *daughter*.
- Lisa is Clancy and Jackie's



- Maggie is Ling's *cousin*.
- Maggie is Marge's *daughter*.
- Maggie is Jackie's *granddaughter*.
- Maggie, Lisa and Bart are Marge's



- Ling is Bart, Lisa and Maggie's *cousin*.
- Ling is Selma's *adoptive daughter*.
- Ling is Marge and Homer's *niece*.

Vocabulary

Mother Sister Nephew Niece

Father Siblings

Mother/father/sister/brother-in-law

Parents stepfather/stepmother

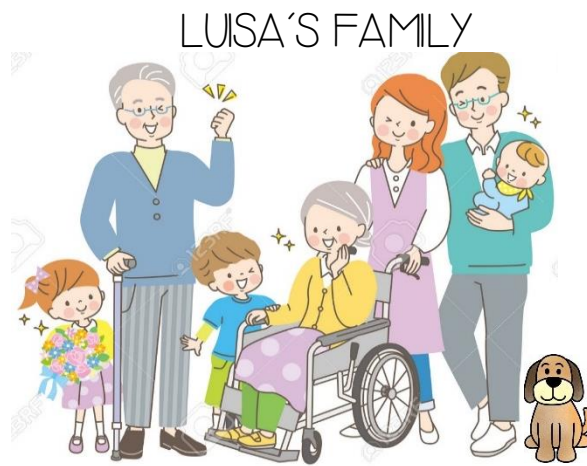
Daughter Grandfather/grandmother

2

DURING-LISTENING

2.1. Students will listen to a podcast and work on an activity.

- The teacher will show photos of Luisa's relatives while the students listen to the podcast.



Retrieved from 123RF.com (n.d.)



Luisa



Mother/mum



Father/dad



Brother



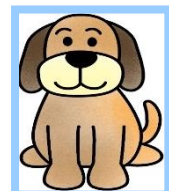
Sister



Grandmother
Grandma



Grandfather
Grandpa



Dog

- **PODCAST**

Listening for specific details.

Link: <https://voca.ro/118IS7Jb6MNM>



• **ACTIVITY**

LUISA'S FAMILY

Name:

Class:

Date:

Choose the correct option

1. Luisa's mother's name

- Hannah
- Emma
- Helen

2. Luisa's father's name

- Sam
- Tom
- William

3. Luisa's brother's name

- Tom
- Sam
- William

4. Luisa's sister's name

- Ana
- Emma
- Helen

5. Luisa's grandmother's name

- Emma
- Helen
- Hannah

6. Luisa's grandfather's name

- Max
- Tom
- Sam

7. Luisa's dog's name

- Tony
- Max
- Lucas

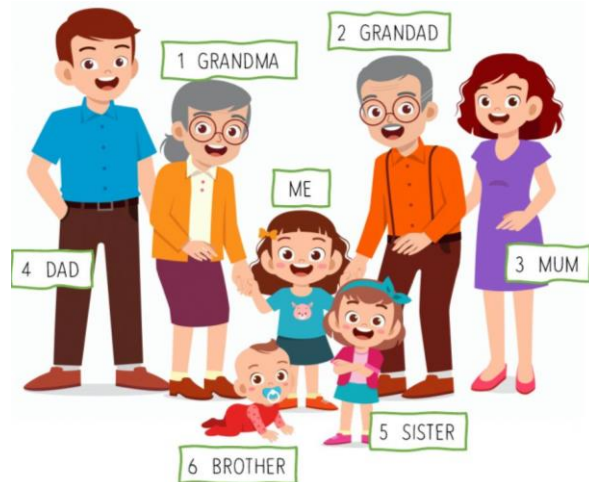
3

POST-LISTENING

For this activity, students will be working in pairs. They will create a family and make up a story about that. Then, pupils will present their family history to the rest of the class.

Example

Hello, my name is Paola and this is my brother Iván. We have a big family. Our father's name is Mario. He is a doctor. Our mum's name is Rosa. She is a teacher. We have 3 siblings more. Their names are Felix, Maritza and Lily. Our grandparents are Orlando and Fernanda. They are 74 years old. We also have 3 pets, 2 dogs (Tony and Sasha) and 1 cat (Michu). We are a happy family



Retrieved from liveworksheets.com (n.d)

During the presentations:

- During each pair's presentation, the rest of the group should be completely silent and listen carefully.
- At the end of the exhibition, the couple will ask questions to their classmates.

Examples

- What is our mother's name?
- What is our cat's name?
- What is our grandma's name? Etc.

Reinforcement activity

- Link: <https://es.liveworksheets.com/os332080mt>

The following table shows the methodology of Unit 2

Unit 2 Methodology

| UNIT 2: WHY SHOULD WE TRAVEL? – THE JOURNEY OF MY DREAMS | | |
|---|--|---|
| English module 3 | | Ecuadorian Ministry of Education |
| Values | <ul style="list-style-type: none"> • People, nationalities and cultural identities. • Human beings and the environment. • Social awareness. | |
| Unit aims: <ul style="list-style-type: none"> • Understand specific information and general ideas about travel. • Use the vocabulary they have learned to give information about the places they have travelled to. • Tell a short presentation about their journey dream. | | |
| Stages | Strategies | Activities |
| Warm-up | <ul style="list-style-type: none"> • Interactive game | <ul style="list-style-type: none"> • Write the country's name. |
| PRE-LISTENING | <ul style="list-style-type: none"> • Activating the students' prior knowledge • Provide multimodal inputs | <ul style="list-style-type: none"> • Questions and Answers about the topic. • Show students pictures of places and introduce them to vocabulary about travel. (Vocabulary presentation) |
| DURING-LISTENING | <ul style="list-style-type: none"> • Listening comprehension • Offer students choice | <ul style="list-style-type: none"> • Listening to a conversation about travels to understand the audio. • Work on a comprehension activity. |
| POST-LISTENING | <ul style="list-style-type: none"> • Integrating skills • Give multimodal feedback | <ul style="list-style-type: none"> • Students will be working in groups. • They will choose the place they want to visit and describe it in a short presentation. |

Own elaboration

UNIT 2: WHY SHOULD WE TRAVEL?

TOPIC: THE JOURNEY OF MY DREAMS

0

WARM-UP

0. Play the game “**Write the country name**”. Students must write as many countries as possible on the board in 2 minutes.

- **Example**

| | | |
|----------------|----------|-----------|
| SPAIN | MALAYSIA | AUSTRALIA |
| ECUADOR | CANADA | INDONESIA |
| COLOMBIA | JAPAN | BRAZIL |
| UNITED STATES | THAILAND | INDIA |
| SOUTH KOREA | AGERIA | PAKISTAN |
| UNITED KINGDOM | GERMANY | NIGERIA |



Retrieved from dreamstime.com (n.d)

1

PRE-LISTENING

1.1. The teacher asks questions like:

Examples

- Have you ever travelled to another country?
- Where have you travelled to?
- What is your favourite tourist attraction?
- Which places or countries would you like to travel to?

1.2. The teacher will show pictures of different places with their respective names to teach them new vocabulary on the topic.

- **PLACES**



FOREST



LAGOO



MOUNTAINS



WATERFALL



BEACH



RIVER

- **CITIES AND COUNTRIES**



PARIS



NEW ZEALAND



ROME



BARCELONA



MACHU PICCHU



DUBAI



- **EXPRESSIONS**

- I would like to visit...
- I would like to travel ...
- I have travelled to...
- I have visited...

- **Related vocabulary**

- ✓ Train
- ✓ Airplane
- ✓ Bus
- ✓ Ship
- ✓ Yacht
- ✓ Car
- ✓ Passport
- ✓ Reservation
- ✓ Hotel

2

DURING-LISTENING

2.1. Students will listen to a conversation and work on an activity.

- **TOUR CONVERSATION**

Listening comprehension

Link: Retrieved from British Council <https://voca.ro/1AZeA37T1ePQ>

Transcript

Tour guide: Good afternoon, ladies and gentlemen and welcome to this fantastic tour of London by bus. My name's Greg and I'm your guide this afternoon on our tour of London. As you can see, we're on an open-top bus, so you can see all the attractions from your seat and you don't need to walk anywhere. And please don't worry about the rain, I'm sure it'll stop soon. A-a-and please ask any questions at any time.

Tourist 1: I have a question.

Tour guide: Yes?

Tourist 1: Do you have extra umbrellas? I mean, if it rains a lot.

Tour guide: Err, no, we don't have any extra umbrellas, but don't worry, I'm sure the rain will stop soon. Right, OK, so where are we going on our wonderful tour? Well, the tour takes two hours and we are going to visit all the famous sites. First, we'll see Madame Tussauds, the museum with wax models of famous people and celebrities, then we'll drive along the most famous shopping street in the world, Oxford Street. After that we'll see the famous clock Big Ben and The Houses of Parliament. As we drive along the river you'll see the popular attraction, the London Eye, from which you can see the whole city on a sunny day. Then we'll see Tower Bridge and the famous Tower of London before arriving at Buckingham Palace, just in time for a cup of tea with the Queen.

Tourist 2: Is that included in the tour? A cup of tea with the Queen?

Tour guide: Err, well, no, not exactly, but there's a lovely café near the palace where you can get a cup of tea. (*Sound of a storm right overhead, loud thunder and very heavy downpour*)

Tourist 1: I have another question.

Tour guide: Yes?

Tourist 1: Can we have our money back? We're getting off the bus.

Tour guide: Err, well, you see ... Quick! Run! Everyone off the bus! ...



• **ACTIVITY: LISTENING COMPREHENSION**

Name:

Class:

Date:

Choose the correct option.

1. Where is the tour?

- New York
- London
- Japan

2. The tour takes _____ hours

- 2
- 3
- 4

3. At Madame Tussauds Museum, you can see _____.

- Maps of London
- Models of famous people
- Famous shops

4. Oxford Street is a famous street for _____.

- Drinking tea
- Eating
- Shopping

5. The Queen lives at _____.

- Buckingham Palace
- Tower of London
- Tower Bridge

6. Big Ben is a _____.

- Tour guide
- Clock
- Bridge

7. You can see great views of London from _____.

- Oxford Street
- Houses of Parliament
- London Eye

3

POST-LISTENING

For this activity, students will work in groups. They will choose the place they want to visit and describe it in a short presentation.

Example

The journey of our dreams

The place we would love to go to is the Galapagos islands. we have chosen this place because it is a region of our country Ecuador. In addition, the Galapagos Islands are known for their endemic and beautiful animals. It also has unique landscapes and beautiful views The islands are very clean and the animals are very friendly.



Retrieved from vecteezy.com (n.d)

During the presentations:

- Each group should show the whole class a collage during the presentation.
- Students must pay close attention because, in the end, the teacher will ask questions about the topic.

Examples

- Where did your classmates want to travel to?
- Why do your classmates want to go there?
- What is the tourist attraction of this place?

Reinforcement activity

- Link: <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/travelling-abroad>

The following table shows the methodology of Unit 3

Unit 3 Methodology

| UNIT 3: MYTHS AND LEGENDS OF ECUADOR– MY FAVORITE STORY | | |
|--|--|--|
| English module 3 | Ecuadorian Ministry of Education | |
| Values | <ul style="list-style-type: none"> • Socio-emotional skills • Media Education • Intercultural views and monomyths | |
| Unit aims: <ul style="list-style-type: none"> • Understand specific vocabulary and general ideas about the myths and legends of Ecuador. • Recognize new vocabulary in audiobooks about myths and legends. • Make a short presentation about the favourite story of students through a model. | | |
| Stages | Strategies | Activities |
| Warm-up | <ul style="list-style-type: none"> • Interactive game | <ul style="list-style-type: none"> • Repeat and add a new word. |
| PRE-LISTENING | <ul style="list-style-type: none"> • Inferring • Provide multimodal inputs | <ul style="list-style-type: none"> • Questions and Answers about the topic. Teacher <ul style="list-style-type: none"> • Show students pictures of popular myths and legends of Ecuador. • Telling <i>Cantuña</i> – “The man who tricked the devil” legend • (Vocabulary presentation) Students <ul style="list-style-type: none"> • Choose the image that best represents the story the teacher tells. • Trying to guess the title of the story |
| DURING-LISTENING | <ul style="list-style-type: none"> • Listening comprehension • Offer students choice | <ul style="list-style-type: none"> • Listen to “The Goose Girl” audiobook to recognise new vocabulary. • Work on a comprehension activity. |
| POST-LISTENING | <ul style="list-style-type: none"> • Integrating skills • Give multimodal feedback | <ul style="list-style-type: none"> • Students will choose their favourite book or story from the online English e-reading platform or the Ewa mobile app. • They will listen to and read the chosen book, then make a model and present a summary to the class. |

Own elaboration

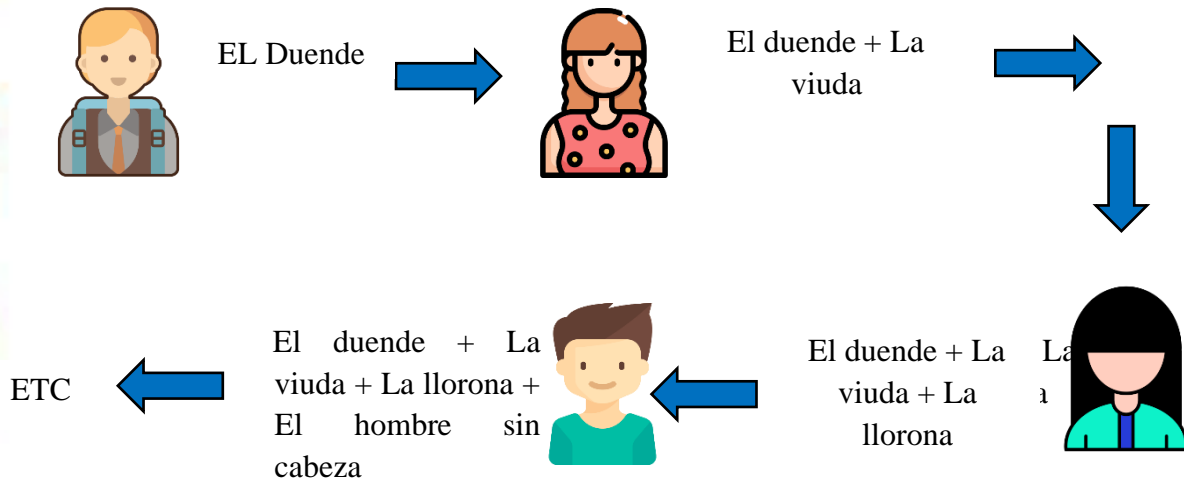
UNIT 3: MYTHS AND LEGENDS OF ECUADOR

TOPIC: MY FAVORITE STORY

0 WARM-UP

0. Play the game “Repeat and add a new word”. The teacher will say the title of a myth or legend; for example: “The Goblin” or “El Duende”; one student will have to repeat the title and add another.

- Example



1 PRE-LISTENING

1.1. The teacher asks questions like:

Examples

- Have you heard popular myths or legends from Ecuador?
- Do you know of any stories your grandparents or parents told you?
- What is your favourite thriller story?
- Have you ever experienced any of these suspenseful situations?

1.2. The teacher will show the students four pictures of popular myths and legends from Ecuador and then tell them the story of "The Legend of Cantuña" and "The man who tricked the Devil".

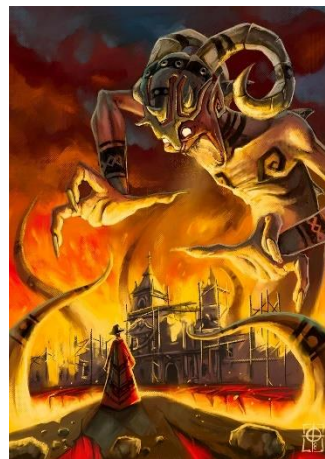
- Students will choose the picture that relates to the story told by the teacher and try to guess the title.

- **PICTURES**

The Veiled Lady



The Legend of Cantuña



Retrieved from creepypasta.com (2018). Retrieved from deviantart.com (2012)

The Guagua Auca



Retrieved from quitoen360.com (n.d)

The Black Goblin



Retrieved from marcozabala.wordpress.com (n.d)



- **The legend of Cantuña, “The man who tricked the devil.”**

One day, the head priest of Quito came to Cantuña to ask if he would build the atrium for the future San Francisco Church. Cantuña proudly claimed, “Si, por cierto!”

Thus, the priest contracted him for this very important job. However, as time passed, Cantuña realized that he had promised too much and that he would not finish the job in the required time. He would need help so he turned to God and prayed. Unfortunately, God did not answer.

So, he prayed again. Still, no answer.

He prayed yet again. And still, God remained silent.

So Cantuña thought very hard and decided that if God was not going to answer that he needed to turn in another direction, so he asked for the Devil’s help instead.

The Devil immediately appeared and the two began the process of hammering out a contract. Of course, in return for finishing the atrium, the Devil wanted Cantuña’s soul. It couldn’t be otherwise. Therefore, Cantuña agreed but with one caveat, if the Devil and his diablitos (little devils) did not place every piece of brick and mortar by the tolling of the first bell at 6 am, then the deal would be canceled. The Devil laughed, knowing that his diablitos were the most excellent stone masons and could finish the work in no time at all.

And so the contract was sealed and the work began. Cantuña kept his eye on the progress and while walking among the diablitos, he managed to remove one stone from a finished wall where the mortar was not yet dry. He slipped it under his poncho and hid it from view. The diablitos were so busy working that they noticed nothing.

Morning arrived and the Devil and Cantuña met at the base of the newly built Atrium. The Devil asked him if he was ready to part with his soul. As the first sound of the six o’clock bell chimed, Cantuña laughed and asked the Devil if he would like to take a closer look at the newly built walls. Low and behold, there was a single stone missing and as the bell rang the sixth time, the contract was broken. Cantuña walked away, soul intact and a job well done.

Retrieved <https://notyouraverageamerican.com/cantuna-legend-quito-ecuador/> (Drake, 2018)

2

DURING-LISTENING

2.1. Students will listen to “The Goose Girl” audiobook to recognise new vocabulary and then work on a comprehension activity.



- **THE GOOSE GIRL**

Listening comprehension -Audiobook

Link: Retrieved from English – e-reader. net <https://voca.ro/19vnP73D2ZWq>

Transcript

Once upon a time, there was a queen who had only one beautiful daughter. She loved the girl very much.

At last, the day came for the princess to go far away and marry a prince. The queen was sad to say goodbye.

She gave her daughter some beautiful dresses, a gold cup, and many other things. She gave her a magic horse. It was a white horse and it could talk.

'I love this horse, Mother,' the princess said. 'I will call it Falada!'

And the queen gave her daughter a maid to ride with her.

Then the queen made three drops of blood fall onto a handkerchief.

'Take this,' she said to her daughter. 'It will help you. It will make you strong. Now goodbye, daughter. And be happy!'

The princess took the handkerchief with the three drops of blood. She put it inside her dress.

'Goodbye, Mother!' she said. 'Thank you for everything!'

The queen watched them ride away down the long hill.

It was a very hot day. Soon the princess was thirsty. They were near a stream and so she asked her maid, 'Maid! Please will you get me a drink of water in my gold cup?'

But the maid said angrily, 'No! I will not! You get off your horse and get it! I will not be your maid!'

The princess did not know what to say. So she got off her horse and went to the stream and drank.

Then they rode on. But the sun was warm and later she asked again, 'Maid! Please will you get me a drink of water in my gold cup?'

But the maid said angrily, 'No! I will not! You get off your horse and get it! I will not be your maid!'

The princess did not know what to say. So she got off her horse and went to the stream and drank.

Then they rode on. But the sun was warm and later she asked again, 'Maid! Please will you get me a drink of water in my gold cup?'

And again the maid said angrily, 'No! I will not! You get off your horse and get it! I will not be your maid!'

The princess did not know what to say. So she got off her horse and went to the stream and drank. But this time the handkerchief fell into the water.

'Ah! That's good!' thought the maid. 'There is no one here. And now she has nothing to help her.'

So she said to the princess, 'Take off that dress and give it to me! You can wear my grey one. Be quick now or I will kill you! And I will have Falada.'

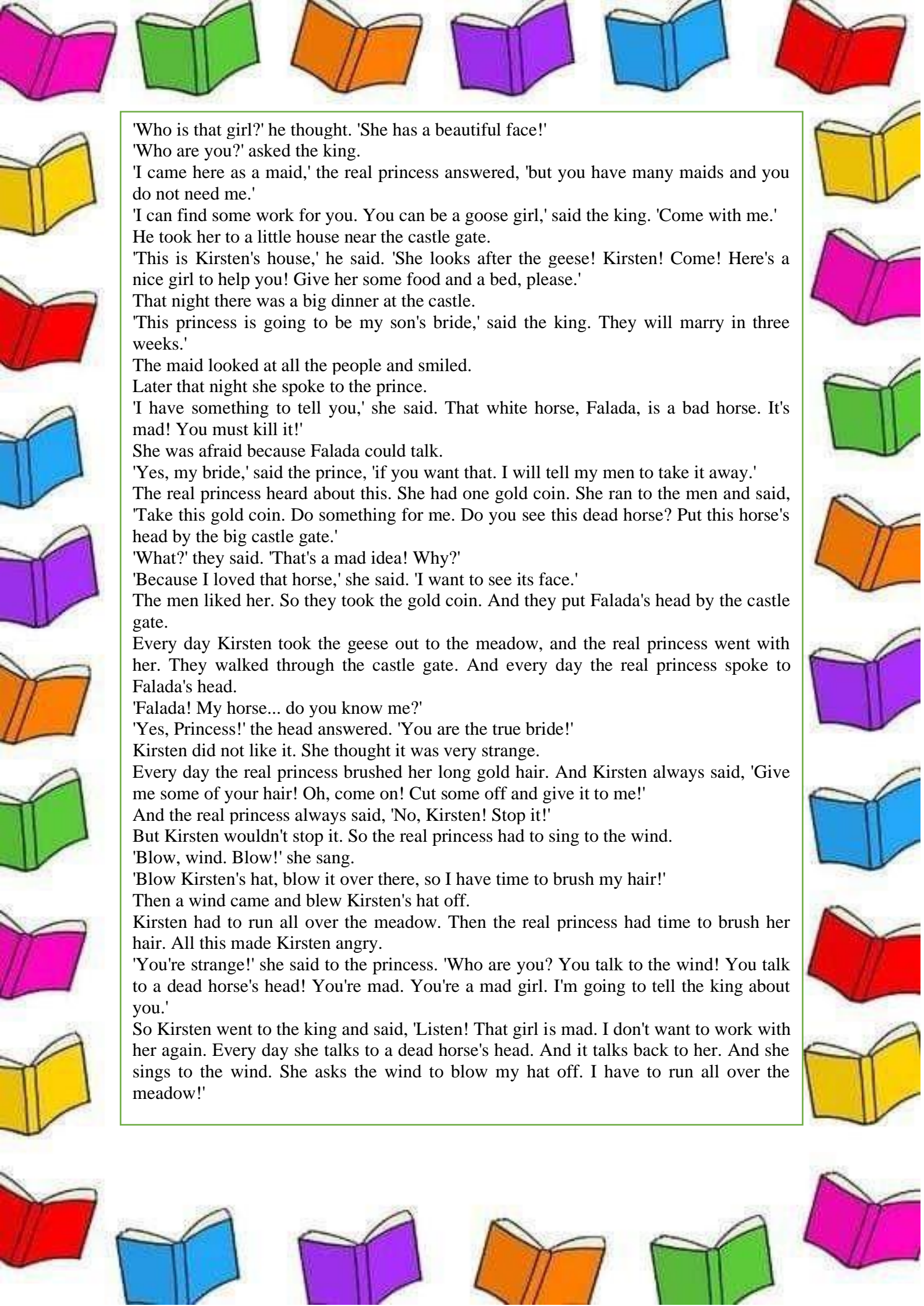
I am going to be the princess. I am going to be the bride. And you are going to be my maid!'

So they rode on. The maid rode in front on Falada. The princess rode behind her on the old grey horse.

In the evening, they arrived at the castle. The king and his son, the prince, came to meet them.

'How do you do, Princess?' said the king to the maid. 'This is my son, the prince!'

The real princess was left outside, but the king saw her.



'Who is that girl?' he thought. 'She has a beautiful face!'

'Who are you?' asked the king.

'I came here as a maid,' the real princess answered, 'but you have many maids and you do not need me.'

'I can find some work for you. You can be a goose girl,' said the king. 'Come with me.'

He took her to a little house near the castle gate.

'This is Kirsten's house,' he said. 'She looks after the geese! Kirsten! Come! Here's a nice girl to help you! Give her some food and a bed, please.'

That night there was a big dinner at the castle.

'This princess is going to be my son's bride,' said the king. 'They will marry in three weeks.'

The maid looked at all the people and smiled.

Later that night she spoke to the prince.

'I have something to tell you,' she said. 'That white horse, Falada, is a bad horse. It's mad! You must kill it!'

She was afraid because Falada could talk.

'Yes, my bride,' said the prince, 'if you want that. I will tell my men to take it away.'

The real princess heard about this. She had one gold coin. She ran to the men and said, 'Take this gold coin. Do something for me. Do you see this dead horse? Put this horse's head by the big castle gate.'

'What?' they said. 'That's a mad idea! Why?'

'Because I loved that horse,' she said. 'I want to see its face.'

The men liked her. So they took the gold coin. And they put Falada's head by the castle gate.

Every day Kirsten took the geese out to the meadow, and the real princess went with her. They walked through the castle gate. And every day the real princess spoke to Falada's head.

'Falada! My horse... do you know me?'

'Yes, Princess!' the head answered. 'You are the true bride!'

Kirsten did not like it. She thought it was very strange.

Every day the real princess brushed her long gold hair. And Kirsten always said, 'Give me some of your hair! Oh, come on! Cut some off and give it to me!'

And the real princess always said, 'No, Kirsten! Stop it!'

But Kirsten wouldn't stop it. So the real princess had to sing to the wind.

'Blow, wind. Blow!' she sang.

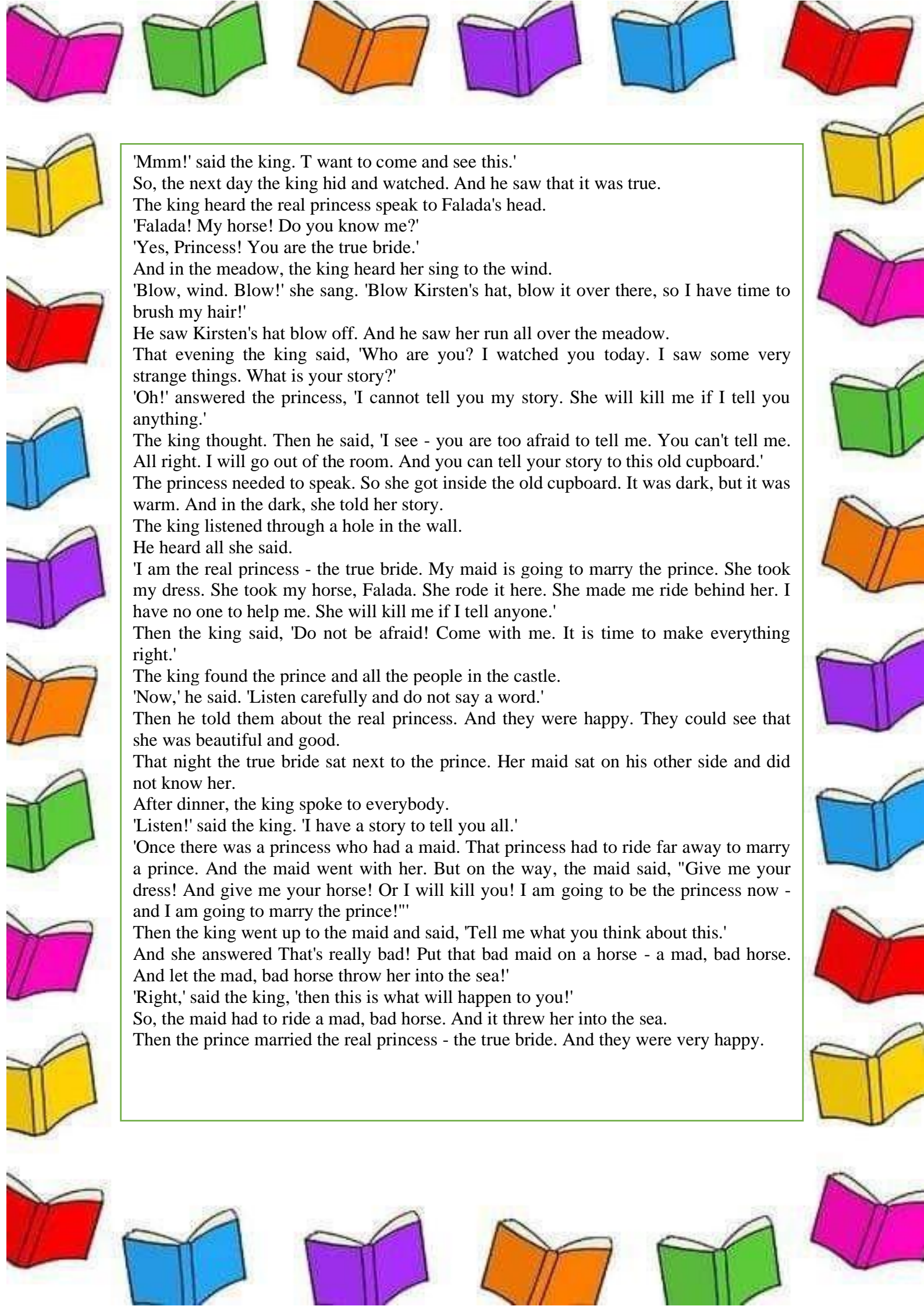
'Blow Kirsten's hat, blow it over there, so I have time to brush my hair!'

Then a wind came and blew Kirsten's hat off.

Kirsten had to run all over the meadow. Then the real princess had time to brush her hair. All this made Kirsten angry.

'You're strange!' she said to the princess. 'Who are you? You talk to the wind! You talk to a dead horse's head! You're mad. You're a mad girl. I'm going to tell the king about you.'

So Kirsten went to the king and said, 'Listen! That girl is mad. I don't want to work with her again. Every day she talks to a dead horse's head. And it talks back to her. And she sings to the wind. She asks the wind to blow my hat off. I have to run all over the meadow!'



'Mmm!' said the king. T want to come and see this.'

So, the next day the king hid and watched. And he saw that it was true.

The king heard the real princess speak to Falada's head.

'Falada! My horse! Do you know me?'

'Yes, Princess! You are the true bride.'

And in the meadow, the king heard her sing to the wind.

'Blow, wind. Blow!' she sang. 'Blow Kirsten's hat, blow it over there, so I have time to brush my hair!'

He saw Kirsten's hat blow off. And he saw her run all over the meadow.

That evening the king said, 'Who are you? I watched you today. I saw some very strange things. What is your story?'

'Oh!' answered the princess, 'I cannot tell you my story. She will kill me if I tell you anything.'

The king thought. Then he said, 'I see - you are too afraid to tell me. You can't tell me. All right. I will go out of the room. And you can tell your story to this old cupboard.'

The princess needed to speak. So she got inside the old cupboard. It was dark, but it was warm. And in the dark, she told her story.

The king listened through a hole in the wall.

He heard all she said.

'I am the real princess - the true bride. My maid is going to marry the prince. She took my dress. She took my horse, Falada. She rode it here. She made me ride behind her. I have no one to help me. She will kill me if I tell anyone.'

Then the king said, 'Do not be afraid! Come with me. It is time to make everything right.'

The king found the prince and all the people in the castle.

'Now,' he said. 'Listen carefully and do not say a word.'

Then he told them about the real princess. And they were happy. They could see that she was beautiful and good.

That night the true bride sat next to the prince. Her maid sat on his other side and did not know her.

After dinner, the king spoke to everybody.

'Listen!' said the king. 'I have a story to tell you all.'

'Once there was a princess who had a maid. That princess had to ride far away to marry a prince. And the maid went with her. But on the way, the maid said, "Give me your dress! And give me your horse! Or I will kill you! I am going to be the princess now - and I am going to marry the prince!"'

Then the king went up to the maid and said, 'Tell me what you think about this.'

And she answered That's really bad! Put that bad maid on a horse - a mad, bad horse. And let the mad, bad horse throw her into the sea!'

'Right,' said the king, 'then this is what will happen to you!'

So, the maid had to ride a mad, bad horse. And it threw her into the sea.

Then the prince married the real princess - the true bride. And they were very happy.



• **ACTIVITY: LISTENING COMPREHENSION**

Name:

Class:

Date:

Choose the correct option.

1. How many daughters did the queen have?

- 3
- 1
- 4

2. Which animal did the queen give her daughter?

- Elephant
- Dog
- Horse

3. Who had the princess's horse killed?

- The King
- The maid
- The princess

4. What was the name of the princess's horse?

- Moon
- Falada
- Kirsten

5. Apart from Falada, the princess spoke with...

- The rain
- The wind
- The Rainbow

6. Who helped the princess?

- The prince
- The King
- Falada

7. Who did the prince marry?

- The maid
- The princess
- Kirsten

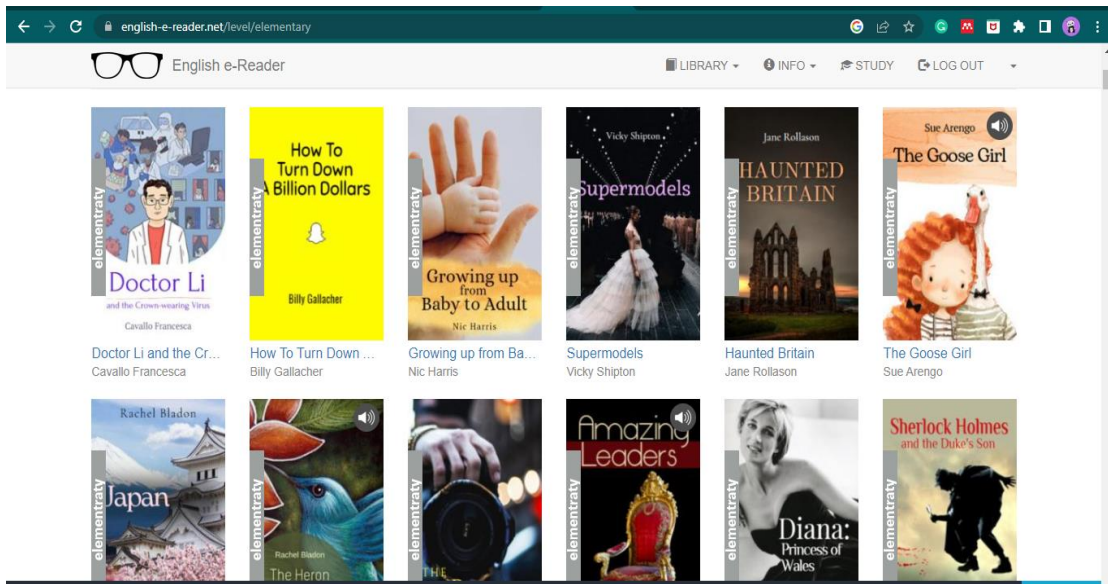
3

POST-LISTENING

3.1. For this activity, students will work individually. Students will choose their favourite book or story from the online English e-reader platform or the Ewa mobile app.

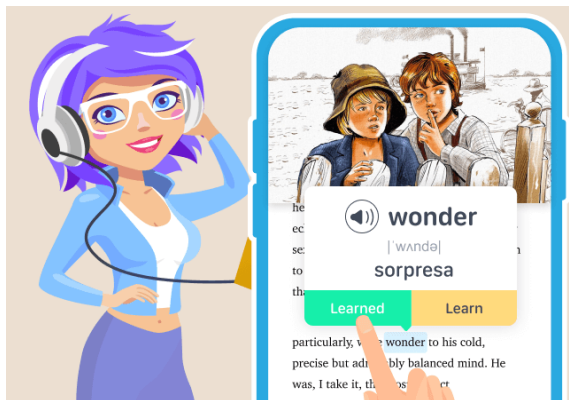
- **Example**

English e-reading platform



<https://english-e-reader.net/>

Ewa mobile app



Retrieved from <https://appewa.com> (n.d)



3.2. Students will listen to and read the chosen book, then make a model and present a summary to the class.

Example



During the presentations:

- During the presentation, each student should explain the summary of the book and show a model to the whole class.
- Students must pay close attention since the educator will pose book-related questions at the end of each presentation.

Examples

- Who were the main characters in the story?
- Was the book chosen by your partner attractive to you? Why
- Did the story have a sad or happy ending?

Reinforcement activity

- Link: <https://english-e-reader.net/book/the-way-up-to-heaven-roald-dahl>

CONCLUSIONS

- One essential skill in English is Listening since it is the source of acquisition of different aspects of the language such as word stress, intonation, grammatical structures, pronunciation, fluency, intonation, vocabulary, syntax, context, among others that are necessary to have a good interaction with people in different real-life situations.
- Several factors make listening comprehension in English difficult. However, among the most frequently mentioned by students and teachers are the lack of vocabulary learners have, unfamiliar accents and pronunciation, lack of visual support through technological tools, topics of little interest to students, and lack of strategies to engage students' interest in improving listening skills.
- Some options that facilitate listening comprehension and, in turn, help to improve students' listening skills are auditory and visual support; listening to music and watching videos with English subtitles, the implementation of technological resources that help to stimulate meaningful learning, the practice of new vocabulary through correct pronunciation and imitation, and topics that arouse their interest.
- The multimodal learning approach offers practical strategies, activities and pedagogical materials that contribute to the enhancement of students' hearing comprehension, either for the understanding of the gist or for the details in an attractive, creative and innovative way, as could be observed during the socialisation of the proposal to the target population of this research work.
- The strategies of the multimodal learning approach and the activities socialised with the target students of this work had a positive impact on them since they produced positive linguistic effects such as the ease of acquisition of new vocabulary to understand the main ideas, general ideas and details in the activities of the pre-listening and during the listening phases—likewise, an easier understanding of the context in the listening comprehension and post-listening lessons.

RECOMMENDATIONS

- Implement various listening comprehension exercises, using multimodal learning methodological tactics that pique the attention of students studying English to acquire language competency that corresponds to them according to the standards of Ecuadorians' curriculum.
- Apply a variety of appropriate multimodal strategies and activities so that students are immersed in a variety of inputs such as audiobooks, stories, cartoons, series, radio news, music, videos with subtitles, etc. and in this way, students with one or more who possess one or more learning styles are included in classroom activities.
- Teachers should provide audio-visual materials for students to understand listening fluency in English, as well as apply technological resources such as texts appropriate to the students' listening level, good audio quality, pre, during and post-listening activities, sufficient time to process the information, and an enjoyable and stimulating environment.
- Language teachers should analyse the different strategies offered by the multimodal learning approach and choose the most appropriate ones according to the learners' needs to support them in improving their hearing ability in English. In addition, teachers should perform short warm-ups that catch the learners' attention so that they do not get bored and facilitate concentration on the class topic.
- Language teachers should practice the didactic guide proposed in this research project with sophomore students since it was created to boost listening capacities, helping to recognise the type of learning style each learner has and choosing the most appropriate strategy according to the needs required.

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Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 1(4), 103–105. www.european-science.com/jaelt

ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 28 de noviembre de 2022

MSc.

Gabriela Bastidas

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto “Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023”. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas, encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Pamela Fernández

C.C.:040198608-8



Teachers' Interview

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023

The following interview aims to collect information about the use of different approaches used by teachers to improve students' listening skills at Victor Mideros High School. It is also relevant to note that this information will be used for academic purposes only; so, it is essential that you answer all questions honestly.

QUESTIONS

1. How difficult is it to improve your students' listening skills?

.....

2. Have you ever heard about multimodal learning approach?

.....

3. From the following learning styles, which can you determine is the most predominant during the English listening skills development of your students? Why?

- Visual
- Auditory
- Audio-Visual
- Kinesthetic

.....

4. What are the main challenges you face while teaching the listening skills?

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5. What are the main difficulties students face during the listening skills development?

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6. Which of the following strategies do you use to improve your students' listening skills? Why?

- f. Watch videos with English subtitles.
- g. Listen podcasts.
- h. Practice listening through good pronunciation and imitation.
- i. Listen to music
- j. All the above

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7. Do you think that a permanent application of the aforementioned strategies can help students to improve their listening skills? Why / Why not?

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUALITATIVO | | | |
|--|-------------------------|------|------|
| ITEMS | CRITERIOS DE EVALUACIÓN | | |
| | MUCHO | POCO | NADA |
| Instrucción breve, clara y completa. | X | | |
| Formulación clara de cada pregunta. | X | | |
| Comprensión de cada pregunta. | X | | |
| Coherencia de las preguntas en relación con el objetivo. | X | | |
| Relevancia del contenido | X | | |
| Orden y secuencia de las preguntas | X | | |
| Número de preguntas óptimo | X | | |

Observaciones:

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Survey for students

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students
at Victor Mideros High School in the Academic Period 2022- 2023

The following survey aims to collect information about different strategies of the Multimodal Learning Approach used by English teachers at your school to help students improve their listening skills. Please note that this information will only be used for academic purposes; so, answer all questions honestly.

QUESTIONS

1. Select what is your gender

- Male
- Female
- Other

2. Do you enjoy your English Classes?

- Always
- Frequently
- Sometimes
- Rarely
- Never

3. Do you like to watch videos and listen to music in English?

- Yes
- No

4. Do you find it difficult to understand the class when your teacher speaks only in English?

- Very difficult
- Difficult
- Somehow difficult
- Not difficult

- 5. Have you ever heard about the multimodal learning approach?**
- Yes
 - No
- 6. Which of the following activities does your English teacher apply in class to help you improve your listening skills?**
- a. Watch videos with English subtitles.
 - b. Listen to podcasts.
 - c. Practice listening through good pronunciation and imitation exercises.
 - d. Listen to music
 - e. All above
- 7. From the following learning styles, which do you own the most in the process of improving your English listening skills?**
- a. Visual
 - b. Auditory
 - c. Audio-Visual
 - d. Kinesthetic
- 8. To improve your listening skills, do you think you need to practice with audio-visual material that allows you to comprehend?**
- Yes
 - No



Survey for students

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023

La siguiente encuesta tiene como objetivo recoger información sobre las diferentes estrategias del Enfoque de Aprendizaje Multimodal que utiliza su profesor de inglés en su unidad educativa para ayudar a los alumnos a mejorar su capacidad de comprensión oral. Tenga en cuenta que esta información sólo se utilizará con fines académicos; por lo tanto, responda a todas las preguntas con sinceridad.

Preguntas

1. Seleccione su género

- Masculino
- Femenino
- Otro

2. ¿Disfruta sus clases de inglés?

- Siempre
- Frecuentemente
- A veces
- Nunca

3. ¿Le gusta ver videos en inglés?

- Si
- No

4. ¿Le gusta escuchar música en inglés?

- Si
- No

5. ¿Cuándo su profesor usa solamente el idioma inglés para enseñar, entender la clase para Ud. es:

- Muy difícil
- Difícil
- Algo difícil

- Fácil
- 6. ¿Cuál de las siguientes estrategias aplica su profesor de inglés para mejorar su habilidad de escucha?**
- a. Ver videos en inglés con subtítulos.
 - b. Escuchar podcast.
 - c. Practicar la habilidad de escucha mediante una buena pronunciación e imitación en el aula.
 - d. Escuchar música
 - e. Todas las anteriores
- 7. De los siguientes estilos de aprendizaje, escoja la opción que Ud. considera le ayuda a aprender con mayor facilidad.**
- a. Viendo
 - b. Escuchando
 - c. Escuchando – viendo
 - d. Moviéndose
- 8. Para mejorar su habilidad de escucha en el idioma inglés, ¿Considera necesario practicar con material audio-visual que le permita una mejor comprensión?**
- Si
 - No



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | X | | | |
| 5 | X | | | |
| 6 | X | | | |
| 7 | X | | | |
| 8 | X | | | |

.....
Firma del Evaluador

C.C.:

| | |
|-----------------------------------|--------------------------------|
| Apellidos y nombres completos | Amyra Gabriela Bastidas Amador |
| Título académico | MSC |
| Institución de Educación Superior | UTN |
| Correo electrónico | agbastidas@utn.edu.ec |
| Teléfono | 0999308719 |

| | |
|---|------------|
| Fecha de envío para la evaluación del experto: | 28/11/2022 |
| Fecha de revisión del experto: | 30/11/2022 |



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de noviembre de 2022

Dr.

Sandra Guevara

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto “Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023”. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas, encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Pamela Fernández

C.C.:040198608-8



Teachers' Interview

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023

The following interview aims to collect information about the use of different approaches used by teachers to improve students' listening skills at Victor Mideros High School. It is also relevant to note that this information will be used for academic purposes only; so, it is essential that you answer all questions honestly.

QUESTIONS

1. How difficult is it to improve your students' listening skills?

.....

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3. From the following learning styles, which can you determine is the most predominant during the English listening skills development of your students? Why?

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- l. Listen podcasts.
- m. Practice listening through good pronunciation and imitation.
- n. Listen to music
- o. All the above

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7. Do you think that a permanent application of the aforementioned strategies can help students to improve their listening skills? Why / Why not?

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

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|--|-------------------------|------|------|
| ITEMS | CRITERIOS DE EVALUACIÓN | | |
| | MUCHO | POCO | NADA |
| Instrucción breve, clara y completa. | X | | |
| Formulación clara de cada pregunta. | X | | |
| Comprensión de cada pregunta. | X | | |
| Coherencia de las preguntas en relación con el objetivo. | X | | |
| Relevancia del contenido | X | | |
| Orden y secuencia de las preguntas | X | | |
| Número de preguntas óptimo | X | | |

Observaciones:

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Survey for students

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students
at Victor Mideros High School in the Academic Period 2022- 2023

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- b. Auditory
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- d. Kinesthetic

8. To improve your listening skills, do you think you need to practice with audio-visual material that allows you to comprehend?

- Yes
- No



Survey for students

Theme: Multimodal Learning Approach to Improve Listening Skills in Sophomore Students at Victor Mideros High School in the Academic Period 2022- 2023

La siguiente encuesta tiene como objetivo recoger información sobre las diferentes estrategias del Enfoque de Aprendizaje Multimodal que utiliza su profesor de inglés en su unidad educativa para ayudar a los alumnos a mejorar su capacidad de comprensión oral. Tenga en cuenta que esta información sólo se utilizará con fines académicos; por lo tanto, responda a todas las preguntas con sinceridad.

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- Masculino
- Femenino
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- Si
- No

4. ¿Le gusta escuchar música en inglés?

- Si
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- Difícil
- Algo difícil

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- j. Todas las anteriores

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- a. Viendo
- b. Escuchando
- c. Escuchando – viendo
- d. Moviéndose

8. Para mejorar su habilidad de escucha en el idioma inglés, ¿Considera necesario practicar con material audio-visual que le permita una mejor comprensión?

- Si
- No



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | X | | | |
| 5 | X | | | |
| 6 | X | | | |
| 7 | X | | | |
| 8 | X | | | |



Firmado electrónicamente por:
SANDRA MARIANA
GUEVARA
BETANCOURT

Firma del Evaluador
C.C.: 1002503520

| | |
|---|-----------------------------------|
| Apellidos y nombres completos | GUEVARA BETANCOURT SANDRA MARIANA |
| Título académico | Doctora - PhD |
| Institución de Educación Superior | Universidad Técnica del Norte |
| Correo electrónico | smguevara@utn-edu.ec |
| Teléfono | 0992408560 |
| Fecha de envío para la evaluación del experto: | 22 de noviembre, 2022 |
| Fecha de revisión del experto: | 28 de noviembre, 2022 |



UNIDAD EDUCATIVA "VÍCTOR MIDEROS ALMEIDA"

San Antonio - Ibarra- Imbabura- Ecuador
Calle 27 de noviembre y García Moreno
Teléfono: 0980225914

San Antonio de Ibarra, 14 de abril de 2023

A PETICIÓN DE LA PARTE INTERESADA Y EN CALIDAD DE RECTOR DE LA UNIDAD EDUCATIVA "DR. VÍCTOR MIDEROS ALMEIDA" DE SAN ANTONIO DE IBARRA, TIENE A BIEN

CERTIFICAR:

QUE, la Señorita FERNANDEZ RAMIREZ PAMELA LIZBETH, portador de cédula de identidad N° 0401986088 estudiante de la carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS de la Universidad Técnica del Norte, socializó la propuesta del Trabajo de Integración Curricular con el TEMA: MULTIMODAL LEARNING APPROACH TO IMPROVE LISTENING SKILLS IN SOPHOMORE STUDENTS AT VICTOR MIDEROS HIGH SCHOOL IN THE ACADEMIC PERIOD 2022-2023 a docentes y estudiantes de la Institución.

Es lo que puedo certificar en honor a la verdad y autorizo al solicitante hacer uso del presente como a bien estime conveniente.

Atentamente:

Mgtr. Carlos Bedoya

RECTOR (E)



Socialization of the didactic guide with sophomore students at Victor Mideros High School

