

**STRATEGIES TO IMPROVE 6<sup>TH</sup> GRADERS' LISTENING  
COMPREHENSION IN REMOTE LEARNING AT A PUBLIC INSTITUTION  
IN MARINILLA**

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**RIONEGRO**

**2021**

## ABSTRACT

The purpose of this study was to identify the effect of implementing of different listening strategies on 6<sup>th</sup> grader's listening comprehension in remote learning. As specific objectives it was disposed the following: To diagnose students listening comprehension level, to inquire students' perceptions towards listening comprehension and to analyze variations in students' listening performance. Five listening strategies were implemented: pre-listening, while-listening, post-listening, extensive and intensive listening. The methods used to gather data were a diagnosis test at the beginning of the process, questionnaires to inquire their perceptions of the skill but also last learning after the process, a teacher journal, and a post-test to assess students' progress. The results drew that although there were not improvements in the scores of the pre-test and post-test, students did acknowledge familiarity with the listening exercises, which might imply a rise in their motivations towards this skill. Further research may focus on the strategies implemented in the present paper in on-site classes since remote learning was seen as a barrier for effectiveness.

*Key words: Listening, pre-listening, while-listening, post-listening, intensive listening, extensive listening, virtual scenarios.*

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## INTRODUCTION

This paper will show the process and results of a study focused on improving 6<sup>th</sup> graders' listening comprehension. This ability is one of the most important in language learning and it is fundamental to understand other people's message. My proposal was to implement five different listening strategies, namely: pre-listening, while-listening, post-listening strategies, extensive and intensive listening. Data was gathered using qualitative and quantitative instruments; qualitative data was gathered through a journal and questionnaires; quantitative data was collected through a diagnosis test and a post-test. The aim was to identify their perceptions, experiences but also their specific level in listening skill and through the time examine their process of improvement. During the process, students were thrust to do the tests just for an extra grade but through the time they changed their minds, and it was clearly seen in their responses of the questionnaires. They started to do listening exercises because they liked them, not as an obligation. Students felt an inner improvement because the scores did not show a difference. Nevertheless, something meaningful was achieved: students acknowledged the importance of understanding what others say.

## STATEMENT OF THE PROBLEM

The communication process involves a sender and a receiver of a message. For this process to be effective, the message needs to be understandable for the receiver to be able to reply. For example, if the teacher asks the students to write something but

they do not understand what the topic is about, they cannot do anything; it is to say that if students do not have enough knowledge-vocabulary, they will not be able to understand the message. Also, for students to be proficient in a language, they should be very good in all the skills, these are interdependent. For instance, when the students are talking to someone, they should understand what the other person is saying, in this case there is listening involved but also when they give an answer, they are working vocabulary and grammar.

I recently approached this topic and my motivation to continue researching ignited since I was puzzled with this reflection: “The teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs” (Mendelsohn, 1994, p. 9). So far, I had thought that all the skills were worked at the same level, but according to Mendelsohn (1994) it is not true. Therefore, I resolved to do something different to teach more listening and improve it through some strategies that will be disclosed in a further section of this paper.

From my experience as a student, I had some issues in the listening skill because some of my teachers did not focus enough on this skill, they were rather focused on grammar, reading or writing. Also, the teachers at my school were not English teachers, so they were not able to teach all the skills effectively, but especially listening since they did not pay much attention to this. My own experience exemplifies Mendelsohn (1994) statement, and it could also be a sample of the reality of many students in the country. It was the main reason for me to want to concentrate

my research project on such an important topic, which could be useful for everybody's learning process.

Listening appreciation is a significant piece of language learning. Students need to comprehend local speakers and a great deal of sight and sound like influencers or recordings on the web-based media. Listening is a huge ability to create in second language learning (Rost, 2001; Vandergrift, 2007; Kurita, 2012). As indicated by Rost (2001) and Kurita (2012), a significant distinction between more fruitful and fewer effective students is identified with their capacity to utilize tuning in as an instrument of learning. Listening ability is significant in unknown dialect learning on the grounds that the way to become familiar with a language is to get justifiable language input. Securing happens when students have adequate intelligible info (Krashen, Terrell, Ehrman, and Herzog, 1984 and Hamouda, 2013). As per Pourhosein Gilakjani and Ahmadi (2011), listening assumes a critical part in the correspondence interaction. Ferris (1998), Murphy (1991), Vogely (1998), and Hamouda (2013) communicated that listening is the most much of the time utilized expertise in the language classrooms. Accordingly, listening assumes a central part in understudies' lives since it is utilized as a method for learning at all periods of guidance.

Despite the mentioned importance, different accents such as American, British, Indian, Chinese, Mexican, and South African become somehow a difficulty to develop listening skill (Kang, O., Thomson, R., & Moran, M. 2018).; as well as the absence of vocabulary and that not everyone learns in the same way. Below, I will

present major problems of learners in listening comprehension according to literature in the area:

1. Quality of recorded materials: In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact learners' listening comprehension (Azmi, Celik, Yidliz, & Tugrul, 2014).
2. Cultural differences: Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension (Azmi, Celik, Yidliz, & Tugrul, 2014).
3. According to Goh (1999), 66% of learners mention a speaker's accent as one of the most significant factors that affect listener comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English, they will encounter critical difficulties in listening.
4. Unfamiliar vocabulary: when listening texts contain known words it would be very easy for students. If students know the meaning of words this can arise their interest and motivation and it can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used adequately in their

appropriate context's students will get confused (Azmi, Celik, Yidliz, and Tugrul Mart,2014).

5. Understanding of every single word: Students try hard to get every individual word and they can waste their time and make them loss focus (Darti & Asmawati,2017).
6. Unfamiliar topic: There is difficulty in listening when the topic is unfamiliar. It means that the student constructs their understanding basis on their experience (Darti & Asmawati, 2017).
7. Infer meaning: The students do not know how to infer meaning because they do not have much knowledge about listening and they limited English vocabulary. The students have to know how to infer meaning because understanding spoken language is essentially an inferential process based on perception (Darti & Asmawati,2017).
8. Unable to concentrate when answer and listen at the same time: It is because limited time of English Listening comprehension test. They do not have time to think what the correct answer is. It shows that students are not able to concentrate because they search the answer, at the same time, listen to the dialogue (Darti & Asmawati,2017).
9. Lack of transcripts: The lack of practice without transcript also makes it difficult. It means that the transcript eases checking if they have listened on the track (Darti & Asmawati, 2017).
10. Noise around: When there is noise in the room summed to the poor preparation of the lab, students cannot concentrate on listening to the



recording material. It is sure that noises around will not have good result in listening. (Darti & Asmawati, 2017).

After analyzing the frequent problems in teaching listening skill, I posed the following research question: What is the effect of implementing pre-listening, while-listening, post-listening, extensive and intensive listening strategies on 6<sup>th</sup> graders' listening comprehension in remote learning?

To answer this research question, the following objectives were set.

### OBJECTIVES

**General Objective:** To identify the effects of implementing the target strategies in 6<sup>th</sup> grader's listening comprehension in remote learning.

**Specific Objectives:**

1. To diagnose students listening comprehension level
2. To inquire students' perceptions towards listening comprehension
3. To analyze variations in students' listening performance

### JUSTIFICATION

This research was an opportunity to learn and grow as a person and as a teacher. Students are not the only ones who learn, the teacher is also learning because he always expands his knowledge with experiences with their students and this can help to improve every day. Improving listening was a personal goal and when I started this

project, it was an experience that enriched me and helped to be more patient, to understand that every person has their own pace and that everybody learns in a short or long beat.

Listening skill is very important in the process of learning a language. Having identified the main difficulties in listening comprehension, there was already an idea about what factors work and in how they do. This ability is necessary for learners since they should understand the message proposed to have a fluent conversation. There is a necessity and desire for everyone of understanding every accent, most of us are not familiarized with all the accents but it is a challenge for being better in a language. To have a fluid conversation with someone, it is important to feel comfortable and let yourself flow, but it cannot happen if the person is not understanding what the other is trying to say. It is frustrating when people meet someone, but they do not understand the accent or the words they are saying. To go to another country or to talk with native speakers, learners need to train the ear to be familiarized but also extend the vocabulary to have better bases on the language.

This process was essential for my degree because I was studying to be a teacher and I wanted to change my student's perceptions about listening and they improve this skill. This process required time and dedication, but it was beautiful because I enjoyed what I did, and it is the most important aspect. It was more effective counting on students' cooperation.

As a future teacher, this study helped to understand what strategies to use depending on what is the main factor in listening to be worked. This research can be a support for other teachers that do not know how to improve student's listening comprehension, they can use these strategies and accommodate those depending on the population they work with. This is a guide of learning, read this project and finish having better ideas to use in the future classes.

## LITERATURE REVIEW

Five studies chronologically ordered will be presented in this section; two of them took place in Colombia and the rest in foreign countries. To select the studies, I considered that they were relevant for my research, especially that the strategies worked were appropriated according to my research topic. The studies that comprise this literature review were published in research journals such as HOW, International Journal of Linguistics, Journal of Education and Training Studies. The methodological approaches and listening strategies used in these projects worked as a background for the epistemological and methodological construct of my research.

The first study was "Developing Listening through the Use of Authentic Material" by Adriana Morales and Ana Milena Beltrán in 2006. This thesis was conducted at a technological institution in Bogotá, Colombia. The findings of the study are still applicable today, despite the year it was published. The researchers looked for the reasons why International Business Program students had a low level of listening comprehension and they used genuine material through action analysis.

The authors used classroom observations to gather data to spot the potential explanations for the low level of listening. The format had two parts: the primary one referred to the category's overall details and thus the other to the listening activities aspects. Questionnaires were the second data collection tool; the purpose of these was to determine the main difficult ability from students' and teacher's perception. All data was collected using the two previous data collection tools during eight, 90-minute lessons.

The authors found that listening and communicating were the most difficult skills for students, based on the first two questions of the questionnaire. They realized that activities such as films, news, and cartoons were the most difficult for the students to understand. It was also shown that when the teacher is learning and designing the listening exercises, most scholars had issues. Students needed further listening instruction and had to be encouraged to take part. Eventually, when facing real speech, learners had problems and they wanted to use genuine materials for that purpose.

Taking everything into account, the authors proposed that the correct material and valid material should be picked, considering the semantic, philosophical, and social setting of students. At long last, when improving listening understanding, it is essential to improve tuning in for essence particular and for expectations that are the relating capacities.

The second study was “Enhancing Listening Comprehension through a Group Work Guessing Game” by Sasan Baleghizadeh and Fatemeh Arabtabar on December 17, 2010. This study was published in Iran. The goal of this study was to incorporate an innovational technique through a process-oriented approach to a simplified teaching of L2 listening understanding.

The writers suggested a group guessing game strategy. This approach encouraged students to listen to an audio recording without any kind of teacher warm-up. The students were expected to write down as many words as they could after the first play of the recording and try to create connections between certain main elements. The teacher listened to their guesses after acquiring that knowledge, but without making any corrections. Then, a second time, the students listened, and the teacher asked for the confirmed details. For general comprehension and then for precise information, the students listened. Finally, to explain concepts, the whole class had a debate.

The authors found that this method really worked, and it is appropriate if teachers want to vary their classes but do not use warm-ups, for example with elementary students, the instructor will adjust them to some direction. Teachers must take care of their students' technology and not encourage them in their own studies to drop their responsibilities. When listening material is very demanding, this method is recommended, and the teacher should turn the listening project into group work to allow students to participate in the listening project. It is worth noting that this methodology is very contextual, and some students will not train you in it. In such

cases, the teacher initially aids and looks to reduce the number of assistive devices in other cycles.

Taking everything into account, the authors proposed having students shape and approve speculations through discourse, exchange and cooperation, the listening exercise should be task-based and interesting to the understudies. They contended that L2 audience members should be urged to assume greater liability for the period of their capacity to tune in by figuring out how to center utilizing distinctive metacognitive procedures.

The third study was “The Effect of Metacognitive Strategy Instruction on the Listening Performance of EFL Students” by Amir Hossein Rahimi. This analysis was carried out in June 2012, in Iran. The goal of this study was to investigate, through an experimental and control group, the impact of metacognitive strategy instruction on the listening performance of EFL (English Foreign Language) university students. The participants were 82 students at Shahid Beheshti University who studied English translation and literature.

The first data collection instrument used was the listening section of the TOEFL. It consisted of three sections and 50 questions. In part A the participants heard short conversations between two people. After each conversation, a third person asked a question about what was described in the conversation. In part B and C, they heard conversations and talks of two minutes. After each conversation and talk, another person asked some questions about it. The second instrument was a collection of oral texts that had varying lengths and were about a variety of subjects.

They first heard the details, checked it, and then worked in pairs to compare it. To make sense of the previous responses, they listened a second time, were in a class discussion to explain the details and listened to the audio one more time to better understand.

The consequences of this investigation demonstrated that technique preparing all in all prompts building up the language abilities of the students, tuning in during this case. More examination proof has affirmed the positive effect of vital guidance on audience advancement, so joining vital undertakings and exercises into book recordings is a dire need. Students themselves can apply metacognitive techniques by chipping away at an assortment of listening assignments and errands.

The fourth study was “Extensive Listening in a Colombian University: Process, Product, and Perceptions” by Carlos A. Mayora. This research was carried out in January-June 2017 at Universidad del Valle, Cali, Colombia with the participation of 26 students from an “English V” class of the Bachelor of Education degree program in foreign languages. The article discussing the results of this research presented how the plan was designed and implemented, including materials and procedures (the process); how the students performed in the different activities with emphasis on time spent watching/listening and their perception of video problems and quality understanding (the product) and how the students felt and saw the perception in Latin America using EL (English Language).

For each chosen video, students were advised to check for videos on a weekly basis, watch them, and complete an online EL worksheet. The only conditions were

as follows: the videos should be English-language news stories, students should complete a minimum of two worksheets every week for a span of 11 weeks for a total of 22 worksheets, and the videos should be at least 1 minute long. The second part allowed students to respond very general questions of understanding that could be important to any news item (who, what, where, when etc.). The last segment contained the experience of the students with the video and students were also asked how deeply to tell them. The next move was to ask the students' interpretation, whether it was difficult to understand, 1 was highly difficult and 5 was highly easy to understand. To evaluate common patterns in the comments and establish the overall understanding of students of the extensive listening experience, the recordings were listened to, transcribed, and then analyzed.

Since they felt they were not quite problematic and that their interpretation was appropriate, the students demonstrated that they felt well with the recordings they chipped away at. In general, the students who commented on EL thought that doing this action was beneficial, that it helped them develop their listening skills, generate knowledge of a variety of English accents, in instructional materials, learn new words and articulations that are not constant, and build up a sense of assurance while tuning in to "genuine" English.

Students' reactions to the use of genuine internet videos are worth reflecting on. One of the reasons why genuine materials are used is because students often become nonsensical and often too difficult and often demotivating. Authentic



materials and the effects of perceived difficulty, self-rated comprehension, were used in the present study.

The fifth study was “A Think-Aloud Study: Listening Comprehension Strategies Used by Primary School Students” by Berker Bulut and İhsan Seyit Ertem. The research was conducted in May 2018 with four students in the Efeler district of Aydin city entering the fourth grade of primary school at the middle socioeconomic level. The purpose of this study was to identify and compare the listening comprehension techniques used by students who were recognized as successful in listening skills and less successful. The pattern of the case study was used among the qualitative research approaches.

The researcher proposed a test to 144 students studying in five classes to pick the participants and it was divided according to the ranking. It picked students who had the standard for fourth grade. The experts analyzed the texts according to the parameters of the students' understandability of the content and the degree of the words in the text. 30 questions came up. The form of the trial was applied to a total of 205 fourth-grade students from three schools with characteristics identical to those in the schools in which the application will be made. The students were asked to answer seriously to all questions, to convey the questions they had trouble understanding, and they were given ample time to answer. In two sessions of individual interviews lasting roughly each student at the school was given 15 minutes. According to the units of importance, the texts to be listened to were divided into segments and each divided section was written on a separate card. After, the students were asked to share their opinions on the division they were listening to. The voice recorder was used to

record what the students were listening to and what the students were thinking and understanding.

The conclusion from the study revealed that students classified as effective listeners have been determined to use more techniques for their listening comprehension process. It was possible to state that, because they are so young, the students were incapable of using the listening comprehension techniques. The technique most used by the successful listeners was the inference, while the unsuccessful listeners used the phrase in different terms. Active listeners were more likely to use the techniques suggested by many sources as primary listening-comprehension methods to guess the context, infer, answer questions, summarize and track. It was also concluded that students who were known as both good and ineffective listeners had less strategically achieved the stage of assessment.

All the studies worked on this section explained the process they followed and supported my inquisition in this topic, the authors implemented strategies that I found important for my research and I considered the process to carry out it on my own. The following section will provide the most important concepts in the research and this will help the reader to understand better the elements that were explained in the previous sections.

## THEORETICAL FRAMEWORK

The conceptual framework that was worked in this section allowed the researcher to know the most important concepts to understand better the development of this project. To carry out this section, there will be seven concepts defined. First, we will

find the definition of listening, then we will find the five strategies I used for the study very well explained, they are pre-listening, while-listening, post-listening, extensive and intensive listening; finally, an explanation of technology used in the current situation (Pandemic-COVID-19).

The first concept to be developed is listening: As indicated by Buck, (2000) listening is a type of comprehension in which the audience attempts to get an importance from the language. As Allen (1966) comments in Robinett (1978), the objective of the capacity to listen is to empower the student to see the second language as the primary language sees it. Similarly, Dick Lee, and Delmar Hatesohl (1999) say that even though listening is the correspondence capacity we utilize regularly, it is likewise the one where we have the least schooling. Today, listening is perceived as a functioning cycle, basic to L2 securing, and merits efficient frameworks advancement as a different ability (Morley, 2001). Listening is a physical and mental interaction that requires both regard for the wellspring of the sound and should offer significance to the sounds heard. As per Ergin and Birol (2000), listening is a mental cycle that starts with focusing on sounds and pictures and focusing on them, proceeds with the acknowledgment of certain hear-able signs and finishes with significance. Onan (2005) describes the listening comprehension as the separation of the audience from individuals with phonetic quality in the gatherings of approaching phones and their capacity to start the input cycle by oppressing these gatherings of etymologically qualified phones to a psychological interaction. In this sense,

understanding what is being heard methods hearing what is being said, yet in addition being significant what is being said, understanding and assessing it.

I worked on five listening strategies, namely: Pre-listening, while- listening, post-listening, extensive and intensive listening. According to Vandergrift (2004) and Tafaghodtari (2010) in pre-listening, after students have been informed about the topic and the type of text, they predict what types of information and possible words they may hear. Then comes the first listening checking phase: A. Students check their initial hypotheses, correct as needed, and write down additional understood information. B. Students compare what they have understood/written with peers, change as needed, set what still needs a solution, and decide the important details that still require special attention. During the listening, the second listening, the second control phase: A. The students check points with previous disagreements, make corrections and notice further details understood. B. A class discussion in which all classmates contribute to a reconstruction of the main points of the text and most relevant details, interspersed with reflections on how the students came to the meaning of certain words or parts of the text. In post-listening, students specifically listen to the information revealed in the class discussion that they were not able to decipher earlier. Finally, there is a reflective stage in which students, based on the previous discussion of strategies used to compensate for what was not understood, write goals for the next listening activity.

Extensive listening is very similar to extensive reading, except that student do not read, they listen. This means that just like extensive reading, students choose

material for themselves and listen to a large amount of material. Students should have at least 95 percent of the vocabulary they have selected to enable adequate understanding (Laufer, 1989)

In intensive listening, the main purpose of these lessons is usually to teach students new grammar and vocabulary. A lesson plan usually consists of three steps: 1. Pre-listening, the teacher warms up and prepares the students for the class. Introducing new words and grammar is done at this level of comprehension. 2. while-listening students are instructed to complete some tasks while listening to the class. The purpose of worksheets is usually to focus students on specific aspects of the text. 3. post-listening students will practice some language exercises, answer comprehension questions, and perform other follow up activities (Field, 2002)

Virtual scenarios enable students to improve learning options by familiarizing themselves with the use of new technologies, applications, and tools such as concept maps, images, blogs, wikis, audio conferencing, voice notes and more, to facilitate online learning. The profile of these students differs from that of students who learn face-to-face; virtual learners have an internal motivation related to the desire to know, to surpass themselves and to be constantly up to date, making the achievement of academic goals and subgoals challenging (Abril, 2018). Nevertheless, this scenario differed from the one the pandemic in 2020-2021 forced schools to move into. Learning scenarios moved from school to home and the students had to take virtual classes, the so-called remote learning. This scenario brought to teachers, students and even parents the necessity to develop digital literacies. Switching on site schools to

home schooling brought many challenges about, namely: adaptation, transformation, new learning, new literacies, skills, ICT.

## METHODOLOGY

The following section will provide the data collection methods, the participants and all the steps in the intervention to carry out this research. The purpose of this research was to describe the impact of pre-listening, while-listening and post-listening strategies in remote learning scenarios. The strategies implemented were pre-listening, while listening and post-listening, they were taken from the study *The Effect of Metacognitive Strategy Instruction on the Listening Performance of EFL Students* by Amir Hossein Rahimi in 2012 since the study suggested the potentials of such strategies in further research. The other two strategies were extensive and intensive listening, and they were taken from the paper *Extensive listening in a Colombian University: Process, Product, and Perceptions* by Carlos. A Mayora in 2017 since the study proposed activities that can be applied using these two types of listening strategies.

The research nature of this project was mixed: qualitative and quantitative. Qualitative research aims to explore human experiences to understand the reason behind the behavior and meaning of these experiences (Holland and Rees, 2010). According to Gerrish and Lacey (2010) qualitative research is inductive, which means that the research collects data related to the phenomenon being studied and

develops a theory from the data or the situation. It is interpretive in that the research provides an interpretation of the meaning of the data.

Quantitative research includes the collection of formal and objective information about the world using measurement tools as validated questionnaires to statistically quantify the studied phenomenon. It can be used to describe and test relationships between different factors to investigate cause-and-effect relationships (Punch and Punch, 2005).

Quantitative research will use validity, if the data collection tool, such as a questionnaire, measures what the researcher says it measures, and reliability, consistently measures what it hears, to measure rigor while, the qualitative researcher will use reliability, transferability, verifiability, and credibility (MacNee and McCabe, 2008).

This research was mixed because on the one hand there was a qualitative part in which there were different methods that showed the perceptions, feelings, and experiences of the students, and on the other hand there was a quantitative part that had the results of some implemented tests that were analyzed quantitatively.

The type of research was a case study. According to Sturman (1997) case study is a general term for exploring an individual, group, or phenomenon. Case study is a description and analysis of an individual subject or case with the aim of analyzing the variables, structure, form, and interaction of a series of participants in situations (theoretical goal), or, to evaluate work performance or progress in

development (practical goal) (Mesec, 1998). It was a case study because there was an investigation of a phenomenon in a depth, in this case, listening. It was done touching different aspects, this was a short process, it took short time and the aim of this was not to generalize over several units.

The population for this study was chosen at a public institution in the urban area of Marinilla. This school runs Calendar A in grades from preschool to supplementary training, they prepare the students who want to become teachers.

Given the pandemic, the school worked on remote learning with the following strategies: “Missions”, WhatsApp, Edmodo, and Teams. The missions were workshops posted and received through Edmodo, which is an educative platform where teachers can post tasks for the students and they can send them back through that means (a free Learning Management System). The students had synchronous meetings every two weeks (Thursday and Friday) from 10 am to 1 pm through Microsoft TEAMS, which is a video conferencing platform that allows the students to participate in synchronic classes, it has the option to share the screen, share videos, audios, and interact in real time with microphone, camera and chat system. Finally, serving the population that did not have internet access continuously, the students had the opportunity to receive and deliver the mission through WhatsApp or they even received the physical material and returned it to the institution.

The participants were 6<sup>th</sup> graders from three different groups. The first group was 6<sup>th</sup> A, it had 41 students, there were 25 women and 16 men, 1 student had diverse



capacities, 5 students worked through physical workshops, 2 students worked through What'sApp and the others with Edmodo. The second group was 6<sup>th</sup> B, it had 43 students, there were 23 women and 20 men, 1 student had diverse capacities, 4 students worked through physical workshops and the others with Edmodo. The last group was 6<sup>th</sup> C, it had 42 students, 22 women and 20 men, 4 students had diverse capacities, 1 student worked through physical workshops and the others with Edmodo. All the students had classes at the same time and just Fridays that they read a book, there were meetings for each group to better participation.

Groups	Edmodo and teams	WhatsApp	Physical Workshops	Sample
6 <sup>th</sup> A	34	2	5	5
6 <sup>th</sup> B	39		4	5
6 <sup>th</sup> C	41		1	5

Chart 1. Students' resources

The sample was formed by 15 students, 5 from each group but the data analysis considered the information of 11 students who completed both the pre and post-test and the questionnaires. The participants were intentionally chosen according to their time and resources availability. Intentional sampling, also called judgment sampling or expert sampling, is an unlikely sampling. The main purpose of deliberate sampling is to create a sample that can logically be considered as representative of the entire population. Apply overall expertise to the non-random selection of a sample of items representing the overall cross-section (Lavrakas, 2008)

This process was done with help of my Cooperative Teacher. The students needed to have internet connection to be part of the research. It was also necessary that the students had access to their emails because to implement the workshops in which the strategies were worked, they must enter to their emails to the information will be saved to after analyzing it.

### Data Collection Methods

Data was collected through a diagnostic test, questionnaires, a journal, and a post-test.

Diagnosis involves identifying the nature of a disease or other problem by examining relevant symptoms. In the education, a diagnostic test helps to identify a students' learning problems so that teachers can give instructions to fix these problems Popham (2009). This diagnostic test was done at the beginning of the process to identify what the major difficulties of the students' listening comprehension were.

This diagnostic test was done through an educative platform called "Edpuzzle" <https://edpuzzle.com/>. It permits teachers upload videos and add with questions at any given point, so the video will pause and will only continue once the students have answers the questions. This diagnostic test comprised questions about general comprehension and specific details. Annex 1 contains the link to the test.

A questionnaire may be a research instrument consisting of a series of questions with the aim of gathering information from respondents. Questionnaires are often thought of as a sort of written interview. Questionnaires provide a

comparatively cheap, quick, and efficient way of obtaining large amounts of data from an outsized sample of individuals (McLeod, 2018). There were two different questionnaires, at the beginning and at the end of the process to recognize students' perceptions about listening and the process that they had experienced. Every questionnaire was administered through Google Forms. The first questionnaire included questions such as activities that they considered useful to improve listening, experiences in high school related to listening skill and whether they considered listening to be difficult or not. The second questionnaire had the same questions in the first questionnaire, but some questions were added to know about their perceptions, feelings during the process, if they felt an improvement and about the aspects that helped them more. Annexes 2 and 3 contain the link to the questionnaires.

Newspapers or diaries are protocolling that document emotions, events, ideas, and information. They are an effective method of recording data during different research phases (Allen, 2017). I used the journal format to write everything I observed during the classes and the whole process without losing any detail. The journal format contains the date, the aim of the activity and some observations made during that day. Annex 4 shows the template and excerpts from the journal.

A pre-test post-test is a before and after test that it usually a quasi-experiment that means students are not chosen randomly. Participants are checked after the operation of the experiment. There is only one set of pre- and post-test schemes, and

they all are carried out under experimental conditions (Pretest-Posttest Design: Definition & Example, 2013)

This post-test was done through the same platform <https://edpuzzle.com/> with questions about general comprehension and specific detail. Annex 5 contains the link to the test.

### Implementation

The implementation of the strategies considered the following timeline. Synchronous classes took place every two weeks, so a cautious schedule was planned to include six synchronous meetings distributed as follows: an initial meeting with the students to share the intention of the project and the consent forms. A second meeting for the diagnosis (pre-test), three meetings for the workshops implementing the target strategies and a final meeting for the post-test and second questionnaire. A visual representation of this process can be seen in image 1.

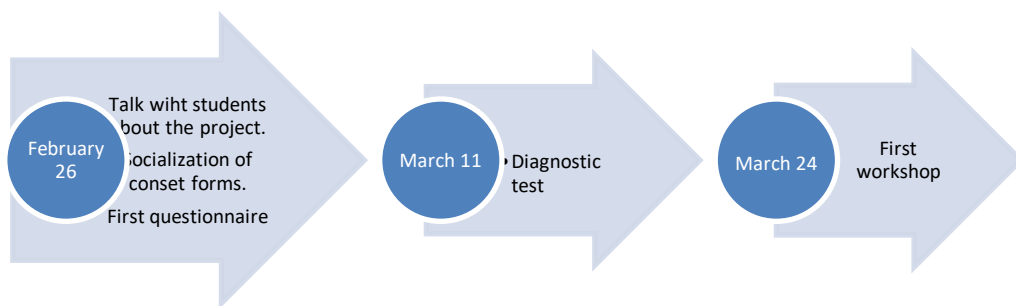




Image 1. Implementation Process

The process of implementing the strategies took place through workshops. The *pre-listening* part was to prepare the unknown vocabulary that the video had, in that part we also did guesses about what will be there, possible situation and environment. The second part was the *while listening* in which they needed to watch a video with fifteen questions using the *intensive listening* strategy that consisted of questions about details and general comprehension, both were used. In the *post-listening*, we all together discussed about the video, what they found difficult, vocabulary to check and goals for the next listening. Finally, there was an extra activity they had to do; it was to put into *practice extensive listening*. The purpose of this activity was basically to motivate their listening with material they found attractive and useful for practice outside the classroom. It was invited to the students to listen songs, to watch videos and write something about it. It was with the intention to make sure that they really did the activity.

## Ethical considerations

Talking about ethical considerations, I told my students what I was planning to do, and I invited them to be part of this project. As they are minor yet, it was necessary to have the consent of the rector of the institution as well as the consent of their parents but first it was essential that the students wanted to be part of the research because it was not an obligation. Another important aspect was the approval of my co-operator teacher because I needed to use some classes to work on this project because she might have other plans, so I needed to know if she agreed with that or not. When I had already spoken with all the participants, I proceeded to design a consent form to people who was selected for the sample, just the information of those fifteen students where results were analyzed. Pseudonyms were used to protect students' identity. Annex 6 contains the consent form

## RESULTS

In this section I will disclose the results obtained after analyzing the gathered data. In the first part I will present the data obtained in the questionnaires, secondly it will be the analysis of data registered in the journal and finally the results found in the diagnosis test and in the post-test.

## Questionnaires

There were two different questionnaires, most of the questions in the two questionnaires were the same in but in the second one, which was applied at the end of the intervention, there were some additional questions to know about their experiences during the process and what were their perceptions after working with the workshops and strategies. In the first part twelve questions will be analyzed making a comparison between both and the other five questions will be analyzed individually because they were asked only in the second questionnaire.

The first question of the questionnaire was about *rating the listening skill in terms of difficulty*. The options were: *very easy, easy, more or less, difficult and very difficult*. The results showed that in the first questionnaire, at the beginning of the process, 33.3% of students thought listening was *more or less difficult* while in the second questionnaire 50% of the students answered with the same response. It was also found that in the first questionnaire 22.2% answered that listening was *very easy* and in the second questionnaire 33.3% did it. The results showed that the students changed their perspectives about listening. They thought listening was *more or less difficult* at the beginning but at the end of the intervention they found this skill *very easy*.

The second question asked about the *activities that their teachers had done to practice listening*. The activities students mentioned were *workshops, videos, listening to songs and comprehension activities*. In the first questionnaire *the*

*workshops* had 33.3% and in the second 58.3%. The second option was *videos*, and the results were firstly 61.1% and then 66.7%. For *listening songs* 22.2% of the students answered that in the first questionnaire and in the second 66.7%. For *comprehension activities* 38.9% gave that answer at the beginning and then changed to 50%. For *alternative answers* in both students wrote readings. At the beginning of the process, there was low percentage in *activities they teachers did* comparing with the answers in the second questionnaire. It can mean that during the process, they practiced more with those activities and now the percentage is higher.

In the third question, *students should say how were the methods that the teachers had used to strengthen the listening skill*. The data obtained in the first questionnaire was that 88.9% thought the *teachers were very good*; compared to the second questionnaire 83.3% thought the same and just 16.7% said that the *teachers are good*. It can be concluded that there was not much difference. The results were similar, and it showed that the students' perceptions towards methods applied by teachers did not vary.

The fourth and fifth questions were very similar, and they will be analyzed together. They rated some *factors considering how much they interfered when it came to listen and the frequency of problem in listening*. The factors mentioned were *vocabulary, accent, quality of audios, speed when speaking, noise around and listen and respond at the same time*. The results were the following: In *vocabulary*, at the beginning 8.5 % answered that this factor *interferes a lot* and 8.5% said that *sometimes* it might be a problem. In the second questionnaire, 6% answered that



*vocabulary interferes a lot* but 4% said that it is never a problem in listening. For *accent*, in the first questionnaire 5.5% thought that this factor *interferes a lot* to understand an audio but 5.5% thought that *rarely* it is a problem in listening. In the second questionnaire 8% answered that there is *little interference* with the *accent* and 4% said that *rarely* it is a problem in listening. For *quality of audios* 8% in the first questionnaire answered that this factor *interferes a lot* and 5% affirmed that it is *rarely* a problem in listening. In the second questionnaire 7% said that the factor *interferes a lot* and 3% thought it is a problem *sometimes and rarely* in listening. For *speed when speaking*, in the first questionnaire 6% affirmed that the factor has *little interference* and 5% thought it is *sometimes* a problem to listen. In the second questionnaire 5% answered that the factor has *little interference* and 4% said that it is a problem to listen just *sometimes*. For *noise around*, the results in the first questionnaire were that 8% thought that there is *little interference* to understand and 7% said that it is sometimes a problem to listen. In the second questionnaire, 4% answered that the factor has *little interference* and 5% said that it is *never* a problem to listen. For *listen and respond at the same time*, the results in the first questionnaire 7% thought that the factor *interferes a lot* to understand and 5% said that it is a problem to listen *always and sometimes*. In the second questionnaire, 6% answered that the factor *interferes a lot* to understand and 4% thought it is *sometimes* a problem to listen. It was clearly observed that through the time, their perspectives about complexity changed. After having more contact with the skill, they started to enjoy it and seeing the different factors as something normal and not too difficult.

Califica que tanto interfieren estos factores a la hora de comprender un audio

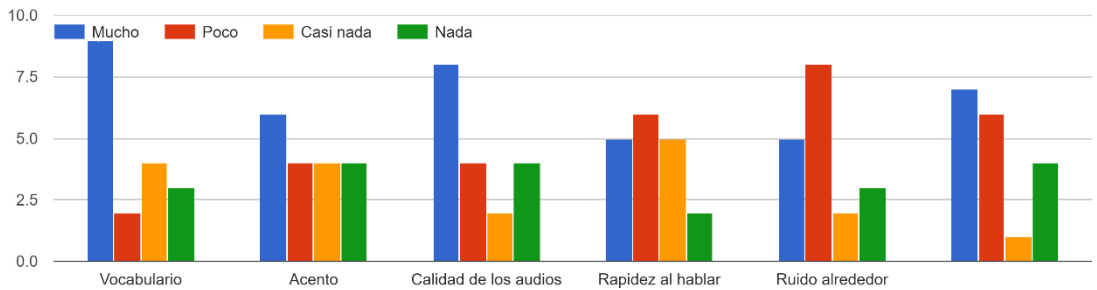


Figure 1: How much do these factors interfere?

Califica que tanto interfieren estos factores a la hora de comprender un audio

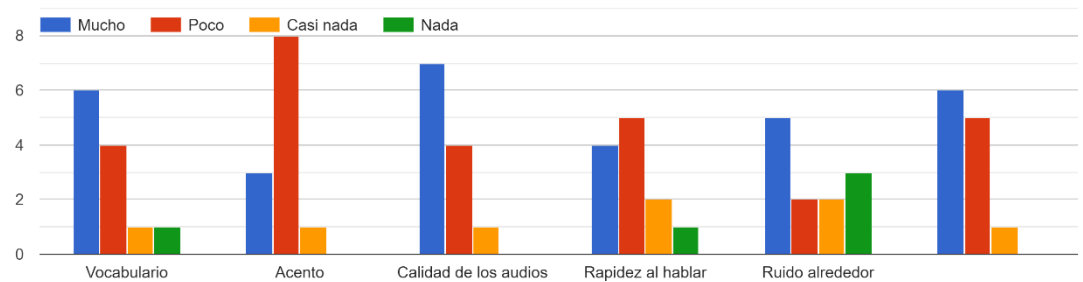


Figure 2: How much do these factors interfere?

The sixth question was about *how much they enjoy practicing listening*. Being *one nothing and five a lot*, it had numerals from 1 to 5 and they put any number depending on the value they wanted to choose. The results in the first questionnaire were that 22.2% gave three and 44.4% gave five. In the second questionnaire 16.7% gave four and 75% gave five. Then, they had to say the *why they enjoyed practicing listening*. The results in the first questionnaire were that 4 students like listening

because *they learn*, 3 students said because *it is entertaining*, 4 students answered that they like because *they improve their pronunciation*, 3 students said because *they want to go to other countries* and other answers such as *it is good because it helps kids to talk other languages, to do the workshops easily and because it feels good listening*. In the second questionnaire, 4 students said because *it helps to understand better*, 1 student said that *he wants to learn speaking English*, 1 student think *it helps for the future*, 1 student think *he can refresh his knowledge*, 1 student *likes the accent and pronunciation*, and 1 student thinks *it is very important*. The results drew that they enjoyed more practicing listening now, comparing the percentages at the beginning and at the end. It is also important to say that they know clearer why they like it, but the answers were very similar to the first ones.

The eighth question was about *activities they like doing to practice listening*. The activity options were *listening to music, watch movies, watch videos, comprehension activities, online games, and an option to write additional activities*. The results in the first questionnaire were that 72.2% like *listening to music*, 38.9% like *watching movies*, 33.3% like *watching videos*, 22.2 % like *comprehension activities*, 50% like *online games* and in 5.6% one student wrote *read interactive stories*. In the second questionnaire, 83.3% like *listening to music*, 91.7% like *watching movies*, 58.3% like *watching videos*, 25% like *comprehension activities*, 75% like *online games* and in 8.3% one student wrote *read and write*. It can be concluded that the percentages increased in the second questionnaire, they enjoyed more now doing those activities to practice listening.

The ninth question was about *activities they think can improve the listening skill*. The activities showed were *learn more vocabulary, listen more times the audio, being in a silence place, audios where people do not talk so fast, get an idea of what the audio is going to be and an additional space to write extra answers*. The results in the first questionnaire showed that 61.1% said *learn more vocabulary*, 50% said *listen more times the audio and being in a silence place*, 38% said *audios where people do not talk so fast*, 33.3% said *get an idea of what the audio is going to be*, and 5,6% said additional answers such as *play listening games and learn to speak more fluid*. In the second questionnaire, 83.3 said *learn more vocabulary*, 50% said *listen more times the audio*, 41.7% said *being in a silence place and audios where people do not talk so fast*, and 50% said *get an idea of what the audio is going to be*. The results showed that after practicing with the workshops, they identified that there are aspects that can affect the understanding and now more of them think that those things can help them to improve.

The tenth question was about *why they think it is necessary to improve what is heard*. The results in the first questionnaire were that 4 students thought *it is important to learn more*, 10 students thought *it is important to understand what we listened, also to do the workshops*. There were additional answers such as *to have more vocabulary and to have a better comprehension*. In the second questionnaire, 6 students said that *it is important to understand what others say*, 5 students said *to learn more*, and 1 student said *to have a better pronunciation*. The answers were very similar. The students now have in mind that listening it is important when we want to

talk to someone but also that if we want to have a conversation, we need to understand what they are saying.

The eleventh question was about *the strategies they think can help them to improve*. In this question were the *activities we did in the pre-listening*, and it was with the purpose to show them the kind of activities we would do during the process. The results in the first questionnaire were that 66.7% thought that *it is important to prepare the vocabulary to be listened*, 22.2% said *get into the context with the audio*, 50% *read and understand what is going to be asked* and 22.2% said *think in possible things that can happen in the conversation*. In the second questionnaire, 75% said *prepare the vocabulary to be listened*, 33.3% said *get into the context with the audio*, 83.3% said *read and understand what is going to be asked*, 41.7% said *think in possible things that can happen in the conversation* and there was 8.3 % in an additional answer that was *silence and total listening*. The results drew that after working with the strategies, the students found very useful to be prepared with some aspect before listening an audio.

The twelfth question was about the *while-listening moment*. Students chose what they consider important in this stage. The results in the first questionnaire were that 50% said *listen the information that is being asked*, 83.3% said *correct mistakes while you are listening again*, 22.2% said *rebuild the dialogue with ideas of you classmates* and 27.8% said *check answers and make sense of them*. In the second questionnaire, 66.7% said *listen the information that is being asked and correct mistakes while you are listening again*, 41.7% said *rebuild the dialogue with ideas of*

*your classmates* and 58.3% said *check answers and make sense*. These results reflect that students are now familiarized with the strategies and they identified the importance to correct themselves to learn and do not make it again.

The thirteenth question was about the *post-listening stage*. Students were asked about *activities that helped understand better the audio*. The results in the first questionnaire were that 27.8% said *have a discussion with the classmates about the possible answers*, 61.1% said *correct wrong answers and search for the expressions or words that were not very clear* and 33.3% said *reflect about the process and set a goal for the next audio*. In the second questionnaire, 41.7% said *have a discussion with the classmates about the possible answers*, 83.3% said *correct wrong answers*, 50% said *search for the expressions or words that were not clear* and 41.7% said *reflect about the process and set goals for the next audio*. It was observed that the students understood the importance to share the ideas with their classmates, search for words or expressions if they were not clear and planning the next move.

The following five questions were only in the second questionnaire with the aim to know their perceptions towards the implementation.

The first question was to *assess the level of complexity of the workshops* being 1 *very easy* and 5 *very difficult* in which were applied the *five strategies for listening*. The results were that 8.3% said they were *vey easy* and 41.7% said they were *more or less*. For the students, the workshops were not very difficult, it had some things that required attention, but it had not a lot of complexity.

The second question was about *what they felt doing the workshops*. The results were that 11 students said that *they felt really good*. For additional answers we have that *they are dynamic, easy to understand, it helps to understand better, and they understand the topic*. The results showed that the students enjoyed doing the workshops. They found it had something fun and useful for their learning.

The third question was about the frequency of obstacles in performing the listening exercises. The results were that 6% said *vocabulary and speed when speaking has little interference*, 6% said *absence of subtitles interferes a lot*, 8% said *listen and respond at the same time has little interference* and 7% said *the topic interferes a lot*. The responses make see that there was not a lot of interference with the aspects worked. They can have problems doing two things at the same time because they need to be concentrated in just one to perform better and also can be concluded that at the time to choose the topic of the video, it is important to establish relation with a previous topic.

The fourth question was about *activities they think helped to improve the listening comprehension*. The results were 100% said *know the meaning of some words*, 58.3% said *listening exercises with subtitles*, 50% said *the audios to listen outside the class* and 41.7% said *listening to music in English*. The results showed that vocabulary is an aspect that required attention because it helps to the students to understand better the audios. It is also important to have extra material because for the students it is necessary to practice more to be proficient in that competence.

The fifth question was about *if they felt an improvement of comprehension at the time of listening to an audio*. The results were that 66.7% said that *they felt a lot of improvement* and just 16.7% answered that *it is not too much*. In this question, it is showed that the student's self-confidence towards listening increased, and now they feel more motivation.

### Journal

Having looked at what was written in the journal, it can be seen that the process was successful because the students were committed. From the beginning they were enthusiastic. This was noticed in the Annex 5 specifically in the first annotation when they expressed, they like the listening skill but at the beginning it was seen that as the teacher promised them a grade for participation in the project, it was the only reason for them to do it. Also, the students express that they have had practice in that skill from their teachers.

Talking about the process of implementation the instruments, there were not problems doing the first questionnaire. They were participative and answered to each question involved. The drawbacks started when they did the diagnosis test as mentioned in the second point of the journal. It was because to many of them the e-mail did not work, and it was a necessary tool since they had to enter with an e-mail account to have the evidence of the answers. A worry aspect was to implement every workshop in the same platform because it could have problems due to the interference with the email.



The videos that they had to see were without subtitles and with the corresponding level. It could affect some way the moment of doing the workshops because despite those were easy level, they did not have subtitles. It was just done the diagnostic test with subtitles because it was not possible to do it without them, but the rest of the videos were without it and also the post test. As time passed, they acquired more responsibility to this project, they were more motivated and wanted to continue learning.

Inconveniences constantly arouse during the process since students had constantly problems with the access of their emails as seen in the last session to implement the post-test and second questionnaire. In spite of those problems, they were always disposed to meet another day to do the activity and it was great because they started to change their thoughts about the project, and they stopped seeing it as an obligation. They constantly asked for the next meetings and it was clearly seen that the enjoyed doing those activities.

During the process of teaching, I tried to put more into practice the listening skill just to not offer too much extra work for them. It was used the missions to practice more listening actively. It was necessary to move the post-test to have time to analyze all the information but, in the end, everything could be possible since there was collaboration by the teacher, and the students were also ready to help. This process had their difficulties, but it could finish well because the students wanted to continue improving.

## Diagnostic test and Post-test

The two tests had 15 questions, asking for general comprehension and specific details. The results in the diagnostic test of questions for general comprehension was 61.8% and in questions for specific details was 70.9%.

The results in the post-test of questions for general comprehension was 27.2% and in the questions for specific details was 49.2%.

## DISCUSSION

In this part will be analyzed the results considering the literature review and the theoretical framework. It will be used seven categories to analyze the information. They will be defined as follows: Listening, pre-listening, while-listening and post-listening, extensive and intensive listening, and virtual scenarios.

Listening: Adriana Morales and Ana Milena Beltrán found that listening is the most difficult skill for students. Onan defined listening as the understanding of what is heard. The results of the project drew that the students are now conscious of the importance of listening and understand others. In both questionnaires they talked about the complexity in listening but for them it is not too difficult. With the implementation of the diagnostic test they could have an idea of how they were in the skill and with the answers in the questionnaires, they express the importance of understanding to go to other places, talk with others and also carried out different tasks.

For my research project, I used five strategies: Pre-listening, while listening, post-listening, extensive and intensive listening. The first three strategies were defined by Vandergrift and Tafaghodtari and they gave an explanation based on the sequence that had to be followed to listen to an audio. In pre-listening the prepare the topic and when they listen once, they correct and compare answers. During listening, they check answers and discuss them. In post-listening, the students are informed the correct answers and reflect about it. Amir Hossein proposed a study in which the students had to listen short conversations and answer to some questions about it. The results were successful, they were guided.

These types of strategies were implemented in the research with certain adaptations. Students had to watch some videos and answer questions. In the diagnosis test, they had a higher percentage rather than in the post-test. It was not the idea but as it was explained, this would be due to the subtitles, it was not possible to present it without it and it affected the results. Despite this, it could be seen in the questionnaires that they felt improvement, they are now familiarized with the process when listening and changed their perspectives. The results did not reflect a change despite they had practiced listening through the workshops and putting into practice the strategies. The students found the workshops useful for them but also the type of activities done before and after. They had experienced another methodology to learn listening, this was new for them. They had the opportunity to train their learning, learn new words, and this can help them to acquire more responsibility in their processes. They already are motivated for the skill, and they know now that

understanding it is necessary for life and talk with others as they expressed in the questionnaires.

Extensive and intensive listening were defined as follows: Laufer defined extensive listening as the activities in which students have material to listen and learn vocabulary. Field said that in intensive listening is worked pre-listening, while-listening and post-listening. Before listening, it is prepared the new words and grammar. Then, it is time to apply some tasks and after the students respond questions of comprehension and some activities.

The extensive activities used in my project were firstly the listening activities worked in the missions, comprehension activities in which they watched the video and then answer some questions. Most of the time they made some mistakes, but it went well. The other part was focused on suggesting material to practice considering their likes as they expressed in the questionnaires such as video games, interactive games and listening to music. They should send a proof to make sure they did it. In intensive listening they prepared the topic, I taught them some unknown words to prepare the possible vocabulary to be listened. The second part was destined to watch the video and answer some questions and the last part for a discussion about what they saw, understood, also things they found difficult and goals for the next activity. The results showed that despite that was made carefully, no improvement was seen but they were enthusiastic, and now they know the importance of understanding. They felt positive things during the process, and they accomplished with the activities proposed.

Virtual scenarios as Abril defined it, it is related to the use of technology and in this process, the students acquire internal motivation. The process of virtuality was new for everyone, it was something no one expected but fortunately students and parents had the capacity to learn how to use it and the classes were done through virtual platforms. The process implemented the research was not easy because as it was mentioned before, the students had some problems with their emails, but it could be carried out despite that.

## CONCLUSIONS

In this section will be found the final conclusions about the research but also recommendations about what can be changed for future research. Having already the results, it will be mentioned aspects that could have missed in this study and options to consider for future research.

The present research focused on implementing five strategies to improve 6<sup>th</sup> graders listening comprehension in remote learning at a public institution in Marinilla. Four instruments were used to apply the strategies and follow a sequence to gather all the data. The impact with the strategies was attention-grabbing. Although students' statistics in the pre-test and post-test did not show improvement in listening comprehension, there was an evident rise in students' self-confidence and motivation towards the listening exercises and the listening component as such.

Students' perspectives towards listening varied through the implementation of the listening strategies in this research. As stated in my objectives, the aim was

analyzing changes in students' behavior regarding this skill, both in performance and perception. Even though the first element remained still, as mentioned before, probably owing to the circumstances in which the tests took place, students' perceptions towards the skill demonstrated significant gaining.

Technical issues arouse as an inconvenience for a smooth development of the current study. Although the students had internet connection, they had problems with their emails, and it was sometimes impossible for them to participate actively. The virtual scenarios posed concerns both in the research and students to reach the set goals. I might assure that on-site procedures would have followed very different results. The distance appears an obstacle to facilitate understanding due to the absence of the teacher guides.

It could be proper for future research to have into account at first the different elements to use during the process because when doing the workshops and the two tests, the students had most of the time the same problem with the email and it affected the accomplishment of the different tasks. Despite those limitations, this project was operative, effect applying the strategies were observable. From students' points of view, they improved, not in their scores, but they are now familiar with the sequence they should follow before, during and after when listening to an audio. They also enjoyed the activities; it was a basic level, and they did not find the videos very difficult and now they like more to listen people talking in English and also goals were set to go to other countries in a future, but they know that it is necessary to understand to other people.

Working under the unexpected circumstances of this COVID-19 pandemic was challenging, but it was also an opportunity to confront myself as a teacher and find the way to teach meaningfully considering the reality and the context of my students. Thinking about our students can let us the way we need to follow to do an effective work.

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# ANNEXES

## Annex 1: Diagnostic test

edpuzzle Search content... Content Gradebook My Classes

At\_the\_Airport  
Carolina Hoyos

00:00 08:38

Assigned to 1 class

Video events

- 00:39 Multiple-choice
- 01:20 Multiple-choice
- 02:04 Multiple-choice
- 02:28

Assign  
Edit assigned video  
Duplicate  
Share preview  
Delete

Activar Windows  
Ve a Configuración de Windows para activar Windows.

<https://edpuzzle.com/media/6049827ea1f93842980e2d3b>

## Annex 2: Questionnaire 1

**Cuestionario sobre la habilidad de escucha en ingles**

Aquí encontrarás algunas preguntas sobre tu percepción de la escucha en inglés y tu experiencia con ella

**\*Obligatorio**

¿Cómo calificarías la habilidad de escucha en inglés? \*

Muy fácil

Fácil

Más o menos

Difícil

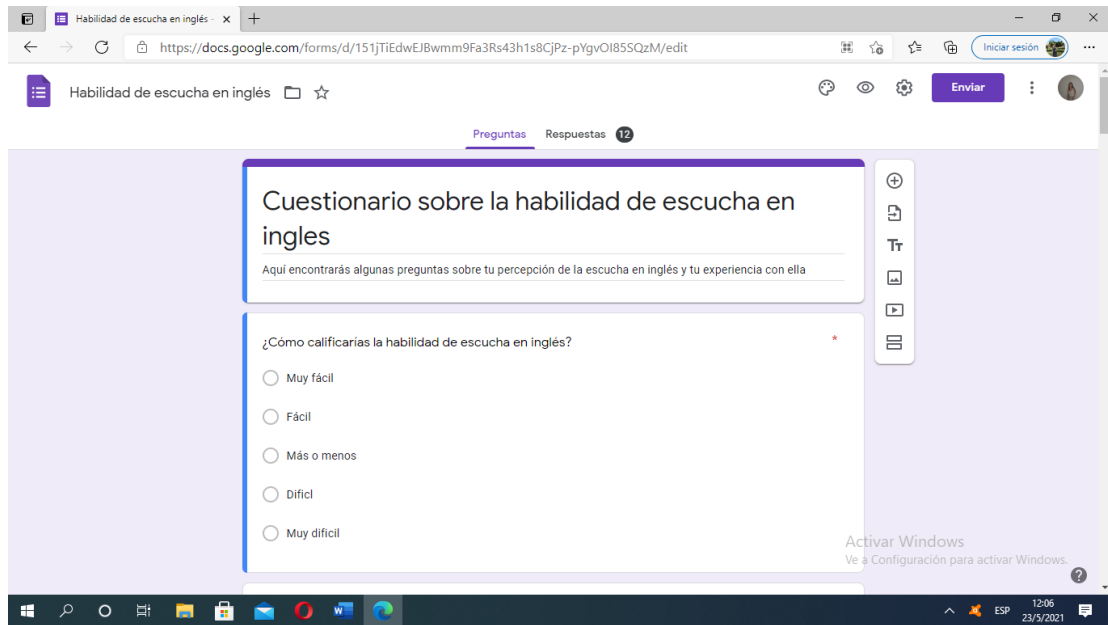
Muy difícil

¿Qué actividades han hecho tus profesores para promover la habilidad de escucha en inglés en el aula? \*

Activar Windows  
Ve a Configuración para activar Windows

[https://docs.google.com/forms/d/e/1FAIpQLScD11nmeBsetM5rzTBepd4SaCR0y3NgA\\_EG1aDTf-rHMEuEpw/viewform](https://docs.google.com/forms/d/e/1FAIpQLScD11nmeBsetM5rzTBepd4SaCR0y3NgA_EG1aDTf-rHMEuEpw/viewform)

## Annex 3: Questionnaire 2



The image shows a screenshot of a Google Forms questionnaire. The browser address bar displays the URL: <https://docs.google.com/forms/d/151jTiEdwEJBwmm9Fa3Rs43h1s8CjPz-pYgvOI85SQzM/edit>. The form title is "Cuestionario sobre la habilidad de escucha en ingles". Below the title, there is a subtitle: "Aquí encontrarás algunas preguntas sobre tu percepción de la escucha en inglés y tu experiencia con ella". The main question is "¿Cómo calificarías la habilidad de escucha en inglés?". It is a multiple-choice question with five options: "Muy fácil", "Fácil", "Más o menos", "Difícil", and "Muy difícil". The form is displayed in a web browser window with a Windows taskbar at the bottom. The taskbar shows the time as 12:06 on 23/5/2021. There is also a watermark "Activar Windows" in the bottom right corner of the form area.

<https://docs.google.com/forms/d/151jTiEdwEJBwmm9Fa3Rs43h1s8CjPz-pYgvOI85SQzM/edit>

#### Annex 4: Journal

Date	Aim	Observations
1. February 26 <sup>th</sup> 2021	To implement the first questionnaire to know their perceptions about listening and their experiences in that competence.	After students were said about how will be this process, they were enthusiastic because they like listening and, they want to be better, but the teachers also offered the ones who stay in all the process an extra grade. The questionnaire showed in general terms that they liked the competence, that the teachers do activities to improve and that they do not find difficult listening.
2. March 11 <sup>th</sup> 2021	To diagnose their listening level	This implementation was hard because there were a lot of problems with the Edpuzzle platform

		<p>because they needed to enter with the email and most of them could not. My CT cited them on March 15 to finish what we started and fortunately everything went well. I really felt stressed because all the workshops would be through that platform to facilitate the analysis.</p>
3. March 24 <sup>th</sup> 2021	To apply the first workshop working on the three strategies chose	<p>In this first workshop was designed some question according to the video, but before they were doing that, I explained what the video was about, some vocabulary that could be hard to understand for them, I asked them what could be heard and then I pasted the link in the chat.</p>

		<p>After finishing that, I asked them how they felt, expectatives and compromises for the next session to improve. One thing that was like an obstacle was that I could not put the video without subtitles, and it was easier for them and maybe the grade will not be the real according to their level</p>
4. May 14 <sup>th</sup> 2021	To implement post-test and second questionnaire	<p>I had one last workshop to implement but as my students have class every two weeks, the time was not enough to analyze the information, so I decided to finish. In this opportunity was easier, I explained them what the idea was and invite them</p>

		<p>to answer the questionnaire. I was worried in a moment that was not electricity and there were some students finishing the test, but fortunately they could continue and after that check the questionnaire proposed. For this last test I could prepare the video without subtitles and the good thing was that more students could do it without problems with the e-mail and they also asked about if they could continue with the activity but unfortunately, I had to explain them that it was just for a short time.</p>
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## Annex 5: Post-test

The screenshot displays the Edpuzzle web interface. At the top, the browser address bar shows the URL <https://edpuzzle.com/media/609c4b77803099419375df88>. The Edpuzzle logo and a search bar are on the left. Navigation tabs for 'Content', 'Gradebook', and 'My Classes' are on the right. The main content area features a video player titled 'Post-test' by Carolina Hoyos. The video player shows a blue background with a semi-circle of colorful dots and a play button. Below the video is a progress bar and control buttons. To the right of the video player is a sidebar with 'Video events' and assignment options. The 'Video events' section lists three multiple-choice questions at timestamps 00:34, 00:58, and 01:21, with a total duration of 02:02. Below this, there are options to 'Assign', 'Edit assigned video', 'Duplicate', 'Share preview', and 'Delete'. At the bottom of the sidebar, there is a 'Delete' button and a notification for 'Activar Windows'. The Windows taskbar is visible at the bottom of the screen, showing the time as 13:41 on 27/5/2021.

<https://edpuzzle.com/media/609c4b77803099419375df88>

Annex 6: Consent form

For students of 6<sup>th</sup> grade

Title of study: Strategies to Improve 6<sup>th</sup> Graders Listening Comprehension in Remote Learning at a Public Institution in Marinilla.

I confirmed that I have read and understood the intention of the project.

I confirmed that I have had the opportunity to ask something that I did not understand, and the researcher has answered.

I understand that my participation is voluntary, and I am free to finish the process when I do not feel comfortable.

I understand that any information analyzed in the investigation will be anonymous and any information that identifies me won't be show in public.

I consent to use of the data in research, publications, etc.

I consent to be recorded as part of the project.

\_\_\_\_\_

Name of participant

Date

Signature

\_\_\_\_\_

Researcher

Date

Signature