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"SCAFFOLDING STRATEGY WITH AUDIO-VISUAL AIDS TO ENHANCE LISTENING SKILLS IN SEVENTH GRADERS AT MARIANO SUAREZ VEINTIMILLA HIGH SCHOOL"

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DEDICATION

I want to thank my parents, Alicia and Arnaldo, for their unconditional support and encouragement to pursue my dreams. Thank you for refusing to let me settle and for seeing my potential even when I'm too scared to see it myself. Thank you to my siblings for being my heart's band-aid, especially my sister Mishu, who has inspired me to be resilient and persistent. I hope to be as brave as you one day.

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RESUMEN

El aprendizaje del inglés como lengua extranjera presenta dificultades para los estudiantes, especialmente en el desarrollo de la comprensión auditiva. Esta investigación tuvo como objetivo proponer una estrategia de andamiaje basada en recursos audiovisuales para mejorar la comprensión auditiva de los estudiantes de séptimo grado de la Unidad Educativa Mariano Suárez Veintimilla. El estudio se desarrolló con un enfoque mixto, combinando métodos cualitativos y cuantitativos. La recolección de datos se realizó mediante encuestas aplicadas a 41 estudiantes de séptimo grado y a 5 docentes de inglés, lo que permitió identificar las principales dificultades en la comprensión auditiva, así como las percepciones docentes sobre el uso de estrategias de andamiaje y de recursos audiovisuales. Los resultados evidenciaron que la aplicación de estrategias de andamiaje, como la predicción, la práctica guiada y la reformulación de la información, junto con el uso de recursos audiovisuales, favorece significativamente el desarrollo de la comprensión auditiva y la motivación de los estudiantes. A partir de estos resultados, se diseñó una guía didáctica como propuesta pedagógica para apoyar la enseñanza del inglés en séptimo grado.

Palabras clave: Estrategias de andamiaje, recursos audiovisuales, inglés como lengua extranjera, comprensión auditiva.

ABSTRACT

Learning English as a Foreign Language (EFL) can be challenging for students, particularly in developing listening comprehension skills. This study aimed to propose a scaffolding strategy supported by audiovisual aids to improve the listening skills of seventh-grade students at Mariano Suárez Veintimilla High School. A mixed-methods approach was employed, combining qualitative and quantitative techniques. Data were collected through surveys administered to 41 seventh-grade students and 5 English teachers, which helped identify learners' listening difficulties and teachers' perceptions of the use of scaffolding strategies and audiovisual resources in the classroom. The findings indicated that the use of scaffolding strategies, such as prediction, guided practice, and information reformulation, together with audiovisual aids, positively contributes to students' listening comprehension and motivation. Based on these results, a didactic booklet was designed as a pedagogical proposal to support English teachers in effectively developing listening skills in basic education.

Keywords: Scaffolding strategies, audiovisual aids, EFL, listening comprehension.

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INTRODUCTION

Language plays an essential role in human interaction. According to the Uo People Website (2024), humans are the only species that have mastered cognitive linguistic communication, even though all animals have communication styles. People from different cultures and communities can effectively communicate their distinctive ideas and customs through language. A person can acquire an understanding of ideas and concepts that may be different from those in their own culture by learning a foreign language. It also promotes familiarity with social interactions and traditions among other ethnic groups.

From this perspective, English has stood out as the universal language and is essential to global education. A large amount of the knowledge in the world is mediated by this language. Many nations have made English the standard language of teaching in higher education since the 1960s, and even in those where it is not an official language, its usage is growing. It is therefore frequently the first idiom that children learn when they start school, and is still widely available to people who either did not learn it in their early schooling or did not become proficient enough (Crystal, 2003).

In Ecuador, English instruction began in 1912 and was officially declared a required subject in the national curriculum in 1950, under the government of President Galo Plaza Lasso. To improve the English ability of Ecuadorian instructors and students, MINEDUC has continually explored international partnerships and implemented notable educational innovations. Despite being made a required subject in the national curriculum, English literacy remained rather than an attainable goal due to a general lack of qualified teachers, unclear standards, and insufficient teaching resources (Newman et al., 2023).

Hence, using instructional techniques that direct and reinforce learning as students gain proficiency is essential. Teachers may assist students get a better insight by using the scaffolding approach, which involves offering support and direction. As stated by Gibbons (2015) and Reiser & Tabak (2014), it has been thought of as the assistance given to students to accomplish learning objectives; for this reason, educators may employ scaffolding to assist students in creating their own routes and progressively expand their knowledge, and create new information by using the teacher’s tactics.

On the other hand, it is crucial to support the ongoing development of students' listening skills as a means to assess the scaffolding approach. All other skills are built on listening, which is also the main strategy students employ to interact with their target language and culture. It is thought to be the hardest type of language proficiency for some dialect learners. Student guidance or information gathering from a variety of communications, including speech, study, directives, poetry, and music, is the goal of listening. To improve their skills, students should interact with a range of literature and take into account the variables that affect their listening comprehension, such as language competency, motivation, and awareness of their environment.

Research Problem

In the world, English is one of the most commonly spoken languages. Yuvia Antonia (2021) discovered that

> English is an important international language that can be connecting society with the world in various aspects, including aspects of education, as an international language. English is divided into four skills, which are listening, speaking, reading, and writing. The fourth such capabilities must be mastered in order to master the English language very well. Listening is one of the skills that must be comprehended in learning English. Listening is a skill that compels students to be the most proficient because, without listening skills, the communication process cannot work well. As for that, listening plays an important role in everyday communication.

Although effective interpersonal interaction requires listening, language learners nevertheless face challenges in the classroom. Students have significant challenges in learning basic listening competencies, particularly insufficient educational facilities, inadequate resources, and limitations. To bridge the gap between the importance of listening skills and the difficulties in acquiring them, this situation emphasizes the urgent demand for curriculum changes and better teaching strategies.

Nonetheless, the results have not improved substantially, as in Latin America. According to a 2020 study by the English Proficiency Index, the region has the lowest levels of English proficiency. Due to a lack of language facilities and the high cost of these programs, low English proficiency rates are attributable to poor-quality language- teaching curricula in public education and difficulties accessing alternative schooling. According to the index, some Latin American countries with the lowest rates of English proficiency are Colombia, Venezuela, Ecuador, and Mexico (Thelwell, 2022).

One of the school system's weaknesses in Ecuador has been found to be the teaching of English. "There are still many students who have trouble pronouncing it correctly, especially when listening to foreigners speak it or even understanding the words or sentences that the native speakers use". This suggests that their vocabulary and listening comprehension of English are still limited (Raraintan, 2021). Listening is occasionally viewed as particularly challenging for young EFL learners and can potentially cause tension, worry, irritation, and misunderstanding. Considering each student has a different learning style, it is crucial to keep in mind that not all students respond well to the same approach.

Moreover, the viability of students' listening skills is impacted by a number of issues with the teaching-learning process. Teachers at Ecuadorian schools made deductions about possible problems in a variety of subjects, such as lack of preparation for teachers, trouble creating worthwhile and interesting activities, fatigue, and low comprehension (Machado et al., 2021). Ecuador currently ranks 82nd out of 116 countries surveyed in the 2024 English Proficiency Index (EF EPI) assessment, down two spots from the previous year. This indicates

a remarkably low degree of English competence in comparison to other countries, underscoring the pressing need to improve the country's language skills. The Ministry of Education recognizes its role in increasing students' access to overseas scholarships while it implements steps to enhance English education.

Research questions

- How does the scaffolding strategy influence the development of Listening comprehension skills?

- How does scaffolding strategy with audiovisual aids impact the development of listening skills in seventh-grade students?

- How do students' levels of engagement and motivation change when using scaffolding strategies with audiovisual aids in English classes?

Justification

In order to solve the listening proficiency issues that seventh-grade students at Mariano Suarez Veintimilla High School confront, scaffolding techniques and multimedia aids are required. This research is significant at the local, regional, and national levels because it will help children become more skilled in language generally, which is crucial for academic and professional success in a world that is becoming more complex

In the process of learning, listening is important. Practical interpretation and processing of information is more important than merely hearing what is being said. Academic performance is often higher for those who possess great auditory abilities. Active cognitive engagement, focus, and the capacity to connect new material with previous knowledge are all necessary for developing proficient listening skills (Windsor, 2024). This initiative supports enhancing listening abilities, which is in line with the educational objectives of improving English language instruction in Ecuador.

Furthermore, this research is expected to interest educators by providing insights into innovative teaching practices that support the development of listening comprehension. It may also serve as a reference for similar educational institutions seeking to enhance their English teaching methodologies. The study contributes to the broader scientific and technological community by reinforcing the importance of integrating audiovisual materials and scaffolding strategies in language education.

The accessibility of material resources made this research achievable in terms of practicality. The utilization of audiovisual content becomes easier with the school's access to the technology, including laptops and projectors. Meanwhile, a few things need to be taken into account, such as the limited time available for gathering and analyzing information and unexpected objections to altering conventional teaching techniques. The initiative remains viable and advantageous for enhancing English language education in spite of these obstacles.

Moreover, indirect beneficiaries include the school institution, which will gain from better academic achievement and credibility, and future students who are going to be instructed using improved approaches. Students in the seventh-grade are going to benefit from this study, since their general English vocabulary and listening abilities will increase. The acquisition of useful tools and techniques to improve their teaching methods is additionally beneficial to educators.

Therefore, by addressing listening comprehension difficulties through scaffolding and audiovisual aids, this research seeks to make a meaningful contribution to language education, providing both immediate and long-term benefits for students, educators, and society.

Objectives

General Objective

- To determine a scaffolding strategy with audio-visual aids as a resource in the enhancement of the listening comprehension skill of EFL young learners.

Specific Objectives

- To examine how the scaffolding strategy using audio-visual aids helps strengthen listening skills in seventh-grade students.
- To identify key challenges seventh graders face when learning through the scaffolding strategy using audiovisual aids.
- To design a didactic booklet with interactive activities using a scaffolding strategy through audio-visual aids to strengthen listening skills in seventh graders.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a lingua franca

Nowadays, English plays a vital role in facilitating global interaction. English has become a common language, allowing people from different countries to communicate, share ideas, and build connections beyond cultural and linguistic boundaries. Walia (2025) explains that English has emerged as the primary global lingua franca, serving as a medium of communication in commerce, education, research, and technology. The use of English has spread through historical, social, and linguistic processes, and it includes not only native speakers but also non-native speakers who use it as a second or foreign language.

Beyond its role as a global language, English serves as an important tool for connecting individuals and supporting their academic and professional development. Bhagat (2024) also notes that English is the lingua franca of the modern world and has become the predominant language of international business, diplomacy, and academia. Proficiency in English enables students and professionals to communicate effectively across borders, access global knowledge, and collaborate on international projects.

Moreover, as the world continues to change, English continues to evolve, reflecting the new ways people connect, learn, and exchange ideas across cultures. Rahmani and Karimi (2025) highlight that English has developed noticeably as a result of technological advances and globalization, remains the most widely spoken international language, and continues to evolve as people use it to meet new communication needs. This ongoing development demonstrates how language reflects how the world moves and interacts. 1.2. Theoretical foundation 1.2.1. Sociocultural theory.

According to Vygotsky's sociocultural theory of learning, social interactions promote learning. Theoretical practices in education foster social connections and active participation in education tasks by building relationships. Students acquire knowledge through observation, listening, and discussion of their assignments. Vygotsky's theory posits that awareness is a function of socialization. His beliefs also maintained the importance of social interaction in a child's cognitive development (Sallehuddin, 2021).

Vygotsky maintained that learning is fundamentally dependent on interpersonal communication. He contended that the intellectual development of children initiates through their relations with others, which are subsequently internalized. This viewpoint was unprecedented at the time, as most psychologists focused on individuals' thoughts or habits. Consequently, Vygotsky redirected the emphasis by expanding his argument to encompass cultural diversity, language, and social context (Pappas, 2025).

1.2. Zone of Proximal Development

The Vygotsky Hypothesis is a principle in the psychology of learning that describes

how educators provide short-term guidance to learners while they acquire novel competencies or knowledge. This concept is closely related to Vygotsky's broader ZPD framework, which emphasizes the difference between what a learner can do independently and what they can accomplish with supervision (Rusconi, 2024). Moreover, the ZPD not only specifies what learners can currently do, but it also shows how directed support gradually helps them acquire greater levels of comprehension.

From this perspective, the zone of proximal development is a process that offers a new view of human development, prioritizing creativity and emphasizing the potential and techniques that facilitate cognitive processes and learning (Ness, 2022). Moreover, this viewpoint holds that learning is a continuous process in which intentional instruction and meaningful engagement contribute to the learner's ongoing development.

Another aspect of this concept concerns the range of potential growth students can achieve within a given period of learning when ideal conditions are met, such as effective teacher guidance and a supportive educational environment (Oxford English Dictionary, 1997, as cited in Chand, 2023). For this reason, this theory supports the view that well- structured support enables learners not only to expand their current skills but also to develop the confidence and cognitive preparedness required to progress to higher-level activities.

Hence, in educational settings, teachers might primarily assess students' prior ability levels. Educators should provide guidance that builds on each child's strengths. Teachers can foster this growth by:

- Designing and creating classroom lessons. For instance, the instructor may split the class into sections and pair novice young learners with more skilled pupils.

- Applying guidelines, recommendations, and personalized instruction to assist students in developing their capacities (Cherry, 2025).

Therefore, the Zone of Proximal Development is both a theoretical concept and a practical framework that emphasizes how strategic guidance, beneficial environments, and targeted teaching practices promote learners' cognitive development. Understanding the distinction between their current abilities and their prospective growth enables teachers to design meaningful experiences that foster self-esteem, reinforce emerging skills, and help students adapt to challenging tasks.

1.3. Constructivism

> It is crucial to understand how learners construct meaning in educational contexts, given the principles that guide knowledge acquisition. Constructivism is an instructional model that allows individuals to develop new understandings by interacting with their existing knowledge and beliefs with new concepts and information. (Resnik & Glaser, 2016, as cited in Chand, 2023)

The theory further addresses the role of educators in supporting student learning, as teachers serve as facilitators in the educational process. Therefore, it requires a teacher to help students become active participants in their learning by developing significant connections among existing knowledge, emerging knowledge, and academic methods (Hallas, 2008; Tangney, 2014, as cited in Chand, 2023). Hence, constructivism claims that learners acquire new concepts by relating them to their prior knowledge. It also recognizes the key role that teachers play in guiding students in developing their own skills.

Exploring how constructivist approaches are implemented in traditional learning contexts involves an extensive analysis of the instructional decisions educators face every day. Researchers have provided vital insights into these methods by defining the qualities that distinguish outstanding constructivist teaching. Further, Brooks and Brooks conducted a comprehensive study of constructivist teaching approaches. They describe a constructivist instructor as an individual who:

- Promotes and encourages student autonomy and innovation; uses a varied selection of materials, including manipulatives and engaging content.
- Seeks out the pupil's comprehension of the concepts before imparting their own.
- Advocate for students to get involved in discussions with their teachers and classmates.
- Boost student curiosity by offering insightful open-ended questions.
- Allow students to participate in situations that challenge their original ideas, followed by discussions (Brooks & Brooks, 1993, as cited in Chand, 2023).

1.4. Importance of the English language in education for ESL students

English has become an essential part of education. It is not just another subject to study but a valuable tool that helps students communicate and learn beyond their environment. The ability to understand and use English effectively allows students to share ideas with people from diverse backgrounds and even participate in international academic or professional exchanges that enrich their personal and intellectual development. Bhagat (2024) explains that the English language has become vital to education in today's interconnected world, serving as an intermediate to a variety of information and opportunities. Proficiency in English is not only a valuable skill but also a key to success in both the classroom and everyday life.

The importance of English in education also lies in its strong presence within diverse cultural and academic contexts. English is not only a means of communication but also a bridge that connects learners to new ideas and opportunities. Through English, learners can explore various academic fields, cultures, and perspectives that were once limited by language barriers. Yusvia Antania (2021) found that

English is an important international language that can be connecting society with the

> world in various aspects of education. As an international language, English is spoken in most countries in the world. English is divided into four skills, which are listening, speaking, reading, and writing. The fourth such capabilities must be mastered in order to master the English language very well. (p.4)

Furthermore, developing these four skills should not be limited to theory; they should be integral to students' practical learning experiences. Integrating English into school programs allows students to use the language in meaningful and practical situations.

Choundhary (2024) explains that integrating English proficiency into the curriculum enables students to express themselves more confidently and to improve their speaking, listening, reading, and writing abilities. This foundation is important not only for testing but also for real-world situations, such as working with cross-cultural groups or navigating a multilingual environment.

As education continues to evolve, learning English is no longer merely about mastering a subject; it is about equipping students with the tools to express themselves and connect meaningfully with others. Guevara-Betancourt and Flores Albuja (2020) state that English is a contemporary global need and that English teachers must impart knowledge effectively to address it, while English learners foster communicative competence.

1.5. The Role of English in the Ecuadorian Context

Over the past few decades, Ecuador has recognized the growing importance of English as a medium for communication, education, and international relations. This awareness has informed educational strategies and modifications to improve English instruction in schools nationwide. English became a mandatory subject in secondary educational institutions in 1992, when the Foreign Language Administration was established. In collaboration with the Ministry of Education and Culture (MEC) and the British Council, the Curriculum Reform for the Development of English Language Learning (CRADLE) was initiated to improve the English curriculum in public and semi-public institutions, involving approximately 8,000 teachers at the time (British Council, 2015). This initiative was one of the earliest coordinated efforts to include English in Ecuador's national curriculum.

Orosz et al. (2021) enlightened that the relevance of English as a foreign language (EFL) in Ecuador has been acknowledged in several education policy documents, such as the National Curriculum Guidelines (Ministerio de Educación, 2013) and English as a Foreign Language Curriculum (Ministerio de Educación, 2016). These documents illustrate the government's goal of encouraging language acquisition as part of students' academic and professional development.

Furthermore, Orosz et al. (2021) noted that one of the most significant reforms is that secondary school students are now required to graduate with an intermediate level of English, equivalent to B1 on the six-point scale of the Common European Framework of Reference for

Languages (CEFR). Nevertheless, the national secondary school departure exam does not include English as a subject. As a result, only a limited number of students achieve this level, which subsequently impacts those who seek higher education (Calle et al., 2012; Halim, 2017, as cited in Orosz et al., 2021).

Overall, this situation reveals the gap between policy and practice in Ecuador's language system. While the country's efforts to promote English are notable, there remains a clear need to align curricular goals, teacher preparation, and evaluation procedures to ensure that students can genuinely benefit from acquiring the language and apply it effectively in real-world contexts.

1.6. Listening Skills and the role of audiovisual aids in their enhancement

The role of listening in English learning becomes evident when considering how students rely on this skill to understand information, follow instructions, and communicate effectively. Afriyuninda and Lulud (2021) emphasized that listening is a linguistic skill. It is an important aspect of the communication field process that students are expected to comprehend. By listening, students can absorb information and develop what the speakers are saying.

Listening skills are essential in audiovisual teaching, as they enable students to fully understand and interpret the combined input of sound and visuals, leading to greater content retention and improved critical thinking. Effective listening enables students to integrate auditory information with visual instruction, infer meaning, actively participate in collaborative learning, and develop a deeper understanding of the subject matter, thereby improving overall academic performance (Muthmainnah & Nurbayan, 2024).

Furthermore, listening is viewed as a process in which individuals interpret the information they have heard into context. The ability to listen is a vital competence for learners, particularly in learning and instruction (Brown, 2006, as cited in Afriyuninda & Lulud, 2021). To understand how listening develops, it is necessary to consider the linguistic components that influence the perception and interpretation of spoken messages. These elements help learners recognize sounds, patterns, and structures in English, thereby directly improving their listening comprehension.

Moreover, when these elements are supported by audiovisual aids, students tend to associate sounds more effectively with visual stimuli, patterns, and contextual cues, thereby enhancing their knowledge and reducing cognitive overload during listening tasks. Highlighting these underlying aspects of listening is essential, as these language subdivisions form the foundation of effective listening (Muthmainnah & Nurbayan, 2024). Thus, the language subdivisions are stated underneath:

1.6.1. Stressed syllables

Effective listening skill comprehension involves understanding how spoken English is structured, specifically how stress patterns impact the rhythm and meaning of what learners hear. Anderson et al. (2022) emphasized that syllables play an important role in the overall pattern and structure of language, particularly when some are stressed, giving them greater prominence in linguistic communication.

On the other hand, stressed syllables are essential for listening, as they are the primary component of language comprehension, rhythm, spelling, and meaning. Thus, audiovisual tools assist students by providing clear examples of how stress is used to identify words, underline vital information, and produce authentic speech. By using these resources, students should develop a visual and auditory understanding of stress patterns, thereby improving listening ability and pronunciation accuracy (Espinoza et al., 2021).

1.6.2. Intonation

Intonation is a key aspect of communicating. It primarily conveys the speaker's attitude toward the listener or the issue under discussion. In linguistics, for instance, intonation is variation in spoken pitch that is not used to distinguish words; rather, it serves a wide variety of functions, including conveying speakers' attitudes and emotions and marking distinctions among sentences and requests (Dash, 2022). Since these intonation patterns may be challenging for students to identify solely through listening, it is beneficial to provide supplementary support that clarifies and simplifies their interpretation.

Consequently, audiovisual aids are essential for understanding intonation because they integrate auditory and visual inputs to support learning, making it easier to discern the meaning, emotion, and rhythm of spoken language. Visual elements such as gestures and body language provide context for the tone of voice, whereas audio enables learners to concentrate on pitch and stress, resulting in higher comprehension and pronunciation accuracy (Daulay, 2025).

1.6.3. Phonemes

Phonemes are the smallest fundamental units that represent the components that jointly comprise speech sounds; hence, they are the foundation of phonological development (Havid et al., 2023). Therefore, recognizing the fundamental purpose of phonemes provides a stronger base for studying how these sounds function within wider speech patterns and accents.

Besides, phonemes are formed by specific speech patterns or spoken accents, and their primary distinguishing feature is how they are distinct from other phonemes in the structure of language. For it to be considered an accurate word in any dialect, it requires an appropriate sequence of phonemic sounds, notwithstanding the number of phonemes recognized by the language (Routledge, 2004, as cited in Havid et al., 2023).

1.6.4. Vocabulary

Vocabulary is a critical component of linguistic knowledge. It serves an important purpose for anyone acquiring a language, particularly English, or for language learners in general (Cameron, 2001, as cited in Agazzi, 2022). Despite its status as a key component of linguistic ability, vocabulary is especially important given how learners process listening input, particularly when supported by audiovisual resources.

Vocabulary is essential for proper listening ability; without sufficient word comprehension, spoken language is practically unattainable. Audiovisual aids enhance relevance by providing context, engaging multiple senses, and improving memory retention, thereby making the learning and identification of unfamiliar words during listening exercises more effective and memorable (Chung, 2023).

1.7. Psychological factors that affect listening skills

Listening is a fundamental skill, as effective communication requires not only hearing but also properly interpreting messages (Guo and Will, 2006, as cited in Hasan, 2024). Furthermore, listening involves more than identifying sounds; it is influenced by the listener's emotional state, level of attention, and overall disposition toward interacting with spoken language.

Hasan (2024) states that:

> Listening is a difficult skill for English language learners. Additionally, the majority of teachers in the classroom are not native English speakers; thus, students rely solely on their instruction in the language. Due to their inability to understand the listening portion of exams when listening to native speakers, they receive lower scores. However, in some educational settings, such as schools and universities, a lot of teachers haven't given this area of skills much thought, and they frequently just concentrate on teaching writing, reading, and vocabulary mastery, so that students frequently run into problems when learning English skills.

Listening is a cognitively challenging task, though psychological aspects make it more difficult. Consequently, psychological factors such as motivation, confidence, and anxiety may substantially affect how students interpret and respond to what they hear, making these internal factors critical to effective listening competence (Conti, 2025).

1.7.1. Low Motivation

Low motivation can significantly hinder students' ability to attend and comprehend spoken language. A lack of interest or feeling overwhelmed often leads to attentional deficits that directly affect understanding. As a result, listening is one of the most difficult skills for students to master, as their mental state can easily interfere with understanding what they hear.

Hasan (2024) found that:

> Motivation among students is one of the key elements that influences listening comprehension. For students, it might be challenging to stay focused in a classroomwhen learning a foreign language. The slightest interruption in focus can significantly impair comprehension when it comes to listening comprehension. Understanding would be simpler for students when they found the listening text's content to be fascinating. Despite their enthusiasm for the subject, students find listening to be extremely tedious because it requires so much concentration to understand what is being said.

1.7.2. Anxiety

Anxiety is a distinct psychological issue that can drastically affect how students perceive listening activities. When learners are anxious or overwhelmed, their ability to interpret spoken language is often diminished, making even simple input difficult to understand. In several situations, this mental load becomes a persistent barrier, affecting both their understanding and willingness to participate in classes.

Anxiety reduces learning outcomes by producing nervousness, hesitation, and decreased participation. Anxious students will struggle to comprehend the lessons. They may understand more slowly and be unable to demonstrate their learning. Further, it may face subsequent challenges, increasing its levels of anxiety (Kasmiati, 2021).

Thus, according to Mantilla y Guevara-Betancourt (2023), it is highly recommended that EFL instructors develop efficient methods for decreasing anxiety to address anxiety-inducing situations. Indeed, anxiety has a substantial impact on how students overcome academic problems, often intensifying their perception of difficulty and decreasing their confidence. Acknowledging the significance of these psychological aspects underscores the critical role of emotional stability in facilitating efficient learning.

1.8. Scaffolding in ESL Education

1.8.1. Scaffolding concept

Bruner's scaffolding approach was developed in 1979 within the framework of the societal constructivist philosophy, influenced especially by the work of Russian psychologist Lev Vygotsky. In his work, Vygotsky contended that humans acquire knowledge most effectively in social contexts, where they construct meaning through interaction with others. His Zone of Proximal Development hypothesis, which states that individuals learn more when working with a competent counterpart, served as the foundation for Bruner's scheme (Wheeler, 2025).

Wood and Bruner defined the term "scaffolding'' as the aid provided by skilled individuals, elders, or peers during the academic development of another individual (Wood

and Bruner, 1976, as cited in Xia, 2023). Likewise, students improve their intellectual performance when someone guides them in retaining new or complex ideas. This instruction fosters autonomy and helps them feel more capable as they tackle unfamiliar tasks.

Moreover, Bruner maintained that whilst young learners initially acquire unfamiliar terms, they require continuous assistance from teachers and other authoritative figures. They initially rely on guidance, but as they develop greater self-reliance in their cognitive abilities and acquire new skills and expertise, their need for reinforcement may gradually fade. Given the simplicity of Bruner's theory, Scaffolding can be implemented across fields, backgrounds, and curricula (Wheeler, 2025).

1.8.2. Scaffolding in teaching and learning for ESL students

Scaffolding is a method for establishing a solid structure of fundamental knowledge before progressively developing on it. In education, it is a teaching strategy in which a teacher provides students with short-term assistance to help them acquire innovative ideas or skills. The educator gradually reduces supervision as learners gain proficiency, allowing them to work independently (Gcu, 2020).

As Nance (2025) explains, Scaffolding is an instructional approach in which teachers present content in stages, offering less support as students master new concepts or material. It is similar to scaffolding in a building, which provides students with a framework for learning as they build on their understanding. When students have reached the desired level of awareness or mastery, the tutor can step back and prudently withdraw their guidance.

There are six functions of scaffolding that tutors use to guide learners:

1. Motivating the child to participate in the activity.
2. Reducing the amount of autonomy or facilitating the assignment.
3. Maintaining guidance, or keeping their attention focused on a specific goal.
4. Highlighting crucial characteristics or conveying details on the distinction between what the student achieved and what the tutor will deem proper.
5. Managing anxiety and nervousness.
6. Modeling alternatives for a task requiring a visualization of the action to be fulfilled, and might include execution or merely instruction of a procedure already partly conducted by the student (Wood et al., 1976, as cited in Mathé & Christensen, 2024).

Osman et al. (2021) argued that Scaffolding, as an instructional tool, depends significantly on the idea that students enter any educational setting with the intention of acquiring accurate or inaccurate insight. Thus, the primary goal is to emphasize the student's

prior experience to enable the use of an appropriate, effective strategy to foster higher performance.

Scaffolding supports educational achievement by providing guidelines, tools, hints, and activities designed to enhance intellectual and interpersonal skills. Scaffolds help students absorb new information and build on previous understanding. Developing social competencies through temporal scaffolding enhances students' ability to handle challenging activities (Casem & Alicia, 2013, as cited in Osman et al., 2021).

Furthermore, Scaffolding serves as an effective oversight mechanism, offering tailored assistance that boosts students' confidence. It uses visual aids to help students identify areas for improvement and to carry out tasks correctly and effectively (Osman et al., 2021).

1.8.3. Instructional scaffolding strategies in the educational context

Scaffolding in educational settings enables students to overcome unfamiliar and complex tasks. By guiding students progressively, challenging subjects become more approachable and less daunting. This type of tutoring helps students to gradually gain comprehension and a deeper understanding in the classroom.

Scaffolding has a beneficial effect on students' cognitive and emotional academic performance, theoretical comprehension, rhetorical competencies, academic autonomy, determination, problem-solving, and misunderstandings. Scaffolding methods and strategies can enhance students' learning (Azzaroiha et al., 2025).

Regardless of the teaching method, professors should consistently present new topics to students in a way that aligns with their current level of knowledge. Once teachers have determined their students' foundational stage, they can scaffold emerging material using the following procedure:

- Divide the latest module into separate components.
- Set up objectives for each unit.
- Lead students within each task as they begin.
- Clarify the course or exercise's aim by answering the query: "Why do we need to know this?''
- Organize students into groups to establish their techniques and assist one another.
- Provide recommendations or samples of performed projects to check progress.
- Establish a process for students submit their research for comments and/or measures to evaluate knowledge (Nance, 2025).

1.8.4. Scaffolding strategies to strengthen listening skills for ESL students

The development of proficient listening abilities frequently begins with recognizing that many students struggle with spoken language. Supportive guidance may help children feel less anxious as they attempt to understand new sounds, concepts, and communicative contexts. The use of scaffolding is especially meaningful in this process, considering that allows teachers to guide students step by step while they build confidence and awareness.

Scaffolding is vital in fostering listening skills, since it provides an ongoing support framework that benefits students, particularly those who are inexperienced with the skill or who face difficult subjects, in transitioning from a dependent to an autonomous level of knowledge. This facilitates hearing by simplifying challenging drills, building on prior knowledge, and promoting confidence in learners, allowing them to successfully execute them individually (Albalawneh & Tepsuriwong, 2020). Once students gain confidence working independently, they continue to gain benefits from supplementary classroom techniques that reinforce and motivate them.

At this stage, it is critical to implement supporting approaches that make listening tasks simpler and more reachable, while also reinforcing the aid they have previously received through scaffolding. Effective strategies for English as a Second Language (ESL) learners include using visual aids and gestures, providing a friendly environment, organizing assignments, and scaffolding with sentence starters and pair-sharing exercises. Making instruction differentiated and cultivating solid connections with students are also crucial for their social and educational achievement (University of San Diego - Professional & Continuing Education, 2025).

Some studies have proposed methods for assisting students. They include preparing students to listen, offering backing up while listening, selecting suitable lessons, providing constructive criticism, the instructor modelling proper listening methods, personalized instruction, and self-directed practice (Al Aila, 2015; Gibbons, 2015; Goh, 2017; Reiser & Tabak, 2014 as cited in Albalawneh & Tepsuriwong, 2020). Hence, some of the most effective scaffolding strategies to boost listening skills are described below:

- **Prediction:** Prediction methods aid listening comprehension in three distinct ways. First, these assessments focus on task objectives by allowing students to anticipate material based on question triggers or pertinent clues, thereby shifting their attention to key facts. Second, they broaden the range of interpretations by stimulating associated cognitive pathways, thereby increasing the amount of linguistic input students can manage. Lastly, it reduces nervousness during listening by lowering tension induced by recent information and increasing psychological preparedness for listening tasks (Wu, 2025).

- **Brainstorming:** Brainstorming is an approach for developing innovation. It seeks to replicate brain function and generate as many ideas as possible. Thus, brainstorming is a form of collaborative thinking that facilitates the expression of diverse perspectives

(Steven, 1990, as cited in Alkhazaleh and Safi, 2024).

Rochka described three stages in the brainstorming method:

1. The first phase involves outlining the issue and simplifying its essential components. The components will then be classified and presented to the participants. Some students have firsthand experience with the subject matter, while others do not. Thus, students will replicate others' thinking about the topic by offering innovative and odd suggestions.

2. The second phase entails clarifying the method to be utilized and the appropriate behaviors. This step also requires guaranteeing that the brainstorming procedure's guidelines are followed.

3. During the third phase, ideas are evaluated and assessed using empirical techniques (Rochka, 1989, as cited in Alkhazaleh & Safi, 2024).

Consequently, the brainstorming approach is one of the greatest current educational methods. It seeks to establish a link between learning and proactive engagement. It aims to achieve this goal by dividing students into small collaborative teams to complete specific academic tasks. It is essential to establish groups that employ cooperative and collaborative teaching and learning methodologies (Azmi, 2008, as cited in Alkhazaleh & Safi, 2024).

Retelling: Retelling helps students develop their listening skills by asking them to listen intently for essential aspects, recall, and reconstruct knowledge in their own words. To use recounting, have learners listen to a narrative and then repeat it, with minimal guidance, to assess their understanding and develop language skills. This strategy improves listening comprehension, linguistic abilities, and cognitive development (Kelley, 2025).

Table 1

Levels of support for the retelling strategy

Student's retelling level	Assistance
All students **(Apply regardless of current proficiency level)**	-Create a storytelling diagram or a base chart (first, next, then, and last). -Enable learners to reference the text as required. - Encourage students to write or sketch key details.
Simple **(Contains essential information, explores significant details, and reiterates text in sequence)**	-Analyze sequence phrases or tale narratives as necessary.

Student's retelling level	Assistance
Complex – **When necessary, give students a work bank containing key** vocabulary	-Design focused questions that encourage students to develop intricate conclusions, hypotheses, or detailed responses. These questions can be printed as flashcards or sticky notes for students to use independently or with a partner. Example: "What did the protagonist do that?'' "How did that choice help the main character?'' "Can you tell me more about X detail?'' "What do you believe will occur after this?''
Most fulfilled	-Towards the culmination of the retell, ask students to assess the text using queries. Example: "Why do you think the author wrote this story?''

Note: Adapted from (Kelley, 2025)

1.8.5. Application of scaffolding in listening lessons

Scaffolding is essential for supporting students who have difficulty interpreting spoken language. During listening activities, adequate support can help learners feel more comfortable and less stressed. Introducing scaffolding techniques in listening classes can gently guide students toward clearer understanding and improved confidence.

Scaffolding in listening lessons provides temporary assistance to students in comprehending oral information, intending to progressively eliminate these supports as their abilities develop (Abrar et al., 2025). Visual aids, such as photos, diagrams, and realia; simplifying complex activities into smaller sections; modeling note-taking; and highlighting crucial information through repetition and intervals are all useful tools. Other tactics, including providing prior information, assessing comprehension, and using prompts to guide student cognition, are described below (Drive Resources, 2025).

1.8.5.1. Before Listening.

- **Convey background setting:** Present relevant background information of the audio context.
- **Use images and real-life situations:** Utilize pictures, tangible objects, or examples to make abstract ideas more realistic and understandable.
- **Introduce crucial vocabulary:** Before starting the listening exercise, introduce and clarify any key words.

- **Model drafting notes:** Show students how to take notes by creating an outline on the board.

1.8.5.2. During Listening.

- **Pause, question, and analyze:** At crucial intervals, pause the recording to ask students particular concerns and give them time to reflect, debate, and react.

- **Detail the assignment:** Remodel the listening activity into simpler, more achievable steps to gradually increase understanding.

- **Use repeating and grammar corrections:** Repeat essential words or ideas and simplify difficult material.

- **Supply hints and educators:** Provide verbal or eye-catching indicators to direct students' focus and thought, particularly for complicated or types of text problems.

1.8.5.3. After listening.

- **Check their comprehension levels:** Use explicit, leading, and open-ended inquiries to determine whether students understand the subject.

- **Boost a debate:** Foster student involvement and conversation so that they can fully understand and make meaning of the subject collectively.

- **Concentrate on certain linguistic features:** Help students discover and evaluate certain language aspects, such as slang or the impact of dialect on listeners.

- **Allow opportunities for responses:** Give learners a greater chance to discuss what they have heard throughout different tasks (Drive Resources, 2025)

CHAPTER II: METHODOLOGY

2.1. Description of the Study Area

The research study was conducted at Mariano Suárez Veintimilla High School, in the parish of San Francisco, in the province of Imbabura. This institution is located in Zone 1 of Ecuador's educational system and is classified as an urban educational center. The institution provides instruction at the Elementary School, Middle School, and High School levels, in both morning and afternoon shifts, serving approximately 1,006 students and 63 teachers, including 5 English teachers.

2.2. Research Type

2.2.1. Mixed Approach

To conduct this investigation, a mixed-methods approach combining qualitative and quantitative methods was adopted. By integrating numerical data with descriptive insights, researchers can recognize simultaneously observable patterns and the experiences that influence them. These combinations result in a more concise and equitable treatment of the subject under investigation.

As Oranga et al. (2025) highlighted, mixed-methods analysis entails combining qualitative and quantitative procedures within the same study to gain a more comprehensive understanding of the problem under consideration. This approach leverages the capabilities of both methods, enabling researchers to investigate multiple perspectives and uncover hidden links within the complex framework of research concerns.

Further, Ghanad (2023) determined that a Quantitative study is characterized by the quantification of objects and the formulation of inquiries such as "how numerous'', "how extensive'', and "to what extent''. The purpose of quantitative analysis is to statistically evaluate data and interpret insights from a sample of the investigation, from multiple perspectives. On the contrary, Qualitative studies collect data regarding individuals' thoughts, attitudes, and behaviors. It addresses the why and how of things rather than how many and how much (Tenny et al., 2022).

Qualitative research focuses on data reliability and seeks to understand the reasons and motivations behind behaviors, as well as how people perceive their experiences and society. It develops perspectives about a problematic environment and generates proposals and predictions. In contrast, Quantitative research aims to measure the comprehensibility and validity of the hypotheses generated in a study. Hence, quantitative study results might clarify how an entire population approaches a particular issue, as well as the variety among those beliefs (Ghanad, 2023).

As claimed by Wasti et al. (2022), Quantitative and qualitative research approaches address diverse inquiries, gather distinct types of information, and provide multiple responses.

Each technique set has inherent qualities and drawbacks, and each offers a distinct approach to handling a particular range of academic topics. Therefore, a mixed approach enables a more comprehensive understanding of the research problem by combining the depth of qualitative insights with the breadth of quantitative data.

2.2.2. Convergent Parallel Mixed Method

The investigation employed an integrated mixed-methods approach, using multiple data sources and methods to enhance the validity of the findings. As stated by Webber and Whitman (2024), a convergent parallel mixed-methods scheme is an empirical method that gathers and evaluates quantitative and qualitative data concurrently. Both forms of data are collected and evaluated independently before being combined during the analysis phase to assess, contrast, and synthesize outcomes for a more comprehensive understanding of the study subject. This technique is important for corroborating findings since each method can provide distinct evidence for the same issue.

2.3. Research Methods

Identifying the research approach is critical to ensure that the study is methodical, accurate, and credible. It establishes an explicit framework, assists in selecting relevant instruments and data-gathering methodologies, enables other researchers to replicate the investigation, and ensures that the final results are coherent and consistent (Sreekumar, 2025). As a result, a descriptive and explanatory methodological approach was used to provide a detailed, analytical understanding of the phenomenon.

The descriptive research approach focuses on identifying and describing the characteristics of the subject as they occur in its natural context. It aims to describe the situation without manipulating variables. As highlighted by Shinija (2024), descriptive methodologies seek to observe, describe, and analyze the characteristics of a case as they occur, without extensive modification or manipulation. Descriptive research is intended to gather additional information about features within a certain topic of research. Descriptive techniques are used to create hypotheses, highlight problems with current processes, inform decision-making, or identify possible alternatives to existing procedures.

The explanatory research approach seeks to analyze relationships among variables and to explain how or why certain effects occur. Explanatory analysis addresses the ‘why’ and ‘what’ questions, leading to a deeper understanding of a previously unresolved topic or providing clarity for upcoming research (George & Merkus, 2022). Moreover, his approach demonstrates that explanatory research strives not only to reveal the causes of specific results but also to help students understand the relationships between variables. Thus, by providing a larger and more flexible platform, researchers can examine more complex patterns and consider alternative interpretations, thereby increasing their overall awareness of the issue.

As stated by Damyanov (2023), Explanatory research investigates unconventional

theories and demonstrates cause-and-effect correlations among research variables. Several data-collection methods are typically used, including interviews, questionnaires, pilot studies, and observations, which help identify relevant connections in the data and support a transition to a more in-depth investigation of specific variables.

Thus, the explanatory component of this study employs a non-experimental, correlational design, seeking to identify fundamental patterns among two or more variables while preserving them. It establishes the degree of dependence and general course of the correlation between distinct variables (Damyanov, 2023). Evidently, the design provides a more robust understanding of how the variables interact, allowing researchers to identify causal relationships without altering the variables' current distributions.

2.4. Research procedure and tools

2.4.1. Survey

A survey was used as a quantitative instrument to collect structured data from participants. It included Likert-scale and multiple-choice questions to obtain quantitative data on their perceptions and experiences regarding the study variables. Survey research is a method for collecting data from a selected sample by administering questionnaires. It is used to collect data on a population's characteristics, attitudes, and behaviors to better understand patterns and relationships among variables. Evidence can be quantitative, qualitative, or both, and conclusions can be generalized to the broader population (Ponto, 2015).

2.4.2. Interview

An interview was used as a qualitative method to collect detailed, reflective information from the sample. It included open-ended questions that allowed respondents to express their opinions and experiences freely. Taherdoost (2022) stated that an interview is a qualitative method that involves asking questions to obtain information. Interviews often involve two or more persons, one of whom is the interviewer who asks the questions. This method enables the interviewer to collect richer data and draw more precise conclusions than conventional research methods, taking into account behavioral indicators, spontaneous thoughts, and emotional responses.

2.5. Research questions

- How does the scaffolding strategy influence the development of Listening comprehension skills?
- How does a scaffolding strategy with audiovisual aids impact the development of listening skills in seventh-grade students?
- How do students' levels of engagement and motivation change when using scaffolding strategies with audiovisual aids in English classes?

2.6. Participants

This study was carried out at Unidad Educativa Mariano Suárez Veintimilla, an educational institution that provides both primary and secondary education. The research involved 41 seventh-grade students and 5 English teachers, who participated in the quantitative and qualitative phases of the study, respectively. The sampling method used in this research was purposive nonprobability sampling, in which participants were intentionally selected based on their direct involvement in English teaching and learning at the seventh-grade level. Tajik et al. (2024) stated that non-probabilistic sampling is an investigation technique in which participants are deliberately chosen according to specific information, qualities, or behaviors pertinent to the study's aims rather than by coincidence. This strategy favors in-depth, focused insights from a particular category over a statistically significant sample of the wider population. Consequently, this method was appropriate because the seventh-grade class comprises 41 students, and the English teachers working with them were directly involved in the phenomenon under study.

2.7. Research procedure

The methodological process followed several stages to ensure the systematic collection and analysis of data. First, permission was obtained from the principal of Unidad Educativa Mariano Suárez Veintimilla to conduct the study with seventh-grade students and English teachers. Once authorization was granted, the printed survey was applied to the 41 students, who completed it during their English class. Subsequently, the interviews were conducted in person with the English teachers to obtain detailed insights. Finally, the information collected from the surveys was organized, analyzed, and interpreted using SPSS, with frequency tables used. Meanwhile, the interview data were examined qualitatively.

CHAPTER III: RESULTS AND DISCUSSION

This chapter summarizes and addresses the findings collected by two primary methods: interviews and a survey. At first, teachers shared their insights through an interview of seven open-ended questions, offering a unique perspective on the realities, difficulties, and effective approaches that characterize English education in their classrooms. Secondly, 41 seventh-grade students at Mariano Suarez Veintimilla High School were surveyed using nine questions, including Likert-scale and multiple-choice items, designed to elicit their opinions, learning experiences, and perceptions of the subject.

3.1. Responses from teachers within interviews

3.1.1. Question 1: How often do you include listening activities in your English lessons? Teacher's responses

- **A:** I try to include them in every single class. If there are no audio tracks, I use
- English most of the time when teaching.
- **B:** I like to use them all the time. I think it is a great tool for my students because it helps them concentrate and learn better.
- **C:** I don't include listening activities in my classes a lot because I prefer to use other materials.
- **D:** I always include listening activities in my classes. It has many benefits for my students, and I observed substantial improvements in their vocabulary and pronunciation.
- **E:** I try to use them as much as possible, but sometimes there are some problems with the speaker or noise outside.

Based on question 1, the teacher's responses indicate an overall favorable attitude toward integrating listening exercises into their classes, although the extent of use varies substantially. Teachers A, B, and D stated that they constantly use listening exercises, making them part of almost every lesson. They noted that consistent exposure helps students expand their vocabulary and enhance their pronunciation. Listening skills enable students to receive authentic language input, which helps them acquire vocabulary and improve pronunciation and intonation. Active participation helps learners improve their comprehension, better understand contextual clues, and develop the ability to derive meaning from spoken language (Nigina, 2023). Their commitment supports the belief that consistent listening practice yields authentic insights and improves linguistic patterns through repeated exposure.

On the other hand, Teacher C relies less frequently on listening activities, preferring other resources, whereas Teacher E regularly employs listening tasks but is occasionally interrupted by technical and external factors. Hoxha et al. (2020) explain that many

educators in these institutions are compelled to bring their own technological devices, such as cell phones and speakers, to work to support technology-intensive activities.

These observations reflect real constraints that teachers may face, such as noise levels, limited equipment, or insufficient funding. Thus, most responses indicate the need for listening practice in the school setting.

3.1.2. Question 2: What types of listening activities do you usually use in your classroom? Teacher's responses

- **A:** I take into account the suggestions from each lesson. I mean the CDs, because the topics on them are related to the class.

- **B:** I select listening tasks based on the lesson objectives from the English book. I always check that the material helps students to improve their grammar and vocabulary.

- **C:** I pay attention to the difficulty level. It is important to ensure that the audio is clear and easy to understand. So, most of the time, I include listening activities with transcription.

- **D:** I always use materials that relate to my students' daily lives or interests. I think this makes them feel more curious and engaged.

- **E:** I follow the curriculum, but I also enjoy applying additional resources when the textbook is too difficult to understand. I like to use cartoon videos or short videos. Sometimes I include one film per month.

In accordance with question 2, teachers A and B primarily rely on the textbook to ensure alignment with lesson objectives and the curriculum. Their observations imply a desire to preserve alignment between teaching goals and listening input, which is compatible with monitored classroom management. Teacher C emphasizes the difficulty level and prefers audio with transcriptions, demonstrating concern for accessibility and comprehension, particularly for students who struggle with speed or indistinct recordings. Russo (2024) describes that audio transcriptions are effective resources in English instruction, serving as a link between pronunciation and written comprehension.

In contrast, Teachers D and E use more personalized, visually supported materials, such as films, short videos, or activities related to their daily lives. This demonstrates an effort to make listening exercises more interesting and relevant by relating them to students' real-life experiences. Adash Eshankulovna and Sharofjon Qizi (2023) argued that films can serve as an exceptional instructional tool for teaching English. It helps teachers motivate students because the visual effect is more effective than merely listening to a lecture. Therefore, the range of responses indicates that teachers select resources not only in accordance with curricular requirements but also in response to students' needs, interests, and proficiency levels.

3.1.3. Question 3: What types of listening activities do you usually use in your classroom?

Teacher's responses

- **A:** Listening to fill in information and listening to get the main idea.
- **B:** Prediction activities
- **C:** I like to use note-taking activities or summarizing exercises.
- **D:** I often use role-plays because they reinforce their listening skills.
- **E:** Dictation and gap-fill exercises.

As indicated in question 3, listening tasks vary widely across the five professors. Teacher A assigns tasks to promote comprehension and detail recognition, whereas Teacher B uses prediction exercises to engage students' prior knowledge. In addition, Teachers C and E use note-taking, summarizing, dictation, and gap-fill tasks to help students process, while Teacher D focuses on participatory and communicative listening through role-play activities. According to Ardi (2023), classroom interaction is essential for activities employing a communicative approach or involving the school environment. Incorporating classroom conversations is one of the most effective ways to increase instructional efficiency.

The variety of assignments indicates teachers' efforts to cover multiple listening competencies, ranging from comprehension and interpretation to language retention and speaking skills. It also implies that teachers implement projects they believe will increase interest and classroom involvement. Díaz-Galaz (2020) found that comprehension and interpretation in listening lessons are crucial for effective communication, helping learners interpret spoken language, recognize variations, and respond appropriately.

3.1.4. Question 4: What difficulties do your students face when teaching listening activities?

Teacher's responses

- **A:** Most students consider it difficult to understand. In addition, they think people in the audio talk too fast.
- **B:** The majority of students think the speed of the audio is too fast and makes them feel uncomfortable and nervous.
- **C:** Many students can't concentrate because of the noise outside.
- **D:** I noticed that my students get distracted easily when the audio is too long, so they get bored and do other things.

- **E:** Most of my students are too worried about making mistakes, and they feel anxiety and nervousness.

According to question 4, a common issue among teachers is students' difficulty with the speed of recorded audio. Teachers A and B emphasize that many students feel overwhelmed when they speak too fast, causing discomfort, anxiety, and a sense of frustration. Recorded audio in English classes often causes issues due to rapid, erratic speech, unexpected accents, and slang or colloquialisms, which can overwhelm students (TEFL Horizons, 2024).

Furthermore, Teacher C identified external distractions, such as noise, as the primary issue for students. Teacher D noted that prolonged recordings cause students to lose interest or get distracted. However, Teacher E emphasized that stress significantly affects students' performance, particularly their fear of making mistakes. These observations suggest that listening problems stem not only from language issues but also from effective and contextual factors. Shurfa (2025) states that fear of making mistakes in English listening is a common worry driven by the need to comprehend correctly, which can lead to tension and reduced understanding. In sum, they constitute a learning environment in which students' cognitive demands and emotional states significantly affect their listening ability.

3.1.5. Question 5: What strategies do you use to support students during listening activities?

- **A:** To play the audio tracks at least three times and also give them keywords.
- **B:** I usually guide students with pre-listening activities like discussing the topic in pairs.
- **C:** I always pause the audio at specific moments to check if they are understanding.
- **D:** I use visual materials like flashcards and short videos.
- **E:** I like to encourage my students to work in groups and share their ideas.

Based on question 5, teachers suggested numerous methods to reduce complexity and improve comprehension. Teacher A plays the recordings several times and provides students with key vocabulary, while Teacher B introduces the topic through pre-listening discussions. These techniques help students gain background information and prepare them for the topic they will hear. Likewise, Teacher C pauses the audio at any time to check comprehension, thereby demonstrating a step-by-step method for breaking down the assignment into small sections.

Moreover, Teacher D relies on visual tools such as flashcards and short videos to aid understanding, whilst Teacher E encourages peer engagement through group work. The diversity of strategies employed indicates the instructors' goal of fostering listening development through context and collaborative learning. Implementing strategies to improve

English listening skills is crucial, as listening accounts for approximately 45%- 50% of total communication time. Thus, without deliberate techniques, students frequently engage in passive listening, which leads to poor recall and increased anxiety (Bashiri & Bashiri, 2025).

3.1.6. Question 6: Do you use audiovisual aids to teach listening? If yes, how often and for what purpose?

- **A:** Sometimes, I'm aware it is useful, but the institution doesn't provide us with tools like a projector.
- **B:** Yes, I use them two times per week. They help students better understand and
- make the lesson more meaningful.
- **C:** I use videos often, especially when students are studying for exams, and they are struggling with vocabulary.
- **D:** Yes, I use short videos as warm-ups. Students are engaged and motivated to begin the lesson.
- **E:** I always use videos when I am going to teach a new topic. The pictures help students guess the context and predict what they will learn.

According to question 6, most teachers reported using audiovisual aids, but to varying degrees. Teachers B, C, D, and E include films in their classes, noting the benefits of improved understanding, motivation, and practical assistance. Their responses indicate that audiovisual tools provide visual cues that help students infer meaning, anticipate content, and maintain interest. Dheghu et al. (2021) state that audiovisual aids can be used to increase students' listening capacity, help pupils grasp the target language, speak with acceptable and grammatically accurate pronunciation, and absorb the subject matter. However, Teacher A recognized their usefulness but noted the school's limited technology resources, which limit their frequent use.

The results reinforce teachers' opinions that audiovisual aids improve listening practice and make classes more interactive. Othman (2025) found that a lack of technological resources in English lessons leads to reduced student engagement and motivation, and to limited access to authentic, up-to-date language resources. This constraint frequently results in increased teacher workload, fatigue, and inequity in educational opportunities. As a result, students may experience problems establishing current communicative skills.

At the same time, educators emphasize an infrastructure issue within the school: not all professors can consistently use these resources, even though they recognize their educational value.

3.1.7. Question 7: What are the advantages and disadvantages of using audiovisual aids to teach listening activities

Teacher's responses

- **A:** Advantages: Students have the chance to develop all the skills Disadvantages: Some students feel frustrated when they cannot understand.
- **B:** Advantages: Students can understand better with visual aids and gestures.
- Disadvantages: The projector experiences technical issues that disrupt the class.
- **C:** Advantages: Audiovisual materials entertain students and make them participate more actively.
- Disadvantages: Some students are distracted by images and don't pay attention to the listening component.
- **D:** Advantages: Audiovisual resources enable teachers to provide extra guidance
- to students with low listening proficiency.
- Disadvantages: Not all audiovisual materials align with the curriculum, making them difficult to find or adapt for classroom use.
- **E:** Advantages: They make the classroom more interactive and dynamic. Students
- get enthusiastic and enjoy the listening tasks.

Disadvantages: These materials may require more time than anticipated.

According to question 7, teachers repeatedly claimed that audiovisual materials made lessons more dynamic, collaborative, and supportive for students. Teacher A stated that audiovisual content promotes the simultaneous development of multiple abilities in students, whereas Teacher B emphasized that visual cues enhance understanding. Additionally, teachers C, D, and E discussed how films and graphics increase participation and enthusiasm, particularly among students with limited listening skills. As Daulay (2025b) notes, audiovisual resources in listening lessons improve comprehension by providing contextual, nonverbal clues that bridge knowledge gaps, therefore raising student motivation and attention. They enhance memory through dual coding, improve pronunciation, and provide real, compelling cultural insights that auditory approaches do not.

Nevertheless, teachers identified some problems. Technical difficulties, such as outdated projectors. Some teachers commented that images might distract students and that audiovisual resources may not always align with the curriculum, necessitating

additional effort to adapt them. In English lessons, outdated projectors can be a substantial obstacle to language acquisition, affecting students' comprehension and participation (Sefali, 2026). Nevertheless, Teacher E remarked that these materials sometimes require more class time than expected. These apparent limitations underscore the importance of balance integration, in which audiovisual tools complement, rather than replace, curriculum design.

3.2. Results from students' survey

3.2.1. Question 1: I enjoy listening activities during Listening classes

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 2

Enjoyment of listening activities during classes by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	43,9	43,9	43,9
	Agree	13	31,7	31,7	75,6
	Uncertain	9	22,0	22,0	97,6
	Strongly disagree	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

The frequency table indicates that seventh-grade students revealed a significant interest in listening tasks. Almost 70% of students reported high satisfaction (43.9% strongly agreed and 31.7% agreed), indicating they feel comfortable and satisfied when participating in listening activities. By contrast, only 2.4% of students disagreed. As Sacco (2024) demonstrates, student engagement in listening activities drives English language learning by transforming passive auditory intake into a purposeful cognitive activity. In addition, active participation is necessary because listening offers the fundamental input needed for all other language abilities.

Thus, this favorable outcome suggests that listening lessons provide a beneficial and supportive foundation for implementing innovative teaching strategies, including scaffolding and the use of audiovisual aids.

3.2.2. Question 2: I find it difficult to understand listening activities when topics are unfamiliar.

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 3

Difficulty with unfamiliar listening topics by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	26,8	26,8	26,8
	Agree	19	46,3	46,3	73,2
	Uncertain	4	9,8	9,8	82,9
	Disagree	5	12,2	12,2	95,1
	Strongly disagree	2	4,9	4,9	100,0
	Total	41	100,0	100,0	

The findings emphasize that unfamiliar topic material is a considerable obstacle to most students' listening ability, as evidenced by an overall agreement of 73.1%. The result above illustrates the vital need to activate prior knowledge and engage in predictive activities before listening tasks to correctly interpret and effectively translate the linguistic content they receive. As Linh (2021) explained, activating preexisting knowledge in listening lessons is critical for connecting existing knowledge to new material, improving understanding, memory retention, and engagement. By promoting prior patterns before hearing, students may better predict material, comprehend context, and form connections to the topic.

3.2.3. Question 3: I find it difficult to understand English words during listening activities.

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 4

Difficulty understanding English words by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	29,3	29,3	29,3
	Agree	17	41,5	41,5	70,7
	Uncertain	9	22,0	22,0	92,7
	Disagree	2	4,9	4,9	97,6
	Strongly disagree	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

The cross-tabulation shows that students primarily struggled with vocabulary retention. More than 70% of students indicated that improving their understanding of English during listening activities is a significant concern due to limited experience and likely lexical proficiency deficits, which are typical for seventh graders. Pre-teaching essential vocabulary in listening classes is critical for enhancing comprehension, increasing student confidence, and minimizing frustration by addressing potential language barriers before they arise (Jo Gakonga - ELT Training, 2022).

Furthermore, these results strongly indicate the need for teachers to dedicate time to pre- teaching keywords and to incorporate visual or auditory tools to enhance students' comprehension during listening practice.

3.2.4. Question 4: Do sounds like songs, recordings, or listening activities help you understand English?

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 5

Use of audio resources to assist students' comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	43,9	43,9	43,9
	Agree	12	29,3	29,3	73,2
	Uncertain	7	17,1	17,1	90,2
	Disagree	3	7,3	7,3	97,6
	Strongly disagree	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

According to the frequency table, 73,2% of respondents considered audio materials useful for improving their listening skills, indicating a preference for concise audio content. As Kovács (2025) pointed out, audio materials are essential in listening lessons because they encourage active participation, enhance retention through auditory memory, and provide realistic exposure to language.

Nevertheless, 26,8% of students report that these elements are only moderately useful, indicating that almost half need additional assistance beyond simply hearing alternatives. This distinction demonstrates the limits of auditory instruction alone for several children.

3.2.5. Question 5: Do videos, pictures, or things you see help you understand English?

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 6

Use of visual aids to support students' understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	19,5	19,5	19,5
	Agree	15	36,6	36,6	56,1
	Uncertain	11	26,8	26,8	82,9
	Disagree	3	7,3	7,3	90,2
	Strongly disagree	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

The frequency table shows substantial support for learning through multiple methods: 56,1% of students report that visual aids improve their comprehension during listening lessons. As Adedoyin et al. (2024) note, the use of visual aids in listening lessons greatly improves comprehension by serving as a scaffold that connects auditory data to tangible meaning. Research reveals that students taught with audiovisual support perform better at literal, inferential, and critical levels of knowledge than those taught with audio alone.

Nonetheless, 43,9% of students rated visual aids as barely helpful, suggesting inconsistent impact. Despite this minority perception, the vast majority of responses clearly support the use of graphic representations as a necessary and beneficial tool for understanding.

3.2.6. Question 6: Videos or songs help me better remember new English vocabulary.

a) Strongly agree

b) Agree

c) Uncertain

d) Disagree

e) Strongly disagree

Table 7

The importance of audiovisual aids for students' vocabulary retention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	36,6	36,6	36,6
	Agree	13	31,7	31,7	68,3
	Uncertain	7	17,1	17,1	85,4
	Disagree	5	12,2	12,2	97,6
	Strongly disagree	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

The frequency statistics clearly indicate a strong correlation between the use of audiovisual aids and memory retention in language acquisition. Furthermore, 68,3% of students agreed that audiovisual aids facilitate memory for new words, suggesting that integrating auditory and visual stimuli enhances lexical perception. As Setiawan and Wawan (2025) stated, integrating audiovisual aids into hearing courses greatly improves memory retention by forming multimodal neural pathways that are more stable than single-modality inputs.

On the other hand, 31,7% of students indicated that these resources provided only moderate support for vocabulary recall, suggesting that some students may require additional reinforcement strategies. Reinforcement tactics in listening classes are critical for raising student engagement, improving understanding, and encouraging good, active listening habits by providing rapid, precise feedback. These strategies, which include praise and awards, help students build confidence, transition from passive listeners to active problem solvers, and retain these skills (“How ABA Therapy Encourages Active Listening Skills,” 2025). Nevertheless, the general statistical data support the effectiveness of multimodal aids in listening classes.

3.2.7. Question 7: What type of listening activities do you usually do in your English class?

a) Listening to audio recordings in the book (dialogues, stories, reports, etc.)

b) Learning vocabulary with flashcards

c) Listening and filling in the blanks in worksheets

Table 8

Frequency of listening activities in English classes by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Listening to audio recordings in the book (dialogues, stories, reports, etc.)	20	48,8	48,8	48,8
	Learning vocabulary with flashcards.	10	24,4	24,4	73,2
	Listening and filling in the blanks in worksheets.	11	26,8	26,8	100,0
	Total	41	100,0	100,0	

Based on the frequency table, 48.8% chose to listen to audio recordings of the books, indicating that nearly half of the students rely on traditional materials such as dialogues and stories. This suggests that structured audio input remains an important resource for developing comprehension. As Sharma (2025) pointed out, listening to audio recordings in English lessons is a transformative method that connects theoretical book study to real-world communication. By integrating auditory input with traditional texts, students experience a multi-sensory environment that significantly enhances language acquisition.

However, the statistics indicate a variation in learning: 26,8% of students prefer listening and completing a worksheet. This demonstrates that students also value guided tasks that allow them to focus on specific information while listening, thereby helping them remain attentive and assess their understanding.

Similarly, 24,4% reported a preference for listening to vocabulary with flashcards, indicating that some learners consider vocabulary support essential for understanding what they hear.

3.2.8. Question 8: What kind of listening activities would you like your teacher to include in the classroom?

a) Role-play after watching a video

b) Listening to songs with lyrics and singing along

c) Watching short videos or cartoons in English

Table 9

Listening activities that students would like included in English classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Role-play after watching a video.	22	53,7	53,7	53,7
	Listening to songs with lyrics and singing along.	6	14,6	14,6	68,3
	Watching short videos or cartoons in English.	13	31,7	31,7	100,0
	Total	41	100,0	100,0	

As the frequency table indicates, role-play after watching a video was the most preferred listening activity, accounting for 53,7%. This indicates that students comprehend better when they can participate and apply what they have heard in a communicative setting. As noted by Acuña-González and Díaz-Larenas (2025), implementing role-playing after watching a video transforms listening into an active, real-world application. While the movie provides authentic language and cultural information, the role-play requires students to reconstruct that meaning, thereby dramatically increasing retention and fluency.

Followed by the second option, watching short videos or cartoons (31,7%), and listening to songs with lyrics (14,6%), the lowest proportion, indicating that this activity may be more difficult to comprehend without further direction. Although the average percentages are similar, role-playing retains a slight advantage in students' preferences.

3.2.9. Question 9: How often do you do listening activities in English?

a) One time a week

b) Two times a week

c) One time a month

d) Two times a month

e) One time during the whole school year

f) I don’t do any listening activities

Table 10

Frequency of participation in listening activities among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One time a week.	13	31,7	31,7	31,7
	Two times a week.	14	34,1	34,1	65,9
	One time a month.	4	9,8	9,8	75,6
	Two times a month	1	2,4	2,4	78,0
	One time during the whole school year.	3	7,3	7,3	85,4
	I don't do any listening activities.	6	14,6	14,6	100,0
	Total	41	100,0	100,0	

Based on the frequency table, the most common frequency of student listening practice is twice per week (34,1%), followed by once per week (31,7%). These categories indicate that 65% of students receive regular exposure. Gimenez y Lim (2023) argued that daily engagement in listening activities is crucial for students' academic success, communication skills, and social- emotional development. Regular listening helps students enhance their vocabulary and attention and reduce stress.

On the contrary, there is considerable variation: monthly participation is extremely unusual, and 14,6% of students reported never participating in any listening tasks. This significant proportion of students who do not practice listening, including the 7,3% who practice only once a year, underscores the critical need for more regular and adequate listening opportunities across the class to facilitate optimal language learning.

3.3. Discussion

The findings of this study provide meaningful insights into the factors that influence the development of English listening skills among seventh-grade students. Data from interviews with English teachers and student surveys indicate that listening comprehension is influenced by both pedagogical practices and learner-related factors. While many students show a positive attitude toward listening activities, the results indicate that difficulties persist, particularly when learners are exposed to spoken English without sufficient support. Teachers consistently reported that students struggle to understand audio materials due to limited vocabulary, unfamiliar pronunciation, and fast speech, which often leads to frustration and reduced engagement during listening tasks.

In addition to linguistic challenges, the findings highlight the role of affective factors in listening comprehension. Teachers noted that students often lose confidence when they do not understand an audio text on the first attempt, which can reduce their willingness to

participate in follow-up activities. Survey responses support this perception: a considerable number of students reported feeling confused or discouraged when listening tasks are too difficult. These results align with previous research suggesting that anxiety and low confidence can interfere with learners' ability to process spoken language, particularly at early stages of foreign language learning. When students feel overwhelmed, their attention and comprehension decline, reducing the effectiveness of listening practice.

Despite these challenges, the findings emphasize the positive impact of scaffolding strategies supported by audiovisual aids. Teachers reported using techniques such as pre-teaching vocabulary, activating prior knowledge, and providing visual support before or during listening activities. These strategies were perceived as effective in helping students anticipate content and focus on key information. Similarly, survey results indicate that students find listening activities easier to understand and more enjoyable when images, videos, or contextual clues are included. This suggests that scaffolding plays a crucial role in reducing cognitive load and facilitating comprehension by guiding learners through the listening process step by step.

Furthermore, modelling and guided practice emerged as particularly relevant scaffolding strategies. Teachers explained that demonstrating how to listen for specific details or repeating key phrases helps students develop listening strategies over time. Even when some teachers did not explicitly identify these practices as "scaffolding," their descriptions suggest an intuitive and consistent use of supportive techniques. Students' responses reinforce this interpretation, as many reported that clear examples and repeated exposure help them understand spoken English. In sum, these findings suggest that scaffolding strategies, particularly when combined with audiovisual aids, support students' listening development by improving comprehension, confidence, and classroom participation.

CHAPTER IV: PROPOSAL

"Listen and look: A didactic booklet to enhance seventh-grade listening skills through Scaffolding."

4.1. Rationale

In the context of English as a Foreign Language (EFL) instruction, developing listening comprehension among seventh-grade students is a significant challenge. At the A2 level, learners often struggle to understand spoken English due to limited exposure to authentic auditory input and instructional practices that emphasize reading and writing over listening. As Harmer (2015) explains, listening is a complex skill that requires frequent exposure to meaningful spoken language, especially in environments where English is not used beyond the classroom.

The diagnostic information obtained through a student survey and a teacher interview revealed that both linguistic and affective factors influence students' listening performance. Students identified difficulties with pronunciation, speech rate, and unfamiliar vocabulary, while teachers highlighted the lack of structured, motivating listening resources. According to Graham (2020), learners' listening comprehension improves when tasks provide contextual support and reduce anxiety, allowing students to process spoken input more effectively.

To address these challenges, it is necessary to apply pedagogical strategies that offer guidance and support throughout the learning process. The integration of audiovisual materials, supported by scaffolding strategies, enables learners to associate sounds with images and context, facilitating comprehension. As Vygotsky (1978) emphasizes, learning is enhanced when students receive temporary support that helps them move from assisted performance to independent understanding. Audiovisual input plays a key role in this process by making spoken language more accessible and meaningful for young learners.

Based on the diagnostic findings and theoretical foundations, this research led to the design of a didactic booklet as a practical teaching resource. The booklet aims to support English teachers in developing listening skills among seventh-grade students at the A2 level, in accordance with the Ecuadorian National Curriculum and the Common European Framework of Reference for Languages (CEFR). The lessons follow the ECRIF model, which guides students through exposure, reflection, and feedback. By combining scaffolding strategies with audiovisual aids, this booklet aims to enhance listening comprehension and foster a supportive, motivating learning environment.

4.2. Theoretical foundations

In English as a Foreign Language (EFL) contexts, developing listening comprehension among seventh-grade students at the A2 level presents notable challenges. Learners often struggle to understand spoken English due to limited exposure to authentic auditory input, fast

speech, and unfamiliar pronunciation patterns. These challenges are more evident in environments where English is not used outside the classroom, which makes listening a demanding skill for young learners and may affect their motivation and confidence during English lessons.

To address these difficulties, scaffolding is essential in listening instruction. Scaffolding provides learners with gradual and temporary support that helps them understand spoken language step by step until they can perform more independently. This support allows students to process listening tasks with guidance, reducing frustration and promoting meaningful learning (Wood, Bruner, & Ross, as cited in Domínguez & Svihla, 2023).

Furthermore, scaffolding can be effectively implemented through audiovisual resources, which provide visual cues that support comprehension. Videos, images, and animations help students connect sounds with context, gestures, and meaning, facilitating vocabulary recognition and overall understanding. This approach is particularly suitable for A2 learners, as it reduces cognitive overload and supports comprehension in real-life communicative situations.

Thus, integrating scaffolding strategies with audiovisual materials provides a solid theoretical foundation for enhancing listening skills among seventh-grade students. By offering structured support and contextualized input, this approach promotes active participation, confidence, and gradual improvement in listening comprehension within a supportive learning environment.

4.3. Objectives

4.3.1. General Objective

- To propose a scaffolding strategy using audio-visual aids as a resource in the enhancement of the listening comprehension skill of EFL students.

4.3.2. Specific Objectives

- To examine how the scaffolding strategy (using audio-visual aids) helps strengthen listening skills in seventh-grade students.
- To identify key challenges seven graders face when learning through the scaffolding strategy using audiovisual aids.
- To design a didactic booklet with interactive activities using a scaffolding strategy through audio-visual aids to strengthen listening skills in 7th graders.

4.4. Development

https://www.canva.com/design/DAG55PQ8p7E/BIK9x4KDfzBuocjkMcdmlw/edit?utm_content=DAG55PQ8p7E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

LISTEN AND LOOK
A DIDACTIC BOOKLET
TO ENHANCE
SEVENTH-GRADE
LISTENING SKILLS
THROUGH SCAFFOLDING
1

INTRODUCTION

A didactic booklet was developed as a pedagogical tool for English teachers, aligned with the Ecuadorian National Curriculum and the CEFR.
It responds to the needs of seventh-grade students, who often struggle with listening skills due to limited exposure and several factors.

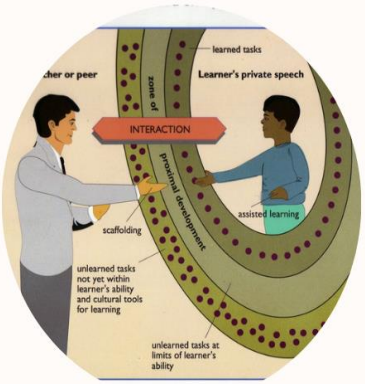
The booklet's content is based on a student survey and a teacher interview, which revealed the need for audiovisual materials and structured support to improve listening skills.

Each unit applies scaffolding strategies and audiovisual material to introduce vocabulary, model pronunciation, and present familiar situations.
Thus, the booklet aims to enhance seventh graders' listening comprehension by providing teachers with a practical and motivating resource that builds confidence and supports meaningful language learning.

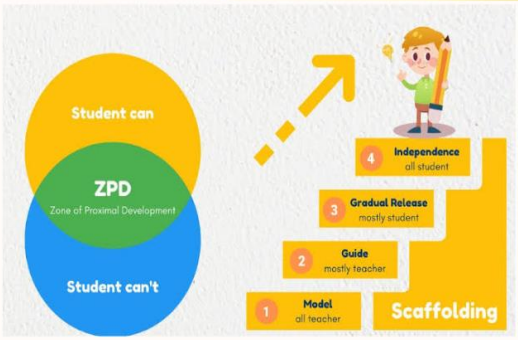
THEORETICAL FOUNDATION

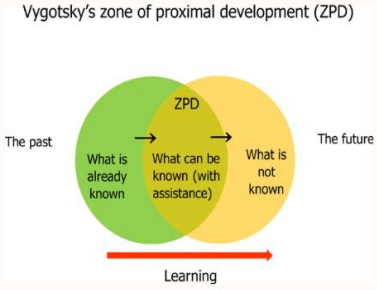
The methodology integrated into the booklet is constructivist, influenced by Lev Vygotsky's Sociocultural Theory (Vygotsky, 1978), which emphasizes that higher mental functions develop through social interaction.

Thus, within this framework, the Zone of Proximal Development (ZPD) plays a key role, referring to the gap between what a student can achieve independently and what they can accomplish with the guidance of a more capable peer or teacher (Vygotsky, 2011).



In accordance with this framework, the booklet incorporates Scaffolding as a pedagogical strategy, which refers to the assistance given to students to help them complete tasks or develop skills that are slightly beyond their current level of competence.





3

The development of proficient listening abilities frequently begins with recognizing that many students struggle with spoken language.

The use of scaffolding becomes especially meaningful in this process, as it allows teachers to lead students step by step as they develop confidence and awareness.

Some studies have proposed methods to assist students. These include preparing students to listen, providing support while listening, selecting suitable lessons, providing constructive criticism and self-directed practice (Al Aila, 2015; Gibbons, 2015; Goh, 2017; Reiser & Tabak, 2014, as cited in Albalawneh & Tepsuriwong, 2020).

PRACTICAL SCAFFOLDING STRATEGIES

Prediction

Prediction methods aid listening comprehension in three main ways: they guide students to focus on key information, help them process more language by activating prior knowledge, and reduce anxiety by making learners feel more prepared (Wu, 2025).

Brainstorming

Brainstorming is a creative technique used to generate many ideas through group thinking, as it reflects how the brain produces ideas and encourages students to share diverse perspectives (Steven, 1990, as cited in Alkhazaleh and Safi, 2024).

Retelling

Retelling helps students develop their listening skills by asking them to listen intently for essential aspects, use recall, and rebuild knowledge in their own ideas (Kelley, 2025).

4

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UNIT 1

Greetings

6

LESSON 1

HELLO! NICE TO MEET YOU!

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will be able to use basic greetings and introductions in short conversations through a classroom matching activity.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Prediction
- Visual aids
- Modelling
- Retelling
- Pre–During–Post listening

MATERIALS:

- Greeting flashcards
- Short greeting video
- Puzzle cards
- Character cards
- Profile cards

LEAD IN:

- **Show 6 flashcards to students.**
- Mimic and do gestures for each greeting.
- Choose one student secretly and show them a card. The student must silently act out the greeting, and the rest of the class must guess the greeting.

Example:

- Student acts out a high-five. Class says: “High-five!”
- Ask students: “Do you use this greeting? When?”

7

ENCOUNTER:

- **Play a short video for students**
- **Before playing, ask the next questions:**

"Do you think the kids will say Hello or Good morning first?"

"Do you think they will smile?"

- **Play 20 seconds.**
- **Pause and ask:**

"Who do you think will speak next, the girl or the boy?"

- **Play the rest.**

https://www.youtube.com/watch?v=AA5hOCxlRaI

8

Polite expression →

Nice to meet you.

Subject + verb to be + name →

I am Ana / I'm Ana.

Practice sentences:

You are ____.
I am ____.
Hello, I am ____.
Nice to meet you.

Grammar focus

Vocabulary and Model Chart

Hello/ Hi/Goodbye	Greeting	
I'm (name)	Introduce yourself	
Nice to meet you	Polite expression	

9

CLARIFY:

- **Give students 9 puzzle pieces:**

3 greeting sentences (Hello! / I'm ___ / Nice to meet you!)

3 pictures (wave, kid pointing to chest, handshake)

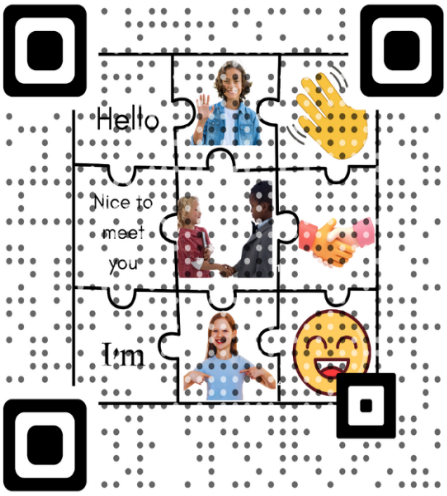
3 emojis (👋🙂🤝)

- Students match all three pieces.

Example:

- **Hello! + picture of wave + emoji 👋**
- **I'm Ana. + picture of kid pointing to chest + 🙂**

- **Students read the completed puzzle to a partner.**



10

REMEMBER:

- **Put the greetings flashcards on the board and give students one ball while playing the audio.**
  https://www.youtube.com/watch?v=nmuopXCC6yQ

- Students pass the ball among classmates. When the teacher stops the song, the student holding the ball identifies the greeting by pointing to the correct flashcard and performing the correct gesture.

Example:

I am → points to himself/herself

You are → points to a classmate

11

INTERNALIZE:

- **Ask students to walk around and complete the three indications:**

✓ Greet 1 classmate.
✓ Introduce yourself to 1 classmate.
✓ Introduce a classmate to someone else.

- Monitor and check the correct use of expressions.

Example:

- **Student A:** "Hello! I'm Karla."
- **Student B:** "Nice to meet you! I'm Mateo."
- **Student A introduces Mateo:** "This is my friend Mateo."

FLUENT USE:

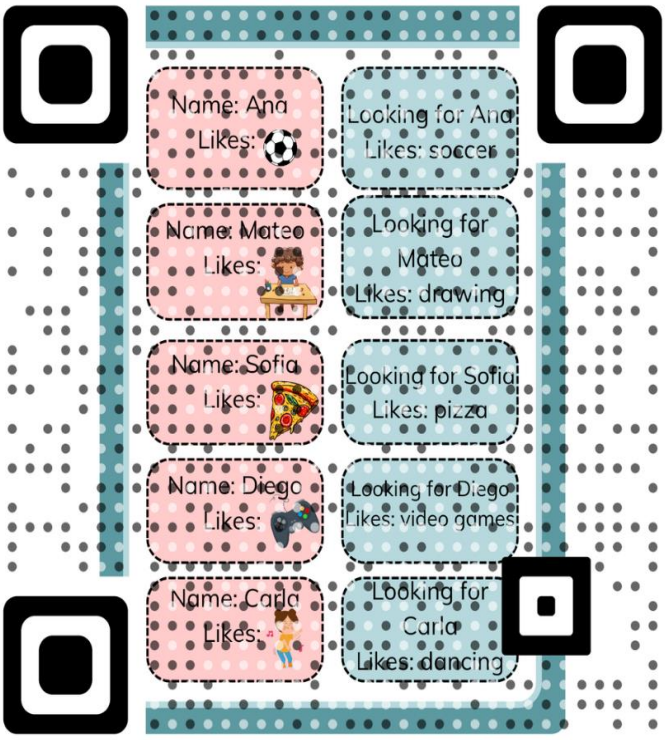
- Prepare matching profile cards **(e.g., "Name: Ana. Likes soccer" / "Looking for Ana. Likes soccer").**
- Give each student one card **secretly.**
- Students walk around the classroom, **greeting and introducing** themselves using the **target language.**
- They ask questions to see if their cards match.
- If they do **not match,** students continue until they find the correct partner.

12

Student A: “Hi! I’m ___. Nice to meet you!”
Student B: “Hello! I’m ___. Nice to meet you too!”
Student A: “Who are you looking for?”
Student B: “I’m looking for Ana. She likes soccer.”
Student A: “That’s me!”

Students found their match

Profile cards:



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LESSON 2

HOW OLD ARE YOU?

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will present a mini-poster with personal information about their age using numbers in the simple present tense.

SCAFFOLDING STRATEGIES:

- Visual aids
- Prediction
- Modelling
- Guided practice
- Pre–During–Post listening
- Retelling

MATERIALS:

- Birthday number cards
- Age dominoes
- Audio
- Survey chart
- Worksheet

LEAD IN:

- Ask students to stand up and form a line according to their birth month without speaking, using only gestures or fingers to communicate. Once the line is formed, each student says their birth month and age aloud in one sentence.

Example:

"My birthday is in April, and I am 12 years old."

14

ENCOUNTER:

Play a short story video:

- Prediction: “Who do you think is the youngest?”
- Pause mid-video: “What age will the next child be?”

https://www.youtube.com/watch?v=_2UlnjnW8rg

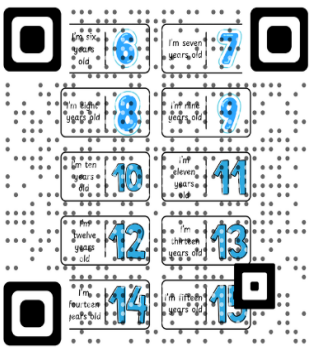
CLARIFY:

- **Give each student one domino card.**
- Students have to walk around and find the classmate whose domino matches theirs.

Example:

- Once they find their partner, both students read the sentence aloud. Continue until all pairs are formed.

12 must match-> I’m twelve years old.



15

REMEMBER:

- **Ask students to listen to the story and complete the worksheet.**

https://drive.google.com/file/d/1mdFTAmAOELh4OXjvSbaGIPJKx5szPaOQ/view?usp=sharing .

Mia's surprise birthday

Mia is very excited today because it is her birthday.
She wakes up early and says, 'I'm ten years old now!'
She goes to the kitchen and sees her brother, Tom.
Tom smiles and says, 'Happy birthday, Mia! I'm twelve years old, but today you are the special one.
Later, their friend Lucas arrives. He brings a small cake and says, 'This is for you.'
Mia feels happy because her family and friends are with her on her special day

INTERNALIZE:

- Ask students to create a **survey chart** in their notebook. Write an example sentence on the board, then have students stand up and interview five classmates.
- They walk around the classroom asking:
  "How old are you?" and "When is your birthday?"
- Students write one complete sentence for each classmate using the information collected.

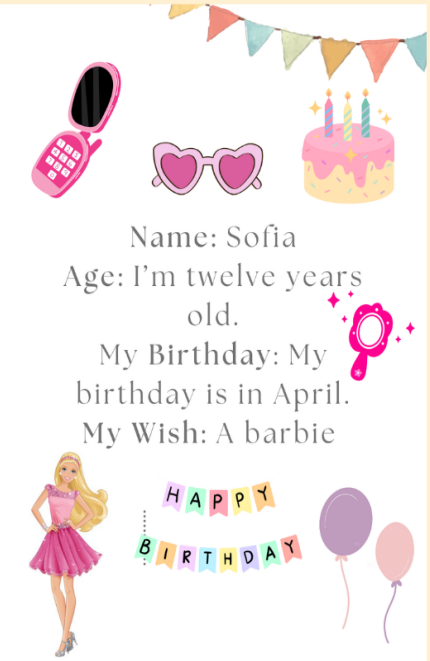
Classmate's Name	Age	Birthday	Sentence
Ana	12	March	Ana is twelve years old and her birthday is in March.
Diego	11	July	Diego is eleven years old and his birthday is in July.
Carla	10	January	Carla is ten years old and her birthday is in January.

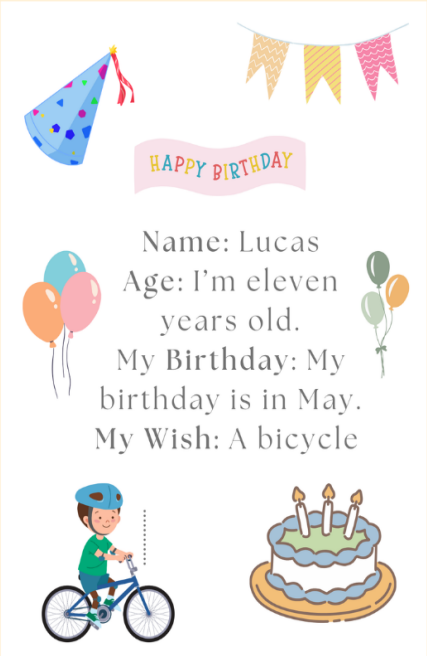
17

FLUENT USE:

- Ask students to create a mini poster with: their **name**, **age, birthday month**, and **one wish for their next birthday**.
- Suggest that students add drawings such as a **birthday cake, balloons, a gift**, or the **image** of their birthday wish.
- Students have to present their poster to the class using full sentences.

Model example:





LESSON 3

WHERE ARE YOU FROM?

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will use the verb to be in the simple present to express countries of origin and nationalities.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Prediction
- Visual aids
- Modelling
- Guided practice
- Pre–During–Post listening

MATERIALS:

- World map
- Flag cards
- Video
- Passport template

LEAD IN:

- Put small flags around the classroom.
- Ask students to **walk around** and look at each flag.
- Students have to try to **guess** the country and the language they speak.

ENCOUNTER:

- Play a short video of children saying their country **(e.g., "I'm from Brazil," "I'm from Argentina").**
- Ask students to watch carefully and listen to the countries mentioned.

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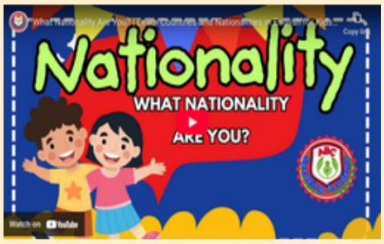
- Before playing each new segment, ask prediction questions, such as:
  - **-"What country do you think we will see next?"**
  - **-"Do you think the next child speaks Spanish?"**
- Ask students to raise their hands and share their answers aloud.

https://www.youtube.com/watch?v=wqFbHjRg_dM



CLARIFY:

- Briefly review the **target vocabulary** with students (e.g., Ecuadorian, Mexican, Brazilian, Italian, Japanese, South Korean).
- Show the flashcards and point to one example flag. Say:

"This is the flag of Ecuador.
The nationality is Ecuadorian."

- Provide students with a worksheet where they will **identify** nationalities by recognizing the corresponding country flag.

20

REMEMBER:

- **Students form a circle.**
- Teacher says a nationality: **"Italian!"**
- Students pass the ball quickly until the teacher says **"Stop!"**
- The student holding the ball names the country: "Italy!"
- Repeat with nationality/country pairs.

21

INTERNALIZE:

- Assign roles: **Student A** chooses a real country, and **Student B** creates an imaginary one (name, flag, food, and colors).
- Each pair prepares a short role-play using:

“Where are you from?” / “I’m from ___.”

- Give them 2–3 minutes to practice, then invite volunteers to perform in front of the class.

FLUENT USE:

- Provide students with a passport template.
- Students will complete the mini passport, including:

-Name
-Country
-Birthdate
-Nationality
-Drawing of the traditional food
-Drawing of the flag

- Students will present their mini passport to the class.

22

COUNTRY

First Name:

Last Name:

Birthdate:

Nationality:

TRADITIONAL FOOD

23

UNIT 2

My routine

24

LESSON 4

MY MORNING ROUTINE

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will describe basic morning routine actions in the simple present tense.

SCAFFOLDING STRATEGIES:

- Use of visual aids
- Prediction
- Pre-teach vocabulary
- Modelling
- Guided practice
- TPR

MATERIALS:

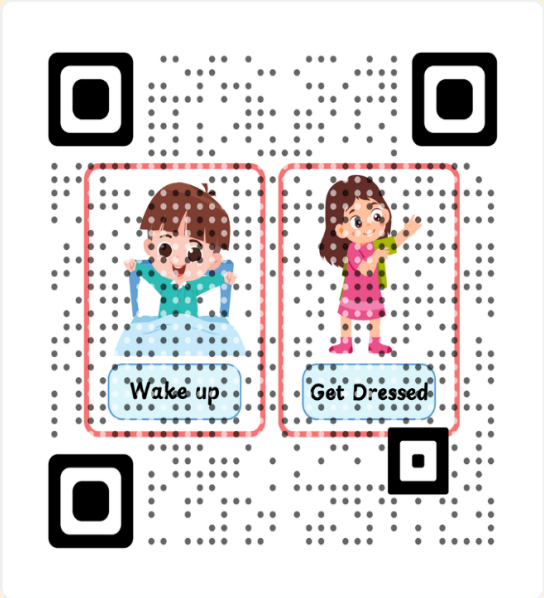
- Flashcards
- Short video
- Worksheets
- Notebook
- Whiteboard

LEAD IN:

- Display **6 flashcards** representing morning routines (wake up, take a shower, brush teeth, get dressed, have breakfast, go to school).
- Students observe and answer:

-What activities do you do in the morning?
-Which activity do you do first? Why?
-What do you think today's lesson will be about?

25



ENCOUNTER:

- Play a short video of a child describing their morning routine.
- Ask students to predict:

-"What is the next activity after waking up?"
-"Do you think the children eat breakfast early or late?"

https://www.youtube.com/watch?v=qD1pnquN_DM

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VOCABULARY AND MODEL CHART

Grammar:

Subject + verb (simple present) → I wake up / He wakes up/ She wakes up / They wake up/ We wake up

Sequence adverbs:

First, After, Then, Next, Finally.

I wake up

I take a shower

I brush my teeth

I get dressed

I have breakfast

I go to school at 7:30 a.m

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CLARIFY:

- Provide students with a worksheet where they have to paint and match the images with the correct routine verbs **(wake up, brush teeth, take a shower, have breakfast, get dressed, go to school, etc.).**

- Then, write on the whiteboard the subjects (**I, you, he, she, we, they)**, and ask students to write in their notebooks six sentences using the subject with the correct routine

Example:

- **She** → has breakfast
- **They** → go to school

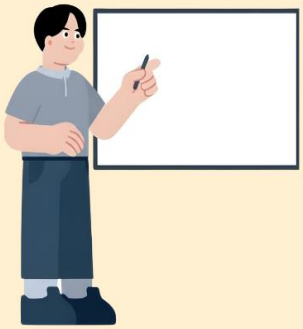
28

REMEMBER:

- Write **four sentences** on the whiteboard and ask students to identify the correct daily routine verbs to complete each one.

Activity 1: Fill in the blanks

1. I _____ up at 6 a.m.
2. She _____ her teeth.
3. They _____ breakfast at 7:00.
4. He _____ to school at 7:30.



Activity 2: Listening and completing

- **Ask students to listen to the story. Use mimic and gestures for each routine verb.**

https://drive.google.com/file/d/1w3yjQ53gwnv4ooS9msGoyocRRwC25HRP/view?usp=sharing

Tom's morning routine

"Tom wakes up at 6 a.m. He opens his eyes and turns off his alarm.
First, he goes to the bathroom and takes a shower.
After his shower, Tom brushes his teeth carefully.
Then he goes to his room, chooses his clothes, and gets dressed.
Next, Tom goes to the kitchen and has breakfast with his family.
Finally, he puts on his backpack and goes to school."

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- Ask students to complete the worksheet, in which they number the pictures from 1 to 6 and then write three sentences.

INTERNALIZE:

- Tell students to interview at least 3 classmates and complete the following chart in their notebooks.

Routine	My classmate'answer
Wake up time	
Take a shower	
Brush teeth	
Get dressed	
Have breakfast	
Go to school	

30

FLUENT USE:

- Tell students to use their notes from My classmates' routine and prepare a short presentation.
- Read an example for them or write it on the board.

Example:

"This is my friend Ana. She wakes up at 6:30. She brushes her teeth and gets dressed. She eats bread and milk for breakfast. Then she goes to school at 7:20 am."

- Give students 5 minutes to practice in pairs, and then ask for volunteers.
- Students present their sentences in pairs to the whole class

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LESSON 5

AT SCHOOL

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will describe school activities in the simple present related to what they do, like, and do not like.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Visual aids
- Prediction
- Modelling
- Guided practice
- Retelling

MATERIALS:

- Flashcards
- Short video
- Worksheet
- Notebook
- Board

LEAD IN:

- Show **6 flashcards** of school activities (reading, writing, playing sports, painting, drawing, doing homework).
- Students have to answer the following questions:

-What activities do you do at school?
-What is your favorite activity?

Grammar focus:
-Simple present: I do homework/He plays soccer / She paints/ They read / We write.

32

ENCOUNTER:

- Play a short video of students doing activities at school.
- Students predict:

-"What activity will appear next?"

-"Do you think she likes that subject?"

https://www.youtube.com/watch?v=iOEb3HemqUI

33

CLARIFY:

- Model an example on the board by pointing to a flashcard and saying:
  "This picture shows children playing soccer. This activity belongs to the playground."

- Review **key vocabulary**, then give students a worksheet to match each picture with the correct activity and write it in the appropriate place at the school.

REMEMBER:

- Provide a worksheet for students. Ask students to complete the sentences with the correct activities.

INTERNALIZE:

- Tell students to stand up and interview one classmate with four questions and write the answers in their notebooks:

1. **-Favorite subject**
2. **-Activity they enjoy**
3. **-Activity they don't enjoy**
4. **-The class they have after recess**

- Write on the board useful sentences that students can use to answer.

-"I like ____."
-"I don't like ____."
-"My favorite subject is ____."

- Ask for volunteers to read their dialogue in **pairs** for the class.

35

FLUENT USE:

- Explain to students that they will take part in a school activities carousel.
- Place flashcards **(reading, playing soccer, drawing, doing homework, math, art, etc.)** around the classroom.
- Students walk around and choose three cards: **one activity they do at school, one they like, and one they do not like.**
- Finally, invite a few students to share their answers with the class.

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LESSON 6

MY FAVORITE HOBBIES

TIME: 45 MIN

OBJECTIVE:

By the end of the lesson, students will describe their hobbies using the structures I like / I love / I don't like followed by -ing activities.

SCAFFOLDING STRATEGIES:

- Visual aids
- Modelling
- Prediction
- Guided practice
- TPR
- Retelling

MATERIALS:

- Flashcards
- Short video
- Audio record
- Worksheets

LEAD IN:

- Show **8 flashcards** (dancing, drawing, swimming, singing, reading, biking, cooking, playing soccer).
- Students must answer:

-Which hobbies do you like?

-Which hobbies do your friends like?

Grammar focus

Use of gerunds (-ing forms) after verbs of preference (I like / I love / I don't like + verb–ing) to express likes and dislikes.

37

ENCOUNTER:

- Play a video of kids describing their hobbies.
- Ask prediction questions:

-"What hobby will appear next?"

-"Do you think the next child likes sports or art?"

https://www.youtube.com/watch?v=N1o4oOXLOZc

38

CLARIFY:

- Provide students with a **worksheet** and ask them to find the **hobby words** in the word search.
- After matching, play the audio twice for students, and tell them to listen carefully and complete the sentences with the correct hobby.

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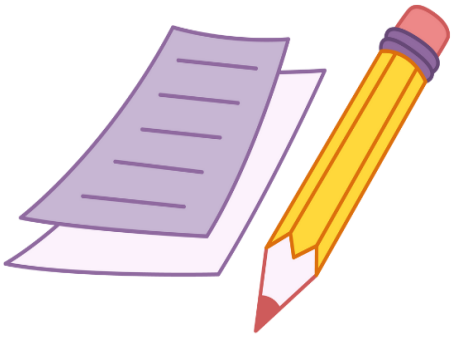

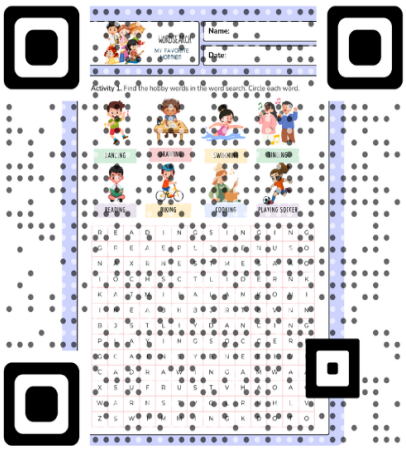

39

REMEMBER:

- Ask students to copy the sentences from the board and complete them with their preferred hobby.
- Students read the sentences aloud to the class.

1. I like _____.
2. My mom likes _____.
3. My father doesn't like _____.
4. My grandparents love _____.
5. My family and I love _____.
6. I don't like _____.
7. My friend likes _____.

INTERNALIZE:

- Provide students with a worksheet. Explain that they must complete their partner's hobby chart.
- Review the four categories (likes, loves, doesn't like, and why) and model useful sentences on the whiteboard, such as:
  "I like ___ because ___," "He/She loves ___," and "He/She doesn't like ___."
- Students walk around to complete the chart using classmates' answers.
- Afterward, they write 3–4 sentences describing a partner's hobbies, and volunteers share their sentences with the class.

40

FLUENT USE:

- Explain that students will prepare a short speaking presentation about their hobbies.
- Write an example on the white board or show students an example video, then ask students to prepare 3–4 sentences using their notes from "**My Classmates' Hobbies**."
- Remind them to include a **favorite hobby, one they like, one they do not like, and a reason.**
- Give time to practice individually or in pairs, and invite volunteers to **present** in front of the class.

https://www.youtube.com/watch?v=tgVtVoxzwDI

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UNIT 3

Places

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LESSON 7

IN MY TOWN

TIME: 45 MIN

OBJECTIVE:

At the end of the lesson, students will describe places in their town in the simple present tense through a poster.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Prediction
- Visual aids
- Modelling
- Retelling
- Pre–During–Post listening

MATERIALS:

- Flashcards
- Short video.
- Worksheets
- Audio

LEAD IN:

- Draw or show a town map on the board.
- Ask students: **“What places do we have in our town?”**
- Write answers around the map.

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ENCOUNTER:

- Play a short video of children describing their town.

Prediction questions:

"Which place will appear first?"

"Do you think the town is big or small?"

Pause halfway and ask:

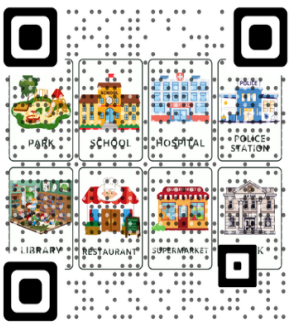
"What place do you think comes next?"

https://www.youtube.com/watch?v=EfD2k9beP-4

CLARIFY:

- Show eight flashcards of places in town.
- Say each word aloud, explain what people do in each place, and have students repeat for correct pronunciation. Then give students a worksheet to read descriptions, match them to the correct places, and draw the picture.
- While they work, walk around, and ask simple checking questions:

  "What place is this?" / "Is this a park or a hospital?"
- Review the answers together.



44

REMEMBER:

- Tell students they will listen to a **short story** about Anna and give them a multiple-choice worksheet.
- Ask them to review the **pictures and options** before listening.
- Explain that they must **listen carefully** and select the correct answers.
- Read the story a **second time**, pausing briefly after each part, and allow students to check their answers with a partner.

https://drive.google.com/file/d/1wL2y5QXxX6CD8B9bvHAjq6VKa-0KxDLL/view?usp=sharing

"Anna is a student. Every day, she goes to school in the morning. After school, Anna likes to relax, so she goes to the park with her friends. Then, Anna and her mom go to the supermarket to buy food.
When Anna feels sick, her mom takes her to the hospital.
On Saturdays, Anna goes to the library to read books while her mom goes to the bank to get money."

45

INTERNALIZE:

- Write two questions on the board and read them aloud:
  "What places are in your town?"
  "Which place do you like and why?"
- Students work in pairs to interview a classmate and take notes using key words. Afterward, they write three full sentences about their partner's town and read them aloud to the class.

Example:
Sofia lives in a nice town.
There is a library, a restaurant, and a bank in her town.
She goes to the library every Saturday.
She likes the library because she likes to read.

FLUENT USE:

- Ask them to draw and color a dream town poster, including at least five places they like.
- Write the model sentences on the board and show a poster as an example:
  "In my town, there is a ..." "My favorite place is ... because ...
- Students label the places and write the two sentences on their poster. Invite volunteers to present their work to the class.

LESSON 8

ANIMALS EVERYWHERE!

TIME: 45 MIN

OBJECTIVE:

At the end of the lesson, students will describe animals and where they live using the simple present through a mini cardboard book about their favorite animal.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Visual aids
- Prediction
- Modelling
- Retelling
- Pre–During–Post listening

MATERIALS:

- Animal flashcards
- Animal sounds audio
- Habitat flashcards
- Worksheet

LEAD IN:

- Present a video of animal sounds to students.
- Play one sound at a time and ask students to guess the animal's name aloud.
- Write the correct word on the board after each guess.

https://www.youtube.com/watch?v=Z-2LjBgEEhE

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ENCOUNTER:

- Play a video showing **animals** in different **habitats.**
- First, show the **image without sound** and ask simple **prediction** questions such as:

“Which animal comes next?” and “Is it a land or water animal?”

- Let students answer **orally** or by **pointing**. Then play a short part of the video with sound (10–15 seconds), pause to confirm **predictions**, and continue, stopping after each animal to repeat the questions.
- Encourage students to respond with single words or short phrases **(e.g., lion, land).**

https://www.youtube.com/watch?v=D9Ys-mwIffw

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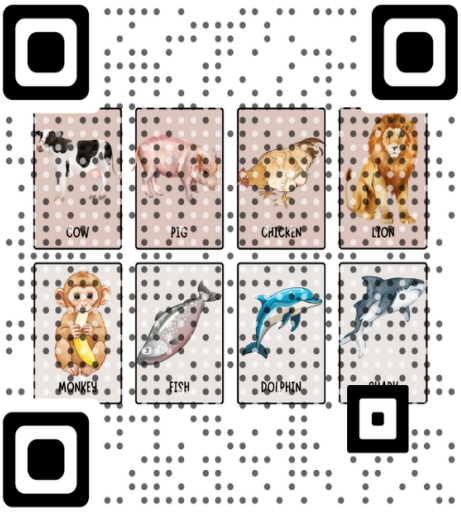
CLARIFY:

- Instruct students to **match animals** with their habitats.
- Show the worksheet and explain the color code for the habitat boxes

(yellow = farm, green = jungle, blue = ocean)

- Say each habitat **aloud** and have students repeat.
- Point to the **animal flashcards** and explain that they must cut and paste each animal into the correct habitat.
- Review as a class by asking questions such as:

"Where does the lion live?" — "In the jungle."



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REMEMBER:

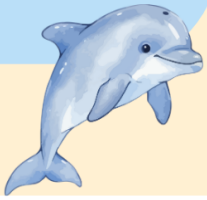
- Play the following audio twice :

"In the jungle, the elephant lives near the trees.
The lion is big and strong.
The monkey likes to climb trees and jump.
On the farm, the cow gives milk every day.
The pig eats a lot of food.
The chicken lays eggs in the morning.
In the ocean, the fish swims very fast.
The dolphin is friendly and swims in the ocean."

https://drive.google.com/file/d/1tShzkbppmsZiIrdnkuepkqHAU9syVUxN/view?usp=sharing

- Write the following sentences on the board:
- Ask for volunteers to write the **missing words** on the board.

1. The ____ lives in the jungle.
2. The ___ is big and strong.
3. The ____ likes to climb trees.
4. On the farm, the ___ gives milk.
5. On the farm, the ____ eats a lot of food.
6. In the ocean, the ___ swims fast.
7. The ____ is friendly and swims in the ocean.
8. On the farm, the ____ lays eggs.



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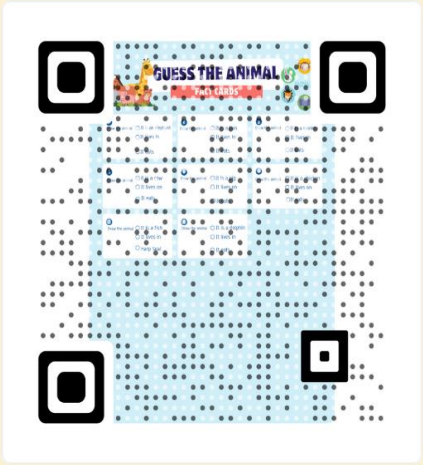
INTERNALIZE:

- Explain that students will play an **animal guessing game**.
- Each student or pair chooses an Animal Fact Card and completes it **(It is a... / It lives in... / It eats...)**, without saying the animal's name.
- Model the game with an example:

-"It lives in the jungle. It eats meat. It is big."

-Students: "Lion!"

- Then have students **take turns** reading their facts aloud while the class **guesses the animal**. The student **shows** the card and picture to check the answer.



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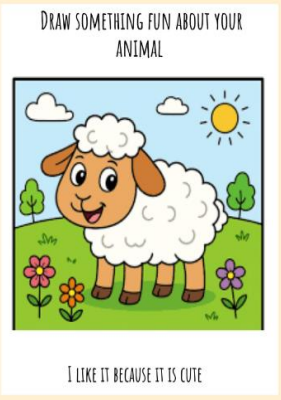
FLUENT USE:

- Explain to students that they will create a **mini cardboard book** about their favorite animal.
- Give each student a cardboard, and model the activity with a sample book.
- Review the sentence frames on the board **("It lives in ..." / "I like it because ...")**, then allow time to draw, color, and complete the book.
- Invite students to present their mini book to the class.

Sample book:



LESSON 9

FESTIVALS AROUND THE WORLD

OBJECTIVE:

TIME: 45 MIN

At the end of the lesson, students will present different festivals from various countries using present simple sentences through a collaborative festival stand.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Prediction
- Visual aids
- Modelling
- Retelling
- Pre–During–Post listening

MATERIALS:

- Festival flashcards
- Short festival videos
- Country cards
- Poster paper

LEAD IN:

- Show flashcards with different festivals **(Carnival, New Year, Christmas, Halloween, Inti Raymi, Easter)**
- Give students a moment to observe the pictures.
- Ask students to name the festivals they recognize.

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CLARIFY:

- Give each student a **worksheet** with pictures of different celebrations.
- Read the **festival names** aloud and write them on the board, modeling one example together.
- Students then write the **correct celebration** name next to each picture.
- Review the **answers** as a class.

ENCOUNTER:

- Play a short video of festivals from **different countries**, first without sound.
- Ask students to observe the clothes, colors, and activities, then pause to ask prediction questions **(e.g., "Which country is this festival from?" / "What do people do?" / "Do they dance or eat special food?").**
- Write **keywords** or countries mentioned on the board.

https://www.youtube.com/watch?v=ivUGAPpk0hE

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INTERNALIZE:

- Ask students to work in small groups to create a **Festival Fact Sheet** in their notebooks.
- Write the headings on the board **(My favorite festival / Reasons why I like it / How I celebrate it)** and have students copy them.
- Students then walk around and work in pairs to share ideas, and volunteers present their answers to the class.

FLUENT USE:

- Assign students to groups to create a **festival stand.**
- Explain that each group will represent one of the six festivals learned.
- Give time to prepare the stand using posters, **drawings, colors, and simple decorations. .**

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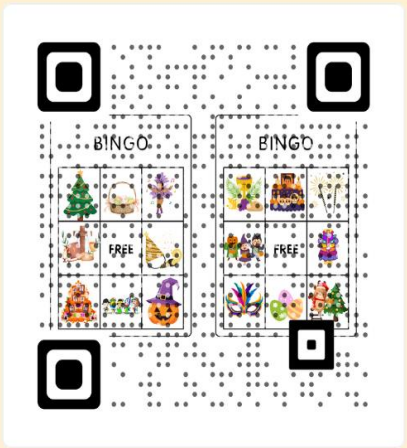
REMEMBER:

- Give each student a festival **bingo card** with pictures.
- Explain that they will listen to clues, not the festival names, and briefly review the festivals before starting.
- Read one clue at a time **(including some fake clues)**, and have students identify the festival and mark it on their card.
- Check the answers together and say the festival names aloud.

Example of clues:

Bingo cards:



- Write the required information on the board **(festival name, country, activities).**
- Groups set up their **stands around the classroom** and take turns presenting, **while classmates walk around, listen**, and ask simple questions.

Sample poster:

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FINAL PROJECTS

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UNIT 1

WELCOME TO OUR CLASS!
MINI INTRODUCTION FAIR

OBJECTIVE:

Students will demonstrate their ability to greet others, introduce themselves and others, ask and answer about age, and say where they are from through a creative, interactive class fair.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Modelling
- Visual aids
- Retelling

MATERIALS:

- Student profile cards
- Colored paper, markers
- World map or flags
- Optional: costume or name tags

PROJECT DESCRIPTION:

- Students imagine they are participating in a **school welcome fair**. Each student creates a **personal stand** to introduce themselves to classmates and visitors.

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STUDENT TASKS:

- Create a personal profile card including:

1. **Name**
2. **Age**
3. **Country**
4. **A small drawing or symbol**

- Practice a short introduction.
- Walk around the classroom and:

-Greet classmates
-Ask and answer questions
-Introduce a friend to another student

LISTENING AND SPEAKING ACTIVITY:

Students must complete a sheet:

- **Write the names of 3 classmates**
- **Write their age**
- **Write where they are from**

MODEL LANGUAGE:

- **"Hello! Nice to meet you. My name is ___. I'm ___ years old. I'm from ___. This is my friend ___. He/She is ___ years old."**

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RUBRIC:

Criteria	Excellent	Good	Needs to improve
Greetings & Introductions	Uses greetings and introductions naturally and correctly	Uses greetings correctly with minor errors	Does not use greetings correctly
Personal Information	Clearly gives name, age, and country	Gives most information clearly	Information is missing or incorrect
Listening Comprehension	Listens carefully and records classmates' information accurately	Listens and remembers most information correctly	Does not understand or record information
Pronunciation & Fluency	Speaks clearly and confidently	Generally clear with some hesitation	Very difficult to understand
Creativity and Participation	Highly creative and actively participates	Participates adequately with some creativity	Little effort or participation

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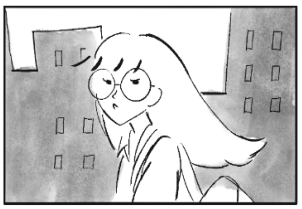
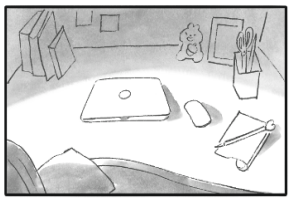


UNIT 2

MY LIFE STORYBOARD- A DAY IN MY WORLD!



OBJECTIVE:

Students will describe their daily routines, school activities, and hobbies using simple present tense and sequence words through a creative storyboard presentation.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Visual aids
- Modelling
- Guided practice
- Retelling

MATERIALS:

- Storyboard template (6 frames)
- Markers or colored pencils
- Optional: printed pictures

PROJECT DESCRIPTION:

- Students imagine they are creating a short **cartoon** or **comic** about their daily life. They design a **storyboard** showing their day from morning to night.

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STUDENT TASKS:

- Complete a 6-frame storyboard:

1. **Morning routine**
2. **Going to school**
3. **Favorite school activity**
4. **Favorite hobby**
5. **Afternoon activity**
6. **Evening routine**

- Write one sentence for each frame.
- Practice telling their story to a partner.

LISTENING AND SPEAKING ACTIVITY:

Before presenting, students listen to a partner's storyboard and answer:

- What time does your partner wake up?
- What is their favorite activity?
- What hobby do they like?

MODEL LANGUAGE:

- **"In the morning, I wake up at ___. Then I ___. At school, I like ___. In the afternoon, I ___. My favorite hobby is ___. In the evening, I ___."**

IMPORTANT!

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RUBRIC:

Criteria	Excellent	Good	Needs to improve
Use of Simple Present	Uses simple present accurately in all sentences	Uses simple present with few errors	Does not use simple present correctly
Daily Life Content	Includes routines, school activities, and hobbies clearly	Includes most unit topics	Unit contents is missing
Sequence & Organization	Ideas are well sequenced and logical	Mostly logical sequence	No clear sequence
Listening Skills	Understands classmate's story and answers questions accurately	Understands most information	Very difficult to understand
Creativity & Visual Design	Storyboard is very creative and visually clear	Clear and creative	Little effort or incomplete visuals

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UNIT 3

MY WORLD EXPO

OBJECTIVE:

Students will describe their town, animals, and world festivals through an imaginative exhibition combining real and creative elements.

SCAFFOLDING STRATEGIES:

- Brainstorming
- Visual aids
- Modelling
- Guided practice
- Retelling

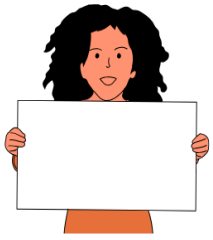
MATERIALS:

- Poster or cardboard
- Markers and colored pencils
- Pictures or drawings
- Optional: costume

PROJECT DESCRIPTION:

- Students imagine they are **tour guides** at a World Expo. They create an imaginative poster combining:

1. **Their town (real or imaginary)**
2. **An animal they like**
3. **A festival from any country**



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STUDENT TASKS:

- Divide the poster into three sections:

1. **My Town**
2. **Animals Everywhere**
3. **Festivals Around the World**

- Write 2–3 sentences per section.
- Add drawings, symbols, or colors.
- Practice presenting as a tour guide.

LISTENING CHALLENGE:

While walking around the expo, students complete a chart in their notebooks
:

- **Town with a park**
- **An animal that lives in water**
- **Festival with music or dance**

MODEL LANGUAGE:

- **“In my town, there is ___. My favorite animal is ___. It lives in ___. One important festival is ___. People celebrate it by ___.”**

IMPORTANT

66

RUBRIC:

Criteria	Excellent	Good	Needs to improve
Integration of unit topics	Describes town, animals, and festivals clearly	Describes two topics well	Does not integrate unit topics
Descriptive language	Uses varied and accurate vocabulary	Uses basic vocabulary correctly	Very limited or incorrect vocabulary
Listening comprehension	Listens carefully and completes listening chart accurately	Completes most listening tasks	Does not complete listening tasks
Oral presentation	Speaks clearly and confidently	Mostly clear with minor issues	Very difficult to understand
Creativity & imagination	Highly imaginative and engaging	Creative and interesting	Little effort or creativity

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CONCLUSIONS

- The results of this research confirm that enhancing listening comprehension in seventh-grade students remains a significant challenge in the EFL classroom. Many learners struggle to understand spoken English due to limited exposure, limited vocabulary, and the fast pace of authentic audio input. The frequency tables showed that a considerable portion of students do not consistently engage in listening tasks, which further affects the development of their listening skills.

- The analysis of the interviews revealed that teachers and students recognize the importance of audiovisual aids for listening comprehension. Visual elements such as images, animations, and short videos help learners activate background knowledge and connect sound with context, making the input more accessible. Students reported feeling more motivated and less anxious when audiovisual materials were incorporated into their lessons, indicating that such aids provide meaningful support for understanding spoken English.

- The findings also indicated that scaffolding strategies are essential to guide students effectively through listening tasks. Techniques such as pre-listening vocabulary introduction, prediction activities, visual supports, and step-by-step comprehension checks help students process auditory information more clearly. Teachers explained that students perform better when listening activities follow a structured sequence, as scaffolding helps minimize confusion and supports learners at each stage of comprehension.

- Although audiovisual aids offer numerous advantages, the data also highlighted practical limitations. Some teachers face limited access to technology, insufficient planning time, or unstable internet connectivity, which reduces the frequency of audiovisual listening activities. In response to these challenges, a pedagogical booklet titled "Listen and Look: A didactic booklet to enhance seventh-grade listening skills through scaffolding" was developed. The booklet includes interactive, scaffolded activities designed to help teachers implement listening lessons more effectively and consistently in the seventh-grade classroom.

- Despite the benefits of scaffolding supported by audiovisual aids, the findings revealed that some seventh-grade students initially experience difficulty following sequential scaffolded steps, rely excessively on visual support, and struggle with unfamiliar vocabulary during pre-listening stages, which can momentarily limit their independent listening comprehension.

RECOMMENDATIONS

- English teachers should incorporate scaffolding strategies aligned with audiovisual aids into their regular teaching practices to ensure continuous improvement of listening comprehension among seventh-grade students. These strategies should be adapted to students' needs, allowing learners to receive structured support before, during, and after listening tasks.

- Listening activities should be designed to reduce linguistic and comprehension difficulties by including vocabulary previews, guiding questions, visual cues, and short comprehension tasks. Teachers should aim to create an encouraging learning environment where students feel confident participating, predicting, and identifying key information as they interact with audiovisual materials such as videos, stories, or animated clips.

- It is recommended that teachers make consistent use of audiovisual aids in combination with scaffolding techniques, as this pairing has been shown to promote attention, motivation, and understanding. For this purpose, the pedagogical booklet created as part of this research should be implemented as a complementary instructional resource. The booklet provides clear instructions, visually-based activities, and scaffolded exercises that support both teachers and learners in developing stronger listening skills.

- Educational authorities and institutions should support teachers by ensuring access to functional technological resources, such as speakers, projectors, and stable internet connections, so that audiovisual and scaffolded listening activities can be carried out regularly and effectively

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ANNEXES

Annex 1. Research instruments

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTA DE CIENCIA, EDUCACIÓN Y TECNOLOGIA- FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 5 de junio de 2025

Dra. Sandra Guevara

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito comedidamente se digne a validar las entrevistas y encuestas de Investigación del Proyecto "Scaffolding strategy with audio-visual aids to enhance listening skills in Seventh Graders at Mariano Suarez Veintimilla High School, Academic Period 2024-2025''. 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 y encuestas y los instrumentos de validación.

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

Atentamente,

.....

Gualán Cordero Katheryn Giulliana

C.C: 1750662726

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTA DE CIENCIA, EDUCACIÓN Y TECNOLOGIA- FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS

Topic: Scaffolding strategy with audio-visual aids to enhance listening skills in Seventh Graders at Mariano Suárez Veintimilla High School, Academic Period 2024-2025.

Interview for English Teacher:

Objective: Identified applied teachers' strategies to strengthen speaking skills in seventh graders students.

Instructions: All information will be used exclusively for the analysis and development of this research.

Gender: Male ( ) Female ( )

1. **How often do you include listening activities in your English lessons?**

2. **How do you decide which listening materials to use in class?**

3. **What types of listening activities do you usually use in your classroom?**

4. **What difficulties do your students face when teaching listening activities?**

5. **What strategies do you use to support students during listening activities?**

6. **Do you use audiovisual aids to teach listening? If yes, how often and for what purpose?**

7. **What are the advantages and disadvantages of using audio visual aids to teach listening activities?**

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Thank you for your time.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTA DE CIENCIA, EDUCACIÓN Y TECNOLOGIA- FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

-INGLÉS

Encuesta a estudiantes de la Unidad Educativa Mariano Suárez Veintimilla

Tema de investigación: Estrategias de Scaffolding mediante material audio visual para el fortalecimiento de la compresión auditiva en los estudiantes de 7mo grado.

Objetivo: Identificar la percepción de los estudiantes frente a los intereses y expectativas del aprendizaje del idioma Inglés.

Indicaciones:

- Lea con atención las siguientes preguntas y conteste con honestidad.

-La información brindada será parte fundamental para el desarrollo y análisis del trabajo de investigación, además será usada únicamente con fines académicos.

1. INFORMACION GENERAL

Curso:

Edad:

Elija el género con el que se identifica.

Femenino ( ) Masculino ( )

II. INFORMACIÓN PARA LA INVESTIGACIÓN

1. **Disfruto las actividades de escucha durante clases.**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo
2. **Me cuesta entender las actividades de escucha en inglés cuando los temas son desconocidos.**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo

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3. **Se me dificulta entender palabras en inglés cuando hago actividades de escucha en clase.**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo
4. **¿Los sonidos como canciones, grabaciones o actividades de escucha te ayudan a entender mejor el inglés?**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo
5. **¿Los videos, imágenes u otros materiales que ves te ayudan a entender inglés?**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo
6. **Los videos o canciones me ayudan a recodar el vocabulario nuevo en inglés.**
   Totalmente de acuerdo
   De acuerdo
   No estoy seguro/a
   En desacuerdo
   Totalmente en desacuerdo
7. **¿Qué tipo de actividades de escucha haces normalmente en tu clase de inglés?**
   -Escuchar grabaciones del libro (diálogos, cuentos, reportes, etc.)
   -Aprender vocabulario con tarjetas ilustradas (flashcards)
   -Escuchar y completar espacios en hojas de trabajo
8. **¿Qué tipo de actividades de escucha te gustaría que el profesor incluyera en clase?**
   ☐ Hacer juego de roles después de ver un video
   ☐ Escuchar canciones en inglés mientras sigo la letra y después la canto
   ☐ Ver videos cortos o dibujos animados en inglés
9. **¿ Con qué frecuencia realizas actividades de escucha en el idioma inglés?**
   Una vez por semana
   Dos veces por semana
   Una vez al mes
   Dos veces al mes
   Una vez durante el año lectivo
   Ninguna de la anteriores

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Gracias por su colaboración.

Annex 2. Application of research instruments

Figure 1. *Application of the survey for students*

Figure 2. *Student's survey*

Annex 3. Socialization of the proposal

Figure 3. *Socialization of the academic proposal*

Annex 4. Teacher's interview

Figure 4. *Teacher's interview*

Annex 5. Certificate of socialization of the proposal

REPUBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0011-O
Ibarra, 22 de enero de 2026

PARA: **MSc. Vicky García**
RECTORA DE LA UNIDAD EDUCATIVA MARIANO SUÁREZ VEINTIMILLA

ASUNTO: Trabajo de integración curricular Srta. Katheryn Giulliana Gualán Cordero

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita GUALÁN CORDERO KATHERYN GIULLIANA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la Guía con el tema: "LISTEN AND LOOK; A DIDACTIC BOOKLET TO ENHANCE SEVENTH – GRADE LISTENING SKILLS THROUGH SCAFFOLDING" perteneciente al trabajo de integración curricular: "SCAFFOLDING STRATEGY WITH AUDIO – VISUAL AIDS TO ENHANCE LISTENING SKILLS IN SEVENTH GRADERS AT MARIANO SUÁREZ VEINTIMILLA HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
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