

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

"PROJECT-BASED LEARNING FOR L2 LISTENING SKILLS IN 4TH, 5TH, 6TH YEAR OF E.G.B AT U.E. PARTICULAR JEZREEL"

Trabajo de titulación previo a la obtención del título en Licenciada en Pedagogía del Idioma Inglés

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

AUTOR:

Melany Samantha Pozo Pachacama

DIRECTOR:

MSc. Marcia Lucia Mantilla Guerra

Ibarra – Ecuador-2026

UNIVERSIDAD TÉCNICA DEL NORTE

DIRECCIÓN DE BIBLIOTECA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO	
APELLIDOS Y NOMBRES:	POZO PACHACAMA MELANY SAMANTHA

DATOS DE LA OBRA	
TÍTULO:	PROJECT-BASED LEARNING FOR L2 LISTENING SKILLS IN 4TH, 5TH, 6TH YEAR OF E.G.B AT U.E. PARTICULAR JEZREEL.
AUTOR (ES):	POZO PACHACAMA MELANY SAMANTHA
FECHA: DD/MM/AAAA	13/10/2026
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ **PREGRADO** ☐ **POSGRADO**
TITULO POR EL QUE OPTA:	LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS
DIRECTOR /ASESOR:	MSc. MARCIA LUCIA MANTILLA GUERRA

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 13 días del mes de octubre de 2026

EL AUTOR:

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
MELANY SAMANTHA POZO PACHACAMA

……

Melany Samantha Pozo Pachacama

CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTERGRACIÓN CURRICULAR

Ibarra, 13 de Octubre de 2026

MSc. Marcia Mantilla

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICA:

Haber revisado el presente informe final del trabajo de integración curricular, el mismo que se ajusta a las normas vigentes de la Unidad Académica de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
MARCIA LUCIA MANTILLA GUERRA

……

MSC. Marcia Lucia Mantilla Guerra

C.C.: 1711539690

Dedication

I would like to dedicate this thesis to my beloved mother above all. Her unconditional love, unwavering support and never ending encouragement has been my greatest strength on this journey. Thank you for believing in me, for inspiring me to never quit, for always being there for me. You deserve as much credit for this as I do.

This work is dedicated to my dear nephews. Happiness, Love & Smiles added happiness and motivation in my life. You are the daily reminder to dream big, work hard and never give-up.

Acknowledgements

First of all, I want to thank God for giving me the strength and wisdom to finish this thesis. My university, my professors and my thesis advisor, thank you for your guidance and support in this research. I also thank the Unidad Educativa Particular “Jezreel” for allowing me to carry out this study.

Finally, I am deeply grateful to my family especially my mother for her unconditional love, encouragement and constant support.

Resumen

Este estudio analizó la influencia del Aprendizaje Basado en Proyectos en las habilidades de comprensión auditiva del inglés en estudiantes de 4.º, 5.º y 6.º año de Educación General Básica en la Unidad Educativa Particular "Jezreel" en Quito. La investigación identificó inicialmente las percepciones de los estudiantes y sus niveles base de escucha mediante pruebas diagnósticas y encuestas antes de la implementación del modelo. Posteriormente, se examinaron los cambios en la comprensión auditiva tras la intervención pedagógica, comparando los resultados obtenidos en un pre-test y un pos-test para medir el progreso lingüístico. Además, el estudio evaluó las actitudes y experiencias de los alumnos respecto a la metodología PBL a través de encuestas y listas de verificación de observación, centrándose en el desarrollo de la autonomía y la motivación intrínseca. Finalmente, se exploraron las percepciones de los docentes sobre la ejecución del PBL y su impacto real en el aula mediante entrevistas semiestructuradas.

Los resultados del pos-test demostraron un aumento en la decodificación auditiva y la reducción de la ansiedad lingüística por parte de los estudiantes evaluados. Como solución, se diseñó la guía metodológica "PBL-Listen", la cual articula diversas propuestas y temáticas con insumos didácticos específicos para los grados. Se concluye que el PBL influye positivamente en la comprensión auditiva al transformar la escucha pasiva en un proceso comunicativo, auténtico y motivador, validado por los docentes como una estrategia sostenible y eficaz.

Palabras clave: Aprendizaje basado en proyectos, comprensión auditiva, inglés como lengua extranjera, adquisición de una segunda lengua

Abstract

This study analyzed the impact of Project-Based Learning on English listening comprehension skills among Year 4, 5 and 6 pupils in the General Basic Education program at the 'Jezreel' Private School in Quito. The research initially identified students' perceptions and their baseline listening levels through diagnostic tests and surveys prior to the implementation of the model. Next, the evolution of the comprehension of listening after the pedagogical intervention was analyzed. To measure the linguistic progress, a comparison was made between the results obtained in the pre-test and the post-test. Besides, the pupils' attitudes and experiences towards the PBL approach were also assessed through surveys and observation checklists, with special focus given to the development of autonomy and intrinsic motivation. Finally, semi-structured interviews were used to investigate the teachers' perception of the implementation of PBL and its actual impact in the classroom.

The post-test results revealed an increase in auditory decoding and a decrease in language anxiety in the students evaluated. Therefore, the methodological guide "PBL-Listen" was created as a solution, articulating different proposals and topics with specific didactic inputs for the grades. The study concluded that PBL has positive effects on listening comprehension by making the process of listening from passive to communicative, authentic and motivating, and it was confirmed by teachers as a sustainable and effective strategy.

Keywords: Project-Based Learning (PBL), Listening comprehension, English as a Foreign Language (EFL), Second language acquisition.

Index of Contents

Resumen 7
Abstract 8
Introduction 13
Problem Description 14
Justification 16
Objectives 17
General Objective 17
Specific Objectives 17
Chapter I: Theoretical Framework 18
1.1 Acquisition of English as a Foreign Language 18
1.2 Listening Comprehension 22
1.2.1 Cognitive Processing Stages 23
1.2.2 The Metacognitive Pedagogical Cycle 24
1.2.3 Instructional Flow in the Classroom 24
1.3 Listening Comprehension Instruction in Ecuador 26
1.4 Definition, Characteristics, and Principles of Project-Based Learning 30
1.4.1 Inquiry 32
1.4.2 Planning 32
1.4.3 Creation 33
1.4.4 Presentation 33
1.4.4 Reflection 33
1.5 PBL in Language Teaching and the Development of Language Skills 33
1.6 The Impact of PBL on Motivation, Autonomy, and Meaningful Learning 35
1.7 Conditions for the Effectiveness of PBL in Listening Comprehension 37
Chapter II: Methodology 40
2.1 Research Methodology 40
2.1.1 Research Approach 40
2.1.2 Research Method/Design 40

2.1.3 Techniques and Instruments 41
2.1.7 Sample Identification 42
Chapter III: Analysis and Interpretation of Results 43
3.1 Results and Analysis of the Diagnostic Tests (Pre-Test and Post-Test) 43
3.1.1 Diagnostic Test Results for the Control Group 43
3.1.2 Diagnostic Test Results for the Experimental Group 45
3.2 Results and Analysis of the Structured Surveys (Pre-Test and Post-Test) 48
3.2.1 Structured Survey Results for the Control Group 48
3.2.2 Structured Survey Results for the Experimental Group 50
3.3 Results and Analysis of the Observation Checklists. 52
3.3.1 Observation Checklist Results for the Control Group. 52
3.2.1 Observation Checklists Results for the Experimental Group. 54
3.4 Results and Analysis of the Teacher Interview. 56
3.4.1 Theme 1 Results: Current Listening Practices and Challenges Faced by Students (Q1, Q2, & Q6). 56
3.4.2 Theme 2 Results: PBL Perceptions, Motivation, and Benefits (Q3, Q4, & Q5). 57
3.4.3 Theme 3 results: Instructional Design, Resource Selection, and Development (Q6 & Q7) 59
Chapter IV: Proposal 61
4.1 Proposal Title 61
4.2. Rationale 61
4.3. Theoretical Foundations 61
4.4. Proposal Objectives 62
4.4.1. General Objective 62
4.4.2. Specific Objectives 62
4.5. Beneficiaries 63
4.6. Content of Guide 63
4.7. Description of Guide 69
4.8 Impacts 169
4.8.1. Affective Impact 170
4.8.2. Linguistic Impact 172

4.8.3. Academic Impact 174
Conclusions 177
Recommendations 179
Annexes 186

Table Index

Table 1 25
Table 2 52
Table 3 54
Table 4 56
Table 5 58
Table 6 59
Table 7 63
Table 8 169
Table 9 170
Table 10 172
Table 11 174

Figure Index

Figure 1 18
Figure 2 20
Figure 3 31
Figure 4 44
Figure 5 44
Figure 6 45
Figure 7 46
Figure 8 48
Figure 9 49
Figure 10 50
Figure 11 51

Introduction

21st-century education faces the challenge of modernizing teaching methods to meet the demands of foreign language acquisition. Listening comprehension is a core skill in English language learning, as it enables students to interpret, respond, and participate in real communicative situations. However, in Ecuador, this skill is often underdeveloped due to methodological limitations and insufficient exposure to the language in authentic contexts.

In this regard, Project-Based Learning (PBL) emerges as an active and innovative methodology that fosters meaningful learning through the completion of student-relevant projects. This strategy not only promotes motivation and collaborative work but also enhances communicative skills such as listening comprehension by integrating authentic materials, technology, and real-world contexts (Bell, 2010; Thomas, 2000) . Through PBL, students are exposed to situations where they must understand oral instructions, collaborate with peers, and present outcomes that involve the practical use of English. Consequently, PBL strengthens listening comprehension and contributes to students' holistic development.

This research specifically investigates the Use of Project-Based Learning to Improve Listening Comprehension in English among fourth, fifth, and sixth-grade students at Unidad Educativa Particular "Jezreel" in Quito during the 2025-2026 scholar year. Listening comprehension is a critical yet challenging skill in English as a Second Language (ESL), often hindered by traditional didactic methods where knowledge is acquired in a passive way. (Maros et al., 2023; Thomas, 2000). PBL offers a more active learning environment where students must interpret and process auditory information to achieve project goals and present realistic outcomes.

Given that primary education levels show significant sensitivity to these instructional methods, this study explores how a transition to a student-focused model can enhance students' ability to understand English in a meaningful context (S. T. Ahmad et al., 2023; Zhang & Ma, 2023). Ultimately, the project aims to demonstrate that PBL not only improves technical language skills but also fosters sustained engagement and a more positive attitude toward the learning process.

Problem Description

In the context of teaching English as a foreign language in educational institutions in Ecuador, one of the main challenges identified is the effective development of listening skills in students in “Educación General Básica”.

The problem in the Ecuadorian educational context lies in the persistent gap between the demands of globalization and the actual communicative proficiency of students. Some research indicates that approximately 86% of students struggle significantly with auditory skills, while 76% face general difficulties in listening to and developing the language (García & Bravo, 2017).

This deficiency is primarily rooted in the continued use of “obsolete” and traditional teaching methods, such as grammar-translation and behaviorist models, which focus on passive knowledge acquisition rather than active communication (Loor et al., 2018). Furthermore, as English is a foreign language in Ecuador, students have virtually no exposure to it outside the classroom, making school their only contact point (García & Bravo, 2017).

Logistical constraints exacerbate the issue: many institutions suffer from overcrowded classrooms (40–45 students), a lack of specialized listening laboratories, and poor connectivity; many teachers lack updated certifications in modern methodologies, leading to routine classes

that cause student disinterest; and, consequently, students fail to reach the proficiency levels required by international standards, necessitating a shift toward active models like PBL to bridge this pedagogical divide (Loor et al., 2018).

Specifically, fourth, fifth and sixth grade students of the Unidad Educativa Particular “Jezreel” have difficulties to understand spoken instructions, to identify key words in basic conversations or to follow simple dialogues in English. This situation negatively affects their achievement in the subject and progression in other language skills.

During classroom observations and informal conversations with teachers, it was evident that students often get frustrated in the face of the listening exercises due to the inability to understand the general meaning of the message or find the details. Additionally, the materials used in the class are not always motivating or contextualized to the children’s interests which contribute to low participation during listening activities. This situation is aggravated by the scarce incorporation of active methodologies that promote meaningful learning.

So it is necessary to rethink the pedagogical strategies used in the teaching of English, searching for alternatives that promote motivation, active participation and the real development of language skills especially in listening comprehension. An innovative option that has proven effective in various educational contexts is PBL, which allows students to collaboratively construct knowledge and apply it to real life situations.

This problem is limited to the English language area at the Educación General Básica, specifically in grades four, five, and six, at the Unidad Educativa Particular "Jezreel", located in Ecuador. The study will focus on analyzing the difficulties students face in developing English listening comprehension, as well as on the implementation of strategies based on the Project-Based Learning approach to improve this skill.

Justification

Today, to succeed in education and career, knowing a foreign language, especially English, is very important. However, the development of effective listening comprehension skills is one of the most resilient problems faced by EFL (English as a Foreign Language) learners in Ecuador. However, students are not actively and meaningfully involved in authentic language input through conventional approaches (Gilakjani & Sabouri, 2016). Therefore, it is necessary to look for new pedagogical strategies that promote greater student participation and the development of receptive language skills in real contexts.

PBL is an exciting alternative that encourages collaboration, creativity and authentic use of language. PBL involves students in real-world, complex projects that require sustained engagement and critical thinking to promote deeper learning" (Thomas, 2000). PBL engages students in real world tasks and encourages meaningful interaction with the target language so that listening skills can be developed more naturally and effectively (Beckett & Slater, 2005). The application of the PBL in Fourth, Fifth and Sixth Grade students of the Unidad Educativa Particular "Jezreel" of Quito, is due to the urgency of methods that respond to the cognitive development of the students and the need for education of the 21st century.

The rationale for this research is not only the possible academic gains but also the broader implications for the quality and equity of education. As Tsiplakides and Fragoulis (2009) argued, PBL can promote autonomy, motivation and deeper learning in language classrooms. The improvement of listening comprehension based on PBL can contribute to better communication skills, learner autonomy and a more inclusive learning environment, especially in multilingual and multicultural classrooms. Moreover, this study responds to national and institutional priorities aimed at raising English proficiency among basic education learners (Ministerio de

Educación del Ecuador, 2016), thus supporting long-term educational goals and future opportunities for students.

Objectives

General Objective

To analyze the influence of Project-Based Learning on English listening comprehension skills in 4th, 5th, and 6th -year students of Educación General Básica at Unidad Educativa Particular "Jezreel" in Quito.

Specific Objectives

- To identify students' perceptions and baseline listening comprehension levels before PBL implementation through diagnostic tests and surveys.
- To examine changes in students English listening comprehension after the PBL intervention by comparing pretest and post-test results.
- To assess students' attitudes and experiences regarding the Project-Based Learning methodology through surveys and observation checklists.
- To explore teachers' perceptions of Project-Based Learning implementation and its impact on student listening comprehension through semi-structured interviews.

Chapter I: Theoretical Framework

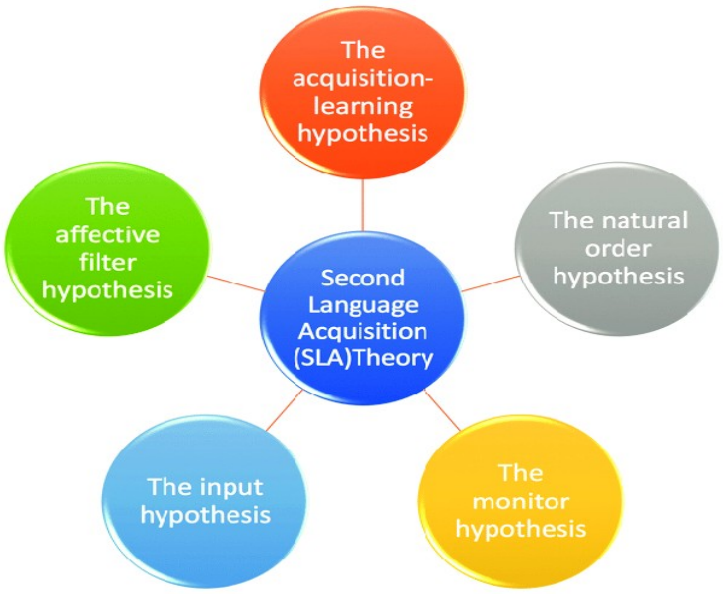
1.1 Acquisition of English as a Foreign Language

For this study, it is important to begin by explaining how the dynamics of learning, or more precisely, the acquisition of a new language, can be understood from a theoretical pedagogical perspective.

Therefore, one of the most influential theoretical frameworks in second language acquisition is Krashen's Monitor Model, which comprises five main hypotheses: the Acquisition-Learning, Natural Order, Monitor, Input, and Affective Filter hypotheses (Pauzan, 2024):

Figure 1

Krashen's Second Language Acquisition Theory



Note. Adapted from *Learning, Language, and Literacy as Entities for Empowerment and Equality: A Case Study of Three Adolescent Indigenous Ixil ELs*, by L. Pentón, 2019, *Educating for a Just Society* (pp. 31–49), Association of Literacy Educators and Researchers.

The Acquisition-Learning hypothesis distinguishes between subconscious acquisition, as a natural process similar to how children learn their first language, and conscious learning, which involves formal instruction and rules. The Input hypothesis is central to this model and posits that students acquire language primarily through "comprehensible input" slightly above their current proficiency level. The Affective filter hypothesis suggests that emotional factors such as high anxiety, low motivation, or lack of self-confidence can act as a mental block, preventing comprehensible input from reaching the language acquisition device (Ibarra & Guamán, 2025; Pauzan, 2024). This is also stated in official documents from the Ministry of Education, which emphasize that the primary need for a low-anxiety classroom environment in English teaching. In this setting, instructors provide meaningful, relevant language exposure rather than relying solely on tedious grammar drills (Ministerio de Educación del Ecuador, 2016).

Similar perspectives can be found in the "Behaviorist model", rooted in the work of psychologists like Skinner, which explains language acquisition as a process of habit formation through stimulus, response, and reinforcement (Kadau, 2022). This theory stresses repetition, training and drills to make the linguistic behaviors internalized. There are often rewards for correct answers, and punishments, or negative feedback, for incorrect ones.

In contrast, in constructivism students learn actively, constructing their knowledge based on previous experiences. In this approach, the teacher is not limited to knowledge transfer, but plays an essential role in providing support and guidance to the learning process, thus leading to an improved understanding of the subject (Ministerio de Educación del Ecuador, 2016).

Constructivism has given rise to new methodologies such as Project-Based Learning, in which students work on real-world problems, developing their collaborative skills and critical thinking. (Ammaneswari, 2023).

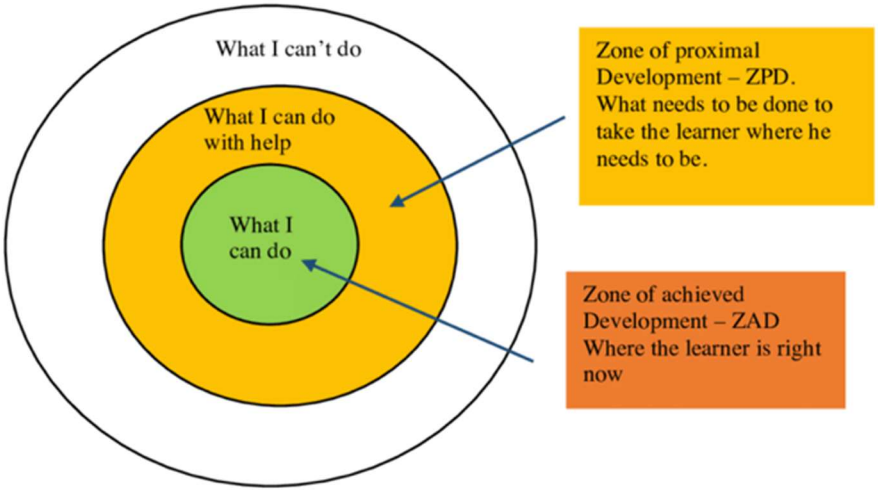
Other perspectives, such as the "Interaction" and "Output Hypotheses," expand the understanding of language acquisition by highlighting the social and performative aspects of communication. Long's Interaction Hypothesis argues that the negotiation of meaning, where interlocutors restructure their conversation to resolve misunderstandings, provides the most effective data for language development; complementing this, Swain's Output Hypothesis suggests that receiving input is not enough; students must be "pushed" to produce language to recognize gaps in their linguistic knowledge and move from purely semantic to syntactic processing (Sung Park, 2002). The theoretical significance of these theories implies that English instruction should prioritize collaborative activities, such as role-plays and group work, which force students to use the target language in a natural, functional way (Ghafar et al., 2023; Peras & Turano, 2024).

Finally, the Theories of "Multiple Intelligences" and "Sociocultural Theory" offer additional important ideas for individualized and social learning processes.
For example, Gardner's multiple intelligences theory suggests that people have different cognitive profiles such as linguistic, musical or spatial. Hence, teachers should diversify their teaching methods by using tools such as literature, film or music to engage these different spheres of the mind (Ahmad, 2020).

Vygotsky's concept of the Zone of Proximal Development (ZPD) is a foundational pillar for understanding the effectiveness of Project-Based Learning (PBL) and the development of listening comprehension, as it redefines learning from a solitary act to a collaborative, sociocultural process (Ibarra & Guamán, 2025).

Figure 2

Vygotsky's Zone of Proximal Development (ZPD) theory.



Note. The ZPD is defined as the gap or disparity in achievement between what a learner can accomplish independently and what they can achieve with the assistance of a more knowledgeable peer or teacher. Adapted from Ismail et al. (2024).

This theory posits that instruction is most effective when it targets this "zone" rather than focusing on skills the student has already mastered or those that are too far beyond their current reach (Kokotsaki et al., 2016). PBL is built on the constructivist principle that learners achieve goals through social interactions and the sharing of knowledge; so interaction with others serves as the "basic source for learning," allowing students to internalize new concepts through collective dialogue and debate (Ministerio de Educación del Ecuador, 2016).

In PBL, the teacher acts as a facilitator rather than a lecturer, providing what Thomas (2000) defines as "scaffolding" or temporary supports like models, coaching, or breaking down complex tasks to help students navigate challenging investigations; as students become more competent, this assistance is gradually removed, leading to increased learner autonomy (Peras & Turano, 2024).

There is also importance in collaborative dynamics; group work in PBL facilitates the negotiation of meaning, where students of varying proficiency levels support one another. This creates an environment where everyone can function at higher levels of thinking by making connections that would be difficult to form in isolation (Thao & Long,2022).

1.2 Listening Comprehension

Listening comprehension is a fundamental skill in foreign language acquisition because it serves as the primary medium for acquiring a new language and supports the development of other skills like speaking, reading, and writing (Thao & Long, 2022); also, it could be described as the "foundation" of language learning, naturally developing faster than other macro-skills and acting as a threshold for determining communicative competence (Nazarieh et al., 2022).

Furthermore, listening comprehension is the most frequently used mode of human communication and is essential for accessing knowledge in lectures, media, and daily social interactions (Thao & Long, 2022). Moreover, despite being historically overlooked as a passive skill, listening is now understood as a complex, active process of constructing meaning from a stream of sounds. It is inherently difficult because it requires the listener to focus on selected aspects of aural input while simultaneously coordinating various cognitive functions (Nazarieh et al., 2022)

According to the Input Hypothesis, acquisition only proceeds when learners are exposed to language data that they can understand, specifically input that is slightly above their current proficiency level, making comprehensible input viewed "As the *sine qua non* for SLA (Second Language Acquisition)" (Park, 2002, p. 13).

This complexity is further characterized by three interconnected and recursive stages: perceptual processing (attending to sounds in echoic memory), parsing (transforming words into meaningful mental representations in short-term memory), and utilization (associating new information with existing knowledge stored in long-term memory) (Nazarieh et al., 2022; Thao & Long, 2022).

What makes listening a particularly complex skill is the multiple variables that can hinder comprehension in real time. Factors such as a high speech rate are especially problematic, as they leave learners with inadequate time to process information and often cause them to miss the beginning of utterances (López et al., 2025). Complexity also arises from the lack of correspondence between how words are written and how they are pronounced, as well as the use of reduced forms and abbreviations by native speakers. Additionally, unfamiliar accents and vocabulary gaps can trigger high levels of anxiety, which increase the affective filter and prevent input from reaching the language acquisition centers of the brain. Consequently, mastering this skill demands the strategic use of both linguistic and background knowledge to decode and interpret messages effectively (Thao & Long, 2022).

Also, the theoretical framework for listening comprehension defines it not as a passive reception of sound but as a complex, active, and dynamic process involving various interconnected stages; at a theoretical level, these stages are categorized into cognitive processing models, the metacognitive pedagogical cycle, and the instructional sequence used in the classroom, as described by Nazarieh et al., (2022):

1.2.1 Cognitive Processing Stages

According to Anderson's (1985) model, the brain processes auditory information through three recursive stages:

Perceptual Processing. The listener focuses on acoustic signals stored temporarily in echoic memory, paying attention to phonemes, keywords, and contextual cues to begin meaning construction (Nazarieh et al., 2022).

Parsing. In this stage, words are transformed into meaningful mental representations within the short-term memory. Factors such as linguistic knowledge and topic familiarity determine the effectiveness of this processing (Nazarieh et al., 2022).

Utilization. The listener relates the new information to prior knowledge stored in long-term memory to finalize the construction of meaning and achieve a specific communicative purpose (Nazarieh et al., 2022).

1.2.2 The Metacognitive Pedagogical Cycle

To help students regulate their own learning, researchers like Vandergrift proposed a cycle that shifts listening from a mere test to a developmental process (Nazarieh et al., 2022):

Planning. Occurs before listening; students set goals, activate background knowledge, and mentally organize how they will approach the task (Cueva & Díaz, 2026).

Monitoring. Performed during the task, students supervise their comprehension in real time, using known words to guess the meaning of unknown ones and adjusting their interpretation if errors are noticed (Cueva & Díaz, 2026).

Evaluation. A retrospective reflection where students assess their satisfaction with their level of comprehension and identify what they might do differently in future tasks (Cueva & Díaz, 2026).

1.2.3 Instructional Flow in the Classroom

The Ecuadorian national curriculum and related studies often organize the teaching of listening into a process-oriented sequence (Ministerio de Educación del Ecuador, 2016):

Pre-Listening. Focused on prediction and hypothesizing based on titles, images, or "paratexts" to reduce anxiety and activate schemata (Ministerio de Educación del Ecuador, 2016).

While-Listening. Students engage with the audio (often through multiple replays) to identify main ideas or specific details (Ministerio de Educación del Ecuador, 2016).

Post-Listening. A critical phase where students use the knowledge acquired to perform communicative tasks, such as role-plays, oral reports, or discussions, thereby integrating listening with oral production (Abreus & Haro, 2019).

Table 1

Summary of Theoretical Stages for Listening Comprehension

Perspective	Stage	Description	Key Focus
Cognitive	Perceptual	Initial focus on sounds and phonetic cues in echoic memory.	Discrimination of sounds.
	Parsing	Words are converted into mental representations using short-term memory.	Language units.
	Utilization	Linking input with background knowledge in long-term memory..	Meaning construction.
Metacognitive	Planning	Setting goals and activating prior knowledge before the task.	Strategy preparation.

	Monitoring	Real-time monitoring and correction of comprehension errors.	Self-Regulation.
	Evaluation	Retrospective analysis of task performance and strategy efficacy.	Reflection.
Instructional	Pre-listening	Brainstorming and predicting content to prime the listener.	Motivation & scaffolding.
	While-listening	Active engagement with the audio to grasp the gist or specific data.	Information processing.
	Post-listening	Using the understood content for production (speaking/writing).	Skill integration.

Source: Own elaboration

1.3 Listening Comprehension Instruction in Ecuador

The current state of English listening comprehension instruction in Ecuadorian educational institutions is characterized by a significant reliance on traditional methods, such as the grammar-translation and behaviorist models, which often lead to student disinterest (García & Bravo, 2017; Loor et al., 2018). While the national curriculum recognizes listening as a highly complex process and recommends the use of "Information and communication technologies"

(ICT) and authentic materials, research suggests these guidelines are not consistently implemented (Loor et al., 2018; Ministerio de Educación del Ecuador, 2016).

In this regard, studies in Ecuador, such as the one by Abreus and Haro (2019), have found that nearly 54% of classes do not use authentic audiovisual materials, such as films or series.

This despite the fact that both students as well as teachers know that they have the capacity to improve their skills in language. For this reason, the work of García and Bravo (2017) has shown that a large majority of students between 76% and 86% have a great difficulty with auditory skills and are at a basic level of proficiency.

Specifically, some critical gaps have been identified that impact on the effective development of listening skills. First, pedagogical and cognitive factors have been described; because there is an underutilization of metacognitive strategies, such as planning, monitoring, and evaluation, which are essential for navigating complex auditory information(Cueva & Díaz, 2026); also students often show a better command of perceptual skills, like phonetic discrimination, but face marked difficulties with global and inferential comprehension, such as identifying main ideas or following the logic of oral texts (Jumbo & Celi, 2026).

A second set of factors relates to infrastructure and resource scarcity. For example, many public institutions suffer from overcrowded classrooms (frequently 40 to 45 students), which prevents teachers from providing individualized attention or managing active listening tasks effectively. Furthermore, there is a widespread lack of specialized listening laboratories, poor internet connectivity, and insufficient access to authentic, culturally relevant materials (Loor et al., 2018).

Another significant gap exists between teachers' awareness of modern strategies and their actual classroom practice; for example, studies such as Viñan et al. (2025) have shown that while 65% of teachers recognize the value of music in teaching English, only 12% incorporate it systematically into their lessons. Factors of this kind have also revealed a lack of skills among English teachers in modern methodologies and in up-to-date training on integrating technology or metacognition into the listening process (Ibarra & Guamán, 2025).

Finally, there are factors related to contextual limitations: because English is taught as a foreign language in Ecuador, students have minimal exposure to the target language outside the classroom, making school the only point of contact for many (García & Bravo, 2017). Additionally, listening is often taught in isolation rather than integrated with other communicative skills, which prevents students from applying their lexical knowledge to real-time listening tasks (Jumbo & Celi, 2026).

At the normative and curricular levels, the Ecuadorian Ministry of Education establishes English as a mandatory subject in public institutions from the second grade of Basic General Education (EGB) through the third year of Baccalaureate. The national curriculum is built upon five core principles (Ministerio de Educación del Ecuador, 2016):

- Communicative language approach,
- Content and language integrated learning (CLIL).
- International standards aligned with the Common European Framework of Reference for Languages (CEFR).
- Thinking skills.
- Learner-centered approach.

These principles mandate that language be learned as a tool for interaction rather than a static body of grammatical knowledge.

Instruction is organized into five curricular threads, with the second thread, Oral Communication, specifically integrating listening and speaking as a holistic process. The curriculum defines listening "as a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short- and long-term memory functions almost simultaneously"(Ministerio de Educación del Ecuador, 2016, p. 259). Normative guidelines emphasize that listening is a receptive but active skill, moving away from outdated models of passive perception to one of dynamic meaning construction.

For students in the sub-levels of Básica Elemental and Básica Media (that is, the 4th, 5th and 6th grades), the curriculum employs a "Branching Approach" to proficiency. 4th grade they should be at Pre-A1.1 level, and for 5th and 6th grade they go towards A1.2 level, with the aim of being at A2 level by the end of 7th grade. To this end, MINEDUC advocates the use of ICT and authentic resources such as songs, podcasts and short films to expose learners to a variety of examples of spoken English and real language use.

The curriculum also fosters the development of metacognitive strategies such as planning, monitoring and evaluating, so that students can self-regulate their own listening comprehension. The focus on learner autonomy is intended to equip Ecuadorian students with the strategies they need to become independent, self-motivated, lifelong learners. Normatively, this is supported by "School Projects", which provide a formal space for PBL, allowing English to serve as a vehicle for interdisciplinary inquiry and the development of skills such as innovation and collaboration (Ministerio de Educación del Ecuador, 2016).

1.4 Definition, Characteristics, and Principles of Project-Based Learning

PBL is defined as a student-centered pedagogical model that organizes instruction around complex tasks centered on challenging questions or problems (Thomas, 2000). Derived from the philosophical tradition of Pragmatism and John Dewey's principle of "learning by doing" (Tsiplakides & Fragoulis, 2009, p. 113), PBL shifts the focus from simple memorization to the practical application of knowledge in everyday life. It is built upon three core constructivist principles:

- Learning is specific to a given context
- Students are actively involved in the process
- Goals are achieved through social interaction and the sharing of understanding

(Kokotsaki et al., 2016).

Unlike traditional teacher-led instruction, PBL requires students to engage in inquiry-based learning over extended periods, culminating in a realistic product or presentation that reflects their new understanding (Thomas, 2000).

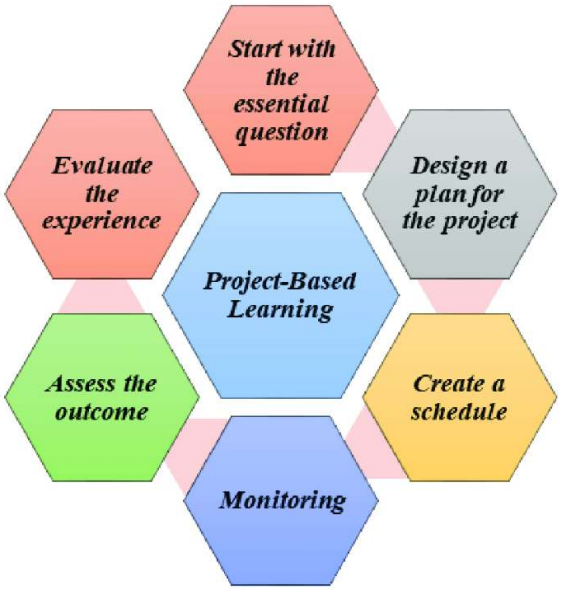
The methodology is defined by five basic criteria that differentiate it from traditional lessons. The first is centrality: projects are the center of the curriculum around which students encounter core concepts, rather than peripheral illustrations that are tacked on after a lecture. The second is the driving question, which must be carefully constructed so that students are challenged to grapple with underlying conceptual principles. Third, Projects should incorporate constructive investigation, a process of inquiry and resolution with a specific goal that develops new skills or understanding. Fourth is autonomy, in which projects are student-driven rather than scripted or teacher-led. Finally, realism is essential; projects must embody authentic

characteristics, such as real-life challenges and audiences, providing a sense of utility beyond the classroom (Kokotsaki et al., 2016; Thomas, 2000).

PBL is often compared to other active methodologies but it has its own features that make it stand out. Both project- and problem-based learning emphasize collaboration to reach a common goal, but the ultimate goal differs, with problem-based learning emphasizing the learning process itself, while PBL requires a tangible end product or artifact (Kokotsaki et al., 2016). PBL affects critical skills such as higher-order thinking, effective communication, and self-regulated learning beyond technical knowledge (Zhang & Ma, 2023). By pursuing a driving question, students are motivated to explore interrelated problems, which improves their ability to solve real-world challenges and to cooperate with others. Research indicates that PBL has a significant positive effect on academic achievement and affective attitudes, helping to reduce anxiety while increasing student interest and engagement (Adilah, 2023).

Figure 3

The Procedure of Project-Based Learning for Teaching STEM.



Note. A model proposed for carrying out the PBL procedure in teaching. Adapted from *STEM Education Research in Indonesian Elementary Schools: A Systematic Review of Project-Based Learning*, by M. Imaduddin, S. Sholikhati, and M. In'ami, 2021, *ELEMENTARY: Islamic Teacher Journal, 9*(2), 201–228**.**

Specifically, the process by which PBL can be effectively applied in English language teaching is illustrated in Figure 2 and follows six systematic steps designed to engage students in authentic investigation and knowledge construction (Imaduddin et al., 2021).

1.4.1 Inquiry

The project begins with a meaningful problem to be solved or a "driving question" that provides an intellectual purpose and sparks student curiosity. This question should be open-ended and relevant to students' real-life contexts, ensuring they struggle with the subject's underlying conceptual principles as they pursue a solution (Muttahidah & Zen, 2023).

1.4.2 Planning

In this phase, the teacher acts as a facilitator, assisting students in developing project procedures and identifying necessary resources. Students exercise autonomy by making decisions regarding their project design, creating project titles, and determining the methods they will use to investigate their chosen topic (Kokotsaki et al., 2016). The planning stage often includes an "entry event" to orient students toward the project's requirements (Adilah, 2023).

Create a Schedule. Students and teachers collaborate to establish a project timeline or work schedule. This activity is crucial for developing life skills such as self-management and time management (Muttahidah & Zen, 2023). Effective scheduling involves coordinating with

other subjects and building in flexibility, such as a 20% “overrun” period, to ensure the project can be completed on time despite unforeseen challenges (Kokotsaki et al., 2016).

1.4.3 Creation

As students work on their projects, the teacher is responsible for monitoring progress and tracking each group's development. This is a dynamic stage in which the teacher provides scaffolding, supports students as they encounter and debug errors, and monitors the “negotiation of meaning” during peer interactions (Adilah, 2023). The goal is to assist students in completing their product while maintaining the project's educational focus (Imaduddin et al., 2021).

1.4.4 Presentation

Once the project work is complete, the focus shifts to the finished product or “concrete artifact” (Adilah, 2023; Kokotsaki et al., 2016). Assessment in PBL is authentic and multidimensional; it includes grading students' work according to predetermined criteria or rubrics. This stage often involves a public presentation or “reporting” session where students share their findings with the class or a wider audience (Muttahidah & Zen, 2023).

1.4.4 Reflection

The final stage involves a retrospective reflection on the entire learning process. Students and teachers discuss whether the initial goals were achieved, identify errors, and suggest improvements for future projects. This “culture of revision” ensures that students not only complete a task but also understand what they have learned and how their skills have evolved through the experience (Thomas, 2000).

1.5 PBL in Language Teaching and the Development of Language Skills

Now then, in the specific context of foreign language teaching, PBL is adapted by shifting the instructional focus from the rote memorization of grammar rules to inquiry-based learning centered on real-world experiences (Adilah, 2023).

The application of PBL in language classrooms tends to be quite well organized in terms of structure, mainly following these stages:

- Planning (identifying a project title and driving question)
- Implementing (peer collaboration to build the project)
- Presenting the final product and evaluating both the process and outcome.

Also, in foreign-language contexts, this methodology is applied through the use of authentic materials and the creation of a final product. The process is usually encouraged starting from driving questions and tasks; projects are organized around challenging questions that require students to struggle with underlying conceptual knowledge (Thomas, 2000); in this regard, authors point out examples of language specific projects include creating multimedia documentaries, parody TV shows, or conducting gallery walks and public exhibitions (Jaya et al., 2018; Kokotsaki et al., 2016).

Also, this methodology tends to pursue the integration of Media; teachers adapt PBL by integrating authentic audiovisual resources, such as podcasts, films, news broadcasts, and songs, as the primary sources of language input. These materials expose students to natural speech patterns, diverse accents, and real-world language use, which are often missing from scripted textbooks (Nuralisa et al., 2025).

There is also a collaborative component, as PBL encourages the negotiation of meaning through “two-way” information exchanges between peers, which has been shown to promote

acquisition more effectively than “one-way” teacher-led instruction (Sung Park, 2002; Tsiplakides & Fragoulis, 2009).

As for the impact on linguistic skills, PBL facilitates the natural integration of the four macro skills (listening, speaking, reading, and writing), rather than teaching them in isolation. Research, such as the one carried out by Zhang and Ma(2023), indicates that PBL contributes significantly to academic achievement, creative thinking, and self-regulated learning; also, the study by Ammaneswari (2023) shows that it helps students move from being passive recipients to becoming active actors of their own education. Affective benefits have also been described; by engaging in interesting and autonomous activities, students experience a lower affective filter (reduced anxiety) and increased self-confidence, particularly in their ability to use the target language in communicative scenarios (Jaya et al., 2018; Ministerio de Educación del Ecuador, 2016).

Regarding the specific impact on listening comprehension, it is often an overlooked or “passive” skill that becomes a dynamic, active process under PBL (Nazarieh et al., 2022). For example, there are measurable improvements. Experimental studies in Ecuador have shown that incorporating active strategies, such as music, within a structured pedagogical framework can lead to a 28% increase in listening comprehension (Viñan et al., 2025). Other studies have found evidence of metacognitive development, as PBL catalyzes metacognitive strategies, encouraging students to use planning, monitoring, and evaluation to decode messages and helping them identify and mitigate comprehension breakdowns in real time (Cueva & Díaz, 2026).

1.6 The Impact of PBL on Motivation, Autonomy, and Meaningful Learning

For authors such as Zhang and Ma (2023), it is clear that PBL functions as a transformative catalyst for deep learning by replacing passive rote memorization with a complete

learning process centered on challenging, authentic questions. This cognitive mechanism, defined as centrality, ensures that the project is not a secondary activity but the center of the teaching strategy through which students encounter essential concepts; by grappling with a "driving question," students are forced to struggle with underlying conceptual principles, moving far beyond superficial recall to construct sophisticated new understandings.

This cognitive transformation occurs because true PBL requires "constructive investigation", a goal-directed process of inquiry and resolution that involves active knowledge building rather than simple repetition (Thomas, 2000). So, students develop a conceptual understanding and higher-order thinking skills that are significantly more flexible and applicable to novel real-world situations than the inert knowledge produced by traditional didactic models.

The impact on emotional motivation is primarily caused by the fundamental mechanism of realism and the strategic alignment of tasks with students' genuine personal interests. Moreover, this works because engaging with "interesting real-world problems" leads students to experience significantly greater curiosity, a foundational component of intrinsic motivation (Adilah, 2023). This psychological sense of purpose is further enhanced when students work toward a "concrete artifact", that is to say, a final product or presentation that represents their new understanding and provides a tangible sense of utility (Kokotsaki et al., 2016).

Furthermore, PBL creates a "low anxiety" environment that effectively reduces the "affective filter" because when students feel safe to take risks and learn from missteps through a "culture of revision" and feedback, their self-confidence, self-esteem, and self-efficacy increase significantly, fostering a "mastery-oriented mindset" (Thomas, 2000; Tsiplakides & Fragoulis, 2009).

Student autonomy is systematically fostered through a deliberate transfer of control from the teacher to the learner, positioning students as the “Independent implementers of their own education”(Ammaneswari, 2023, p. 4148). This pedagogical mechanism requires students to set their own goals, plan complex procedures, and manage their time relatively autonomously over extended periods (Kokotsaki et al., 2016). Such responsibility directly promotes self-regulated learning, as students must constantly monitor their own progress, identify gaps, and evaluate their own outcomes. PBL also facilitates agentic engagement, a dimension where students contribute constructively to the flow of instruction and collaborate with peers to negotiate meaning (Quoc & Hoang, 2022). This social interaction is a critical cognitive pillar, as it enables the sharing of understanding and the development of intelligence through collective, rather than isolated, problem-solving.

Ultimately, these diverse mechanisms collectively prevent superficial learning by emphasizing mastery-focused goal orientations over mere task completion. While traditional models often lead students to pursue simple performance goals, PBL encourages a focus on learning for deep understanding (Thomas, 2000; Zhang & Ma, 2023). This depth is strengthened by the integration of interdisciplinary knowledge and the use of technology as a cognitive tool, helping students to synthesize complex data (Quinay & Briones, 2024).

1.7 Conditions for the Effectiveness of PBL in Listening Comprehension

For PBL to work in improving listening comprehension of primary students, there must be a convergence of some pedagogical, contextual and emotional conditions to change the classroom from a site of passive reception to active inquiry.

The main pedagogical condition concerning the teaching conditions is the implementation of a metacognitive cycle, which presupposes explicit teaching of planning,

monitoring and evaluation (Cueva & Díaz, 2026; Mero et al., 2024). Research conducted in public institutions in Ecuador shows that students often pose problems with goal-oriented listening, so it is a prerequisite for teachers to lead students to set specific goals before beginning an activity (Cueva & Díaz, 2026). Furthermore, instruction must balance didactic modeling with independent inquiry (Kokotsaki et al., 2016). Teachers should provide "cognitive modeling" by thinking aloud to illustrate effective strategies for decoding sounds and interpreting meaning (Ennis et al., 2022).

Another critical condition is the integration of authentic audiovisual materials that are "graded and adapted" for students; these materials, such as songs, cartoons, and podcasts, must align with the curriculum and provide cultural insights to bridge the gap between the classroom and real-world application (Abreus & Haro, 2019). For students in the EGB Media sub-level (grades 5–7), projects should move beyond simple sound imitation to focus on listening for gist, details, and context-based inference (Ministerio de Educación del Ecuador, 2016). Finally, assessment must be formative and authentic, utilizing rubrics, self-evaluation, and peer feedback to help students regulate their own learning (Kokotsaki et al., 2016)

The physical and institutional context also plays a decisive role. For PBL to succeed, the classroom must be a "literacy-rich environment" where student productions, posters, and labels are displayed to reinforce auditory input with visual support (Ministerio de Educación del Ecuador, 2016). Therefore, the institution must p infrastructure, such as smart boards and stable internet access, that enables students to access a wide range of English varieties even if they lack access to technology at home. It is important to remember that in this context, such conditions are essential, given that in many Ecuadorian settings, schools serve as the only point of contact with English (Loor et al., 2018).

Furthermore, curriculum alignment is essential. Projects must be central to the curriculum, not peripheral "enrichment" activities, ensuring that students encounter core conceptual principles through their project tasks (Thomas, 2000). Institutional support from school management is a prerequisite for teacher persistence in implementing these time-intensive models (Kokotsaki et al., 2016). As for the variation, although it depends on many other factors, research suggests that for high school and upper primary levels, a project duration of 9 to 18 weeks is optimal for achieving deep learning outcomes (Zhang & Ma, 2023).

Emotionally, the most vital condition is the reduction of the affective filter (anxiety, boredom, and fear) by creating a "non-threatening" and "low-anxiety" environment; primary students are naturally more flexible and less inhibited, and this must be leveraged by praising effort and allowing "playful moments" where they can explore their English potential (Ministerio de Educación del Ecuador, 2016). Also, student choice and voice are mandatory; allowing learners to select project topics or materials based on their interests fosters intrinsic motivation and a sense of ownership (Kokotsaki et al., 2016).

Finally, there are some social elements to consider. PBL requires high-quality collaborative group work. A specific condition identified for maximum effectiveness is a group size of 4 to 5 students, which facilitates interaction while ensuring individual accountability (Zhang & Ma, 2023). Teachers must also proactively manage social equity and power relations within groups to prevent proficient students from dominating the interactions, ensuring that all learners have equal opportunities for agentic engagement (Kokotsaki et al., 2016).

Chapter II: Methodology

2.1 Research Methodology

2.1.1 Research Approach

This study aims to analyze how the PBL methodology can improve English listening comprehension in fourth-, fifth-, and sixth-grade students of general basic education at the "Unidad Educativa Particular Jezreel". To do this you need a clear, structured and coherent research methodology.

For this purpose, a mixed methods approach (qualitative and quantitative) has been chosen, which allows to address the phenomenon from a comprehensive perspective. According to Creswell and Plano (2017), the mixed-methods approach is a combination of the descriptive richness of the qualitative approach and the objectivity and generalizability of the quantitative approach. This approach is relevant because it seeks both to analyze the effects of PBL in terms of measurable outcomes and to understand teachers' and students' perceptions of the implementation of this methodology.

2.1.2 Research Method/Design

A quasi-experimental design with pretest and posttest was used, without random assignment. The experimental group worked under the PBL methodology, and the control group continued working with the traditional methodologies. The design allowed to compare the results and find out whether there was a significant improvement in listening comprehension as a consequence of applying the project. As Sampieri et al. (2014) mention, the quasi-experimental design is suitable for educational contexts where the random assignment of groups is not always possible, which is often the situation in educational institutions.

2.1.3 Techniques and Instruments

Multiple data collection techniques were employed, selected for their validity, reliability, and applicability to the school context:

- Structured surveys for students: Designed to identify their study habits, motivation level, and perception of listening comprehension.
- Semi-structured interviews with teachers: To gain a deeper insight into their experience applying PBL and their opinions on its effectiveness.
- Diagnostic tests (pretest and posttest) were used to measure listening comprehension levels before and after the intervention. Standardized or previously validated tests were sought to ensure the reliability of the results.
- Checklists: These allowed for the observation of student participation, comprehension, and collaboration during project development.

The survey will be given to a sample of students in fourth, fifth and sixth grades. The student questionnaire was comprised of closed questions with a five-point Likert scale. The items were categorized into 3 sections: motivation, listening comprehension perceptions, and opinions on the teaching methods employed in class. The data produced by this instrument were quantitative and were compared with the qualitative data collected during the study.

In addition, three English teachers from the institution attended the semi-structured interviews. The interview questions were designed to explore their teaching practices, students' participation in English lessons, exposure to spoken English and their views on the implementation of active methodologies, in particular Project-Based Learning (PBL). Interviews will be audio-recorded after obtaining consent and then transcribed for later thematic analysis.

2.1.6 Process

The research process unfolded in the following stages to ensure scientific rigor and systematicity:

- Initial diagnosis: Application of the pretest and surveys to students to establish a baseline.
- Project design: Development of three interdisciplinary projects with a clear focus on developing listening comprehension.
- Project implementation: Intervention over eight weeks in the experimental group, implementing PBL activities.
- Final assessment: Administration of the posttest and gathering of additional data through surveys and interviews.
- Data analysis and interpretation: Treatment of the quantitative and qualitative date obtained.
- Writing conclusions and recommendations: Formulation of study findings and recommendations.

A small group of students was used in a pilot test before the main intervention to check that the instructions were clear and materials worked.

2.1.7 Sample Identification

The sample comprised 60 fourth-, fifth-, and sixth-grade students from the General Basic Education level at “Unidad Educativa Particular Jezreel”. Two parallel groups were selected for each grade, with one assigned to the experimental group and the other to the control group. The selection was non-probabilistic and purposive, with students chosen for accessibility and relevance to the study, as justified by research methodologies used in educational contexts

Chapter III: Analysis and Interpretation of Results

This chapter presents the results and analysis of data collected to evaluate the influence of PBL on the English listening comprehension skills of fourth-, fifth-, and sixth-grade students at "Unidad Educativa Particular Jezreel".

To achieve the research objectives, a quasi-experimental design was used with a non-probability, intentional sample of 60 students. The participants were divided into two parallel groups: the experimental group, trained by the PBL methodology, and the control group, taught by traditional methods.

Mixed-methods approach explored baseline levels, post-intervention progress and experiences of students and teachers. The data was obtained using the following specific instruments:

1. Diagnostic Tests (Pre-test and Post-test).
2. Structured Surveys.
3. Observation Checklists.
4. Semi-Structured Interviews.

The next sections detail the quantitative and qualitative findings derived from these instruments.

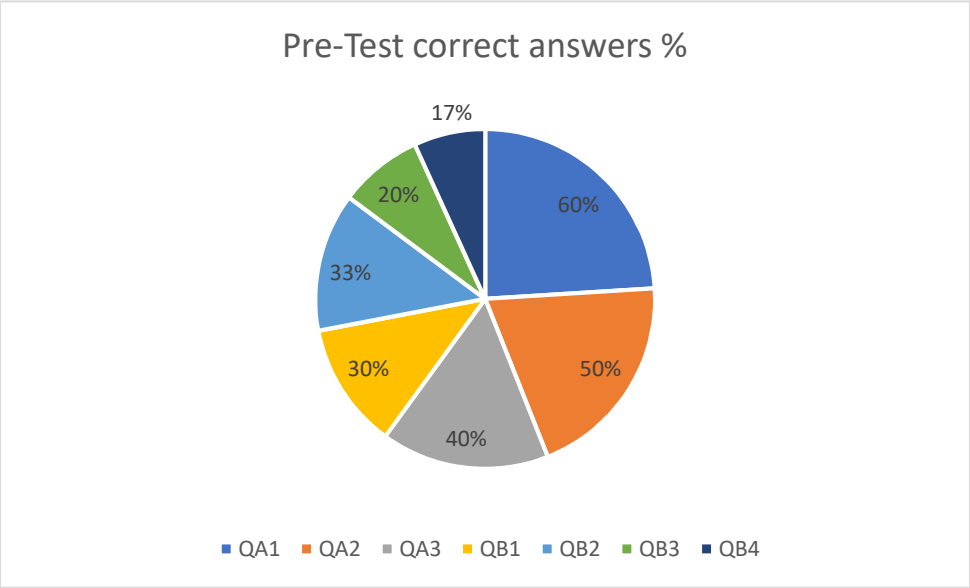
3.1 Results and Analysis of the Diagnostic Tests (Pre-Test and Post-Test)

The results of the first assessment tool are presented below. The data have been organized into separate tables for each group (N=30 each), showing the number of students (f) and the percentage (%) who answered each item correctly on the pre-test and post-test.

3.1.1 Diagnostic Test Results for the Control Group

Figure 4

Diagnostic Tests (Pre-Test).



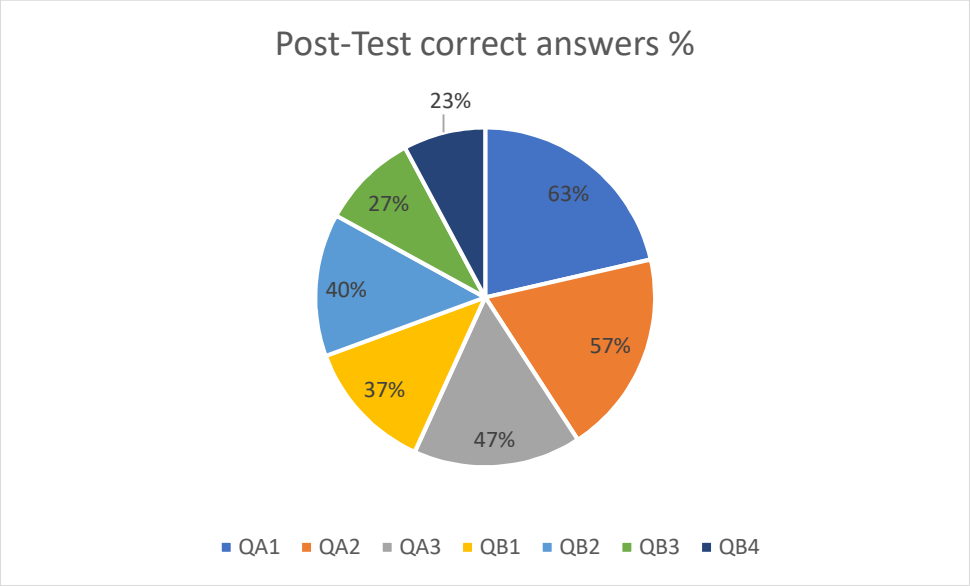
Source: Own elaboration

Analysis

Based on the data in Figure 4, there is a contrast between general comprehension levels (Part A) and retention of specific details (Part B) on the control group's pre-test. Students demonstrated better performance on the multiple-choice questions focused on global understanding. The identification of the character (QA1) was most successful with a 60% success rate, followed by the setting of the conversation (QA2) at 50% and the main topic (QA3) at 40%. Performance is also down in the details and short answers part (Part B). Items QB1 (30%) and QB2 (33%) are limited in terms of extracting explicit data such as time or materials. Finally, the lowest levels of performance are achieved in the interpretation and main purpose, where QB3 and QB4 receive 20% and 17% correct answers respectively.

Figure 5

Post-Test Results



Source: Own elaboration

Analysis

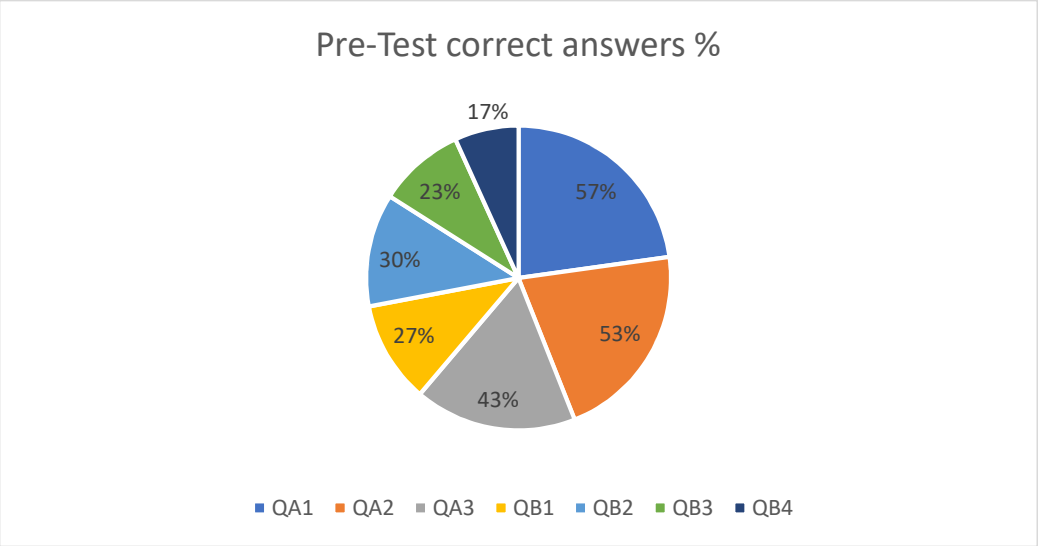
The control group's post-test results reveal a slight upward trend across all items. General comprehension (Part A) remains the group's main strength. Character identification (QA1) slightly increased to 63%, while the setting of the conversation (QA2) and the main topic (QA3) rose to 57% and 47%, respectively.

In the specific details section (Part B), a marginal improvement is also evident. Explicit information retrieval increased slightly, with item QB1 reaching 37% and QB2 rising to 40%. Similarly, the more complex interpretive items, QB3 and QB4, experienced minor growth, moving up to 27% and 23%, respectively.

3.1.2 Diagnostic Test Results for the Experimental Group

Figure 6

Results from Experimental Group on the Diagnostic Tests (Pre-Test).



Source: Own elaboration

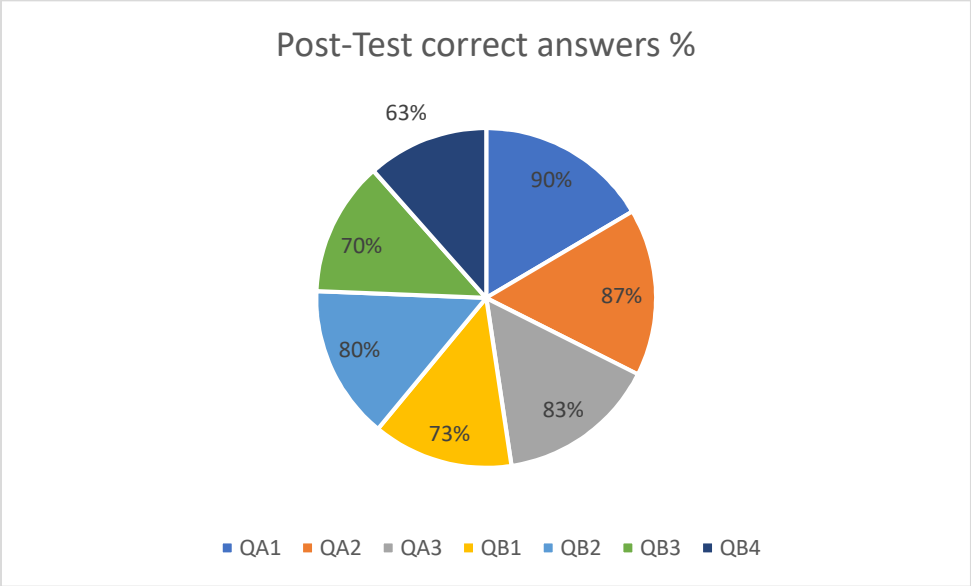
Analysis

The experimental group's pre-test results establish a baseline comparable to the control groups, with a clear distinction between macro- and micro-comprehension skills.

The highest success rates were achieved by students in terms of general understanding (Part A). Character recognition (QA1) scored 57%, and identifying the main setting (QA2) scored 53%, and determining the core topic of the conversation (QA3) scored 43%. Performance drops significantly on the part dealing with specifics and interpretation (Part B). It was difficult to find explicit items such as times and materials and the accuracy rates for QB1 and QB2 were only 27% and 30%, respectively. The most obvious shortcomings were in more advanced comprehension tasks, with the highest being the ability to assess instructions (QB3) at 23% and to understand the main purpose of the conversation (QB4) at 17%.

Figure 7

Post-Test Results for the Experimental Group



Source: Own elaboration

Analysis

The experimental group's post-test results reveal a substantial surge in listening comprehension proficiency across all evaluated items. In general comprehension (Part A), the students achieved near-mastery levels.

Character recognition (QA1) reached 90%, and the setting (QA2) and main topic (QA3) identification were at an impressive 87% and 83% respectively. More importantly, the current deficiency of extracting specific details and interpreting content (Part B) was successfully reduced.

Explicit data retrieval had a remarkable turnaround with item QB1 climbing to 73% and QB2 to 80%. Moreover, there was a dramatic growth in complex listening tasks. Evaluating instructions (QB3) rose to 70%, and inferring the core purpose (QB4) rose to 63%. This upward shift highlights the positive impact of the PBL methodology on reinforcing advanced auditory discrimination and deep comprehension skills.

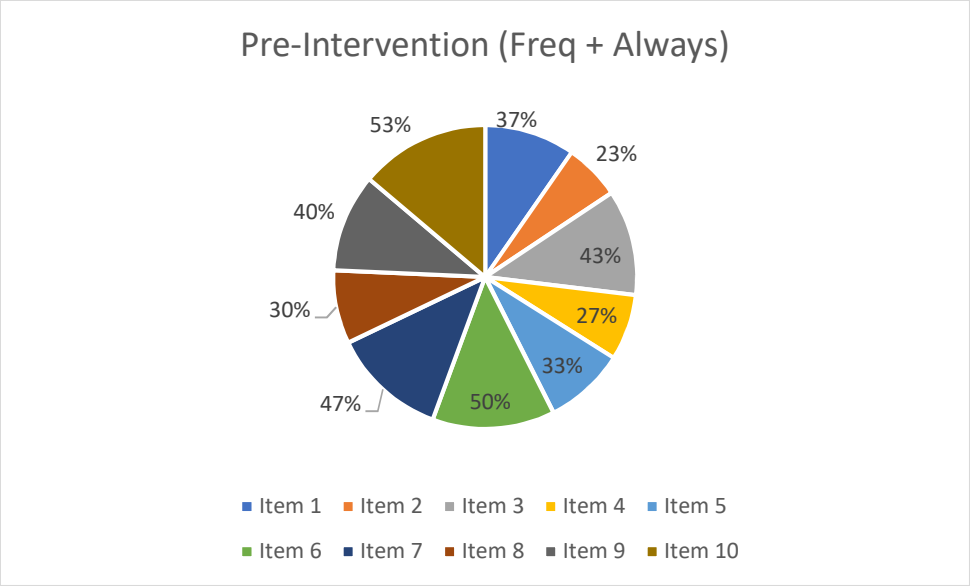
3.2 Results and Analysis of the Structured Surveys (Pre-Test and Post-Test)

For this questionnaire, survey data from students administered on a Likert scale were consolidated for analysis. The figures below show the combined percentages and frequencies of students who selected the positive indicators ("Frequently" and "Always") on the pre-test and post-test.

3.2.1 Structured Survey Results for the Control Group

Figure 8

Pre-test Results for the Control Group on the Structured Survey.



Source: Own elaboration

Analysis

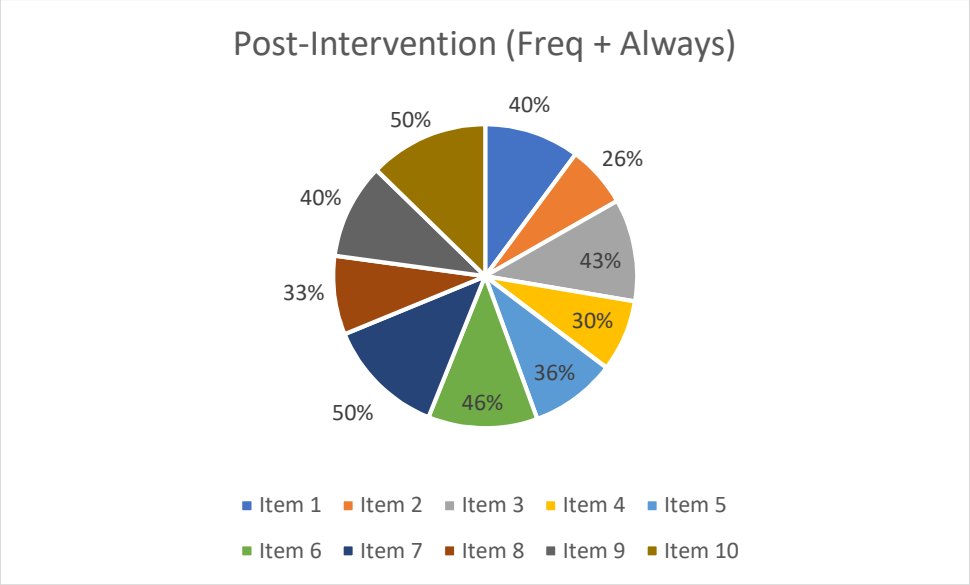
The control group's pre-intervention structured survey results reveal students' initial perceptions of English listening and PBL. Students showed moderate to low levels of confidence and motivation in standard listening tasks. Only 37% liked listening to English (Item 1) and general comprehension (Item 2) and motivation (Item 4) were the lowest scoring items at 23%

and 27% respectively. 43% ask for help if they have difficulty (Item 3) but only 33% feel confident in recognizing familiar words (Item 5).

In contrast, the initial interest for project-based learning was much higher even without any exposure to a formal PBL intervention. Half of the students (50%) liked learning by projects (Item 6) and 53% wanted to continue learning with this methodology (Item 10). This suggests a more positive and accepting baseline attitude to collaborative project work (Item 7: 47%) than to traditional listening activities.

Figure 9

Post-Test Results for the Control Group on the Structured Survey.



Source: Own elaboration

Analysis

The control group's post-intervention structured survey results show no significant changes relative to their baseline. Perceptions surrounding general English listening remained low. A slight increase was observed in students who enjoy listening to English (Item 1: 40%),

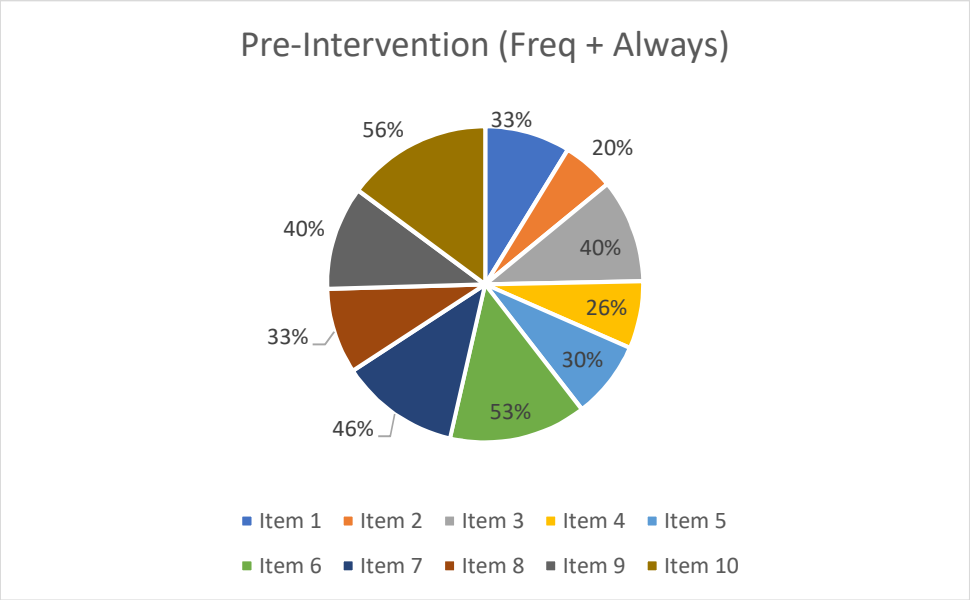
general classroom comprehension (Item 2: 26%), and listening motivation (Item 4: 30%). Meanwhile, the asking for help (Item 3: 43%) and finding familiar words (Item 5: 36%) were almost the same as the pre-test values, showing no big change in learning confidence.

In terms of project-related items, metrics decreased slightly or remained flat due to lack of a structured PBL implementation. The liking of projects (Item 6) was slightly lower at 46% and the perceived learning efficiency in a project (Item 8) was 33%. Active participation (Item 9: 40%) and the desire to continue with project work (Item 10: 50%) remained stable though unimproved. These results confirm that conventional instruction did not produce meaningful changes in students' attitudes toward listening or active project engagement.

3.2.2 Structured Survey Results for the Experimental Group

Figure 10

Pre-Intervention Results for the Experimental Group on the Structured Survey.



Source: Own elaboration

Analysis

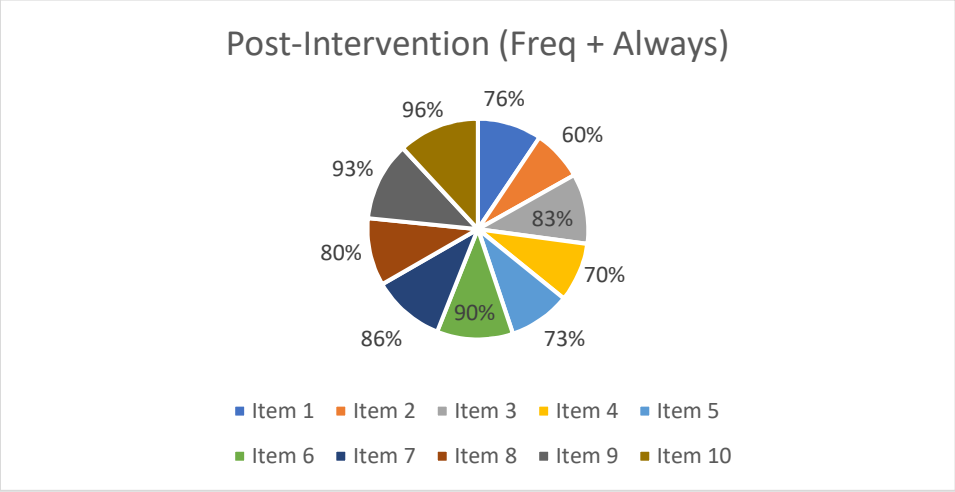
The experimental group's pre-intervention reflects an initial attitude profile that closely mirrors the control group. The students were obviously lacking in confidence and motivation for the traditional English listening items. Only 33% said they liked to listen to English (Item 1).

The baseline scores for general classroom understanding (item 2) and motivation for listening (item 4) were the lowest at 20% and 26% respectively. However, only 30% felt confident in recognizing familiar vocabulary (Item 5), and 40% asked for help when they experienced difficulties (Item 3).

Also, students were naturally more interested in active and collaborative learning structures from the beginning. More than half of the participants (53%) expressed an intrinsic interest in learning through projects (Item 6) and 56% stated they would like to continue with this style of education (Item 10). This positive disposition towards group interaction (Item 7: 46%) and a project-based dynamic demonstrates a receptive attitude, setting the perfect stage for the implementation of structured PBL interventions.

Figure 11

Post-Intervention Results for the Experimental Group on the Structured Survey.



Source: Own elaboration

Analysis

The experimental group's post-intervention structured survey results demonstrate a positive shift in student perceptions across all ten indicators following the implementation of the PBL methodology. Students reported increased listening confidence and motivation. Those who enjoy listening to English (Item 1) surged to 76%, while general classroom comprehension (Item 2) and motivation (Item 4) both increased markedly, reaching 60% and 70%, respectively.

In addition, a large proportion of them (83%) now actively seek help when they have trouble understanding something (Item 3) and feel confident in recognizing familiar words and phrases (Item 5) (73%).

The effect on project based indicators was even more pronounced, showing an overwhelming approval by the students. Most participants (90%) preferred project-based learning (Item 6) and 96% strongly expressed their desire to continue with this learning approach (Item 10). 86% reported that they learnt better listening skills in a project structure (Item 8), and 80% reported that they learnt better collaborative group work (Item 7).

3.3 Results and Analysis of the Observation Checklists.

3.3.1 Observation Checklist Results for the Control Group.

Table 2

Results of the control group on the observation checklists.

No.	Observed Criterion	YES	NO	Commonly Observed Behaviors (Observer Comments)

1	Actively participates in listening activities (answers questions, takes notes).	33%	67%	Participation was largely passive. Only a small number of students regularly volunteered to answer text questions..
2	Follows spoken English directions from the teacher or other students..	43%	57%	The students often required the teacher to translate directions into Spanish before they could begin working..
3	Demonstrates comprehension of audio by performing certain tasks	27%	73%	High rates of errors on blank completion of workbook. Many left blank or copied spaces from classmates.
4	Collaborates effectively with the group, listening to peers' ideas in English.	13%	87%	The traditional layout limited peer collaboration. During group work, interaction was conducted entirely in Spanish.
5	Uses oral English (even basic) to communicate task or audio ideas.	10%	90%	Production was minimal, restricted to single-word responses (“yes”, “no”, “teacher”) rather than conceptual communication.

6	Remains attentive and focused during listening activities.	40%	60%	Students easily lost focus during the second playback of the audio. Side conversations in Spanish were common.

Source: Own elaboration

Analysis

The behavioral data collected from the control group show the disadvantages of the traditional teacher-centered listening comprehension instruction. It was found that 90.0% of the students did not use the basic spoken English in the tasks (question 5) and 86.7% could not cooperate in the target language (question 4). These results reveal the isolation of students in the traditional classroom structure.

Since the audio recordings from the textbook lack immediate, practical context, students struggle to maintain their attention (60.0% answered "No" to item 6). Furthermore, the heavy reliance on Spanish translations for basic instructions (item 2) indicates that students' auditory processing largely filters through their L1.

3.2.1 Observation Checklists Results for the Experimental Group.

Table 3

Results of the Experimental Group on the Observation Checklists.

No.	Observed Criterion	YES	NO	Commonly Observed Behaviors (Observer Comments)
1	Actively participates in project-related listening activities.	87%	13%	Students showed high engagement, taking structured notes or utilizing graphic organizers to plan their project steps.

2	Follows oral instructions in English given by the teacher or peers during the project.	90%	10%	Students actively decoded multi-step English instructions because they needed them to advance their physical project build.
3	Demonstrates comprehension of project audio by completing specific tasks.	80%	20%	High success rate in translating audio content into practical project choices (e.g., drawing layout or selecting materials based on video tips).
4	Collaborates effectively with the group, listening to peers' ideas in English.	83%	17%	Excellent peer-to-peer listening dynamics. Students leaned on each other to clarify what they had collectively heard.
5	Uses oral English (even basic) to communicate task or audio ideas.	70%	30%	While code-switching to Spanish still occurred, students actively integrated target-language vocabulary into their discussions of project goals.
6	Remains attentive and focused during listening activities.	87%	13%	High focus levels observed. The collaborative, hands-on nature of the project kept students anchored to the acoustic data.

Source: Own elaboration

Analysis

Initial observations of the experimental group indicated that 90.0% of students successfully followed the oral instructions in English (item 2), and 83.3% demonstrated effective collaborative listening behaviors among peers (item 4). These results demonstrate that PBL does improve classroom dynamics by transforming passive listeners into active participants in communication.

This cycle of listening, discussing, and creating improved their concentration levels (86.7% answered "Yes" to item 6). It also led to a significant reduction in communication anxiety, enabling 70.0% of the young students to take risks and use spoken English to complete their tasks (item 5). In short, the results of the observation confirm that when listening is linked to a practical project goal, elementary school students develop a greater capacity for selective and sustained auditory attention.

3.4 Results and Analysis of the Teacher Interview.

3.4.1 Theme 1 Results: Current Listening Practices and Challenges Faced by Students (Q1, Q2, & Q6).

This paper analyzed the initial situation regarding the teaching of listening comprehension in English as a foreign language at the school, as well as the cognitive barriers or limitations observed by the teachers.

Table 4

Results of the teacher interview, Theme 1.

Main topic	Core Findings
Reliance on traditional methods	Teachers often use audio accompaniments and textbooks, sometimes supplemented with YouTube videos or songs.

L1 Interference and Anxiety	Students struggle to process continuous speech, immediately getting frustrated and demanding Spanish translations.
Decoding speed deficits	Young students lack the processing speed to decode natural accents or rapid shifts in conversation.

Source: Own elaboration

Analysis

The results for Topic 1 provide a direct explanation for the low initial scores observed in the students' pre-tests. Prior to the study, listening comprehension instruction at the school was primarily passive, relying almost entirely on the text. This pattern has created an artificial learning environment in which students perceive listening comprehension as an assessment task rather than an active decoding process.

In the context of Ecuadorian basic education, this approach causes high levels of cognitive anxiety. As explained by one of the interviewed teachers when young students learning English as a foreign language encounter an unknown word, their defense mechanism is usually to shift their attention and ask for the word to be translated to their first language (Spanish).

This shows how a dependency persists, blocking the development of "top-down" listening comprehension strategies (using contextual cues or inferring meaning) and forcing students to rely heavily on "bottom-up" processing (trying to decode each sound separately).

3.4.2 Theme 2 Results: PBL Perceptions, Motivation, and Benefits (Q3, Q4, & Q5).

This theme captures teachers' practical experiences with Project-Based Learning, detailing its impact on student engagement and classroom challenges.

Table 5

Results of the teacher interview, Theme 2

Main topic	Core Findings
Real knowledge PBL	During the interviews, the teachers indicated that they had minimal experience with PBL in a formal setting; previous attempts consisted mainly of isolated activities rather than a detailed, ongoing framework.
Intrinsic motivation surge	Beyond the PBL experience, the teachers did recognize that linking listening comprehension tasks to a practical project objective radically changes students' attitudes and reduces their anxiety.
Classroom management	Beyond the benefits PBL may offer, the teachers also recognized that applying active teaching methods with young children requires extensive support and can lead to burnout in planning.

Source: Own elaboration

Analysis

The teachers' perceptions reveal a consensus that true PBL shifts the pedagogical focus from learning methodologies based solely on "rules" to the use of language to achieve an authentic goal.

This change in operation reduces the "affective filter" i.e., students' attention moves from the fear of failing an abstract test to an intrinsic desire to make progress on their project.

This active involvement explains the increase in sustained attention seen in the experimental group behavioral checklist. However, teachers also showed a critical and realistic

view of the limitations of active methodologies in elementary education, highlighting the need for teacher training, structural resources, and strategies for managing the classroom.

3.4.3 Theme 3 results: Instructional Design, Resource Selection, and Development (Q6 & Q7)

This theme evaluates how auditory materials are chosen and how the assessment of listening comprehension has changed through the integration of PBL.

Table 6

Results of the teacher interview, Theme 3.

Main topic	Core findings
Selection of resources based on context.	As the teachers reported the selection of resources has moved from generic audio files from the curriculum to very specific multimedia resources, with visual components, and selected for their relevance in the real world.
Shift to formative assessment.	Assessment shifted from summative, binary (right/wrong) worksheets to ongoing observations of performance.

Source: Own elaboration

Analysis

This topic highlights an evolution in the way classes are designed and assessed. In traditional methods, listening comprehension assessment is product-oriented, measuring only the outcome of listening comprehension. This format often obscures the exact point at which a student lacks comprehension. The implementation of PBL, however, enabled teachers to utilize a process-oriented formative assessment model. During the project teachers were able to assess

listening comprehension in action using tools such as observation checklists, observing spatial orientation, following of the steps given in spoken English, and peer negotiation. The selection criteria for audio resources were also updated to include materials specifically designed for the classroom.

Chapter IV: Proposal

4.1 Proposal Title

PBL-Listen: A guide for enhancing English listening comprehension through project-based learning in basic general education.

4.2. Rationale

The results of this study confirmed that primary EFL students at Unidad Educativa Particular Jezreel experience cognitive blockages, passive disengagement, and auditory comprehension barriers under traditional learning methods. In the Ecuadorian educational context, English listening has historically been treated as an isolated, product-oriented evaluative task, relying heavily on mechanical "fill in the blank" textbook exercises (García & Bravo, 2017; Loor et al., 2018).

This approach fails to foster decoding strategies, leaving students highly anxious and dependent on first language translation to process basic acoustic input. Furthermore, while English teachers recognize the potential of active student centered methodologies, they face limitations regarding specialized listening resources and suffer from lesson planning fatigue when attempting to design authentic, communicative activities from scratch (Ibarra & Guamán, 2025).

4.3. Theoretical Foundations

The structural design of this guide is grounded on a constructivist paradigm, viewing the young learner not as a passive recipient of linguistic data, but as an active agent who constructs meaning through contextualized, social interactions (Maros et al., 2023).

To address auditory processing, the proposal is theoretically anchored in Stephen Krashen's Monitor Model (Pauzan, 2024). Specifically, it operationalizes the "input hypothesis"

by providing visually supported, authentic multimedia resources (Sung Park, 2002; Abreus & Haro, 2019). Simultaneously, by embedding listening tasks within collaborative, hands-on project milestones rather than on their own tests, the guide targets the “affective filter hypothesis”, lowering language induced anxiety and fostering intrinsic motivation (Pauzan, 2024; Tsiplakides & Fragoulis, 2009).

Additionally, the guide's collaborative framework is built upon Vygotsky’s Sociocultural Theory and the ZPD, utilizing peer to peer negotiation of meaning as the primary source of language acquisition (Ismail et al., 2024). Finally, to optimize cognitive processing, the instructional sequence of each project session is aligned with Anderson's cognitive processing stages: perceptual processing, parsing, and utilization; and Vandergrift's metacognitive pedagogical cycle, ensuring that students actively plan, monitor, and evaluate their own listening strategies in real time (Nazarieh et al., 2022; Cueva & Díaz, 2026).

4.4. Proposal Objectives

4.4.1. General Objective

To design a practical guide based on PBL to improve English listening comprehension skills in fourth, fifth, and sixth-grade students of Educación General Básica at Unidad Educativa Particular “Jezreel”.

4.4.2. Specific Objectives

- To establish three interdisciplinary project modules with a clear focus on the oral Communication curricular thread of the national English curriculum.
- To provide English teachers with step by step instructional sequences and process oriented formative assessment tools.

- To integrate visually supported audiovisual resources that stimulate top down cognitive listening processes and reduce performance anxiety.
- To foster learner autonomy, self-regulation, and collaborative group dynamics through active project driven tasks.

4.5. Beneficiaries

The primary direct beneficiaries are the students of fourth, fifth, and sixth grades of General Basic Education at Unidad Educativa Particular “Jezreel”. Additionally, the English language teachers of the institution are direct beneficiaries. Indirectly, this proposal benefits Unidad Educativa Particular “Jezreel” as an institution. Parents are also indirect beneficiaries.

4.6. Content of Guide

Table 7

Summary of the Content of the Proposal Guide

Unit & Grade	**Project Title**	**Driving Question**	**Core Listening Resource**	**Final Product / Artifact**	**Suggested Duration**
Unit 1: 4th Grade (Target: Pre-A1.1)	The Magic QR Classroom	How can we design an interactive listening game to discover the unique traits	QR code audio clips (short descriptions) & simple hobby audios.	"Meet Our Class" Digital Audio Gallery (Mural poster + QR codes).	3 Weeks (9 Hours)

		of our classmates?			
Unit 1: 5th Grade (Target: A1.1)	Time-Hackers Audio Diaries	How can we create an audio schedule to help other children organize their daily habits effectively?	Audio escape room recorded stories & routine narrative audio clips.	"A Day in My Life" Collaborative Podcast Episode.	3 Weeks (9 Hours)
Unit 1: 6th Grade (Target: A1.2)	Jezreel's On-Air Talents	How can we broadcast a radio program showcasing the diverse skills and emotional management of our peers?	Short podcast interviews & ambient discipline-specific sound effects.	"Jezreel's Got Talent" Interactive Audio Show.	3 Weeks (9 Hours)

Unit 2: 4th Grade (Target: Pre-A1.1)	The Talking Healthy Lunchbox	How can we build an audio-guided lunchbox menu to promote nutritious snacks at recess?	Interactive grocery lists & audio mystery recipes.	The Talking Healthy Lunchbox Guide (Interactive display box).	3 Weeks (9 Hours)
Unit 2: 5th Grade (Target: A1.1)	The Gym-Coach Audio Tracks	How can we produce an English audio workout track to guide our schoolmates through a physical break session?	Dynamic fitness audio commands & enthusiastic sports broadcasts.	"Active Kids" Workout Audio Track.	3 Weeks (9 Hours)
Unit 2: 6th Grade	Mind and Body Audio Medics	How can we design an audio public	Children's public service announcements	"Healthy Minds, Happy Lives" Social	3 Weeks (9 Hours)

(Target: A1.2)		service announcement to help our peers manage academic stress?	& guided breathing audio tracks.	Awareness Radio Campaign.	
Unit 3: 4th Grade (Target: Pre-A1.1)	Jezreel's Talking Audio-Zoo	How can we create an interactive audio nature book to teach younger kids about wildlife conservation?	Nature soundscapes & oral animal physical descriptions in English.	"Jezreel's Talking Audio-Zoo" Digital Big Book.	3 Weeks (9 Hours)
Unit 3: 5th Grade (Target: A1.1)	The Green-Bin Audio Inspectors	How can we invent an audio-guided recycling station to teach the school community to	Audio recycling dialogues & peer recorded proposals.	The Interactive "Green Bin" Prototype (with attached audio device).	3 Weeks (9 Hours)

		separate waste correctly?			
Unit 3: 6th Grade (Target: A1.2)	The Eco-Warriors Podcast Network	How can we broadcast an ecological audio-series to pitch sustainable community solutions to school directors?	National Geographic Kids documentaries & environmental verbal presentations.	"Save the Planet" Eco-Podcast Series.	3 Weeks (9 Hours)
Unit 4: 4th Grade (Target: Pre-A1.1)	The Junior Audio Tour Guides	How can we build a singing audio map to guide English-speaking children through the wonders of	Pre-recorded English oral direction maps & local culture audio descriptions.	"Discover Tena" Kids' Interactive Audio Map.	3 Weeks (9 Hours)

		our hometown?			
Unit 4: 5th Grade (Target: A1.1)	Festivals of the World Audio Museum	How can we set up a live audio-guided museum corner displaying the most fascinating world festivities?	Festive audio riddles with varying accents & traditional costume dictations.	"Global Celebrations" Live Audio Exhibition.	3 Weeks (9 Hours)
Unit 4: 6th Grade (Target: A1.2)	The International Travel Agency	How can we manage a simulated travel expo booth to pitch international vacation packages to foreign visitors?	Airport loudspeaker announcements & children's travel vlogs.	The "Global Tour Guides" Interactive Travel Stands & Expo.	3 Weeks (9 Hours)

Source: Own elaboration

4.7. Description of Guide

The guide is a specialized instructional handbook designed for the cognitive and social development of primary school EFL learners. The guide is structured into three progressive modules that match the cognitive levels of EGB 4th, 5th, and 6th grades. Rather than treating listening as a passive test, each module is organized around a real world driving question that students must resolve with classmates. The core of the guide is that students cannot complete their physical final product without actively decoding, processing, and negotiating the oral English inputs provided in each phase.

Every lesson inside the guide follows a three-step process-oriented listening model:

1. Pre-listening or initial activity: This focuses on activating mental schemas, providing visual support, and preparing vocabulary to reduce students' anxiety and prepare them for listening comprehension strategies.

2. During listening or active inquiry: Here, students listen several times to multimedia resources adapted to their level. They use guided graphic organizers to identify specific details or general ideas, working in groups of 4 to 5 students to share their understanding of the task at hand.

3. After listening or applying what they have learned: Students immediately use the information they've analyzed to design, build, or present the results of their project.

Pedagogical Proposal Guide

PBL-Listen Proposal

A Step-by-Step Active Guide for Enhancing English Listening through Project-Based Learning



By

MELANY SAMANTHA POZO PACHACAMA

Declaration of Authorship and Use of Artificial Intelligence Tools

I, *Melany Samantha Pozo Pachacama*, hereby certify that this proposal is the result of my own original academic and intellectual work. The conception, development, organization, critical analysis, and final validation of the content presented herein were conducted under my sole responsibility and professional judgment.

In the preparation of this document, I made use of artificial intelligence-based tools, specifically *ChatGPT, as a supportive resource for content development, linguistic refinement, and the generation of prompts for the creation of visual materials. Additionally, **Canva* was utilized for the design, editing, and integration of graphic elements and images incorporated into this proposal.

The use of these technologies served exclusively as auxiliary tools to facilitate the creative and technical development of the work. All information, visual materials, interpretations, and final decisions were carefully reviewed, selected, adapted, and approved by me. Consequently, I assume full responsibility for the accuracy, originality, integrity, and academic quality of the content presented.

Accordingly, I affirm that this proposal represents my own work and that all contributions generated with the assistance of digital and artificial intelligence tools have been employed ethically, transparently, and in support of my authorship.

Melany Samantha Pozo Pachacama
Author



Identity, Routines, and Self-Expression

Core Listening Sub-skill: Phonemic discrimination, identification of explicit personal data, and sequencing markers.

Curricular Matrix Unit 1

EGB Media

UNIT 1: MEET OUR CLASS – DIGITAL AUDIO GALLERY

LESSON 1. MYSTERY STUDENT

Listening Focus: Listening for personal information and identifying classmates.

LESSON 2. QR AUDIO HUNT

Listening Focus: Listening to QR code recordings to identify students and classroom information.

LESSON 3. LISTENING BINGO

Listening Focus: Recognizing vocabulary and key details through an interactive bingo game.

LESSON 4. MATCH THE VOICE

Listening Focus: Identifying speakers by matching voices with student avatars or profiles.

LESSON 5. DIGITAL AUDIO GALLERY (FINAL PROJECT)

Listening Focus: Listening to classmates' audio presentations and interacting with the Digital Audio Gallery.

Unit 1: 4th Grade Project

GRADE 4 • PRE-A1.1

The Magic QR Classroom

Driving Question: How can we design an interactive listening game to discover classmates' unique traits?

Innovative Listening Activities:

QR Code Audio Hunt: Scan codes to play ultra-short descriptions, finding key traits to fill a response sheet.

Listening Bingo: Play audio clips of kids describing hobbies to match the corresponding flashcards.

PBL PROCESS & PRODUCT

Final Delivery

Project Process: Students plan and write a short 3-line presentation script using visual aids. They record their own voice using a classroom electronic device.

Final Product:

"Meet Our Class" Digital Audio Gallery: A large physical poster in the classroom featuring cartoon avatars of each child next to a QR code linking to their self-recorded audio.



ACTIVITY 1
MYSTERY STUDENT



PBL Stage
Inquiry

Materials
Audio
Student Silhoutte
Questions Cards

Description
Students listen to a first audio to collect clues about a mystery student using question cards. Then, they listen to a second audio where 3 characters introduce themselves. Finally, students compare the information, identify the mystery student, and justify their answers based on the listening clues.

STUDENT SILHOUETTE



Who is our mystery student?

CLUES



Does the student wear glasses?
- ☐ Yes
- ☐ No



Is the student a boy or a girl?
- ☐ Boy
- ☐ Girl



What is the student wearing?
- ☐ Blue shirt
- ☐ Pink jacket
- ☐ Black hoodie
- ☐ Black jacket

What does the student like?
- ☐ Drawing
- ☐ Reading
- ☐ Music
- ☐ Soccer



Identify the Mystery Student!

Look at your clues.
Who is the mystery?



☐ Alan



☐ Emily



☐ Brithanny



☐ Melany

REFLECTION TIME



Think and answer

1. Which clue helped you the most?-Draw or write

2. Was it easy or difficult? - Circle you answer



Easy



Dificult

3. Why is listening carefully important?-Choose and circle



To understand To guess

ACTiViTY 2
QR AUDiO HUNT



PBL Stage

Inquiry

Materials

- QR Codes
- Tablests/ Cellphones
- Worksheet
- Headphones

Description

Students scan QR codes around the classroom and listen to short audio descriptions of different avatars. They listen to the audios twice and complete a worksheet by identifying key information such as names, hobbies, and personal traits.

Scan the QR code → Discover the avatar → Listen to the audio twice → Answer the questions

QR Code 1 — ALAN

1. How old is Alan? ☐ 10 ☐ 15 ☐ 16
2. What is his favorite food? ☐ ☐ ☐
3. What is his favorite subject? ☐ ☐ ☐

QR Code 2 — BRITHANNY

1. How old is Brithanny? ☐ 15 ☐ 13 ☐ 17
2. What is her favorite food? ☐ ☐ ☐
3. What is her favorite subject? ☐ ☐ ☐

QR Code 3 — EMILY

1. How old is Emily? ☐ 17 ☐ 15 ☐ 14
2. What is her favorite food? ☐ ☐ ☐
3. What is her favorite subject? ☐ ☐ ☐

SELF REFLECTION

1. How did yo I do in the activity?
   - ☐ Great!
   - ☐ Good!
   - ☐ I can do better!
2. What was easy for me?
   - ☐ Scan the QR code
   - ☐ Answer the questions
   - ☐ Understand the information
3. What did I learn?

_____

_____

_____



ACTiViTY 3
LiSTENiNG BiNGO



PBL Stage
Creation

Instructions

1. Listen carefully
2. Find the correct picture
3. Put an X on the picture your hear
4. Get four pictures in a row and shout BINGO!

Materials

- Audio
- Bingo cards
- Markers

Description

Students receive a bingo card with different avatars and characteristics. The teacher plays short audio descriptions, and students listen carefully to identify the correct avatar. They mark the corresponding image on their cards. The winner explains the clues that helped them identify the correct character.

My Bingo Card

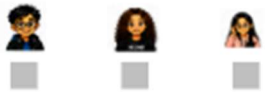






Afer Bingo

1. Which avatar did you hear first?



2. Which description was the most difficult? Why?

3. Did you complete your bingo card?

Yes Almost Not yet

Self Reflection

How did you do today?

I listened very well | I listened most of the time | I need more practice

I Can....

- ☐ Listen carefully.
- ☐ Identify words.
- ☐ Match words with pictures.
- ☐ Play Bingo in English.



ACTiViTY 4
MATCH VOiCE



PBL Stage
Presentation

Instructions
1. Listen carefuly.
2. Walk to the correct profile card.
3. Discuss with your group.
4. Explain why you chose that person.

Materials
Audio
Flashcards
Markers

Group Members
1. .....
2. .....
3. .....
4. .....



Description
Students listen to a description.
They walk to the correct profile card.
Discuss in groups why they chose that person

Step 1: Listen to the Description

Listen to the audio. What does the person do, like or feel?
Take notes in the box

Looks like....

Likes....

Good at....

Step 2: Walk to the correct Profile Carde

Listen to the description and walk to the profile card you think is correct. Put a when your group agrees



10 years old
Likes soccer
Good at Math
Feels happy



15 years old
Likes music
Good at Math
Feels excited

Step 3: Discuss with your group

Why did you choose that person?
Write your
.....
.....
.

Step 4: Present your Answer

Tell the class which person you choose and why.
We choose .....
Because.....



ACTiViTY 5
DiGiTAL AUDiO GALLERY



PBL Stage
Reflection

Materials
Microphone
Tablets
QR Code
Profile card

Description
Students visit the classroom gallery
They scan classmates QR codes
Complete a challenge sheet (Find someone who..)

Step 1. Write my Short Script

Write a short introduction about yourself



Hello! My name is.....
I am.....years old
My favorite food is.....
My favorite subject is.....

Step 2. Practice and Record

Practice your script with your partenr

Read clearly
Speak loudly
Record your audio using the tablet



Step 3. Create my QR Code

After recording your audio
Generate your QR code



Step 4. Create my Profile Card

Draw yourself or paste your answer



Step 5. Share with my Classmates

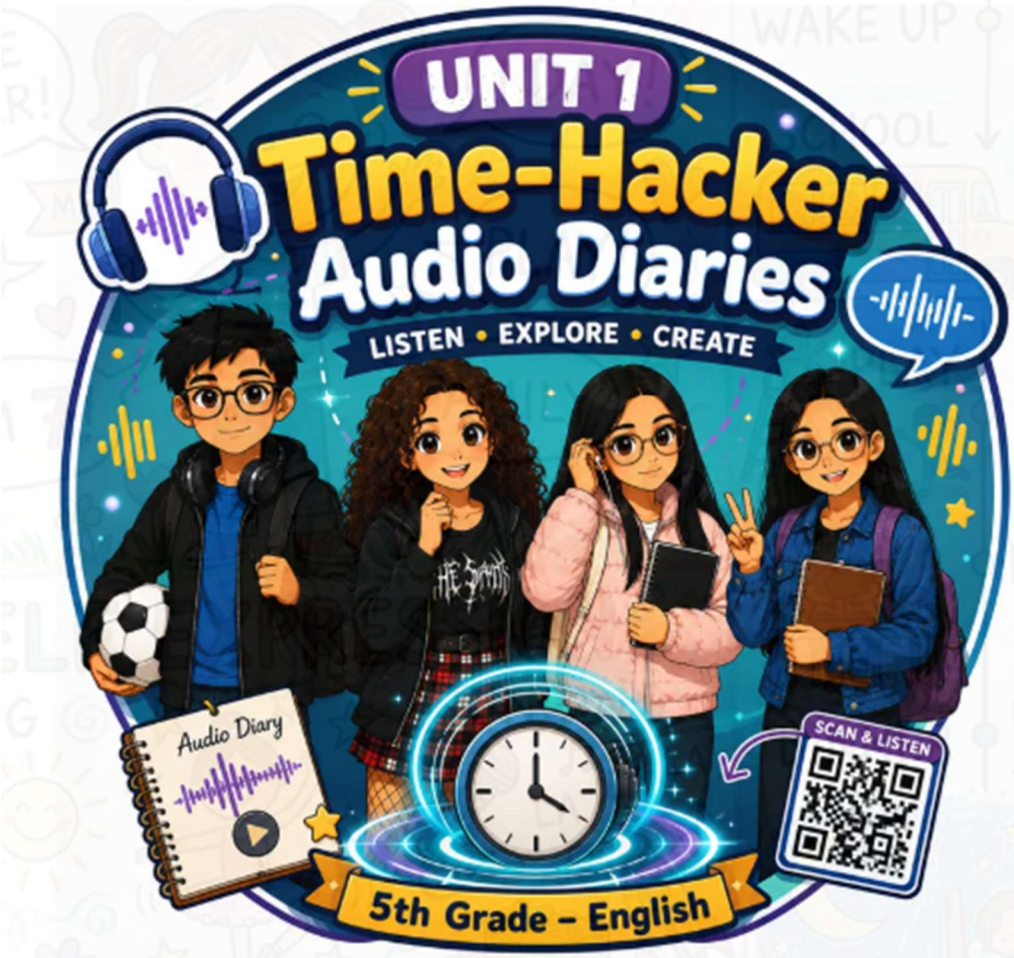
Walk around the classromm
Scan your classmates QR code
Listen to their recordings



Write the names of three classmates you listened to

1.....
2.....
3.....




UNIT 1
Time-Hacker
Audio Diaries
LISTEN • EXPLORE • CREATE
Audio Diary
SCAN & LISTEN
5th Grade – English

UNIT 1: TIME-HACKERS – AUDIO DIARIES

LESSON 1. AUDIO ESCAPE ROOM

Listening Focus: Students listen to audio clues about daily routines and time expressions to solve challenges and unlock the escape room.

LESSON 2. ROUTINE ORGANIZER

Listening Focus: Students listen to descriptions of daily routines and organize activities in the correct chronological order.

LESSON 3. INTERACTIVE STORYTELLING

Listening Focus: Students listen to an interactive story about daily routines and make decisions based on the audio information.

LESSON 4. PODCAST PEER REVIEW

Listening Focus: Students listen to classmates' podcast recordings, identify key information, and provide constructive feedback using a checklist.

LESSON 5. PODCAST SHOWCASE (FINAL PROJECT)

Listening Focus: Students present and listen to podcasts about their daily routines, creating a collaborative Audio Diaries Showcase.

UNiT 1: 5TH GRADE PROJECT

GRADE 5 • A1.1

Time-Hackers Audio Diaries



Driving Question: How can we create an audio schedule to help other children organize their daily habits effectively?

Audio Escape Room: Students listen to character routine logs and extract chronological markers to unlock clues.

Interactive Storytelling: Listeners predict the upcoming daily activity based on auditory contextual sounds.

Final Product: A collaborative, edited podcast episode comparing ideal healthy morning and night routines



ACTiViTY 1
AUDIO SCAPE ROOM



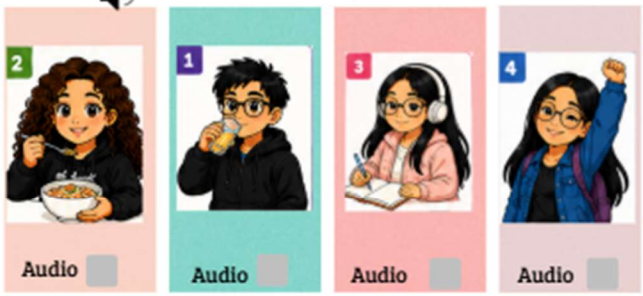
PBL Stage
Inquiry

How to play
1. Listen to each audio log carefully
2. Identify the time order using the markers : first, the, after ,that, finally.
3. Write the correct order of the events (1-4)
4. Use the letters from your answers to solve each clue.
5. Solve all clues to discover the project challenge

Materials
- Audio recordings
- Clue cards
- Worsheets
- Speakers

Description
Students listen to character routine logs and indentify chronological markers (e.g., first, then, after, that, finally) to solve clues and discover the project's challenge: creating an audio schedule that promotes healthy daily habits.

Character Routine Logs (Audio 1-4))



Clue Cards

Clue 1	Clue 2	Clue 3	Clue 4
The first activiy stars with the letter of the first event	The next activiy stars with the letter of the second event	The activity after that stars with the letter of the third event	The final activiy stars with the letter of the fourth event
Letter:.....	Letter:.....	Letter:.....	Letter:.....

Unlock the Code

Write the 4 letters from your clues in the correct order

☐ ☐ ☐ ☐

The code is:

.....

The project challenge is...



Create an audio schedule that promotes healthy daily habits.

You will plan and record a daily routine using time markers (first, then, after, that, finally) to helo other have a healthy life

Self-Reflection.

How did you do today.

I listened very well.	I listened most of the time	I need more practice
☐	☐	☐



ACTiViTY 2
ROUTiNE ORGANiZER



PBL Stage
Planning

How to play
1. Listen to your teams.
2. Discuss healthy routines.
3. Organize the ideas
4. Plan your podcast.
5. Work toguether

Materials
- Planning Template
- Pencils
- Flashcards
- Graphic organizer

Description
Students analyze the information collected during the Audio Escape Room, discuss healthy morning and night routines, and plan the structure and content of their collaborative podcast using a graphic organizer. Planning template, graphic organizer, pencils, flashcards

Team Planning Organizer

First	Then	After That	Finally

Choose Healthy Habits



Our Podcast Plane

Podcast Title:.....

Speaker 1:.....

Speaker 2:.....

Speaker 3:.....

Speaker 4 :.....

Team Checklist.

- ☐ We organized our ideas.
- ☐ We used First, Then, After That and Finally.
- ☐ Everyone participated.
- ☐ Our routine is healthy.

Self-Reflection.

How did you do today?





ACTiViTY 3 INTERACTiVE STORYTELLiNG



PBL Stage
Creation

Materials
Audio recordings.
Script template
Tablets/ Cell phones
Microphones
Speakers

Description
Students listen to the characters' podcast, answer simple questions, and then write, rehearse, and record the script for their podcast comparing healthy morning and night routines



1. Listen to the Characters' Podcast

Listen carefully to the podcast. Then, answer the questions

1. What is the podcast about
.....
2. What is one healthy morning activity they mention?
.....
3. Why are these routines important?
.....
What message do the characters give at the end?
.....

Write the Script

Use the model audio to help you write your podcast script

Character	What they say?	Activity
		
		
		

Our Podcast

Record your podcast
Podcast Title.....
Upload your podcast using this link

Checklist.

- ☐ I listened and answered the questions.
- ☐ I wrote my script.
- ☐ I rehearsed with my team.
- ☐ I recorded my podcast.

Self-Reflection.

How did you do today?

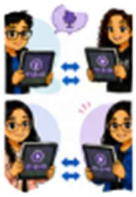
		
I understood everything.	I need a little more practice.	I need more practice.
☐	☐	☐



ACTiViTY 4
PODCAST
PEER REViEW



PBL Stage
Presentation



Materials
Headphones
Peer Assessment
Checklist
Audio Devices

Description
Students exchange podcast, listen carefully to their classmates, give positive feedback, and improve their podcast,

Classmates' Podcast

Listen carefully to another team' Podcast
While listening, complete the checklist.

- ☐ Did they talk about morning routines?.
- ☐ Was the pronunciation clear?.
- ☐ Could you understand the message?.



Feedback

Give Positive Feedback

- I liked.....
- My favorite part was.....
- One suggestion.....

Your Podcast

After receiving feedback, improve your podcast

- ☐ Correct pronunciation
- ☐ Add missing information
- ☐ Improve the sequence
- ☐ Practice with your team

Record Again

Recor the final version your podcast

Upload your podcast using this link

https://goo.su/OVSiMo



Final Checklist.

- ☐ We listened respectfully
- ☐ We gave kind feedback
- ☐ We improved our podcast
- ☐ We worked as a team

Team Reflection

How did your team work today?



We listened respectfully ☐



We improved our podcast ☐



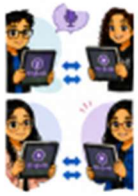
We worked together ☐



ACTiViTY 5 PODCAST SHOWCASE



PBL Stage
Reflection



Materials
Speakers
Tablets/ Computer
Listening Worksheet
Reflection Prompts

Description
Groups present their edited podcasts to the class. Classmates listen carefully, complete a listening worksheet, and share brief reflections.

Podcast-Worksheet

Listen to your classmate's podcast
Then, answer the questions.



1. Who are the speakers in the podcast?

2. What is the podcast abaut?

3. What time words do they use?.

Your Podcast

Now it's your group's turn!
Play your edited podcast for the class



Reflectiom

After listening, think and write

What did you learn about healthy daily routines?

What did you like the most about the podcast?

What can you use in your own podcast?

Final Checklist.

- [ ] We used time words
- [ ] Everyone participates
- [ ] We improved our podcast
- [ ] We worked as a team

Team Reflection

How did your team work today?



We listened respectfully ☐



We improved our podcast ☐



We worked together ☐


UNIT 1
Jezreel
On-Air
Talents
ON AIR
ONLINE
RADIO
LISTEN
ON AIR
YOUR VOICE
OUR STAGE
LISTEN • SPEAK • SHARE • SHINE

UNIT 1: JEZREEL ON-AiR TALENTS

LESSON 1. AUDiO INTERACTiVE INTERViEW

Listening Focus: Students listen to short interviews to identify personal information, interests, and speaking patterns.

LESSON 2. SOUND MATCHiNG CHALLENGE

Listening Focus: Students listen to different voices, sound effects, and audio clips, then match them with the correct speakers, situations, or images.

LESSON 3. RADiO INTERViEW WORKSHOP

Listening Focus: Students listen to model radio interviews, identify key questions and responses, and practice active listening strategies.

LESSON 4. RADiO PRODUCER'S PEER REViEW

Listening Focus: Students listen to classmates' recorded radio interviews and evaluate them using a peer-review checklist focused on clarity, pronunciation, and content.

LESSON 5. JEZREEL'S GOT TALENT RADiO SHOW

Listening Focus: Students present and listen to live or recorded radio interviews in an online class radio show, demonstrating comprehension and communication skills..

Unit 1: 6th Grade Project

GRADE 6 • A1.2

Jezreel's On-Air Talents

Driving Question: How can we broadcast a radio program showcasing the diverse skills and emotional management of our peers?

Innovative Listening Activities:

Audio Interview Analysis: Evaluating native kids' audio podcasts to discriminate ability structures (*can / can't*) and detect tone.

Sound Matching Mechanics: Mapping background soundscapes of disciplines (sports, arts) to their oral scripts.

Final Delivery

Project Process: Students assume roles as radio producers, interviewers, or talent. They draft and script interactive interviews in a simulated booth environment.

Final Product:

"Jezreel's Got Talent" Radio Show: An audio series broadcasted on the school intranet, combined with active self-assessment listening matrices.



ACTiViTY 1
AUDIO INTERViEW DETECTiVES



PBL Stage
Inquiry

Materials
Audio recordings
Worsheets
Speakers

Description
Students listen to authentic radio interviews with childre. They identify the speakers, the main topic, and expressions of ability using can and can¡t by completing a listening worksheet

Instructions
1. Listen carefully.
2. Identify each speaker.
3. Listen for can and can't.
4. Complete the worksheet.



Match the Speaker

Listen to the 3 interviews. Write the number (1-3) of the audio under the correct avatar


Alan


Brithanny


Emily

Detectivd Notes

Character	Favorite Hobby	Can ✓	Can't ✗
Alan			
Brithanny			
Emily			
Melany			

Correct Answer

1. What is Alan's favorite hobby?

a. Reading
b, Playing soccer
c. Cooking

2 What can Brithany do?

a. Swimming
b. Drawing
Cooking

Detective challenge .

Write one setence about each character

Alan.....

Brithanny.....

Emily.....

Self-Reflection.

How did you do today? Color the strars

- I idetified the speakers
- I understood the main idea
- I am ready to create my interview!



ACTiViTY 2
SOUND MATCHiNG CHALLENGE



PBL Stage
Planning

Group Members
1.....
2.....
3.....
4.....

Materials
Audio recordings
Sound effects cards
Planning template
Flashcards

Description
Listento the radio station , match the topics in the order your hear them and plan a radio interview as a group

Choose our theme

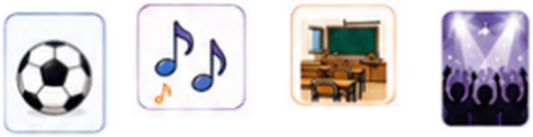
Look at the topic. Discuss and choose ONE theme for our radio interview. Circle it.



We choose:.....

Radio Station

Listen to the radio station. Number the topic in the order your hear them (1-5)



Sports | Music | School Life | Events

Plan our Radio Interview

Use the template to plan our interview together

1. Greeting	2. Introduction	3. Question	4. Closing
How will we hello our listeners?	What is our topic about?	What is questions will we ask?	How will we say goodbye?

Before We record

Check our plan. Are we ready?

- We have a clear topic.
- We have good questions
- We will use can and can't
- We will speak clearly

Self-Reflection.

How did you feel about our plan?

- ☆ We are ready
- ☆ We can improve some parts.
- ☆ We need more time to plan



ACTiViTY 4
RADiO PRODUCERS' PEER REViEW



PBL Stage

Presentation

Group Members

1. .....
2. .....
3. .....
4. .....

Materials

Headphones
Peer assessment
Checklist
Audio devices.

Description

Groups exchange their recorded interviews, listen carefully, and provide feedback on pronunciation, fluency, clarity, grammar, and organization using a peer assessment checklist. They edit their recordings based on the feedback.

Classmates's Interview

Group we are listening to.....

Title of their interview.....

While we listen, we think about .



- What do I like about their interview?
- What is good?
- What can improve?

Checklist

Listen carefully and check the box that best describes the interview

WE CHECK...	YES (✓)	NOT YET ( )
We could understand the interview.	☐	☐
The interview had a greeting.	☐	☐
The interviewer asked questions.	☐	☐
The guest answered the questions.	☐	☐
They used can and can't.	☐	☐
Everyone spoke.	☐	☐
The interview had a closing.	☐	☐

Give Feedback

Write positive comments and one suggestion to help your classmates improve

2 Things I Liked

.....

.....

1 Suggestion to Improve

.....

Improve Our Interview

What can we improve in our interview? Check and plan

- ☐ Speak louder
- ☐ Pronounce word more clearly
- ☐ Add one more question
- ☐ Other.....
- ☐ Add one more answer
- ☐ Everyone participates
- ☐ Practice again

Record Again

Record you final interview. Before recording, check

- ☐ We improved our interview
- ☐ We listened to our classmates' suggestions
- ☐ Everyone participates
- ☐ We are ready for the Radio Showcase

Team Reflection.

How did we work as a team today?

Color the star

- ☆ We worked toguether
- ☆ We respected each other
- ☆ We are ready for Peer Review



ACTiViTY 5 "JEZREEL'S GOT TALENT" RADiO SHOW



PBL Stage

Reflection

Group Members

1. .....
2. .....
3. .....
4. .....

Materials

Headphones

Peer assessment

Checklist

Audio devices.

Description

Groups exchange their recorded interviews, listen carefully, and provide feedback on pronunciation, fluency, clarity, grammar, and organization using a peer assessment checklist. They edit their recordings based on the feedback.

Radio Show

Instructions

Listen carefully to each group's interview

Complete the worksheet while you listen.

Who is Speaking?

Group .....

Group.....

Group.....

Give Feedback

Write positive comments and one suggestion to help your classmates improve

2 Things I Liked

.....

.....

1 Suggestion to Improve

.....

Listen and Check

While listening.....

- The interview had a greeting.
- The interviewer asked questions
- The guest answered clearly.
- They used can and can't
- I understood the interview

What Talents did you hear?

Complete the chart.

Student	Talent / Hobby	Can...	Can't...

My Favorite Interview

Group Number: .....

Why did I like it?

.....

.....

.....

.....

What did I learn Today?

Complete the sentences

Today I learned that.....

.....

I discovered that.....

.....

One talent I admire is...

.....

Final Reflection.

- I listened carefully
- I understood my classmates
- I discovered new talents
- I enjoyed participating in the radio show



Health, Nutrition, and Active Well-being

Core Listening Sub-skill: Selective listening for specific informational categories, note-taking, and identifying conditional advice.

UNIT 2: THE TALKING HEALTHY LUNCHBOX

LESSON 1. LISTEN AND IDENTIFY FOOD

Listening Focus: Students listen to short audio recordings about different foods to identify vocabulary related to healthy and unhealthy food.

LESSON 2. LISTEN AND SORT

Listening Focus: Students listen to food names and descriptions, developing listening comprehension and the ability to identify details.

LESSON 3. MYSTERY LUNCHBOX LISTENING

Listening Focus: Students listen to clues and descriptions about a mystery lunchbox to identify hidden food items.

LESSON 4. HEALTHY LUNCHBOX PODCAST WORKSHOP

Listening Focus: Students listen to model healthy lunchbox podcasts, identify main ideas, useful expressions.

LESSON 5. LISTENING GALLERY WALL: THE TALKING HEALTHY LUNCHBOX (FINAL PROJECT)

Listening Focus: Students listen to classmates' healthy lunchbox podcasts displayed in a listening gallery, demonstrate comprehension through peer feedback.

UNiT 2: 4TH GRADE PROJECT

GRADE 4 • PRE-A1.1

The Talking Healthy Lunchbox

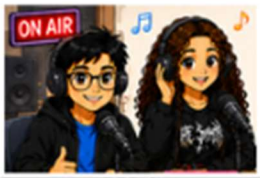
Driving Question: How can we build an audio-guided lunchbox menu to promote nutritious snacks at recess?

Menu Listen & Match: Match grocery lists with food items on magnetic templates to separate healthy foods from junk food.

Mystery Recipes: Decode simple voice lists of raw ingredients to guess the secret nutritional recipe.

Final Product: Giant display lunchbox equipped with child-recorded health chips (*"'Eat apples for energy!"'*).





ACTiViTY 1
LiSTEN AND IDENTiFY THE FOOD



PBL Stage

Inquiry

How it works

1. Watch the video.
2. Listen carefully.
3. Identify the food.
4. Complete the activities

Materials

Audio recordings
Food flashcards
Speakers
Worksheets.

Description

Students listen to a podcast about what the character have in their lunchboxes. They identify foods, match, choose, clasify and reflect

Listen and Choose

Listen to match each character with the correct lunchbox













Listen and Identify

Who likes healthy food?

Alan Brithanny Emily

Who likes fast foof?

Alan Brithanny Emily

Who has fruit in the lunchbox?

Alan Brithanny Emily

Final Challenge.

Which avatar has the healthiest lunchbox?





Why?.....

.....

Final Reflection.

I listened carefully

I understood the information

I answered the questions

I can use what I learned



ACTiViTY 2
LiSTEN AND SORT



PBL Stage
Planning

How it works
1. Watch the video.
2. Listen carefully.
3. Identify the food.
4. Complete the activities

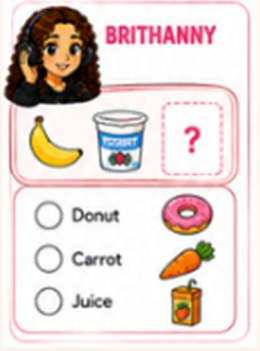
Materials
Audio recordings, sorting mats, food picture cards.

Description
Students watch and listen to the QuestTube Kids YouTube channel. The teenager talk about healthy and unhealthy foods. Students identify the foods they hear and complete the listening activities

Listen and Choose

Listen to the podcast. Choose the missing food in each character's luchbox







Listen Again

Answer the questions about the podcast

1. Which character talks about pizza?

.....

2. Which healthy foods did you hear?

.....

Plan your Lunchbox

Use the ideas from the podcast. Tick the foods you want in your lunchbox



My Lunchbox plan



Self-Reflection

- I listened carefully
- I understood my classmates
- I discovered new talents
- I enjoyed participating in the radio show



ACTiViTY 3
MYSTERY LUNCHBOX LiSTENiNG



PBL Stage

Creation

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials

Audio clips, lunchbox worksheet food images..

Description

Students listen to clues describing the foods inside a lunchbox (e.g., "I have a red fruit. It is sweet."). They guess the foods and complete a lunchbox worksheet with the correct pictures

Listen to the clues

Listen to the clue and write the number of the correct food





Listen Riddles

Listen to the riddles and discover the food



Listen to the podcast, Read each sentence. Check True or false



The red fruit is an apple

True False



The proteina is tuna

True False



The dairy product is yogurtt

True False

My favorite clue

Which clue was your favorite ? Why?

.....

.....



PROJECT CONNECTION

These foods can be ideas for my Healthy Lunchbox Project!



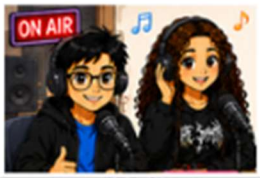
Self-Reflection.

How did you do

I understood all the clues

I understood some clues

I need more practice



ACTiViTY 4
MY HEALTHY LUNCHBOX



PBL Stage

Presentation



Materials

- Audio recordings
- Food flashcards
- Speakers
- Worksheets.

Description

Firts you will listen to Brithanny describing a healthy lunchbox, Then, you will cut and paste the foods she mentions,

After that, you will create your own healthy lunchbox, write about it, and reflect on your learning

Listen and Build

Listen Brithanny. Cut and paste the foods she mentions in the lunchbox



Present your lunchbox

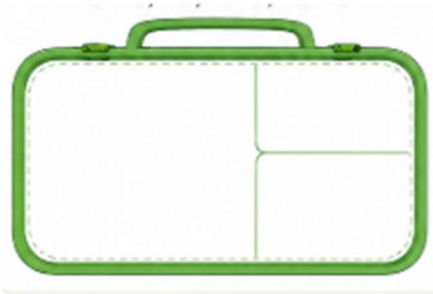
Show your healthy lunchbox and record 30-45 second podcast describing. Use simple sentences

Hello My names is.....
I have .....
I have.....
I have .....
I have.....
My lunchbox is healthy.
Because.....
Take you for listening



Create you lunchbox

Draw the healthy foods you want in your lunchbox



RECORD YOUR AUDIO

Scan the QR code or click the link to record your podcast.

Self-Reflection.

What did you learn today? _____

What was easy for you? _____

What was difficult? _____

What can you do better next time? _____

How did you do?

- I understood everything
- I understood some parts
- I need more practice



ACTiViTY 5
LiSTENiNG GALLERY WALK



PBL Stage
Reflection

Instructions

1. Scan the Qr code or use the tablet to listen to your classsmate's podcast.
2. Listen carefully
3. Check the foods you hear in their lunchbox

Materials

Students' audio recordings, QR codes or tablets, listening checklist, headphones.

Description

Students visit classmates' lunchboxes and listen to the recorded healthy lunchbox descriptions. They complete a listening checklist by identifying the foods they hear and deciding whether the lunchbox is healthy.

Listen and Check

Listen to your classmate, Check the foods you hear

APPLE ☐	BANANA ☐	SANDWICH ☐	CARROT ☐	SALAD ☐
MILK ☐	WATER ☐	YOGURT ☐	CHEESE ☐	GRAPES ☐

Understand and Aswer

Listen again if you need to. Then answer

1. Is the lunchbox healthy?

.....

2. What food did you classmate have the most?

.....

3. What food did your classmate NOT have?

.....

Your Opinion

What did you like about your classmates's lunchbox?

.....

.....

.....

.....

Draw

Draw your classmate's lunchbox as you imagine it

Give a Star!

How many stars do you give to your classmate's lunchbox?

☆ ☆ ☆ ☆ ☆

Why? Write a reason

.....

.....

Self-Reflection.

How did you do?

- I understood everything ☐
- I understood some parts ☐
- I need more practice ☐


PODCAST
GYM-COACH
AUDIO TRACKS
LISTEN
FOCUS!
MOVE
IMPROVE!
ON AIR
STAY
STRONG
5
KG
10
KG
5th Grade
ENGLISH
PODCAST

UNIT 2: GYM COACH AUDIO TRACKS

LESSON 1. LISTEN AND MATCH THE EXERCISE

Listening Focus: Students listen to exercise descriptions and match them with the correct movements, images, or actions.

LESSON 2. SEQUENCE THE WORKOUT

Listening Focus: Students listen to workout instructions and organize the exercise steps in the correct order.

LESSON 3. FOLLOW THE COACH CHALLENGE

Listening Focus: Students listen to a virtual coach and follow physical activity instructions using listening comprehension strategies.

LESSON 4. ACTIVE KID WORKOUT

Listening Focus: Students listen to a complete workout routine and identify commands, exercises, and healthy habits.

LESSON 5. WORKOUT AUDIO GALLERY WALK (FINAL PROJECT)

Listening Focus: Students listen to classmates' workout audio recordings and share feedback about clarity, instructions, and creativity.

Unit 2: 5th Grade Project

GRADE 5 • A1.1

Gym-Coach Audio Tracks

Driving Question: How can we produce an English audio workout track to guide schoolmates through active breaks?

Innovative Listening Activities:

Fitness Instruction Challenge: A "Simon Says" command-response game driven by pre-recorded audio files of physical actions.

Sport Broadcast Matching: Listening to exciting sports descriptions to determine the sport and physical motion.

Final Delivery

Project Process: Teams plan and choreograph 5-step exercise routines. They practice clear verbal voice projection using simple imperative action verbs.

Final Product:

"Active Kids" Workout Audio Track: High-tempo background track overlaid with students' gym commands for school-wide transition breaks.



PBL Stage

Inquiry

Instructions

1. Listen to each coach on the podcast.
2. Pay attention to the exercise commands
3. Complete the activities carefully

Materials

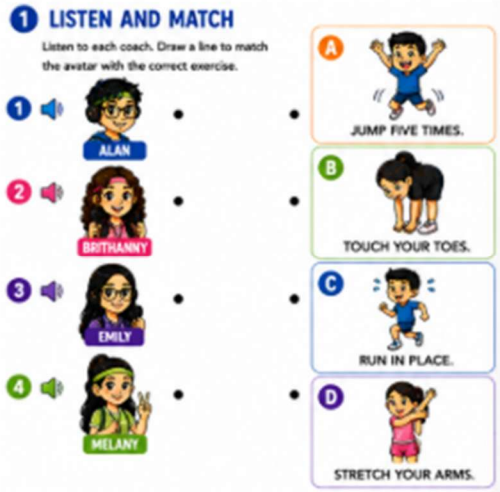
Audio recordings
Food flashcards
Speakers
Worksheets.

Description

Students watch and listen to the podcast channel. The teenager talk about healthy and unhealthy foods. Students identify the foods they hear and complete the listening activities

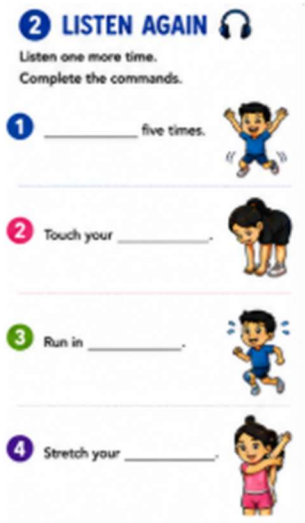
1 LISTEN AND MATCH

Listen to each coach. Draw a line to match the avatar with the correct exercise.



2 LISTEN AGAIN

Listen one more time.
Complete the commands.



3 TRUE OR FALSE

Listen again. Tick (✓) the correct answer.

Sentence	True (✓)	False (✗)
1 Alan says "Jump five times."	☐	☐
2 Brithanny says "Touch your toes."	☐	☐
3 Emily says "Run in place."	☐	☐
4 Melany says "Stretch your arms."	☐	☐
5 Alan says "Sit down."	☐	☐
6 Emily says "Eat pizza."	☐	☐

4 LISTEN AND THINK

Listen to the last part of the podcast. Answer the questions.

1. Which exercise helps your legs?
2. Which exercise do you like the most? Why?
3. Which exercise is easy for you?

5 SELF REFLECTION

How did I do today? Color the face.





ACTiViTY 2 SEQUENCE THE WORKOUT



PBL Stage

Planning

Instructions

1. Listen to the complete workout on the podcast.
2. Pay attention to the order of the exercises
3. Compare and justify your answer

Materials

Headphones
Speakers
Excersise picture cards
Worksheet

Description

Students listen to a complete workout routine and arrange picture cards in the correct order according to the audio. They compare their sequences in pairs and justify their answers.

1 LISTEN AND NUMBER

Listen to the complete workout. Write the numbers 1–5.


Jump five times ☐


Touch your toes ☐


Run in place (10 seconds) ☐


Stretch your arms ☐


Relax and breathe ☐

2 LISTEN AGAIN

Complete the routine.


First, _____


Next, _____


Then, _____


After that, _____


Finally, _____

3 WORK WITH A PARTNER

Compare your answers.

We have the same order.

We have a different order.



Why?

_____

_____

_____

SELF REFLECTION

How well did I listen today?


Excellent! I understood everything.


Good! I understood most of it.


I need more practice.


I will listen again.

4 MY WORKOUT PLAN

Draw your own healthy workout. Write the order.

1 2 3 4 5

1. _____
2. _____
3. _____
4. _____
5. _____



ACTiViTY 3
FOLLOW THE COACH CHALLENGE



PBL Stage
Creation

Instructions
1. Listen to the complete workout on the podcast.
2. Pay attention to the order of the exercises
3. Compare and justify your answer

Materials
Audio recording, command checklist, speakers, open classroom space.

Description
Students listen to a "gym coach" recording and perform the exercises exactly as instructed. After listening, they complete a checklist indicating which commands they heard correctly.

① LISTEN AND MOVE

Listen to the podcast. Follow each exercise exactly as the coaches say.

1. Jump five times.



2. Touch your toes.



3. Run in place.



4. Stretch your arms.



5. Take a deep breath.



② LISTEN AND CHECK

Listen again.
Tick (✓) the commands you hear.

Exercise	✓
Jump five times	☐
Touch your toes	☐
Run in place	☐
Stretch your arms	☐
Clap your hands	☐
Sit down	☐
Take a deep breath	☐
Spin around	☐

COACH'S FINAL CHALLENGE

Listen to Alan's last instruction.
Circle the correct answer.

What is the last exercise?

- ○ Jump
- ○ Stretch
- ○ Relax
- ○ Run



SELF REFLECTION

How well did I follow today's challenge?

- I followed every instruction.
- I followed most instructions.
- I need more listening practice.
- I will try again.

Today I learned...

- The easiest exercise was: _____
- The hardest exercise was: _____
- I can understand these commands: _____
- My favorite exercise is: _____



ACTiViTY 4
ACTiVE KiDS WORKOUT



PBL Stage

Presentation

Instructions

1. Listen to the complete workout on the podcast.
2. Pay attention to the order of the exercises
3. Compare and justify your answer

Materials

Audio recording, cloze worksheet, pencils, speakers.

Description

Students listen to an audio workout script with missing words (exercise verbs, numbers, or body movements). They fill in the missing information and practice understanding key vocabulary before creating their own workout script.

1 LISTEN AND COMPLETE

Listen carefully. Write the missing words.



1. _____ five times.
2. Touch your _____.
3. Run in _____.
4. Stretch your _____.
5. Take a deep _____.
6. _____ your hands.
7. Spin _____.
8. Sit _____.

2 LISTEN AND MATCH

Match each command with the correct picture.

- ☐ Jump
- ☐ Stretch
- ☐ Clap
- ☐ Run
- ☐ Breathe



3 CREATE YOUR OWN WORKOUT

Write your own 5-command workout.

1. _____
2. _____
3. _____
4. _____
5. _____

WORD BANK

• Jump	• Run
• Stretch	• Clap
• Touch	• Spin
• Sit	• Relax
• Arms	• Toes
• Hands	• Deep breath

4 BE THE COACH

Read your workout to a partner.
Your partner follows your commands.



- ☐ I spoke clearly.
- ☐ My partner understood.
- ☐ We completed the workout.

5 MY FITNESS SCORE

Color one star for each completed activity.

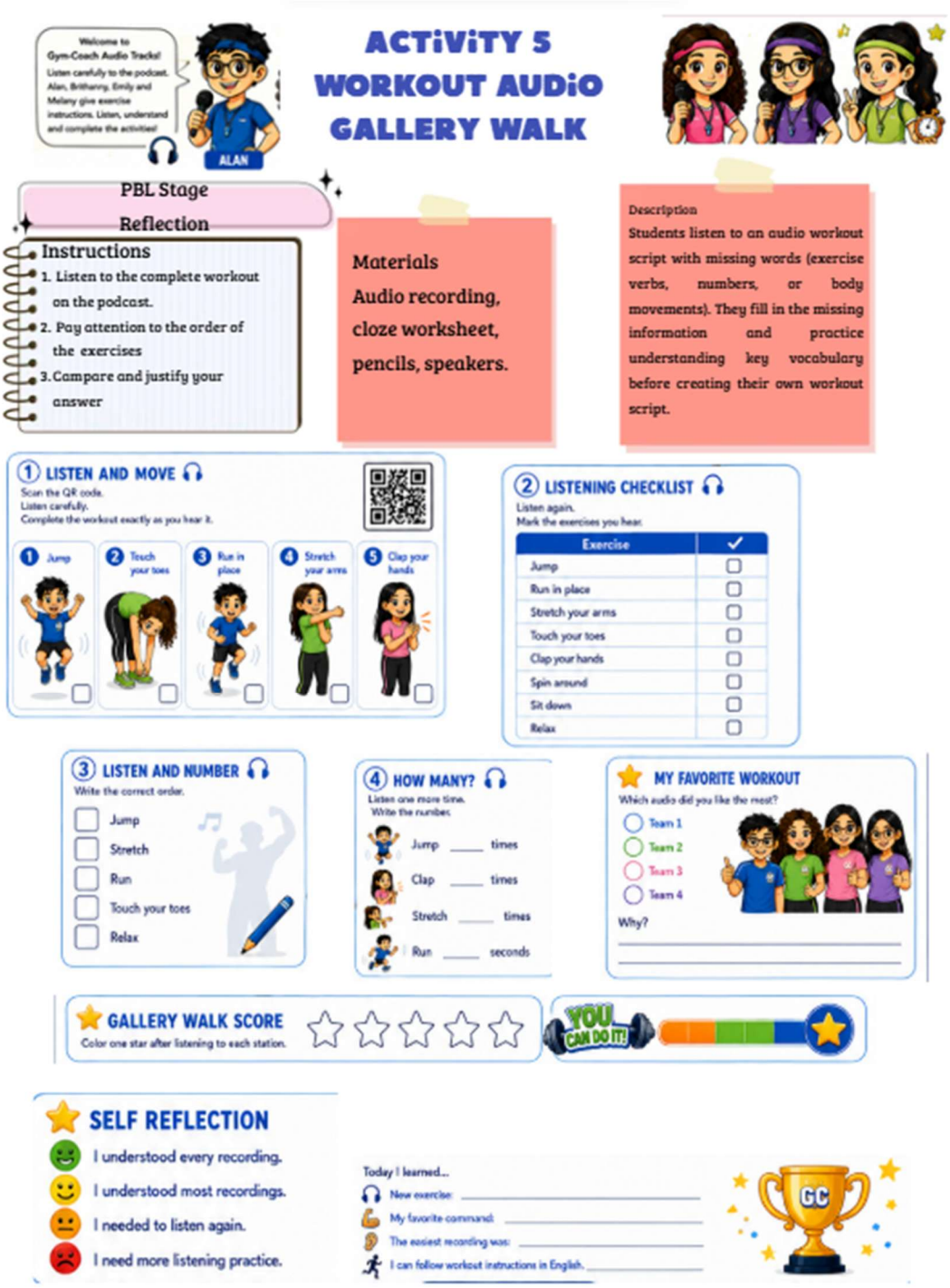
☆ ☆ ☆ ☆ ☆



SELF REFLECTION

How well did I complete today's workout?

- I completed every command.
- I understood most commands.
- I needed some help.
- I will practice again.


Welcome to Gym-Coach Audio Tracks!
Listen carefully to the podcast. Alan, Brittanny, Emily and Melany give exercise instructions. Listen, understand and complete the activities!
ALAN
ACTIVITY 5
WORKOUT AUDIO GALLERY WALK
PBL Stage
Reflection
Instructions
1. Listen to the complete workout on the podcast.
2. Pay attention to the order of the exercises
3. Compare and justify your answer
Materials
Audio recording, cloze worksheet, pencils, speakers.
Description
Students listen to an audio workout script with missing words (exercise verbs, numbers, or body movements). They fill in the missing information and practice understanding key vocabulary before creating their own workout script.
1 LISTEN AND MOVE
Scan the QR code.
Listen carefully.
Complete the workout exactly as you hear it.
1 Jump
2 Touch your toes
3 Run in place
4 Stretch your arms
5 Clap your hands
2 LISTENING CHECKLIST
Listen again.
Mark the exercises you hear.
Exercise
Jump
Run in place
Stretch your arms
Touch your toes
Clap your hands
Spin around
Sit down
Relax
3 LISTEN AND NUMBER
Write the correct order.
Jump
Stretch
Run
Touch your toes
Relax
4 HOW MANY?
Listen one more time.
Write the number.
Jump ____ times
Clap ____ times
Stretch ____ times
Run ____ seconds
MY FAVORITE WORKOUT
Which audio did you like the most?
Team 1
Team 2
Team 3
Team 4
Why?
GALLERY WALK SCORE
Color one star after listening to each station.
YOU CAN DO IT!
SELF REFLECTION
I understood every recording.
I understood most recordings.
I needed to listen again.
I need more listening practice.
Today I learned...
New exercise: _____
My favorite command: _____
The easiest recording was: _____
I can follow workout instructions in English. _____
GC


UNIT 1
Time-Hacker
Audio Diaries
LISTEN • EXPLORE • CREATE
Audio Diary
SCAN & LISTEN
Grade – English

UNIT 1: TIME-HACKERS – AUDIO DIARIES

LESSON 1. AUDIO ESCAPE ROOM

Listening Focus: Students listen to audio clues about daily routines and time expressions to solve challenges and unlock the escape room.

LESSON 2. ROUTINE ORGANIZER

Listening Focus: Students listen to descriptions of daily routines and organize activities in the correct chronological order.

LESSON 3. INTERACTIVE STORYTELLING

Listening Focus: Students listen to an interactive story about daily routines and make decisions based on the audio information.

LESSON 4. PODCAST PEER REVIEW

Listening Focus: Students listen to classmates' podcast recordings, identify key information, and provide constructive feedback using a checklist.

LESSON 5. PODCAST SHOWCASE (FINAL PROJECT)

Listening Focus: Students present and listen to podcasts about their daily routines, creating a collaborative Audio Diaries Showcase.

Unit 2: 6th Grade Project

GRADE 6 • A1.2

Mind & Body Audio Medics

Driving Question: How can we design an audio public service announcement to help our peers manage academic stress?

Innovative Listening Activities:

PSA Critical Evaluation: Analytical listening of student-oriented PSAs to pinpoint stress-related adjectives and tips.

Stress-Relief Audio Path: Actively listening to guided breathing scripts to practice physical stress relief in real time.

Final Delivery

Project Process: Write counseling scripts using warning structures (*"You should / shouldn't"*). Edit and add relaxing background sound effects using audio tools.

Final Product:

"Healthy Minds, Happy Lives" Campaign: A pack of mental wellness audio PSAs shared on the cloud with associated posters.



ACTIVITY 1
MEET THE AUDIO MEDICS



PBL Stage
Inquiry

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials
- Headphones
- Speaker
- Listening Worksheet
- Pencil
- Avatar cards

Description
Students listen to the Audio Medics Podcast.
The avatars talk about situations that make them feel stressed at school.
Listen carefully and compare the activities.

How does each person feel?

Listen to the podcast. Write the numbers in the order the avatars speak





....

What is the problem?

Listen again. Write each student's school problem


.....


.....


.....



How does each person feel?

Listen again. Write each student's school problem

1. Alan has too much homework. .....
2. Emily is worried about a presentation .....
3. Brithanny feels relaxed .....

Think and Answer

Answer in one or two word

1. Why is Alan stressed? .....
2. What makes Emily nervous? .....
3- Who has too many activities? .....
4, Which problem is the most common. .....

SELF REFLECTION

How well did I understand today's podcast?

- I understood everything. ☐
- I understood most of it. ☐
- I need more listening practice. ☐
- I will listen again. ☐

Today I learned...

- New feeling: _____
- New school word: _____
- I can understand: _____
- Today I feel: _____





ACTiViTY 2
STRESS-RELiEF AUDiO PATH



PBL Stage
Planning

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials
- Headphones
- Relaxation Audio
- Planning Template
- Graphic Organizer

Description
Students listen to guided breathing and relaxation audios.Identify the sequence of instructions and discuss which techniques can help students reduce academic stress. Then, brainstorm ideas for your own PSA

Liston and Follow

Listen to the relaxation audio. Number the pictures in the correct order



Listen for key expressions

Listen again. and check the expressions you hear

- ☐ Take a deep breath
- ☐ Open your eyes
- ☐ Breathe out
- ☐ Feel calm and positive

Brainstorm Ideas for our PSA



Plan our PSA

Complete your PSA plan.

- Our PSA Title:
- Opening (How will we start?)
- Main Message (What tips will we share?)
- Closing (How will we finish?)

SELF REFLECTION

How well did I do today?

- ☐ I understood everything.
- ☐ I understood most of it.
- ☐ I need more practice.
- ☐ I need a lot more practice.



ACTiViTY 3
COUNSELiNG SCRiPT WORKSHOP



PBL Stage
Creation

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials
Headphones
Model Audio Scripts
Writing Template
Vocabulary

Description
Students listen to audio Medic Podcast. The avatars give advice to classmates about managing school stress. Listen carefully, identify the advice, and work with your team to create your own counseling script

Listen for advice

Listen to the podcast. Write the advice each student gives.


Alan _____


Brithanny _____


Emily _____


Melany _____

Listen for key expressions

Listen again.. Write should or shouldn't


.....stay up late before an exams


.....take short breaks while studying


.....ask a teacher for help

Complete the counseling Script

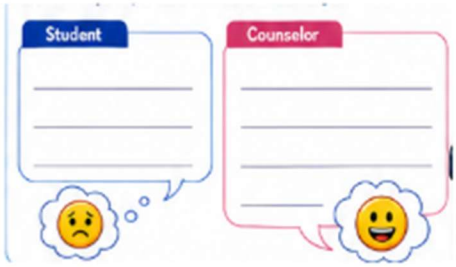
Fill in the missing words.





Create your own counseling script

Work with your partner. Write a short dialogue



SELF REFLECTION

How well did I do today?


I understood everything. ☐


I understood most of it. ☐


I need more practice. ☐


I need a lot more practice. ☐



ACTiViTY 4
RECORD YOUR AUDiO PSA



PBL Stage
Presentation

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials

Headphones
Mobil Devices/ Tablets
Microphone
Script Template

Description

Students listen to a model PSA analyze it, write your own script, rehearse, record, and share your audio campaign to help your listeners feel better!

Listen to the model PSA

Listen carefully. Complete the listening organizer..

Question	Answer
Who is speaking?	
What is the problem?	
What advice is given?	
Which "You should..." expression do you hear?	
How does the PSA end?	

Organize the PSA

Number the sections in the correct order

- Greeting — Say hello to your listeners.
- Describe the problem — Talk about an academic stress situation.
- Give advice — Give tips using "You should" and "You shouldn't".
- Encourage classmates — Motivate your friends to take action.
- Closing message — Finish with a positive message.

Write your Script

Use the template to write your PSA

- Greeting
- Problem
- Advice
  - You should...
  - You shouldn't...
- Closing

Before submitting, check:
- ☐ My voice is clear.
- ☐ The audio is easy to understand.
- ☐ We included advice.
- ☐ Everyone participated.

Upload your Audio

Upload your recording and share it

Scan this QR code to upload your audio.

Or paste your audio link here.

Audio Title:

Group Members:

SELF REFLECTION

How well did I do today?

- I did an excellent job! ☐
- I did a good job. ☐
- I need more practice. ☐
- I need a lot more practice. ☐



ACTIVITY 5
LISTEN, LEARN AND REFLECT



PBL Stage
Reflection

How it works

1. Listen carefully.
2. Identify the food.
3. Complete the activities

Materials
QR codes, reflection worksheet, evaluation checklist.

Description
Students listen to a model PSA analyze it, write your own script, rehearse, record, and share your audio campaign to help your listeners feel better!

1 LISTEN TO YOUR CLASSMATES

Scan the QR codes and listen to your classmates' audio PSAs. Complete the chart.

Team	Main Problem	Best Advice	My Rating (1–5 Stars)
1.			☆ ☆ ☆ ☆ ☆
2.			☆ ☆ ☆ ☆ ☆
3.			☆ ☆ ☆ ☆ ☆
4.			☆ ☆ ☆ ☆ ☆
5.			☆ ☆ ☆ ☆ ☆



2 PEER EVALUATION CHECKLIST

Listen to your classmates' PSA and check (✓).



- ☐ Clear pronunciation
- ☐ Good advice
- ☐ Easy to understand
- ☐ Correct use of "should / shouldn't"
- ☐ Positive message
- ☐ Good teamwork

LISTENING STRATEGIES

Which strategies helped you understand the messages? Check (✓).

Listen for key words.	Listen twice.	Look at the QR title.	Focus on should / shouldn't.	Don't translate every word.
☐	☐	☐	☐	☐



SELF-ASSESSMENT

Color one star after completing each part.

- ☐ I understood the main ideas.
- ☐ I gave respectful feedback.
- ☐ I can recognize advice.
- ☐ I can understand different speakers.



Environment, Eco-Warriors, and Sustainability

Core Listening Sub-skill: Global comprehension, identifying causative environmental relationships, and extraction of ecological data.


UNIT 3
Jezreel's Talking Audio-Zoo
LISTEN
LEARN
PROTECT
JEZREEL ZOO
ON AIR
ZOO PODCAST
4th Grade Project

UNIT 3 – JEZREEL'S TALKING AUDIO-ZOO

LESSON 1. ANIMAL CHARACTERISTICS DETECTIVE

Listening Focus: Students listen to an episode of Jezreel's Talking Audio-Zoo to identify animals' physical characteristics, habitats, diets, and special abilities.

LESSON 2. BUILD OUR ANIMAL PROFILE

Listening Focus: Students listen to the podcast again, organize the information they hear, complete their Animal Profile Notes, and create their Profile Card.

LESSON 3. RECORD OUR AVATAR PODCAST

Listening Focus: Students listen to the model podcast, practice pronunciation and intonation, complete their scripts, and record their own animal podcast..

LESSON 4. JEZREEL'S TALKING AUDIO-ZOO

Listening Focus: Students listen to their classmates' podcasts, identify specific details, follow instructions, and answer listening comprehension questions.

LESSON 5. WHAT DID WE LEARN?

Listening Focus: Students listen to selected podcast excerpts and reflect on their listening skills, teamwork, and learning throughout the project.

Unit 3: 4th Grade Project

GRADE 4 • PRE-A1.1

Jezreel's Talking Audio-Zoo

Driving Question: How can we create an interactive audio nature book to teach younger kids about wildlife conservation?

Innovative Listening Activities:

Animal Sound Detective: Listen to authentic jungle/ocean sounds merged with oral physical descriptions to identify animals.

Habitat Hunting: Group mapping of toy fauna onto visual ecosystems based on brief, narrated auditory descriptions.

Final Delivery

Project Process: Kids search for interesting animal characteristics, compile them, and record animal profiles using simple descriptions (*"It has big wings..."*).

Final Product:

Interactive Talking Nature Book: Large physical book with artwork, integrating simple touch buttons that play descriptions.



ACTIVITY 1 ANIMAL CHARACTERISTICS DETECTIVE



PBL Stage

Inquiry

Listen carefully to the podcast hosted by Alan, Brithanny, Emily and Melany. Do not aswer

Materials

Podcast audio

Headphones

Listening worksheet

Picture cards Habitat posters

Description

Students listen to a podcast hosted by Alan, Brithanny, Emily, and Melany. They complete an Animal Detective Worksheet and compare their answers with a partner.

Listen and Tick

Listen to the podcast

Tick (✓) the animal you hear first. ☐ Lion ☐ Elephant ☐ Giraffe ☐ Monkey

Tick (✓) the animal you hear second. ☐ Lion ☐ Elephant ☐ Giraffe ☐ Monkey

Tick (✓) the animal you hear third. ☐ Lion ☐ Elephant ☐ Giraffe ☐ Monkey

Tick (✓) the animal you hear last. ☐ Lion ☐ Elephant ☐ Giraffe ☐ Monkey

Listen and Match

Listen and match the sound to the correct problem

1 🔊 — Lion

2 🔊 — Giraffe

3 🔊 — Monkey

Listen for Details

Complete the table

Animal	Habitat	Food	Special Ability
Lion			
Elephant			
Giraffe			
Monkey			

Detective Challenge

Listen on last time. Write the names of the animal

1. It has a long neck. _____
2. It has a trunk. _____
3. It eats meat. _____
4. It climbs trees. _____

LISTENING CHECKLIST

- ☐ I listened carefully.
- ☐ First listening
- ☐ Second listening
- ☐ I checked my answers
- ☐ I understood the podcast.



ACTiViTY 2
BUiLD OUR
ANiMAL PROFiLE



PBL Stage
Planning

How it works
Listen to short intervies and discover simple ideas to protect our planet!. Choose the best solutions for you own environment campaign

Materials
Podcast audio
Headphones
Listening worksheet
Picture cards Habitat posters

Description
In groups, students complete an Animal Profile Card using the information they heard. Then, they assign roles and plan their podcast script.

Listen and Organize

Listen to the podcast. Complete the chart with the information you hear.

Animal: _____

Category	Information
Physical characteristics	
Habitat	
Diet	
Special ability	
Interesting fact	

2 Activity 2. Compare Your Answers

4th GRADE

Talk with your group.
- Compare your Animal Profile Notes.
- Correct any missing information.
- Agree on the best answers.



3 Activity 3. Choose Your Animal

Your group chooses ONE animal from the podcast.

☐ Lion ☐ Elephant ☐ Giraffe ☐ Monkey

Why did your group choose this animal?

_____

_____

Animal Profile

Now create one final Animal Profile Card using the informarion from the podcast

DRAW YOUR ANIMAL HERE

Animal Name: _____

Physical Characteristics
- _____
- _____

Habitat

_____

_____

Diet

_____

_____

Special Ability

_____

_____

Self-Check

☐ I listened carefully.

☐ I completed my Animal Profile Notes.

☐ I worked with my group.

☐ I helped plan our podcast.





ACTiViTY 3
JEZREEL'S TALKiNG AUDiO-ZOO



PBL Stage
Creation

Listen carefully to the podcast hosted by Alan, Brithanny, Emily and Melany. Do not aswer

Materials
- Podcast audio
- Headphones
- Listening worksheet
- Animal Profile Card

Description
Students listen to the model podcast, complete their script, practice their pronunciation in groups, and record their own animal podcast using their Animal Profile Card.

Listen and Complete

Listen to the model podcast again- Fill in the missing words

Alan
Hello! Welcome to Jezreel's Talking Audio-Zoo!
Today we are talking about the _____.

Brithanny
It is _____.
It has _____.
It has _____.

Emily
It lives in the _____.
It eats _____.

Melany
It can _____.
An interesting fact is _____.
Thank you for listening!

Listen and Profile

Listen to each avatar. Repeat the sentences using the same pronunciation and intonation

Draw ☺ if you can say it correctly.

Alan	◯
Brithanny	◯
Emily	◯
Melany	◯

Record Podcast

Now record your podcast
Scan the QR code to upload your podcast.

Make Improvements

Write one correction you will make

_____
_____

Tips!
- Listen carefully.
- Speak slowly.
- Use a loud voice.
- Work together!



Self Assesment

Color the face that shown

I can...	☺	😐	☹
Listen carefully to the podcast.	◯	◯	◯
Complete the script.	◯	◯	◯
Pronounce the sentences clearly.	◯	◯	◯
Speak with my group.	◯	◯	◯
Record the podcast confidently.	◯	◯	◯



ACTiViTY 4
CREATE JEZREEL'S TALKiNG AUDiO-ZOO



PBL Stage
Presentation

Listen carefully to the podcast hosted by Alan, Brithanny, Emily and Melany. Do not aswer

Materials
Computer, projector, speakers, QR codes, Interactive Audio Nature Book, assessment rubric

Description
Each group presents its podcast. Classmates listen, identify the animal, and answer comprehension questions.

Listen and Identify

Listen to each group's podcast. Write the name of the animal

Group	Animal
1 Group 1	
2 Group 2	
3 Group 3	
4 Group 4	

Listen for key Information

Choose TWO podcast and complete the chart

	Animal	Habitat	Diet	Special Ability
1				
2				

Scan and Explore

Scan the QR code from the Interactive Audio Nature Book.

Listen to one podcast again. Draw the animal you heard.



Animal: _____

My Favorite Podcast

Write your answer.

My favorite podcast was Group _____.

The animal was _____.

One interesting fact was _____

_____

_____



Listener Checklist

Color the stars.

I listened carefully.	I identified the animals.	I answered the questions.	I learned something new.	I respected my classmates while they presented.
☆	☆	☆	☆	☆





ACTiViTY 5
WHAT DiD WE LEARN?



PBL Stage
Reflection

.listen carefully to the podcast hosted by Alan, Brithanny, Emily and Melany. Do not aswer

Materials
Reflection worksheet
self-assessment checklist
exit ticket

Description
Students complete a self-reflection worksheet and discuss what they learned and how they can improve..

What did we learn about Animals

Write three things you learned about animal characteristics

1. _____
2. _____
3. _____



How did listening help us?

Color the statements that are true for you.

- ☐ I listened carefully to understand information.
- ☐ I identified important details about the animals.
- ☐ Listening helped me answer questions.
- ☐ I learned new words and expressions.
- ☐ I enjoyed listening to my classmates' podcasts.



My Team work

Circle the faces that show how you worked with your group

I...			
listened to my teammates.	🙂	😐	☹
shared my ideas.	🙂	😐	☹
helped with the tasks.	🙂	😐	☹
respected others.	🙂	😐	☹
worked as a team.	🙂	😐	☹

What can we Improve?

What would you like to improve in future podcast

- My pronunciation. _____
- My speaking. _____
- My teamwork. _____
- Other ideas. _____

Overall Reflection

Color the stars to show how you feel about the proyect

I learned a lot about animals.	I learned a lot about animals.	I listened carefully.	I worked wel with my group.	I am proud of our podcast!	I want to do more projects like this.
☆	☆	☆	☆	☆	☆


UNIT 3 • 5TH GRADE PROJECT •
ON AIR
PODCAST
TODAY'S TOPIC:
RECYCLING
& OUR COMMUNITY
REDUCE
REUSE
RECYCLE
THE
GREEN-BIN
AUDIO
INSPECTORS
1 INQUIRY
2 PLANNING
3 CREATION
4 PRESENTATION
5 REFLECTION

UNIT 3 — THE GREEN-BIN AUDIO INSPECTORS

LESSON 1. LISTEN AND SORT THE WASTE

Listening Focus: Students listen to a podcast about recycling and identify different types of waste, recycling symbols, and the correct containers for each material.

LESSON 2. LET'S PLAN OUR ECO PODCAST

Listening Focus: Students listen to short podcast segments, identify the main ideas, take notes, and organize the information they hear.

LESSON 3. THE GREEN-BIN AUDIO POSTER

Listening Focus: Students listen to environmental facts, recycling instructions, and useful vocabulary to create their interactive audio poster.

LESSON 4. RECYCLING FAIR

Listening Focus: Students listen to their classmates' podcasts, identify specific details, follow instructions, and answer listening comprehension questions.

LESSON 5. MY GREEN INSPECTOR REFLECTION

Listening Focus: Students listen to selected podcast excerpts and reflect on how listening helped them understand information and communicate effectively.

Unit 3: 5th Grade Project

GRADE 5 • A1.1

The Green-Bin Audio Inspectors

Driving Question: How can we invent an audio-guided recycling station to teach the school community to separate waste correctly?

Recycling Audio Sorting: Listen to kids' audio arguments discussing where to drop everyday garbage to trace correct bin charts.

Peer Audit: Listen to other teams' pitches on green strategies, identifying strengths to compare in lists.

Final Product: A smart recycling point with embedded audio instructions (*"'Stop! Drop plastic bottles here!"'*).



Unit 3: 5th Grade Project

GRADE 5 • A1.1

The Green-Bin Audio Inspectors

Driving Question: How can we invent an audio-guided recycling station to teach the school community to separate waste correctly?

Recycling Audio Sorting: Listen to kids' audio arguments discussing where to drop everyday garbage to trace correct bin charts.

Peer Audit: Listen to other teams' pitches on green strategies, identifying strengths to compare in lists.

Final Product: A smart recycling point with embedded audio instructions (*"Stop! Drop plastic bottles here!"*).





ACTIVITY 1
LISTEN AND SORT THE WASTE



PBL Stage
Inquiry

Listen carefully to the podcast hosted by Alan, Brithanny, Emily and Melany. Do not aswer

Materials
Recycling podcast, speakers/headphones worksheet, picture cards, pencils.

Description
Students listen to a recycling podcast, identify different types of waste, and sort them into the correct recycling bins.

Listen for main idea

Listen to the podcast one.
What is the podcast mainly about?

- ☐ Saving water
- ☐ Recycling correctly
- ☐ Healthy food
- ☐ School rules



Listen and Match

Listen and match the sound to the correct problem

1.
2.
3.
4.



Who said is?

Listen and write the correct letter



1. "Glass bottles go here." ☐
2. "Banana peels are organic." ☐
3. "Plastic bottles belong in the blue bin." ☐
4. "Paper and cardboard go together." ☐



Recycling detective Challenge

Look around your classroom. Write one item you can recycle in each bin.

PLASTIC	
PAPER	
GLASS	
ORGANIC	

EXIT TICKET

I listened carefully. ☆☆☆☆☆

I can classify waste correctly. ☆☆☆☆☆

I helped my partner. ☆☆☆☆☆

GREAT JOB, GREEN-BIN INSPECTOR!



ACTiViTY 2
LET'S PLAN OUR ECO PODCAST



PBL Stage
Planning

We listened and learned a lot! Now, let's plan our own podcast to help our school recycle better!

Materials
Podcast audio, planning worksheet, role cards, markers, sticky notes, recycled paper.

Description
Students use information from the podcast to create a recycling poster, write a short script, and record their own audio message.

Recycling Instructions

Listen to the podcast again and write important ideas we can use in our episode.

- _____
- _____
- _____
- _____
- _____

Choose our Topic

Which topic are we going to talk about in our podcast? Circle ONE



Our Podcast Title

Choose a creative name for our podcast

Create a short and catchy slogan for our recycling campaign

Our Slogan

"_____
_____"

Plan our episode

What will we say in our podcast? Plan the main parts of our episode

OPENING
How will we start?
What will we say?

MAIN PART
What information and tips will we share about our topic?

- _____
- _____
- _____
- _____

CLOSING
How will we finish?
What is our final message?

_____
_____
_____

EXIT TICKET

I listened carefully. ☆☆☆☆☆

I can classify waste correctly. ☆☆☆☆☆

I helped my partner. ☆☆☆☆☆

GREAT JOB, GREEN-BIN INSPECTOR!



ACTiViTY 3
CREATE THE GREEN-BiN AUDiO POSTER



PBL Stage
Creation

Listen to the model podcast carefully. Create your own audio poster to each others how to recycle correctly

Materials
Poster paper, markers, recycled materials, recording device, QR code, worksheet.

Description
Students use information from the podcast to create a recycling poster, write a short script, and record their own audio message.

Listen

Listen the podcast

A. Listen and number the main ideas in the order you hear them (1–4).

A call to action	How to recycle	Why recycling is important	Types of waste

B. Listen again. Tick (✓) the things Alan and his friends mention.

- ☐ plastic bottles
- ☐ recycle paper
- ☐ food waste
- ☐ old clothes
- ☐ save energy
- ☐ throw everything away

Podcast Script

Complete the script

GREETING
Hello! Welcome to _____.

MAIN MESSAGE
Today we are talking about _____.

RECYCLING TIPS
- _____
- _____
- _____

CLOSING
Thank you for listening!
Remember to _____.

QR Code

Paste your QR Code here

Scan and listen to our podcast.

Self Check

Color the stars

- Our poster is colorful. ☆☆☆☆☆
- Our instructions are clear. ☆☆☆☆☆
- Our audio is easy to understand. ☆☆☆☆☆
- We worked as a team. ☆☆☆☆☆

CREATE IT. RECORD IT. SHARE IT. CHANGE THE WORLD!



ACTIVITY 4 RECYCLING FAIR- PODCAST LISTENING CHALLENGE



PBL Stage

Presentation

Listen to the model podcast carefully. Create your own audio poster to each others how to recycle correctly

Materials

Posters, student podcasts, speakers, QR codes, listening worksheet, peer feedback cards.

Description

Students present their recycling posters, play their podcasts, and listen carefully to their classmates to complete a listening challenge and give positive feedback.

Listen

Listen to each group's podcast at the Recycling Fair. Complete the challenge for every station

STATION 1

Group Name: _____

Podcast Title: _____

Listen and complete.

✓ What recycling topic did they talk about?

- ☐ Plastic
- ☐ Paper
- ☐ Glass
- ☐ Organic
- ☐ Mixed Recycling

Write ONE recycling instruction you heard.

_____

_____

_____

Rate the audio.

Listening Detective Notes

Write three new recycling ideas you learned from your classmates

1. _____
2. _____
3. _____

Reflection

After listening to all the podcast, answer

1. What new things did you learn today?

.....

2. How can we use these ideas in our school?

.....

3. What action will you take to help our planet?

.....

PEER FEEDBACK

Write a positive comment for one group.

I liked your podcast because...

_____

_____

My favorite recycling tip was...

_____

EXIT TICKET

Check (✓) what you did today.

- ☐ I listened carefully to every group.
- ☐ I understood the recycling instructions.
- ☐ I respected every presenter.
- ☐ I learned new recycling ideas.

CREATE IT. RECORD IT. SHARE IT. CHANGE THE WORLD!



ACTiViTY 5
MY GREEN INSPECTOR REFLECTiON JOURNAL



PBL Stage
Reflection

Listen to the model podcast carefully. Create your own audio poster to each others how to recycle correctly

Materials
Reflection worksheet, self-assessment checklist, pencils, class discussion.

Description
Students reflect on what they learned about recycling, how listening helped them throughout the podcast project, and how they contributed to their team..

Looking Back

Check the project phases with waht you did

Phase	What did we do?
Inquiry	☐ We listened to a recycling podcast.
Planning	☐ We planned our podcast.
Creation	☐ We created our poster and recorded our audio.
Presentation	☐ We presented and listened to our classmates.
Reflection	☐ We thought about our learning.

My Listening Journey

I listened carefully.	☆ ☆ ☆ ☆ ☆
I understood the recycling instructions.	☆ ☆ ☆ ☆ ☆
I could identify important ideas.	☆ ☆ ☆ ☆ ☆
I learned new vocabulary.	☆ ☆ ☆ ☆ ☆

My Podcast Reflection

Complete the sentences

The most important recycling tip I heard was... _____

_____

The podcast I liked the most was... _____

_____

One new English word I learned was... _____

_____

Class Discussion

Talk with your classmates.

1. What podcast taught you something new?

_____

2. What recycling idea will you use at school?

_____

3. Why is listening important when we work in teams?

_____





EXIT TICKET

Today I can...

- ☐ Listen carefully.
- ☐ Understand recycling instructions.
- ☐ Share ideas in English.
- ☐ Work in a team.
- ☐ Protect the environment.






UNIT 3
Eco-Warriors
PODCAST
ON AIR
REDUCE
REUSE
RECYCLE
LISTEN • LEARN • MAKE A DIFFERENCE

UNIT 3 – ECO-WARRIORS PODCAST

LESSON 1. ECO-DOCUMENTARY TRACKING

Listening Focus: Students listen to environmental podcasts and documentaries to identify ecological problems, important facts.

LESSON 2. NOTE-TAKING FLOWCHARTS

Listening Focus: Students listen to environmental presentations and organize the information they hear using cause-and-effect flowcharts.

LESSON 3. PODCAST SCRIPT BUILDERS

Listening Focus: Students listen to model podcasts to recognize the structure of an episode. Then, they organize ideas and plan the content of their own ecological podcast

LESSON 4. ECO-WARRIORS PODCAST STUDIO

Listening Focus: Students record and present their podcasts while their classmates complete listening challenges by identifying the environmental problems.

LESSON 5. GREEN VOICES REFLECTION

Listening Focus: Students listen to selected excerpts from the podcasts and reflect on their listening development, teamwork, communication skills, and environmental awareness.

Unit 3: 6th Grade Project

GRADE 6 • A1.2

Eco-Warriors Podcast

Driving Question: How can we broadcast an ecological audio-series to pitch sustainable community solutions to school directors?

Innovative Listening Activities:

Eco-Documentary Tracking: Analyzing NatGeo Kids English documentaries to extract conservation stats and logic.

Note-Taking Flowcharts: Completing ecosystem cause-effect diagrams based on narrated verbal presentations.

Final Delivery

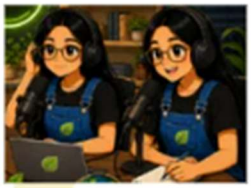
Project Process: Critical discussion on local problems. Group scripts split into intro, problem statements, and real eco-action pitches.

Final Product:

"Save the Planet" Podcast Series: A three-episode ecological broadcast where children's voices lead the sustainability campaign.



ACTiViTY 1
ECO-DOCUMENTARY TRACKiNG



PBL Stage
Inquiry

Listening Tips

1. Listen for the main ideas
2. Pay attention to numbers and important facts.
3. Look for cause, effecr and solutions

Materials
Podcast
Headphones/Speakers
Device (Computer or tablet)
Eco-Documentary Tracking Sheet

Description
Students listen to the podcast episode about an environmental issue. While listening, take notes and complete this sheet. Then, discuss your answers with your group

What is today's podcast about?

Listen to the podcast. Choose one

- Recycling ☐
- Saving Water ☐
- Forest Protection ☐
- Animals ☐
- Climate Change ☐

What problem did you hear?

Listen again. Tick the correct answer

 ☐
 ☐
 ☐
 ☐
 ☐

Caring for our Planet

Listen again. Match the correct ways to help the earth .





Think and Answer

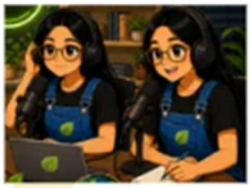
Draw yor favorite eco.action

I CAN...

- I listened carefully. ☐
- I found the main idea. ☐
- I identified important facts. ☐
- I worked with my team. ☐
- I can protect our planet. ☐



ACTIVITY 2 NOTE-TAKING FLOWCHARTS



PBL Stage
Planning

Listening Tips

1. Listen for the main ideas
2. Pay attention to numbers and important facts.
3. Look for cause, effecr and solutions

Materials
Audio recordings, speakers, Note-Taking Flowchart Worksheet, pencils, markers.

Description
Students listen to environmental presentations and complete ecosystem cause-and-effect flowcharts. They identify environmental problems, causes, effects, and possible solutions that will later support their podcast script.

Listen and Choose the Topic

Listen to the podcast and choose the correct topic



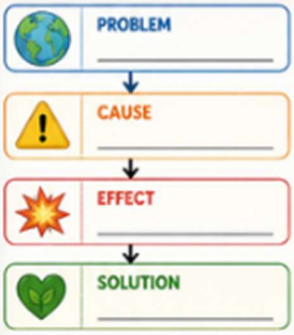
Listen and Match

Listen and match each problem with its solutio



Note-Taking Flowchart

Listen and complete the flowchart. Write one word in each box



Team Planning

Listen and decide which topic your team will choose for yor future podcast

- ☐ Recycling
- ☐ Saving Water
- ☐ Protecting Animals
- ☐ Forests
- ☐ Climate Change
- ☐ Other: _____

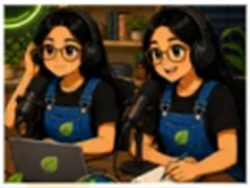


I CAN...

- ☐ I listened carefully.
- ☐ I identified the problem.
- ☐ I identified the cause.
- ☐ I identified the effect.
- ☐ I identified the solution.
- ☐ I am ready to plan my podcast.



ACTiViTY 4
PODCAST STUDiO



PBL Stage

Creation

Listening Tips

1. Listen for the main ideas
2. Pay attention to numbers and important facts.
3. Look for cause, effecr and solutions

Materials

Audio recordings, speakers, Note-Taking Flowchart Worksheet, pencils, markers.

Description

Students record and present their ecological podcast. Their classmates listen carefully and complete a listening challenge by identifying the main ideas and proposed solutions.

OUR PRESENTATION STEPS

1. **Prepare** — Check our script, microphones and equipment.
2. **Record** — Speak clearly and use expression.
3. **Present** — Share our podcast with the class.
4. **Listen** — Our classmates listen carefully.
5. **Reflect** — We celebrate and give feedback.

IT'S RECORDING TIME!



PODCAST CHECKLIST

- [ ] We speak clearly.
- [ ] We use good volume.
- [ ] We work as a team.
- [ ] We include the problem.
- [ ] We propose a solution.
- [ ] We send a positive message!

Listening Challenge Worksheet

PODCAST	1. ENVIRONMENTAL PROBLEM — What is the problem?	2. PROPOSED SOLUTION — What solution do they propose?	3. TWO IMPORTANT DETAILS — Write two important details you heard in the podcast.
PODCAST 1			1. _____ 2. _____
PODCAST 2			1. _____ 2. _____

I CAN...

- [ ] I listened carefully.
- [ ] I identified the problem.
- [ ] I identified the solution.
- [ ] I understood important details.
- [ ] I enjoyed the podcasts.

TEAM REFLECTION

How did we do as a team?

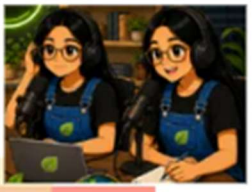
What can we improve?

_____

_____



ACTiViTY 5
GREEN VOiCE REFLECTiON



PBL Stage
Reflection

Materials
Audio recordings, speakers, Note-Taking Flowchart Worksheet, pencils, markers.

Description
Students listen to selected podcast excerpts and reflect on their listening skills, teamwork, and the environmental solutions they learned throughout the project.

Listening Tips
1. Listen for the main ideas
2. Pay attention to numbers and important facts.
3. Look for cause, effecr and solutions

Listening Back

Listen to these parts of the podcast

- **Introduction** — What is the topic? ☐
- **Environmental Problem** — What is the problem? ☐
- **Eco-Solution** — What solution was suggested? ☐
- **Closing Message** — What message did they share? ☐

Peer Assesment

Listen to your classmates' podcast and complete the chart
My classmates's name.....

I think my classmate...	Always	Sometimes	I'm improving
Spoke clearly and was easy to understand.	☺	😐	☹
Included important information about the topic.	☺	😐	☹
Shared a good eco-solution.	☺	😐	☹
Worked well with the team.	☺	😐	☹
Showed respect and responsibility.	☺	😐	☹

OUR GROUP REFLECTION

Answer together as a team.

What did we do very well as a team?

What challenges did we have while making our podcast?

How can we make a bigger positive impact in our school and community?

I CAN...

- ☐ I listened carefully.
- ☐ I understood the information.
- ☐ I shared my ideas.
- ☐ I worked well with my team.
- ☐ I showed care for our planet.





Unit 4

Interculturality, Travel, and Global Citizenship

Core Listening Sub-skill: Inferring intent, understanding accents/variations, geographic details tracking, and evaluation of oral presentations.


UNIT 4
JUNIOR AUDIO TOUR GUIDES
OUR HOMETOWN, OUR STORY!
EXPLORE
LISTEN
DISCOVER
YOU LISTEN WE SHARE!
ORAL DIRECTION TREASURE HUNT
CULTURE TRIVIA LISTENING
BUILD OUR AUDIO MAP
4TH GRADE PROJECT



UNIT 4 – JUNIOR AUDIO TOUR GUIDES

LESSON 1. EXPLORE TENA THROUGH LISTENING

Listening Focus: Students listen to short audio guides about the main attractions of Tena.

LESSON 2. ORAL DIRECTION TREASURE HUNT

Listening Focus: Students listen to recorded directions, follow routes on a classroom map, identify landmarks, and plan simple directions with a partner.

LESSON 3. CULTURE TRIVIA LISTENING

Listening Focus: Students listen to recordings about local traditions, food, and tourist attractions. They organize the information, draw a map of Tena, and record simple audio.

LESSON 4. DISCOVER TENA AUDIO MAP FAIR

Listening Focus: Students listen to their classmates' presentations, scan QR codes, complete a Listening Passport, and answer comprehension questions.

LESSON 5. YOUNG TOUR GUIDES REFLECTION

Listening Focus: Students listen to selected recordings from their classmates and reflect on how listening helped them understand directions.

Unit 4: 4th Grade Project

GRADE 4 • PRE-A1.1

Junior Audio Tour Guides

Driving Question: How can we build a singing audio map to guide English-speaking children through the wonders of our hometown?

Innovative Listening Activities:

Oral Direction Treasure Hunt: Follow audio paths (*"Turn left, look at the big river, find the monkey..."*) on a classroom floor map.

Culture Trivia Listening: Process oral data about dishes (maito, chicha) and raise true/false comprehension cards.

Final Delivery

Project Process: Drawing of children's maps of Tena. In pairs, students formulate simple directions and record descriptions of their hometown attractions.

Final Product:

"Discover Tena" Kids' Interactive Audio Map: An mural map with QR trigger links that play tour g



ACTiViTY 1
EXPLORE TENA THROUGH LiSTENiNG



PBL Stage
Inquiry

Listening Tips
Listen to short audio guides about the main attractions of Tena.
Identify place, landmarks and key information.

Materials
Audio recordings, speakers, pictures of Tena, map of Tena, listening worksheet, pencils, colored pencils.

Description
Students listen to audio recordings about the main attractions of Tena and identify important places, landmarks, and details. They complete a listening worksheet to strengthen their comprehension skills.

Listen and Number

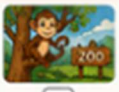
Listen to the audio. Number the places in the order you hear them.


☐ The River


☐ The Park


☐ The Market


☐ The Waterfall



☐ The Zoo

Listen and Circle

Listen and circle the correct answer

1. Where do the children start?


○ At the park


○ At the market


○ At the river

2. What do they see?


○ Monkeys


○ Cars


○ Trains

3. How is the river?


○ Small


○ Big


○ Dry

My Favorite Place

Draw your favorite place from the audio

Write one sentence.

My favorite place is _____.

Because it is _____.

I Can Listen!

Color one face.


I understood everything.


I understood most of it.


I need more practice.



ACTIVITY 2
ORAL DIRECTION TREASURE HUNT



PBL Stage
Planning

Listen carefully to the directions and plan a simple route Tena.

Materials
Audio recordings, classroom map, direction cards, pencils, markers, worksheets, headphones.

Description
Students listen to directions and follow routes on a classroom map. Then, they work in pairs to create simple directions for different places in their hometown.

Listen and Follow

Listen to the recorded directions and follow the route on the map. Trace the path with your pencil.



Listen and Number

Listen to the directions again. Number the places in the order you hear them.



Plan you Route

Draws arrows on the map to show your route. Then, write simple directions to guide your friend



Use these words:

- Turn left.
- Turn right.
- Go straight.
- Cross the bridge.
- Stop at the park.

1. _____
2. _____
3. _____

I can follow Directions

Color the face that shows how you feel about this activity







ACTIVITY 3
CULTURA TRIVIA
LISTENING & AUDIO MAP



PBL Stage
Creation

Listen to short recording about our hometown (Tena). Then, draw a map and record audio directions and descriptions of the places

Materials
Audio recordings, drawing paper, markers, colored pencils, microphones, tablets or mobile phones, QR codes.

Description
Students listen to information about local traditions, food, and tourist attractions. Using the information they hear, they create an interactive map and record their own audio descriptions.

Listen and Understand

Listen to short recordings about Tena.
Answer TRUE or FALSE

Statements	True	False
1 Maito is a traditional drink.	☐	☐
2 Chicha is made from cassava.	☐	☐
3 Tena has many tourist attractions.	☐	☐
4 The Jumandy caves are popular with visitors.	☐	☐
5 People celebrate cultural festivals in Tena.	☐	☐



Listen and Number

Listen again complete the information



Traditional food/drink
Name: _____
It is made from _____
People usually eat/drink it in _____



Traditional drink
Name: _____
It is made from _____
People usually drink it in _____



Tourist attraction
Name: _____
It is in _____
Visitors can _____

Audio Map of Tena

Draw a map of Tena. Include at least 4 places

Write and Record

SCAN ME Add your QR code

Write a short description and simple directions for each on your map. Then, record your audio!

1. Name of place: _____ RECORD
   Description: _____
   Directions: _____
2. Name of place: _____ RECORD
   Description: _____
   Directions: _____

Reflection

Color the face that shows how you feel about today's activity



What did you learn today?
_____
_____



ACTiViTY 4
DiSCOVER AUDiO MAP FAiR



PBL Stage
Presentation

Listen to your classmates' audio maps, answer the questions in your Listening Passport and discover the wonders of Tena

Materials
Interactive maps, QR codes, tablets, mobile phones, headphones, Listening Passport worksheet, pencils.

Description
Students present their interactive maps while their classmates listen to the recordings, scan QR codes, and complete comprehension activities.

Listen and Explore

Scan the QR code of each pair's audio map. Listen carefully to their descriptions and directions

MAP 1
This map is about _____
I heard about _____
My favorite place was _____

MAP 2
This map is about _____
I heard about _____
My favorite place was _____

MAP 3
This map is about _____
I heard about _____
My favorite place was _____

My favorite Audio Map

Which audio map did you like the most?

Draw it here

Listen and Passport

Listen again and answer the questions. Circle the correct answer.

1. Where is the big waterfall?
   a) Near the market.
   b) Next to the river.
   c) Behind the school.



2. What do people drink in Tena?
   a) Juice
   b) Chicha
   c) Soda



3. What can you see at the zoo?
   a) Monkeys and birds.
   b) Cars and bikes.
   c) Boats and planes.



What did I learn?

After listening to the audio maps, what did you learn about Tena? Write two things

1. _____
2. _____



Reflection

Color the face that shows how you feel about today's activity



I understood everything.



I understood most of it.



I need more practice.



ACTIVITY 5
YOUNG TOUR GUIDES
REFLECTION



PBL Stage
Reflection

Listen to the audio recordings from your classmates. Reflect on your learning, your teamwork and how you shared the wonders of Tena!

Materials
Reflection worksheet, self-assessment rubric, headphones, pencils, colored pencils.

Description
Students listen to selected recordings and reflect on how listening helped them improve their communication, teamwork, and cultural awareness.

Listen and Think

Listen to the audio recordings from your classmates. Write the name of the place you heard and one interesting thing you learned

Audio Map	Name of the place	One interesting thing I learned
MAP 1		
MAP 2		

Peer Feedback

Choose one pair's audio map you liked. Write their names and something you liked about their presentation

Names of my classmates: _____

I liked their audio map because _____

_____

_____

My Self-Reflection

How did listening help me during this project?
Color the stars

During this project...	★	★	★
I listened carefully to understand directions.	☆	☆	☆
I learned about our local culture (food, traditions, places).	☆	☆	☆
I used new words and expressions in English.	☆	☆	☆
I worked well with my partner.	☆	☆	☆
I communicated my ideas clearly in English.	☆	☆	☆
I helped my group create an awesome audio map.	☆	☆	☆

What did I learn?

Write two things you learned about Tena

1.
2.

Reflection

Color the face that shows how you feel about today's activity



I understood everything.



I understood most of it.



I need more practice.


Unit 4
5th Grade Project
Festivals of the World
AUDIO MUSEUM
EVERY FESTIVAL HAS A STORY
ON AIR
LISTEN • DISCOVER • CELEBRATE

UNIT 4 — FESTIVALS OF THE WORLD AUDIO MUSEUM

LESSON 1. FESTIVAL AUDIO RIDDLES

Listening Focus: Students listen to short podcast episodes about celebrations from around the world and identify important details about traditions, clothing, food, music, and symbols.

LESSON 2. DICTATION DRAWING

Listening Focus: Students listen carefully to descriptions of traditional clothing, decorations, and cultural symbols and organize the information in a planning

LESSON 3. MUSEUM PODCAST WORKSHOP

Listening Focus: Students listen to information collected during the project and use it to prepare and record a podcast episode about a world festival.

LESSON 4. AUDIO MUSEUM

Listening Focus: Students visit the classroom museum, scan QR codes, listen to audio recordings, and complete a listening challenge.

LESSON 5. GLOBAL VOICES REFLECTION

Listening Focus: Students listen to selected excerpts from the podcasts, reflect on their learning process, and evaluate their listening, communication, and teamwork.

Unit 4: 5th Grade Project

GRADE 5 • A1.1

Festivals of the World Audio Museum

Driving Question: How can we set up a live audio-guided museum corner displaying the most fascinating world festivities?

Festival Audio Riddles: Decode diverse auditory riddles detailing costume habits to guess the holiday (Chinese New Year, Inti Raymi).

Dictation Drawing: Listen carefully to specific descriptions of traditional garments to paint them accurately.

Final Product: A museum gallery of holidays where visitors use headphones to listen to explanations.





ACTIVITY 1
FESTIVAL AUDIO RIDDLES



PBL Stage
Inquiry

Listen carefully to the podcast and identify important about festivals from around the world

Materials
Podcast recordings, speakers, headphones, Festival Audio Riddles worksheet, pencils, colored pencils.

Description
Students listen to podcast episodes and identify important information about celebrations from different countries..

Listen and Complete

Listen to the description and complete the table

FESTIVAL	COUNTRY	TRADITIONAL CLOTHES	FOOD	SPECIAL CELEBRATION
Festival 1				
Festival 2				

Festivel Audio Riddles

Listen the clues write the name of the celebration

RIDDLE 1

- People wear red clothes.
- Families decorate their houses.
- Dragons and lanterns are everywhere.
- Fireworks light up the sky.

My answer: _____

RIDDLE 2

- People celebrate the Sun.
- Traditional Andean clothing is worn.
- Music and dancing are part of the celebration.
- The festival takes place in the mountains.

My answer: _____

Reflection

Which festival would you like to visit? Why?

.....

.....

True or False

Listen again and write T (true) or F (false)	T / F
1. The Chinese New Year includes dragon dances.	
2. Inti Raymi celebrates the Moon.	
3. Music is important during both celebrations.	
4. People wear traditional clothing during the festivals.	

I CAN...

- I can listen carefully. ☐
- I can identify festival details. ☐
- I can answer questions. ☐
- I can share my ideas. ☐



GREAT LISTENERS, GREAT EXPLORERS!



ACTiViTY 2
DiCTATiON DRAWiNG



PBL Stage
Planning

Listen carefully to the podcast and identify important about festivals from around the world

Materials
Audio recordings, worksheets, drawing paper, pencils, crayons, markers, headphones.

Description
Students listen to descriptions of traditional clothing and symbols and draw what they hear.

Listen and Draw

Listen carefully to the description. Draw the traditional costume you hear

Festival: _____ LISTEN

Match the Audio Clues

1. 
2. 
3. 

Planning Chart

Listen again and complete the chart with information you hear

FESTIVAL	COUNTRY	CLOTHES	SYMBOLS	DECORATIONS

My Museum Ideas

Write two ideas for your museum exhibit.

1. _____
2. _____

I CAN...

- I can listen carefully. ☐
- I can identify festival details. ☐
- I can answer questions. ☐
- I can share my ideas. ☐



ACTiViTY 3
MUSEUM PODCAST WORSHOP



PBL Stage
Creation

To create an audio guide using informaiton collected throught listening activities

Materials
Audio recordings, speakers, Note-Taking Flowchart Worksheet, pencils, markers.

Description
Students work in groups to prepare and record a short podcast about a cultural celebration.

Plan your Podcast

Complete the chart

Festival	
Country	
Origin	
Traditions	
Clothing	
Food	
Importance	

Write your Ideas

Use your notes to complete the sentences

This festival is _____

People celebrate _____

People wear _____

People eat _____

This festival is important because _____

_____

Record your Podcast

- [ ] Introduce the festival. Say the name and where it is from.
- [ ] Describe the traditions. What do people do?
- [ ] Describe the clothes and symbols. What do people wear or use?
- [ ] Describe the food. What do people eat?
- [ ] Explain why this festival is important for its culture.
- [ ] Record your voice clearly. Speak loudly and slowly.

Decorate you Musuem Card

Draw the traditional costume, symbol, or decoration of the festival you are explaining

I CAN...

- [ ] I can listen carefully.
- [ ] I can organize my ideas.
- [ ] I can record my podcast.
- [ ] I can work with my team.



ACTiViTY 4 FESTiVALS OF THE WORLD AUDiO MUSEUM



PBL Stage
Presentatiom

To present information throuh an interactive listening experience

Materials
QR codes, headphones, posters, computers, speakers, listening passports, decorations, museum cards.

Description
Students visit the classroom museum, listen to audio recordings, scan QR codes, and complete listening activities

While Listen

Complete the chart



Podcast 1:
Festival: _____
I think it will be about...
_____
_____



Podcast 2:
Festival: _____
I think it will be about...
_____
_____

After you Listen

Answer the questions

1. Which festival did you like the most? Why?
_____
_____
2. What new information did you learn?
_____
_____
3. What would you like to ask the podcast group?



Listening Challenge

Choose the correct answer

. What is a tradition in Chinese New Year?
a. People build sandcastles.
b. People clean their houses.
c. People go skiing.



. What do people wear in Inti Raymi?
a. Swimsuits.
b. Traditional Andean clothes.
c. School uniforms.



. What is the main symbol of Inti Raymi?
a. The Moon
b. The Sun
c. The Stars



. What food might be part of these festivals?
a. Pizza
b. Dumplings / Cuy
c. Ice cream





- I can listen carefully. ☐
- I can understand important details. ☐
- I can answer questions. ☐
- I can respect and enjoy other cultures.



ACTiViTY 5
AUDiO MUSEUM



PBL Stage
Reflection

To reflect on listening skills , cultural awareness, and teamwork

Materials
Reflection worksheets, pencils, headphones, tablets, self-assessment sheets..

Description
Students reflect on how listening helped them learn about traditions, cultures, and teamwork.

Listen and Identify

Festival to the podcast excerpt and answer.
What festival is it about? Circle your answer


Chinese New Year


Inti Raymi


Diwali

One new thing I learned from this podcast was:

_____

_____

What did we learn

Complete the sentences

I learned that festivals are important because.....

.....

I can be a global citizen by.....

.....

How dis listening help me?

Look at the statements and color the face that shows how much you agree

Statements	Strongly Agree	Agree	Not Sure	Disagree
I listened carefully to understand the information.	◯	◯	◯	◯
Listening helped me learn about new traditions and cultures.	◯	◯	◯	◯
I understood the details about clothing, food, and celebrations.	◯	◯	◯	◯
Listening helped me communicate my ideas better.	◯	◯	◯	◯

I CAN...



- I can listen carefully. ☐
- I can understand important details. ☐
- I can respect other cultures. ☐
- I can work well with my team. ☐
- I can share my ideas. ☐

LISTEN • UNDERSTAND • RESPECT • SHARE


UNIT 4: 6TH GRADE PROJECT
INTERNATIONAL TRAVEL AGENCY
TRAVEL THE WORLD
ON AIR
INQUIRY
Airport Announcement Auditing
PLANNING
Vlogger Travel Audits
CREATION
Design Brochures & Booth
PRESENTATION
Global Tour Guides Expo
REFLECTION
Final Delivery

UNIT 4 — INTERNATIONAL TRAVEL AGENCY

LESSON 1. AIRPORT ANNOUNCEMENT AUDITING

Listening Focus: Students listen to airport announcements and identify flight numbers, boarding gates, departure times, destinations, and delays.

LESSON 2. VLOGGER TRAVEL AUDITS

Listening Focus: Students listen to children's travel vlogs to identify countries, currencies, transportation methods, accommodation options, and schedules.

LESSON 3. TRAVEL PODCAST STUDIO

Listening Focus: Students listen to travel podcasts, organize information, practice pronunciation, and create their own audio guides.

LESSON 4. GLOBAL TOUR GUIDES' EXPO

Listening Focus: Students listen to presentations, ask questions, identify key information, and complete listening challenges during the tourism fair..

LESSON 5. TRAVEL EXPERTS REFLECTION

Listening Focus: Students listen to excerpts from their podcasts and reflect on their listening skills, communication strategies, and teamwork.

GRADE 6 • A1.2

Unit 4: 6th Grade Project

International Travel Agency

Driving Question: How can we manage a simulated travel expo booth to pitch international vacation packages to foreign visitors?

Innovative Listening Activities:

Airport Announcement Auditing: Deciphering airport loudspeakers with background noise to track gate and flight schedules.

Final Delivery

Project Process: Create a travel agency brand, design brochures, and prepare physical booths. Practice answering verbal questions from clients.

Final Product:

The "Global Tour Guides" Expo: An interactive fair where kids manage booths, replying in English to visitors' dynamic tourist inquiries.



ACTiViTY 1
AiRPORT ANNOUNCEMENT AUDiTiNG



PBL Stage
Inquiry

Listen carefully to airport announcements and identify important information such as flight numbers, gates, boarding times, destinations and delays

Materials
Airport announcement recordings, speakers, headphones, worksheets, pencils, projector, listening charts

Description
Students listen to airport announcements and identify important information, such as flight numbers, departure gates, destinations, schedules, and delays. Afterwards, they compare their answers with their classmates.

First Listening

Listen to the airport announcement.
What is the main idea?

- A. A family is going on vacation
- B. A flight schedule is being announced
- C. A tourist is describing a city
- D. A pilot is introducing the airplane



Second Listening

Listen again and complete the listening chart

Information	Answer
Flight number	
Destination	
Departure gate	
Boarding time	
Departure time	
Delay (Yes/No)	
Additional information	

Third Listening

Listen again and choose the correct answer

1. Which city is the destination?
   - A. Paris
   - B. New York
   - C. London
   - D. Madrid



2. Which gate should passengers go to?
   - A. Gate A12
   - B. Gate B14
   - C. Gate C10
   - D. Gate D22



3. How long is the delay?
   - A. 10 minutes
   - B. 20 minutes
   - C. 30 minutes
   - D. There is no delay.



4. What should passengers have ready?
   - A. Their suitcases
   - B. Their passports and boarding passes
   - C. Their cameras
   - D. Their maps



Pair Discussion

Talk with your partner

- What information was easy to understand?
- What information was difficult to understand?
- How did background noise affect your listening?

SELF-ASSESSMENT

Check (✓) your performance.

Statement	Yes	A little	No
I identified important details.	☐	☐	☐
I understood the airport announcement.	☐	☐	☐
I listened carefully.	☐	☐	☐
I improved my listening skills.	☐	☐	☐



ACTIVITY 2
VLOGGER TRAVEL AUDITS



PBL Stage

Planning

Listen to the travel vlogs and collect important information to plan the best vacation package

Materials

Travel vlogs, tablets or computers, headphones, world maps, travel planner worksheet, pencils, markers

Description

Students listen to children's travel vlogs and collect information about countries, currencies, transportation, accommodation, tourist attractions, and schedules. Then, they organize the information in a travel planner.

Listen and Take Notes

Listen to the travel vlog. Write the key information

Vlog Title / Destination.....

Vlogger's Name.....

Details Check

Listen again and choose the correct answert

1. What is the main destination in the vlog?
   - A. Japan
   - B. Italy
   - C. Brazil
   - D. Australia

2. What is the local currency?
   - A. Dollar (USD)
   - B. Euro (EUR)
   - C. Yen (JPY)
   - D. Real (BRL)

3. How do they travel around the city?
   - A. By car
   - B. By train
   - C. By bike
   - D. By boat

4. What activity did the vlogger recommend the most?
   - A. Shopping
   - B. Visiting museums
   - C. Hiking
   - D. Going to the beach

Travel Planner

Listen again and complete the travel planner

COUNTRY	CURRENCY	TRANSPORTATION	ACTIVITIES (What can you do?)	SCHEDULE (When?)	ACCOMMODATION (Where will you stay?)

Self-Assessment

Check your performance

I can...	Very Well	Well	A Little	Need Practice
I listened carefully to the vlog.	☐	☐	☐	☐
I identified important information.	☐	☐	☐	☐
I organized the information in the planner.	☐	☐	☐	☐

Great listeners make great travel planners!

Team Discussion

Talk with your group and answer

What was the most interesting place in the vlog?

.....

What would you like to do if you visited that place?

.....

What important information should we include in our travel package?

.....



ACTiViTY 3
TRAVEL PODCAST STUDiO



PBL Stage

Creation

Let's create an audio guide for international travelers

Materials

Microphones, headphones, computers, brochures, maps, notebooks, QR codes, art supplies

Description

Students work in groups to create their own travel agency, prepare brochures, write scripts, and record podcasts to promote international destinations.

Our Travel Agency

Design your travel agency brand.

Agency Name.....

Slogan.....

Draw your logo:

Choose your Destination

Choose one destination and write basic information

Destination (Country/City).....

Language.....

Best time to visit.....

Famous place.....

Podcast Script

Use your planner to write the script for your podcast

PART	WHAT TO INCLUDE	YOUR SCRIPT (write key ideas)
INTRODUCTION	Greet the listeners and introduce your agency.	
DESTINATION DESCRIPTION	Describe the place.	
DETAILS	Prices, transportation, activities, schedule, accommodation.	
CLOSING	Invite listeners and say goodbye.	

TIP: Use clear pronunciation, correct intonation and friendly expressions!

Record and Check

Record your podcast and check before the final version.

- ☐ We spoke clearly.
- ☐ We used the information from our planner.
- ☐ We used interesing expressions.
- ☐ We spoke with good intonation.
- ☐ We listened to each other.

I can...	Very Well	Well	A Little	Need Practice
I listened carefully to the vlog.	☐	☐	☐	☐
I identified important information.	☐	☐	☐	☐
I organized the information in the planner.	☐	☐	☐	☐

Great listeners make great travel planners!



ACTIVITY 4
GLOBAL TOUR GUIDES' EXPO



PBL Stage
Presentation

Listen to each travel podcast presentation, ask questions, and complete the listening challenge

Materials
Posters, brochures, audio recordings, tables, chairs, headphones, passports, maps, QR codes

Description
Students transform the classroom into an international tourism fair. Visitors listen to the presentations, ask questions, and complete listening challenges related to the information presented.

Expo Rules

- Listen carefully to each travel presentation.
- Ask respectful questions to the presenters.
- Complete the Listening Challenge for each booth.
- Be a responsible and active listener!

Listening Challenge

Listen to ecah presentation and write the information you hear

Booth Number	Destination (Country/City)	Top Attractions	Transportation Options	Price Range (USD)	Best Time to Visit	Special Tip
Booth 1						
Booth 2						
Booth 3						
Booth 4						

Ask & Answer

Write one question you want to ask the presenter.
Then, write the answer you recive

Booth 1
My question: _____
Presenter's answer: _____

Booth 2
My question: _____
Presenter's answer: _____

Booth 3
My question: _____
Presenter's answer: _____

Quick Reflection

Answer the questions.
What did you enjoy the most about the expo?.....
What new thing did you learn today?.....
Which presentation gave you the most useful information?.....
What new things did you learn today?.....

Self-Assesment

Check (✓) your performance. I...	Excellent	Good	Fair	Need Practice
Listened carefully to each presentation.	☐	☐	☐	☐
Identified important information.	☐	☐	☐	☐
Asked relevant and respectful questions.	☐	☐	☐	☐
Completed the listening challenge.	☐	☐	☐	☐



ACTiViTY 5
TRAVEL EXPERTS REFLECTiON



PBL Stage

Presentation

Let's listen to excerpts from our travel podcast and reflect on what we learned together!

Materials

Reflection worksheet, self-assessment checklist, pencils, headphones, notebooks

Description

Students listen to excerpts from their podcasts and reflect on their listening skills, communication strategies, teamwork, and learning experiences.

Listen & Remember

Listen to a short excerpt from your podcast again

What was the main idea of your podcast?

What did I learn?

What new information did you learn while preparing and listening to your podcast?

- ☐ About the destination
- ☐ About thansportation options
- ☐ About prices and schedules
- ☐ About tourist activities

Self-Reflection

Check the option that best describes your performance.

I...	Always	Often	Sometimes	Need Improvement
Listened carefully to the information.	☐	☐	☐	☐
Understood key details from the podcast.	☐	☐	☐	☐
Took useful notes while listening.	☐	☐	☐	☐
Used the information in my podcast.	☐	☐	☐	☐
Answered questions accurately.	☐	☐	☐	☐
Spoke clearly and used good intonation.	☐	☐	☐	☐
Worked well with my team.	☐	☐	☐	☐
Completed my responsibilities.	☐	☐	☐	☐
I am satisfied with my work.	☐	☐	☐	☐



4.8 Impacts

The systemic implementation of the *PBL-Listen Guide* within the English as a Foreign Language classrooms of EGB at Unidad Educativa Particular "Jezreel" is projected to generate profound multi-dimensional shifts. To evaluate the prospective success of this action-oriented guide, its anticipated outcomes have been modeled across three key pedagogical areas: Affective Impact, Linguistic Impact, and Academic Impact.

Table 8

Numerical Impact Levels Scale

Numerical Level	**Qualitative Description of Impact**
3	High Positive Impact
2	Medium Positive Impact
1	Low Positive Impact
0	No Impact Observed
-1	Low Negative Impact
-2	Medium Negative Impact
-3	High Negative Impact

Source: Own elaboration

The metric used to determine the exact consolidated index for each analyzed area is calculated through the Impact Level (IL) formula, represented as:

$$IL = \frac{\sum_{i=1}^{n} x_i}{n}$$

Where x_i represents the projected numerical value assigned to each indicator item within the specific impact matrix, and n represents the total number of items evaluated in the matrix ($n = 5$ for all dimensions).

4.8.1. Affective Impact

Language acquisition is fundamentally governed by the emotional climate of the learning environment. By restructuring passive acoustic drills into active, hands-on, and social project-based missions, the *PBL-Listen Guide* targets student emotional variables, working directly to lower the Affective Filter as theorized by Stephen Krashen.

Table 9

Projected Indicators for Affective Impact.

Evaluated Indicators (Affective Dimension)	**Projected Impact Level**						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Mitigation of situational anxiety during target acoustic decoding tasks.							X
2. Expansion of student self-efficacy and active listening confidence.							X
3. Facilitation of role disinhibition through creative project personas.							X
4. Promotion of proactive error tolerance within gamified frameworks.							X

5. Development of interpersonal group cohesion through cooperative play.	X
CONSOLIDATED SCORE (SUM OF ITEMS)	**15**

Source: Own elaboration

$$IL = \frac{15}{5} = 3 \Rightarrow \text{ High Positive Impact}$$

Analysis

The affective dimension is projected to achieve a maximum positive index ($IL = 3$). That's a direct result of the guide's collaborative, play-based design. In traditional classrooms, listening activities are often stand-alone, high-stakes tests where one misunderstanding can lead to academic frustration. The PBL-Listen Guide tries to break down this barrier.

For example, Unit 1: The Magic QR Classroom (4th Grade) replaces traditional listening drills with an immersive QR Code Audio Hunt. By turning listening here into a gamified puzzle, students are decoding descriptions not for a grade, but to solve a mystery with their peers.

This gamification redirects the student's cognitive attention from the fear of evaluation to the inner playful curiosity. the guide also presents the concept of role disinhibition, which is developed to a great extent in projects like Unit 1's "Jezreel's On-Air Talents" (6th Grade) and Unit 4's "International Travel Agency" (6th Grade).

By adopting professional roles like radio producer, podcast host, or travel agent, young learners can distance their personal ego from the linguistic performance and leave their personal identities behind. If a mistake occurs during a simulated radio broadcast, it is treated simply as an "blooper" to be edited or iterated, fostering a high level of error tolerance.

Finally, the collaborative framework aligns with Vygotsky's sociocultural tenets, ensuring that peers support one another within their ZPD. This cooperative structure eliminates classroom isolation, transforming the EFL environment into a supportive, low anxiety space that enhances group cohesion.

4.8.2. Linguistic Impact

From a psycholinguistic perspective, the PBL-Listen Guide is designed to move students from simple auditory perception to parsing and final utilization. By integrating authentic, visually supported multimedia resources, the guide enhances phonemic awareness while reducing the mental translation loop (L1 dependence).

Table 10

Projected Indicators for Linguistic Impact.

Evaluated Indicators (Linguistic Dimension)	**Projected Impact Level**						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Acceleration of real-time word recognition and auditory discrimination.							X
2. Expansion of vocal prosody, rhythm, and expressive intonation.							X
3. Acquisition of contextualized vocabulary tied directly to immediate realities.							X
4. Progression of oral production fluency and conversational response speeds.							X

5. Reduction of L1 translation dependency during oral-auditory transactions.	X
CONSOLIDATED SCORE (SUM OF ITEMS)	**15**

Source: Own Elaboration

$$IL = \frac{15}{5} = 3 \Rightarrow \text{ High Positive Impact}$$

Analysis

The linguistic dimension is projected to achieve a maximum positive impact index ($IL = 3$). This is driven by the guide's consistent integration of authentic auditory input paired with meaningful, project-based tasks. The structural design of the units ensures that students practice both bottom-up decoding (recognizing sounds and words) and top-down processing (utilizing context and prior knowledge).

In “Jezreel's Talking Audio-Zoo”, 4th Grade Unit 3 students play a game called Animal Sound Detective. In this activity they have to match natural animal sounds to physical oral descriptions in English, making direct cognitive associations between the acoustic signal, the visual image and the vocabulary word. The approach eliminates L1 translation altogether and helps students build stable long-term lexical maps in the target language.

Moreover, the focus on speech output in the manual, especially through the recording of audio artifacts, leads to a substantial enhancement in vocal prosody and expressiveness.

In Unit 2, “The Gym-Coach Audio Tracks” (5th Grade), students will write and record physical exercise commands. To produce a good track, they have to master the stress-timed rhythm and the clear, direct intonation patterns of English imperatives.

Likewise, collaborative podcast editing in projects like Unit 1's "Time-Hackers Audio Diaries" (5th Grade) requires students to listen to their own voices and the voices of their peers repeatedly and analyze the pace, clarity, and pronunciation of the recordings. This cycle of input-decoding and output-monitoring speeds up acoustic word recognition, and improves spoken fluency.

4.8.3. Academic Impact

Finally, the academic impact of the *PBL-Listen Guide* is evaluated by looking at its alignment with national curriculum standards, its ability to maximize active student production time, and its potential to optimize teacher preparation.

Table 11

Projected Indicators for Academic Impact.

Evaluated Indicators (Academic Dimension)	**Projected Impact Level**						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Improvement of student grades in English Oral Communication skills.							X
2. Methodological modernization of EFL classroom practices through active play.							X
3. Increase in voluntary, student-led classroom participation rates.							X
4. Optimization of classroom time to maximize Student Talk Time (STT).							X

5. Reduction of teacher lesson planning fatigue through structured resources.	X
CONSOLIDATED SCORE (SUM OF ITEMS)	**15**

Source: Own Elaboration

$$IL = \frac{15}{5} = 3 \Rightarrow \text{ High Positive Impact}$$

Analysis

The academic dimension is projected to achieve a maximum positive score ($IL = 3$). One of the most persistent issues in traditional EFL education is the imbalance between Teacher Talk Time (TTT) and Student Talk Time (STT), where instructors dominate the acoustic space with grammar lectures.

The PBL-Listen Guide turns this dynamic on its head. With lessons built around active inquiry projects like Unit 3's "The Green-Bin Audio Inspectors" (5th Grade), the classroom becomes a student-centered workshop. Students take the lead, working in groups of four to negotiate meaning, debate where to sort recycling objects and record warning messages. This maximizes productive STT while the teacher steps back to facilitate, monitor and guide.

Furthermore, the guide addresses "lesson planning fatigue" a major challenge identified by Ibarra and Guamán (2025). Rather than forcing teachers to build communicative listening activities from scratch, the guide provides clear, step-by-step instructional sequences, integrated audiovisual paths, and hands-on formative rubrics. This structured support allows teachers to modernize their classrooms with gamified strategies easily and efficiently.

Ultimately, this approach will improve student grades in the Oral Communication thread. By aligning each project's challenges with the Ecuadorian National Curriculum standards across Básica General Media, the guide ensures that students develop measurable, real-world communicative competencies. This rigorous alignment helps students transition from passive listeners to active, capable English speakers.

Conclusions

The results of this research showed that PBL had a positive effect on the English listening comprehension skills of the students of the 4th, 5th and 6th grades of the "Jezreel" Private School in Quito. Pedagogically innovative was the shift from passive information reception to the incorporation of practical projects, where students could interact with audio materials in a meaningful, relevant and real-life context. Moreover, the methodology connected theoretical knowledge and practical decoding of hearing. This is evidenced by the statistically significant improvement of the students' overall ability to understand the main ideas, find specific details and process English in a natural, flowing context.

Initial questionnaires and diagnostic tests showed considerable difficulties in listening comprehension relative to baseline conditions, such as low retention rates, limited vocabulary recognition and high levels of performance anxiety. Before the PBL-based intervention, students saw listening comprehension tasks as stressful tests, not as opportunities to develop their communication skills. The first step showed that students had problems in dealing with continuous speech in general and confirmed that the traditional audio exercises did not engage them efficiently.

The result of the comparison of the pretest and posttest scores showed that the students' English listening comprehension skills improved after the PBL intervention. Quantitative data indicated improvements in all three grade levels, particularly in the ability to infer meaning from context and recall important details from a variety of audio materials. By using the listening tasks to project milestones, students developed cognitive and metacognitive strategies that made better their acoustic processing speed and decoding efficiency. The pre-test and post-test differences

revealed that the project-based approach brought positive change from mechanical sound recognition to deeper and more structured understanding of the spoken English language.

The student survey data and classroom observation checklists pointed to positive attitudes as well as meaningful experiences about the PBL methodology. The students showed a transformation from passive and fearful listeners to active participants in the process of their language acquisition. The collaborative, problem solving characteristic of the projects lowered their affective filter, enhancing personal confidence during communicative conversations.

Finally, semi-structured interviews revealed that teachers held highly favorable perceptions regarding the implementation of PBL and its direct impact on student listening comprehension. Teachers noted that while the initial shift require more rigorous lesson planning and resource design, the long term pedagogical returns are very reliable. They observed a marked improvement in student responsiveness, authentic classroom interaction, and language retention compared to traditional textbook exercises.

Recommendations

The administrative authorities at Unidad Educativa Particular “Jezreel” should permanently integrate PBL into the primary school curriculum. Instead of treating PBL as an occasional activity, it should be s embedded within the yearly instructional planning. This change will ensure that students transition from traditional to an active learning model. And, by institutionalizing collaborative, real world projects, the school can establish a better pedagogical environment where communicative language skills are naturally and consistently reinforced.

Teachers should be trained so that they can design and implement the necessary pedagogical transformations and comply with the formal establishment of PBL. As a way to reduce the high levels of initial anxiety and the retention challenges identified during the diagnostic phase, teachers should have authentic oral materials at their disposal that are directly connected to the central theme of the project.

It is also important that all these changes are supported by formative assessments different from traditional methods for evaluating listening comprehension in English. It is recommended to use student-centered assessment tools, such as visual self-assessment rubrics and observation checklists designed in this study, throughout the execution of the projects. And therefore, it is also necessary to regularly monitor how students decode and use oral information during their research, allowing teachers to provide immediate and constructive feedback.

Finally, future research should focus on conducting longitudinal studies to assess the long-term retention of English listening comprehension skills over longer periods than those examined in the present study.

References

Abreus, A., & Haro, R. D. (2019). El empleo de materiales audiovisuales auténticos para el desarrollo de la expresión oral en inglés: Estudio de caso en Ecuador. *EDMETIC*, *8*(1), 23–35.

Adilah, N. (2023). SYSTEMATIC LITERATURE REVIEW: PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING. *Langue (Journal of Language and Education)*, *1*(2), 63–76. https://doi.org/10.22437/langue.v1i2.24771

Ahmad, N. (2020). *Improving Student Motivation and Attitudes in Learning English as a Second Language; Literature as Pleasurable Reading: Applying Gardner's Theory of Multiple Intelligences and Krashen's Filter Hypothesis* (SSRN Scholarly Paper No. 3552328). Social Science Research Network. https://doi.org/10.2139/ssrn.3552328

Ammaneswari, M. (2023). The Effectiveness of Project-Based Learning Module on Rural School Students' Achievement and Interest in Economic Subject. *International Business Education Journal*, *16*(1), 118-126. https://doi.org/10.37134/ibej.vol16.1.10.2023

Beckett, G. H. (2005). The Project Framework: a tool for language, content, and skills integration. *ELT Journal*, *59*(2), 108-116. https://doi.org/10.1093/eltj/cci024

Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House A Journal Of Educational Strategies Issues And Ideas*, *83*(2), 39-43. https://doi.org/10.1080/00098650903505415

Creswell, J. W., & Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research*. SAGE Publications.

Cueva, L. C., & Díaz, J. F. (2026). Metacognitive strategies and listening comprehension skills among lower secondary EFL learners at a public institution in Zamora, Ecuador (2025-2026). *Reincisol.*, *5*(9), 1258–1258. https://doi.org/10.59282/reincisol.V5(9)1258

Ennis, M. J., Barchi, K. A., Astigarraga, A. M., & Wimhurst, A. (2022). A pilot course with project-based learning in an intensive English program. *Language Learning In Higher Education*, *12*(1), 57-85. https://doi.org/10.1515/cercles-2022-2047

García, V. M., & Bravo, V. N. (2017). Habilidades de habla y de escucha en inglés de los estudiantes de bachillerato en Ecuador. *SATHIRI*, *12*(2), 203–211. https://doi.org/10.32645/13906925.124

Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, *6*(1), 54–60. https://doi.org/10.32996/ijllt.2023.6.1.8

Ibarra, S. C., & Guamán, M. M. (2025). El uso de información comprensible para mejorar la comprensión auditiva en estudiantes de secundaria de inglés como lengua extranjera: una revisión de la literatura. *Revista Mexicana de Investigación e Intervención Educativa*, *4*(1), 19.

Imaduddin, M., Sholikhati, S., & In'ami, M. (2021). STEM Education Research in Indonesian Elementary Schools: A Systematic Review of Project-Based Learning. *ELEMENTARY Islamic Teacher Journal*, *9*(2), 201. https://doi.org/10.21043/elementary.v9i2.11552

Indonesia, U. N. M., Ahmad, S. T., Watrianthos, R., Samala, A. D., Muskhir, M., & Dogara, G. (2023). Project-based Learning in Vocational Education: A Bibliometric Approach.

International Journal Of Modern Education And Computer Science, *15*(4), 43-56. https://doi.org/10.5815/ijmecs.2023.04.04

Ismail, I., Qadriati, J., F., & Yorianda, A. (2024). *Teaching at the Right Level (TaRL) as a Potential Solution for Improving Middle School Education: A Systematic Review of the Literature*. *8*, 126–138. https://doi.org/10.5281/zenodo.11240915

Jaya, A., Hermansyah, H., & Rosmiyati, E. (2018). REDEFINING PROJECT-BASED LEARNING IN ENGLISH CLASS. *Esteem Journal of English Education Study Program*, *2*(2), 121–128. https://doi.org/10.31851/esteem.v2i2.2423

Jumbo, L. N., & Celi, K. A. (2026). Listening Comprehension Skills and Vocabulary Knowledge Among Elementary English as a Foreign Language Learners at a Public Institution in Espíndola. *Ciencia Latina Revista Científica Multidisciplinar*, *10*(1), 3442–3456. https://doi.org/10.37811/cl_rcm.v10i1.22476

Kadau, I. (2022). Behaviorism theory in teaching and learning English as a second language in primary schools. *International Journal Of English And Literature*, *13*(3), 33-38. https://doi.org/10.5897/ijel2022.1511

Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, *19*(3), 267-277. https://doi.org/10.1177/1365480216659733

Loor, K. W., Almeida, X. A., González, S. D., Tomalá, J., & Cevallos, J. E. (2018). Análisis de los problemas institucionales que inciden en la enseñanza del idioma inglés en las Unidades Educativas Península de Santa Elena y en el Colegio Militar Eugenio Espejo.

Revista Ciencias Pedagógicas e Innovación, *6*(2), 46–54. https://doi.org/10.26423/rcpi.v6i2.248

López, J., Rodríguez, V., & Guevara, I. A. (2025). Factors hindering learners'English listening comprehension in an EFL classroom: The case of the basic English course of the Language Department at the UV. *Revista RedCA*, *8*(22), 60–87.

Mero, J. A. Z., Calderón, V. E. A., Saltos, R. E. M., Zambrano, D. M. R., & Santos, M. V. L. (2024). Estrategias Pedagógicas para el Desarrollo de la Comprensión Auditiva en Estudiantes. *Ciencia Latina Revista Científica Multidisciplinar*, *8*(6), 1264-1279. https://doi.org/10.37811/cl_rcm.v8i6.14897

Ministerio de Educación del Ecuador. (2016). *Currículo de los Niveles de Educación Obligatoria*. https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/Curriculo1.pdf

Muttahidah, & Zen, E. L. (2023). The Implementation of Project-Based Learning in English Language Teaching at a Rural School: A Conceptual Review. *Ethical Lingua: Journal of Language Teaching and Literature*, *10*(2). https://doi.org/10.30605/25409190.629

Nazarieh, M., Razmi, M. H., Azizian, M., & Ghani, M. U. (2022). A Brief History of Listening Comprehension in Second Language Teaching and Learning. *Education Research International*, *2022*, 1-5. https://doi.org/10.1155/2022/3894457

Nuralisa, N., Qalyubi, I., & Mirza, A. A. (2025). Real Voices, Real Learning: Students' Perceptions of Authentic Listening Materials. *Journal of English Language and Education*, *10*(2), 70–81. https://doi.org/10.31004/jele.v10i2.703

Park, E. S. (2002). On Three Potential Sources of Comprehensible Input for Second Language Acquisition. *journals.library.columbia.edu*. https://doi.org/10.7916/salt.v2i1.1649

Pauzan, P. (2024). Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses). *Journal On Education*, *6*(4), 20876-20888. https://doi.org/10.31004/joe.v6i4.6210

Pentón, L. (2019). Learning, Language, and Literacy as Entities for Empowerment and Equality: A Case Study of Three Adolescent Indigenous Ixil ELs. En *Educating for a Just Society* (pp. 31–49). Association of Literacy Educators and Researchers.

Peras, J., & Turano, C. T. (2024). Implementation of Comprehensible Input in Teaching English as a Second Language: Basis for an Action Plan. *International Journal Of English Language Studies*, *6*(3), 83-96. https://doi.org/10.32996/ijels.2024.6.3.11

Quinay, R. B., & Briones, E. O. (2025). Optimizing Problem-based and Project -based learning in Technology and Livelihood Education in Improving Student Engagement and Technical Competence. *International Journal Of Research Publication And Reviews*, *6*(5), 14685-14706. https://doi.org/10.55248/gengpi.6.0525.1961

Sampieri, R. H., Collado, C. F., & Lucio, P. B. (2014). *Metodología de la investigación*. Dialnet. https://dialnet.unirioja.es/servlet/libro?codigo=775008

Thao, T. Q., & Long, N. H. C. (2022). EFL HIGH SCHOOL STUDENTS' LEARNING ENGAGEMENT AND PROBLEMS IN ENGLISH LISTENING COMPREHENSION. *VNU Journal Of Foreign Studies*, *38*(5), 167-179. https://doi.org/10.25073/2525-2445/vnufs.4774

Thomas, J. (2000). A Review of Research on Project-Based Learning. *The Autodesk Foundation*. https://tecfa.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf

Viñan, Y. L. C., Silva, M. C. M., Ordoñez, L. M. M., & Jiménez, L. o. J. (2025). La música como estrategia de aprendizaje autónomo del Inglés en adolescente del Ecuador. *Prospherus*, *2*(2), 361-379. https://doi.org/10.63535/emgk0s55

Zambrano, K. W. L., Briones, X. A. A., Reyes, S. D. G., De la Cruz, J. T., & Salazar, J. E. C. (2018). Análisis de los problemas institucionales que inciden en la enseñanza del idioma Inglés en las Unidades Educativas Península De Santa Elena y Colegio Militar Eugenio Espejo. *REVISTA CIENCIAS PEDAGÓGICAS E INNOVACIÓN*, *6*(2), 46-54. https://doi.org/10.26423/rcpi.v6i2.248

Zhang, L., & Ma, Y. (2023). A study of the impact of project-based learning on student learning effects: a meta-analysis study. *Frontiers in Psychology*, *14*, 1202728. https://doi.org/10.3389/fpsyg.2023.1202728

Annexes

1. Diagnostic Listening Test (Pre-test/Post-test)

Objective: To measure students' English listening comprehension levels before and after applying the PBL methodology.

Instructions: Listen carefully to the audio that will be played twice. Then, answer the questions based on what you understood.

Student: _____ Grade: _____ Date: _____

Part A: General Comprehension (Select the correct option)

1. Who are the characters speaking in the audio?

a) A teacher and a student b) Two friends c) A mother and her child

2. Where does the main conversation take place?

a) At a school b) At a store c) At a house

3. What is the main topic of the audio?

a) A cooking recipe b) A visit to the library c) A school assignment

Part B: Specific Detail (Answer briefly)

1. At what time should the mentioned activity be completed?
……..
2. Name two specific materials mentioned in the audio.
……..
3. What was the most important instruction given by the speaker?
……
4. What do you think is the main purpose of the conversation?
…….

2. Student Survey (Pre and Post Intervention)

Objective: To identify students' perceptions of English listening comprehension and their experience with project-based activities.

Instructions: Mark with an "X" the option that best represents your opinion.

Part A: Perception of Listening Comprehension

No	Item	Never	Rarely	Sometimes	Frequently	Always
1	I like listening to English.					
2	I generally understand what I hear in English class.					
3	I ask for help when I don't understand what I hear in English.					
4	I feel motivated when I listen to English audio					
5	I believe I can identify familiar words or phrases when listening to English.					

Part B: Experience with Projects

No	Item	Never	Rarely	Sometimes	Frequently	Always
6	I like learning English through projects.					
7	I work well in a group when we do projects.					
8	I feel I learn listening comprehension better when I listen to English within a project.					
9	I actively participated in the projects carried out in class					
10	I would like to continue learning English with projects					

3. Teacher Interview Guide

Objective: To understand teachers' perceptions of PBL implementation and its impact on English listening comprehension.

Instructions: The following are open-ended questions and will be addressed through a semi-structured interview.

1. What methodologies do you currently use to teach English listening comprehension to your students?

……

2. From your experience, what do you believe are the main difficulties students face when listening to English?

……..

3. Have you used Project-Based Learning (PBL) in your classes before? If so, could you briefly describe your experience and what results you observed, especially concerning listening comprehension?

……

4. Do you believe that implementing projects motivates students to develop their listening skills? Why do you think this happens?

……

5. What main benefits or limitations have you observed or do you anticipate in using PBL with primary school students in the context of English language learning?

……

6. What types of auditory resources (podcasts, songs, videos, etc.) do you use most frequently in your English classes, and how do you select them?

……

7. How do you assess your students' listening comprehension in the classroom? What criteria or methods do you use for this?

……..……

4. Checklist (Observation of Project Development)

Objective: To evaluate student participation and performance, with a particular focus on listening comprehension, during project execution.

Student: _____ Grade: _____ Date: _____

Observer: _____

Observation Frequency

No.	Observed Criterion	Yes	No	Comments (Examples, context)
1	Actively participates in listening activities related to the project (e.g., answers questions, takes notes).			
2	Follows oral instructions in English given by the teacher or peers during the project.			
3	Demonstrates comprehension of project audio by answering questions or completing specific tasks.			
4	Collaborates effectively with their group, listening to their peers' ideas in English.			
5	Uses oral English (even basic) to communicate in relation to the audio or project tasks.			
6	Remains attentive and focused during listening activities.			