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Autor (a): Ivan Cachimuel Pastillo.

Director (a): MSc. Darwin Fernando Flores Albuja

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APELLIDOS Y NOMBRES:	Cachimuel Pastillo Ivan

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EL AUTOR:



Nombre: Ivan Cachimuel Pastillo

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(f) ……
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C.C.: 10021188470

DEDICATION

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ABSTRACT

This research was conducted to investigate the application of the Top-Down Approach to improve the English listening comprehension in senior students at Unidad Educativa del Milenio Jatun Kuraka. This research was carried out to determine teaching strategies to develop listening skills. Additionally, the investigation used a mixed-method approach in the research design in order to utilize both quantitative and qualitative data collection methods. Data were collected through surveys for students, semi-structured interviews with English teachers, and a classroom observation checklist. The results showed that students have some issues in listening activities such as getting the audio main idea, finding specific information, and recognizing new vocabulary. Furthermore, the results showed that listening lessons did not have enough attention to the pre-listening stage to activate students' previous knowledge, define the lesson context, and teach useful vocabulary. These results allowed to develop a didactic guide for listening lessons based on the Top-Down approach. The Lessons were structured in 4 stages: warm-up, pre-listening, while-listening, and post-listening, and the content was selected in accordance with the Ecuadorian English Curriculum and the Common European Framework of Reference for languages. Overall, the study demonstrated that the Top-Down approach represents an effective pedagogical strategy for improving listening by promoting activities that activate previous experiences and teach new knowledge through meaningful tasks.

Keywords: Top-Down approach, strategies, listening comprehension, didactic guide, Ecuadorian English Curriculum

RESUMEN

Esta investigación tuvo como propósito analizar la aplicación del enfoque Top-Down para mejorar la comprensión auditiva del idioma inglés en los estudiantes de tercero de bachillerato de la Unidad Educativa del Milenio Jatun Kuraka. Entre los objetivos de esta investigación, uno de los más importantes fue identificar estrategias útiles para la enseñanza del idioma inglés, especialmente para desarrollar la habilidad de escuchar el idioma. Además, con el fin de seleccionar las mejores estrategias, se aplicaron instrumentos de investigación para determinar las dificultades que los estudiantes puedan tener. Se adoptó un enfoque mixto de investigación, que combinó métodos para obtener datos cuantitativos y cualitativos. Los instrumentos aplicados fueron: encuestas para los estudiantes, entrevistas semiestructuradas para los maestros de inglés y una ficha de observación de clase. Los resultados mostraron que la mayoría de los alumnos considera que tiene problemas cuando escucha audios en inglés en actividades como definir la idea principal, identificar información específica y reconocer vocabulario nuevo. De igual manera, en la observación se pudo ver una limitada atención a la etapa antes de oír el audio, lo que limitaba las oportunidades para que el alumno activara sus conocimientos previos, entendiera el contexto del audio y aprendiera vocabulario. Con base en esos hallazgos, se diseñó una guía didáctica basada en el enfoque Top-Down para desarrollar la comprensión auditiva en inglés. Las lecciones están estructuradas en cuatro etapas: el gancho, antes del audio, durante el audio y después del audio. Asimismo, los contenidos fueron elegidos a partir del Currículo Nacional de Inglés del Ecuador y del Marco Común Europeo de Referencias para las Lenguas. En pocas palabras, el estudio considera apropiado el uso del Top-Down como enfoque para fortalecer la comprensión auditiva,

Palabras clave: Top-Down, comprensión auditiva, estrategias, guía didáctica, Currículo Nacional de Inglés del Ecuador.

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INTRODUCTION

Research Context

This research is underpinned by the lack of students' English listening comprehension and how pre-listening activities will aid them to foster this ability in a simple and easy way. Yildirim and Yildirim assert that listening skills are the first abilities to be acquired in order to enable communication in childhood; thus, it is pivotal that the English teachers foster an assertive strategy in this process (2016). The importance of mastering English has increased in recent years around the world, which is why, in 2016, it was declared a compulsory subject in the Ecuadorian education system, and high school graduates are expected to achieve a B2 level of proficiency (Otras Voces en Educación, 2016)

After observing how the English lessons are conducted in the classrooms at Jatun Kuraka Otavalo School, it might be said that English lessons involve a soft development of the reading, speaking, and writing skills, and especially, listening ability is rarely developed in the students. This research proposes a variety of schemes before the listening activity to get familiar with vocabulary, expressions, and structures used on the audio, which will help them to distinguish the relevant information and get a better understanding.

Research Problem

There are over 7,000 languages spoken in the world, yet due to increasing globalization, the need for a common language has appeared, and it is clear that English has taken this place. As Rao (2019) asserts, the English language has such relevance that over 1.5 billion people speak it as a native or second language. Additionally, it is the principal language in international diplomatic matters as well as institutions such as the United Nations, UNESCO and multinational corporations. In contrast, education worldwide considers its learning as a crucial subject and overcoming its difficulties as a priority. For example, the investigation conducted by Banditvilai and Cullen (2018) related to teacher performance, individual personality effort and language exposure as factors which influence the English learning. Their study, involving 520 students, revealed that writing and listening skills are considered the most demanding abilities, ranking their difficulty in 3.3-3.6 out of 5.

Mastering English is a priority since it is involved in international businesses, communication, technology, and education. Cronquist & Fiszbein (2017) assert that most countries in Latin America have demonstrated attempts to improve English teaching by creating programs and reforming their curriculum. For example, in Colombia, it was presented the English training programs Colombia very well and Programa Nacional de Bilinguismo; Chile promotes the native-speaking volunteers in public schools, and Brazil implemented the use of apps like English e-Tec. Additionally, these and the other Latin countries are aligned to the Common European Framework of Reference for Languages as a regulatory agent in the development of this target language. Nevertheless, despite those efforts made by the Latin American governments, the improvement of this language has

been very slow. According to Education First Proficiency Index (2024), just 15 countries in Latin America are now placed in a moderate level of English, only Argentina and Suriname are in a high proficiency level, and countries such as Mexico, Ecuador and Colombia remain in the low and very low proficiency bands.

Regarding Ecuador, the English teaching has not been able to develop successfully due to methodological, pedagogical, and technical barriers. These barriers have made it difficult to foster the English language. Regardless of the English curriculum reformed in 2016, page 11 implies that the English language must be taught through communicative social interactions and the learning of local cultural awareness (Ministerio de Educación del Ecuador, 2016). The scenarios in the Ecuadorian classes do not follow those indications due to the predominant use of traditional methodologies, the lack of resources, and the limited hours of English teaching. As it is explained in the investigation conducted by Sevy-Biloon, Recino, & Munoz (2020), the teachers face barriers every day, mostly in the lack of resources, time, the complex content, and the excessive number of students. The teachers are known to overcome all the difficulties to do their job teaching; however, sometimes they are stopped by causes out of their hands.

Concerning the senior students from the Jatun Kuraka Otavalo school, the situation is not different because they have the same issues with English learning. Based on observations of the English lessons, including teacher strategies and students' performance, it can be concluded that the lesson contents do not seem to follow the students' proficiency level, which can sometimes be too advanced, potentially hindering effective learning. In relation to the strategies applied in classes, they are still oriented toward traditional methods, emphasizing the use of translating and memorizing vocabulary, and fostering the learners' reading and writing skills. Unfortunately, speaking and listening are taken as undeveloped skills, causing an unambitious interest in learning English by the students.

According to the English Language Curriculum, the learning of listening skills must be developed through the activation of schemas using the students´ background experience in order to infer and understand the given information (Ministerio de Educación del Ecuador, 2016). Precisely, that process is not well-developed in senior students at Jatun Kuraka school; the students' listening comprehension is disrupted by their insufficient knowledge, with low scores between 5 and 7, with audios that contain commonly unknown topics for the learners, causing confusion and misunderstanding. In addition, the frequency of the activities focused on listening is also not recommended, as it does not allow students to have enough practice. In brief, the short opportunities to train these skills plus the preparation before these activities have evoked that the students present some struggles.

After making an analysis of this situation, some questions were proposed to guide the development of this investigation:

- How do senior students perceive the impact of Top-Down instruction on their motivation, listening self-efficacy, and metacognitive awareness?
- How a teaching guide based on Top-Dow approach can foster English listening comprehension in senior student at Unidad Educativa del Milenio Jatun Kura?

Justification

This investigation aims to give an alternative option for the students and teacher to foster English listening comprehension; to attain this objective, the Top-Down (TD) approach has been considered to offer an organic development in the learning process. Even though listening is seen as a passive skill, it does not mean it should be developed without the learners making any effort. The importance of designing activities that enable learners to be stimulated by audio inputs can result in a meaningful learning experience. Madhavi (2018) asserts that applying tasks focused on listening allows the learners´ imagination to be provoked, motivating them to ponder what they have heard and consequently be inspired to speak in English. Nonetheless, to attain this result, it is advisable to follow a variety of stages, and for this, the TD approach will be used.

The TD approach has been considered as the guide to develop listening comprehension in this study. Although this approach was established some years ago, its principles can still be applied, and the results can benefit the students as well as the teachers. One of the most important components of a lesson is the preparation of activities, since they must guide the students through the different stages of learning. In this way, learning is promoted by a variety of activities that are directly aligned to their experiences and make them participate actively, which is the best way to develop knowledge (Bastidas, Suarez, Rondan, Serna, & Párraga, 2023). The essence of TD is codifying the message from larger to smaller parts; in other words, it attempts to take the whole message and analyze all its parts, such as context, vocabulary, genres, topic, and staff (Siegel, 2018). By developing activities underpinned by the TD approach, the students will have the opportunity to work on their analytical skills, and they will be able to use all their knowledge.

As was pointed out, the lack of students' knowledge in some specific themes has resulted in a low success rate in the listening activities. In addition, important factors to consider are pronunciation, stress, and speech sounds in the spoken languages (Congo, 2022). To solve this, an important stage of the TD approach was considered: the pre-listening activities. Understandably, the learners fail in the comprehension of the audio if they are not familiar with the components present in the audio. Pre-listening activities have the ability to prepare the learners; in this stage, they can activate their knowledge by remembering or learning vocabulary, phrases, expressions, idioms, etc. (Bekaryan, 2016). The purpose of this stage is to cover the possible impediments that can affect the students´ understanding. As a result, the learner will feel comfortable and motivated since they will have the necessary knowledge to understand and accomplish the listening tasks.

This investigation has the potential to enhance the current English Learning process for the students at Jatun Kuraka school. By using the TD approach in learners' lessons, the students will have a better understanding of the language, and the learning will become more interactive. After working on listening comprehension, the learners will have more tools to develop the rest of their English skills. Therefore, their better performance will guarantee them higher grades (Oh, 2020). Apart from the student, all the English teachers might benefit from this research as they can use the given proposal to vary their classes.

Furthermore, teachers from other subjects can consider this approach to prepare students´ minds before attempting to explore a new topic. In Brief, through this investigation, the teacher might overcome the gap in the students' comprehension, having a positive impact on their education.

In the same vein, this research aims to contribute to the teachers and students at the Jatun Kuraka school. The investigation and its proposal can be considered useful for every English teacher in Ecuador. Additionally, it is worth mentioning that the main purpose is to help all the students cope with issues in their English learning process to produce an important impact in both academic and everyday life (Gualán, 2026). Once they have English language as one of their additional abilities, their curriculum will be enriched, and it will enable them to access an economic advantage since the salaries in bilingual positions are 25% to 40% higher than the regular ones (Hernández & Rojas, 2018). To sum up, the education community will have a positive impact, helping them to have a useful skill to obtain better opportunities in their lives.

Objectives

A. General Objectives

- Propose The Top-Down approach to enhance English listening comprehension in senior students at Unidad Educativa del Milenio “Jatun Kuraka Otavalo” high school during the academic period 2025-2026.

B. Specific Objectives

- Analyze the usefulness of activities used by English teachers in the development of listening comprehension in senior students at Jatun Kuraka Otavalo High School.
- Design a didactic guide based on the Top-Dow approach to foster the level of listening comprehension in seniors at Jatun Kuraka Otavalo High School.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language Learning Theories

Language learning theories emerged from the fundamental necessity to understand how learners assimilate and acquire a new language. They seek to identify the fundamental mechanisms of learning to develop more effective language teaching strategies. There have been numerous theoretical models, many of which regard learning as a dynamic, complex process where the students have to develop themselves in a social context, being forced to use their mental faculties and background information to construct a progressive building of new concepts (Mitchell, Myles, & Marsden, 2013). This study has determined that Constructivism, Cognitive, and Schema language learning theories to describe the transition that individuals must undergo to establish contact with sub-aspects of a language and enhance their comprehension.

1.1.1. Constructivist Language Learning Theory

Constructivism is a basic theory in the education field; it has offered a perspective on attaining language knowledge as an active learning experience. This theory posits that learning is the result of diverse interactions with the environment where the learners receive plenty of stimuli; such situations force the students to activate their prior knowledge, induce cognitive dissonance, and facilitate cognitive reorganization to address problems and challenges (Nguyen & Van Le, 2024). The foundation of constructivism is to present students with challenges that exceed their typical abilities, thereby encouraging their maximum cognitive development. Piaget, a prominent advocate, contended that knowledge is acquired actively through resolving real-world challenges and engaging in cognitive processes that foster inquiry and discovery (Efgivia, et al., 2021). It can be concluded that overcoming obstacles inspired the students to go beyond their capabilities and deepen their understanding.

1.1.2. Cognitive Language Learning Theory

Cognitive Learning Theory, like Constructivism, sees language learning as an active process, but it is more focused on a vision of the mental operations involved during learning. From the beginning, learners must be more than receptive recipients; they need to assimilate, archive, and recall the linguistic knowledge for potential future situations (Song, Shin, & Shin, 2023). From this standpoint, learners function as information processors in order to generate new knowledge. They must employ cognitive faculties, utilizing the senses and memory, enabling learners to interpret any situation or problem. After that, the new information is retained and combined with prior knowledge, making new concepts. The result of this is meaningful learning that can be used when the student performs better in new problem-solving contexts (Irby, Brown, Lara-Aiecio, & Jackson, 2012).

1.1.1. Schema Language Learning Theory

Schema Theory explains how learners use pre-existing mental frameworks, referred

to as schemas, to interpret and integrate new information. According to this theory, the cognitive structures are constructed from prior knowledge and experiences, and they are crucial to facilitating comprehension by enabling students to interpret information and bridge gaps in understanding (Milligan, 1979). As it was previously mentioned in the theories, learning activities need to be attractive and situated in authentic contexts so that the students will be able to use their schemas to facilitate comprehension (Mcvee, Dunsmore, & Gavelek, 2005). This theoretical perspective is based on the idea that it is important to expand background knowledge before attempting to learn new language concepts.

1.2. Methods and Approaches for Listening

There have been many different methods and approaches used throughout history, in addition to the Learning Languages Theories. At this time, educators can apply different strategies and exercises in their lessons based on what and how they want to teach. Looking into the advancement of the methods and approaches, it can be said that the first ones did not cover all the basic parts of learning a language. For example, they did not often develop oral production and listening skills, leaving them as undeveloped skills. Therefore, as Nguyen argues, the next methods and approaches were aimed to facilitate learning naturally, allowing the learner to engage in a process of understanding and to utilize the entirety of the language (2020). The constant evolution of teaching strategies has given teachers plenty of alternatives for planning their classes.

1.2.1. Traditional Methods and Approaches

Traditional methods and approaches reflect an early perspective of language learning, which prioritizes accuracy and repetition instead of meaningful understanding. As stated by Richards and Rodgers (2001), the main focus of the traditional method was not the language oral production but the translation, grammar rules, and vocabulary. They did not allow real communication, freezing the language comprehension into its morphology and syntax. The first methods to emerge were the Grammar translation, Direct, and Audio-lingual methods. Their main characteristics are described in Table 1. Even though they have great importance in education, their models often limit the learner's ability to understand and interact with the world in daily situations using the language.

Table 1

Traditional Approaches and Methods in Language Teaching

Traditional Methods and Approaches		
Grammar Translation Method		- It emphasizes reading and writing skills, learning grammar rules, vocabulary, and translating texts. - Educators provide rules and corrections.

Direct Method	- Learners are passive recipients of knowledge. - Grammar learning is deductive. - Language is taught by oral communication, encouraging speaking. - Translation is not allowed. - New vocabulary is learned using visual aids such as pictures and objects. - Teachers provide demonstrations and feedback. - Learners are active participants and use the target language. - Grammar is learned inductively. - Everyday situation
Audiolingual Method	- Language is developed through repetition drills, pattern practice, and dialogue memorization. - The main skills are listening and speaking, with a great focus on pronunciation. - The teacher is a model and leader of the drills. - Learners' responses are imitation, repetition, and memorization. - Grammar is learned inductively.

Note: Own elaboration. Source: Waheed *(2018).*

1.2.2. Modern Methods and Approaches

Modern methods of teaching language aimed to fix the limitations of traditional approaches by moving the central focus from memorization and translation to communicative, active learning. The principal idea behind approaches such as Community language learning (CLL), Task-Based language Teaching (TBLT), and the Whole language is not to teach the language as a subject itself, but as a way of instruction and a tool to enable communication, which leads to the use of the language in meaningful situations (Hinkel, 2011). These methods aid students to think more abstractly and motivate learners to participate in real-life activities (Abduraximova, 2022). In general, these methods stress proactive education by creating scenarios that let students learn through participation.

Table 2

Modern Methods and Approaches

	Current Approaches and Methods
Community Language Learning (CLL)	- Learning is considered as a workgroup reducing anxiety and building confidence. - The language is developed through interactions - Educators as Counsellors provide support and help. - The students are members of the community who collaborate and develop the language together. - The main abilities being fostered are fluency and cooperation.
Task-Based Language Teaching (TBLT)	- Learning is acquired through performing meaningful problem-solving projects and activities centered on real-life situations. - The Educator is a facilitator who designs tasks and monitors them, giving feedback after task performance. - The student must be an active participant, solve tasks, and construct meaning. - Grammar and structure are taught in context.
Whole Language Approach	- Language is taught as a whole, not fragmented into reading, writing, speaking, and listening. - The teacher is the Designer of tasks, which can include literature circles, projects, and thematic units. - Learners are encouraged in authentic tasks that involve all the English skills. - Despite all the skills being fostered, reading and writing are seen as a priority.

Note: Own elaboration. Source: Sharma, Manjari, and Joshi. *(2024)*

1.2.3. Contemporary Methods and Approaches

The world of education has been changing over time, and new ideas and approaches have emerged to improve learning. Once modern methods were developed to address deficiencies in language instruction, the new objective shifted to creating lesson plans characterized by innovation, adaptability, and independence. For example, now schools and classrooms should provide a suitable learning environment for the students, allowing them to build their own knowledge and perceive the school as a venue of self-directed learning (Vasylyshyna, 2021). Contextual and Integrative Methods are a clear example of this point of view. They encourage real-life situations that foster holistic language acquisition. In the same way, the Flipped Classroom Method seeks to make students socially independent by creating a system where they can activate their research and thinking skills (Al-Ghasab, 2022).

Table 3

Contemporary Methods and Approaches

Contemporary Methods and Approaches	
Contextual Method	- Learning is focused on a daily-life context where knowledge is presented in practical and applicable forms. - The teacher creates and provides examples and situations. - Students must use their knowledge to solve contextual problems. - The main aims are meaningful communication and language applications.
Integrative Method	- The subject fosters complete learning involving the four skills: reading, writing, listening, and speaking. - Teachers must design tasks that combine the language with other subjects or themes. - Learners participate in activities using multiple skills simultaneously.
Flipped Classroom Method	- The content learning is done before class, and the classes are reinforcing and practiced. - Instructors give pre-class materials and plan interactive activities in class. - Learners prepare themselves outside the class and participate

in collaborative tasks and problem-solving activities.

Note: Own elaboration. Source: *(Vasylyshyna, 2021)*; *(Awidi & Paynter, 2018)*.

1.2.4. Relevance Connection to Present Study

Over time, the features of learning methods and approaches have changed clearly. They have moved the focus from teacher-centered classes towards approaches and techniques that prioritize learner engagement, contextual relevance, and cognitive activation. This study has selected the Top-Down approach as an embodiment of advancements in the understanding of learning. As Constructivism, Cognitive, and Schema theories, the TD views language learning as a process where students employ cognitive strategies, including inferring, predicting, and self-construction of meaning (Manihuruk & Sidabutar, 2022). Those strategies are based on real-life examples that help students connect their background knowledge to the given information, allowing them to improve their language comprehension (Ardini, 2015).

1.3.Top-Down approach

1.3.1. Definition

The Top-Down approach in language learning has been ingrained in learners' processes, where interpretation draws on their background experiences, context, situation, and prior knowledge. TD prompts learners to engage their schemas to infer the nature of the discourse, message, or event they are experiencing, rather than merely encoding sounds or words in isolation (Zilola, 2022). In this method, the learners view communication as a whole element. They use cognitive strategies, like inferring and predicting meaning, to facilitate comprehension and production of the language (Yeldham, 2018). In this context, the Top-Down approach is designed to facilitate meaningful learning through an active and dynamic system rather than a solely receptive one.

The TD approach has become a key procedure, especially for receptive language skills, because it considers learners as active interpreters of meaning instead of just passive receivers. To start with, TD helps students who have trouble understanding linguistic comprehension problems; it builds meaning from presumption, analysis, and conclusion. In this regard, lessons should begin with a brief introduction of the topic to activate prior knowledge, followed by encouraging learners to formulate hypotheses, and subsequently exposing them to the message to generate, confirm, or modify their understanding (Ardini, 2015). Consequently, this approach perceives learning not merely as the acquisition of information, but also as a dynamic communicative interaction.

1.3.2. Characteristics

The main idea behind the Top-Down Approach is that learners rely on their schematic and contextual knowledge about the world to construct meaning during listening activities. Schematic knowledge encompasses prior life experiences; it refers to the information the learner possesses regarding the world and particular situations, which may

differ based on learner context (Bekaryan, 2016). At the same time, Contextual knowledge has to do with communication itself and the information that the listener possesses about it, for example, where the event is happening and what patterns are considered normal in those situations (Forster, 2015). The connection between the context and the learner's prior knowledge makes tasks easier to predict because the learner can use those resources to fill in any possible gaps in understanding. As a result, the TD approach activities tend to make the student feel in a familiar and secure environment to promote their maximum capability.

An additional characteristic that makes this approach stand out is that it creates a comfortable learning environment. Seigel (2018) says that this method works best with higher-level students because they have more prior information. One benefit of this approach is that any new knowledge learned by students will become part of their background information, being useful to them in the future. As a result, they will naturally become more aware of the new information, which will stop them from having unrealistic expectations that can only lead to stress or anxiety, impeding proper performance in tasks (Bahji, Lefdaoui, & Alami, 2013). Confidence is thus a crucial factor that serves as a mechanism to surmount learning challenges, as learners possess faith in their capacity to comprehend complex linguistic contexts

1.3.3. Academic Benefits

The primary advantages of the Top-Down Approach are its promotion of learners´ metacognitive awareness and its analytical skills. After the resolutions of TD strategies in students' activities, they can have clearer ideas that are more effective in their daily lives (Manihuruk & Sidabutar, 2022). Consequently, it can be inferred that the exhibition and discourses of the newly incoming knowledge can facilitate the formulation of a pedagogical strategy aimed at enhancing learners´ capacity to organize and interpret information in a meaningful manner. The Formulation of this strategy has been characterized as a phase, objective-oriented social process, which enables getting awareness of comprehension that transcends surface understanding (Guest & Le, 2024). Even though understanding concepts literally is an important part of communication, sometimes it is necessary to look deeper at the messages to attain successful learning.

Learners can also improve their linguistic and social skills by using the TD approach strategies. A study conducted in Malaysia with 20 eighteen-year-old pre-university students who initially could not capture and understand English audio recordings is an example of the efficiency of this approach. After using a study model in three steps, which include activities such as making predictions, being exposed to new vocabulary, dialogue, and pondering. The students' scores nearly doubled, increasing from 39.5 % in their pre-test to 61.8% of accuracy in the post-test (Oh, 2020). Moreover, an example of the strength of social skills in students was discovered in a study in intermediate-level Taiwanese EFL learners who used the TD approach to improve the co-construction of language learning; as a result, they strengthened interpersonal skills such as empathy, cooperation, and cultural awareness (Yeldham, 2018). To sum up, the advantages of the TD approach can cover mental and linguistic abilities as well as additional necessary social skills.

1.3.4. Schemas Applied in Top-Down Approach

Schemas are a common concept used in the Top-Down Approach. It can be simplified as memory or background information, but it can also be seen as an abstract cognitive process that uses general knowledge about a subject or event to make interpretations of any stimuli (Mason, 1992). There are also different kinds of schemas, and each one enables a specific part of the prior knowledge. Table 4 shows definitions of the content schema, formal schema, and script, which are the most relevant parts of the TD approach in language learning.

Table 4

Schemas in the Top-Down Approach

Schemas in the Top-Down Approach	
Content Schema	- This Schema consists of general world knowledge. It can include the socio-cultural environment and local information. This knowledge varies depending on the place, time, and context.
Formal Schema	- The Formal Schema is defined as the knowledge people possess about the overall language structure. It can help the person understand the place where the message is situated.
Script	- Script aids in identifying patterns and word position. It can help the person to understand the situation where the message is being said and what can come as a response.

Note: Own elaboration. Source: *(Mason, 1992)*; *(Hedge, 2010)*

1.3.5. Bottom-Up Approach as a Complement for Top-Down Approach in Listening Comprehension

Aiming to make an accurate listening comprehension guide, the Bottom-Up (BU) approach must be considered. In some cases, the BU approach has been seen as the opposite of TD; nevertheless, their cooperation in language learning can have a more complete effect on learners. To begin with, the BU approach focuses on the codification of linguistic elements, starting from the smallest unit of the language, the sound, to the whole message. This method constructs the message by analyzing the distinct meanings of letters, words, and syntax (Moskovsky, Jiang, Libert, & Fagan, 2014). In other words, it has more detailed information about the grammar and Vocabulary of a language. Therefore, the learner needs to know the basic foundation of a language, not just be limited to unfamiliar inputs like certain words or grammar rules.

Even though Bottom-up seems to fit with a traditional learning theory like Grammar Translation, the function of understanding the basics of a language is needed in

order to go from phonetic reception to meaningful comprehension. For that reason, the balance that comes from using both approaches is necessary for the achievement of listening competency. As Khuziakhmetov and Porchesku (2016) contend, listening necessitates strategies to encode linguistic and non-linguistic cues; consequently, while the BU approach interprets linguistic inputs, the TD approach employs contextual information, schemas, and background knowledge to bridge gaps in the message. Also, the learners cannot fully understand the message if they cannot pay attention to certain details, like keywords, vocabulary, and syntax. These hints can lead to an interpretation of the message on both a micro and macro level.

1.3.6. Listening Comprehension Activities Based on Top-down and Bottom-up Approach

The listening activities work best for students when the lessons are divided into three phases: before listening, during listening, and after listening. It is fair to consider listening practice as a process that enables the student to develop different kinds of activities during each phase. This strategy allows the students to understand the tasks, the problems they might face, and how to solve them. It also enables teachers to keep better track of the students´ progress (Movva, Alapati, Veliventi, & G, 2022). Both of the previous approaches would be used for these three stages. The pre-listening is mostly linked to the TD approach as the activities involve using prior knowledge, anticipation, context expectations, etc. Then, the listening phase is based on the BU approach where students must identify specific sounds or words, paying attention to the syntax and patterns. Finally, the post-listening phase combines both TD and BU, giving students the chance to consolidate and evaluate their knowledge. Those stages provide the foundation to achieve an effective listening learning skill (Minda, 2026).

A. Pre-listening Phase and Activities

The pre-listening phase is a fundamental step because it encompasses the learner's preparation before approaching the audio. Its goal is to give the student confidence and a sense of purpose. Tutors are responsible for preparing the right materials to help students learn effectively. At this point, the students need to get ready and learn everything they might need to understand the audio. To do that, pre-listening activities should give a broad view of the context, generate interest in the learners, connect with their own experiences, and teach them vocabulary related to the topic (Barjesteh & Ghaseminia, 2019). So, the goal of all interactive activities is to pique learners´ curiosity and increase their motivation. Also, if students use their background knowledge, the next task will feel familiar, which can bring them comfort and confidence. In brief, by setting clear expectations and reducing potential barriers, this phase ensures learners are equipped and encouraged to solve future activities.

- Prediction from visual stimuli: learners see titles, images, pictures, or short videos that are related to what they are listening to. After that, they are asked to predict a

possible topic or context. Students are compelled to utilize their existing knowledge and engage in their cognitive frameworks.

- Brainstorming: learners must list vocabulary words, ideas, or personal experiences that fit with the theme. This information can also be organized by making concept maps.
- Pre-teaching possible blocking vocabulary: The unknown words or expressions can be a barrier to attaining full understanding. With the teacher's support, the students can learn them by looking up the meaning online, inferring, and matching words with their meaning or picture.
- Discussion: Learners can improve their social skills by having a conversation with a partner or the whole group. A series of questions about the topic could guide a fluent conversation flow; it encourages them to share their own experiences, make hypotheses, and learn together.
- Listening to key sounds and important patterns: It is important to warm up the senses before the main task, since English is a phonetic language. Students can familiarize themselves with both vocabulary and grammar structure.

B. While-listening phase and Activities

The main goal of this stage is to keep learners´ attention and help them understand the audio. The tasks must be accomplished while the audio is playing. During the listening phase, there are activities that combine both BU and TD approaches. With the Top-Down approach, students must use their knowledge of the topic to find the gist of the audio and determine if their predictions were correct. Likewise, once they have understood the general context, they must pay attention to the specific details, sounds, words, and ideas (Erkinova & Teshaboyeva, 2024). It is common for the audio to be played more than once to guarantee the success of the listening activity. To sum up, after having a wide understanding obtained in the previous stage, the learner must identify key information to confirm or adjust their knowledge.

- Listening for the main idea: students pay close attention to the audio to understand the main point or theme. Here, the student must either confirm or change their previous predictions.
- Scanning listening: students need to take notice of certain details in the audio, such as names, numbers, and places. This activity uses the BU skill, which means paying close attention to linguistic cues in the message.
- Ordering events or steps: learners must arrange the order of the events correctly. while the audio is playing,
- Gap-filling exercises: the students have a script of the audio, which is incomplete. It is recommended that relevant information be removed from it. They must fill in the blanks with the right information. So, they can sharpen their ability to process vocabulary and grammar.

- Wordplay: learners must analyze specific words from the audio. They can identify how to pronounce them correctly, guess the meaning, count their syllables, and determine their category.
- True/false statements: this activity uses both the TD and BU approaches. Before playing the audio, learners will be given statements. While they listen to it, they must decide if they are true or false according to the audio.

C. Post-listening phase and activities

The last step is post-listening. In this part, the learner needs to consolidate and think about the information they have learned in all the previous phases. At this point, teachers can check the students' knowledge obtained during the activities, and at the same time, they can offer clarifications of possible gaps in their understanding (Mendoza, Zambrano, & Caicedo, 2024). Once students have a clear comprehension, the information is integrated into their prior knowledge, being available for future communicative situations. So, the activities after listening to the audio give tasks to reinforce language structures, and it helps students to know how to use them in real-life interactions. In short, students have the opportunity to explore communication with their new learning incorporations.

- Summarizing tasks: the students write a summary of the audio. They can use the notes they made during the previous activities. It encourages students to understand details using BU skills and global comprehension with the TD approach.
- Discussion and Debate: Students can use what they have learned in discussion groups to share their thoughts and come up with new ideas about the topic.
- Problem-Solving Scenarios: The Teacher can suggest hypothetical scenarios that are similar to real-life ones, and the students use the information from the listening to solve them. It prompts schema activation and the practical use of the language in real life.
- Creative product: students can freely show their new knowledge by performing role-play, writing a letter, writing a poem, creating posters, or drawing to represent the class. It strengthens both comprehension and language production.
- Learning Reflection: students can form a group of discussions to discuss their experiences and difficulties they found in the activities. It fosters the development of more effective strategies for future lessons.

1.4. English Language Teaching in Education

1.4.1. English Language Teaching Within the Ecuadorian EFL Curriculum

In Ecuador, as in most Latin American countries, English is being taught using a curriculum that is based on international standards and meets local educational needs. Although English is generally divided into skills, the EFL curriculum in Ecuador has been organized into threads. Across these threads, the teacher must encourage skills like oral communication, reading, writing, and cultural awareness (Ministerio de Educación del

Ecuador, 2016). The Ecuadorian EFL curriculum also focuses on meaningful learning, with the students at the center of all the activities. Teachers must provide opportunities for students to utilize language as a means of communication in everyday situations rather than depending solely on rote memorization (Peñaranda, Pachay, & Mérchan, 2024). The international requirements to master the Language in public education argue that the learners must achieve a B1 level defined by the Common European Framework of Reference CEFR. Thus, students must be guided toward that level as they practice and use the language within the Ecuadorian context.

1.4.2. Can Do Level According to CEFR Levels

The Ecuadorian EFL curriculum follows the Common European Framework of Reference CEFR, which is an internationally set of standards that ranks the proficiency in 6 levels from A1 to C2. These six levels are schemes that show what learners need to know or be able to do as they develop their language skills. The CEFR can-do outline sets learning goals that serve as practical benchmarks for curriculum planning, tests, themes, skills, and progression from basic understanding to complex comprehension (Little, 2006). The CEFR can-do statement from A1 to C2 is shown in the table below. It displays an overview of how English skills should change as the language is being learned.

Table 5

Global Scale According to the Common European Framework of Reference Levels

Global Scale According to the Common European Framework of Reference Levels		
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meanings. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in

User		his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, 14 leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Basic User		
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Note: Taken from the Common European Framework of Reference of Languages *(2001)*

1.5. English Language Skills

Language proficiency is divided into four main skills: speaking, writing,

reading, and listening. They can also be grouped into two groups: productive skills and receptive skills. Even though the language is divided into these different skills, they are all connected to working together in the communication process. This is because students need to be able to use the language correctly in response to other language stimuli: their relationship helps them grow naturally (Masduqi, Fatimah, & Chotib, 2023). Teaching should be driven by the amalgamation of multiple skills, as they are infrequently utilized in isolation. In short, learners should be given situations to use different skills in many situations so that they can learn all language skills.

1.5.1. Productive skills

Speaking is a crucial skill that allows students to actively use the language during real-time communication. This productive skill is often linked to listening skills, as it comes as a reaction to auditory inputs. Learners must engage with others during authentic communication; thus, they must first comprehend the contextual framework in which the conversation is being set. Once the students understand the situation, they will know how to respond correctly by using the right words, grammar structures, tone, accent, and so on (Demirel, 2021). Hence, speaking can be thought of as an interactive process in which people receive and organize information so they can give more detailed statements or start a conversation. Speaking skills are the most important means of expression, as they allow learners to share ideas or information with others.

In the same way, writing as a productive skill plays an important role in language development. However, in writing, learners can often organize and plan a structure to communicate their ideas. Although writing skills are similar to speaking in some ways, writing products are expected to have greater accuracy and coherence. Before learning to write, Students have already spent a lot of their time receiving language input and practicing it orally in their lives. Because of this, writers need to select appropriate words, follow grammar rules, and make sure the text is clear (Sreena & Ilankumaran, 2018). This skill is not a mechanic or spontaneous ability; it requires a lot of effort and careful planning. The ideas shared by writing need to be presented clearly and concisely.

1.5.2. Receptive skills

People wrongly think that receptive skills are passive skills; however, these skills actually require a complex process. In reading, learners must not only decode written language, but also, they must construct meaning from the texts. Language comprehension in reading entails prediction, inference, and the application of prior knowledge. So, the objective is to enhance the students' reading skills and their understanding of metacognitive strategies to accurately interpret the written message (Rakhimova, 2024). Thus, it can be said that learners who have mastered reading a language should be able to interpret the symbols to construct words and understand the meaning of the words, as well as their function in a sentence, to decode the message the text wants to share.

Listening skills are fundamental skills that allow students to recognize spoken language in different situations. This process necessitates not only sound recognition but also comprehension of the essence through other various attributes, including tone,

intonation, and context. When learners listen to any language input, they activate their prior knowledge using Top-Down processes as well as Bottom-Up to decode the sound of the words. The combination of these two approaches helps learners to build a proper comprehension of the message (Pham & Le, 2025). Language understanding is the first step to mastering a new language, and since most of the ideas are shared orally, through listening, students can get accustomed to vocabulary, structures, tone, and pronunciation.

A. Listening Comprehension

Listening comprehension plays a fundamental role in both regular communication and in the process of new language learning. Understanding spoken data involves receiving, interpreting, and constructing meaning through sounds. Also, a successful understanding means the activation of schemas, using previous experiences to anticipate the information. These cognitive skills are crucial for learners to engage with natural resources of linguistic knowledge, which will be used in future opportunities (Parab, 2020). Listening comprehension refers to deciphering discourse meaning by using the learner's knowledge of the incoming sounds. All the new interpreted information is kept in students' long-term memory, so students can use it as an interpretation tool in similar situations in the near or far future.

CHAPTER II: METHODOLOGY

2.1. Description of the Study Area

The current study was carried out at Jatun Kuraka Otavalo school. It is a public school located in Imbabura province, in the city of Otavalo, at the intersection of Juan de Dios Morales and Julia Mosquera de Rosero streets. This institution offers educational fromation from elementary school to high school, with different academic schedules for each level. The research was done with senior students. Like all the other levels, senior students are instructed in English as a Foreign Language three hours per week, following the Ecuadorian Curriculum, which is also in line with the CEFR. In this context, the implementation of both the Top-Down and Bottom-Up approaches is regarded as beneficial for enhancing listening comprehension efficiency.

2.2. Research Approach and Type of Research

This study was structured following a cross-sectional research design, primarily aimed at assessing the circumstances and context of English lessons, alongside gathering teachers' perspectives on possible content for the proposal. The cross-sectional research design is appropriate for studies involving a substantial number of subjects, particularly when the requisite data is collected from a single point in time; the absence of temporal dimensions enhances the reliability of the analyzed data (Pawar, 2020). This research endeavored to gather various types of data, leading to the consideration of the mixed approach to complement the framework for this type of research.

The current research utilized a mixed-methods approach to acquire and analyze the case from both quantitative and qualitative viewpoints. This approach allowed the study to gain a broader understanding of the situation and the factors that comprise the investigation's problem and the possible solution. The mixed method addresses the constraints inherent in each approach by facilitating the integration of quantitative data or mathematical statistics with qualitative information (Oranga, 2025). Because of this, the investigation went beyond just gathering and describing information; it also attempted to understand the reason behind it. By integrating both types of evidence, the results obtained could be confirmed and verified from different points of view.

As part of the mixed approach, which included both qualitative and quantitative contributions, it facilitated a deeper insight into the study. The qualitative approach seeks to examine individuals' lifestyles through the analysis of patterns, environments, contexts, and prevalent behaviors. In this instance, an interview was selected to obtain teachers' perspectives. It allowed for a broader range of data collection alternatives, which are challenging to quantify numerically (Ali, Al-Hendawi, & Bulut, 2024). On the other hand, the quantitative aspect of the study concentrated on measurements. For instance, a survey and an observation checklist were applied in this investigation. The data gathered is derived from mathematical and statistical procedures; its precision allowed the researcher to conduct simulations to forecast generalizations in a substantial population from a limited sample (Cerchione, Morelli, Passaro, & Qunto, 2025). Both approaches complement each

other, resulting in a robust analysis of the study.

2.3. Research Methods

2.3.1. Inductive

The inductive method is the process by which general ideas are turned into specific ones, through interpretations and conclusions. Inductive reasoning is a dynamic, creative, and intuitive process that typically collects linguistic material stemming from individuals' experiences, eschewing any theoretical framework as a reference. Inductive inferences serve as a fundamental instrument for formulating concepts with a flexible criterion. After gathering the information, it is analyzed, sorted, and interpreted into meaningful statements to contribute to the research (Laari, 2025). This method was implemented at Unidad Educativa del Milenio Jatun Kuraka to obtain a general outlook of the situation, as well as to analyze opinions about the efficiency of the Top-Dow approach in listening activities.

2.3.2. Deductive

The deductive approach is considered the opposite of the inductive approach. It consists of testing assumptions derived from well-established theories, instead of formulating independent hypotheses. This analytical method enables researchers to ascertain conclusions grounded in the logic of a general concept. Because the concepts from previous findings fit with the theory, the conclusions are easy to understand, allowing the researchers to develop solutions (Ravi, 2025). That said, the main benefit of this approach is ensuring coherence in the study, starting with the theories' abstract concepts, research objectives, and data interpretation. In the present study, the theoretical basis of the Top-Down and Bottom-Up approaches was discussed in the Theoretical Framework Chapter, which contributed to developing listening activities to enhance students' comprehension, as well as determining their effectiveness.

2.4. Instruments and Techniques

2.4.1. Observation checklist

This technique entails gathering firsthand data by monitoring students' conduct, participation, and responses during English lesson activities. This technique provides the researchers with both contextual evidence and realistic data that can be used to build a solid picture of the situation. Contrary to what is usually thought, observation is not a passive activity, but it is an analytical process in which the researchers witness the population's interactions to draw conclusions based on their points of view and contexts (Lim, 2025). In other words, observation is an invaluable tool that permits researchers to study the natural dynamics of the classroom to come to conclusions, as well as to detect the root of the problems. In this study, by using an observation checklist, it was possible to determine a clear perspective of the classroom situation.

2.4.2. Interview

This qualitative instrument was utilized as a research tool to collect complete details regarding teachers' opinions, insights, and experiences related to the implementation of Top-Down and Bottom-Up approaches in listening comprehension activities. In this study, a structured interview permitted the researchers to attain a more profound comprehension of the population perspective by facilitating a dialogue guided by a set of predetermined questions. With this instrument, the investigator can steer the conversation to obtain meaningful responses to contribute accuracy to the investigation (Georgescu & Anastasiu, 2021). By implementing an interview with six open-ended questions, teachers could share their perspective about approaches and methods in their listening lessons. This made the conversation more natural, and their statements helped to build a clearer view of the case.

2.4.3. Survey

The survey was given to senior students at Unidad Educative del Milenio Jatun Kuraka Otavalo to find evidence of their experiences and opinions during their normal listening comprehension activities in English classes. The survey tool is a straightforward means to collect information; its main feature is that it shows people's tendencies as the questions presented have answers that are often meant to represent measurable levels of feelings (Slater & Hasson, 2025). As a result, the survey provided the investigators with access to abundant descriptive findings, and it let them organize the information into a system that can be shown numerically. The current study employed eight closed-ended questions to gather quantifiable information regarding students' challenges and perceptions of listening activities.

2.5. Variable Matrix

Table 6

Variable Matrix

Variables	**Indicators**	**Data Collection/The Techniques**	**Information Source**
Top-Down Approach (Independent variable)	Current methods and techniques used in English lessons. Strategies to develop listening comprehension. Plan of action to follow in listening activities.	Interview and observation checklist	English teacher from Unidad Educativa del Milenio Jatun Kuraka Otavalo.

Enhancing English Listening Comprehension (Dependent Variable)	Consideration of principles of the Top-Down and Bottom-up approaches in listening activities. Students' perspective of English language lessons. English skill which represents more difficulty. Frequency of listening activities. Processes aim to enhance the listening comprehension skill.	Questionnaire	Senior students from Unidad Educativa del Milenio Jatun Kuraka Otavalo.

Note. Own Elaboration

2.6. Research Questions

- What aspects of listening comprehension activities represent a major difficulty for senior students in English as a Foreign Language?
- How can the Top-Down and Bottom-Up approaches benefit the development of listening comprehension activities?
- How relevant and convenient can a didactic guide be according to English teachers from Unidad Educativa del Milenio Jatun Kuraka Otavalo?

2.7. Participants

2.7.1. Population

The study's target population comprised senior students from Unidad Educativa del Milenio Jatun Juraka Otavalo. The total population consisted of 78 students, who attend classes in three different parallel classes from A to C. In addition to them, five English Teachers who were in charge of teaching them were included as part of the research population.

Table 7

Institutional Population

Institution	**Grade**	**Population**

Senior students at Unidad Educativa del Milenio Jatun Kuraka Otavalo	3rd BGU "A"	25
	3rd BGU "B"	26
	3rd BGU "C"	27
Total of students		78

Note. Own elaboration.

2.8. Procedures

The correct arrangement of the research procedures ensures coherence according to the set variables for the investigation, and the next steps for collecting accurate information. To initiate this investigation, it was essential to gather historical and theoretical data concerning the Top-Down and Bottom-Up approaches to delineate their contributions to enhancing students' listening comprehension. After that, for the investigation conducted at Jatun Kuraka institution, the used instruments had a cross-sectional design with a mixed-method approach. The mixed-method approach allowed the collection of both quantitative and qualitative data on the English lesson context at a particular point in time.

The selected instruments were an observation checklist, an interview, and a survey. The development of each instrument was aimed at collecting specific information to provide a broader view of the investigation. The observation checklist allowed for an exact description of the learning context at the institution. The interview for the teachers was intended to gather professionals' perspectives about teaching the English language, as well as their opinions about the research proposal. The last instrument was the survey. The survey was student-centered; it was intended to collect students' views about their current lesson and their interest in using activities based on the Top-Down and Bottom-Up approaches.

Furthermore, two experts from UTN participate with their supervision of the revision on the design of the instruments. After polishing the instruments with their suggestions, the legal documentation was delivered at the Otavalo District Offices to obtain the necessary permissions and perform the research at Unidad Educativa Jatun Kuraka Otavalo. The Observation checklist was carried out in a regular listening class of senior students. Then, the students were surveyed, having over 35 minutes. Finally, the interview proceeded with the teachers, who responded to the question in 15 minutes. Once the data was collected, the information was proceeded to be analyzed in the next Chapter.

CHAPTER III: RESULTS AND DISCUSSION

3.1. **Introduction**

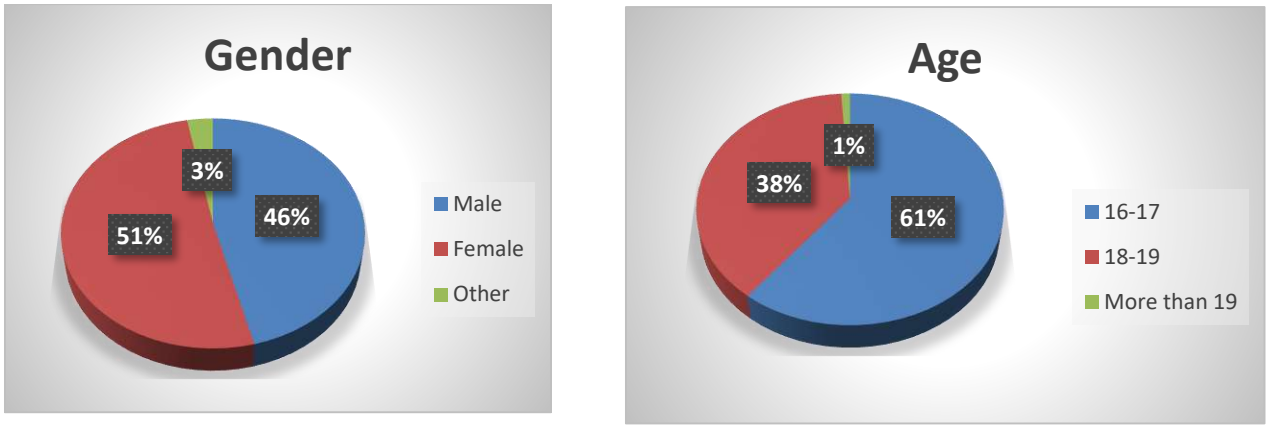
This chapter presents the findings resulting from the application of research instruments at the Unidad Educativa del Milenio Jatun Kuraka. The goal of this section is also to provide a broad interpretation of the data that was collected, along with an analysis for each question. Three instruments were used to gather information about the English lessons at this high school from different points of view. First, surveys with 12 questions were given to 78 senior students; the questions were designed to determine their perceptions, preferences, and troubles regarding listening activities in English lessons. Second, five English teachers were interviewed to explore their teaching methods, strategies, and perspectives on their classes. Finally, an observation checklist was used during a listening lesson to observe the classroom dynamics.

3.2. **Analysis of students' Surveys**

Question 1 and 2

Figure 1

Students' Gender and Age



Note. Author's own elaboration

Analysis 1

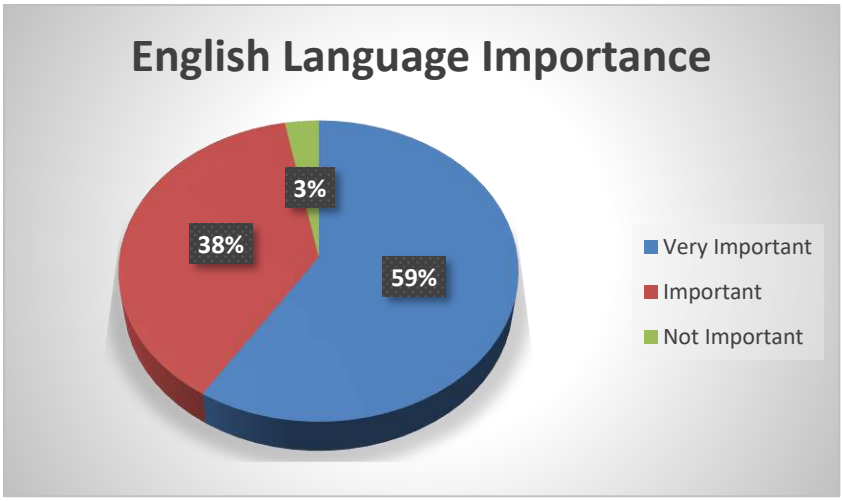
The previous pie charts present general information about the subjects of the research. First, regarding the students' gender pie chart, there is a slight predominance of females with 51%, while male students have the 46%, and finally, 3% of the population choose the other option. The second figure shows the age distribution of the students. Most of them are between 16 and 17 years old, with 61%, followed by those aged 18 to 19 with 68%, and the minimal percentage 1% is for those older than 19 years old. From those results, it can be concluded that the balanced distribution of gender in the population guarantees that both different points of view are fairly represented. Additionally, the

population is in the typical age range for high school senior students. This demographic context provides a clear view of the participants in the survey and helps to interpret the findings according to their profile.

Question 3

Figure 2

Student's perceptions of the English language



Note. Author's own elaboration

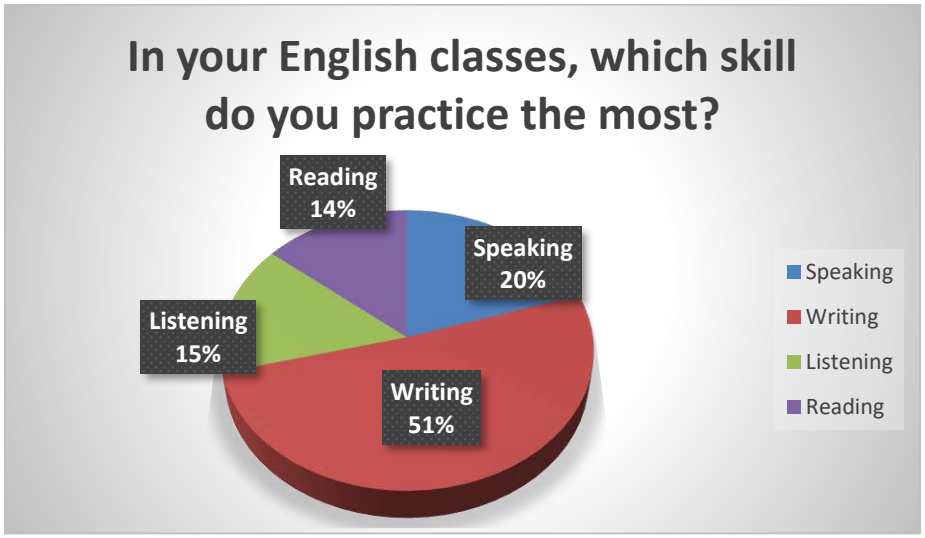
Analysis 2

The figure shows the results obtained from the third question, which explores students' perceptions of the importance of learning the English. As is illustrated in the pie chart, the 59% of the participants consider learning English language to be very important, while 68% of them think, it is important, and only a small part, corresponding to 3% choose that it is not important. These findings can be concluded that the vast majority of students acknowledge the importance of English in their academic and personal spheres. Therefore, this positive attitude towards English learning implies that learners are open to engaging with new implementations of strategies aimed at developing their language abilities. Furthermore, the high level of interest makes it favorable conditions that might lead to achieving positive results by implementing the didactic tool proposed in this study.

Question 4

Figure 3

The most practiced Skill in English Lessons



Note. *Author's own elaboration*

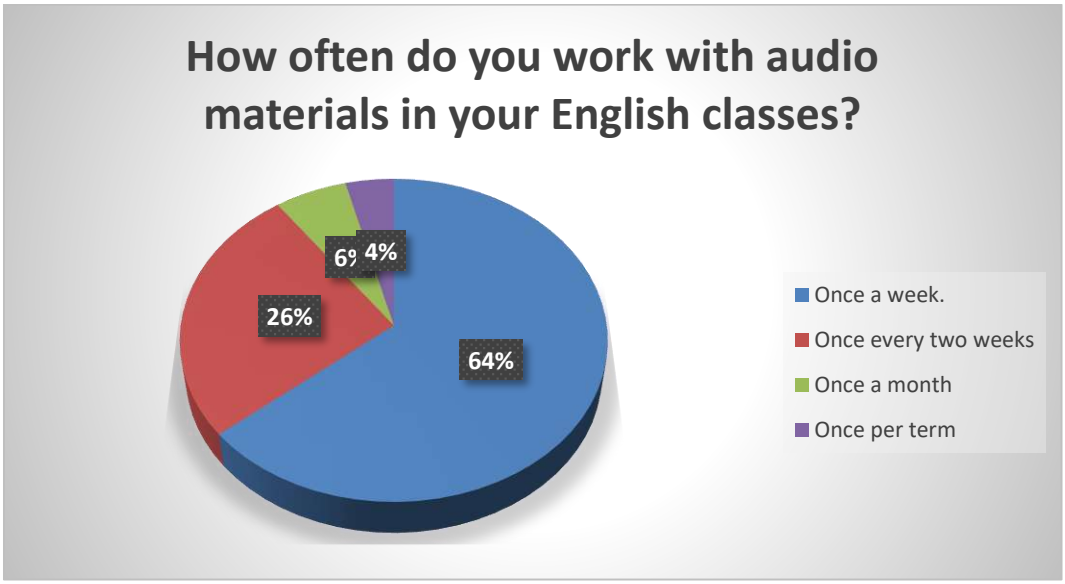
Analysis 3

The pie chart shows the findings from question four from the survey. This question asked students about what is the skill that is most practiced in the English classes. The data collected shows that 51 % of learners consider writing to be the skill they practice the most. On the other hand, speaking was chosen for 20% of the students, and listening skills had 15% in the results. Finally, the 14% left correspond to students who choose reading. These results indicate that English lessons at Jatun Kuraka High School are mostly about writing, with students often copying into their notebooks what the teacher wrote on the board. While developing speaking, listening, and reading skills is not given enough attention. So, it can be said that the current situation represents a lack of opportunities for the students to get a better understanding of their listening comprehension skills. The findings highlight the need to incorporate more activities that are focused on listening. This study proposal aims to enhance the equilibrium among language skills, particularly in listening, which is crucial for effective communication in real-life.

Question 5

Figure 4

Frequency of Listening Lessons



Note. *Author's own elaboration*

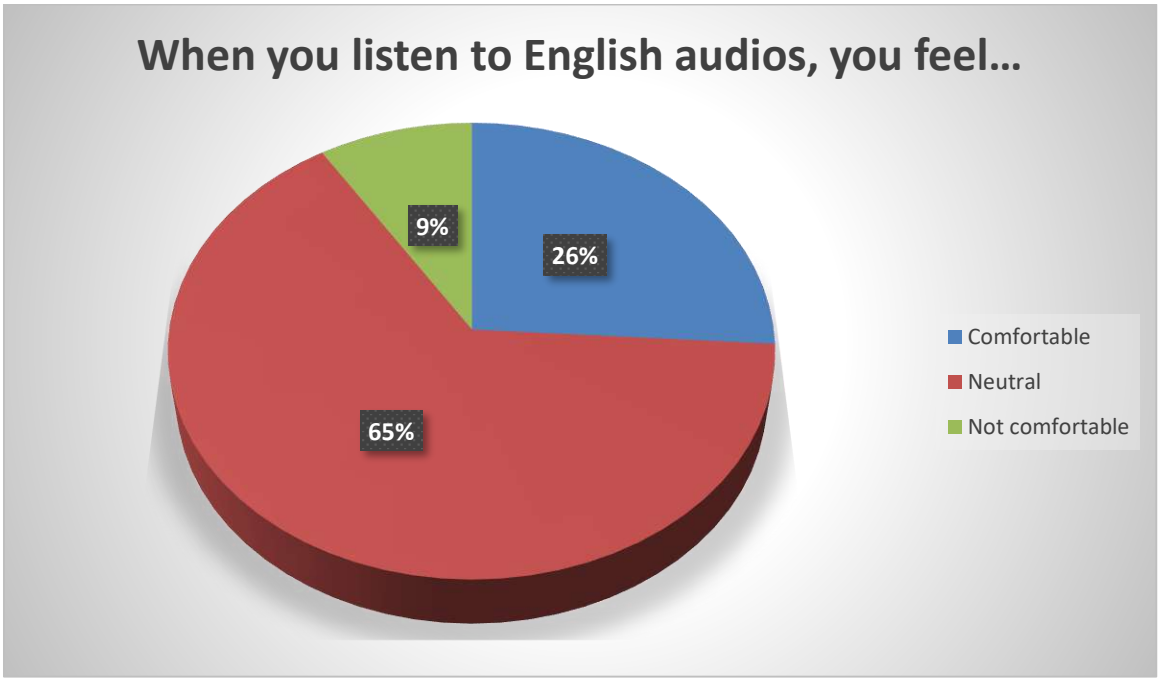
Analysis 4

The graphic presents the findings from question 5, which asked the learners how often they use audio materials in the English classes. The data show that 64% of the participants use English audio resources once a week, while 26% indicated that they make use of them every two weeks. The small percentage left reported that they use audios once a month 6% and once per term, 4%. These outcomes show that students often have audio recordings of their lessons. However, as the previous question showed, they do not receive enough practice with their listening skills. The strategies employed with auditory inputs may not be sufficiently designed to facilitate a significant listening process. In short, even though English classes use audio recordings, adding more structured listening activities to the classes can help students to develop their listening skills

Question 6

Figure 5

Perception about English audios



Note. *Author's own elaboration*

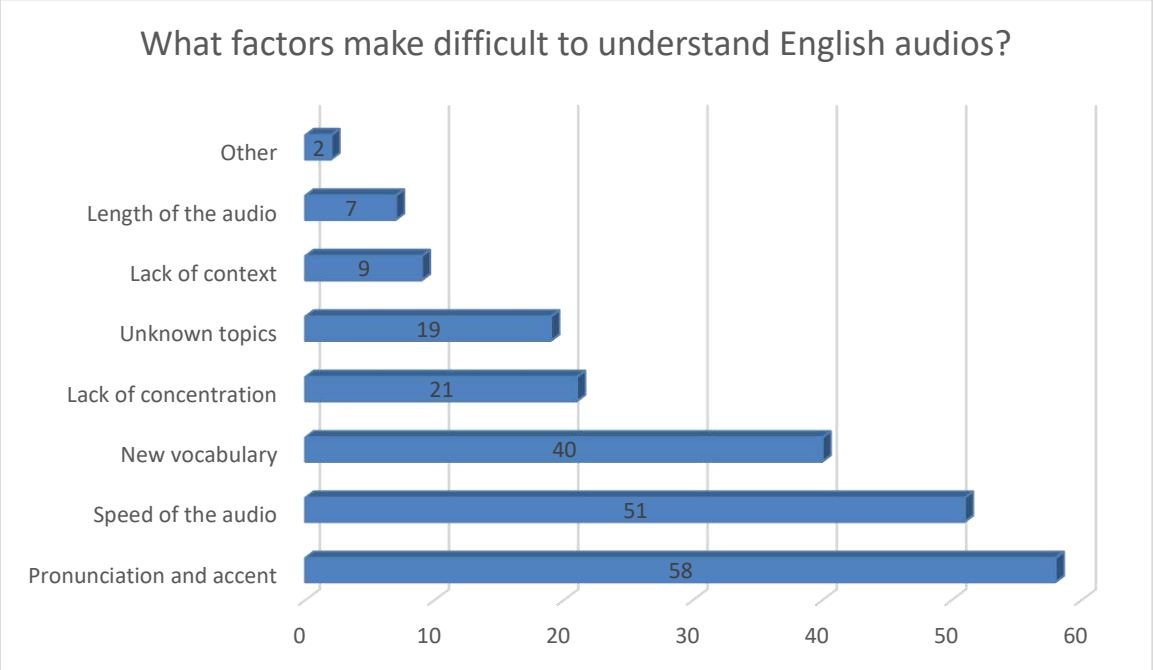
Analysis 5

The figure shows the findings of question six, which attempted to collect the students' feelings about listening to English audios in classes. The data reflect that 65% of the learners have neutral feelings, followed by 26% of students who chose that they feel comfortable, and only 9% expressed being uncomfortable during listening activities. These results show that the emotional factor does not represent a great problem for most learners. Nonetheless, having a high percentage of neutral responses may not mean that they have positive emotions when they work with listening tasks. Usually, the neutral option can be seen as a lack of motivation or limited engagement with listening activities. Thereby, it is possible to transform this neutral attitude into a more positive learning experience through the implementation of appropriate strategies, promoting greater interest and participation in listening tasks.

Question 7

Figure 6

Barriers to understanding English audios



Note. *Author's own elaboration*

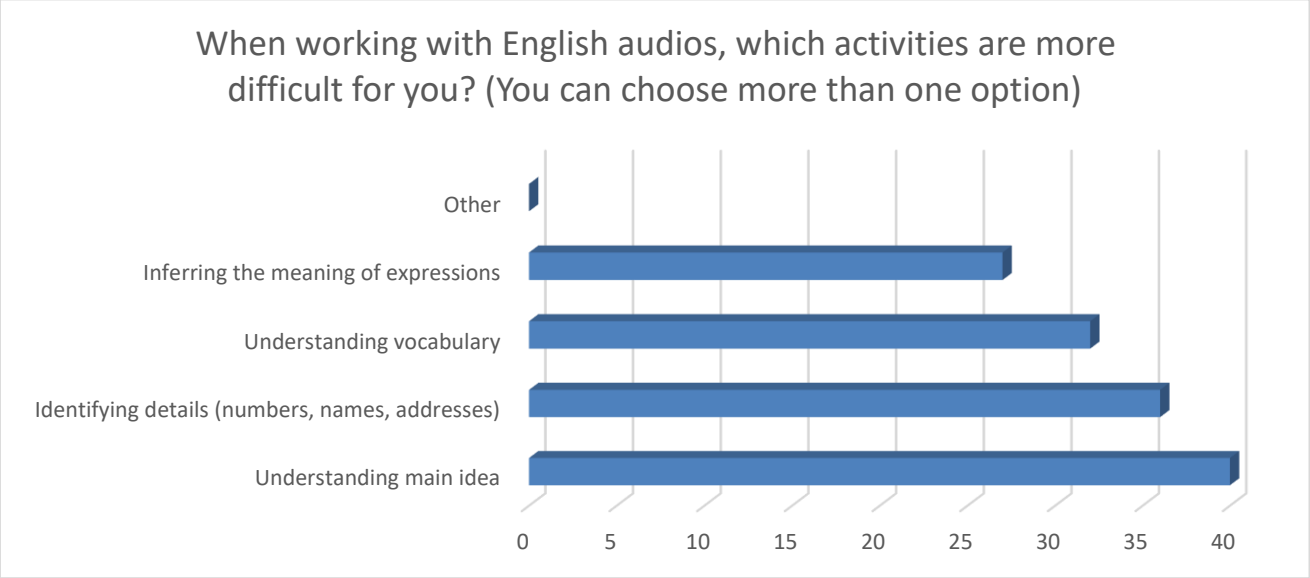
Analysis 6

This figure presents the results obtained in question seven, which identifies the factors that make it difficult for students to understand English audios. Unlike previous questions, students were allowed to choose more than one option. Thus, the information collected shows that pronunciation and accent were determined as the most important understanding barrier, with 58 responses. The speed of the audio also received 51 responses, and the new vocabulary had 40. On the other hand, other factors, such as lack of concentration 21 and unknown topic 19, were chosen less often. Similarly, the Lack of context 9 and the length of the audio 7 had minimal impact. The two responses in the "other" category indicated that they have hearing problems. These results point to the fact that students mostly have problems with how the information is presented, rather than the content itself. Thereby, it is important to employ activities that help students to become familiar with different accents and gradually achieve a correct adaptation to new vocabulary to improve their comprehension in listening activities.

Questions 8

Figure 7

The most difficult activities in listening activities



Note. *Authors' own elaboration*

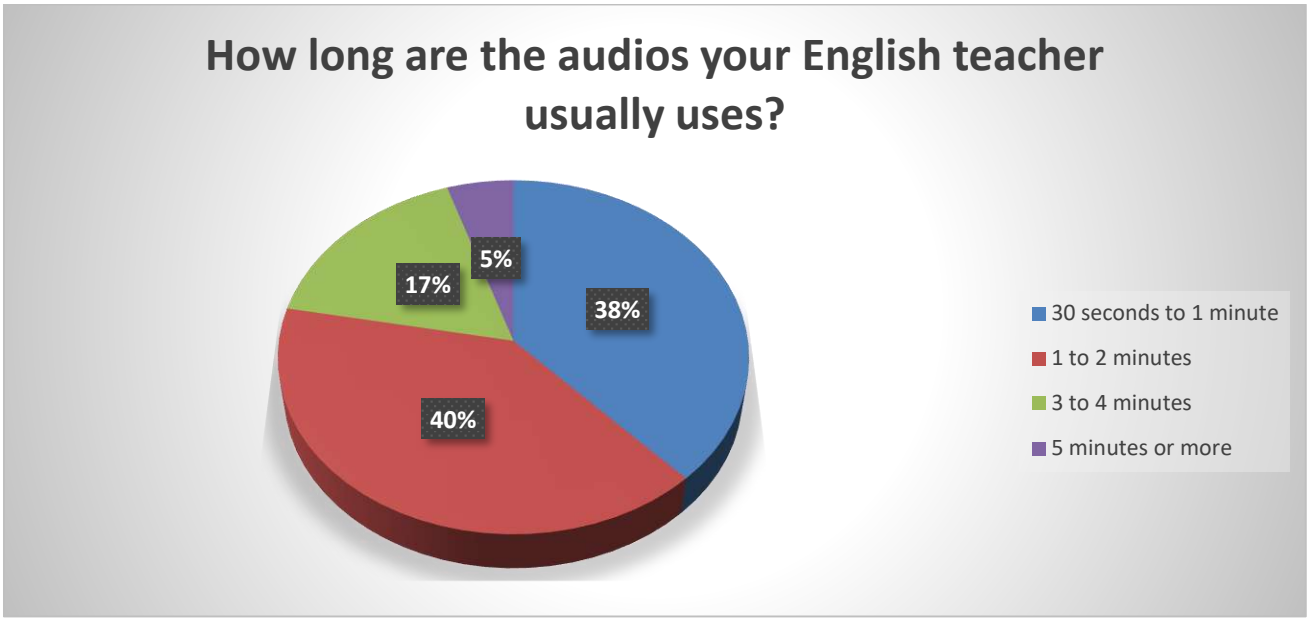
Analysis 7

The horizontal bar chart is used to present the results collected from question eight, which determined the most difficult listening tasks for learners. As the previous figure, the participants could select more than one option. The data revealed that understanding the main idea of the audio is the hardest task, with 40 responses. This is followed by the identifying details, such as numbers and dates, being chosen by 36 students, and understanding new vocabulary with 32 responses. Finally, 27 students reported that inferring the meaning of idioms and expressions is also a challenging activity. The results show that learners tend to have difficulties at both general and specific levels of comprehension. In other words, they need well-designed activities to help them to go through the process from grasping the overall message to identifying key details during the listening lesson. Furthermore, it is necessary to implement pre-listening activities to promote the learning of useful unknown vocabulary or idioms to facilitate a better comprehension of the audio.

Question 9

Figure 8

Length of the audios



Note. *Author's own elaboration*

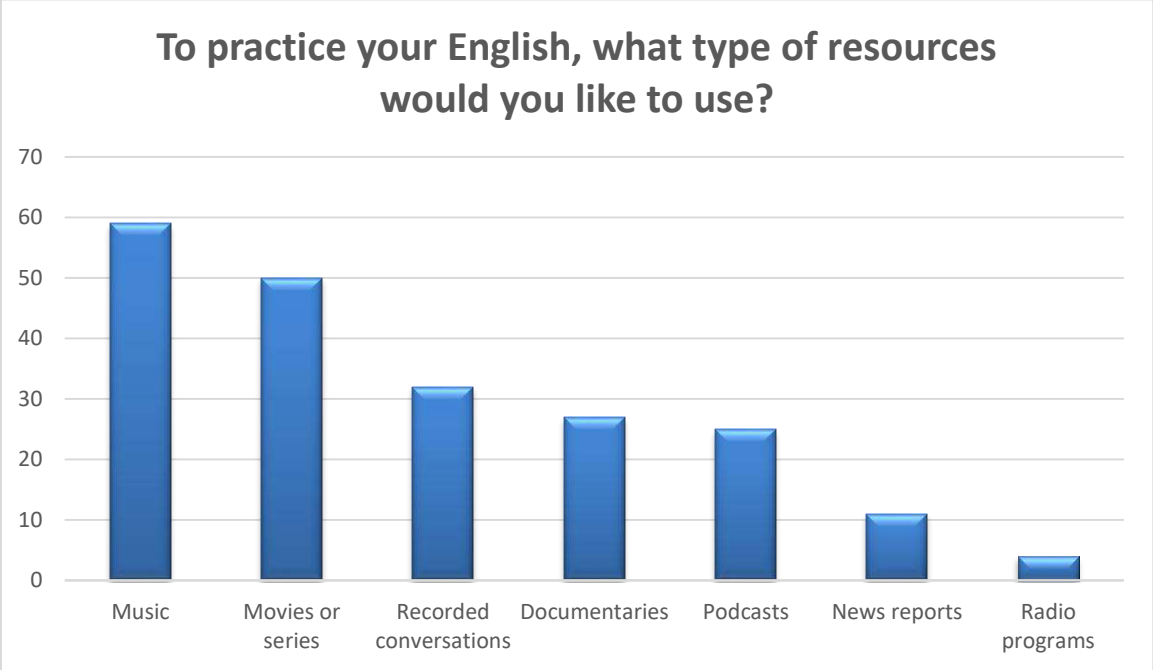
Analysis 8

The pie chart presents the results obtained from question nine, which aimed to ask students about the length of the audio used in English lessons. The information collected shows that 40% students agree that the audios used in listening activities tend to last between 1 and 2 minutes, closely 38% of the participants chose the length of the audios between 30 seconds and 1 minute. The smaller percentage 17 % indicate durations of 3 to 4 minutes, while the remaining 5% reported longer audios than 5 minutes. Based on these findings, it can be claimed that the teacher often uses relatively short audio material for his listening activities. Although short audios can indeed help to keep students' attention, limited exposure to longer and more complex audios may restrict students' abilities to get comfortable with the context and understand the main idea of it. Therefore, it is important to try to incorporate a little bit longer audio material that allows students to develop their listening skills to prepare them for their future communication experiences.

Question 10

Figure 9

The most wanted resources for listening to English audios



Note. *Author's own elaboration*

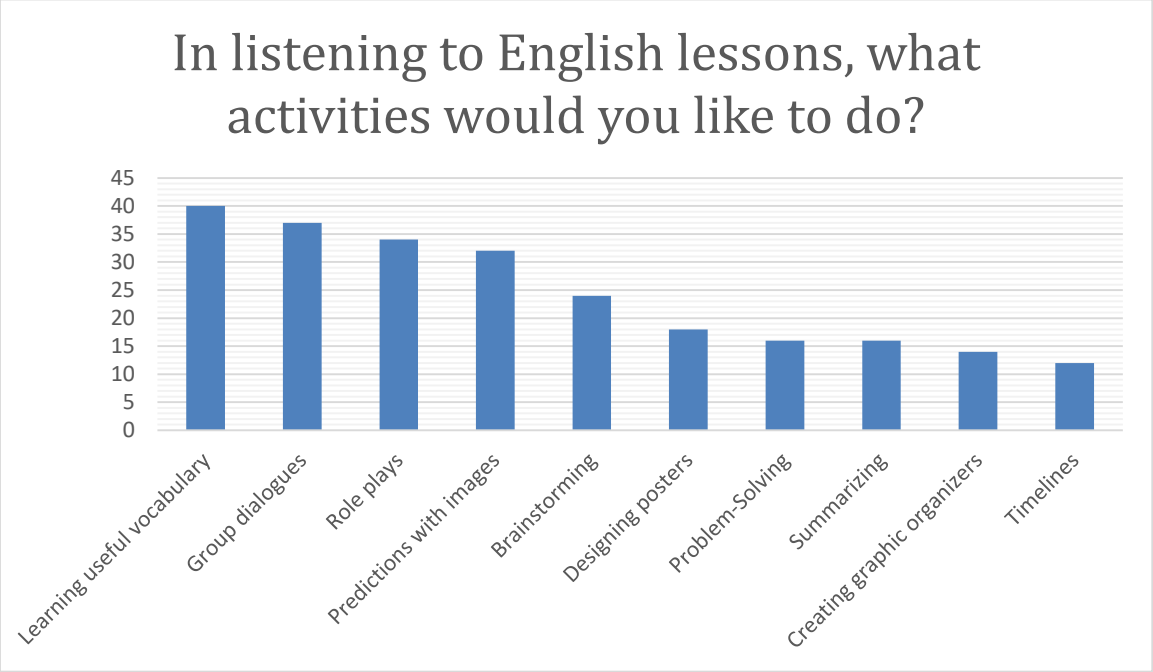
Analysis 9

The results of question 10 from the survey are shown on the bar chart. This question had the aim to establish which resources are the most attractive for the students. The collected data reflects that music is the most preferred resource, with 59 responses, and movies and series are close to it, with 50 responses. Other alternatives were selected by several students, such as recorder conversation had 32, documentaries had 27, and podcasts had 25. In contrast, news reports and radio programs were the least wanted resources with 11 and 4 responses, respectively. According to these findings, they indicate that students show more interest in learning using familiar resources mostly related to entertainment. Therefore, incorporating them can enhance students' motivation and participation, thereby fostering a more meaningful learning experience.

Question 11

Figure 10

Activities to do in listening lessons



Note. Author's own elaboration

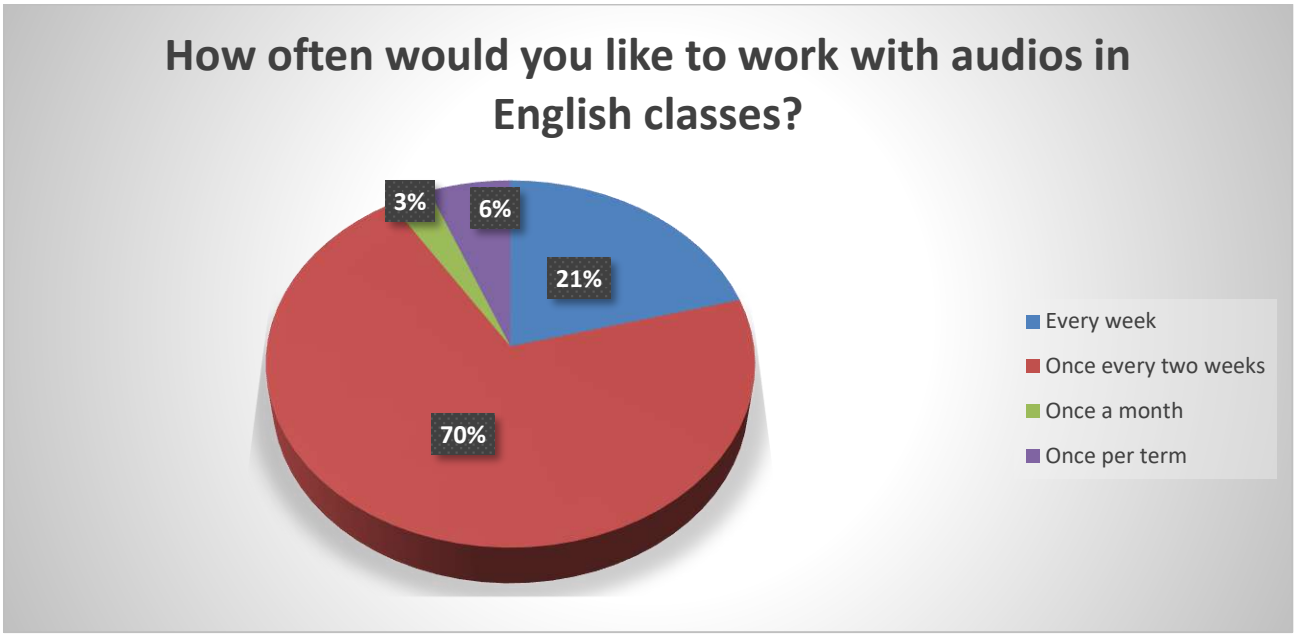
Analysis 10

Question 11 had the purpose of asking students their preferences regarding activities they would like to do in English classes. The results are illustrated in the column chart above. The information obtained shows that learning useful vocabulary with 40 responses, group dialogues with 37, and role plays with 34 are the most preferred activities. Additionally, options like production based on images and brainstorming had a significant number of responses as well, with 32 and 24, respectively. On the other hand, the rest of the options had an average of 15 responses. The results show that learners are more interested in actively practicing in interactive tasks. Activities such as dialogues and role-plays promote real-life communication. At the same time, the fact that they want to do activities before listening, such as learning key vocabulary, predictions with pictures, and barnstorming, suggests that they value the help in understanding the material.

Question 12

Figure 11

Preference for the frequency of listening lessons



Note. *Author's own elaboration*

Analysis 11

The pie chart shows the results from question 12, which was meant to determine how often they want to work with audio in classes. The data show that the majority of participants, the 70%, prefer to work with audio once every two weeks, while 21% indicated a preference for weekly use. The other participants chose once a month, 3%, and 6% once per term. These findings show a clear interest of students in having audio material in their lessons regularly. However, considering that in the previous question they selected to have audio material every week, this result can suggest incorporating a balanced integration of activities within the overall language instructions.

3.3. Teachers' Interviews

Question 1: How important is developing listening comprehension in learning the English language? Please support your reasons

Teacher A

I consider that developing listening comprehension is so important for students because through these skills, they have the chance to face tasks that simulate listening situations. In these tasks, they can catch the main ideas, listen to important words and expressions in real-life conversations.

Teacher B

From my point of view, listening comprehension is very important in teaching English, since it is the key to communication. Developing this skill helps the student understand the language in short dialogues, and the next step would be speaking the language.

Teacher C

I think the importance of listening skills depends on the approach used in classes. In my case, I try to use a communicative approach. So, for me, listening is very important because my students need to communicate with native speakers in their parents' jobs; in that way, they must understand what their customers say so they can answer and offer their products.

Analysis 1

The responses to this question give an important outlook on the opinion of professional teachers about the listening comprehension of students. Among their ideas, we constantly have that developing listening skills is crucial to enable communication in real-life contexts. For instance, Teacher C highlighted that his students need to be able to understand English native speakers so they can help their parents to sell their products. Having the capacity to understand a language is the first step to take if the aim is to speak it.

Question 2: How often do you dedicate lessons to developing your students' listening comprehension? Why?

Teacher A

From my point of view, I can say that every lesson is important to work on these skills. All the time in class, they have to listen to me when I speak, and in other lessons, they have to listen to audio where they must listen to it with a specific purpose. When I use an audio, they have curiosity about what they are going to hear. So, in one way or another, I try to develop this skill in every single class.

Teacher B

I really think that listening is developed all the time by the students. I always try to speak English during the whole class. For example, the warm-up, instructions, texts, and

tasks are always in English. If we talk about using audio, as you know, in public education, we have three hours per week to teach, so in my lesson plans, I design one listening lesson per week.

Teacher C

Actually, I have just 3 hours per week, so I have to try to divide the time among the four skills: listening, reading, speaking, and writing. My classes are focused on grammar, so I used 20% of the time to develop listening as a complement to the grammar class. I often use my speaker and audio that are on my computer to teach them some expressions that we use every day.

Analysis 2

The question number 2 had the aim to determinate the frequency of listening lesson. However, what can be concluded is that teachers do not have lesson specifically focused on developing listening. According to their statements audios are used as support to hear the correct pronunciation, triggering students' curiosity or as a complement in their grammar lessons. Although they also said that technically the students always practice the listening as they try to speak English the most of the time during the lesson, in those lesson the main task is not developing listening comprehension, therefore it is a passive development.

Question 3: From your point of view. What are the most challenging aspects of developing listening comprehension in your students? How do you handle them?

Teacher A

I think that some of the students have some problems when they hear a word, and they associate it with a wrong idea. That is why it is important to teach English using context. Commonly, when they listen to audios, they ask why this word has this meaning, how the phrase must be used, and if they can use it in other stations. In conclusion, the main problem is the lack of context, and to solve this, we analyse the unknown word and I try to teach it based on their life context.

Teacher B

I think that the most challenging aspect for students is practice. As we do not have many hours of English, I ask them to take some time to practice at home, using music and audios that I send to their parents.

Teacher C

I have identified that listening is a hard skill for my students because, as you know, English is different than Spanish. In Spanish, every letter is pronounced, but English is a phonetic language; different sounds can be joined to form new ones, like consonants and vowels, and that is very difficult to understand for them. What I do to solve this is to use online resources, which have common expressions that can apply in conversations, I analyze them with my students, we listen to them, read them, and use them in sentences to foster comprehension.

Analysis 3

This question highlights the complication students have in listening the English language. Among teacher's point of views, it might be said that pronunciation is the main barrier for students, as English is a phonetic language. Students find easier understand written words but when they hear them, they have problems recognizing the word. Therefore, teacher's solutions are mainly focused on motivating the comprehension of words using them in every day contexts, analysing them, reading them and writing them.

Question 4: What are the structures or stages that you use in your listening classes? Provide examples

Teacher A

I often use scaffolding. If I have to use an audio, first they must listen to the audio twice with the support of the teacher or sometimes with a classmate or a team. After listening to the audio, I always give some explanations about their problems that they had. I clarify any doubts, giving them examples about how to use the words and what they mean.

Teacher B

When I have listening tasks, in the first stage I usually teach and practice vocabulary with them, and I give them keywords they must use to understand the audio. After that, we hear the audio and complete some tasks. Finally, we have a discussion of the new vocabulary.

Teacher C

I start my listening lesson with a warm-up, for example, it can be a question on the board related to the content of the audio, and they try to answer it. Then we listen to the audio, and then we analyze the audio together. I need to say that the level of my students is not high; we usually use basic vocabulary and basic expressions.

Analysis 4

The structures of a listening lesson change depending on the teacher. While teacher A and C argue that reinforce the comprehension of the audio content after listening it, teacher B mentioned that teaching the vocabulary and giving key words to the students before listening help students to complete successfully the task. Finally, after the audio a short discussion is enough to complete the understanding. Having said that, the three common stages in a listening lesson are equally important, however, this study agrees with teacher B the pre-listening phase should be the crucial part to provide students tools to be able to comprehend the listening audio.

Question 5: What are the methods and strategies that you implement in a lesson focused on listening? Please explain them.

Teacher A

The strategy I try to use the most is playing audio with rhythm or music. I think it is the most helpful resource that I can use with my students. Apart from that, I often try to use collaborative working; they must do activities working in groups or having dialogues with them. Finally, when I teach them new vocabulary, I try to avoid translation; instead, I use body language, which is known as TPR or sometimes Shadowing.

Teacher B

I prefer to use easy activities at the beginning to give students time to adapt to the audio. For example, I give them tasks to view the vocabulary. Also, I would say that the repetition is key, try to make them practice the same vocabulary and structures indifferent audios or even in short group dialogues.

Teacher C

There are a lot of strategies, but the two of them are TPR and drilling. These strategies are used to motivate the repetition of words by my students. I say a word, and they must repeat it. Also, they can write it or speak it. I think speaking skills and listening skills are related, because if you can listen to the language and understand it, later you will be able to use it to speak. Another method can be to make them find words in the dictionary; in that way, they can find the meaning, but also the phonetic pronunciation of a word, so they will be able to identify them.

Analysis 5

After asking about the methods and strategies used by teachers in their listening lessons, repetition can be seen as the most common strategy; students can learn pronunciation and the meaning of new words using them in audio, conversation, written sentences, and other activities. What the teacher aims is to make teaching English words or phrases, so they can use them in future communicative listening situations.

3.4. **Observation Check list**

The observation checklist was used during the listening lesson, it described a general description of the classroom interaction and environment around it. To capture the different moments of the lesson, it was divided into 3 phases: pre-listening, while-listening and post-listening. Furthermore, a 4th section was added to describe the classroom environments and its resources.

Figure 12

Observation of 3th BGU Listening Lesson

Pre-listening stage	**Yes**	**Relatively**	**No**
The teacher activates students' prior knowledge before listening.		X	
Students are encouraged to predict the topic or content of the audio.			X
Key vocabulary is introduced before listening	X		
The objective of the listening activity is clearly explained		X	
While-Listening Stage	**Yes**	**Relatively**	**No**
Students listen to identify the general idea (gist)			X
Students are asked to identify specific details (numbers, names, keywords).	X		
Students take notes while listening		X	
Students show concentration and attention during listening activities		X	
The audio is played more than once when necessary	X		
Post-Listening Stage	**Yes**	**Relatively**	**No**
Students discuss answers with peers after listening			X
Students summarize the audio in their own words.			X
Students relate the content of the audio to their personal experiences		X	
Classroom Environment and Resources	**Yes**	**Relatively**	**No**
Listening materials are appropriate for students' level	X		
Technological resources function properly to encourage students' attention.		X	

Note: *Author own elaboration*

Analysis of observation checklist listening lesson

The findings obtained through the observation checklist demonstrate that the lesson already includes some elements related to the Top-Down and Bottom-Up approaches. However, several deficiencies were identified during the listening process. In the pre-listening stage, prior knowledge was not fully activated. Although the teacher used a popular song as a warm-up activity, students did not clearly understand its message. Likewise, the objective of the lesson was only partially explained, since the topic was introduced without explaining the purpose of the activity. On the other hand, pre-teaching key vocabulary before listening was effective because students became familiar with new words through short audio examples and teacher explanations. However, students were not encouraged to predict the content before listening to the main audio.

During the while-listening stage, students completed a mind map, which had the aim of identifying details, but many students seemed confused and took few notes. Finally, in the post-listening stage, students decorated the mind map and participated in a free discussion, although the lack of guidance caused some loss of interest. Overall, the observation suggests that teachers unconsciously apply strategies related to the Top-Down and Bottom-Up approaches, but the activities and resources are not structured enough. Thus, this investigation aims to provide more systematic and meaningful teaching

materials to improve listening comprehension lessons.

3.5. **Discussion**

The data collected through the use of the instruments survey, interview, and observation checklist have provided important information about the current development in listening lessons among senior students at Unidad Educativa del Milenio Jatun Kuraka, as well as teachers' perspectives about how to build an efficient listening lesson. At different levels, both teachers and learners recognize the importance of listening skills for developing English proficiency. At the same time, some obstacles were identified during the implementation of the instruments. For this, Students could express their preferences about resources and activities they would like to do in their listening activities. On the other hand, the interviews and observations indicate a description of the classroom interaction as well as the different strategies used in the listening lessons. Although those findings revealed that the Top-Down and Bottom-Up approaches are present in the current English classes, the structure and resources can be enhanced to obtain better results.

One of the most relevant results of the implementation of the instruments is that teachers consider that listening comprehension must be developed through meaningful context activities. During the interview, teachers highlighted that new words and expressions do not have to be presented in isolation. They argue that comprehension improves when learners can connect the topic to familiar situations and real-life experiences. For instance, Teacher C argues that some of his students interact with native speakers due to their parents' occupations. Thus, for them, the comprehension of this language is a necessity rather than only an academic requirement. These findings are consistent with the principle of the Top-Down approach, which emphasizes the use of background knowledge, context, and previous students' experiences. Providing students with learning experiences that can be associated with their lives creates a meaningful environment where learners interpret the content naturally.

The Top-Down approach considers pre-listening stage as the most important step to improve listening comprehension. Thus, another relevant finding is that both students and teachers emphasized the importance of activities to introduce and practice with key unknown vocabulary. At the same time, this stage can provide solutions to main problem students face during listening task, the pronunciation, and accents. Activities in the pre-listening stage becomes essential to reduce confusion and explain the context of the audio. In fact, in the English lesson observation, it could be witnessed that students can need have better result by having a preparation stage before the main audio. This finding is directly related to the objective of this investigation, as the proposed didactic guide incorporates vocabulary activities, pronunciation practices and content prediction before listening.

The final relevant finding is the importance of post-listening activities that encourage reflection and language production. In the results of the survey students show their interests in doing interactive activities such as group dialogues and role plays. These activities provide student with opportunities to discuss, using what they have learn from

the audio. Similarly, during the observation, students showed interest in participating in a whole-class discussion about the audio topic. However, the lack of a clear objective and guidance caused that students gradually reduce their motivation. The proper comprehension of the lesson gives students tools and encouragement to apply what they have learn in real communicative situations. This objective agrees with The Top-Down approach aims, which sees the language learning as having tool to enable communication, so in this investigation the language is promote by incorporation guide discussion, role-plays and collaborative task.

The results obtained demonstrate that this study can be beneficial to both teachers and students at Jatun Kuraka Otavalo High School. Despite the lesson in the school having some notice of strategies and activities related to the TD and BU approaches. This study highlights some principles to promote effective comprehension in listening activities. They seek that the listening lessons have specific stages before, during, and after listening to the audio. Within these stages, the students must develop certain activities that help them to learn useful words, understand the context, guess the possible content, identify key information and reflecting in the new content. As it was mentioned in the Theoretical Framework chapter, listening must be seen as a dynamic event where the learner must accomplish some task to achieve complete comprehension.

CHAPTER IV: PROPOSAL

4.1. Introduction

The design of this proposal was to serve as a practical didactic guide for English language learning, especially focused on listening comprehension skills. In a globalized world, the relevance of learning English in basic public education should be emphasized. Thus, this study offers a tool to facilitate this language learning. There are some methods, approaches, and strategies to teach a new language. However, the results of the research at the institution show that both students and teachers are interested in using the Top-Down and the Bottom-Up approaches to elaborate activities for listening comprehension.

The English lessons' dynamics must be elaborated to assist students in developing their learning process actively and efficiently. Therefore, the TD and BU approaches provide a clear guide for the teaching process, as they contribute to the creation of a realistic learning environment. TD is an approach that helps students understand the content by inference and making connections with their previous knowledge. On the other hand, the BU approach was used in the didactic guide as a complement to address the possible limitations of the TD approach. For example, in order to improve the comprehension of the students, it is necessary to give a brief explanation of letter sound, common patterns, morphology, and syntax to increase the students' comprehension. Having both approaches working together, the didactic guide results in a valuable educational resource to achieve senior students' goals.

4.2. Rationale

Although listening skills are thought to be one of the most basic foundations for learning English, in many traditional classrooms, listening activities tend to emphasize the recognition of separate words. The lack of context in the English lesson does not allow the student to have meaningful learning and retain the new information. Thus, the implementation of the TD and BU approaches in the didactic guide enables students to apply their background knowledge, context, and expectations to interpret the spoken language. This didactic tool proposes activities organized in three stages: pre-listening, during-listening, and post-listening. Each phase has a specific purpose, such as activating prior knowledge, predicting events, interpreting the context, and reflecting. In these approaches, students are expected to take a more interactive part in the listening process.

Thereby, the implementation of this didactic guide can offer teachers practical strategies and activities for the development of listening comprehension skills. Many learners often struggle to understand spoken English; the reason can range from unknown words to a lack of context. This proposal is precisely aimed at encouraging students to build their learning not only by listening and attempting to understand mechanically, but by having the tools to acquire new information naturally. The present didactic guide is proposed as a teaching resource to complement the seniors' English education. The content was chosen from the Ecuadorian English Modules, which were adapted to elaborate activities based on TD and BU approaches. The didactic guide encourages students to use

their real context as clues to make predictions and connect new information with their previous knowledge. Furthermore, this guide contributes to improving teaching practices by providing structured listening exercises that can be easily implemented in classrooms. The expected consequences of using these strategies are to increase students' comprehension and to develop their confidence in learning English.

4.3. Theoretical Foundations

Listening comprehension plays a major role in the English learning process. Listening is not a passive activity, but a complex cognitive operation. Spoken language interpretation involves receiving auditory inputs and codifying them to construct meaning. Thus, effective listening comprehension requires recognizing sounds and words, as well as activating background knowledge to provide contextual information for understanding the message. For this, the Top-Down and Bottom-Up approaches were used in this study's didactic guide to facilitate students' listening comprehension.

The TD approach in listening comprehension focuses on the students' previous knowledge. In this didactic guide, the TD approach was used to design the pre-listening activities. This approach enables learners to make use of the context, their prior knowledge, and experiences to anticipate the content of the message (Oh, 2020). Therefore, they can anticipate the words, phrases, or learn useful vocabulary. After that, students can move on to the listening stage, and the understanding process will be easier.

On the other hand, during and after the listening stages, both approaches were used: Bottom-Up and Top-Down. Integrating them into English learning allows learners to become more participative. While the audio is played, the students have a task to develop their prediction skills, their inference capacity in unclear parts, and their scanning ability to seek specific information. Finally, after the audio is listened to, the students have time to reflect and reaffirm their learning. (Mendoza, Zambrano, & Caicedo, 2024). This didactic guide is expected to engage students to construct their understanding and promote an active role in their learning.

4.4. Proposal Objectives

4.4.1. General Objective

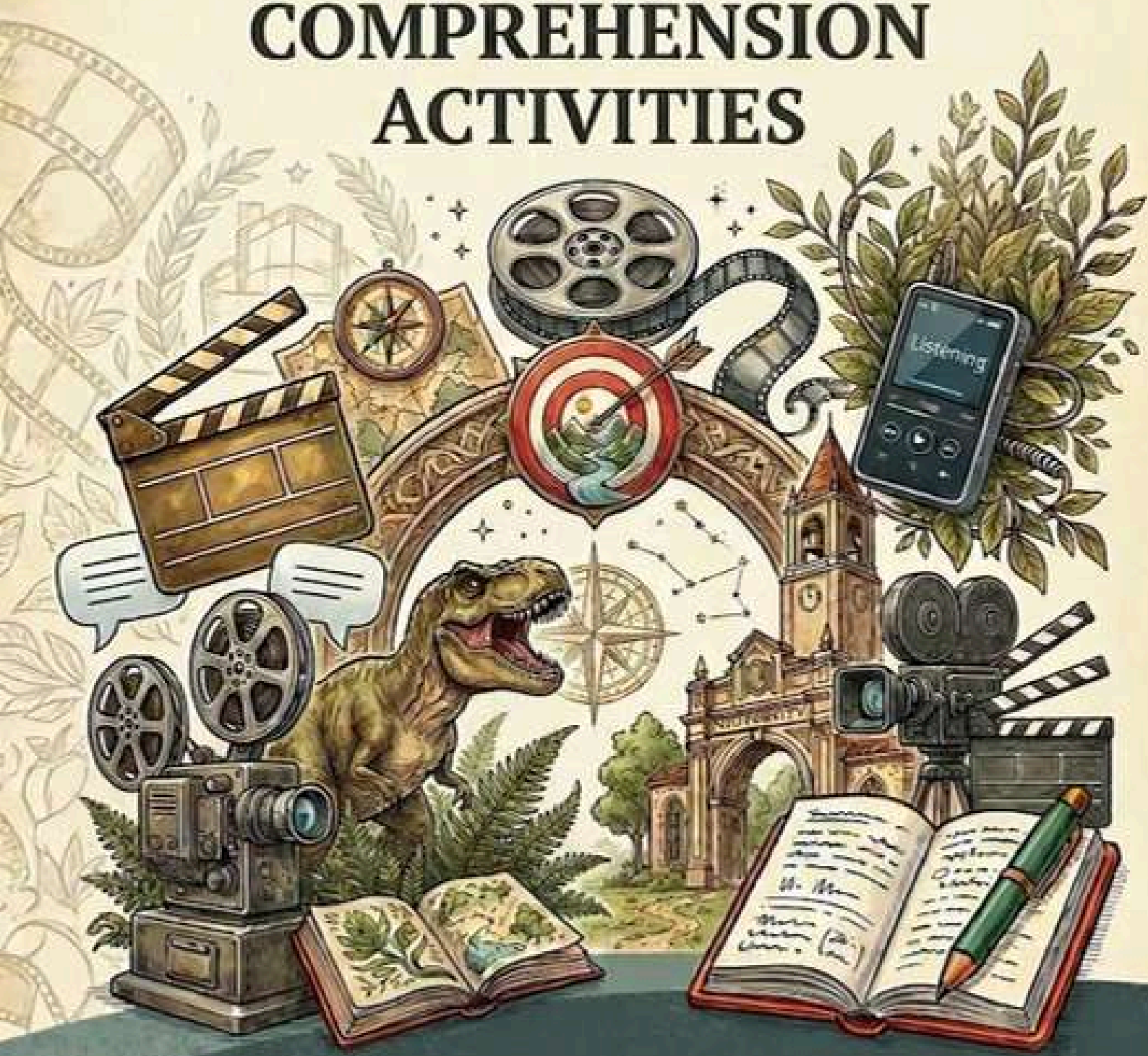
- Design a didactic guide based on the Top-Dow approach to foster the level of listening comprehension in seniors at Jatun Kuraka Otavalo High School.

4.4.2. Specific objectives

- Select the proper strategies to improve English listening comprehension skills in seniors at Jatun Kuraka Otavalo High School through Top-Down.
- Design a proper structure of the activities to develop the English listening comprehension in seniors at Jatun Kuraka Otavalo High School through Top-Don

Didactic Guide

LISTENING COMPREHENSION ACTIVITIES

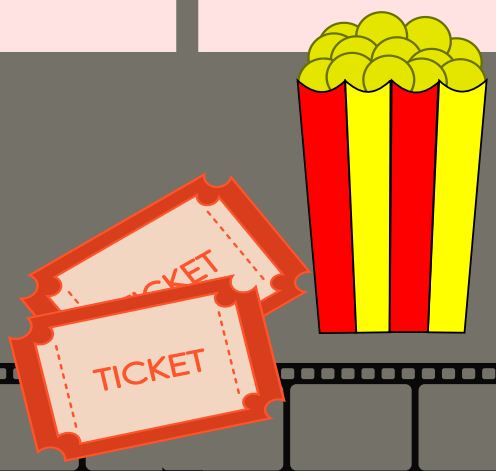


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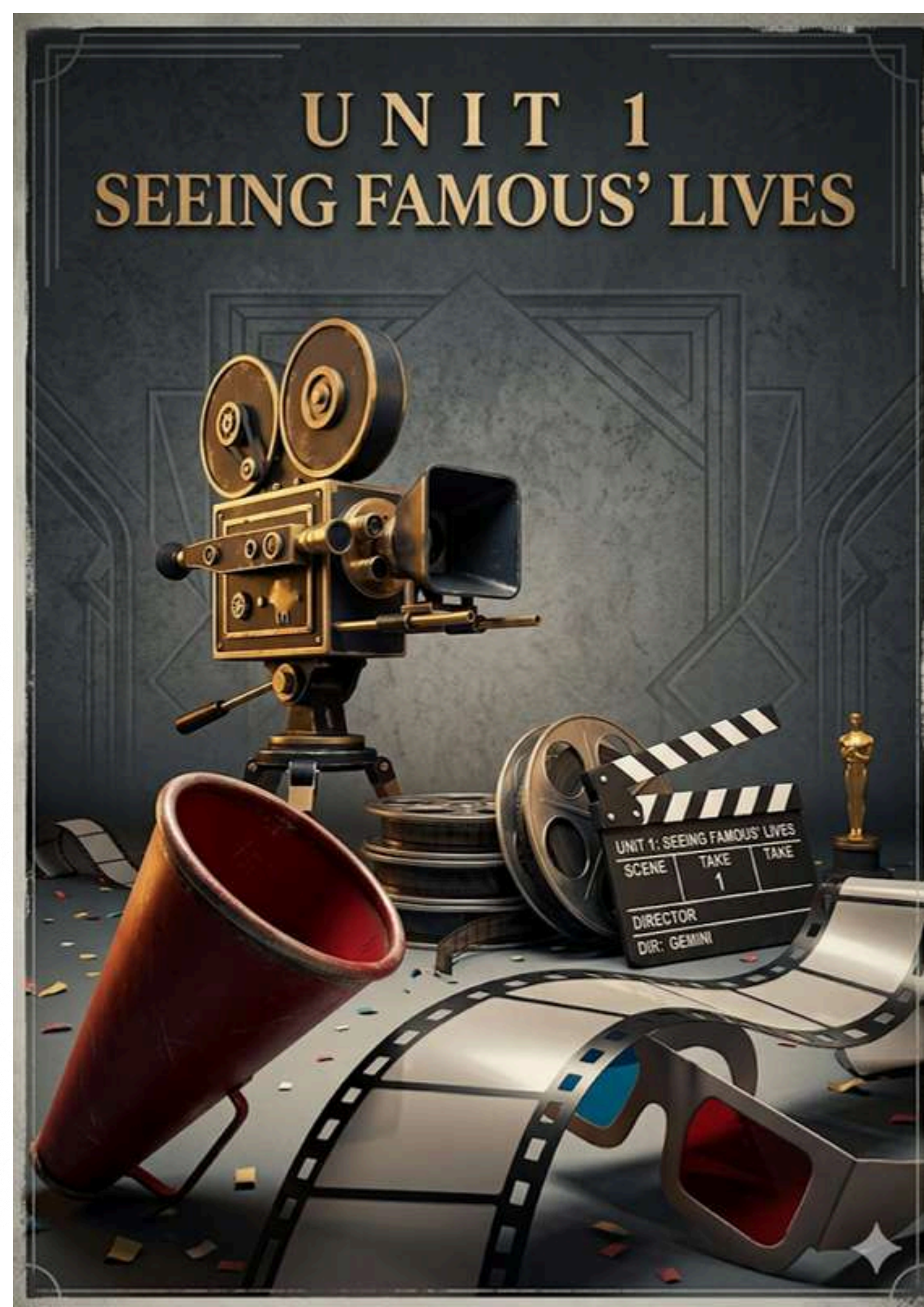
Ivan Cachimuel | 2026

Table of Contents
Unit 1

Unit	lesson	Content	Grammar	Strategies	Vocabulary
Movies and Famous People	A	Meet the charecters	Simple present	Brainstorming Prediction with images Order the events Create a character	**Direct:** Strong, scary, chatty, friendly, loyal, Kind, Brave, powerful, bossy, selfish, live in, like. **Indirect:** Swamp, forest, castle, kingdom, wait for, marry, make friends.
	B	Movie moments	Connectors of sequence	Prediction Story construction Role play Filling the gap Creative reconstruction	**Direct:** First, one day, then, next, later, and finally, **Indirect:** Clownfish, diver, swim away, catch, feel, meet, get closer, make a plan, escape, and return.
	C	Behind the mask	Past tense	Prediction Schema activation Matching information Error Detection	**Direct:** Become, attend, learn, start, change, get, meet, advice, was.



UNIT 1
SEEING FAMOUS' LIVES







LESSON 1

MEET THE CHARACTERS



LESSON PLAN 1

Objective: SWBAT
Students will be able to recognize and use the simple present tense to describe movie characters

Vocabulary

Direct: Strong, scary, chatty, friendly, loyal, Kind, Brave, powerful, bossy, selfish, live in, like.
Indirect: Swamp, forest, castle, kingdom, wait for, marry, make friends.

Expressions

Ture love
Make friends
wait for

Grammar

This lesson focuses on the simple present tense using the verb to be and common action verbs. Students describe characters' appearance, personality, actions, and places with sentences such as "Shrek is strong" and "I live in a swamp.

Strategies

Brainstorming
Prediction with images
Order the events
Create a character



LESSON PLAN 1

Warm-up 7 mins

Students observe different adjectives in raindrops and decide which ones are related to characters from the movie Shrek. Each character is identified with a specific color to help students classify the vocabulary.

Pre-listening 1 7 mins

Students work in pairs to match the characters from the movie Shrek with the places where they live. Students use the verb to live.

Pre-listening 2 8 mins

Students work in pairs and observe flashcards with images of the characters from the movie Shrek. Each card has sentences describing characters' personalities, appearances, and actions. Students read each statement, decide whether it is true or false, and correct the false sentences together.

While - listening 8 mins

Students listen to the audio of each character and order the sentences about their personality and likes. The audio must be played at least twice.

Post-listening 15 mins

Students work in groups of four to create a new character. They write a short description about the character's appearance, personality, and home. They must use the verb to be and common verbs. Then, the teacher must create an image of the character with AI. Finally, they must present their description to the class.



WARM-UP

It is raining adjectives

1. Color the adjectives according to the color of the Character

To say the answers use the verb to be. It can be in the first or third. person:

I am...

He is... Shrek is... it is

big

chatty

selfish

powerful

friendly

green

loyal

brave

bossy

short

strong

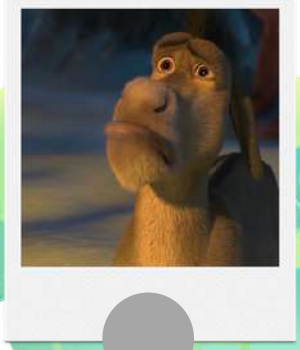
annoying

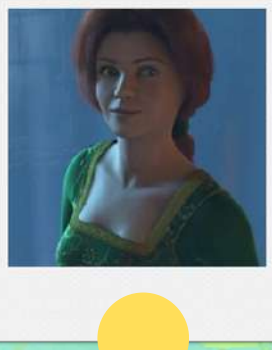
beautiful

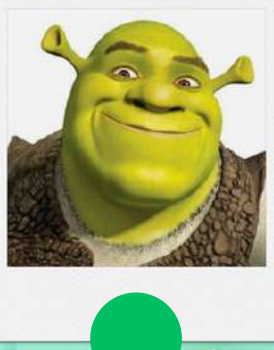
kind

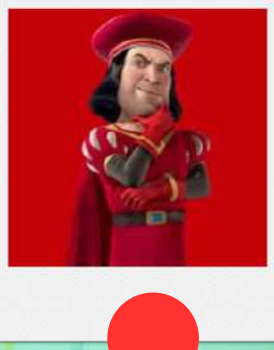
scary

funny









Pre-listeing

We are lost

To say the answers use the verb to live in. It can be in first or third person:

I live in a...

He lives in a...

Shrek lives in a... It lives in a...

1. Help the characters find their home



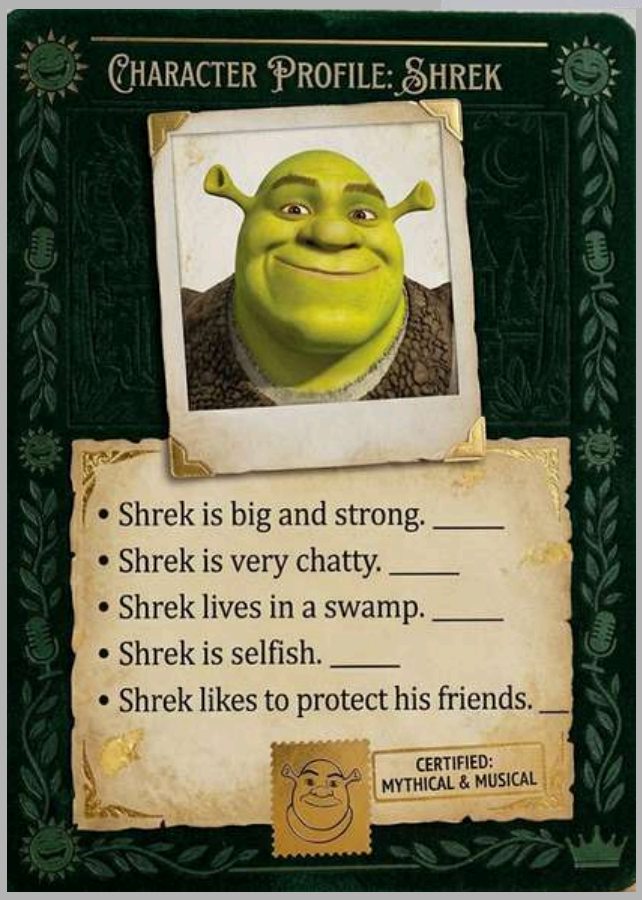
Pre-listeing

What is real?

To correct the sentences, use the negatives:
Does not or is not

2. Guess what statements are true or false.









while-listening

What is first?

1. Order the sentences of the audio

SHREK



SHREK

- I am big, green, and strong.
- I like my home because I like to protect my friends.
- People think I am scary, but I am not.
- I live alone in a swamp.
- I am on ogre.

DONKEY



DONKEY

- I live in the forest.
- I like to speak and sing all the time, and I like to make friends.
- I am very chatty, friendly, and funny.
- Sometimes I am a little annoging, but I am logal.
- I am Donkey.

PRINCESS FIONA



- I live in a castle with a dragon.
- I like to fight, sing, and cook.
- I am kind, beautiful, and brave.
- I am waiting for my true love.
- I am a princess.

LORD FARQUAAD



- I am very short, bossy, selfish, and powerful.
- I live in my kingdom.
- I like to give orders.
- I do not like to listen to others.
- I want to marry a princess.

pos-listening

Create a New character

1. Work in groups, choose and select the adjectives of your character.

Gender

- ☐ Male
- ☐ Female

Create a Name

- ☐ Zog
- ☐ Luma
- ☐ Brak
- ☐ Tor
- ☐ Other:_____

Type of creature

- ☐ an ogre
- ☐ a dragon
- ☐ a king
- ☐ a prince/ss
- ☐ Other:_____

Appearance

- ☐ big
- ☐ tall
- ☐ small
- ☐ strong
- ☐ short

Pesonality

- ☐ kind
- ☐ loyal
- ☐ funny
- ☐ bossy
- ☐ brave
- ☐ selfish
- ☐ chatty
- ☐ friendly

Home

- [ ] in a swamp
- [ ] in a castle
- [ ] in a forest
- [ ] in a cave
- [ ] in a kingdom

likes

- [ ] sing
- [ ] help friends
- [ ] fight
- [ ] cook
- [ ] music
- [ ] nature

Characte porfile

Photo

You can create the image of the character with IA.

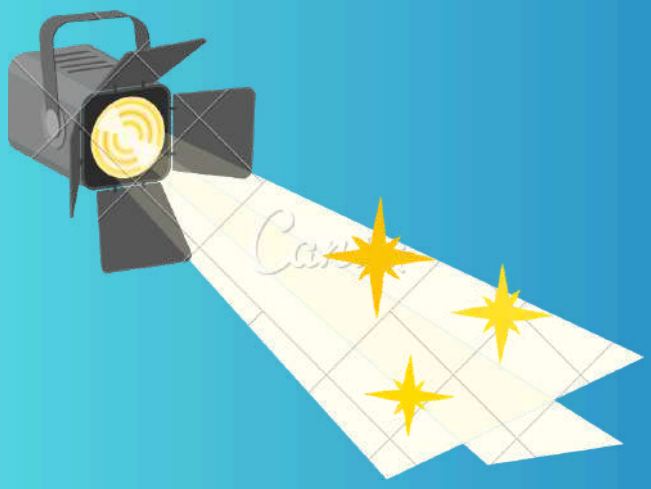
Script: Meet the Characters

I am Shrek. I am an ogre. I am big, green, and **strong**. People think I am **scary**, but I am not. I live alone in a **swamp**. I like my home because I like to protect my friends.

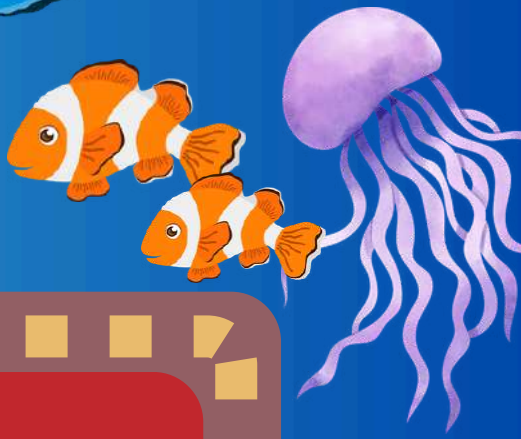
I am Donkey. I am **very chatty**, **friendly**, and funny. Sometimes I am a little **annoying**, but I am **loyal**. I live in the forest. I like to speak and sing all the time, and I like to **make friends**.

I am Fiona. I am a princess. I am **a kind**, beautiful, and **brave**. I live in a **castle** with a dragon. I want to be free. I like to fight, sing, and cook. I am **waiting** for my **true love**.

I am Lord Farquaad. I am a king. I am very **short**, **bossy**, **selfish**, and **powerful**. I live in my kingdom. I like to give orders. I do not like to listen to others. I want **to marry** a princess.



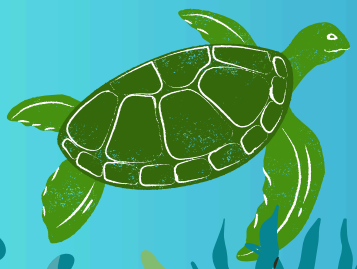


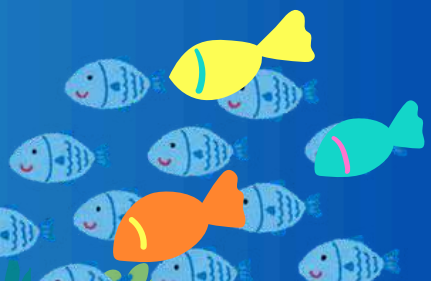


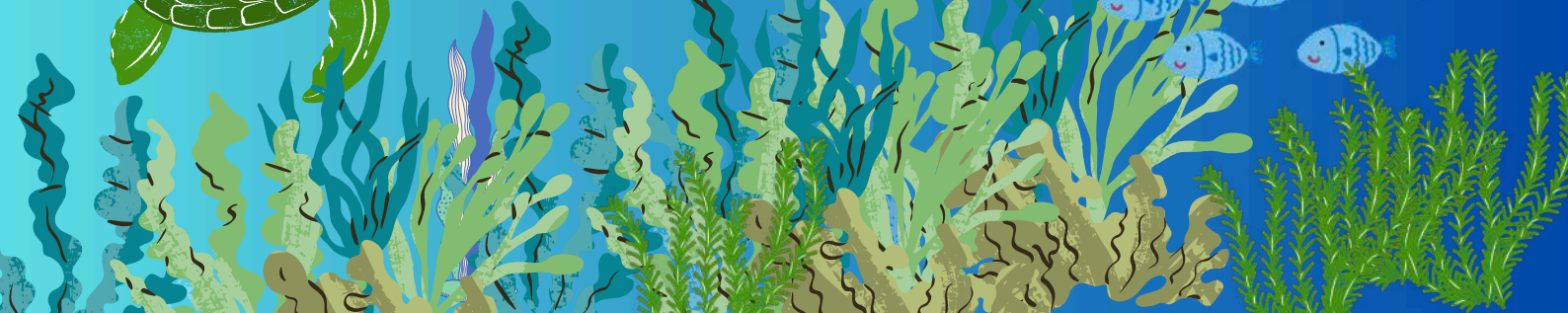
LESSON 2

MOViE MOMENTS









LESSON 2

Objective: SWBAT
Students will be able to use connectors properly to establish sequence and retell the main events of a story.

Vocabulary

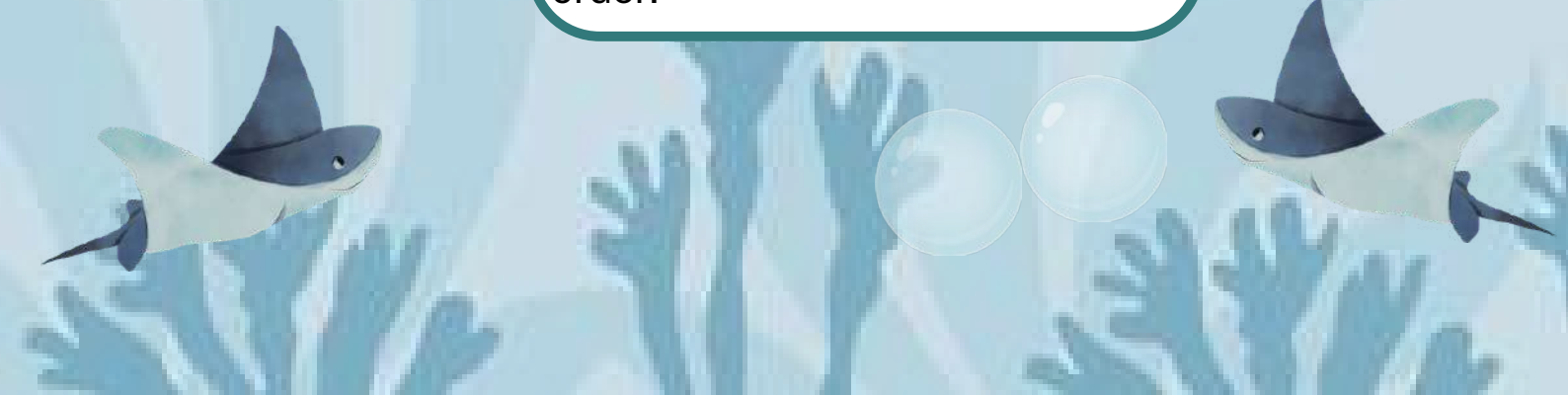
Direct: First, one day, then, next, later, and finally,
Indirect: clownfish, diver, swim away, catch, feel, meet, get closer, make a plan, escape, and return.

Strategies

Story construction
Role play
Filling the gap
Creative reconstruction

Grammar

This lesson focuses on the use of connector words to describe the sequence of events in a story. Students will learn and practice the connectors first, one day, then, next, later, and finally to organize actions in a logical order.



Warm-up 5 mins

Presents easy riddles about ocean characters from Finding Nemo and asks students to guess the characters and the movie. Encourages students to discuss their answers with a partner before sharing them with the class.

Pre-listening 1 5 mins

Gives students six pictures showing key events from the story and six sentences taken from the listening script. Instruct students to match each picture with the correct sentence. Then, ask them to order the events using connectors

Pre-listening 2 12 mins

Students are divided into groups of 8 people, and 8 small pieces of paper are given to each group. Each of them has a character from the movie. Also, the teacher gives sentences about events from the movie. They must mimic the scene while the teacher tell the history.

While - listening 8 mins

Gives students six paragraphs from the Finding Nemo story in mixed order. Each paragraph has a missing connector. Asks students to predict both the correct sequence of events and the missing connectors. After each section, students confirm or revise their predictions and complete the missing connectors.

Post-listening 15 mins

Divides the class into six groups and assigns each group one part of the story. Each group gets four alternative options to change their part. They must discuss and choose one. After that, they put together the history with a connector.

Warm-up

Characters Riddles

1. Listen to the riddles and guess the ocean character. Then guess the movie.

Riddle 1

I am a small fish.
I live in the ocean.
I am orange and white.
I am funny



Answer:

Riddle 2

I am a person.
I go into the ocean.
I wear special equipment.
I can catch fish.



Answer:

Riddle 3

I am a blue and black fish.
I live in the ocean.
I have memory problems.
I can speak with whales.



Answer:

Show the answer and a poster of the movie to show the rest of the characters.

Pre-listeing

What is happening?

For a better result, cut the events so they can manipulate them.

1. Predict the order of the next events and use the correct connectors.



A diver catches Nemo



Marlin goes to find Nemo.



Nemo makes a plan to escape



Marlin meets a blue fish named Dory.



Marlin gets closer to Nemo.



Nemo escapes and finds his dad.

Connectors (first, one day, then, next, later, finally)

Pre-listening

Role-Play

2. In groups of 8, students represent a scene from the movie

Characters

- Nemo
- Marlin
- Dory
- Diver / Dentist
- Shark
- Turtle
- Fish 1 (tank)
- Fish 2 (tank)

Scene 1

Marlin lives in the ocean and loves Nemo.

Students act the scenes. The teacher uses the connectors while saying the events.

Scene 2

Nemo swims far away to look for a boat, and he is captured

Scene 3

Marlin goes to find Nemo and meets Doris.

Scene 4

Nemo meets other fish in the fish tank.

Scene 5

Nemo and the other fish make a plan to escape.

Scene 6

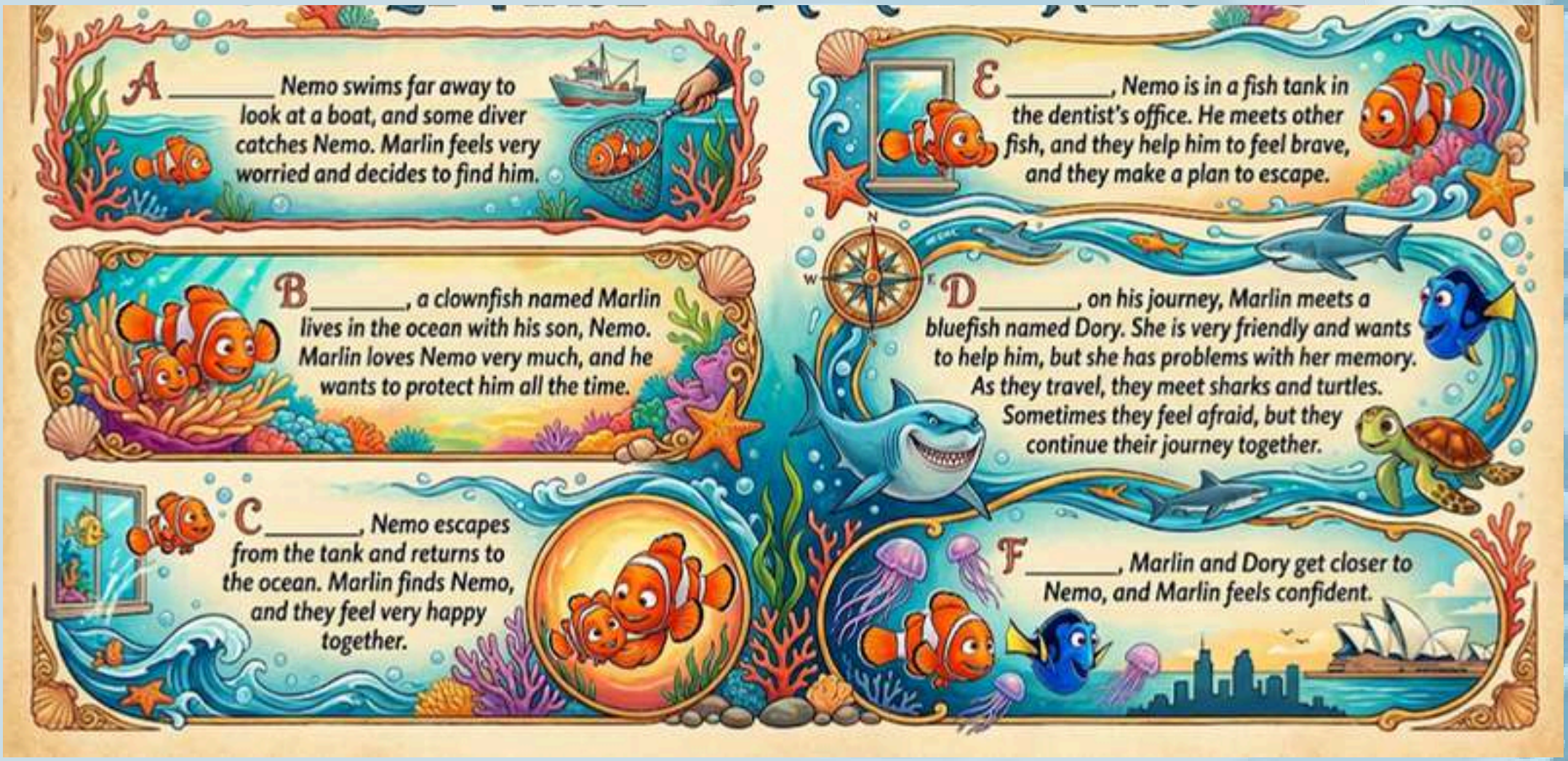
Nemo escapes and returns with his father.

While-listening

Complete the story

Play the adio more than one time if it is needed.

1. Listen to the audio and complete the story.



Post-listening

Change the story

Each group changes a part of the story, and then they create a new story with the modifications

1. In groups of 4, discuss and change a part of the story.

Group 1 – FIRST

Original Event:

Marlin lives in the ocean with his son, Nemo.

Choose ONE:

A. Marlin lives in a colorful coral reef with Nemo and his friend Pearl.

B. Marlin and Nemo live near a beautiful underwater cave.

C. Marlin lives with Nemo and teaches him how to explore the ocean safely.

D. Marlin and Nemo live in a quiet part of the ocean with many sea turtles.

Group 2 – ONE DAY

Original Event:

Nemo swims far away and a diver catches him.

Choose ONE:

A. Nemo follows a group of dolphins and gets lost.

B. Nemo enters a mysterious cave and cannot find the way out.

C. Nemo follows a sea turtle to another part of the ocean.

D. Nemo gets separated from his father during a strong ocean current.

Post-listening

Change the story

Group 3 – THEN

Original Event:

Marlin meets Dory, and they travel together.

Choose ONE:

A. Marlin meets a friendly sea turtle named Crush, and they search together.

B. Marlin meets a clever octopus who knows many places in the ocean.

C. Marlin meets Dory and a group of dolphins who offer to help.

D. Marlin meets a young whale who helps him travel faster.

Group 4 – NEXT

Original Event:

Marlin and Dory get closer to Nemo.

Choose ONE:

A. They follow a map given by a dolphin and discover Nemo's location.

B. They ask many sea animals for information and finally find a clue.

C. They cross a dangerous area full of jellyfish to continue the search.

D. They find a message from Nemo and learn where he is.

Post-listening

Change the story

Group 5 – LATER

Original Event: Nemo is in a fish tank and plans to escape.

Choose ONE:

A. Nemo meets some friendly fish in an aquarium, and they help him make a plan.

B. Nemo stays in an underwater cave and works with other fish to return home.

C. Nemo meets a wise sea turtle who teaches him how to find his father.

D. Nemo joins a group of fish that are looking for a way back to the ocean.

Group 6 – FINALLY

Original Event:

Nemo escapes and reunites with Marlin.

Choose ONE:

A. Nemo does not find Marlin, and they cannot return home together happily.

B. Nemo and Marlin meet again during a celebration with their ocean friends.

C. Nemo reunites with Marlin, and they decide to explore the ocean together.

D. Nemo returns home safely, and Marlin feels proud of his son.

Script: Movie moments

1 **First,** a clownfish named Marlin lives in the ocean with his son, Nemo. Marlin loves Nemo very much, and he wants to protect him all the time.

2 **One day,** Nemo swims far away to look at a boat, and a diver catches Nemo. Marlin feels very worried and decides to find him.

3 **Then, on his journey,** Marlin meets a blue fish named Dory. She is very friendly and wants to help him, but she has problems with her memory. As they travel, they meet sharks and turtles. Sometimes they feel afraid, but they continue their journey together.

4 **Next,** Marlin and Dory get closer to Nemo, and Marlin feels confident.

5 **Later,** Nemo is in a **fish tank** in the dentist's office. He meets other fish, and they help him to feel brave, and they make a plan to escape.

6 **Finally,** Nemo escapes from the tank and returns to the ocean. Marlin finds Nemo, and they feel very happy together.

LESSON 3
BEHiND THE MASK



Objective: SWBAT
Students will be able to use the past tense to tell key biographical information and sequence important life events.

Vocabulary

Direct: Become, attend, learn, start, change, get, meet, advise, was.

Expressions

Believe in yourself
Never give up
Thanks for having me

Grammar

This lesson focuses on using the simple past tense to talk about past life experiences. Students will learn the past form of the verb to be and the past forms of regular and irregular verbs.

Strategies

Prediction
Schema activation
Matching information
Error Detection

Warm-up 7 mins

Shows an image of Tom Holland. The teacher gives 5 clues (actor, young and popular, can dance, Spider-Man, from England). Asks students to guess who he is. Promote a short discussion about him.

Pre-listening 1 7 mins

The teacher divides the class into groups of five and displays six pictures of Tom Holland. The last student receives a sentence card and whispers it to the next classmate until it reaches the first student, who matches it to a picture. The teacher checks the answers and announces the winning group.

Pre-listening 2 8 mins

Teacher write on the board 6 questions. Then, he gives students mixed full answers taken from the script. Students must match each question with the correct answer.

While - listening 8 mins

The teacher gives students six incorrect sentences based on the interview and asks them to correct the mistakes. The audio is played twice while the teacher monitors the activity.

Post-listening 15 mins

Students work in groups. Chairs are arranged in a circle, and music is played while they move around them. When the music stops, they sit and answer a question about Tom Holland placed on a chair. The teacher monitors and supports the activity.

Warm-up

who is he?

Point out the verbs in the past. The verb to be in the past and the ed termination for verbs

1. Guess the character with the clues.



He is an actor.



He is young and popular.



He learned to dance very well.



He was a superhero



He lived in London.

Pre-listening

Whisper information

1. In groups, whisper the sentence to your classmate in front of you. (write and match)

Point out the irregular verb how they change in the past tense.

Sentences

Tom Holland attended a dance school in London when he was a child.

He started acting in the musical Billy Elliot.

His first movie was The Impossible when he was 16 years old.

He became Spider-Man in 2015 when he was 19 years old.

He met his girlfriend while working on the Spider-Man movies.

Imagenes to Match











Pre-listening

Find the Question

1. Match the question with the answer.

Write the question on the board and give the sentences randomly. Point out the auxiliary did in the sentences.

Questions	Anwers
1. How did you become an actor?	___ A. When I was a kid, I attended a dance school in London, where I learned
2. When did you start acting?	___ B. I started acting professionally in the theater with the musical *Billy Elliot*.
3. What was your first movie?	___ C. When I was 16 years old, I acted in my first movie, *The Impossible*.
4. When did you become Spider-Man?	___ D. I got the role of Spider-Man in 2015, when I was 19 years old.
5. Where did you meet your girlfriend?	___ E. I met my girlfriend while we were working together on the Spider-Man movies.
6. What advice do you have for young people?	___ F. I believe young people should believe in themselves and never give up on their dreams.

While-listening

Find the mistake

1. Listen to the audio. Then, read the sentences and find the mistakes.

Tom Holland attends a dance school in London when he was a kid.

He starts acting professionally in the musical Billy Elliot.

When he was 16 years old, he acts in his first movie, The Impossible.

He becomes Spider-Man in 2015 when he was 19 years old.

Tom and his girlfriend become a couple before working together on the Spider-Man movies.

Recently, he works on a new Spider-Man movie called Brand New Day.

2. Rewrite the sentences correctly.

Post-Listening

Time to dance

1. Listen to it again. Then, play chair dance.

The students without a chair answer the question.

- HOW DID TOM BECOME AN ACTOR?
- WHEN DID TOM BECOME SPIDER-MAN?
- WHERE DID TOM STUDY ACTING?
- HOW OLD WAS TOM WHEN HE BECAME SPIDER-MAN?
- WHAT WAS TOM'S FIRST ACTING JOB?
- WHERE DID TOM MEET HIS GIRLFRIEND?
- WHAT WAS TOM'S FIRST MOVIE?
- WHAT IS TOM'S NEW SPIDER-MAN MOVIE CALLED?
- HOW OLD WAS TOM IN HIS FIRST MOVIE?
- WHAT ADVICE DOES TOM GIVE TO YOUNG PEOPLE?



Behind the Mask Script

Host: Welcome to the program, *Movie Stars Today!* Today we have a very special guest. He is a popular young actor. Please welcome **Tom Holland!**



Host: Hi everyone! Thanks for having me.

Host: Tom, let's start from the beginning. How did you become an actor?

Tom: when I was a kid, I **attended** a dance school in London, and they **taught** me dancing and acting. I loved it.

Host: And when did you start to act professionally?

Tom: I started in the theater with the musical *Billy Elliot*. Later, when I was 16 years old, I acted in my first movie, *The Impossible*. It was a big experience for me.

Host: That's impressive! And of course, people know you as Spider-Man. When did that happen?

Tom: Yeah, that changed my life! I got that movie in 2015, when I was 19 years old. I was very excited and nervous. It was a **huge** opportunity.

Host: And you worked with many famous actors, right?

Tom: Yes, exactly. Also, I met my girlfriend. We worked together on the Spider-Man movies, and we **became a couple.**

Host: That's really nice, and today, what is new?

Tom: Recently, I worked on a new Spider-Man movie called *Brand New Day*.

Host: Sounds great! Finally, what **advice** do you have for young people?

Tom: Believe in yourself, and never give up on your dreams.

Host: Thank you, Tom. It was great talking to you!

Tom: Thank you!

UNIT 2

PATHS TO THE FUTURE

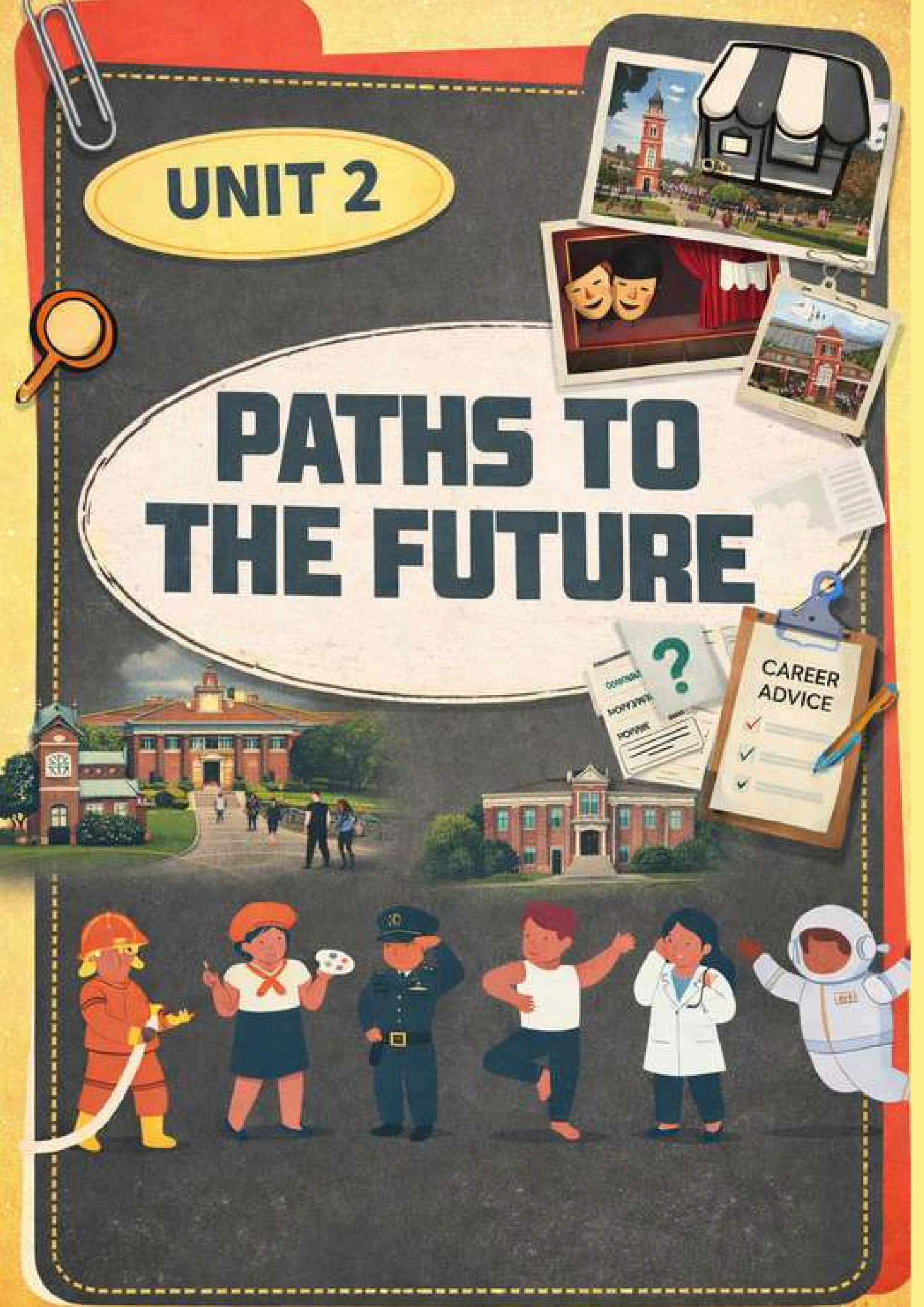




Table of Contents
Unit 2

Unit	lesson	Content	Grammar	Strategies	Vocabulary
Paths to the future	A	Campus voices	Contrast connector, and Simple present	Schema Activation Prediiction Classification Listen for Gist Speaker Identification Discussion	**Direct:** However, but, although, learn about, free time, long, enjoy. **Indirect:** Tiring, demanding, interesting,
	B	Career talk	Modal verbs should and could	Schema Activation Classification Prediction Listen to specific Information. Discussion	**Direct:** Should, could, consider, worried, related to, good at, volunteering, be paid for. **Indirect:** interests and strengths.
	C	Famous Career	Present perfect	Brainstorming Prediction Classification Sequencing Role play	**Direct:** loved, written, stopped, had, worked, sung, learned. **Indirect:** Perform on stage.



LESSON 1

Campus Voices



Objective: SWBAT
Students will be able to describe positive and negative aspects of different majors using contrast connectors.

Vocabulary

Direct: However, but, although, learn about, free time, long, enjoy.
Indirect: Tiring, demanding, interesting,

Expressions

What is up?
What is it like?
Take your time

Grammar

The next lesson focuses on the use of contrast connectors. These connectors help students give more accurate descriptions by expressing both positive and negative ideas about a topic.

Strategies

Schema Activation
Prediiction
Classification
Listen for Gist
Speaker Identification
Discussion

Warm-up 7 mins

The teacher shows three pictures of careers (medicine, history teaching, and architecture) and gives options about what the people are doing and how they feel. Students discuss and choose the correct answers.

Pre-listening 1 7 mins

In small groups, the teacher introduces 3 careers (medicine, history teaching, and architecture) and gives them the pictures from the warm-up. He presents pros and cons about them. Students match by predicting which statement is associated with the correct career.

Pre-listening 2 8 mins

The teacher provides sentences with the pros and cons of the previous activity. Students have to choose the correct connector (but, however, or although).

While - listening 8 mins

The teacher plays the audio and asks students to listen for the main idea and choose the correct option. Then, students get statements; they need to identify who said each statement.

Post-listening 15 mins

The teacher asks students to compare the careers from the audio and one additional career in a table. After that, students discuss in groups and choose the career they prefer, making sentences with the contrast connectors.

warm-up

Tell what you see

1. See the pictures and describe them.

The students can use multiple-choice questions to make a better description.

Picture 1

What is happening?
The student is:
- studying anatomy and biology.
- preparing lessons and presentations.
- designing models.

How does he/she feel?
The student feels:
- He likes learning about the human body.
- He has many homework.
- He is relaxed because he has a lot of free time.

Why does the student feel that way?
- He has to memorize a lot of information.
- He wants to help sick people.
- He spends time reading about the past.

The student studies:
- Medicine.
- History.
- Architecture.

Picture 2

What is happening?
The student is:
- learning about the past.
- learning about anatomy and biology.
- making models.

How does he/she feel?
The student feels:
- She enjoys teaching about the past.
- Exhausted.
- Relaxed because she has no homework.

Why does the student feel that way?
- He spent hours reading.
- She has to prepare lessons and presentations.
- She wants to help sick people.

The student studies:
- Medicine.
- History.
- Architecture.

Picture 3

What is happening?
The student is:
- designing and making models.
- reading about the past.
- learning about anatomy and biology.

How does he/she feel?
The student feels:
- He enjoys creating new designs.
- He has many projects.
- Relaxed because he has a lot of free time.

Why does the student feel that way?
- He works all night to finish a project.
- He enjoys being creative.
- He has to prepare lessons and presentations.

The student studies:
- Medicine.
- History.
- Architecture.

warm-up

Tell what you see

1. See the pictures and describe it







pre-listening

Majors description

To give the answers, the students must use the word but to say a pro and a con. pro+but+con

1. In groups, classify the following characteristics as pros and cons according to the major.

- Learn about anatomy and biology.
- Learn about the human body.
- Can help sick people in the future.

- Have a lot of classes and homework.
- Have to memorize a lot of information.
- The major is pretty demanding.
- Do not have free time.

- Enjoy teaching.
- Love reading and learning about the past.
- Study a beautiful major

- The classes are really long.
- Spend 5 hours reading three chapters for one class.
- Have to prepare lessons and presentations.

- Design building models.
- Enjoy creating new designs.
- Be creative.
- Study a major that is cool.

- Have many projects.
- Sometimes work all night.
- Projects can be difficult.

pre-listening

Contrast

Students must notice the patterns to use but, however, and although.

2. In groups, classify the following characteristics as pros and cons according to the major.

MEDICINE



1. I study medicine. It's interesting _____ it's also pretty demanding.
   - ☐ but
   - ☐ because
   - ☐ and

2. I like learning about the human body _____ I don't have much free time.
   - ☐ however
   - ☐ because
   - ☐ so

3. Yeah, it is difficult _____ I like it.
   - ☐ but
   - ☐ because
   - ☐ and

HISTORY TEACHER



4. I love reading and learning about the past _____ the classes are really long.
   - ☐ but
   - ☐ because
   - ☐ and

5. I enjoy teaching _____ it is really tiring to prepare lessons and presentations.
   - ☐ however
   - ☐ because
   - ☐ so

ARCHITECTURE



6. It's cool _____ I have many projects.
   - ☐ but
   - ☐ because
   - ☐ and

7. _____ Sometimes I work all night to finish a project, I really enjoy creating new designs and being creative.
   - ☐ Although
   - ☐ Because
   - ☐ So

while-listening

Who says it?

1. Listen to the audio and decide who said the next statements.



1. "I study medicine. It's interesting, but it's also pretty demanding." _____
2. "I like learning about the human body; however, I don't have much free time." _____
3. "I love reading and learning about the past, but the classes are really long." _____
4. "I enjoy teaching; however, it is really tiring to prepare lessons and presentations." _____
5. "It's cool, but I have many projects." _____
6. "Although I sometimes work all night to finish a project, I really enjoy creating new designs and being creative." _____
7. "Yeah, it is difficult. But I like it, in the future I will help sick people." _____

Post-Listening

Compere the major

Write sentences using but, however, and although to compare the majors.

1. Listen to it again. Then, in groups, complete the table and choose the best major for you.

MAJOR / CAREER	POSITIVE ASPECTS	CHALLENGES
Medicine	• ..... • ..... •	• ..... • ..... • .....
History Teacher	• ..... • ..... •	• ..... • ..... • .....
Architecture	• ..... • ..... •	• ..... • ..... • .....
• • • Other (_____)	• ..... • ..... •	• ..... • ..... • .....



Campus Voices

Laura: Hey Daniel, do you have a minute?

Daniel: Sure, what's up?

Laura: I'm 'n thinking about iat to study, and I wanted to ask you about university life. What is it like?

Daniel: Hmm... well, I study medicine. It's interesting, but it's also pretty demanding.

Laura: Yeah? Why?

Daniel: I have a lot of classes and homework. For example, I learn about anatomy and biology, and I have to memorize a lot of information. I like learning about the human body, however, I don't have much free time.

Laura: Wow, that is difficult.

Daniel: Yeah, it is difficult. But I like it, in the future I will help sick people.

Daniel: Oh, and my friends can tell you about their majors. Hey guys!

Sofia: Hi! What are you talking about?

Daniel: Laura wants to know about university life.

Sofia: Oh, nice! Well, I study to be a history teacher. I love reading and learning about the past, but the classes are really long. For example, last week I studied 5 hours, reading three chapters for one class.

Laura: So, Don't you like it?

Sofia: Yes, I do like it. I enjoy teaching, however, it is really tiring to prepare lessons and presentations.

Mateo: Yeah, I understand that. I study architecture. It's cool, but I have many projects.

Laura: Like what?

Mateo: For example, I have to design buildings and make models. Although, Sometimes I work all night to finish a project. I really enjoy creating new designs and being creative.

Laura: Wow... so all careers are interesting. Thanks, guys. This really helps me understand things better.

Daniel: No problem. Just take your time.

Sofia: Yeah, don't worry too much.

Mateo: You'll figure it out.

LESSON 2

Career Talk



TABLE OF

Objective: SWBAT
Students will be able to give advice and discuss future career options using the modal verbs should and could.

Vocabulary

Direct: Should, could, consider, worried, related to, good at, volunteering, be paid for.
Indirect: interests and strengths.

Grammar

This lesson focuses on the use of the modal verbs should and could to give advice and discuss future career choices. Students will learn how to use these modals to make suggestions and express possibilities,

Strategies

Schema Activation
Clasification
Prediction
Listen to specific Information
Discussion



Warm-up 7 mins

The teacher explains the “Find Someone Who...” activity and gives students a table with interests and strengths. After modeling one sample question, students walk around the classroom asking questions to complete the table.

Pre-listening 1 7 mins

The teacher introduces Laura, her interests, and strengths. Then, he presents the four Ikigai categories. Students classify the statements into the correct Ikigai categories. Finally, additional statements will be given.

Pre-listening 2 8 mins

The teacher introduces the context of the audio: a student worried about choosing a career. Later, he presents her interests and strengths. Students work in pairs to role-play. One student acts as Laura and the other as a career advisor. The advisor asks some questions and gives suggestions using should and could

While - listening 8 mins

Students work in groups of three. The teacher plays the audio and asks them to listen and select the sentence strips they hear from a set of ten options. The audio is played again, and students arrange the selected strips in the order they hear them.



Post-listening 15 mins

The teacher provides students with an Ikigai map template (what you love, what you are good at, what the world needs, and jobs). Students complete the map based on their interests and abilities. Then, they compare their ideas with a partner and give each other advice using should and could.

WARM-UP

Find someone who

Students must write the name of the person who answered yes to the question.

1. Walk around the class and ask the questions from the table.



WARM-UP

Find someone who

1. Walk around the class and ask the questions from the table.

Two versions of the questions are given to them randomly.



PRE-LISTENING

The Ikigai

Fill in the 3rd and 4th sections after a short discussion.

The Ikigai

It is the idea of finding happiness and purpose by doing something **you love, are good at, that helps others, and can support your life.**



Laura loves learning about science and the human body. Also, she likes to take care of their family when they are sick. She can communicate with people easily, and she is always calm.

1. Laura is worried about her future. To help her, classify her characteristics according to the Ikigai categories.

Love	Good at	People need	Well-paid

PRE-LISTENING

Give Advice

Students must notice the patterns: should and could.

2. After reading about Laura, discuss and decide what she should do.

1 Laura should study _____.

- ☐ medicine
- ☐ architecture
- ☐ history



2 Laura should investigate different _____.

- ☐ careers
- ☐ hospitals
- ☐ buildings



3 Laura could become a _____.

- ☐ nurse or doctor
- ☐ engineer
- ☐ architect



4 Laura could talk to _____.

- ☐ professionals
- ☐ classmates
- ☐ neighbors



5 Laura could watch _____ about careers.

- ☐ videos
- ☐ games
- ☐ books



6 Laura could try _____.

- ☐ volunteering
- ☐ drawing buildings
- ☐ reading history books



WHILE-LISTENING

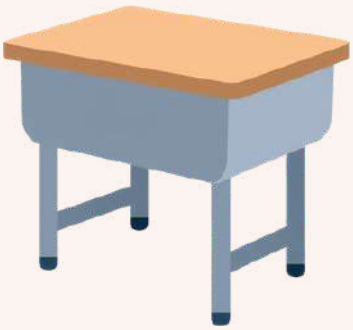
Advisor

1. Listen and select the advice the teacher said to Laura.

Discuss if the advice was helpful for Laura

- [ ] 1. You should consider your **interests** and **strengths.**
- [ ] 2. You should work as a **teacher.**
- [ ] 3. You could become a **doctor** or a **nurse.**
- [ ] 4. You should study **architecture.**
- [ ] 5. You could talk to **professionals.**
- [ ] 6. You should **quit school.**
- [ ] 7. You could try **volunteering.**
- [ ] 8. You should **investigate** different **careers.**
- [ ] 9. You should choose a **career** today.
- [ ] 10. **Ikigai** could help you.
- [ ] 11. You should work in a **museum.**





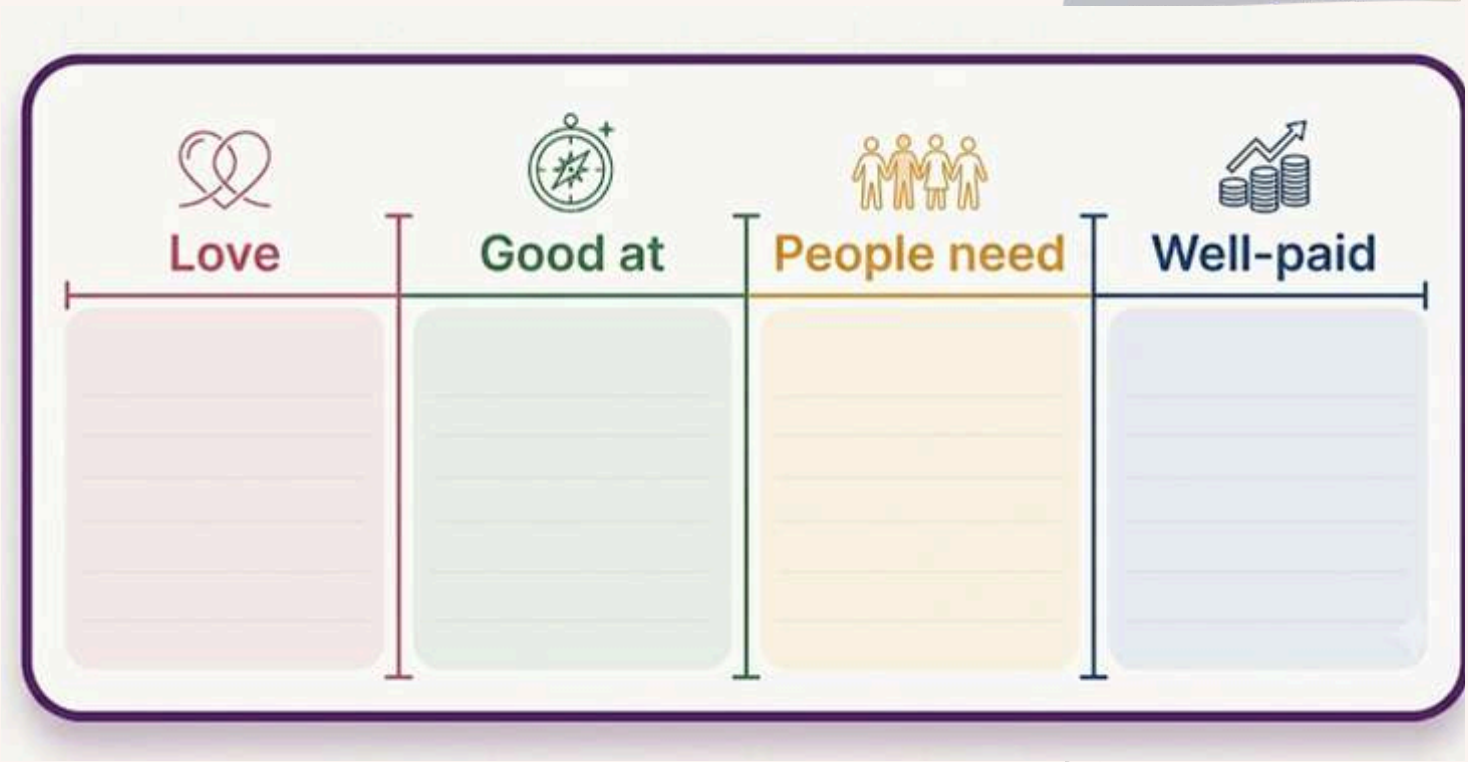


POST-LISTENING

Think about your future

1. Fill the Ikigai template with your information. Then, discuss with a classmate to give and ask for advice.

Write sentences of your advice to your classmate, using should and could.





Career talk script

Laura: Hello, Ms. Haro, Do you have a minute?

Ms. Haro: Of course, Laura. Come in. How can I help you?

Laura: Well... I'm **worried about** my future. I don't know what career to choose.

Ms. Haro: That's normal, Laura. Many students feel worried. You don't have to decide everything now.

Laura: Really? I feel like I should know it.

Ms. Haro: You shouldn't feel much pressure about that. First, you should consider your interests and strengths.

Laura: *I like helping people, and I enjoy science,* but I don't know what I could do.

Ms. Haro: That's a good start. You could consider careers related to medicine. There are many options.

Laura: But how should I choose the correct one for me?

Ms. Haro: There is a concept called "Ikigai." It could help you.

Laura: What is that?

Ms. Haro: Ikigai is a simple idea. It helps you have to consider 4 concepts to choose your career: what you love, what you are **good** at, what the **world** needs, and what you can **be paid for.**

Laura: Oh, I see.

Ms. Haro: For example, you like helping people, and you are good at science, you could study medicine careers.

Laura: Yes, I think I should help sick people.

Ms. Haro: That's great. You could become a doctor or a nurse.

Laura: So, what should I do now?

Ms. Haro: You should investigate different careers. You could talk to professionals or watch videos. You could also try volunteering.

Laura: Okay, that sounds helpful.

Laura: Thank you, Ms. Haro, I feel better now.

Ms. Haro: You're welcome, Laura. Take your time, and you will find your path.



LESSON 3

Famous Career







Objective: SWBAT
Students will be able to use the Present Perfect to talk about life experiences in different careers.

Vocabulary

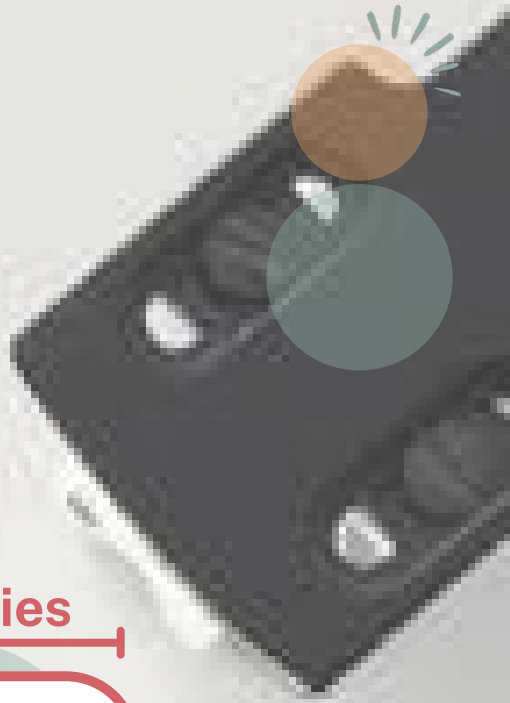
Direct: loved, written, stopped, had, worked, sung, learned.
Indirect: Perform on stage.

Expressions

I can't believe it
Go ahead
be patient

Grammar

This lesson focuses on the use of the present perfect tense with have/has plus past participles of verbs. Students learn that this tense is used to talk about life experiences and actions that started in the past and have relevance in the present.



Strategies

Brainstorming
Prediction
Classification
Sequencing
Role play

Warm-up 7 mins

The teacher presents four visual clues to help students brainstorm. The images show actions or experiences related to a musician. Students describe what is happening in each picture and guess the job (musician).

Pre-listening 1 7 mins

The teacher gives students cards with mixed sentences about Bruno Mars' career using the present perfect tense, including 4 incorrect sentences as distractors. Students are guided by the question: "What has he done to become a musician?"

Pre-listening 2 8 mins

The teacher provides students with sentence strips in the Present Perfect and Simple Past. Students classify the sentences into two categories. The teacher then guides analysis by asking questions such as: "Which actions are connected to the present?" and "Which actions happened at a specific time in the past?"

While - listening 8 mins

The teacher provides extracts from the script containing mistakes in auxiliaries and verbs. Students listen to the audio, identify the errors, and correct them accordingly. The teacher monitors and supports the activity.

Post-listening 15 mins

The teacher divides the class into small groups and provides three envelopes (Medicine, Teaching, Mechanic) with picture cards and verb experiences. Students choose a profession, pick 3–4 cards, and role-play describing their experiences. They may also include one profession from someone they know.

warm-up

Guess the Career

1. Look at the clues and guess the career.

After guessing the career. Ask Who could be the singer? And say who it is.



'He has played music since he was a child'



He has sung in many concerts around the world



He has written songs all his life



He has many fans

pre-listening

What has been the path?

Students must notice the patterns I've.

1. In small groups, choose what might have been the path. Bruno Mars had.

1 • I've loved music since I was a kid.	**2** • I've practiced many hours a day.	**3** • I've written songs my whole life.
4 • I've performed on stage, whether I was healthy or sick.	**5** • I've worked with talented artists.	**6** • I've won an Olympic medal.
7 • I've worked as a doctor in a hospital.	**8** • I've traveled to space.	**9** • I've worked as a school teacher.

pre-listening

Classify

Students must notice the difference between the past and present perfect.

1. In small groups, classify Bruno Mars' live events

- I've loved music since I was a kid.
- I've performed on stage since I was 8 years old.
- I've written songs my whole life.
- I've worked with talented artists.
- I've sung in many concerts around the world.
- I moved to Los Angeles in 2003.
- I released my first album in 2010.
- I wrote my first song.
- Laura asked Bruno some questions.
- It was great.
- The concert was amazing.
- I performed at a local show last year.

PAST SIMPLE	PRESENT PERFECT
Actions completed in the past at a specific time.	Actions starting in the past with a connection to now.

While-listening

What is wrong?

1. Listen to the audio and find the mistakes on the cards

Listen twice. The second time, write the sentences correctly.

1 

• I loved music since I was a kid.

2 

• I has performed on stage since I was 8 years old.

3 

• I've wrote songs my whole life.

4 

• I never stopped liking it.

5 

• I worked with talented artists.

6 

• I've sang in many concerts around the world.

7 

• My favorite performance was the Super Bowl Halftime Show.

8 

• I learned that success takes time.

9 

• I had some great experiences.

1

2

3

4

5

6

7

8

9

post-listening

Role - Play

1. Pick an envelope and say What have you done in your professional life.

Students use have + V p.p. to tell their experiences.

ENVELOPE 1: MEDICINE

- Cure many patients.
- Work in different hospitals.
- Give medicine to patients.
- Help in emergencies.
- Drive an ambulance.
- Perform an operation.



ENVELOPE 2: TEACHING

- Teach many classes.
- Have lot students
- Read stories to students.
- Organize a school event.
- Help students learn English.



post-listening

Role - Play

1. Pick an envelope and say what you have done in your professional life.

Students use have + V p.p. to tell their experiences.

ENVELOPE 3: MECHANIC

- like cars since I was a child.
- Change many tires.
- Learn to fix engines.
- Work in a garage.
- Check many vehicles.



ENVELOPE 4: MY OWN CAREER

- _____
- _____
- _____
- _____
- _____

Famous Career

Laura: Oh wow... are you Bruno Mars?

Bruno: Ha-ha, yes, I am.

Laura: I can't believe it! Sorry, could I ask you some questions?

Bruno: Sure, go ahead.

Laura: Thanks! How did you decide to become a singer?

Bruno: Well, I've loved music since I was a kid. My family played music, and I've **performed** on stage since I was 8 years old.

Laura: Wow! That's incredible. Have you always wanted to be a musician?

Bruno: Yes, I've written songs my whole life, and I've never stopped liking it.

Laura: What have been your favorite moments of your career?

Bruno: Well, my favorite song has always been "Just the Way You Are."

Laura: That's amazing.

Bruno: Yeah, I've had some great experiences. I've worked with talented artists, and I've sung in many **concerts** around the world.

Laura: What has been your favorite concert?

Bruno: That's a difficult question! My favorite performance has been the Super Bowl Halftime Show. It was beautiful.

Laura: I remember it! It was awesome.

Laura: You've done so many things. Do you have any advice?

Bruno: Sure. I've learned that success takes time. Be patient!

Laura: Thank you, Bruno.

Bruno: You are welcome

UNIT 3

ECUADORIAN NATURE

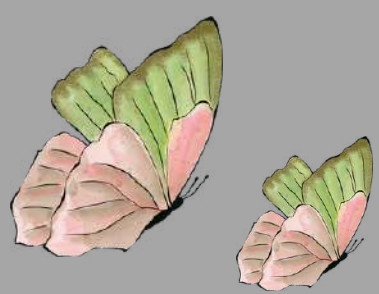


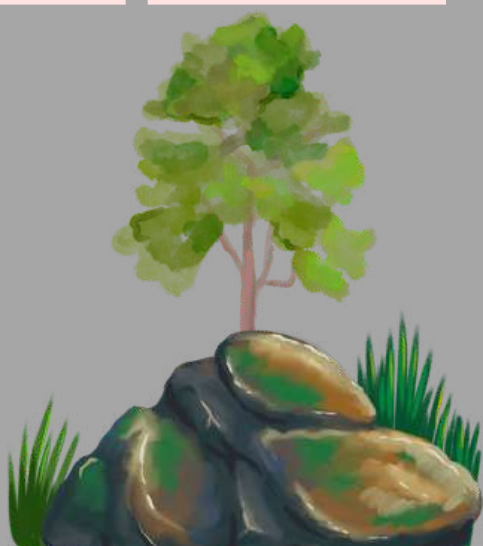
UNIT 3

Table of Contents



Unit	lesson	Content	Grammar	Strategies	Vocabulary
Ecuadorian Nature	A	Into the Amazon	Environment vocabulary and simple present	Activate Schema Prediction Sequencing Listening to specific information Personalization	**Vocabulary:** canoe, river, chew, mash, ferment, have dinner/breakfast, put into, go back, carry and forest.
	B	Save the planet	So and such as	Activation Schema Prediction Discussion Filling the gaps Role play	**Direct:** So, such, harmful, cutting down, take oil, polluted, birds, ground, disappear, dirty,
	C	Adventures at Cuicocha lake	First Conditional	Activate Schema Prediction Listening to specific information Problem solving	**Direct:** Volcanic crater, hiking, trail, trip, wear, bring, stay warm, dehydrated, healthy, trash, if.





LESSON 1

INTO THE AMAZON



Objective: SWBAT
Students will be able to use environmental vocabulary to describe life in the Amazon region and in their region.

Vocabulary

Direct: Canoe, river, chew, mash, ferment, have dinner/breakfast, put into, go back, carry, forest.

Strategies

Activate Schema
Prediction
Sequencing
Listening to specific information
Personalization

Grammar

This lesson focuses on environmental vocabulary to describe life in the Ecuadorian Amazon region. The grammar focus is mainly the simple present tense, as it describes routines and daily activities.



Warm-up 7 mins

The teacher introduces a “mystery bag” containing objects and action cards related to the Ecuadorian Amazon. Students take out each item one by one and answer guiding questions. Then, students identify in which region these elements can be found.

Pre-listening 1 7 mins

The teacher introduces key vocabulary (canoe, river, be careful, mother washing clothes, father fishing, school, boa, monkey, child, fish, school room). Then, three areas are drawn on the board (home, river, forest), and students classify picture cards by answering guiding questions

Pre-listening 2 8 mins

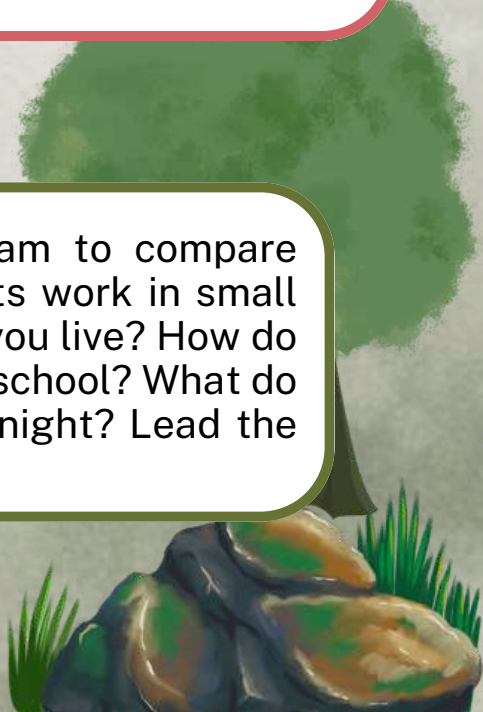
The teacher presents images showing the process of making chicha in the Ecuadorian Amazon, each with a short statement. Students are instructed to put the steps in the correct order.

While - listening 8 mins

The teacher plays an audio about a student’s life in the Ecuadorian Amazon. Students first listen and write a title for the audio. Later, the audio is played again, and students have statements about it; they decide whether the sentences are true or false.

Post-listening 15 mins

The teacher introduces a Venn diagram to compare Killa’s life with students’ lives. Students work in small groups. 5 guiding questions: Where do you live? How do you go to school? What do you do after school? What do you eat and drink? What do you do at night? Lead the students' answers.



warm-up

Mystery Bag

1. Observe and describe the object from the mystery bag. Then, guess the place they represent.

Studnets use

Answer questions

such as:

What is this?

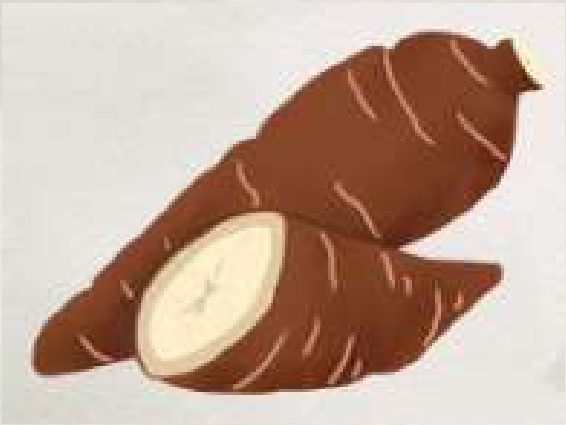
What can you do

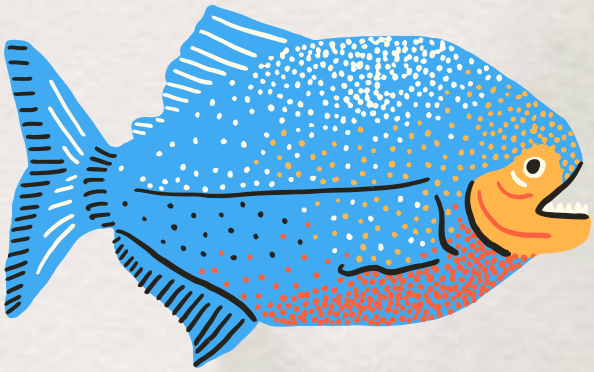
with this?

















pre-listening

Where they go

Students use the images from the warm-up and add the new objects

1. Observe the objects and place them where they belong: Home, River, and Forest.









pre-listening

Where they go



pre-listening

How prepare chicha

Students work in groups. Once they finish, they say the preparation of the chicha.

2. Look at the steeps match them with their pictures, and then put them in order.

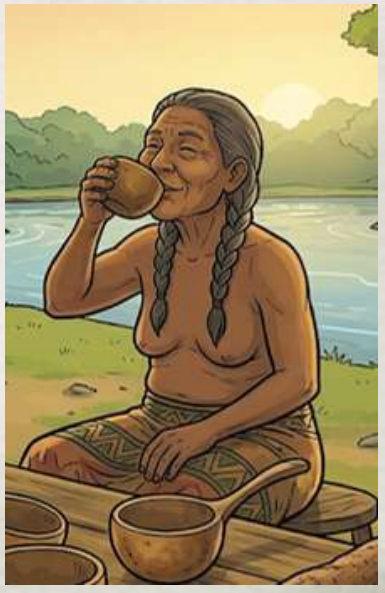
Peel and boil the yuca.





Mash the yuca.





Chew the yuca and put it in a container.

Let it ferment.



Drink the chicha.

while-listening

Know Killa

Play the audio at least 3 times.

1. Listen to the audio and write a title for the audio. Then, decide if the next statements are true or false.

1. Killa is 12 years old.
2. Killa lives in the city.
3. Killa wakes up very early in the morning.
4. The first thing he hears is the sound of cars.
5. He has breakfast with his family.
6. His school is across the river.
7. He goes to school by canoe.
8. His classroom is big and modern.
9. There are 15 students in his class.
10. He learns how to protect nature at school.
11. After school, he helps his parents.
12. He goes to the river to carry water.
13. His family eats fast food for lunch.
14. They drink chicha with their meals.
15. At night, his grandparents tell stories.



post-listening

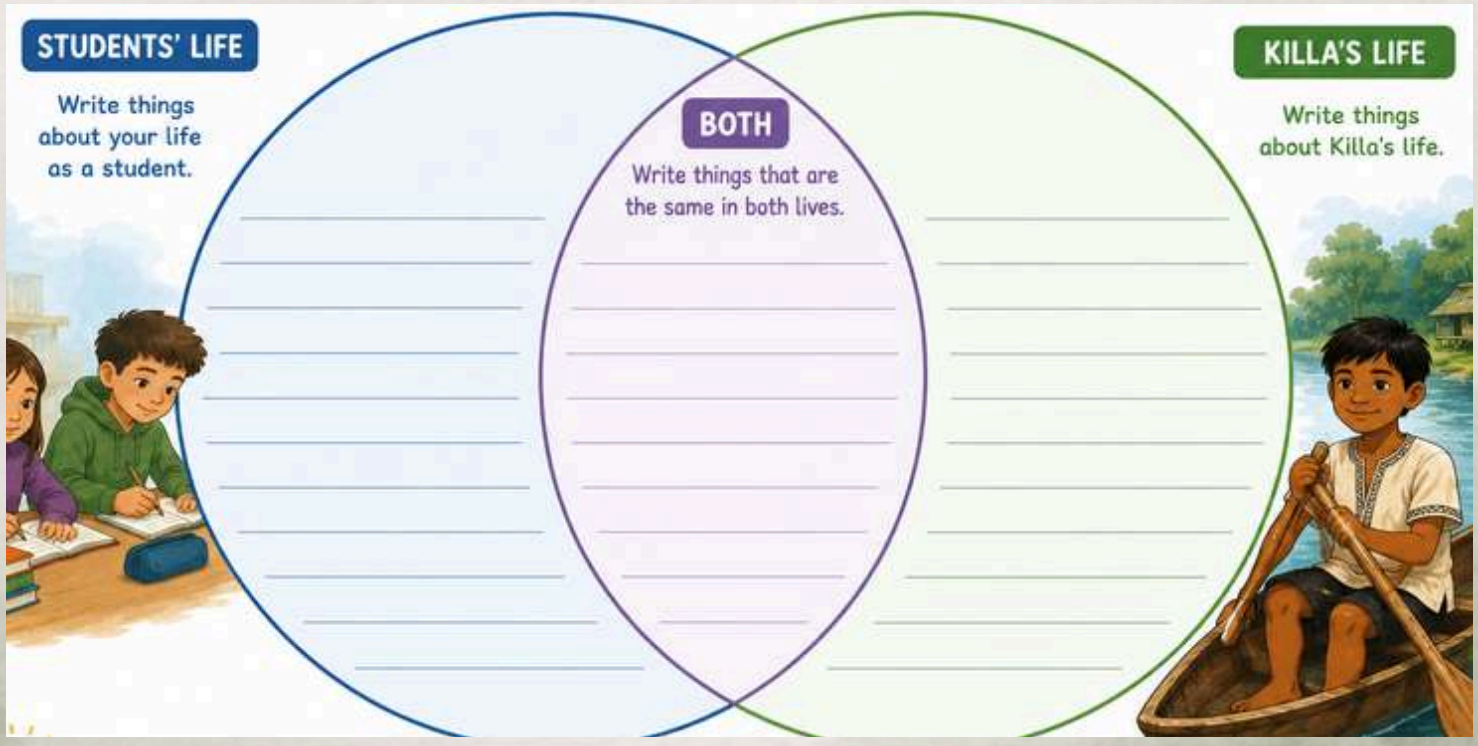
Compare your life

Listen to the audio again to fill the killas side.

1. Complete the Table with Killa's information and then write how your life compares to it.

Guiding Questions

- Where do you live?
- How do you go to school?
- What do you do after school?
- What do you eat and drink?
- What do you do at night?



Into the Amazon

Hi… my name is Killa. I'm 12 years old, and I live in the Ecuadorian Amazon.

My day starts very **early** in the morning. I hear the sound of birds and animals. After I **have breakfast** with my parents and my sister, I go to school. My school is across the river, so i take a **canoe** to go to school.

At school, my classroom is small. There are only 15 students and one teacher, but I really like it. We learn math, art, literature, and also how to protect nature.

After school, I help my parents. I go to the **river** to **carry water**, and sometimes I go fishing with my dad. Then we **go back** home with fish and water.

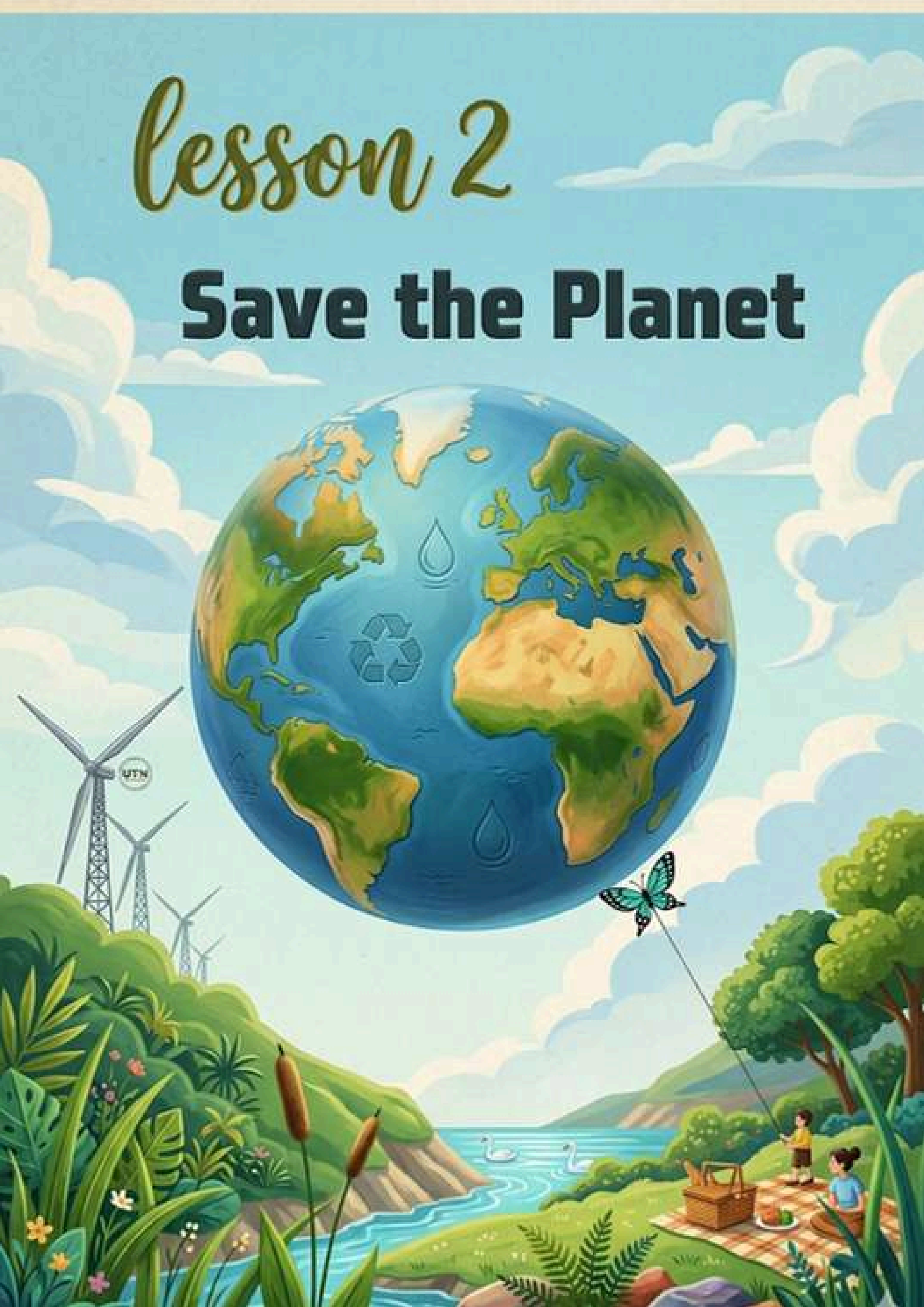
For lunch, we usually eat fish, rice, and yuca, and we drink chicha. Chicha is a traditional drink made from yuca. First, it is cooked and **mashed**. Then, the women **chew** it and **put it into** a container. After that, water is added, and it is **fermented** for a few days.

In the afternoon, I play with my friends. We love swimming and climbing trees. At night, we sit together, talk, and **have dinner**. My grandparents tell stories, and we listen to the sounds of the forest.



lesson 2

Save the Planet



Objective: SWBAT
Students will be able to use so and such to express ideas and opinions about environmental problems

Vocabulary

Direct: So, such, harmful, cutting down, take oil, polluted, birds, ground, disappear, dirty,

Strategies

Activation Schema
Prediction
Discussion
Filling the gaps
Role play

Grammar

This lesson focuses on the use of so and such to express strong opinions about environmental problems.



Warm-up 7 mins

The teacher places 7 images around the classroom. Students receive a sentence card. They must find the matching image. The teacher monitors the activity and then highlights key vocabulary

Pre-listening 1 7 mins

Students work in pairs to match items in two columns: environmental problems and their consequences.

Pre-listening 2 8 mins

Two images (consequences of deforestation) are displayed with statements. The teacher explains the use of so and such, and students read the sentences and rewrite them using so or such to make them stronger.

While - listening 8 mins

The teacher provides a paragraph containing the script from the audio. It has 8 gaps and multiple-choice options. Students listen carefully and choose the correct option (A, B, or C) for each gap.

Post-listening 15 mins

Students work in groups of four to create a new character. They write a short description of the character's appearance, personality, and home. They must use the verb to be and common verbs. Then, the teacher must create an image of the character with AI. Finally, they must present their description to the class.

warm-up

How is the planet?

Students can use their own words to express their ideas.

1. Look at the poster and say what you see. You can use the following sentences.

People are cutting down trees.

Animals are losing their homes.

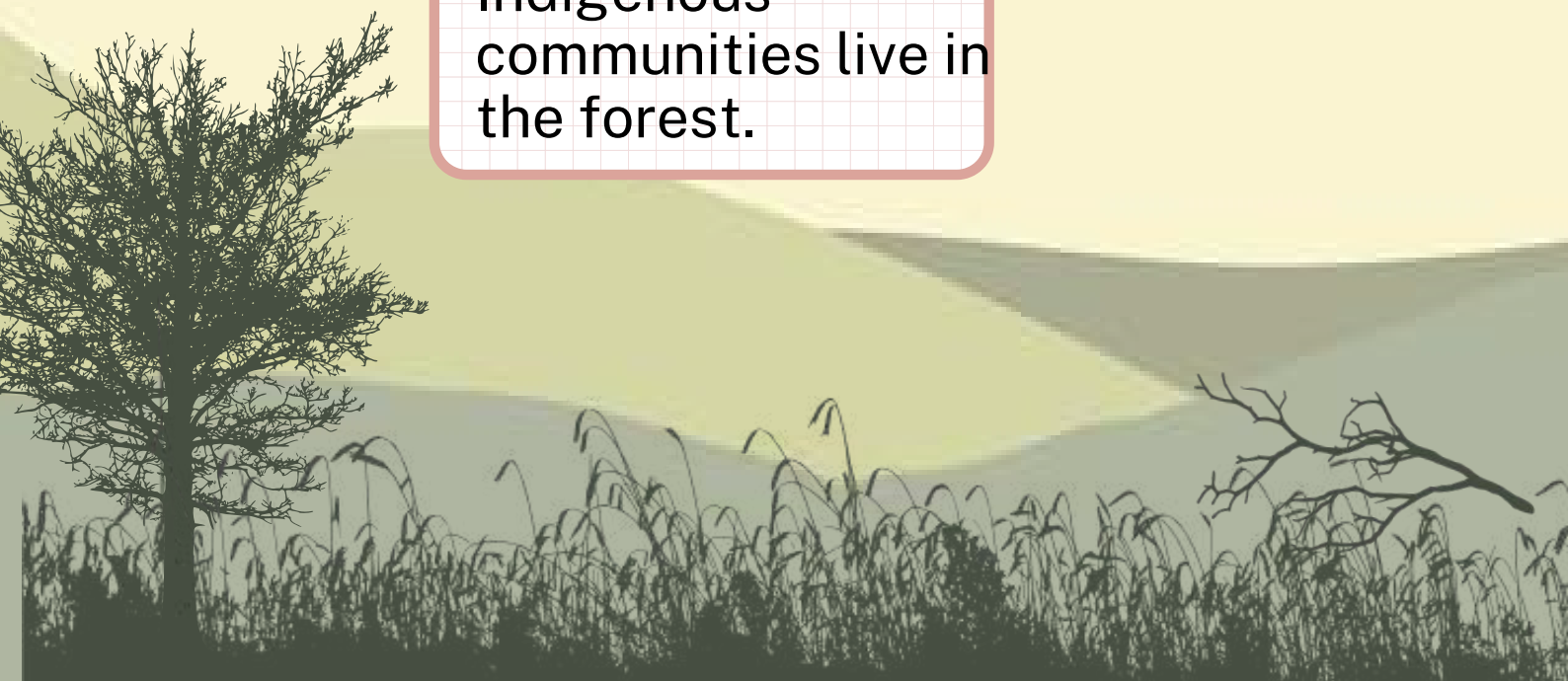
The forest is clean and green.

The river is polluted.

Companies take oil from the ground.

The forest is becoming dry and empty.

Indigenous communities live in the forest.












PETRO-CO.
EXTRACTION SITE
OIL STORAGE
CRUDE
COMPANY
PETRO-CO.
PETRO





pre-listening

Consequences

Students write the consequences using the key words from the box.

1. Read the problems the forest is having and guess the possible consequences.

PROBLEM	CONSEQUENCE
1  Cutting down trees	_____
2  Oil extraction	_____
3  Pollution in rivers	_____
4  Forest destruction	_____
5  Deforestation	_____

Lost home - No water
Disappears- No trees
high temperatures

pre-listening

Make it stronger

1. Read the problems and the consequences statements, and make the ideas stronger using **so and such.**

Ask the teacher for help to notice the correct use of SO and SUCH.

Before



1. The forest is beautiful.
2. There are many trees.
3. The forest is important.
4. The situation is sad.

After



5. The water is dirty.
6. The problem is big.
7. The situation is dangerous.
8. People are worried.

So/such

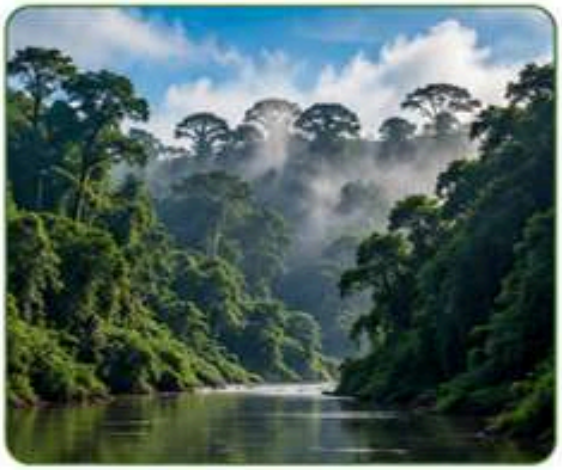
while-listening

What is missing?

1. Listen to the audio and fill the gaps with the missing words.

Students can try to solve it just by hearing or having multiple choices.

THE AMAZON RAINFOREST



I'm here, and honestly, it's (1) _____ beautiful. There are (2) _____ amazing trees, and I can hear birds and monkeys everywhere.
But not far from here, things are changing. The oil industry is (3) _____ down thousands of trees to take oil from the ground.
This is (4) _____ sad situation. Many animals are losing their homes, and the rivers are getting (5) _____.
The water is (6) _____ dirty that people and animals can't drink it anymore.
Indigenous communities are (7) _____ worried because they depend on the forest for everything.

1
A) so
B) such
C) very

2
A) so many
B) so
C) such

3
A) cut
B) cutting
C) cuts

4
A) so a
B) such a
C) very

5
A) polluted
B) clean
C) safe

6
A) such
B) so
C) very

7
A) so
B) such
C) very

post-listening

Role-play

1. In pairs, practice the role play. Someone has to be the reporter and the other the host.

Students can add some lines to the role-play.

SCRIPT



Host: Good morning, and welcome to *Save Our Planet*. Today we talk about pollution in the city. Carlos, what is happening there?



Reporter: Hi. The city is so polluted. The air is so dirty, and there is a lot of traffic.



Host: That sounds bad. What problems can you see?



Reporter: There is such a big problem with garbage. People are so worried.



Host: _____



Reporter: _____



Host: _____



Reporter: _____



Host: Thank you. Let's protect our city.

Script: save the planet



Reporter (Diego):

Hi Ana. I'm here, and honestly, it's so beautiful. There **are such amazing** trees, and I can hear **birds** and monkeys.

But... not far from here, things are changing.

The oil industry is **cutting down** thousands of trees to **take oil** from the **ground**. This **is such a sad** situation.



Ana:

Wow... that sounds terrible.
And what happens to the animals?



Diego:

Well, many animals are losing their homes. Some can't find food, and others just **disappear**. Deforestation **is such a dangerous** action for them.

Also, the rivers are getting **polluted** because of oil. The water **is so dirty** that people and animals can't drink it anymore.



Ana:

That's horrible.
And what about the people who live there?



Diego:

Yes, that's another big problem. Indigenous communities are **so worried** because they depend on the forest for everything.



Ana:

I see... and this doesn't only affect the people and animals living in the forest, right?



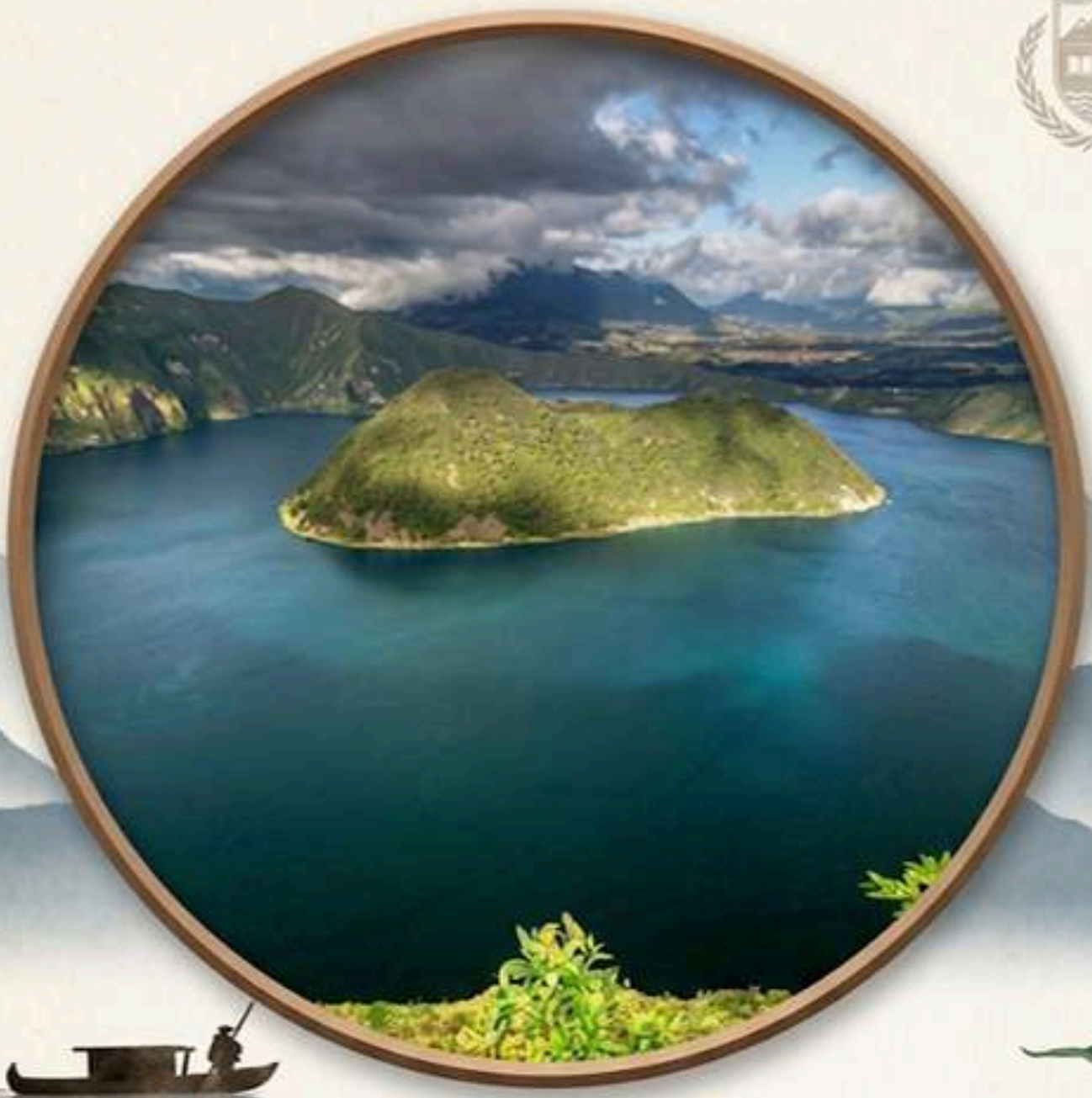
Diego:

Exactly. The Amazon is so important for controlling the climate. When trees are cut down, the planet **gets hotter**. **It's so harmful** for everyone.



Ana:

Thank you, Diego. That was very informative. The Amazon **is such a special** place, and we all need to protect it.



ADVENTURES AT

CUICOCHA LAKE

Lesson 3

Universidad Técnica del Norte
Ivan Cachimuel | 2026

Objective: SWBAT
Students will be able to give advise a bout hiking trip using the First Conditional.

Vocabulary

Direct: Volcanic crater, hiking, trail, trip, wear, bring, stay warm, dehydrated, healthy, trash, if.

Grammar

This lesson focuses on the use of the First Conditional (if + present simple, will + base verb) to give advice about a hiking trip and talk about possible future results. For example, if you bring enough water, you will stay hydrated.

Strategies

Activate Schema
Prediction
Listening to specific information
Problem solving



Warm-up 7 mins

The teacher divides students into groups and gives them hiking picture items, including some unnecessary ones. Students choose the four most important items for a trip to Cuicocha.

Pre-listening 1 7 mins

The teacher shows three images (a place, a person, and hiking items) and question with multiple-choice. Students choose the answer predicting the content of the audio.

Pre-listening 2 8 mins

The teacher presents situation cards related to hiking. In groups of four, students decide whether each idea is good or bad and then predict possible consequences. The teacher promotes the use of the first conditional in the final answers.

While - listening 8 mins

The teacher plays the audio and asks students to answer four comprehension questions about the location, activities, preparation, and environmental care.

Post-listening 15 mins

The teacher presents a problem situation about a careless hiker, Pedro. Students identify his mistakes and discuss possible consequences using the First Conditional. Then, in groups, they create an advice poster with recommendations for hiking at Cuicocha.

Warm-up

Let's go hiking

1. From the shown objects, choose what you would need to go hiking.

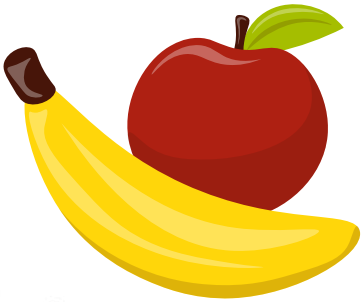
The objects can be printed or be real objects.























pre-listening

Predict the audio

1. Look at the photo and think about what the audio will be.

The teacher can use guiding questions.

Where are they?

Who is the man in green?

What are they doing?

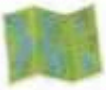


pre-listening

What if?

1. Look at the photo, read the situation, and predict what can happen.

The teacher can use guiding questions. Students must use them to make predictions. If.....+ you will....

SITUATION (IF...)	CONSEQUENCE (YOU WILL...)
 1. If you bring water,	you will _____.
 2. If you wear hiking shoes,	you will _____.
 3. If you don't bring a jacket,	you will _____.
 4. If you eat healthy snacks,	you will _____.
 5. If you wear high heels,	you will _____.
 6. If you bring a map,	you will _____.
 7. If you wear sunglasses,	you will _____.
 8. If you don't follow the trail,	you will _____.

WORD BANK

 stay hydrated •  walk safely •  get cold •  have more energy

 hurt your feet •  find your way •  protect your eyes •  get lost

while-listening

What did you get?

For the last question, use the first conditional.

1. Write a title for the audio and answer the following questions

1 **Where is Cuicocha Lake located?**



(a) In Pichincha Province
(b) In Imbabura Province
(c) In Otavalo
(d) In Baños, Tungurahua Province

2 **What activities can people do there?**



(a) Swim and surf
(b) Ride horses and camp
(c) Go hiking, take photos, and enjoy the fresh air
(d) Play soccer and ride bicycles

3 **Why is it important to plan before hiking?**



(a) Because the trail is short and easy
(b) Because the weather can change and the hike can be challenging
(c) Because visitors need a guide to enter
(d) Because there are no trails around the lake

4 **What should people do to protect the environment?**



(a) Leave food for the animals
(b) Collect rocks from the trail
(c) Make a campfire near the lake
(d) Not leave trash and respect nature

5 **What advice did you get from the audio?**



.....

.....

post-listening

Make a poster

1. Read Pedro's story and then make a poster to give him advice

THE STORY

Pedro goes hiking at Cuicocha with his friends. He doesn't bring water or snacks, and he wears sandals instead of hiking shoes. The weather gets cold, but he has no jacket. He also leaves trash on the trail. During the hike, he feels tired, cold, and has problems walking.



WHAT IS WRONG?

GIVE ADVICE!

Write advice for Pedro. Use the first conditional.

If you + (present simple) , you will + (base verb).



If you _____, you will _____.



If you _____, you will _____.



If you _____, you will _____.



If you _____, you will _____.



If you _____, you will _____.



If you _____, you will _____.

TIPS FOR HIKING AT CUICOCHA

Adventures at Cuicocha Lake

Hello everyone! Today I'm going to talk about one of the most beautiful places in Ecuador: **Cuicocha Lake.**

Cuicocha Lake is located in Cotacachi, in the Imbabura province. It is a **volcanic crater** lake surrounded by mountains and nature. Many people visit it to go **hiking,** take photos, and enjoy the fresh air. The **trail** around the lake is popular, but without preparation is a great challenge.

Before you go hiking at Cuicocha, it is important to **plan your trip.**



1. CLOTHING

First, think about your clothing.

If you wear comfortable clothes, **you will feel** better during the hike.

The weather can change quickly, so **if you bring** a jacket, **you will stay warm.**



2. SHOES

Next, consider your shoes. There are many rocks on the trail.

So, **if you wear** hiking shoes, **you will walk** more safely on the trail.



3. WATER

Water is also important.

If you don't bring enough water, **you will become dehydrated** during the hike. Remember, the walk can take many hours.



4. FOOD

You should also bring food.

If you eat healthy snacks, **you will have** more **energy** to continue.



5. RESPECT NATURE

Finally, respect nature.

If you don't leave trash, **you will help** keep Cuicocha beautiful for everyone.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After collecting information for the theoretical framework, the Top-Down approach provides a solid point on the importance of listening to develop the English language. The analysis of theories such as Schema Theory, Cognitive Learning, and Constructivism demonstrated that listening is an active process in which learners construct meaning by using previous knowledge, experiences, and contextual understanding. In addition, the literature points out that top-down processing does not work alone, but it can be complemented with the Bottom-Up, allowing learners to focus on both the general meaning and the linguistic features of the audio. Finally, it was crucial to confirm that the principles for this investigation are consistent with the curricular guidelines established for English language teaching in Ecuador. Fortunately, they both share the view of promoting meaningful interactive skills with authentic language methodologies.

The methodological design of this study proved appropriate for collecting the necessary information. The combination of a mixed-methods approach allowed the integration of quantitative and qualitative data. Therefore, it provided a broader perspective of the learning context. The survey of students yielded measurable data on their perspectives regarding listening difficulties, challenges, and preferences for activities. On the other hand, teachers' interviews offered professional perspectives on listening instruction, difficulties, and teaching experiences. Lastly, the classroom observation checklist provided direct evidence of how listening activities were implemented and how students responded to them. Overall, the triangulation of information allowed the creation of credibility and consistency of the findings by having different data to compare. The results supported the need to develop a pedagogical proposal based on the Top-Down approach.

The proposed didactic guide presents a pedagogic response to meet the needs identified throughout the research process. It was designed based on the principles of the TD and BU approaches. This guide includes nine structured lesson plans organized into four stages: warm-up, pre-listening, while-listening, and post-listening activities and formative assessments. Each lesson encourages students to activate prior knowledge, make predictions, and interpret information in context. Furthermore, the activities, grammar, and vocabulary were made in accordance with the Ecuadorian English Curriculum and the CEFRL, making it suitable for implementation at the students' target level.

Recommendations

English teachers are encouraged to consider the principles underlying the Top-Down approach. Understanding the basis of theories such as Schema Theory, Cognitive Learning, and the TD can help instructors to see the importance of designing their classes by always attempting to activate students' background knowledge before introducing a listening task. By incorporating this principle, the learners have the opportunity to predict content, analyze the context, and learn unknown words through interpretation rather than

focusing only on isolated words or grammar structures. In addition, teachers should view the Bottom-Up approach as a complement, integrating it with TD to design a more effective classroom practice. Overall, it is highly recommended to research and apply methodologies that promote a natural way of developing language learning.

For future investigation, it is recommended to continue investigating English listening comprehension through methodological designs that combine both quantitative and qualitative data. This enables more comprehensive research; it is recommended to continue investigating English listening comprehension using methodological designs that combine understanding of educational phenomena. The use of multiple instruments, such as surveys, interviews, and classroom observations, guarantees richer evidence and facilitates the triangulation of findings. This mixed method may strengthen future studies regarding the effectiveness of innovative listening strategies in diverse educational contexts. Moreover, the results obtained indicate that teachers should pay special attention to emphasizing the pre-listening stage. As on it, students can learn new vocabulary, predict content, and understand the contextual view of the topic. In this way, teachers can use material that reflects real-life communication. In brief, by adopting these practices, teachers can address many of the listening difficulties identified in this study.

This didactic guide was prepared to encourage teachers to implement a certain number of complementary activities and resources to strengthen English listening comprehension. This didactic guide offers well-structures lessons plan which seek to help students to go through the learning process step by step. They enable students to get familiar with the content, vocabulary, and grammar structures. It also suggests keeping constant monitoring and reflection on the implementation of the activities. So, the educator can identify strengths, challenges, and opportunities for improvement, ensuring that the material remains relevant and effective over time.

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ANNEXES

Annex 1: Validation of research instruments

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 13 de abril de 2026
Doctora

Guevara Sandra

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente que se digne a validar las entrevistas y cuestionarios de investigación del Proyecto "Top-Down Approach for the Enhancement of English Listening Comprehension in Senior Students at Unidad Educativa del Milenio Jatun Kuraka". Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas, para lo cual se adjuntan la entrevista, la observación, el cuestionario y los instrumentos de validación.

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

Atentamente,

Cachimuel Pastillo Ivan
1004462170

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Top-Down Approach for the Enhancement of English Listening Comprehension in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.

OBJETIVO: To determine the methods and techniques teachers implement to develop learners' listening comprehension skills, and to analyze their professional perception about the potential contribution of the Top-Down approach to facilitate the improvement of this skill.

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
INTERVIEW FOR THE ENGLISH TEACHERS
TITLE OF THE RESEARCH WORK Top-Down Approach for the Enhancement of English Listening Comprehension in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.
Date: April 13th 2026
Objective: To determine the methods and techniques teachers implement to develop learners' listening comprehension skills in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.
Guideline: The following questions are used entirely for academic purposes. Please respond to the questions honestly and with accurate information.
Question 1 How important is developing listening comprehension in learning the English language? Please support your reasons.
Question 2 How often do you dedicate lessons to developing listening comprehension in your students? Why?
Question 3 From your point of view. What are the most challenging aspects of developing listening comprehension in your students? How do you handle them?
Question 4 What are the structures or stages that you use in your listening classes? Provide examples
Question 5 What are the methods and strategies that you implement in each stage of a lesson focused on listening? Please explain them.

Fecha de envío para la evaluación del experto:	13-04-2026
Fecha de revisión del experto:	13-04-2026

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

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

Observaciones:

.....
.....
.....
.....

UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION CHECKLIST

TITLE OF THE RESEARCH WORK

Top-Down Approach for the Enhancement of English Listening Comprehension in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.

Date: April 13th, 2026

Objective: To observe and document the strategies and classroom dynamics involved in listening comprehension activities in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.

Guidelines: To observe the class and mark with an X according to the events during the lesson.

Pre-listening stage	**Yes**	**No**
The teacher activates students' prior knowledge before listening.		
Students are encouraged to predict the audio's topic or content.		
Key vocabulary is introduced before listening		
The objective of the listening activity is explained		
While-Listening Stage	**Yes**	**No**
Students listen to identify the general idea (gist)		
Students are asked to identify specific details (numbers, names, keywords).		
Students take notes while listening		
Students show concentration and attention during listening activities		
The audio is played more than once when necessary		
Post-Listening Stage	**Yes**	**No**
Students discuss answers with peers after listening		
Students develop interactive activities related to the audio content		
Students relate the content of the audio to their personal experiences		
Classroom Environment and Resources	**Yes**	**No**
Listening materials are appropriate for students' level		
Technological resources function properly to encourage students' attention.		

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA

TÍTULO DEL TRABAJO DE

Top-Down Approach for the Enhancement of English Listening Comprehension in Senior Students at Unidad Educativa del Milenio Jatun Kuraka.

Fecha: 13 de abril de 2026 del 2026

Objetivo: Recoger las opiniones y percepciones de los estudiantes de tercero de bachillerato en la Unidad Educativa del Milenio Jatun Kuraka sobre sus clases de inglés en actividades de comprensión auditiva.

Instrucciones:

- Lee cuidadosamente las preguntas y responde honestamente.
- Usa un esferográfico para seleccionar tu respuesta con un círculo o una X

Información personal

1. **Sexo**
   - o Masculino
   - o Femenino
   - o Otro
2. **Edad**
   - o 16 a 17
   - o 18 a 19
   - o Más de 19
3. **¿Es importante para ti aprender inglés?**
   - o Muy importante
   - o Importante
   - o Nada importante
4. **En tus clases de inglés, ¿qué habilidad es la que más practicas?**
   - o Hablar en inglés
   - o Escribir en inglés
   - o Oír en inglés
   - o Leer en inglés

5. **¿Con qué frecuencia trabajas con audios en tus clases de inglés?**
   - o Una vez a la semana
   - o Una vez cada dos semanas
   - o Una vez al mes
   - o Una vez cada trimestre

6. **Cuando oyes audios en inglés, te sientes...**
   - o Cómodo
   - o Neutro
   - o Nada cómodo

7. **¿Qué factores complican tu comprensión de audios en inglés?** ***(puedes elegir más de una opción)***
   - o Velocidad del audio
   - o Duración del audio
   - o Pronunciación y acento
   - o Temas desconocidos
   - o Vocabulario nuevo
   - o Falta de contexto
   - o Falta de concentración
   - o Otras_____

8. **Cuando trabajas con audios en inglés, ¿qué actividades son más complicadas para ti?** ***(puedes elegir más de una opción)***
   - o Entender el contexto del audio
   - o Identificar detalles (números, nombres, direcciones)
   - o Comprender vocabulario
   - o Inferir el significado de expresiones casuales.
   - o Otras____

9. **¿Cuánto duran en promedio los audios que utiliza tu profesor de inglés?**
   - o 30 segundos a 1 minuto
   - o 1 a 2 minutos
   - o 3 a 4 minutos
   - o 5 o más minutos

10. **Para practicar tu inglés, ¿qué tipo de recursos te gustaría usar?** ***(Puedes elegir más de una opción.)***
    - o Conversaciones grabadas
    - o Música
    - o Películas o series
    - o Podcasts
    - o Documentales
    - o Programas de radio
    - o Reportes de noticias
    - o Otras _____

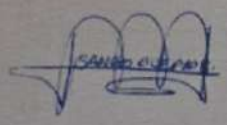
11. **Cuando escuches audios en inglés, ¿qué actividades te gustaría hacer?** ***(Puedes elegir más de una opción)***
    - o Predicciones con imágenes
    - o Lluvia de ideas

- Aprender vocabulario útil
- Líneas del tiempo
- Crear organizadores gráficos
- Proponer soluciones a una problemática
- Diálogos grupales
- Juegos de rol
- Resumir
- Diseñar pósteres.
- Otros___

12. **¿Cada cuánto tiempo te gustaría trabajar con audios en clases de inglés?**
    - Cada semana
    - Una vez cada dos semanas
    - Una vez al mes
    - Una vez cada trimestre

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			



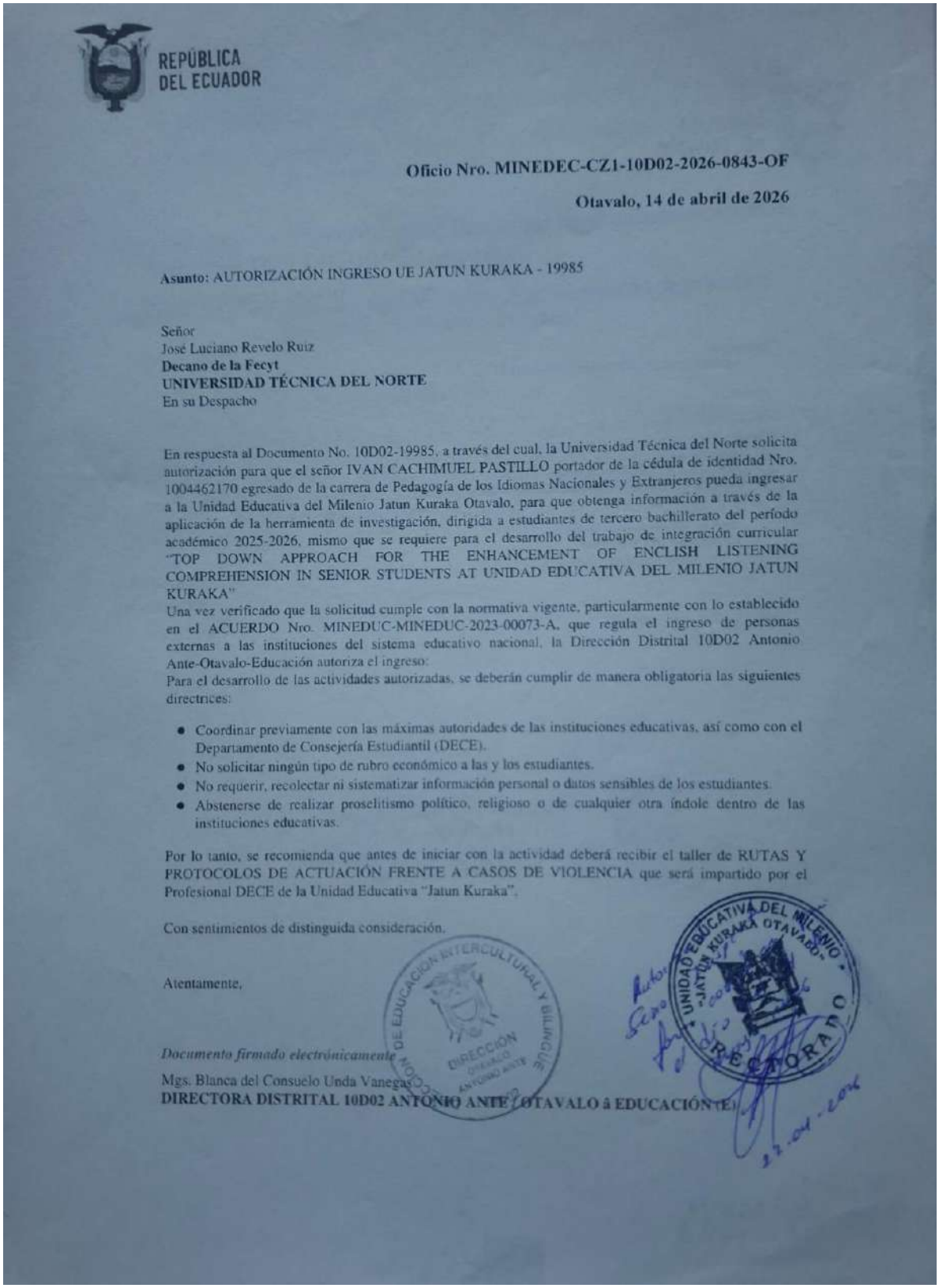
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Firma del Evaluador

C.C.: 1002188470

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	Doctora/PhD
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Annex 2: Instruments authorization



REPÚBLICA
DEL ECUADOR

Oficio Nro. MINEDEC-CZ1-10D02-2026-0843-OF

Otavalo, 14 de abril de 2026

Asunto: AUTORIZACIÓN INGRESO UE JATUN KURAKA - 19985

Señor
José Luciano Revelo Ruiz
Decano de la Fecyt
UNIVERSIDAD TÉCNICA DEL NORTE
En su Despacho

En respuesta al Documento No. 10D02-19985, a través del cual, la Universidad Técnica del Norte solicita autorización para que el señor IVAN CACHIMUEL PASTILLO portador de la cédula de identidad Nro. 1004462170 egresado de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros pueda ingresar a la Unidad Educativa del Milenio Jatun Kuraka Otavalo, para que obtenga información a través de la aplicación de la herramienta de investigación, dirigida a estudiantes de tercero bachillerato del período académico 2025-2026, mismo que se requiere para el desarrollo del trabajo de integración curricular "TOP DOWN APPROACH FOR THE ENHANCEMENT OF ENCLISH LISTENING COMPREHENSION IN SENIOR STUDENTS AT UNIDAD EDUCATIVA DEL MILENIO JATUN KURAKA"
Una vez verificado que la solicitud cumple con la normativa vigente, particularmente con lo establecido en el ACUERDO Nro. MINEDUC-MINEDUC-2023-00073-A, que regula el ingreso de personas externas a las instituciones del sistema educativo nacional, la Dirección Distrital 10D02 Antonio Ante-Otavalo-Educación autoriza el ingreso:
Para el desarrollo de las actividades autorizadas, se deberán cumplir de manera obligatoria las siguientes directrices:

- Coordinar previamente con las máximas autoridades de las instituciones educativas, así como con el Departamento de Consejería Estudiantil (DECE).
- No solicitar ningún tipo de rubro económico a las y los estudiantes.
- No requerir, recolectar ni sistematizar información personal o datos sensibles de los estudiantes.
- Abstenerse de realizar proselitismo político, religioso o de cualquier otra índole dentro de las instituciones educativas.

Por lo tanto, se recomienda que antes de iniciar con la actividad deberá recibir el taller de RUTAS Y PROTOCOLOS DE ACTUACIÓN FRENTE A CASOS DE VIOLENCIA que será impartido por el Profesional DECE de la Unidad Educativa "Jatun Kuraka".

Con sentimientos de distinguida consideración.

Atentamente,

Documento firmado electrónicamente

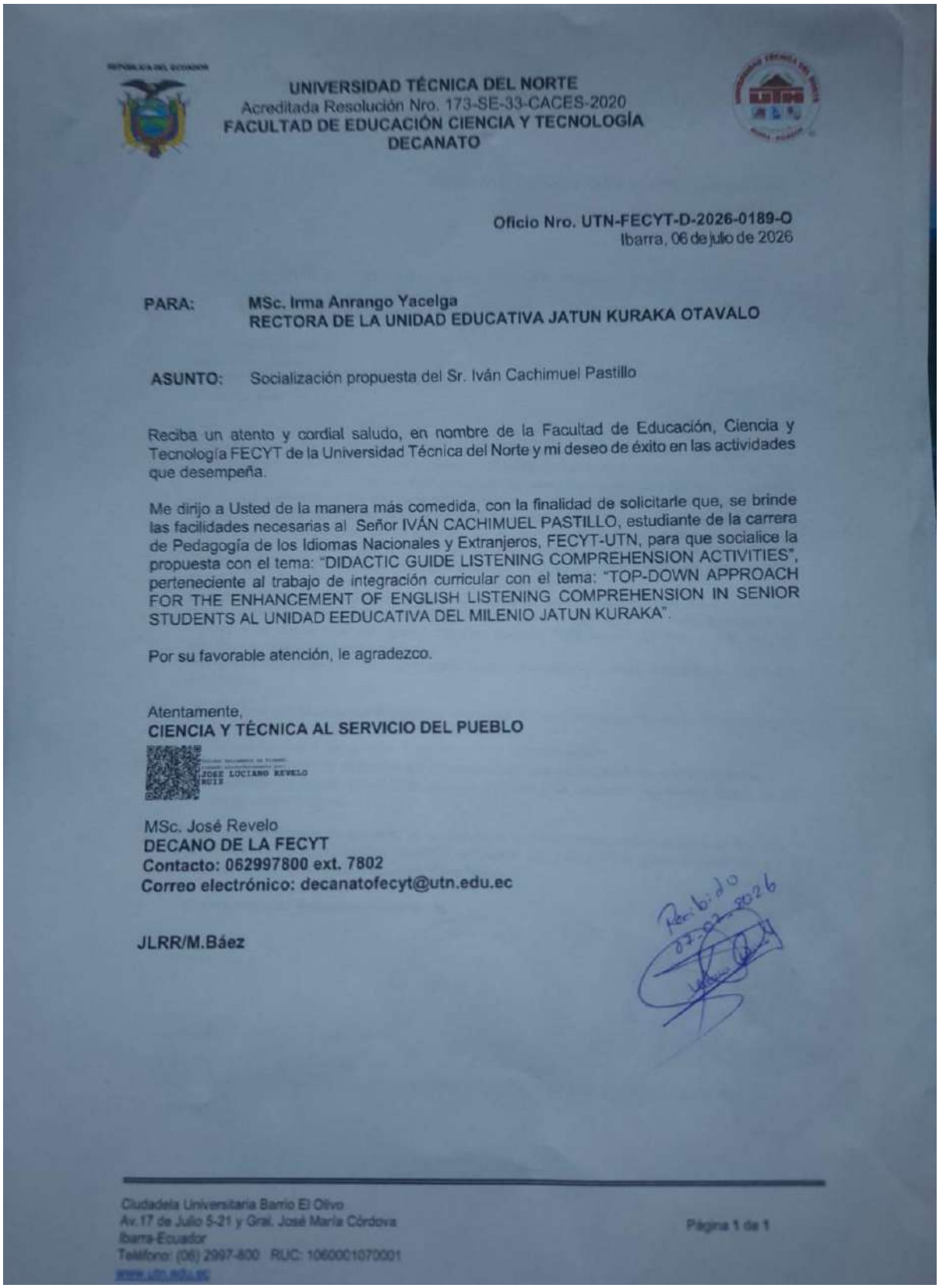
Mgs. Blanca del Consuelo Unda Vanegas
DIRECTORA DISTRITAL 10D02 ANTONIO ANTE - OTAVALO - EDUCACIÓN

UNIDAD EDUCATIVA DEL MILENIO JATUN KURAKA OTAVALO
RECTORADO

Annex 3: Application of the instrumments



Annex 4: Request for socialization of the proposal



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

Oficio Nro. UTN-FECYT-D-2026-0189-O
Ibarra, 06 de julio de 2026

PARA: MSc. Irma Anrango Yacelga
RECTORA DE LA UNIDAD EDUCATIVA JATUN KURAKA OTAVALO

ASUNTO: Socialización propuesta del Sr. Iván Cachimuel Pastillo

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

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor IVÁN CACHIMUEL PASTILLO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, FECYT-UTN, para que socialice la propuesta con el tema: "DIDACTIC GUIDE LISTENING COMPREHENSION ACTIVITIES", perteneciente al trabajo de integración curricular con el tema: "TOP-DOWN APPROACH FOR THE ENHANCEMENT OF ENGLISH LISTENING COMPREHENSION IN SENIOR STUDENTS AL UNIDAD EEDUCATIVA DEL MILENIO JATUN KURAKA".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Recibido 06-07-2026

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

Annex 5: Socialization of the final proposal





Annex 6: Final Certification



REPÚBLICA DEL ECUADOR

Ministerio de Educación

UNIDAD EDUCATIVA "JATUN KURAKA OTAVALO"

Av. Pedro Pérez Pareja - Calle Julia Mosquera de Rosero – Barrio San Juan Telf: 062 903-058

Email: unidadeducativajatunkuraka@hotmail.com

RECTORADO

LA SUSCRITA MAGÍSTER IRMA AZUCENCA ANRANGO YACELGA, RECTORA DE LA UNIDAD EDUCATIVA "JATUN KURAKA OTAVALO";

CERTIFICA:

QUE, el Señor, **CACHIMUEL PASTILLO IVAN**, con número de cédula **1004462170**, estudiante de la "Universidad Técnica del Norte" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, ha realizado la SOCIALIZACIÓN DE SU PROPUESTA titulada: **DIDACTIC GUIDE BASE ON THE TOP-DOWN APPROACH FOR THE ENHANCEMENT OF LISTENING COMPREHENSION** en el área de Inglés de la Institución el martes 7 de julio de 2026 a las 11H40.

Es todo cuanto puedo certificar en honor a la verdad y el interesado puede hacer uso del presente documento como estime conveniente.

Otavalo, 7 de julio de 2026

MSc. Irma Azucena Anrango

C.I. 1001971793

Mail: irma.anrango@educacion.gob.ec

Contacto: 0995220701

UNIDAD EDUCATIVA DEL MILENIO "JATUN KURAKA OTAVALO" RECTORADO

EL NUEVO ECUADOR