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TEMA:
THE IMPACT OF THE USE OF TED-ED AS AN AUDIOVISUAL RESOURCE IN THE DEVELOPMENT OF LISTENING COMPREHENSION IN GENERAL UNIFIED HIGH SCHOOL STUDENTS WITH A2.2 ENGLISH LEVEL

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DEDICATORIA

La presente tesis está dedicada a mi madre, por ser la base de mi existencia y el ejemplo más significativo de amor, resiliencia y dedicación. Su esfuerzo incesante, su ternura incondicional y su fe inalterable han sido el faro que ha iluminado cada uno de mis pasos. Este éxito académico es también un testimonio de su sacrificio callado y de su amor infinito. A usted le debo más de lo que las palabras pueden capturar.

A mis hermanos, por su compañía invariable, por su apoyo en cada fase del recorrido y por ofrecerme siempre un ambiente de cariño, comprensión y estímulo. Han sido mi refugio, mi fuente de fuerza y mi inspiración en los momentos más complicados. Gracias por caminar a mi lado con lealtad y amor.

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RESUMEN

Este estudio explora el impacto del uso de videos TED-Ed como herramienta audiovisual de enseñanza para mejorar la comprensión auditiva en estudiantes de inglés como lengua extranjera (EFL) con un nivel A2.2 en un contexto de educación secundaria. La comprensión auditiva sigue siendo una de las habilidades más desafiantes para los estudiantes de idiomas, ya que requiere exposición constante a insumos auténticos, motivadores y adecuados al nivel del aprendiz. A través de una serie de intervenciones planificadas utilizando lecciones de TED-Ed, los estudiantes participaron en actividades previas, durante y posteriores a la escucha, diseñadas para desarrollar subdestrezas específicas como la predicción, la identificación de ideas generales, el reconocimiento de información clave y la comprensión de detalles. Para medir el progreso, se aplicó una prueba estandarizada de Cambridge antes y después de la intervención. Los resultados demostraron una mejora significativa en la comprensión auditiva, especialmente en las habilidades de predicción y detección de detalles. El estudio concluye que los videos TED-Ed, cuando se utilizan con estrategias pedagógicas estructuradas, pueden ser una herramienta eficaz para el desarrollo de la comprensión auditiva en aulas de EFL. Además, se destaca la importancia de los recursos digitales para fomentar la motivación y la autonomía del estudiante.

Palabras Claves: Comprensión auditiva, Video TED-ed, Lengua extranjera, estrategias

ABSTRACT

This study explores the impact of using TED-Ed videos as an audiovisual instructional tool to enhance listening comprehension among A2.2-level EFL students in a high school setting. Listening remains one of the most challenging skills for language learners, often requiring exposure to authentic, engaging, and level-appropriate input. Through a series of planned interventions using TED-Ed lessons, students were guided through pre-listening, while-listening, and post-listening activities designed to develop specific subskills such as predicting, identifying gist, recognizing key information, and understanding details. A Cambridge standardized test was applied before and after the intervention to measure progress. The results showed a significant improvement in students' listening comprehension, particularly in prediction and detail identification. The study concludes that TED-Ed videos, when used with structured pedagogical strategies, can be an effective tool for listening development in EFL classrooms. Additionally, it highlights the importance of digital resources in fostering student motivation and autonomy.

Key words: Listening comprehension, TED-Ed videos, EFL students, Audiovisual resourses, Languages learning strategies

Chapter I: Introduction

1.1 Research Topic

The impact of the use of ted-ed as an audiovisual resource in the development of listening comprehension in general unified high school students with A 2.2 English level

1.2 Problem Statement

In the Ecuadorian educational context, the development of listening comprehension skills in English among A2-level students remains a persistent challenge. Many learners at this level struggle to understand basic spoken English, including familiar words, short phrases, and everyday expressions. These difficulties often become evident when students attempt to follow simple instructions, identify key points in conversations, or comprehend short dialogues presented in class. Although English is part of the national curriculum, the gap between intended learning outcomes and students' actual listening proficiency continues to grow, especially in public schools and rural areas.

A critical factor contributing to this issue is the continued reliance on traditional, teacher-centered methods that emphasize grammar instruction and textbook-based learning. While digital technologies are increasingly available in classrooms, their pedagogical use remains limited. Teachers often lack the necessary training or confidence to integrate audiovisual materials in ways that effectively support language development. As a result, listening activities tend to be repetitive and decontextualized, failing to simulate the real-world communication students need to be exposed to in order to build comprehension skills. This disconnect between classroom practice and communicative language needs weakens the impact of instruction on listening ability.

Moreover, the shortage of engaging and level-appropriate teaching resources further exacerbates the problem. In many cases, available materials are either too advanced for beginners or do not align with students' interests, leading to frustration and low participation.

Without access to rich, authentic input, learners are unable to develop the listening strategies necessary for decoding meaning, recognizing sound patterns, and inferring ideas from context. The lack of stimulating content also reduces students' intrinsic motivation, making them less inclined to engage with the language outside the classroom environment.

Ultimately, these factors converge to create a learning environment in which listening comprehension is underdeveloped, hindering students' broader progress in English. Poor listening skills can affect performance in other language areas, including speaking, vocabulary acquisition, and fluency in reading. To address this issue, there is a need to explore innovative and accessible resources that can enhance listening input and promote active engagement. One promising approach is the use of audiovisual platforms like TED-Ed, which offer meaningful, visually supported content that could help bridge the gap between traditional instruction and modern language learning needs.

1.3 Contextualization of the problem

Listening comprehension is a fundamental component of language acquisition, yet it poses significant challenges for learners worldwide. According to the World Bank and UNICEF (2022), four in five sixth graders in Latin America and the Caribbean lack basic reading comprehension proficiency, indicating a broader literacy crisis that encompasses listening skills as well. This deficiency not only hampers academic performance but also limits opportunities in a globalized environment where effective communication is paramount.

In Latin America, English language proficiency remains notably low. The EF English Proficiency Index (2024) reports that the region performs below the global average across all age groups. Specifically, many countries in the region fall into the "low" or "very low" proficiency categories, highlighting systemic challenges in English language education. Factors contributing to this situation include inadequate teacher training, insufficient exposure to the language, and a lack of effective pedagogical strategies tailored to listening comprehension.

Ecuador exemplifies the regional challenges in English language proficiency. The 2024 EF EPI ranked Ecuador 82nd out of 116 countries, with a score of 465, placing it in the "very low" proficiency band. Within the country, disparities are evident; for instance, the Pichincha region scored 520, while Napo scored 350, reflecting significant regional variations in English proficiency. Research conducted in Ecuadorian high schools further reveals that students face considerable difficulties in listening comprehension, particularly when exposed to diverse English accents and authentic audio materials. These challenges are often attributed to limited practice opportunities and the predominance of traditional, teacher-centered instructional methods that do not adequately address the development of listening skills.

1.4 Development – Prognosis

1.5 Research Questions

- What is the impact of TED-Ed videos as an audiovisual instructional tool on the development of listening comprehension skills in A2.2-level students at Unidad Educativa Fiscomisional Juan Bautista Montini?

- What theoretical and empirical foundations support the use of TED-Ed as an effective audiovisual and instructional resource in EFL education?

- What is the initial listening comprehension level of A2.2 students as measured by a Cambridge standardized test before the TED-Ed intervention?

- How effective is the structured use of TED-Ed's lesson components—Think, Dig Deeper, Discuss, and Customize—as a pedagogical strategy for improving students' listening comprehension?
- What differences can be observed between students' listening comprehension performance in the pre-test and post-test after implementing TED-Ed video-based interventions?

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1.6 Delimitation of the research object

Field: Education

Area: English Language Teaching

Subject: English as a Foreign Language EFL

Spatial Delimitation: Unidad Educativa Fiscomisional Juan Bautista Montini

Time delimitation: School Year 2024 - 2025

1.7 Justification

This research aims to make a meaningful contribution to the improvement of listening comprehension skills in EFL students by integrating TED-Ed videos as a dynamic and engaging instructional tool. Listening remains one of the most challenging skills to develop among language learners, especially in contexts where authentic exposure to English is limited. By introducing TED-Ed videos, students are exposed to real-world language use, diverse accents, and multimodal input, which may significantly enhance their comprehension abilities. The expected impact extends beyond language acquisition, as the approach fosters learner autonomy, motivation, and critical thinking. Ultimately, the study could inform teaching practices that embrace technology to bridge the gap between classroom learning and authentic communication.

The primary beneficiaries of this study are the A2.2 high school students at Unidad Educativa Fiscomisional Juan Bautista Montini who will be part of targeted classes to foster their listening comprehension development through the use of audiovisual materials. English teachers will also benefit by gaining access to a structured, research-based methodology for integrating TED-Ed in their classrooms. Additionally, educational institutions will be able to strengthen their digital teaching strategies, aligning with 21st-century educational demands.

The implementation of this study is feasible due to the availability of digital infrastructure in the selected educational institution and the free accessibility of TED-Ed content online. The research instruments, including a standardized Cambridge listening test and TED-Ed lesson materials, are readily available and align with the CEFR (Common European Framework of References for Languages) framework. The timeline for the intervention is manageable within the school year, and the research activities will not interfere with regular classroom schedules.

This study is highly pertinent to current educational priorities in Ecuador where the integration of technology into language teaching is strongly encouraged, yet often underutilized in terms of pedagogical depth. While many institutions have access to digital tools, they lack structured models for effective implementation. The use of TED-Ed addresses this gap by offering a clear, research-based instructional approach. Furthermore, the study

aligns with national educational goals that seek to improve English proficiency levels among high school students and equip them with global communication skills necessary for academic and professional success.

The study offers significant theoretical value by grounding its instructional approach in established multimedia learning theories, such as Mayer's Cognitive Theory of Multimedia Learning, Sweller's Cognitive Load Theory, and Paivio's Dual Coding Theory. It contributes to explore how audiovisual content can enhance second language acquisition, particularly listening comprehension. Moreover, it expands on the practical application of TED-Ed lesson components—Think, Dig Deeper, Discuss, and Customize—within an EFL context.

1.8 Objectives

1.8.1   General Objective

To analyze the impact of TED-Ed videos as an audiovisual instructional tool on the development of listening comprehension skills in students with A2.2 level at Unidad Educativa Fiscomisional Juan Bautista Montini

1.8.2 Specific Objective

- To establish a conceptual baseline of TED-Ed as an audiovisual and instructional resource in EFL education grounded in current theoretical and empirical research.

- To measure the students' initial listening comprehension level using a Cambridge standardized test.

- To propose a structured use of TED-Ed's lesson components as a pedagogical strategy for strengthening listening comprehension through targeted classroom interventions.

- To compare and analyze the pre-test and post-test results to determine the effectiveness of TED-Ed videos in enhancing listening comprehension skills.

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Chapter II: Theoretical Framework

2.1 The Role of Multimedia in Language Learning

The integration of multimedia in English Language Teaching (ELT) has significantly transformed the way students engage with language learning materials. Audiovisual resources, which encompass videos, animations, and interactive digital tools, provide learners with a multimodal experience that enhances comprehension and retention of linguistic input (Abdykhalykova et al., 2020). Unlike traditional text-based learning, audiovisual content facilitates the simultaneous processing of auditory and visual information, making language acquisition more dynamic and contextually rich as mentioned by Gilakjani (2012).

Mayer (2005) assures that multimedia resources help people learn more deeply when the information is received through words and pictures rather than words alone. It is due to the sensory receptors that learners use to perceive the material which need to be linked to visual stimuli in order to foster learners' long-term memory. Several studies on multimedia technology have explored its role in language learning, examining various linguistic aspects and multimedia applications to assess their effectiveness in facilitating comprehension (Yang & Fang, 2008). A key focus of research has been the inclusion of captions or subtitles in video-based learning, particularly their impact on listening comprehension and vocabulary development.

According to Utomo and Sulistyowati (2022) , multimedia in ELT supports both bottom-up and top-down processing skills, allowing students to decode phonetic elements while using contextual clues to interpret meaning Research suggests that students exposed to multimedia learning environments develop stronger listening and speaking skills due to increased exposure to authentic language use, accents, and pronunciation variations.

Theoretical Perspectives on Multimedia Learning

2.2 Cognitive Load Theory

Cognitive Load Theory (CLT), proposed by Sweller (1994), explains how human cognitive architecture processes information, emphasizing the limitations of working memory and the importance of instructional design in optimizing learning. According to CLT, learners experience three types of cognitive load: intrinsic, extraneous, and germane. Intrinsic load refers to the complexity of the material itself, extraneous load stems from poorly designed instruction, and germane load involves the cognitive effort dedicated to learning and schema formation (Sweller, Ayres, & Kalyuga, 2011). Effective instructional materials should reduce extraneous load while enhancing germane load to facilitate comprehension and retention. In multimedia learning, well-structured audiovisual content, such as TED-Ed videos, can minimize cognitive overload by integrating verbal and visual information in a coherent manner (Mayer, 2009). This alignment with CLT principles enables learners to process language input more efficiently, enhancing engagement and comprehension.

Recent research on Cognitive Load Theory (CLT) has expanded its applications in multimedia learning, particularly in second language acquisition. van Merriënboer and Sweller (2010) highlight the importance of balancing cognitive load to enhance learning efficiency, emphasizing that excessive extraneous load can hinder comprehension. More recent studies, such as those by Leppink and van den Heuvel (2015), suggest that adaptive learning environments that adjust complexity based on learner proficiency can optimize cognitive load management. In the context of audiovisual materials, Seufert et al. (2021) found that integrating subtitles and visual aids in educational videos can reduce extraneous cognitive load, allowing learners to focus on meaning construction. Similarly, Ayres and Paas (2022) argue that well-designed multimedia resources improve working memory efficiency, which is critical for developing listening comprehension skills. These findings reinforce the importance of structured instructional design in reducing cognitive strain and improving language learning outcomes.

Cognitive Load Theory (CLT) explains how learners process information through different cognitive channels. According to Sweller (1994), the human brain has limited working

memory capacity, and effective instructional design should minimize extraneous cognitive load while maximizing germane cognitive load. TED-Ed videos align with this theory by presenting information in a structured manner, reducing unnecessary cognitive demands and enhancing comprehension.

2.3 Dual Coding Theory (Paivio, 1986)

Dual Coding Theory, introduced by Paivio (1986), states that the human brain processes information through two distinct but interconnected channels: the verbal system and the visual system. When learners are exposed to both verbal explanations and corresponding visual imagery, the dual representation enhances memory retention and understanding. In the context of language learning, this theory suggests that pairing spoken or written language with relevant images, animations, or gestures can significantly improve comprehension, especially for abstract or unfamiliar vocabulary.

Research by Clark and Paivio (1991) emphasizes that visual aids serve as cognitive anchors, helping learners to organize and retrieve linguistic information more effectively. This dual-channel processing reduces cognitive strain and deepens semantic encoding. In multimedia environments like TED-Ed, the synchronized use of narration and animation exemplifies dual coding principles, supporting the acquisition of language in a more integrated and meaningful way.

2.4 TED-Ed as an Educational Tool

In English learning and teaching, teachers have focused attention on authentic material that can foster students language acquisition as it is widely known that the listening is considered the most challenging skill because of the speed of speech, accents, intonation, nonverbal clues and lack of familiarity with the language. As a result, teachers have started to use vivid content on online video streaming as the Educational videos known as Ted-ed.

TED-Ed has emerged as a dynamic platform that blends educational content with compelling storytelling and high-quality animation, making it a valuable tool in contemporary classrooms. Its primary strength lies in its ability to present complex ideas in an accessible, engaging format

suitable for a variety of educational levels, including English as a Foreign Language (EFL) contexts (Fisher & Hitchcock, 2022). The platform's integration of real-world topics with academic content enables learners to contextualize language learning while expanding their general knowledge. TED-Ed is particularly relevant in EFL because it provides authentic listening input which is something crucial for developing listening comprehension (Gilakjani & Sabouri, 2016). Students are exposed to a variety of accents, speech patterns, and vocabulary, which mimic real-life language use. This authenticity helps bridge the gap between classroom learning and real-world communication.

Another pedagogical advantage of TED-Ed videos is their versatility in addressing multiple skills simultaneously. While they are primarily used for developing listening comprehension, they also foster vocabulary acquisition, pronunciation awareness, and even reading and writing when subtitles and transcripts are used (Nation, 2013). The combination of visual animation with spoken narration supports students' decoding of language through contextual and visual cues, reinforcing both form and meaning (Paivio, 1986). This multimodal input is particularly beneficial for learners who struggle with purely audio-based listening tasks. Furthermore, the use of engaging visuals captures learners' attention, which is a critical factor in maintaining focus and motivation during language learning activities

In addition to linguistic benefits, Deci and Ryan (2000) stated that TED-Ed videos contribute to cognitive and affective engagement. Learners are more likely to be motivated when the content is meaningful, relevant, and visually stimulating. TED-Ed's wide range of topics—from science and technology to history and philosophy—ensures that students can find something that interests them, which enhances intrinsic motivation. Studies show that learners who are emotionally engaged are more likely to persist through difficult listening tasks and retain information more effectively (Krashen, 1982). Moreover, many TED-Ed videos address global issues or universal themes, promoting not just language learning but also intercultural awareness and critical thinking.

TED-Ed also fosters learner autonomy as mentioned by Benson (2011) who states it as a key component in effective language learning. The platform encourages students to explore topics beyond the classroom and revisit materials as needed, which supports self-directed learning. With access to subtitles, transcripts, and discussion forums, students can engage with the content at their own pace and according to their individual learning preferences. This is

particularly beneficial in blended or flipped classroom models, where learners interact with content outside of formal instruction time. Such autonomy not only improves language skills but also builds learners' confidence and metacognitive strategies, which are essential for lifelong learning.

Comparing Ted-Ed to traditional listening materials such as textbook recordings or scripted dialogues, TED-Ed offers a more authentic, varied, and engaging experience. While conventional materials often lack context or spontaneity, TED-Ed videos present real language used in meaningful, communicative contexts (Field, 2008). This authenticity is vital in preparing learners for real-life interactions and exposure to English in global contexts. Furthermore, the animated format and storytelling approach make complex ideas more digestible, which can enhance understanding for learners at lower proficiency levels. For teachers, TED-Ed provides an accessible and adaptable resource that enriches instruction and supports a communicative approach to language teaching.

2.5 TED-Ed Lesson Components

TED-Ed's instructional design is structured around four core components that enhance engagement and deepen understanding: Think, Dig Deeper, Discuss, and Customize. These sections transform video viewing into an interactive educational experience by guiding students through comprehension, exploration, reflection, and personalization.

Figura 1. Lesson plan components
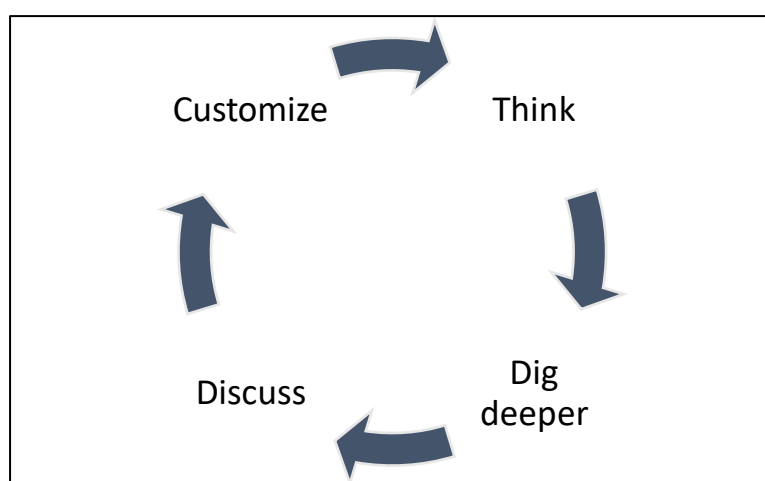
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The **Think** section aligns well with formative assessment practices, allowing teachers to gauge students' grasp of the content in real time. In EFL contexts, it also supports the development of listening-for-gist and listening-for-detail skills, which are fundamental in language comprehension. Students are encouraged to replay parts of the video and reflect on specific information, promoting both focus and deeper engagement. For learners with limited proficiency, Think questions also provide opportunities to revisit the video with subtitles or transcripts, reinforcing meaning through repetition. This iterative process enhances both linguistic and content knowledge while giving learners a clear purpose for listening.

The **Dig Deeper** component offers an extension of the learning experience by providing carefully chosen resources for additional reading, research, or exploration. This section is particularly beneficial for students who are curious about the topic or who wish to explore related themes. For EFL learners, Dig Deeper can be an opportunity to develop content-specific vocabulary in context based on listening activities. The Dig Deeper section promote higher-order thinking skills such as analyzing, evaluating, and creating according to the revised Bloom's taxonomy developed by Wilson (2016).

The **Discuss** section is perhaps the most interactive of TED-Ed's components, as it invites learners to engage in classroom discussions related to the video content. This open forum fosters critical thinking, collaborative dialogue, and language production, which are all key aspects of communicative language teaching. This component transforms listening into an interactive and reflective task, encouraging learners to process spoken input at a deeper cognitive level. After watching the video, students articulate responses to open-ended questions that require interpretation, synthesis, and evaluation of the ideas they heard. Rohmatika et al. (2021) mentions that this discussion not only reinforces active listening but also promotes metacognitive awareness as students become more conscious of how they comprehend spoken messages

The Discuss component is particularly powerful when integrated with cooperative learning strategies. Teachers can design group activities based on the prompts or ask students to generate

their own discussion questions. This not only fosters oral communication but also builds confidence and classroom rapport.

The **Customize** feature empowers educators to adapt TED-Ed lessons to meet specific listening comprehension goals by modifying questions, adding subtitles, or incorporating follow-up tasks. This flexibility is particularly valuable in EFL contexts, where learners may have varied proficiency levels and require differentiated support. For example, teachers can scaffold listening tasks by adding comprehension questions focused on predicting content, identifying discourse markers, or recognizing speaker tone—skills essential to effective listening (Goh & Taib, 2006). Customization also allows the integration of pre-listening and post-listening activities, which are known to enhance comprehension by activating background knowledge and reinforcing learned content. By tailoring the lesson to specific listening objectives, the "Customize" feature promotes targeted listening practice that aligns with learners' cognitive and linguistic needs, ultimately leading to more effective skill development.

2.6 Features of TED-Ed Videos

One of the defining features of TED-Ed videos is their **concise and accessible length**, which makes them ideal for classroom use. Most videos range between three to seven minutes, allowing teachers to integrate them into lessons without overwhelming learners. This brevity also caters to the attention spans of high school students, particularly in EFL contexts where extended exposure to authentic spoken English may be cognitively demanding. These focused videos provide learners with easy information that can be replayed as needed, fostering repeated exposure. Anderssen et al. (2019) affirms that repeated listening strengthens auditory processing and comprehension Thus, video length is a deliberate design choice that enhances instructional flexibility and learner engagement.

Another notable characteristic of TED-Ed videos is their clarity and production quality. The narrations are usually delivered at a moderate pace, accompanied by professional voiceovers that emphasize articulation and intonation. High-quality sound and visual animation minimize external distractions and promote better comprehension of spoken input. The visuals are not

merely decorative; they serve a pedagogical function by reinforcing key concepts and aiding understanding through visual context (Shabiralyani et al., 2015). This careful alignment of audio and visuals helps reduce cognitive overload and allows EFL students to focus on decoding the language more effectively. As such, clarity plays a crucial role in supporting linguistic input processing.

TED-Ed videos also stand out for their topical variety and interdisciplinary content, which provide rich linguistic and cultural exposure. Learners encounter vocabulary and expressions from subjects such as science, history, ethics, and the arts, which expands their lexical knowledge and promotes content-based learning. As stated by Johansen et al. (2023), the diversity of topics also enables teachers to align videos with curriculum goals or thematic units in English classes. More importantly, varied content enhances student motivation, as learners are more likely to engage with materials that connect to their personal interests. This element of choice and relevance supports meaningful learning and sustains attention during listening tasks.

Novia et al. (2023) states that TED-Ed videos offer built-in accessibility features, such as subtitles, interactive transcripts, and lesson customization. Subtitles are especially valuable for EFL students as they support word recognition and help clarify unfamiliar accents or fast-paced speech. Interactive transcripts allow learners to read along while listening, reinforcing word-meaning associations and aiding comprehension. Additionally, the platform is freely available online and compatible with various devices, making it highly accessible for both classroom and independent learning. These features not only reduce learning barriers but also promote learner autonomy, which is key in fostering long-term language development.

Pedagogical Approaches to Implementing TED-Ed

2.7. Pre-listening, while-listening, and post-listening activities

The implementation of TED-Ed videos in EFL classrooms requires more than simply playing the content. To maximize their instructional value, these videos should be integrated within a

structured listening framework, typically divided into three stages: pre-listening, while-listening, and post-listening. These stages provide pedagogical scaffolding that supports students' comprehension and helps develop their listening strategies progressively. According to Vandergrift and Goh (2012), guided listening frameworks allow learners to approach input in manageable chunks, reducing cognitive overload and increasing retention. In this way, TED-Ed's dynamic content becomes more than a passive experience—it evolves into an interactive learning process.

Pre-listening activities serve to activate students' background knowledge, build interest, and prepare them for the vocabulary and ideas they will encounter. These tasks may include brainstorming, predicting the topic based on visuals or titles, and introducing key terms that will appear in the video. Nation and Newton (2009) stress the importance of priming learners before listening to enhance their ability to process new information. TED-Ed videos often deal with academic or abstract themes, which can be challenging without preparation. Therefore, this stage plays a crucial role in reducing linguistic barriers and setting a purpose for listening, especially in A2-level learners who may struggle with authentic input.

While-listening activities are designed to keep students engaged with the content and focused on understanding key points. These tasks can include identifying main ideas, answering comprehension questions, note-taking, or recognizing specific words or expressions. Field (2008) notes that this stage helps learners transition from passive to active listeners, especially when tasks are aligned with achievable goals. The visual and auditory elements of TED-Ed videos make them ideal for this phase, as students can rely on both input channels to comprehend meaning. When students listen with a task in mind, they are more likely to concentrate and make informed guesses about unfamiliar language, thereby improving their listening competence.

Post-listening activities help consolidate learning by encouraging reflection, discussion, and application of the new knowledge. Learners can summarize the video, share their opinions, or engage in follow-up questions that connect the content to real-life contexts. As Vandergrift and

Goh (2012) emphasize, post-listening tasks also enhance metacognitive awareness, helping students evaluate their comprehension and refine their strategies. This stage not only reinforces language skills but also promotes learner autonomy and critical thinking—key elements in effective EFL instruction.

2.8 The Role of Subtitles and Transcripts in Language Comprehension

The integration of subtitles and transcripts in audiovisual materials has become a widely accepted support tool for language learners. In EFL contexts, these textual aids help reduce the gap between spoken input and learner comprehension, especially for those at lower proficiency levels. Subtitles (same-language captions) and transcripts serve as scaffolding, allowing learners to decode fast speech, unfamiliar vocabulary, and new grammatical structures more effectively. According to Vanderplank (2016), subtitles can improve learners' attention to word boundaries, pronunciation, and intonation, which are often difficult to perceive in natural speech.

One of the main advantages of using subtitles is that they provide learners with immediate visual reinforcement of spoken language. In practice, this means that students who watch videos with subtitles can associate sounds with word forms, reinforcing vocabulary retention and aiding word recognition. Recent studies carried out by Peters et al. (2016) have shown that learners who are repeatedly exposed to subtitled videos demonstrate improved comprehension and even gains in reading fluency. Thus, subtitles not only assist in comprehension but also indirectly support other language skills.

Transcripts, on the other hand, offer a slightly different advantage. While subtitles are time-synchronized and appear as the video plays, transcripts present the entire spoken content in written form, allowing for thorough review and study. Transcripts enable learners to revisit segments they didn't understand, analyze sentence structures, and look up unfamiliar words—activities that foster metacognitive awareness (Winke et al., 2010). In the context of TED-Ed lessons, transcripts can be paired with pre- or post-viewing tasks such as gap-fill exercises, vocabulary matching, or script reconstruction, helping reinforce language forms in

a meaningful context. These tasks provide useful support, especially for learners with limited exposure to authentic listening input.

It is important, however, to implement subtitles and transcripts strategically. Over-reliance on text support may discourage learners from focusing on audio cues and hinder the development of their listening skills in the long term. As mentioned by Zarei and Rashvand (2011), teachers should consider gradually reducing support—starting with full subtitles, transitioning to partial captions, and eventually removing them—as learners become more confident. When used thoughtfully, subtitles and transcripts become not only tools for comprehension but stepping-stones toward greater language autonomy.

2.9 Listening Comprehension in EFL Learning

Listening comprehension is a foundational skill in second language acquisition and refers to the ability to accurately receive and interpret messages in the communication process. According to Rost (2011), listening is not merely a passive activity but an active process of constructing meaning from oral input. It involves both linguistic and non-linguistic knowledge, including vocabulary, grammar, intonation, background knowledge, and contextual understanding. In the context of English as a Foreign Language (EFL), listening comprehension plays a central role, as it forms the basis for interaction, learning, and overall communicative competence (Gilakjani & Sabouri, 2016). The process of listening goes beyond hearing sounds as it requires learners to identify meaningful units, infer intention, and often respond appropriately, making it one of the most complex yet essential language skills.

The importance of developing strong listening skills cannot be overstated, especially in academic and professional contexts where students are expected to understand lectures, presentations, and conversations in English. Vandergrift and Goh (2012) argue that listening is often the first language skill that learners acquire, and it continues to support the development of speaking, reading, and writing skills. When students improve their listening comprehension, they also increase their ability to learn vocabulary in context, internalize grammatical structures, and gain exposure to pronunciation and rhythm. In communicative classrooms,

listening serves as a critical input skill that fuels meaningful interaction and authentic language use, particularly in EFL environments where opportunities for natural exposure are limited.

In educational settings, especially where English is taught as a foreign language, listening comprehension is sometimes overlooked or underdeveloped compared to reading and writing. However, scholars such as Field (2008) emphasize that listening should be approached strategically, with structured teaching that targets specific subskills like predicting, inferring, identifying main ideas, and extracting details. This is particularly relevant in standardized assessments and real-life situations where comprehension underpins performance. Recognizing its pivotal role, many modern language curricula, including the Common European Framework of Reference for Languages (CEFR), highlight listening as a core component of communicative competence. Therefore, strengthening listening comprehension not only enhances students' linguistic performance but also equips them with practical tools for global communication and lifelong learning.

2.10 Theories on Listening comprehension

AL-Harbi and Mirza (2024) establish that listening comprehension in second language acquisition is a multifaceted process, and two of the most widely discussed theoretical approaches that explain how listeners process spoken language are the bottom-up and top-down models.

The bottom-up approach refers to the way learners construct meaning by decoding the smallest units of speech such as phonemes, syllables, and words before moving on to larger units like phrases or sentences. In this model, comprehension begins with the sound signal and moves step-by-step toward understanding the overall message (Jassouma, 2020). According to Brown (2007), bottom-up processing is crucial, especially at lower proficiency levels, because learners rely heavily on their ability to identify and understand individual words in order to make sense of what they hear. It is often associated with tasks like dictation, minimal pair discrimination, and listening for specific details.

In contrast, the top-down approach involves the use of prior knowledge, context, and expectations to interpret what is heard as mentioned by Utomo and Sulistyowati (2022).

Rather than focusing only on the acoustic signal, listeners draw on their background knowledge of the world, the topic, or the situation to construct meaning from the spoken message. Vandergrift (2007) explains that top-down processing enables listeners to make predictions, infer meaning, and fill in gaps when speech is unclear or when unfamiliar words are used. This model becomes particularly important in authentic listening situations, where speech may be fast, accented, or contain idiomatic expressions. Tasks that promote top-down processing include predicting content, identifying the speaker's attitude, or summarizing the main idea of a conversation.

Contemporary views on listening comprehension tend to reject a strict dichotomy between these models and instead promote an interactive approach, where both bottom-up and top-down processes work in tandem. Field (2008) argues that effective listening instruction should integrate both models, helping learners recognize discrete sounds and words (bottom-up) while also encouraging them to make inferences and predictions based on context (top-down). In practice, teaching strategies that combine both perspectives—such as previewing vocabulary, activating prior knowledge, and practicing detailed listening—are seen as most beneficial. Understanding these theories allows educators to design instruction that mirrors the complexity of real-life listening and supports students in becoming more strategic and competent listeners.

2.11   Listening Subskills

Predicting
Putri et al. (2018) the ability to predict content before or during listening is a foundational subskill that enhances comprehension by activating prior knowledge and setting expectations for incoming information. Predicting involves making informed guesses about what the speaker will say next based on context, tone, and known vocabulary. According to Wilson (2008), successful listeners use visual and verbal cues, such as titles, key words, or situational context, to anticipate meaning and prepare mentally for what they will hear. This process facilitates top-down processing and allows listeners to compensate for unknown words or rapid

speech. In the classroom, prediction tasks such as discussing a topic before listening or using images and headlines help students focus their attention and increase engagement with the material.

Listening for Gist

Novia et al. (2023) states that listening for gist refers to the ability to understand the general meaning or main idea of a spoken passage without focusing on every individual word. This subskill is particularly useful in real-world communication, where listeners often need to grasp the purpose or overall message of a conversation or lecture quickly. Rost (2011) emphasizes that listening for gist is closely linked to cognitive strategies such as summarizing and inferring. Learners who are trained to identify the gist are more capable of dealing with incomplete or unfamiliar input, as they learn to prioritize meaning over exact details.

Listening for Key Information

This subskill involves the selective attention to important facts, figures, or ideas conveyed in the listening material (Goh & Taib, 2006). It requires learners to differentiate between essential and non-essential content, a skill particularly valuable in academic or professional settings. According to Field (2008), listening for key information engages both bottom-up and top-down processes, as students must recognize specific lexical items while also understanding their relevance in context. Instructional tasks that develop this subskill often ask students to complete note-taking exercises, identify answers to specific questions, or extract targeted pieces of information from longer recordings. This practice helps build efficiency and accuracy in comprehension, particularly in task-based or exam-oriented learning environments.

Listening for Details

According to Kryeziu and Rugova (2018) establishes that listening for details is the ability to identify specific elements in a spoken text, such as names, numbers, dates, descriptions, or sequences. This subskill requires precise decoding of language and a high level of attention to discrete parts of speech. Gilakjani and Sabouri (2016) explain that listening for details

demands strong bottom-up processing skills, as learners must recognize individual sounds and words accurately. This subskill becomes crucial in situations where exact understanding is required such as following directions, completing forms, or understanding procedures. In instructional settings, activities that develop this subskill might include true/false statements, gap-filling tasks, or multiple-choice questions designed to test recognition of exact language.

Chapter III: Methodological Framework

3 Hypothesis

H1: The use of TED-Ed videos as an audiovisual resource significantly improves the listening comprehension of A2.2 students at Unidad Educativa Fiscomisional Juan Bautista Montini.

H0: The use of TED-Ed videos as an audiovisual resource does not significantly improve the listening comprehension of A2.2 students at Unidad Educativa Fiscomisional Juan Bautista Montini

3.2 Variable statement

Independent variable: TED-ed videos

Dependent variable: Listening comprehension

3.3 Research design

This study followed a quantitative, pre-experimental design aimed at analyzing the impact of TED-Ed videos as an audiovisual resource on the development of listening comprehension among the study group. The design included both a pre-test and post-test administered to a single group of participants before and after a pedagogical intervention. This approach enabled the researcher to measure changes in student performance and to evaluate the effectiveness of the intervention in a controlled, data-driven manner (Creswell, 2014).

The independent variable in this research is the use of TED-Ed videos as an instructional tool, specifically incorporating their structured lesson components: Think, Dig Deeper, Discuss, and Customize. These components were integrated into a series of classroom activities designed to support the development of listening skills. The dependent variable is the students' listening comprehension ability, measured through standardized test scores.

Over the course of the intervention, TED-Ed videos were embedded into regular classroom instruction. Each session was structured using pre-listening, while-listening, and post-listening stages, aligned with best practices in listening pedagogy (Field, 2008). The pre-listening stage included prediction tasks and vocabulary previews; the while-listening stage focuses on comprehension questions and note-taking; the post-listening phase involved reflection, discussion, and extension activities based on the TED-Ed lesson components. This structured approach ensured that the intervention is pedagogically sound and systematically implemented.

In terms of data analysis, descriptive statistics were used to summarize the results, and inferential statistics, specifically a paired-samples t-test, was conducted to determine if there is a statistically significant difference in listening comprehension performance before and after the intervention. As it is mentioned by Mackey and Gass (2016), this statistical test is appropriate for analyzing differences in means within the same group over two points in time.

3.4 Sampling Approach

The study was non-randomized due to the natural setting of the educational context; participants were selected based on their enrollment in the class rather than through random sampling. Despite the absence of a control group, the design allows for internal comparisons of students' performance over time. The within-subjects comparison focused on identifying statistically significant differences between students' listening comprehension scores on the Cambridge standardized test administered before and after the TED-Ed video-based intervention.

3.5 Instrumentation

To gather valid and reliable data for this study, two main instruments were employed: a standardized Cambridge English listening comprehension test and a pedagogical intervention plan based on TED-Ed video lessons. These instruments were aligned with the study's objective of measuring the impact of audiovisual materials on the development of listening comprehension skills in A2.2-level EFL students.

The Cambridge English Listening Test, aligned with the Common European Framework of Reference for Languages (CEFR), was used as both a pre-test and post-test. This standardized assessment tool is widely recognized for its validity, reliability, and alignment with international language proficiency standards (Council of Europe, 2020). It evaluates various listening sub-skills, such as predicting, listening for gist, listening for key information, listening for details from context, all of them essential elements for students at the A2 level. The test includes multiple-choice, matching, and gap-fill items, and is administered under standardized conditions to ensure fairness and consistency.

The second instrument was a didactic intervention plan developed around a series of curated TED-Ed videos. The lessons were carefully selected to match the linguistic level and interests of the students. Each lesson incorporated TED-Ed's instructional components—Think, Dig Deeper, Discuss, and Customize—and followed a structured listening approach with pre-, while-, and post-listening tasks. These components not only facilitate language input but also promote critical thinking, autonomy, and student engagement (Gocen Kabaran & Duman, 2021). The interventions were carried out over 10 sessions and is integrated into regular English classes.

3.6 Data Collection and Processing

The data collection process for this study followed a structured sequence to ensure accuracy, consistency, and alignment with the research objectives. The procedure was divided into three main phases: the diagnostic stage (pre-test), the intervention stage (TED-Ed lesson implementation), and the final assessment stage (post-test).

In the first phase, students took a standardized Cambridge English Listening Test to assess their initial level of listening comprehension. This pre-test was administered under supervised classroom conditions to ensure standardization and to replicate formal assessment environments. Prior to the test, students were informed of the purpose and format of the activity. The test measured key listening skills such as predicting, listening for gist, Listening for key information, Listening for details.

The second phase involved the implementation of the intervention plan, which consisted of a series of TED-Ed video-based lessons delivered over a period of four weeks. Each lesson included structured pre-listening, while-listening, and post-listening activities and incorporated TED-Ed's lesson components: Think, Dig Deeper, Discuss, and Customize during 5 weeks in a total of 10 interventions. Lessons were taught during regular English class periods to avoid disrupting the school schedule.

In the final phase, students completed the same Cambridge KET Listening Test as a post-test to evaluate their progress in listening comprehension. The test conditions mirrored those of the pre-test to ensure comparability. Scores from both tests were collected, tabulated, and analyzed to identify gains in listening proficiency. Additionally, the data was compared using appropriate statistical methods to determine the significance of any improvements observed after the intervention.

3.7 Ethical Considerations

3.7.1   Ethical integrity

Ethical integrity is essential to conduct educational research, especially when it involves students at school. This study fully complied with ethical standards for research in education and included the principles of informed consent, confidentiality, voluntary participation, and the responsible use of data. Approval from the school authorities was requested prior to initiating the research process.

3.7.2   Participation

Participation in the study was voluntary and informed. Parents of the students received a detailed letter explaining the purpose, objectives, procedures, and potential benefits of the study. Likewise, student assent was obtained to ensure their willingness to participate.

3.7.3   Principle of confidentiality

The principle of confidentiality was strictly observed throughout the study. Students' identities was protected by assigning numerical codes during the analysis and reporting stages. All test scores, responses, and observations were kept anonymous and used solely for research purposes.

3.8 Field research

Field research was conducted directly in the natural educational environment where the students are regularly taught, the English language classroom. This type of research enables the observation of real-time learning processes and student behaviors during the intervention. The classroom-based implementation of TED-Ed video lessons allowed the researcher to gather first-hand data through participation, observation, and direct interaction with learners. Field research enhances the ecological validity of the study, as it captures the authentic dynamics of English instruction, making the findings more relevant and applicable to similar educational contexts.

3.9 Population

The population of this study consisted of Ecuadorian high school students enrolled in English as a Foreign Language (EFL) regular program. Specifically, the research focused on learners in their first year of baccalaureate who are starting foundational communicative skills in English as part of the national curriculum. Within this context, English instruction is typically aligned with the Common European Framework of Reference for Languages (CEFR), and students were expected to reach an A2.2 level of proficiency by the end of the school year.

The target population for this study is a group of students from Unidad Educativa Fiscomisional Juan Bautista Monini located in San Francisco de Borja, Ecuador. These students are currently placed at the A2.2 level of English proficiency, as determined by their academic. They range in age from approximately 15 to 16 years. The study focused on this group due to their developmental stage in language learning, in which listening comprehension becomes a crucial skill for effective communication and academic achievement.

3.9.1 *Sampling*

This study uses a non-probability, convenience sampling technique to select participants from the population of A2.2-level EFL students at Unidad Educativa Fiscomisional Juan Bautista Monini. Convenience sampling was chosen based on accessibility, time constraints, and the willingness of the English teacher and school administration to collaborate. The selected sample includes one intact class composed of 21 students who are actively participating in regular classes.

Although the sample size is relatively small, it is adequate for conducting a classroom-based intervention focused on listening comprehension and the use of TED-Ed audiovisual resources.

Tabla 1.   Population

Gender	Number of Students	Percentage
Female	11	52.4%

Male	10	47.6%
Total	21	100%

Source: Own elaboration

Chapter IV: Results and Discussion

The following chapter contains the analysis and discussion of the data collected after the application of the pre-test and post-test extracted from the speaking section of the Cambridge A1 KET exam. The tests were applied to 21 students from Unidad Educativa Fiscomisional Juan Bautista Monini. Furthermore, a deeper analysis of the listening comprehension subskills were made in order to complete information. The total questions of the listening test had a score of 20 points, distributed in 5 points to each subskill. The results helped to test whether the use of Ted-ed videos has a positive impact on listening comprehension. Finally, the statistical IBM statistical Package for Social Sciences was used to apply a normality test and then the decision was made whether to apply a parametric test.

4.1 Pre-test results

Tabla 2.   Students' Listening pre-test results

Criteria	Predicting	Listening for gist	Listening or key Information	Listening for details	Average
Average	3.0	3.0	3.0	2.7	11.8

Note: This table shows the general and specific average of the listening pre-test. Taken from *Cambridge assessment*.

The table illustrates the average scores obtained by students across four key subskills in the listening comprehension pre-test: predicting, listening for gist, listening for key information, and listening for details, following the Cambridge Assessment format. The overall average score was 11.8 out of 20, revealing a modest level of listening comprehension among A2.2 learners prior to the intervention.

The results show that students performed equally across the first three subskills, each with an average score of 3.0. This suggests that learners had a basic but consistent ability to:

- Anticipate or predict content from context (predicting),
- Capture the general idea or purpose of a spoken message (listening for gist), and
- Identify essential information from a passage (listening for key information).

These results may indicate that while learners have been exposed to these subskills during prior instruction, their competence remains at a developing stage, likely due to limited use of authentic or interactive listening tasks in the classroom.

The subskill with the lowest average score was "listening for details" at 2.7, which is particularly significant. This subskill requires more focused attention, longer retention spans, and better familiarity with connected speech and varied accents. The slightly lower performance suggests that students struggle to retain and process more specific content, such as numbers, names, or descriptive features, which are crucial for real-world listening situations. This weakness is consistent with findings in EFL contexts, where listening for detail often poses challenges due to limited exposure to spoken English outside the classroom

4.2 Post test Results

Tabla 3. Post test Result

Criteria	Predicting	Listening for gist	Listening or key Information	Listening for details	Average
Average	3.7	3.4	3.1	3.2	13.4

Note: This table shows the general and specific average of the listening post-test. Taken from *Cambridge assessment*

The post-test results reflect notable improvement in students' listening comprehension after the intervention using TED-Ed videos. The overall average score rose from 11.8 (pre-test) to 13.4 out of 20, indicating a 1.6-point increase, which suggests that the audiovisual, contextualized nature of the lessons contributed positively to skill development.

Among the four subskills, predicting showed the greatest improvement, increasing from 3.0 to 3.7. This 0.7-point gain demonstrates enhanced inferencing abilities, likely attributed to the pre-listening scaffolding strategies embedded in the TED-Ed "Think" and "Customize" sections. These components promote contextual engagement, enabling learners to make more accurate anticipations about content.

Listening for gist also improved from 3.0 to 3.4, reflecting better global understanding of spoken texts. TED-Ed videos, which often use visual support and thematic narration, likely contributed to this gain by helping students focus on general meanings rather than isolated words. This aligns with research by Goh (2010), which highlights that visual stimuli can reduce cognitive load and promote macro-level listening skills.

Listening for key information increased only slightly, from 3.0 to 3.1, indicating a small gain. This may suggest that while learners improved in general comprehension and prediction, further practice may be required to sharpen their ability to extract precise factual content— perhaps due to the rapid pace or accent variation in the videos.

Notably, listening for details improved from 2.7 to 3.2, a significant increase of 0.5 points. This subskill, initially the weakest, benefitted from the repetition and targeted questioning in the

TED-Ed "Dig Deeper" and "Discuss" sections, which reinforced detailed comprehension through critical reflection and active recall. This improvement supports findings by Vandergrift & Tafaghodtari (2010) that repeated, structured exposure enhances micro-listening skills.

In conclusion, the post-test results reveal measurable improvements across all subskills, with predicting and detail listening showing the most growth. These gains suggest that the TED-Ed intervention had a positive impact on students' listening comprehension, especially in areas requiring inferencing and focused attention.

4.3 Comparative Results Pre-test and Post Test

Tabla 4.   Pre-test and Post Test Average and Difference

Criteria	Pre-test	Post-test	Difference
Predicting	3.0	3.7	0.7
Listening for Gist	3.0	3.4	0.3
Listening for Key Information	3.0	3.1	0.1
Listening for details	2.7	3.2	0.5
Total	11.7	13.4	1.7

Note: This table shows average of the listening comprehentsionpre and post-test. Taken from *Post-test and Pre-test Results*

The comparative results of the pre- and post-test scores across the four listening subskills reveal a positive progression in students' comprehension abilities following the intervention. The "Predicting" skill improved from 3.0 to 3.7, showing a 0.7-point gain, which suggests that students became better at anticipating content from audio input, likely due to exposure to structured TED-Ed videos that incorporate clear cues and visual support. "Listening for Gist" saw a smaller but significant increase of 0.3 points, from 3.0 to 3.4, indicating that learners developed a slightly stronger grasp of identifying the main ideas within spoken texts. "Listening for Key Information" experienced a marginal increase of 0.1 points, suggesting that although students made some progress, this subskill may require more focused practice to improve substantially. The "Listening for Details" category rose from 2.7 to 3.2, a 0.5-point

increase, demonstrating enhanced ability to extract specific elements from speech. Overall, the total listening score increased from 11.7 to 13.4, reflecting a general improvement of 1.7 points across all subskills. This progress underscores the effectiveness of using TED-Ed videos as audiovisual tools to foster listening comprehension, while also highlighting the importance of differentiated strategies to support more nuanced skill development.

4.4 Normality Test

Tabla 5.   Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	0.149	21	0.200[*]	0.943	21	0.251
Post_test	0.161	21	0.166	0.954	21	0.407
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Note: This table shows the test of normality of the results, used to validate the hypothesis of the research work. Taken from *rubric results*

The table shows the normality test that evaluated the results of the pre and post test based on the probability value (p-value). First, the population established for the development of the research work was 21, that is, less than 30, for this reason the probability data given by Shapiro-Wilk was used. Secondly, the probability value in the pre-test of the 21 students was 0.251, this value is greater than 0.05, which means that the hypothesis is null, that is, the alternate hypothesis is invalidated, on the other hand the probability value of the post-test was 0.407, this value is greater than 0.05, which means that the null hypothesis is accepted, and the alternate hypothesis is invalidated.

The results of the First baccalaurette year students at Unidad Educative Fiscomisional Juan Bautista Montini who were evaluated with the Cambridge key English test for schools were normal due to their variability in the pre and post test, for this reason the parametric method of evaluation and validation of hypotheses called T-TEST was used for the hypothesis verification.

4.5 Paired Sample Test

Tabla 6.   Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_test Post_test	-1.6667	1.3166	0.2873	-2.2660	-1.0674	-5.801	21	0.000

Note: This table shows a t-test method to validate the hypothesis.

The results of the paired samples t-test provide statistical evidence supporting the hypothesis that TED-Ed videos significantly improve listening comprehension skills in A2.2-level students. The mean difference between the pre-test and post-test scores is -1.6667, indicating a measurable improvement in students' performance after the intervention. The standard deviation is 1.3166, and the standard error of the mean is 0.2873, which reflects a relatively low variability in the differences between scores.

The 95% confidence interval for the mean difference ranges from -2.2660 to -1.0674, which does not cross zero. This further strengthens the evidence that the improvement in scores is statistically significant. The t-value of -5.801 and degrees of freedom (df = 21), alongside a p-value (Sig. 2-tailed) of 0.000, indicate that the probability of observing these results by chance is virtually zero.

4.6 Final decision

Since the p-value is less than 0.05, the null hypothesis—which posits that there is no significant difference between the pre-test and post-test scores—is rejected. Consequently, the alternative hypothesis is accepted, affirming that the intervention using TED-Ed videos had a statistically significant positive effect on students' listening comprehension.

In conclusion, the t-test results validate the effectiveness of TED-Ed as an audiovisual instructional resource. The structured implementation of TED-Ed lessons contributed to the enhancement of various listening subskills, confirming its pedagogical value in EFL classrooms. This outcome supports the broader use of multimedia tools in language education to foster more engaging and effective listening practice.

Chapter V: Conclusions

5.1 Conclusions

The findings of this study clearly demonstrate that the use of TED-Ed videos has a significant positive effect on the development of listening comprehension skills among A2.2 level students. The increase in the overall average score from 11.7 in the pre-test to 13.4 in the post-test reflects real improvement. Additionally, the results of the paired samples t-test (p = 0.000) confirm that this improvement is statistically significant and not due to chance. This suggests that TED-Ed is not only an engaging educational tool but also an effective one, supporting learners in enhancing their auditory language skills through structured and meaningful content.

A closer look at the specific listening subskills reveals valuable insights into how students'

abilities evolved over the course of the intervention. The most notable gains were seen in the areas of "Predicting" and "Listening for Details," which increased by 0.7 and 0.5 points respectively. These gains suggest that students benefited from the visual support and contextual cues present in TED-Ed videos, which help learners anticipate content and focus their attention on important details. These are critical skills in real-world listening scenarios, such as understanding lectures, conversations, or media. The slight gains in "Listening for Gist" and "Listening for Key Information" also indicate overall progress, even if more modest.

The implementation of the TED-Ed lesson components—Think, Dig Deeper, Discuss, and Customize—played a fundamental role in guiding students through a structured learning process. These components helped transform passive video watching into active learning by engaging students cognitively before, during, and after the listening task. For instance, the "Think" section prompted reflection, "Dig Deeper" expanded knowledge, and "Discuss" allowed learners to express their ideas. This structured integration provided opportunities to practice critical thinking and listening comprehension in an interconnected way. Consequently, the TED-Ed platform proved to be much more than a content source as it served as a pedagogical model that supports deeper learning.

The success of this intervention also demonstrates that implementing TED-Ed in EFL classrooms is feasible within the Ecuadorian educational context. Most public and private schools have access to basic digital resources such as computers, projectors, and internet connectivity, which makes the integration of audiovisual platforms realistic. Moreover, the use of TED-Ed aligns with national educational goals that emphasize innovation, digital literacy, and communicative competence in English. The approach used in this study can be adapted and replicated in other institutions, especially considering the growing importance of English language proficiency in both academic and professional fields in Ecuador.

5.2 Recommendations

It is highly recommended that English language programs integrate audiovisual platforms

like TED-Ed into their regular curriculum. TED-Ed provides a vast array of high-quality, topic-based videos that are ideal for fostering authentic listening experiences. These resources can supplement textbooks and traditional listening materials, offering students exposure to natural language use, pronunciation, and diverse accents. Additionally, incorporating such tools enhances student motivation, as the content is visually appealing, thematically relevant, and intellectually stimulating. Schools and universities should consider including TED-Ed lessons as part of listening skill development modules.

To ensure the successful use of TED-Ed and similar platforms, ongoing professional development for English teachers is essential. Teachers must be trained not only in how to operate digital platforms but also in how to design and deliver instruction around them. Workshops and training sessions should focus on how to implement pre-, while-, and post-listening activities using video content. Teachers also need guidance on selecting appropriate videos, adapting lesson components, and assessing student performance based on clear criteria. This type of capacity-building would empower educators to make more informed, effective, and creative use of digital resources.

One of the key takeaways from this study is the importance of targeting specific listening subskills in classroom instruction. Instead of treating listening as a single monolithic skill, teachers should break it down into focused areas such as predicting, listening for gist, identifying key information, and extracting details. Doing so allows for more precise teaching and more accurate assessment of student progress. This approach also helps learners become more aware of their own strengths and weaknesses, which fosters metacognitive awareness and autonomous learning. Lesson plans should include targeted tasks that strengthen individual subskills using video content.

While simply playing a TED-Ed video can be useful, its full potential lies in the interactive lesson components it offers. Teachers are encouraged to use the full structure of TED-Ed's lesson tools, such as "Think" for comprehension checks, "Dig Deeper" for extending learning, and "Discuss" for promoting dialogue and reflection. These tools help students engage with the content more deeply and provide teachers with built-in assessment opportunities. The

"Customize" option allows for differentiation and contextualization, enabling educators to modify the lesson to suit local needs or specific learning goals.

Although the results of this study are promising, further research is needed to explore the broader impact of TED-Ed in other educational contexts. Future studies could investigate its use with different age groups, proficiency levels, or in rural versus urban settings. In addition, longitudinal studies could examine how sustained use of TED-Ed influences long-term listening comprehension development. Educational authorities and policymakers might also consider scaling up this initiative by including TED-Ed in national teacher training programs or curricular guidelines to promote innovative and evidence-based teaching practices in English language education.

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Annexes

KET CAMBRIDGE ENGLISH TEST

Questions 1 – 5

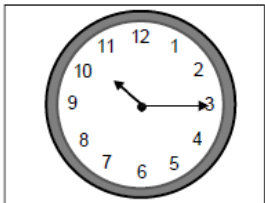For each question, choose the correct answer.
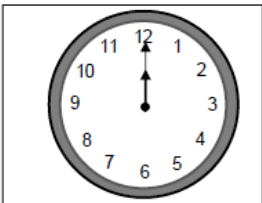
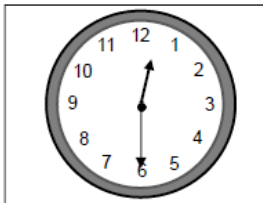1 Where will Claire meet Alex?

A

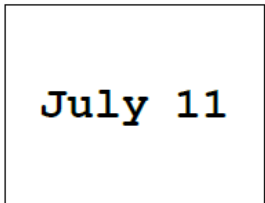
B

C

2 What time should the man telephone again?

A

B

C

3 When are they going to have the party?
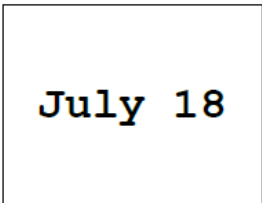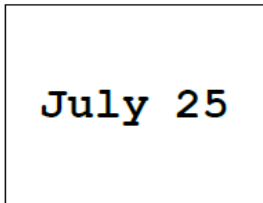
July 11	July 18	July 25
A	B	C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students
with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th ....
Staff must be:	(7) .... years old
Staff must be able to:	(8) ....
Staff will earn:	(9) £ .... per week
Send a letter and:	(10) ....

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

11 Who has already decided to go with Robert?

    A family members
    B colleagues
    C tennis partners

12 They'll stay in

    A a university.
    B a guest house.
    C a hotel.

13 Laura must remember to take

    A a map.
    B a camera.
    C a coat.

14 Why does Laura like Dublin?

    A The people are friendly.
    B The buildings are interesting.
    C The shops are beautiful.

Part 4

Questions 16 – 20

For each question, choose the correct answer.

16 You will hear a woman talking to her friend about why she's bought a motorbike.
Why did she buy it?

    A It's fast.

    B It was cheap.

    C It'll be easy to repair.

17 You will hear two friends talking about going to University.
What subject is the man going to study?

    A history

INTERVENTION LESSON PLANS

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 1

CLASS: First baccalaureate "C" **DATE:** Feb 18th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** Will AI make us the last generation to read and write **TIME:** 60 minutes
GENERAL COMPETENCE: Students will understand and respond to spoken English from an authentic source, recognizing main ideas and specific details related to the influence of AI on language use. They will engage in critical reflection on the topic and express simple opinions orally and in writing using familiar vocabulary and grammatical structures.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Predict the content of a TED Talk based on title, visuals, and key vocabulary. 2. Identify the main idea and supporting points from the video. 3. Recognize specific information and vocabulary related to artificial intelligence and communication. 4. Express personal opinions about AI and the future of reading and writing in simple oral or written form.

TED-Ed Lesson Components
- Think – Students answer comprehension questions to check understanding.
- Dig Deeper – Exploration of how AI affects different areas of life.
- Discuss – Group discussion around the impact of AI on traditional skills.
- Customize – Teacher adapts vocabulary and questions to A2.2 level.

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	Warm-up discussion: "What do you know about Artificial Intelligence?" "How do you use technology to read or write?" Vocabulary pre-teach: AI, deepfake, avatar, text-to-speech, innovation, future, writing skills Prediction activity: Based on the title and image, what do you think the video will be about?	Overcoming limitations in speaking.	Audiovisual materials
While-listening	First viewing: Listen for gist. Guiding question: What is the speaker's main message? Second viewing: Listen for detail. Worksheet: 4 multiple-choice questions 3 true/false statements 3 short-answer questions (e.g., "What is one example the speaker gives of AI in communication?")	Imagery Auditory Employing actions	Flashcards Worksheet
Post-listening	Discuss component:		

	Small groups: "Do you think we will stop reading and writing in the future? Why or why not?" Dig Deeper: Quick web search activity or teacher-provided article on AI writing tools Written reflection: Students write 3–4 sentences: "How do you feel about using AI to help with writing?" (guided with sentence starters)	Note-taking	Audiovisual materials
ASSESSMENT	**Formative** • Participation in prediction and vocabulary tasks **Summative** • Short written reflection graded with a rubric (criteria: clarity, grammar, use of vocabulary from the lesson)		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 2

CLASS: First baccalaureate "C" **DATE:** Feb 20th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** Do Animals have language? **TIME:** 60 minutes
GENERAL COMPETENCE: Students will comprehend and discuss information from an authentic TED-Ed video, identify key ideas and specific details related to animal communication, and reflect on how human and animal language differ. They will apply vocabulary and listening strategies to improve their ability to understand spoken English in both academic and real-world contexts.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Understand the difference between communication and language as presented in the video. 2. Identify the main idea and supporting points from the TED-Ed lesson. 3. Extract specific information and examples about animal communication systems. 4. Express simple opinions about whether animals have language using appropriate vocabulary and grammar.

TED-Ed Lesson Components
- **Think** – Students answer comprehension and inference questions.
- **Dig Deeper** – Explore examples of animal communication across species.
- **Discuss** – Debate whether animal communication qualifies as a language.
- **Customize** – Teacher adapts activities and vocabulary to A2.2 level.

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	**Warm-up Question**: "How do animals communicate? Can animals talk like humans?" **Vocabulary Introduction**: • communication, language, signals, grammar, mimic, instinct **Prediction Activity**:	Overcoming limitations in speaking.	Audiovisual materials

	• Show an image of a parrot or a whale and ask: "Do you think this animal has a language?" Discuss briefly in pairs.		
While-listening	**First Listening (for gist)** • Guiding Question: "What is the main question explored in the video?" • Task: Choose the main idea from 3 options. **Second Listening (for detail)** • Worksheet tasks: Match animals with how they communicate (e.g., bees – dancing, parrots – mimicry) 3 multiple-choice questions 2 true/false questions	Imagery Auditory Employing actions	Flashcards Worksheet
Post-listening	**Discuss**: • Group question: "Do you think animals have a real language like humans? Why or why not?" • Students share in small groups, then report one idea to the class. **Dig Deeper**: • Short reading or teacher explanation about dolphins and whale communication. • Optional extension: Watch a short clip of a talking parrot or how bees dance to communicate. **Written Reflection**: • Students write a short paragraph: *"Do you think animals can understand humans? Why?"* • Use vocabulary words from the lesson.	Note-taking	Audiovisual materials
ASSESSMENT	**Formative Assessment** • Use of target vocabulary during group discussion **Summative Assessment** • Listening worksheet scored out of 10 points		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 3

CLASS: First baccalaureate "C" **DATE:** Feb 25th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** Do Animals have language? **TIME:** 60 minutes
GENERAL COMPETENCE: Students will understand and interpret ideas from an authentic TED Talk on climate solutions, identifying how rocks can help reduce carbon in the atmosphere. They will engage with new vocabulary in context, distinguish main ideas from	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Identify the main idea of a TED Talk related to climate change and the environment. 2. Understand and explain how rocks can help reduce CO_2 in simple terms.

supporting details, and reflect on real-world environmental issues using appropriate English structures.	3. Recognize and use key vocabulary related to nature and climate. 4. Express personal opinions on using natural methods to fight climate change using basic English structures

TED-Ed Lesson Components
- **Think –** Comprehension and inference questions on the content
- **Dig Deeper –** Extension discussion on carbon capture and environmental responsibility
- **Discuss –** Small group exchange on the effectiveness of natural climate solutions
- **Customize –** Tasks and questions adapted to the A2.2 level

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	**Discussion Prompt**: "What do you know about climate change?" "Can nature help fix the problem?" **Vocabulary Pre-teach**: • carbon, climate, pollution, absorb, minerals, solution **Prediction Activity**: • Show a picture of rocks and ask: "How could rocks help save the world?"	Overcoming limitations in speaking.	Audiovisual materials

While-listening	**First Listening (for gist)**
	• Task: Choose the correct main idea
	• Question: "What is the speaker's main message?" **Second Listening (for detail)**
	• Worksheet Tasks:
	   o 3 multiple-choice questions
	   o 3 true/false statements
	   o Match terms with their definitions (e.g., carbon, minerals, solution)
		Imagery
		
		 Auditory
		
		 Employing actions
			Flashcards
			
			 Worksheet

Post-listening	**Discuss**: • "Do you think it's possible to use rocks or other natural elements to help our planet?" • Each group shares one idea with the class. **Dig Deeper**: • Brief teacher explanation or infographic on other natural carbon solutions (e.g., trees, oceans) **Written Reflection**: • *Students write a short paragraph*: "What natural solution would you use to protect the environment? Why?"	Note-taking	Audiovisual materials
ASSESSMENT	**Formative Assessment** • Class participation and engagement in vocabulary and prediction activities		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 4

CLASS: First baccalaureate "C" **DATE:** Feb 27th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** Turning Trash into Toys for Learning **TIME:** 60 minutes
GENERAL COMPETENCE: Students will understand how simple recycled materials can be transformed into educational tools through innovative thinking. They will develop their ability to listen for main ideas and specific details in an authentic TED Talk and use related vocabulary to discuss environmental awareness and learning creativity.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Identify the main idea and key points from a TED Talk about recycling and education. 2. Recognize vocabulary related to recycling, creativity, and learning. 3. Describe how recycled objects can be used to create educational toys. 4. Express simple opinions about how innovation and recycling can help schools and communities.

TED-Ed Lesson Components
Think – Questions to check understanding of the message
Dig Deeper – Explore the impact of low-cost learning in developing countries
Discuss – Talk about creative solutions to real-world problems
Customize – Vocabulary and tasks adapted to students' level and context

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Pre-listening	**Discussion Prompt**: "What do you usually do with trash? Can you think of ways to reuse it?" **Vocabulary Pre-teach**: • recycle, invent, toy, experiment, trash, creativity **Prediction Activity**: • Show an image of a toy made from plastic bottles. Ask: "How can this be useful for learning?"	Overcoming limitations in speaking.	Audiovisual materials
While-listening	**First Listening (for gist)** Task: Select the speaker's main idea from 3 options Question: "What is Arvind Gupta's main message?" **Second Listening (for detail)** Worksheet Tasks: Match the object with its use (e.g., straw → motor toy) 3 multiple-choice questions 3 true/false questions about the talk	Imagery Auditory Employing actions	Flashcards Worksheet
Post-listening	**Discuss**: • "Can we use recycled materials to help children learn in our school?" • Each group thinks of one toy idea using trash and explains how it helps learning. **Dig Deeper**: • Watch a short clip or read a paragraph about science toys made with paper and plastic. **Written Reflection**: • Students write a paragraph: *"If you could invent a learning toy using trash, what would it be? What would it teach?"* • Use vocabulary from the lesson.	Note-taking	Audiovisual materials

ASSESSMENT	**Formative Assessment** • Contribution to discussion with at least one complete idea **Summative Assessment** Grammar and vocabulary (recycle, invent, toy, trash)		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 5

CLASS: First baccalaureate "C" DATE: March 4th, 2025 TEACHER'S NAME: Lic. José Vera	TOPIC: Why Bees are disappearing TIME: 60 minutes
GENERAL COMPETENCE: Students will develop their ability to understand and respond to spoken English about an environmental topic. They will identify the main idea, extract key points, and reflect on the importance of bees in ecosystems. The lesson encourages vocabulary building, active listening, and personal reflection on environmental responsibility.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Identify the causes and consequences of bee population decline as explained in the TED Talk. 2. Understand key vocabulary related to bees, ecosystems, and environmental threats. 3. Listen for gist and specific information in an authentic English video. 4. Express simple opinions on environmental protection and the importance of bees.

TED-Ed Lesson Components
  Think – Comprehension and reflection questions on the talk
Dig Deeper – Additional information about pollination and food chains
Discuss – Group conversation about local environmental issues
Customize – Tasks simplified and scaffolded for A2.2 students

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	**Warm-up Questions**: "What do bees do?" "Why are bees important for the planet?" **Vocabulary Pre-teach**: • pollinate, disappear, crops, pesticides, hive, protect **Prediction Activity**: Show an image of a beehive and ask: "What do you think is happening to bees today?"	Overcoming limitations in speaking.	Audiovisual materials

While-listening	**First Listening (for gist)**
	• Question: What is the general message of the video?
	• Task: Choose the correct summary of the talk from 3 options
	Second Listening (for detail)
	• Worksheet tasks:
	    3 true/false statements
	    3 multiple-choice questions
	    Match key words with their definitions
		Imagery
		
		Auditory
		
		Employing actions
			Flashcards
			
			Worksheet

Post-listening	**Discuss**: • "Why should we protect bees?"	Note-taking	Audiovisual materials

	• "What can people in your town do to help bees?" **Dig Deeper**: • Teacher explains how pollination supports agriculture (with pictures or a simple infographic) **Written Reflection**: • Students write 3–4 sentences: *"What would happen if bees disappeared completely? What can we do to help them?"* • Use 2–3 vocabulary words from the lesson		

ASSESSMENT	**Formative Assessment**
	• Appropriate vocabulary usage in oral responses
	Summative Assessment
	• Reflective writing task graded based on:
	    o Clarity of ideas
	    o Grammar and vocabulary use
	    o Connection to the topic and use of environmental terms		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 6

CLASS: First baccalaureate "C" **DATE:** March 6th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** The Tale of the Monkey King and the Buddha **TIME:** 60 minutes
GENERAL COMPETENCE: Students will understand the structure and moral message of a traditional Chinese myth through an animated TED-Ed story. They will develop their listening and vocabulary skills by identifying characters, main events, and moral lessons. Students will also reflect on the story's meaning and relate it to personal and cultural experiences.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Identify the main characters, setting, and plot of a traditional myth. 2. Understand and recall key events from the TED-Ed video. 3. Use vocabulary related to myths, character traits, and storytelling. 4. Reflect on the moral of the story and relate it to their own lives in simple language.

TED-Ed Lesson Components
Think – Comprehension and character-based questions
Dig Deeper – Cultural context of the Monkey King myth
Discuss – Reflections on power, pride, and respect
Customize – Simplified language tasks for A2.2 learners

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	**Warm-up Discussion**: "Do you know any stories about powerful animals or magical creatures?" "What lessons do stories often teach us?" **Vocabulary Pre-teach**: • myth, power, challenge, pride, trick, escape **Prediction**: Show an image of the Monkey King. Ask: "What kind of character do you think he is?"	Overcoming limitations in speaking.	Audiovisual materials

	First Listening (for gist)	Imagery	

While-listening	• Question: "What is the main problem in the story?"
	 • Task: Choose the best summary from three options
	 Second Listening (for details)
	 • Worksheet Tasks:
	   Sequence 5 story events in correct order
	   Match characters to their traits/actions (e.g., Monkey King – proud, Buddha – wise)
	   3 true/false questions about events in the story
		Auditory
		
		 Employing actions
			Flashcards
			
			 Worksheet

Post-listening	**Discuss**: • "What did the Monkey King learn in the story?" • "Do you think he was really powerful? Why or why not?" **Dig Deeper**: • Short reading or teacher explanation of the cultural background of the *Journey to the West* myth **Spoken Reflection**: • Students express 3–4 sentences: *"What is the message or moral of this story? Can you think of a similar story in your culture?"*	Note-taking	Audiovisual materials
ASSESSMENT	**Formative Assessment** • Active participation in the vocabulary and prediction activities **Summative Assessment** Oral participaton		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 7

CLASS: First baccalaureate "C" DATE: March 11th, 2025 TEACHER'S NAME: Lic. José Vera	TOPIC: Have we reached the limit of Computer power? TIME: 60 minutes
GENERAL COMPETENCE: Students will understand an explanation of how computer technology works and explore the question of whether it can continue improving. They will identify the main idea, extract key technical information in simplified form, and express simple opinions about the future of technology using familiar vocabulary.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1.Identify the main idea and key points from a TED-Ed video about computer power. 2.Understand and use vocabulary related to computers and innovation. 3.Recognize the challenges computers face as they become smaller and faster. 4.Share simple opinions about the future of technology in daily life.

TED-Ed Lesson Components
Think – Focused comprehension questions on the video
Dig Deeper – Short explanation of Moore's Law and computer chips
Discuss – Group conversation on how technology affects students' lives
Customize – Language and vocabulary simplified to A2.2 level

PROCEDURE			
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**

Pre-listening	**Warm-up Discussion**: "How powerful is your phone or computer?" "Do you think computers will keep getting better?" **Vocabulary Pre-teach**: • chip, transistor, powerful, tiny, limit, future **Prediction**: Show a microchip image and ask: "What do you think this video will explain?"	Overcoming limitations in speaking.	Audiovisual materials

While-listening	**First Listening (for gist)**
	• Task: Choose the correct summary of the video's message
	• Question: "What is the main problem scientists are facing?"
	Second Listening (for detail)
	• Worksheet Tasks:
	    Match terms with meanings (e.g., chip, transistor, limit)
	    3 multiple-choice questions
	    3 true/false statements
		Imagery
		
		Auditory
		
		Employing actions
			Flashcards
			
			Worksheet

Post-listening	**Discuss**:
	• "Do you think technology can grow forever?"
	• "What kind of future technology would you like to see?"
	Dig Deeper:
	• Short visual explanation of Moore's Law and computer evolution
	    compare old and new computers or phones
	Reflection:
	    compare old and new computers or phones
		Note-taking	Audiovisual materials

ASSESSMENT	**Formative Assessment** • Contributions during discussion using lesson vocabulary **Summative Assessment** Participation in the reflection		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 8

CLASS: First baccalaureate "C" **DATE:** March 13th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** Have we reached the limit of Computer power? **TIME:** 60 minutes
GENERAL COMPETENCE: Students will understand how robots can improve the lives of people with disabilities. They will identify the main message and specific examples from an authentic TED Talk and reflect on the ethical and social roles of technology. Students will expand vocabulary related to robotics and express simple ideas about how robots can help people.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1 Identify the main idea and supporting details from the TED Talk. 2 Understand and use vocabulary related to robotics, disability, and technology. 3. Recognize how technology can be used to improve quality of life. 4. Express opinions about the use of robots in daily life using basic language structures.

TED-Ed Lesson Components
Think – Comprehension and reflection questions
Dig Deeper – Additional information on assistive robotics and accessibility
Discuss – Students share ideas on how robots can help others
Customize – Tasks adjusted to A2.2 vocabulary and comprehension level

	PROCEDURE		
STAGES AND TIME	**ACTIVITIES**	**LEARNING STRATEGY**	**MATERIALS**
Pre-listening	**Warm-up Questions**: "What do you think robots can do?" "Can robots help people who cannot walk or move?" **Vocabulary Pre-teach**: • robot, disability, helper, control, move, independence **Prediction Activity**: Show a picture of a robotic arm. Ask: "Who could use this and why?"	Overcoming limitations in speaking.	Audiovisual materials
While-listening	**First Listening (for gist)** • Guiding Question: "What is the speaker's main message?" • Task: Choose the main idea from 3 options **Second Listening (for details)** • Worksheet Tasks: Match key terms with definitions (e.g., robot, control, independence) 3 multiple-choice questions 3 true/false statements about Henry Evans and the robots	Imagery Auditory Employing actions	Flashcards Worksheet
Post-listening	**Discuss:** • "How do robots make life easier for people with disabilities?" • "Would you like to use or design a robot? What for?" **Dig Deeper:** • Short teacher explanation or short reading: other ways robots are used (in hospitals, homes, etc.) **Written Reflection:** • Students write 3–4 sentences: *"If you could design a robot, what would it do and who would it help?"* • Encourage the use of vocabulary from the lesson.	Note-taking	Audiovisual materials
ASSESSMENT	**ormative Assessment** • Participation in warm-up and vocabulary tasks **Summative Assessment** • Reflective writing task		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 9

CLASS: First baccalaureate "C" **DATE:** March 18th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** What makes a good life? **TIME:** 60 minutes

GENERAL COMPETENCE: Students will explore the concept of happiness through a real-life scientific study presented in a TED Talk. They will develop listening and vocabulary skills while engaging with content related to human relationships, mental health, and life satisfaction. The lesson promotes reflection and communication about what truly makes a fulfilling life.	LESSON OBJECTIVES: By the end of the lesson, students will be able to: 1. Identify the main idea and supporting points from the TED Talk. 2. Understand and use vocabulary related to happiness, health, and relationships. 3. Recognize the connection between strong relationships and well-being. 4. Share simple opinions about what makes life meaningful in their own experience.

TED-Ed Lesson Components
Think – Comprehension and reflection questions based on the video
Dig Deeper – Additional facts about the Harvard happiness study
Discuss – Conversation on how relationships affect happiness
Customize – Vocabulary and discussion tasks adapted for A2.2 level

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Pre-listening	**Warm-up Questions:** "What do you think makes people happy?" "Is money the most important thing for a good life?" **Vocabulary Pre-teach:** • happiness, health, relationship, lonely, strong, connect **Prediction Activity:** Show a photo of people smiling or spending time together. Ask: "What do you think this TED Talk will be about?"	Overcoming limitations in speaking.	Audiovisual materials
While-listening	**First Listening (for gist)** • Guiding Question: "What is the main lesson from the study?" • Task: Choose the main idea from three options **Second Listening (for detail)** • Worksheet Tasks: Match key words with definitions 3 multiple-choice questions 3 true/false statements based on the talk	Imagery Auditory Employing actions	Flashcards Worksheet
Post-listening	**Discuss:** • "What is more important for happiness: money or good relationships?" • "What do you do to stay close to your friends or family?" **Dig Deeper:** • Teacher summarizes the Harvard Study (started in 1938, followed people for over 75 years) **Written Reflection:** • Students write 3–4 sentences: *"What makes a good life for you? How can we stay happy and healthy?"* • Encourage use of lesson vocabulary.	Note-taking	Audiovisual materials
ASSESSMENT	**Formative Assessment** • Participation in warm-up and vocabulary tasks **Summative Assessment** • Reflective writing task		

UNIDAD EDUCATIVA FISCOMISIONAL JUAN BAUTISTA MONTINI - INTERVENTION N° 10

CLASS: First baccalaureate "C" **DATE:** March 18th, 2025 **TEACHER'S NAME:** Lic. José Vera	**TOPIC:** What makes a good life? **TIME:** 60 minutes
GENERAL COMPETENCE: Students will explore the historical development of video games from their origin to the early 1980s. Through an engaging TED-Ed video, they will build vocabulary, strengthen listening skills, and develop chronological understanding by identifying key events in video game history.	**LESSON OBJECTIVES:** By the end of the lesson, students will be able to: 1. Identify key milestones in the history of video games from the TED-Ed video. 2. Understand and use vocabulary related to gaming and technology. 3. Use sequencing language (first, then, after that) to describe historical events. 4. Express personal opinions about how video games have changed the world.

TED-Ed Lesson Components
Think – Comprehension questions about important dates and inventions
Dig Deeper – Explore the cultural impact of early video games
Discuss – Students share personal experiences with games or digital play
Customize – Tasks and language adapted for A2.2 learners

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS
Pre-listening	• **Warm-up Questions**: "Do you play video games? What's your favorite one?" "Do you know when video games were invented?" • **Vocabulary Pre-teach**: o arcade, console, joystick, screen, inventor, video game • **Prediction**: Show pictures of old vs. modern video games. Ask: "What do you think video games looked like 50 years ago?"	Overcoming limitations in speaking.	Audiovisual materials

While-listening	**First Listening (for gist)**
	 • Guiding Question: "What is this video about?"
	 • Task: Choose the correct summary of the video
	 Second Listening (for detail)
	 • Worksheet Tasks:
	      Match dates to events (e.g., 1958 – Tennis for Two)
	      3 multiple-choice questions
	      3 true/false questions
		Imagery
		 Auditory
		 Employing actions
			Flashcards
			 Worksheet

Post-listening	**Discuss:** • "How have video games changed since they were invented?" • "Are video games good or bad for learning and creativity?" **Dig Deeper:** • Teacher briefly summarizes the evolution of games into modern devices (from arcades to phones)	Note-taking	Audiovisual materials

	Written Reflection:		
	• Students write 3–4 sentences: *"What did you learn about the history of video games? Would you like to try an old game? Why or why not?"* • Encourage sequencing vocabulary (first, next, then, finally)		
ASSESSMENT	**Formative Assessment** • Participation in prediction and vocabulary tasks **Summative Assessment** • Writing task		

INTERVENTION EVIDENCE