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PRE-DURING-POST FOR TEACHING ENGLISH LISTENING IN BASIC EDUCATION

**PRE-DURING-POST PARA ANSEÑAR A ESCUCHAR EN
INGLÉS EN EDUCACIÓN BÁSICA**

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PRE-DURING-POST for Teaching English Listening in Basic Education

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ABSTRACT

Listening comprehension is indispensable for developing communicative competence in English learners, and the PDP methodology offers a structured way to improve this skill, especially in contexts with limited exposure. This study applied a qualitative approach with a descriptive and phenomenological orientation to analyze the implementation of the PDP methodology in the development of listening comprehension high school students at a rural public school in Chone City, Ecuador. Data were collected through semi-structured interviews with teachers, classroom observations and a documentary review of recent academic literature. Findings revealed that the PDP methodology helps structure the listening process, increases student participation, and improves listening comprehension when its stages are implemented effectively. However, challenges such as technological limitations and emotional barriers (e.g., fear of making mistakes) were identified as factors affecting the effectiveness of the methodology in low-resource settings. The PDP methodology proves to be a valuable tool for improving listening skills in English language learners, but its success depends on tailoring strategies to students' levels, access to technological resources, and emotional support during listening tasks.

Key words: listening skills, PDP methodology, English language, strategies

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PRE-DURING-POST para enseñar A Escuchar en Inglés en Educación Básica

RESUMEN

La comprensión auditiva es imprescindible para el desarrollo de la competencia comunicativa en estudiantes de inglés, y la metodología PDP ofrece una forma estructurada de mejorar esta habilidad, especialmente en contextos con exposición limitada. Este estudio aplicó un enfoque cualitativo con una orientación descriptiva y fenomenológica para analizar la implementación de la metodología PDP en el desarrollo de la comprensión auditiva en estudiantes de una institución educativa pública rural de la ciudad de Chone, Ecuador. Los datos fueron recolectados a través de entrevistas semiestructuradas a docentes, observaciones de aula y una revisión documental de literatura académica reciente. Los resultados revelaron que la metodología PDP ayuda a estructurar el proceso de escucha, aumenta la participación de los estudiantes y mejora la comprensión auditiva cuando sus fases se implementan eficazmente. Sin embargo, se identificaron retos como las limitaciones tecnológicas y las barreras emocionales (por ejemplo, el miedo a cometer errores) como factores que afectan a la eficacia de la metodología en entornos con pocos recursos. El enfoque PDP demuestra ser una herramienta valiosa para mejorar la comprensión oral en estudiantes de inglés, pero su éxito depende de la adaptación de las estrategias a los niveles de los estudiantes, el acceso a los recursos tecnológicos y el apoyo emocional durante las tareas de comprensión oral.

Palabras claves: habilidades de escucha, metodología PDP, idioma inglés, estrategias

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INTRODUCTION

Listening comprehension in English is one of the most important skills in the development of communicative competence in students to effectively perform in real contexts of oral interaction, however, it continues to be one of the most neglected in the language learning process, especially in public school contexts where opportunities for exposure to English are limited despite living in the knowledge era.

Listening comprehension contributes to the overall development of language proficiency and academic achievement of students learning English as a second language. Failure to develop effective listening comprehension can limit language acquisition, since not understanding oral information hinders the development of productive skills, such as oral expression.

In Ecuador, many students fail to adequately develop this skill due to the scarce application of methodologies focused on the development of listening comprehension (Eras et al., 2024). Various research, such as that of Peña (2019) and Shamsitdinova (2023) agree that teaching practices of language skills tend to focus on grammar and reading, leaving aside methodological aspects that favor active, comprehensive, and meaningful listening of the English language.

Studies such as the one conducted by Anchundia et al. (2025), establish that, despite the importance of listening comprehension in learning English, numerous students have difficulties in developing it. These authors showed that the application of the Pre-, During-, Post-listening methodology improves students' listening skills. However, there are still few updated studies that analyze this methodology from a contextualized perspective in fiscal institutions in rural or semi-urban areas of Ecuador.

The study was conducted in a public institution located in the Tablada de Sánchez sector, in Chone City, Manabí, Ecuador. This context presents particular social and educational characteristics, such as limited access to technological resources and the presence of students with low levels of exposure to English outside the classroom.

Therefore, the general objective of this research is to analyze the incidence of the Pre-During-Post (PDP) approach in the development of listening skills in English in high school students. From this purpose, the researchers set the following specific objectives:



- To gather relevant bibliographic information on the application of the PDP methodology in the teaching of listening comprehension in English.
- To inquire into teachers' perceptions of the usefulness of the PDP methodology in strengthening students' listening skills.
- To examine the practical implementation of the PDP methodology in the development of listening comprehension in the classroom.

LITERATURE REVIEW

Listening Skills

Listening skills are one of the four fundamental language abilities and involve an internal cognitive process (Muji et al., 2023; Mala et al., 2024), that occurs when individuals actively focus on an oral message in order to understand its meaning (Saragih et al., 2022). Besides, Zhou (2023) emphasizes that listening comprehension is an active cognitive process that uses prior schemata to process the information received and understand the underlying purpose of the speaker. Cruz et al. (2019) point out that this process develops during communicative interaction, involving mental mechanisms that allow perceiving sounds, receiving signals, interpreting ideas and constructing meanings that transform the cognitive environment.

Listening, as an essential language skill, is the means through which people acquire a large part of their education, information, understanding of the world, human affairs, ideals, values and appreciation (Heredia, 2018; Fatah & Farj, 2024), which requires a sender, an oral message and a receiver for the communicative process to take place (Gonzalez, 2019).

Teaching English Listening Skills

González (2020) comments that the main objective of teaching listening comprehension in English is to stimulate the development of phonemic hearing in students, strengthening this skill progressively throughout the different educational levels. Moreover, its development is not only limited to the design and implementation of didactic strategies, but also requires promoting active listening and facilitating an accurate interpretation of the oral message (Yilorm et al., 2019).

Along these lines, Morales (2021) explains that teaching listening comprehension involves the learner listening to and processing information coming from one or several speakers, usually through recorded



materials, for the purpose of performing or responding to a specific task. Abreus et al. (2020) add that strengthening listening comprehension in English facilitates the learner's interaction with different aspects of the language, which subsequently contributes to the integrated development of the other language skills.

However, despite the fact that listening comprehension is one of the most important and demanding linguistic skills, its scarce attention in English teaching limits its effective development, resulting in low levels of student performance (Morales, 2021). Similarly, López et al. (2021) state that in the teaching of listening comprehension, an adequate coherence is not always achieved in the didactic use of audiovisual materials in relation to the pedagogical strategies implemented in the classroom by teachers.

The lack of articulation between pedagogy and classroom implementation of listening comprehension, according to the authors, hinders the promotion of linguistic learning that favors the active and creative appropriation of culture, as well as the progressive development of cognitive independence and self-regulation, fundamental aspects to strengthen listening comprehension (López et al., 2021). Therefore, it is essential that educators implement structured methodologies that strengthen students' listening skills, as is the case of the Pre-During-Post methodology.

Pre-During-Post Methodology (PDP)

PDP is an effective methodology for teaching receptive skills, such as listening and reading, which help students improve both their listening and reading comprehension skills in the English language (Norhayati & Din, 2024; Anchundia et al., 2025).

Abdallah (2020) emphasizes that PDP is a structured framework that organizes the teaching of listening comprehension in three stages: before, during, and after listening. In the “pre-” stage, knowledge is activated and content is contextualized; in the “during” stage, tasks are completed that guide attention toward key ideas; and, at the end, in the “post” stage, learning is reflected upon and applied through activities that consolidate understanding. Therefore, the PDP methodology focuses on guiding students in the progressive development of listening skills, beginning with the activation of prior knowledge and culminating with the consolidation of the content heard.



Stages of Teaching Listening Skills

Pre-Listening Stage

Dieu and Van (2023) note that pre-listening is the introductory stage used to make content explicit, clarify objectives, and establish roles, procedures, and goals for listening. Madani and Kheirzadeh (2018) and Smyshlyak (2022) state that pre-listening prepares learners to understand an audio by activating their prior knowledge, presenting the topic and key vocabulary to facilitate general and specific comprehension, and generating expectations.

For their part, Nhu (2021) and Praveen (2021) identify that pre-listening activities are preparatory tasks designed to help learners understand the listening material by introducing the topic, activating background knowledge, discussing key ideas, and clarifying vocabulary. Listeners can employ metacognitive strategies that allow them to plan in advance how to approach a task (Paranapiti, 2018).

During-Listening Stage

The during-listening stage represents the central moment of the listening comprehension process, in which students listen with one or several defined purposes to focus their attention on specific or general information, through tasks that promote active listening (López et al., 2021; Smyshlyak, 2022). Hocaoglu (2024) adds that the during-listening stage involves active exposure to auditory content, where learners employ cognitive strategies, such as taking notes, relying on visual resources, and making inferences to facilitate real-time comprehension.

According to Anchundia et al. (2025), the main objective of this stage is to develop students' listening skills through guided tasks that verify comprehension, clarify doubts, and reinforce key points with the support of the teacher. In short, this is an important stage for strengthening listening proficiency, as it requires direct, conscious, and strategic involvement with the spoken text.

Post-Listening Stage

Post-listening, according to Manrique (2019) and Smyshlyak (2022), is the post-listening stage, which aims to consolidate listening comprehension, encourage active use of the information heard and promote oral production. The activities that make up the post-listening stage are mainly based on asking follow-up questions, participating in discussions about the topics, and assigning reinforcement tasks (Praveen, 2021).



Post-listening activities should be adapted to learners' levels and interests to maintain their engagement and improve listening comprehension effectiveness, as Movva et al. (2022) indicate, listening tasks during the listening stage seek to assess, contextualize, and model effective listening strategies, promoting questioning and clarification during the process. Consequently, the post-listening stage helps teachers assess students' listening comprehension after exposure to oral material, and is particularly useful for verifying the level of comprehension achieved during the while-listening stage.

METHODOLOGY

This research employed a qualitative approach, whose objective was to analyze the incidence of the Pre-During-Post approach in the development of listening skills in English in high school students. For this purpose, teachers' perceptions were collected through interviews and the practical application of the PDP methodology in the classroom was examined through structured observations. The study was also supported by a documentary review of relevant academic literature.

The research design was observational and cross-sectional, since the implementation of the PDP strategy is analyzed without direct intervention by the researchers and in a specific period of time. Likewise, a phenomenological component was incorporated to interpret the experiences and perceptions of teachers regarding the PDP methodology.

The study sample consisted of two English teachers and 35 ninth grade students, 19 belonging to parallel A and 16 to parallel B, from a public school located in Tablada de Sánchez, canton Chone, province of Manabí. The sample was selected by non-probabilistic convenience sampling, taking into account the accessibility and availability of the participants.

For data collection, semi-structured interviews with teachers were used to explore their opinions on the effectiveness of the PDP methodology. In addition, a classroom observation form was applied to examine how the Pre-listening, During-listening and Post-listening stages are developed during the classes. The data collection instruments were used to collect both subjective information, related to the teachers' perspectives, and objective information, derived from the observation of pedagogical practice. Furthermore, to develop the literature review, an exhaustive literature review was conducted through a systematic process that included searching academic databases such as SciELO, ERIC and Google Scholar, etc, using key terms related to "PDP methodology" and "teaching listening comprehension in



English”, etc. Also, selection criteria were established that prioritized up-to-date scientific publications, specifically focusing on scholarly and scientific papers published between 2018 and 2025.

Regarding ethical aspects, the informed consent of the participants, the confidentiality of their answers and the exclusive use of the data for academic purposes were guaranteed. For this reason, the name of the educational institution is not mentioned, in order to preserve their anonymity.

RESULTS

Results of the Interviews with English Teachers

Interviews were conducted with teachers in order to know their perception of the application of the PDP methodology in the development of listening comprehension. The answers to the questions posed yielded the following information:

How does the PDP methodology influence students' listening comprehension?

The teachers stated that the PDP methodology contributes to a better organization of the listening process, because it strengthens the comprehension of the auditory contents. Teachers stated that the sequential approach -before, during and after listening-guides students in a clear way, helping them to focus and understand the purpose of each activity. However, they mentioned that the positive results are more visible in students who already have a previous foundation in the language, while those with greater difficulties require more accompaniment.

What activities do you use in the Pre-Listening stage?

Among the strategies used by the teachers interviewed were discussion questions, brainstorming, prediction exercises and image analysis. These activities, from the teachers' point of view, activate students' prior knowledge and generate a context that favors listening comprehension. However, educators mentioned that some students show little interest or become inhibited when they do not master the topic, a factor that frequently affects their participation in this stage.

What strategies do you apply during listening to facilitate comprehension?

During the listening stage, teachers indicated that they use tasks aimed at completing information, answering specific questions, paraphrasing relevant fragments of the audio, and making clarifications when necessary.



Teachers also stressed the importance of providing immediate feedback and maintaining students' attention by avoiding distractions. Even so, they acknowledge that not all of them manage to stay focused, especially when faced with unfamiliar vocabulary or longer audios.

How do you evaluate listening comprehension in the Post-Listening stage?

Teachers emphasized that they use activities such as summaries, short questionnaires, key questions and peer exercises, where students themselves elaborate and solve questions related to the audio they have worked on. Although these strategies are useful to verify comprehension practically, the educators indicated that some students experience anxiety or fear of making mistakes, to the point of not wanting to participate during the development of the class that includes a listening activity.

5. What resources do you use to work on listening comprehension with the PDP methodology?

The resources most used by the educators interviewed are podcasts, songs, audiobooks, videos and visual materials. Teachers also mentioned the use of interactive exercises and listening tests. They said that the materials, in addition to capturing students' attention, diversify the activities and make the content more accessible. Nevertheless, they pointed out that they sometimes face difficulties related to the availability of technological equipment or connectivity due to the fact that the educational institution is located in a rural area of the Chone canton, a factor that limits the implementation of these resources.

What are the benefits of using the PDP methodology in the development of listening comprehension?

According to the teachers, the PDP methodology provides several benefits such as improved listening comprehension, increased student participation, and increased confidence in expressing themselves in English. Teachers mentioned that, in some cases, students continue talking about the topics they heard in the audios after class, which can be interpreted as a greater connection to the language and spontaneous participation.

The interview with teachers corroborated that the PDP methodology presents benefits in strengthening listening comprehension; however, its application faces practical and emotional difficulties in the classroom. The strategies implemented do not always manage to overcome the barriers of motivation and participation, especially in students with a lower command of the language.



Likewise, feedback, although frequent, can become a stressful moment for students, affecting their confidence and willingness to understand English.

Classroom Observation Results

The analysis of the observed class, entitled “Listening podcast and how to complete a letter”, with a duration of 45 minutes, made it possible to identify the degree of application of the PDP methodology in the development of listening comprehension in the classroom. The observation sheet was structured in three moments: Pre-listening, During-listening and Post-listening, and contemplated key indicators for each stage. The findings are detailed below.

Pre-Listening Stage

In the pre-listening stage, it was evident that the teacher formulated directed questions with the intention of activating the students' previous knowledge and generating expectations about the content of the audio. Participation was observed on the part of some students, who tried to anticipate the topic from the title. The students' preparation was accompanied by visual resources and a review of key vocabulary, which favored the comprehension of the audio content. In addition, the teacher clearly explained the purpose of the activity, which at first generated uncertainty among some students, who expressed that the task seemed complicated to them. However, as the class progressed, they understood the purpose of the activity and were excited to participate.

During-Listening Stage

In the during-listening stage, the researchers observed that the students were able to identify some general ideas from the audio, partly because the teacher formulated specific questions that helped guide the group's attention. Although formal strategies such as note-taking, repetition of fragments or the use of graphic organizers were not integrated, some students performed these actions on their own initiative, without having received explicit instructions. It is important to note that attention was maintained in most of the group, although those with a lower level of language proficiency showed difficulties in capturing basic details such as names or simple actions, despite the fact that the audio was brief and used simple language.



Post-Listening Stage

In the post-listening stage, the teacher applied oral questions aimed at verifying comprehension of the content. The students who participated offered brief answers related to the audio, a factor that motivated the teacher to promote creative participation and open spaces for group analysis. The feedback was punctual and focused on the immediate correction of the answers, which led to the creation of formal spaces for reflection and collaborative dialogue that lasted for several minutes.

During the development of the class, the teacher used the bilingual approach, considering that many of her students, coming from a rural area, have a limited command of the English language, which could make it difficult to fully apply the PDP methodology. However, thanks to her experience as an educator, she was able to generate an atmosphere of motivation and participation. For this purpose, she selected a simple and attractive audio, which immediately captured the students' attention. The didactic resource used by the resource educator was important to awaken the interest of the group and facilitate listening comprehension, overcoming in part the linguistic barriers of the context.

DISCUSSION

The teachers interviewed agreed that the PDP methodology allows structuring the listening process in a clear and progressive manner because each stage (Pre, During and Post) fulfills a specific function aimed at strengthening listening comprehension. Anchundia et al. (2025) emphasize that the PDP methodology helps students to develop their listening skills and to understand listening content more effectively. Therefore, the PDP methodology is shown to be a very useful strategy to strengthen students' listening competence.

On the other hand, both in the interviews and in the classroom observation, it was evidenced that teachers apply strategies such as brainstorming, predictions and image analysis. In the class observed, the use of images and the review of key vocabulary prepared students better, despite some initial insecurity. Pre-listening tasks serve as preparatory activities aimed at supporting students' comprehension of audio content by introducing the topic, activating prior knowledge, exploring main ideas, and explaining important vocabulary (Nhu, 202; Praveen, 2021). Therefore, it is important that the pre-stage is properly developed in order for students to understand what the audio will be about and be better prepared for their listening.



In the during-listening stage, although teachers mentioned the use of specific questions and comprehension tasks, the observed class evidenced a limited application of formal strategies, such as note-taking. Nevertheless, some students resorted to these strategies spontaneously. Lopez et al. (2021) and Smyshlyak (2022) point out that this stage constitutes the core of the listening comprehension process, in which students focus their attention on different types of information through tasks that stimulate active listening. Consequently, it is essential for teachers to guide students to record key information from the audio in order to strengthen their comprehension and participation during the process.

The post-listening stage, according to the teachers, is mainly based on listening assessment through oral questions, summaries and collaborative exercises. In the observed class, the immediate feedback helped to maintain focus, although teachers also noted that some students feel anxiety at this stage, negatively impacting the development of the class. Movva et al. (2022) explain that the tasks developed during the listening stage are intended to evaluate, contextualize and model effective comprehension strategies, encouraging the formulation of questions and clarification of doubts throughout the process. For this reason, post-listening activities should be adapted to the level and interests of the learners to maintain their motivation and improve listening comprehension effectiveness.

Regarding the resources used in employing the PDP methodology, teachers highlighted the use of songs, podcasts, videos and interactive exercises, which favor motivation and interest in the auditory content. Technology limitations were identified in the educational institution, however, due to its rural location, which may restrict constant access to these resources. Digital tools and technological resources favor the teaching-learning process of a language by enhancing the development of listening comprehension through activities that allow constant practice between teachers and students (Vilema, 2022). To implement the PDP methodology effectively, it is important to have technological resources, since their absence or lack of access can significantly limit the results of the approach.

The PDP methodology has a positive impact on listening comprehension, but it does not always overcome emotional barriers such as insecurity or fear of error. This aspect was evident both in the teachers' testimonies and in the classroom observation, where some students showed initial resistance, but later became actively involved thanks to a motivating environment.



CONCLUSIONS

The literature review showed that the PDP methodology represents a structured and effective pedagogical strategy for the development of listening comprehension in English, as it organizes the process in clear stages that activate prior knowledge, guide listening and consolidate learning through simple questions and meaningful activities.

The perceptions of the teachers interviewed showed that the PDP methodology improves the organization of the listening process, stimulates student participation, and at the same time reinforces listening comprehension, although its effectiveness depends on the students' level of language proficiency and their emotional disposition to engage in the listening activities.

Finally, classroom observation confirmed the practical implementation of the PDP methodology, highlighting the use of strategies in all three stages of the process. However, limitations were also evident in the use of technological resources due to the location of the educational institution, indicating the need for access to adequate resources to ensure effective implementation of the approach.

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