Listen and Draw: A Strategy to Improve English Listening Comprehension in the Primary-Secondary Transition

Escucha y Dibuja: Estrategia para Mejorar la Comprensión Auditiva en Inglés en la Transición Primaria-Secundaria

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RESUMEN

El presente estudio tuvo como objetivo contribuir al campo de la investigación evaluando la efectividad de la estrategia Escucha y Dibuja como práctica pedagógica para mejorar las habilidades de escucha en estudiantes de octavo grado en una escuela pública de La Troncal, Cañar, Ecuador. Se utilizó un enfoque cuantitativo con un diseño preexperimental de preprueba/postprueba en un solo grupo. Participaron 36 estudiantes, de entre 10 y 12 años, quienes fueron evaluados en su comprensión auditiva antes y después de la intervención. La intervención, de ocho semanas, consistió en que los estudiantes escucharan pasajes descriptivos leídos en voz alta por el maestro, seguidos de la transformación de estas descripciones en representaciones visuales. Los resultados evidenciaron una mejora significativa en la comprensión auditiva, reflejada en el aumento de las puntuaciones proporcionales de la preprueba a la postprueba. Además, el estudio destacó los beneficios cognitivos de integrar el aprendizaje auditivo y visual, particularmente para los estudiantes que están en transición de la educación primaria a la secundaria. La estrategia demostró ser flexible, práctica y efectiva en entornos con recursos limitados de internet, ofreciendo un enfoque atractivo y sostenible para la enseñanza de idiomas que complementa los métodos tradicionales de instrucción.

Palabras claves: escucha y dibuja, comprensión auditiva; estrategia pedagógica.

ABSTRACT

The present study aimed to contribute to the field of research by evaluating the effectiveness of the Listen and Draw strategy as a pedagogical practice to improve listening skills in eighth-grade students at a public school in La Troncal, Cañar, Ecuador. A quantitative approach was used, with a pre-experimental pretest/posttest design in a single group. Thirty-six students, aged between 10 and 12 years, participated and were evaluated on their listening comprehension before and after the intervention. The eight-week intervention involved students listening to descriptive passages read aloud by the teacher, followed by transforming these descriptions into visual representations. The results showed a significant improvement in listening comprehension, reflected in the proportional increase in scores from the pretest to the posttest. Additionally, the study highlighted the cognitive benefits of integrating auditory and visual learning, particularly for students transitioning from primary to secondary education. The strategy proved to be flexible, practical, and effective in environments with limited internet resources, offering an engaging and sustainable approach to language teaching that complements traditional teaching methods.

Keywords: listen and draw, listening comprehension, pedagogical strategy.

Introduction

The teaching and learning of English in the Ecuadorian educational system, both at the primary and secondary levels, have not produced the expected results. Despite multiple reforms driven by the Ministry of Education in recent decades, including initiatives such as the "Curricular Reform for the Development of English Learning" (CRADLE), the Advance English program (Rojas et al., 2019; Soto, 2015), and various efforts to strengthen English that made English instruction mandatory from basic education to high school, with new curriculum standards aligned with the Common European Framework of Reference for Languages (CEFR) (Ortega & Auccahuallpa, 2017), progress in students' English language skills remains limited.

Bravo and Palmira (2020, 2021) point out that there is a significant gap in the transition from primary to secondary education regarding English proficiency. This gap negatively affects students' academic performance, often leading to demotivation and even anxiety toward the subject. Additionally, these authors highlight that the English curriculum often prioritizes grammar content over strategies for expanding vocabulary, despite the fact that vocabulary is essential for acquiring, understanding, and producing the language. Classroom planning, as a result, tends to emphasize theoretical approaches over active and practical methodologies. In the same line, Romero and Marroquín (2020) emphasize that the lack of proper planning by teachers can lead to disorganized instruction, hindering effective student learning. Meanwhile, Cronquist and Fiszbein (2017) stress the lack of coherent and systematic strategies to support the development of English as a foreign language across educational levels. This situation decreases student motivation, as when they do not perceive English as valuable within their local context, their engagement and success in learning are significantly affected.

In light of these challenges, it becomes evident that there is a need to implement innovative pedagogical strategies that mitigate the negative effects on English learning. In the Ecuadorian context, based on teaching experience, English classes in most public schools tend to focus on grammar and textbook content, which limits the development of practical and functional skills such as listening comprehension. In response to this issue, this study aims to implement the Listen and Draw strategy as a pedagogical practice to improve listening skills in eighth-grade students at a public school in La Troncal, Cañar province. This activity consists of students listening attentively, either through an audio recording or the teacher's reading, to a description of a person, animal, place, or character, and then drawing what they have understood. The strategy seeks to move away from traditional, mechanical methods by placing students in a more active, autonomous, and independent role while continuously encouraging them to interpret and represent the content coherently.

The implementation of this strategy is based on international previous studies that have demonstrated its effectiveness. Sasmita (2018), Puteri (2018), and Gea et al. (2022) state that activities like Listen and Draw offer a dynamic and creative approach to learning. This strategy promotes creativity by allowing students to draw various descriptions while improving their ability to discriminate sounds, thus strengthening their listening comprehension. Furthermore, the activity motivates students by providing a fun and challenging learning experience, which increases their active participation and improves their connection with the language.

In this regard, this study aims to answer the following research questions:

To what extent does the Listen and Draw strategy improve listening comprehension skills of eighth-grade students at a public school in La Troncal, Cañar province?

How does students' active participation in the Listen and Draw activity influence the development of their listening comprehension?

The potential of this strategy lies in its ability to adapt to changes in the educational process, offering an effective alternative to

develop listening skills. By combining the necessary attention to process the auditory content with the motor skills required to translate what is heard into a drawing, memory and comprehension are improved. Students not only listen but also actively participate in interpreting and visually representing the content, creating a more comprehensive and effective learning experience.

The theory behind Listen and Draw

Throughout history, various scientific theories have been the subject of extensive research in order to analyze and understand the complexity and diversity inherent in the human mind during its development and the processes of acquiring new skills. The numerous approaches and studies conducted by scientists over time have established solid theoretical foundations essential for understanding the teaching-learning process. These foundations are widely applied in current educational settings. This research utilized Stephen Krashen's (1985) Comprehensible Input Theory, which posits that language acquisition occurs more effectively when learners are exposed to linguistic content that is slightly above their comprehension level, but still understandable. This approach, supported by Baralo (2011) and Silva et al. (2023), highlights the importance of providing input at the student's level so that they can recognize key aspects of words, such as sound, structure, meaning, and usage in context. Additionally, these authors emphasize the need for repeated exposure to target vocabulary, allowing students to deduce meanings from context and understand the various uses of words. Torrez and Díaz (2023) complement these ideas by noting that tools such as restricted listening, which prioritizes continuous exposure to engaging content and familiar vocabulary, are essential in this theory while minimizing the focus on grammar. In this way, the development of listening skills in English not only becomes more meaningful but also addresses the challenge of integrating teaching strategies that make learning engaging and effective, offering practical solutions to improve students' listening comprehension.

Building on the understanding of language acquisition and the strategies that support it, another critical factor to consider in enhancing students' learning experiences is recognizing the diverse ways in which they process and engage with information. This is where the theory of *Multiple Intelligences* becomes highly relevant. While the previous section focused on the importance of providing input at the right level for students, it is equally essential to understand that learners do not all approach tasks in the same way. Howard Gardner's theory highlights how students' unique strengths shape their language-learning processes, offering valuable insight into how educators can adapt instruction to meet diverse needs.

Multiple Intelligences of Students

The theory of multiple intelligences, proposed by Gardner, has helped educators understand the vast diversity of students and the importance of addressing it effectively within the educational context. This theory challenges the traditional view of intelligence as a single, uniform ability that varies in degree among individuals (Derakhshan & Faribi, 2015). Instead, it suggests that each person possesses a set of mental abilities, talents, or skills, known as intelligences. Understanding these intelligences is essential, as it allows educators to recognize and accommodate the different ways students learn (Ahvan & Pour, 2016). Gardner's theory describes several types of intelligences; however, this study focuses on linguistic and spatial intelligences due to their strong connection to listening comprehension. By acknowledging these diverse intelligences, teachers can design more personalized and effective learning experiences that align with students' strengths and interests. Implementing strategies such as listen and draw can enhance student engagement, boost motivation, and promote a deeper understanding of the English language. Moreover, recognizing and addressing multiple intelligences improves overall learning outcomes and encourages all students to reach their full potential, facilitating the transition from primary to secondary education.

Linguistic intelligence

Linguistic intelligence refers to the ability to use language effectively in both spoken and written forms, enabling individuals to process, understand, and express ideas clearly. This intelligence involves not only mastery of grammar and vocabulary but also the ability to interpret nuances in language, such as tone, rhythm, and emotions conveyed through words. It is essential for activities that require understanding and producing oral and written messages, playing a key role in the development of skills such as listening comprehension, which is vital in second language learning (Gardner, 1983).

From the same perspective, Armstrong (2009) and Halil (2017) state that linguistic intelligence relates to the ability to process and comprehend information when listening and speaking, as well as when writing and reading, with clarity and accuracy. This means that students with strong linguistic intelligence can understand spoken messages, absorb their meaning, articulate their understanding, and demonstrate outstanding proficiency in the four main language skills in English (Rajaram, 2022; Grisales, 2008).

Similarly, Lwin et al. (2003) emphasized that this intelligence involves forming clear ideas and using language skillfully. In essence, linguistic intelligence goes beyond merely using language correctly; it also involves a deep understanding of words, sensitivity to both their literal and figurative meanings, and strong communication skills (Dewi, 2019). In relation to the current study, this intelligence is vital since developing listening comprehension in English requires processing what is heard, interpreting it, and understanding verbal messages from others (Zahedi & Ghabanchi, 2014).

In the context of the **Listen and Draw** strategy, linguistic intelligence plays a key role in helping students process and interpret auditory information before translating it into a visual representation. While traditional learning environments may offer limited interaction, incorporating strategies such as describing the characteristics of specific characters can better capture students' attention.

Spatial Intelligence

Gardner (1987) explains that spatial intelligence refers to the ability to think and perceive the world through images. It involves thinking in three-dimensional images and transforming visual experiences through imagination. A person with high visual-spatial intelligence can convert topics into images, as seen in graphic arts. This includes the use of mental imagery, designing, painting, and drawing, as well as the ability to construct diagrams, build objects, and invent new ideas. Emst-Slavit (2001), Rajaram (2022), and Di Salvo (2024) interpret this intelligence, in the educational field, as the ability to produce a graphic representation of spatial information, where students tend to favor learning through colors, images, and visual representations. Mora and Martín (2007) conceive spatial intelligence as the ability to create visual experiences, even without physical stimuli.

Within the framework of this research, spatial intelligence is relevant because students process and interpret auditory information and translate it into visual representations. The ability to visualize and mentally organize the information they hear allows students to create accurate and meaningful drawings based on spoken messages, enhancing their comprehension. For example, when students listen to instructions or descriptions in English, those with strong spatial intelligence can mentally map out details and relationships between objects or concepts, which they then represent visually. This process not only requires listening comprehension but also the ability to mentally manipulate information in a spatial context, whether by visualizing a scene, organizing elements, or recognizing spatial relationships.

Listening Comprehension

This literature review also examines the distinction between hearing and listening to establish a clear conceptual understanding of these terms. Schnell (1995) defines hearing as a passive and automatic process in which sound is detected by the ears and transmitted to the brain without requiring conscious effort. In this context, students in many classrooms may simply be hearing sounds, such as when the teacher speaks in English, but fail to comprehend them. In contrast, Lipari (2010) characterizes listening as an active cognitive process that involves focused attention and the interpretation of the sounds heard. This process goes beyond mere auditory perception, as it requires the application of linguistic knowledge and cognitive skills to understand and extract meaning from spoken language, a critical ability for identifying main ideas, for example.

Nunan and Carter (2001) explain that, in the context of language teaching, listening is a multifaceted process essential for understanding spoken language. As one of the most frequently used language skills, listening does not occur in isolation but in conjunction with other skills such as speaking, reading, and writing. Furthermore, its role is not limited to communication but is also fundamental to language acquisition, as it allows learners to be exposed to language in meaningful contexts. In this regard, Howatt and Dakin (1974), Heredia (2018), and Rost (2022) describe listening as a dynamic process that requires the listener's active participation. Listening is not just about receiving spoken words but also about constructing and co-creating meaning through interaction, engagement, and empathy. To achieve effective comprehension, listeners must recognize the speaker's accent or pronunciation, interpret grammar and vocabulary, grasp the overall message, and formulate an appropriate response. Therefore, listening involves a set of cognitive and interpretative activities that go beyond mere auditory perception.

Zhang and Shen (2023) complement this perspective by stating that listening comprehension is a mental process that allows individuals to make sense of and derive meaning from spoken language. Mastering this skill is essential for interpreting messages and effectively communicating in a foreign language. Research highlights the importance of teaching specific strategies that help students identify sounds, intonation patterns, and speech rhythm, which in turn facilitates a deeper and more meaningful understanding of the language.

The role of drawing in Cognitive development

The **Listen and Draw** strategy, as described by Ainsworth and Scheiter (2021), strengthens listening comprehension by encouraging learners to convert spoken information into visual representations. The authors suggest that drawing enhances learning by requiring students to actively process information, identify key details, organize them logically, and connect them with prior knowledge. This approach not only reinforces understanding but also improves retention by engaging multiple cognitive processes.

Building on this idea, interest in students' artistic expression has significantly increased in recent decades, particularly from psychological, cognitive, developmental, and emotional perspectives (Wright, 2015). Research has shown that drawing serves as a powerful tool for enhancing listening skills, as it allows students to translate auditory input into visual representations (Alford, 2015). This process facilitates both language comprehension and retention by requiring learners to actively transform spoken words into mental or physical images. Such visual representations help students internalize vocabulary and grammatical structures, serving as a mnemonic device, since research suggests that people remember content more effectively when they draw it (Ainsworth & Scheiter, 2021).

Furthermore, interpreting and organizing auditory information through drawing activates deeper cognitive processing, reinforcing the neural connections essential for language acquisition. By engaging with language through visual representation, students move beyond

passive listening and actively interact with the content, making it easier to retain specific details or even entire narratives. Additionally, drawing while listening helps maintain focus, reduces distractions, and promotes greater attention to linguistic details. The creative nature of drawing fosters motivation and active participation (Altun, 2015), which in turn enhances memory retention and listening skills. This technique supports effective listening comprehension by requiring students to visualize and interpret messages, helping them recognize key words, important details, and contextual relationships in the spoken content.

Innovation in the classroom requires educators to move beyond traditional teaching paradigms, embrace experimentation, and adopt bold strategies to create meaningful learning experiences. Teachers must be willing to take risks and implement creative approaches to improve English language skill development, ensuring student engagement and better learning outcomes. By promoting these innovative efforts, educators can facilitate a smoother transition from primary to secondary education, equipping students with a strong foundation for future academic success. In this process, the role of the teacher is indispensable, as effective learning depends largely on their proactive intervention, deliberate planning, and commitment to create an environment that supports growth and improvement. At this point, it is also important to distinguish between **EFL** (English as a Foreign Language) and **ESL** (English as a Second Language), as this differentiation helps in understanding the complexities of learning a new language and achieving proficiency in its main skills.

English as a Foreign Language

The development of listening skills in English presents a significant challenge, especially in contexts where the language is not predominant. This makes it essential to understand the difference between learning English as a **Second Language (ESL)** and as a **Foreign Language (EFL)**. According to Richard Nordquist (2019), **ESL** refers to the use or study of English in environments where it is the dominant language, such as the United States or Australia. In contrast, **EFL**, as noted by Atuesta Uribe et al. (2024), describes learning English in countries where it is not the primary language, such as Ecuador, Mexico, or France, where exposure to the language is often limited. This context makes developing listening skills more difficult, as understanding spoken language requires the immediate processing of information that can be fast, unpredictable, and filled with variations in accent and vocabulary. These challenges are further compounded by limited classroom time and scarce opportunities for practice (Kim & Pilcher, 2016). Therefore, implementing pedagogical strategies that strengthen listening skills not only enhances language acquisition but also facilitates students' transitions between educational levels, ensuring they are better prepared to meet the demands of more advanced stages.

Methodology

Research Design

To comprehensively evaluate the effectiveness of the *Listen and Draw* strategy for improving listening comprehension, this study used a Quantitative approach, along with a pre-experimental research design with a single-group pre-test/post-test approach. As Creswell and Creswell (2017) described, pre-experimental designs allow researchers to assess interventions within a single group, especially when control groups are not feasible. The pre-test/post-test method, which Fraenkel et al., (2015) highlight, is commonly used in educational research to determine the impact of an intervention over time by measuring changes before and after the treatment. In this study, students' listening comprehension abilities were measured before and after the intervention. A pre-test was administered to assess their baseline listening skills, followed by the Listen and Draw strategy as the intervention, and a post-test was conducted to evaluate changes in their listening abilities.

Data Collection and Instruments

For the data collection in this study, a quantitative methodology was used, utilizing pre-test and post-test questionnaires to assess participants' English listening comprehension skills under standardized conditions. The instruments were carefully designed to evaluate students' abilities both before and after the intervention, ensuring validity, reliability, and alignment with the study's objectives. The development of the pre-test and post-test followed a structured process to maintain consistency and fairness. First, the test content was carefully defined based on the topics established in the Ministry of Education's curriculum. The next step involved determining the test format and structure. Given the focus of the study on listening comprehension, the test was designed to assess students' ability to process and interpret spoken language in relation to visual information. This format allowed for the evaluation of how well students could match auditory input with visual representations. These assessments were specifically designed for this investigation and included eight listening tasks, where students identified the described elements from a set of images.

To enhance validity, test items were developed following established language assessment frameworks and were reviewed by three university-level professors at the University of Guayaquil, experts in English language teaching. Their feedback was used to refine the tests, ensuring clarity, appropriateness, and an adequate level of difficulty. Once the tests were validated, the pre-test was administered under controlled conditions. The test lasted thirty minutes, and students received clear instructions in a relaxed environment to minimize anxiety and ensure optimal performance. The pre-test aimed to establish a baseline measure of students' listening comprehension skills before implementing the Listen and Draw strategy.

The intervention lasted eight weeks and consisted of structured listening sessions where students created visual representations from auditory input. This approach facilitated the assessment of listening comprehension, as it examined students' ability to transform spoken language into coherent visual representations. To ensure that improvements in listening comprehension were attributed to the Listen and Draw strategy, rather than external factors, the intervention was closely monitored. Descriptions used during the intervention were completely different in content from those in the pre-test and post-test to prevent repetition or memorization effects. Additionally, a key methodological measure was the structured use of feedback, focusing on general error patterns rather than providing direct answers. After each session, students received guidance such as: "Try to pay closer attention to details in the description, such as the character's clothing," or "Focus on key words that describe important features, such as size, color, or location, to help you identify the correct image more accurately." This approach encouraged skill development while preventing undue influence on post-test performance, ensuring that learning outcomes truly reflected the impact of the teaching strategy.

To control external factors, the tests were administered in a quiet environment, ensuring there were no distractions. Both the pre-test and post-test followed identical instructions, time limits, and were administered by the same instructor to minimize variations in test delivery. These measures ensured consistency across both tests, allowing the results to reflect only the impact of the Listen and Draw strategy on improving listening comprehension skills. As previously mentioned, both assessments consisted of eight listening descriptions of people, places, and fictional characters. For each description read aloud by the teacher, students identified the corresponding character or element from a set of eight images, marking them with a number according to the sequence in which they were mentioned (e.g., "1" for the first description, "2" for the second, and so on). This sequential identification process provided a structured method to evaluate their ability to associate auditory information with visual representations.

Participants

The study involved 36 primary school students, aged 10 to 12, enrolled in eighth grade at a local school in La Troncal City. Among them, 22 were girls and 14 were boys. These students were transitioning from primary to secondary education and had an English proficiency level expected to be A1, in accordance with the curriculum standards set by the Ministry of Education of Ecuador, which align with the Common European Framework of Reference for Languages (CEFR). The students participated in a series of eight-week listening sessions, using the Listen and Draw strategy to enhance their language skills. The school was informed of the intervention, and no objections were raised, ensuring that the process followed all ethical research standards, including confidentiality and the absence of any physical or psychological risks to the participants. Furthermore, no participant names were disclosed to protect their privacy.

Design of Teaching Materials for Character Descriptions

The design of the material on descriptions of characters, objects, or fictional entities was based on the thematic areas specified in the curriculum established by the Ministry of Education of Ecuador for eighth-grade students. These areas included topics such as physical appearance, body parts, descriptive adjectives, clothing, tourist destinations, and nationalities. To ensure cultural relevance, the study incorporated both historical and fictional figures, including Cantuña, Chuzalongo, and Diablo Huma, as well as fictional characters such as an alien, a superhero, a frog, and a piglet. This selection was strategically aligned with the students' prior knowledge and aimed to strengthen their cultural identity. For example, one of the descriptions of Cantuña was: "A young indigenous man with a smart look. He has dark long indigenous braid hair. Cantuña has a round face with black, round eyes. He wears a simple white shirt and brown pants. Over his shirt, he has a colorful poncho that keeps him warm and a red hat. He wears sturdy sandals for walking. Sometimes, he carries a small bag or sack with tools for working."

Additionally, generative artificial intelligence tools, such as *Copilot*, were used to produce the visual representations of these descriptions. This AI-powered tool facilitated the creation of personalized images or characters by simply providing the required descriptive details. The character descriptions were constructed using vocabulary aligned with the identified curriculum topics. To present these descriptions, the strategy known as Teacher Talk was employed. Which according to Solita et al. (2021), it refers to the intentional and adaptive use of language and verbal communication by the teacher to facilitate student learning. In this case, the pace and intonation were adjusted to the students' comprehension levels. Although the teacher's narration was the preferred method for its consistency, alternatively, the descriptions can also be recorded and played in the classroom using electronic devices, depending on resource availability, offering flexibility in content delivery.
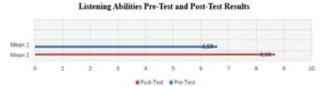
Results

After the collection and tabulation of the relevant data, this section presents the analysis of the obtained results. The findings aim to provide a detailed view of the results and their significance in relation to the research objective.

Table 1
Listening Abilities Pre-Test and Post-Test Results

Test	Partic-ipants	Mean	Standard Deviation	Minimum score	Maximum score
Pre-Test	36	6.59	1.20	5	7.5
Post-Test	36	8.68	0.88	5	10

Figure 1

This study investigated the effectiveness of the Listen and Draw strategy in improving English listening comprehension during the primary-to-secondary school transition. The results revealed a significant improvement in

listening comprehension scores, with the mean increasing from 6.59 in the pre-test to 8.68 in the post-test. Statistical analysis using a paired t-test yielded a t-value of 8.43 and a p<0.05, indicating that the observed difference is statistically significant. These findings suggest that the intervention Listen and Draw, had a notable effect on enhancing student's listening comprehension skills.

Table 2
Listening Abilities Pre-Test and Post-Test Results

Test	Participants	Proportional Mean	Proportional Standard Deviation
Pre-Test	36	0.63	0.48
Post-Test	36	0.73	0.17

Table 2 demonstrates the improvement in students' listening abilities, with proportional scores rising from 0.63 to 0.73. These results suggest that the observed progress from the Pre-Test to the Post-Test is unlikely to be due to random variation but rather a result of the intervention, specifically the application of the Listen and Draw strategy. This strategy helped students enhance their listening skills by promoting a cognitive link between listening to descriptions and creating visual representations, facilitating better comprehension and retention of words and descriptions. The increase in the proportional mean indicates a significant improvement in listening skills, reflecting a consistent rise in students' ability to understand and process auditory information. Additionally, the sharp decrease in the Proportional Standard Deviation from 0.48 to 0.17 suggests that not only did students' comprehension of descriptions improve, but their listening abilities also became more consistent.

Discussion

The present study provides compelling evidence supporting the effectiveness of the Listen and Draw strategy in enhancing language learning outcomes. However, its integration into broader language instruction frameworks requires careful consideration of various pedagogical and practical factors. To ensure that students are adequately prepared to meet the demands of secondary education and improve their language acquisition, it is essential to implement a diverse range of instructional strategies consistently. These strategies not only promote autonomous language development but also facilitate the transition from primary to secondary education, a critical phase in students' academic progression.

An important factor in the successful implementation of the Listen and Draw strategy is its accessibility, particularly in contexts where technological resources are limited. Unlike many other language learning strategies that require internet access or specialized materials, Listen and Draw can be practiced at any time and in any setting, as it relies solely on listening and drawing. This flexibility is particularly valuable in schools where internet access is often a barrier. The strategy also holds significant appeal for students, as it aligns with their preferences and interests, with many students reporting that it is an engaging and enjoyable activity.

Additionally, one of the primary advantages of Listen and Draw lies in the immediate and continuous feedback it offers. Educators can assess students' listening comprehension and vocabulary acquisition in real time, providing targeted feedback on areas where students may struggle. This ongoing feedback loop not only reinforces students' lexical and auditory processing skills but also strengthens the cognitive link between spoken language and visual representation. By enhancing both comprehension and retention, the strategy contributes to more effective language acquisition.

In summary, the Listen and Draw strategy holds significant potential for improving English language learning. However, its effectiveness is contingent upon high-quality instructional design and its systematic integration into everyday teaching practices. In the context of Ecuadorian schools, where traditional language instruction methods predominate, the adoption of dynamic, student-centered approaches like this strategy represents a promising means of

developing listening skills while complementing conventional teaching methods.

Conclusions

The findings of this study demonstrate that the Listen and Draw strategy is effective in enhancing the listening skills of English as a Foreign Language (EFL) learners, as evidenced by significant improvements in their post-test results. The connection between auditory input and visual representation promotes active engagement, enhancing information retention and strengthening listening comprehension.

In addition to facilitating vocabulary acquisition and improving comprehension of phonological features, this strategy also boosts attention and auditory processing in a dynamic, motivating way. Its interactive nature encourages student participation, which in turn supports retention and long-term learning outcomes. While repetition and practice likely contributed to the observed improvements, the evidence suggests these elements complement the development of listening skills, rather than merely reinforcing rote memorization.

As an instructional tool, Listen and Draw plays a critical role in supporting the transition from primary to secondary education by reinforcing foundational listening skills essential for academic success. Its adaptability underscores its value as an innovative and evidence-based approach to English language instruction. Furthermore, its practical and cost-effective nature makes it particularly valuable in resource-limited educational settings, requiring minimal technological investment. Its flexibility allows for successful implementation across diverse teaching contexts, aiding students in their transition between educational levels.

Future research could explore the long-term impact of Listen and Draw on listening proficiency and investigate its integration with other communicative language teaching methods to further enhance its benefits in varied learning environments.

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