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SCHOOL OF ARTS AND SCIENCES
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POSTGRADUATE RESEARCH PROJECT.

LANGUAGE LEARNING EFFECTS OF INTERACTIVE PRESENTATIONS ON BASIC INTENSIVE ENGLISH STUDENTS' LISTENING COMPREHENSION SKILL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, TERM I/2018.

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SUMMARY OF THE RESEARCH

For many years, verbal communication and printed text have been the main resources teachers have used to transmit knowledge to students. Even though, those resources have shown to produce good results, the XXI century demands from educators the incorporation of Information Communication Technologies (ICT) into the teaching-learning process to be updated with the new trends in education and help students develop their language and digital skills. In the present research another possibility was explored to go beyond verbal interaction and printed text to improve students' English listening comprehension skill by making use of multimedia resources such as interactive presentations. However, the implementation of these emerging technologies requires from educators to do research in order to identify whether they produce positive or negative effects on students' learning.

Multimedia resources such as interactive presentations can be defined as the presentation of words, audios, videos and pictures that are intended to foster meaningful learning (Mayer and Colvin, 2008). This practice is supported by the Cognitive Theory of Multimedia Learning developed by Mayer and other authors in 2005. The argument is that multimedia, based on eight principles, supports the way the human brain learns since it is assumed that people learn more deeply from words, audio and pictures than from words alone.

Moreover, around the world many studies, with good results, have been carried out about this topic but there is still a lot to learn from multimedia resources. In fact, since results can vary from one context to another and from one population to another, it is important to wonder if they could have the same effects with University of El Salvador English language students than with students from other countries and if it is so, to determine the extent of those effects. For that reason the research question for the present study was: What are the language learning effects of interactive presentations on Basic Intensive English students' listening comprehension skill at the Foreign Language Department of the University of El Salvador, term I/2018?

In order to answer the research question, the general objective was:

To identify the language learning effects of interactive presentations on Basic English II students' English listening skill by comparing experimental and control group students' outcomes related to listening subskills to recognize whether the

implementation of these multimedia resources can be recommended in traditional language teaching classes at the Foreign Language Department of the University of El Salvador.

About the methodology, this research was based on a quasi-experimental research design since the researcher worked with an experimental and a control group with no random assignment for selecting the sample. Instead, due to time constraints faced by teachers and students from other Basic Intensive English groups to be part of the present research, a convenience sampling method was used for choosing the two groups. The main criteria for selecting experimental and controls groups was that they must share the same characteristics of students from the universe in terms of age, English level, and gender variation combined with their time availability and willingness to participate in the research.

The research procedure was the following: after selecting the experimental and control groups, the students took a listening comprehension pre-test at the beginning of the research and a post-test at the end. Then, during the following two weeks after the pre-test, students from the experimental group were exposed to interactive presentations designed by the researcher to improve their listening comprehension skill level. Those interactive presentations were available in a website called "Miues" where students had unlimited access to the resources and received feedback provided by the system after their performance. Finally, experimental group students and their English teacher answered a survey about their experience working with interactive presentations.

Subsequently, a triangulation was made among the results from the pre-test, the post-test, and students' and teacher's surveys to identify if interactive presentations affected Basic Intensive English students' listening comprehension skill at any level. From all discussed above, the importance of the present research relied on the fact that it tried to identify if the implementation of interactive presentations represented significant language learning effects on Basic Intensive English students' English listening comprehension skill to be designed, developed and incorporated into traditional language learning classes at the Foreign Language Department of the University of El Salvador.

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KEY TERMS

English Listening Comprehension Skill (ELCS)

The psychomotor process of receiving sounds waves through the ears and transmitting nerve impulses to the brain that acts on those impulses activating a number of cognitive and affective mechanisms (Richards, 2007)

ELC strategies

Subskills that facilitate the listening process of a language such as identifying the topic, predicting and guessing, listening for general understanding or gist , etc.

Interactive presentations /Multimedia resources

The presentation of words and pictures in different formats of delivery by using multimedia elements that promote interactivity between the students and the content which foster meaningful learning. (Clark, 2008)

Instructional design model

The systematic and reflecting process of translating principles of learning and instruction into plans for instructional material, activities, information resources, and evaluation (Branch, 2009).

Interactivity

The process of providing information and response between the multimedia resource and the student.

Multimedia Elements

The different types of information in multimedia presentations, including text, images, audio, video and animations.

Multimedia principles

Policies that shape the design and organization of multimedia resources.

Micro-learning

Learning strategy that consists in dividing the learning content in small pieces of information to be presented in short periods of time to facilitate learning.

CHAPTER I: INTRODUCTION

Since the University of El Salvador was founded on February 16th, 1841, verbal interaction and written texts have been the main tools for teaching students the different areas of knowledge. The results are not questionable since many well-known intellectuals were graduated there. However, with the development of Internet, Information Communication Technologies and the accessibility to different electronic devices, the way people used to do things have changed completely over the last few years. Now, technology has influenced any aspect of human's life and education is not the exception.

Therefore, the new era requires from educators to empower their students with the appropriate tools to handle new situations in their working field. This is only possible when showing future professionals how to use technological tools to learn and teach in this new digital age.

In El Salvador, teachers at any level have looked for the best way to incorporate emerging technologies in their teaching by using multimedia resources such as serious games, interactive presentations, video tutorials, and others. Moreover, at the Foreign Language Department of the University of El Salvador, there are some teachers who have brought multimedia resources into their classrooms by using PowerPoint presentations, blogs and YouTube videos, among others.

However, most of the times, the resources used in the classrooms are created by someone who does not know University of El Salvador students' reality. Moreover, in the case of PowerPoint presentations, they are designed based on common sense and conventional wisdom, which keeps students from achieving the expected learning objectives for which they were brought into the classroom. Teachers can assume the responsibility of creating their own multimedia resources for their students. They know their students better and are concerned about their learning reality. However, in order to avoid making common mistakes at the moment of creating effective multimedia resources, teachers should take into consideration a set of principles and steps suggested by experts to ensure students improvement in the target language. Nonetheless, even following all the aspects involved in the creation process of multimedia resources for learning, it is not possible to be sure a hundred percent, if they could help or harm the teaching-learning process without researching their effects. For that reason, the present research, in each of its parts, explains the design and implementation process of interactive

presentations combined with English listening skill instruction theory to create principle-based resources in order to identify their effects on Basic Intensive English students' listening skill at the Foreign Language Department of the University of El Salvador after being exposed to them.

Justification.

Nowadays, there is a big tendency in educators to include emerging technologies into their classrooms by using different means such as videos, text, images, video games, interactive presentations, etc. However, the majority of these multimedia resources are created without following any principles about how they should be designed and applied in order to get the expected learning outcomes. In fact, teachers' common sense and experience drive them on their designing process without any guarantee that those teaching tools could help their students learn the target language by developing any of the four macro-skills. As a result, most of the multimedia resources used by teachers are PowerPoint presentations full of text with no pictures at all or with pictures only for decorative purposes that in some cases distract students and harm learning.

Based on the scenario explained above, the researcher wondered if there were some principles teachers could follow to create effective multimedia resources to facilitate students' language learning. After an extensive research, the researcher found that a combination of different elements such as the Cognitive Theory of Multimedia Learning, the eight multimedia principles suggested by Mayer and Clark (2005), the instructional design model ADDIE by the Center for Educational Technology at Florida State University, theories of English teaching by the British Council, Brown (2015), Harmer (2005), Nunan (2015), and others had showed to produce good language learning outcomes. However, since results can vary from one country to another and from one population to another, there is a necessity to do research about the effects these principle-based multimedia resources could have on Basic Intensive English students of the Foreign Language Department at the University of El Salvador.

For that reason, in the present research, multimedia resources such as interactive presentations were designed and implemented following a set of principles proposed by experts to expose students to them in order to identify the effects those resources had on

Basic English students' listening comprehension skill in terms of applying listening strategies in order to recommend their implementation in traditional language classes at the Foreign Language Department of the University of El Salvador.

General Objective.

To identify the language learning effects of interactive presentations on Basic Intensive English students' listening skill by comparing experimental and control group students' outcomes related to listening subskills to recognize whether the implementation of these multimedia resources can be recommended in traditional language teaching classes at the Foreign Language Department of the University of El Salvador.

Specific Objectives.

1. To identify Basic Intensive English students' listening comprehension skill level before being exposed to interactive presentations.
2. To design and implement ten principle-based interactive presentations to improve Basic Intensive English students' listening comprehension skill.
3. To identify Basic Intensive English students' listening comprehension skill level after being exposed to interactive presentations.
4. To recognize which design elements of interactive presentations promote Basic Intensive English students' listening comprehension skill development.
5. To find out which design elements of interactive presentations decrease Basic Intensive English students' listening comprehension skill development.
6. To find out which Basic Intensive English students' listening comprehension subskills are affected by interactive presentations.
7. To summarize students' point of view about their experience being exposed to interactive presentations for listening comprehension skill development.
8. To summarize teachers' points of view about the interactive presentations and their effects on students' listening comprehension skill.

Statement of the Problem.

In the XXI century, the emerging technologies in education and the influence they have on any aspect of every society, demands from universities to prepare their students to deal with the new challenges technology presents. Ideally, students of the University of El Salvador should be exposed to technology in the classrooms to have a better understanding of its pros and cons in education. In fact, the use of technology in education opens the possibilities of incorporating emerging technological tools into the classrooms such as audios, videos, images, and a combination of them like interactive presentations. Although the use of multimedia resources as the main tool for teaching and learning is growing at any moment in educational settings, the need to provide students with effective resources for their learning grows equally.

For many years, trends and conventional wisdom have served as the main instructional strategies for designing and implementing multimedia resources by teachers. However, Mayer (2005) suggested that any multimedia resource that does not follow certain multimedia principles, instead of enhancing learning, can harm it. The problem with these resources is that it is not possible to know if they facilitate learning or make it more difficult for students. In fact, the design and implementation process of multimedia resources such as interactive presentations should be based on an appropriate theory of learning, designing principles, an adequate instructional design model, and language learning theory aim at developing language skills and sub skills to achieve the expected learning outcomes.

In response to this problem, the present research aimed to identify what effects interactive presentations had on Basic Intensive English students' listening skill at the Foreign Language Department of the University of El Salvador, term I/2018. To do that, the present research mainly focused on exposing students to principle-based multimedia resources created by the researcher and identifying students' reactions in terms of their listening comprehension skill and sub-skills development in contrast with students who were not exposed to them. Besides, students' and teacher's points of view were summarized to have a better perspective about their experiences in order to recommend their implementation in traditional language teaching classes.

Scope and limitations.

The present research aimed at identifying the language learning effects of interactive presentations on Basic Intensive English students' listening comprehension skill by comparing experimental and control group students' outcomes related to listening subskills to recognize whether the implementation of these multimedia resources can be recommended in traditional language teaching classes. It was conducted with Basic Intensive English students at the Foreign Language Department of the University of El Salvador during Term I/2018. It covered information obtained from the three instruments described before such as Pre-/Post-listening test, a survey for students, and a survey for the teacher. The instructional material content experimental group students were exposed to was composed by ten principle-based interactive presentations designed and implemented by the researcher following the principles and steps previously mention in this research. The Pre-test was submitted to the students on April 16th, 2018 and the Post-test was submitted on May 7th, 2018. Moreover, students from the experimental group were exposed to the instructional material content for two weeks from April 23rd, 2018 to May 4th, 2018.

Moreover, although the present research has reached its general objective, there were some unavoidable limitations the researcher had to face and overcome through its development.

First, because time constrains faced by teachers and students from other Basic Intensive English groups, it was not possible to apply a random sampling method in the selection of the sample for this research. Instead, a convenience sampling method was carefully used taking into consideration individuals who shared the same characteristics of other students from the universe plus time availability, willingness, and accessibility to be part of this research.

Second, the present research was conducted on a relatively small size population because some students from Basic intensive English groups 06 and 07 did not attend classes regularly. Originally, these two groups were composed by 30 students each, however, because of different reasons, an average of 10 students from each group came

to classes once in a week or dropped out before starting the present research. For that reason, the researcher decided to take into consideration only twenty students from each group who attended classes every day.

In spite of the limitations explained above, the researcher strongly believes that the results from the present research can be generalized to students from the universe under the same circumstances as the sample previously described and during the same periods of time.

Moreover, in order to identify if the interactive presentations used in this research project can be used with other learning modalities such as distance and online learning or with different populations such as Intermediate or Advanced students, obtaining the same results, further research should be done.

CHAPTER II: THEORETICAL FRAMEWORK

Nowadays, multimedia resources such as interactive presentations that involved animations, graphics, audios, and videos have become the new trend in education. Because of their apparent benefits and accessibility, these teaching tools seem to be a magical formula for delivering content to students and ensuring learning at the same time. Nonetheless, most of the times, the lack of knowledge regarding the right way of designing and developing these tools, do not help teachers achieve the expected learning objectives or even harm the teaching-learning process (Mayer, 2008). In order to design and develop effective language learning tools, teachers must base their design and application on an appropriate theory of learning and a set of effective principles that help them design what they really want to. Moreover, in order to understand the designing and developing process of interactive presentations for language learning and the effects they have on students listening skill, it is important to discuss in more details the concepts of interactive presentations, multimedia elements, multimedia principles, and the instructional design model ADDIE combined with micro-learning strategy. Then, it is also important to define what English listening comprehension skill is, and the effects of interactive presentations on students' language learning.

Defining Interactive Presentations.

Interactive presentations are multimedia resources that can be defined, according to Clark (2008), as the presentation of words and pictures in different formats of delivery such as animations, graphics, audios, and videos that promote interactivity between the students and the content which foster meaningful learning. Moreover, the combination of the different multimedia elements and their location into the different interfaces are strategically established by a set of multimedia learning principles and instructional design steps that tend to achieve the learning objectives of a course. To define the concept of interactive presentations properly, it is important to review each of its parts one by one.

To begin with, there are six fundamental multimedia elements that can be combined in an interactive presentation for learning purposes. The first multimedia element is text. Different types of text or typographic effects can be used to emphasize,

clarify or catch students' attention on an interactive presentation, for instance, using different font size, color, and style to present information can trigger learners curiosity and focus their attention on a specific piece of information such as some instructions (Vanghan, 2004). The second multimedia elements are graphics such as charts, images, pictures, diagrams, and maps. According to Wright (2004), graphics can stimulate interest and motivation on students. Moreover, they can also improve the students' ability to understand the language without text which can be very helpful when teaching beginners. The third fundamental multimedia elements are animations. Animations are the rapid presentation of a sequence of images of artwork or model positions in order to create an illusion of movement (Mayer, 2005). The fourth multimedia elements are sounds. Sounds or audios are speech, music, or any other sound that is stored and produced by electronic devices to be heard by students in order to create a context or provide important information to the learners. The sixth multimedia elements are videos. Videos are the visible part of a television transmission and broadcasts visual images of stationary or moving objects. They can offer information that is more realistic to students, however, it could also consume more storage space than graphics and should not be used when students have a low quality internet connection (Vanghan, 2004). Finally, effective interactive presentations make use of another important ingredient to enhance learning.

Besides the elements mentioned above, there is one more element that gives interactive presentations the singularity and importance for learning: interaction. Interaction refers to the process of providing information and response between the multimedia resource and the student (Wiley, 2002). It gives learners control over the presented content to change restrictions, observe their results, respond to multiple options, change the volume of audios and start or finish the practice. In fact, interaction provides students a sense of autonomy over their own learning to achieve a specific objective. Furthermore, interactivity is divided into three types because its characteristics. Firstly, reactive interaction takes place when learners response to a question, image or audio by clicking on an item or writing an answer. It requires from student a specific response and not more than that. Secondly, proactive interaction happens when learners are free to decide in what order the tasks will be performed by navigating through the different interfaces by using forward and backward buttons or the main menu. Finally, mutual interaction happens when learners and programs are able to exchange information

to one another. This type of interaction is very similar to proactive interaction in terms of manipulating objects on the screen by mouse activities, moving forward/backward on the screen, and selecting content by using the main menu. However, it differs in terms of receiving feedback about their performance through special buttons, and interacting with other persons connected with the same object (Reimann, 1997).

Every multimedia element reviewed above plays an important role when being included in an interactive presentation; however, they cannot be chosen at random. Instead, they must be selected following some principles that ensure these elements combined help learning instead of harm it. Those principles are the following.

Multimedia Principles for Learning.

Mayer (2008) suggested eight principles for designing and implementing multimedia resources for learning purposes including language learning. These principles provide a valuable source of information in order to avoid common mistakes at the moment of selecting and arranging multimedia elements in a presentation. First at all, the multimedia principle states that instruction should include relevant visuals and words rather than printed text alone since people are more likely to understand content when they identify relevant material in the lesson, organize the material into their minds and integrating the material with their existing knowledge. Second, the contiguity principle proposes that text should be aligned in close proximity to visuals such as pictures, graphics, and photos because learners can get confused if they are separated from one another. Third, the modality principle suggests that complex visuals should be explained by audio rather than by text since to use printed text at the same time would overload their visual channel and difficult understanding. Fourth, the redundancy principle recommends that complex visuals should be explained by audio or by text rather than by both text and audio that narrates the text. Similar to the previous principle, the redundancy principles tries to avoid overloading the audio and visual channel by exposing the learners to too much information at the same time. Fifth, the coherence principle advises that extraneous visuals, words, and sounds should be omitted. This means that any multimedia element that does not collaborate with the leaning objective should be eliminated. Sixth, the personalization principle suggests that learners are socially engaged through conversational language and on-screen learning agents which means that students focus

more on short conversation and on graphic representations of a person who talks to them. Seventh, the pre-training principle states that key concepts mentioned in the activity should be explained prior to the full process or task. One way to follow this principle is by providing students a vocabulary interface in which students recognize what vocabulary will be used in the presentation. Finally, the segmenting principle suggests that content should be presented in short sequences so learners would digest little by little the whole content.

Besides the principles suggested by Mayer, novice multimedia designer or English teacher should consider include principles for visual representations to make multimedia resources more appealing to students. According to Williams (2015), there are four basic graphic design principles that can be combined with multimedia elements to create a high impact on learners: Proximity, Alignment, Repetition, and Contrast. The proximity principle says that related items should be grouped together so that they will be viewed as a group, rather than as several unrelated elements which creates a context about the topic. The alignment principle states that nothing in the slide should look as if it were placed there randomly. Instead, every element is connected visually via an invisible line that students can perceive without telling them it is there. The repetition principle proposes that the repetition of certain design elements in a slide or among a deck of interfaces will bring a clear sense of unity, consistency, and cohesiveness that facilitates students' comprehension of the content as a whole. Finally, the contrast principle refers to differences in terms of background and floating elements since people unconsciously look for differences, this principle let designers direct learners attention to specific elements to obtain an expected outcome.

After recognizing the six fundamental multimedia elements, the eight multimedia principles proposed by Mayer, and the four visual representation principles by Williams (2015), the following step in the creating process of interactive presentations is to identify the instructional design model that brings into reality these resources by combining the elements and principles to produce effective multimedia resources to achieve learning objectives.

Instructional Design Model ADDIE.

During World War II, the American Army had the enormous instructional problem of training thousands of new soldiers on the use of new weapons with a certain level of mastery; as a result, after many trials and errors, the term Instructional Design Model appeared. An instructional design model is the systematic and reflecting process of translating principles of learning and instruction into plans for creating instructional material, activities, information resources, and evaluation (1999). The most well-known instructional design model for multimedia resources is the ADDIE model (analysis, designing, development, implementation, and evaluation phases) which is based on a user-center approach.

The ADDIE model consists of five stages or phases that even though follow a particular sequence, they can also happen at any moment of the process. For instance, in the analysis phase, a learning problem is identified, defined and possibly solved. Besides, in this stage other important aspects of instruction are considered such as the target audience, the expected outcomes, possible constraints, delivery options, pedagogical considerations, and the timeline.

Then, the design phase uses the information produced in the analysis phase and plans an instructional strategy to achieve the expected outcomes. Moreover, a storyboard is designed in this phase as well as the different interfaces and the type of interaction is defined among reactive, proactive or mutual. Besides that, a prototype is created to have a better idea about the final product.

After that, in the development phase, the content developer software is chosen and all multimedia elements considered in the previous phases are collected and arranged. Here, multimedia resources become real.

Then, in the implementation phase, functional, effective and efficient delivery of the content material should be tested to be sure that they support the learning objectives and promote the transference of knowledge and skills to the learners.

Then, during the instructional design process and the implementation phase, evaluation measures the efficiency, effectiveness, value and worth of the instruction. A formative assessment takes place between each phase allowing the instruction to improve

any area before the final version is implemented. Finally, a test measures the overall effectiveness of the instruction as summative assessment.

Micro-learning in Interactive Presentations.

Combined with the instructional design ADDIE, there is a new strategy that has gained a protagonist role in the last years: Micro-learning. Micro-learning refers to learning in small pieces and short periods of time. Similar to the segmenting principles by Mayer, it is a way of responding to the necessity of developing certain micro-skills necessary for students. It is a successful strategy because it combines small chunks or doses of learning content not longer than 5 minutes with the flexibility of an appropriate electronic device like a smartphone or tablet. Moreover, its features such as learner center approach, affordability, interactivity, and well-designed interfaces make it worthy to be incorporated into the designing stage of the instructional design model ADDIE (Kuhlmann, 2015).

Among its main advantages, it can be mentioned that micro-learning is performed in short periods; it requires little effort from individual sessions which prevent students from overloading. It involves one simple and narrow topic. In fact, it is fun and engaging to learners who are familiarized with mobile devices. Finally, it is a way to solve the problems that educators do not have time to deal with them in the classrooms or reinforce any aspect they consider should be strengthen.

Applying the micro-learning strategy, what is presented to the students is called micro-content which is a small unit of digital information. It has very limited but important information compared to a regular content because of the size of the screen and the complexity of the interfaces. Micro-contents are most of the times reusable because they can be used with different groups, different purposes and on different devices. The contents are always free to be separated, and can form any new pattern (Hug, 2007).

Defining English Listening Comprehension Skill.

After being underestimated by experts, teachers and students for many years, Listening Comprehension Skill has gained relevance in the last decades. Krashen (1985) stated that what really matters in learning a language is what someone can understand consciously or unconsciously from an input of the target language since anybody can be exposed to huge quantities of input without understanding a word and learned nothing

from the exposure to the target language. Then, the importance of defining the concept of Listening Comprehension becomes crucial for language learning.

Listening Comprehension Skill is defined as the psychomotor process of receiving sound waves through the ears and transmitting nerve impulses to the brain that acts on those impulses activating a number of cognitive and affective mechanisms (Richards, 2007). Moreover, this skill is divided into five sub skills or strategies such as identifying the topic, predicting and guessing, listening for general understanding or gist, listening for specific information, and interpreting what is implied or suggested in the text. In addition, the main purpose of those subskills is to stimulate learners' schemata to mentally represent typical situations they would come across when listening to something known. Schemata helps students identify particular words, discourse patterns, or context, to be able to recognize what they see or hear because it fits into patterns that they already know and without this knowledge, listening becomes much more difficult or impossible for students. For these reasons, listening comprehension skill is a skill that involves a complex process that makes it more productive than expected.

In fact, even though listening comprehension was categorized as a receptive English skill, it is an interactive process that involves many steps that can be described as follows. First of all, the listener hears raw speech and saves it in his short term memory. Then, the hearer determines the type of speech (conversation). After, the listener infers the objective of the speaker based on the context and content. Then, the hearer reminds background information related to the situation and makes his interpretations. After that, the hearer assigns literal and intended meaning to what he just heard and decides the correct answer for that. Finally, the listener decides what information should be retained in the short-term or long-term memory and what should be forgotten (Brown, 2015). This process happens any time students are exposed to spoken language in the classroom.

Among the spoken language students can be exposed to in listening activities, there are monologues and dialogues. Monologues are those in which one speaker uses spoken language for any length of time like in lectures, speeches, and news broadcast. Here, the listener has to process long parts of the speech without any interruptions. On the other hand, dialogues involve two or more speakers and can be divided into interpersonal and transactional. The level of familiarity between the speaker and the listener is what determines when a dialogue is interpersonal or transactional. Moreover, there are some

dialogues in which the listener is a participant and other in which the listener is only a spectator.

Moreover, listening comprehension involves many difficulties in face to face conversations which should be avoided in a formal instruction or at the moment of designing multimedia material for listening activities. Some of the main difficulties language students face when listening are clustering or breaking down speech into smaller groups of words; redundancy or repeating irrelevant information; reduce forms or using contractions; performance variables such as hesitation, false starts, pauses and corrections; colloquial language such as idioms and slangs; rate of delivery or how fast the speaker speaks; speaker's stress, rhythm, and intonation; Finally, lack of interaction between the listener and the speaker (Harmer, 2007).

Besides, other difficulties listeners face when listening are the length and the amount of new vocabulary in the sentences. Too long sentences overload students working memory, which make the listening process more difficult to them. In fact, to include many new words in the listening texts can frustrate students easily.

In order to overcome these difficulties when developing effective listening comprehension activities, the teacher or designer should reduce the length of the sentences as well as the amount of new vocabulary. Besides, without a previous introduction about the vocabulary to students, contractions, slangs, and idioms should be avoided. Moreover, the audios should contain speakers from different countries and with different accents so students can get familiar to variety of accents and rates of delivery. Then, interactivity between the learner and the listening material should be provided so students can play the audio as many times as they need to understand and internalize a considerable amount of information at a time.

Moreover, the reasons why learners listen are also important to be considered in order to develop effective activities for developing students' English listening skill by activating schemata. These reasons can be divided into two main groups: instrumental and pleasurable. Instrumental or intensive listening is when students expose themselves to large amount of listening text to achieve clear learning objectives. An example of intensive listening can be taped material, which allows students to hear a variety of different voices apart from their teacher's. It gives them an opportunity to meet a range of

different real people talking about a specific topic. In fact, they offer a wide variety of situations, accents, and voices. Taped material is extremely portable, cheap, and readily available to be considered in listening skill development materials (Harmer, 2005).

On the other hand, pleasurable or extensive listening are those texts students listen to just for pleasure such as television programs, radio, podcast, etc. Extensive listening helps students to acquire vocabulary, grammar and make students better listeners. So this kind of listening can have a dramatic effect on students' language learning. The classification of those listening only depends on students' purpose and willingness. It will usually take place outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to another. The motivational power increases when students are able to choose what they are going to listen.

Besides that, processing activities like top-down and bottom-up play a very important role in listening comprehension development. In top-down processing, the listener tries to get a general view of the listening passage by activating his skemata. On the contrary, in bottom-up processing the listener focusses on individual words and phrases, and achieves understanding by stringing these detail elements together to build up a whole. Both top-down and bottom-up activities should be incorporated into the listening material in order to provide students with suitable learning tools for developing receptive sub skills (Richards, 2007).

English Listening Comprehension Skill instructional stages.

In real life, listening is a complex process that involves many aspects. For instance, most of the times, people have a clear idea or background about what they are going to hear such as the speakers, vocabulary, and topic before it happens. Besides, they have a purpose for listening and are able to transfer that information into new situations. In the classroom or in online environments, these real life aspects should be emulated to facilitate the development of students' listening comprehension subskills. In order to do that, Underwood (1989) proposed three instructional stages educators should follow up at the moment of working with students' listening comprehension skill.

The first stage is pre-listening. This stage consists on preparing students for what they are going to hear in order to create a context and stimulate students' schemata about the main topic. During this stage, pictures and vocabulary related to the audios are presented and listening strategies such as guessing or making predictions based on the material are applied. Once students have a background and are expecting about what comes next, it is time to move on to the next stage.

The second stage is while-listening. In this stage, different activities are presented to the students in order to apply a set of listening strategies and get the most from the listening text. In fact, good while-listening activities help listeners find their way through the listening text and confirm or deny the predictions made previously in the pre-listening stage. Moreover, the level of complexity for these activities should be determined by students' listening comprehension proficiency level. For example, Basic English students are able to understand phrases and the highest frequency vocabulary related to very basic personal and family information, shopping, local area, employment as well as catch the main point in short, clear, simple messages (Council of Europe, 2011). Based on that, listening strategies such as listening for general understanding or gist, listening for specific information, and interpreting what is implied or suggested on the text are carried out individually one after the other to develop mastery in the application of those strategies according to their level. Then, after practicing each listening strategy properly, students move to the last stage.

Finally, the third and last stage is post-listening. In post-listening, students used the information obtained from the two previous stages to complete a final task. Here, the main purpose is to check whether learners understood the whole listening text or need reinforcement. There are many ways the post-listening stage can be carried out. For example, by asking students to propose a solution for a problem mentioned in the audio, summarize the story, or put all the events in order. These activities, specifically the last one, would require from students to remember all the important information, vocabulary, and details to finish the task successfully. This activity can be a good option for online instruction using interactive presentations.

Besides the different listening stages to be considered in listening instruction, it is also important to define the way students will respond to the listening activity. In fact, there are four main ways to do that: with no respond, with a limited respond, with a long respond, and with an extended respond. First of all, listening with no respond means no response is required from the learners like when they watch TV or listen to the radio. Second, listening with a limited respond is the one in which long listening parts are cut into short chunks and students are supposed to give a limited respond about them, for example in items such as true and false, matching and multiple choice questions. Third, listening with a long respond means students are required to provide comprehensive answers to show they have understood the main idea of the text such as summarizing, paraphrasing, or translating the listening text. Finally, listening with extended respond is when students are required to analyzed and interpret the listening text to solve a problem or jigsaw (Harmer, 2007).

Learning Theories for Multimedia and English Listening Comprehension skill.

Most of the times, teachers create didactic resources based on their own experience and common sense that are supposed to help students learn the target language. However, learning is a complex process that should be understood deeply in order to be achieved through listening activities in interactive presentations. There are five main theories that try to explain how learning takes place.

The first learning theory is Behaviorism. It states that everything students learn is produced by a stimulus and expressed by a physical reaction or behavior. It assumes that a learner is essentially passive, responding to environmental stimuli. The learner begins as a tabula rasa, and behavior is shaped through positive or negative reinforcement and both increase the probability that the antecedent behavior will happen again (Hilgard, 1962). Besides, Skinner (1957) stated that language learning is a “sophisticated response system” that humans acquired through automatic conditioning processes and only the patterns of language by the community of language user will persist so a second language should be learned through extensive drill and practice recourse to a rationalistic explanation. This practice has been applied to online learning in the last years. Students were asked to answer some questions on the computer and receive or lose points

according to their responses. For language learning, the big challenge was to make students transfer the expected responses into other circumstance outside the computer setting.

The second learning theory is Cognitivism. This theory is in opposition to Behaviorism theory because, according to a cognitive perspective, learning is believed to result from internal mental activity rather than from something imposed from outside the learner (Ellis, 1990). In the case of language learning, Cognitivism emphasizes acting, constructing, and planning rather than just responding to the different stimuli from the environment. This theory of language learning requires the implementation of certain strategies such as think, understand, remember, and produce the language. Even though this learning theory seems to explain better how language learning happens, there are still some things that it does not mention like how to apply multimedia elements to trigger students' internal mental activities in order to act, construct, and plan. So, it is convenient to analyze the next learning theory to determine whether it fulfils the requirements for the use of multimedia resources in language teaching and learning.

The third learning theory is Constructivism. This theory argues that learning is the result of the interpretation of the interaction between individuals and their environment. It claims that learners interpret the information and the world according to their personal reality, that they learn by observation, processing, and interpretation, and then internalize the information into personal knowledge (Cooper, 1993; Wilson, 1997). Learners learn best when they can contextualize what they learn for immediate application and personal meaning. Constructivism is a psychological and philosophical perspective contending that individuals form or construct much of what they learn and understand (Bruning et al., 2004). In recent years, it has been applied to learning and teaching. This learning theory represents a good option for being included in the designing process of interactive presentations for language learning, however, it does not mention how to present the information to students in order to get into their minds and how students process, interpret and internalize the information to construct new knowledge. Besides, it does not mention what considerations should be taken into account to facilitate students' learning and not to make it more difficult.

The fourth learning theory is Connectivism. This theory states that knowledge is created by the connections students make with information resources and it is through

this interaction that learners reinforce their connections and knowledge (Siemens, 2004). It also explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. These technologies include Web browsers, email, wikis, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people.

A key feature of Connectivism is that much learning can happen across peer networks that take place online. In connectivist learning, a teacher will guide students to information and answer key questions as needed, in order to support students learning and sharing on their own. Students are also encouraged to seek out information on their own online and express what they find without memorizing anything. The important element in here is the access to the information through internet where all the information is available. Nonetheless, the over dependence on internet connection represents the main disadvantage for this learning theory because without internet almost anything can be done.

Although those learning theories have some important elements, none of them is completely appropriate for the implementation of multimedia resources in the language teaching-learning process.

However, in 2005, after many researches, Mayer proposed The Cognitive Theory of Multimedia Learning. In this theory, he stated that multimedia can be applied to support the way the human brain learns because it is assumed that people learn more deeply from words and pictures than from words alone. According to this theory, the brain's learning capacity is limited and the information that is presented by using text and pictures can be rationed out in small doses to avoid overloading. Besides, it also suggests that what people hear combined with graphics have a bigger impact on students language learning since two different channels are used to get information. The process is the following: the mind receives the information through two channels ears and eyes. In the working memory, words and images are organized in the verbal and pictorial models. Finally, the new information is integrated to prior knowledge (Schemata) in long-term memory to produce new knowledge. Without a doubt, the Cognitive Theory of Multimedia Learning provides a more complete explanation about the learning process involved when interactive presentations are used. Moreover, the application of this learning theory is

attached to a set of principles previously mentioned in the present research to ensure learning.

Applying the concepts discussed above, it is important to have a clear idea about the effects teacher would achieve if multimedia resources such as interactive presentations are used with learners.

Effects of Interactive Presentations on Learning.

When properly combined and applied, multimedia resources in education have the following effects:

It gives a sense of personalized education, since there might be in the classroom students who understand the content easily and students who need more time to understand and produce. The use of interactive presentations gives students the opportunity work at their own pace and provides them feedback at the end of the practice (Hug, 2007). In fact, students can achieve the learning objectives by themselves through the interacting with the resources, specially, when the teacher does not have time to check individual work and provide feedback.

Besides, students become more organized about their learning process because the flexibility of time and space, a website that contains multimedia resources such as interactive presentations allows students to start, suspend and continue their practice with the resources at their convenience of place and time (Colvin, 2008)

Moreover, interactive presentations combine multimedia resources that encourage students` learning independence by simulating situations in which students have to perform any task promoting a better understanding of the content while developing their subskills (Nunan, 1989).

Besides that, multimedia resources reduce the affective filter (Krashen, 1981) or any other psychological obstacle since some students are afraid of asking questions due to shyness or low self-esteem, a neutral space such as an interactive presentation brings students into a reality in which they can interact with the material, check their answers, and try it over and over until they feel satisfied about their performance.

Students engaged in activities that require from them to be in active learning are more likely to facilitate students understanding about the presented material. Interactive

presentations can encourage learners to be involved in active learning by mentally representing the material in words and in pictures to make mental connections between the pictorial and verbal representations in their minds and organize the material into cognitive representation, and mentally integrating the material with their schemata (Moreno & Mayer, 1999).

Learners learn more deeply when multimedia resources present a spoken explanation about specific graphics rather than present on-screen text to explain the same graphics. In fact, if interactive presentations printed text, an audio, and different pictures describing the same thing simultaneously, learners could become overloaded of their visual/pictorial channel when they have to process images, audio, and text at the same time. (Mayer, 2000).

Interactive presentations have a strong impact on how learners respond to the interaction by developing a sense of social presence by using conversational styles and a good voice quality in their audios. In fact, learners could develop a sense of being in a real conversation with the speakers (Nass and Brave 2005).

The incorporation of the segmentation principle or micro-learning (braking a lesson into manageable segments) facilitates students' learning since gives students time to internalize the new information and combine it with their previous knowledge in their working memory (Hug, 2007).

Besides that, by providing students pre-training before any of the segmented activities students memorize words and concepts easily because their brains are involved in different mental processes to create meaning (Brown, 2015).

Students who have access to learning tools at any moment have also the chance to look for clarification and repetition since they manipulate the resource as they wish. If students want to get the maximum benefit from a listening then they should replay the tape two or more times, because while interacting with the listening material they develop meaningful learning (Moreno & Valdez, 2005). Then, the traditional teacher's roles in intensive listening such as organizer, machine operator, feedback organizer and prompter are taken from the teacher and given to students. As a result, students have the power of deciding when they are going to listen, how many times they are going to listen, and how to answer questions at the end.

As a conclusion, it can be said that the process of defining of interactive presentations for learning involves many different elements and steps teachers should combine to provide students with effective learning tools that help them improve their language skills and empower them to have responsibility on their own learning at any time and from anywhere.

Research Question.

What are the language learning effects of interactive presentations on Basic Intensive English students' listening comprehension skill at the Foreign Language Department of the University of El Salvador, term I/2018?

CHAPTER III: METHODOLOGY

Research Method.

The present research was based on a quasi-experimental research method since the researcher worked with an experimental group and a control group with no random assignment for selecting the sample. Instead, a convenience sampling method was used for choosing experimental and control groups.

Then, the procedure was the following: after selecting the two groups, they took a listening placement test as a pre-test at the beginning and the same listening placement test as a post-test (see Annex 1 LISTENING PLACEMENT TEST) at the end of the research. Then, students from the experimental group were exposed for two weeks to interactive presentations, designed by the researcher, following the recommendations of experts such as Mayer, Colvin, Williams, Brown, Harmer and the instructional design model ADDIE in order to improve Basic Intensive English students' listening skill. The interactive presentations were available on a free access website called Miues so students had access to them whenever and wherever they wanted to. The researcher was in charge of monitoring and recording students' performance. Therefore, at the end of the research the experimental group students and the teacher answered a survey about their experience interacting with the presentations.

Subsequently, a triangulation was made among the results from the pre-test, the post-test and their opinions from the survey to identify whether there is a relationship between Basic Intensive English students' listening skill and interactive presentations.

Data Collecting Instruments.

In order to carry out the present research, the researcher made use of three main instruments to collect data: a listening comprehension placement test, a survey for Basic Intensive English students and an interview for the Basic Intensive English teacher from the experimental group.

A listening comprehension placement test was used with the purpose of collecting data from Basic Intensive English students regarding their ethnographic information and listening comprehension skill level at the beginning and at the end of the research.

The listening comprehension placement test used as the pre- and post- test in the present research to determine Basic Intensive English students' listening comprehension skill level was the Cambridge English Key Sample Paper- Listening A2. This test contains 25 questions and lasts about 30 minutes. In the first and second parts students listened to the audios twice and put a check on each answer. Then, in the third part, students had to match questions and answers by writing a letter in the correct box. Finally, in the fourth and fifth parts, students completed the sentences according to the audios.

Besides that, a survey was designed in order to collect students' and teacher's points of view about their experience working with interactive presentations. The survey for Basic Intensive English students contained 27 items divided into three parts. The first part was about general information from their experience. The second part was about the effects of interactive presentations perceived by students. The last part was about students' opinion about the design elements of the interactive presentations.

Finally, the interview aimed at collecting Basic Intensive English teacher's points of view, contained 23 items similar to the students' survey but with a different perspective. His answers were recorded and written to be incorporated into the analysis of the results.

Universe.

The present research took place at the Foreign Language Department of the University of El Salvador with 168 students from six Basic Intensive English groups of the English Teaching Major. Those students were between 17-25 years old, who were taking their first university year or had already a year studying another major before changing to English Teaching. Besides, those students were familiar with electronic devices such as desktop and laptop computers, as well as smartphones and tablets. Finally, all of them had free access to the computer lab of the language department.

Sample.

The sample for this study included a total of 40 students who were enrolled in Basic Intensive English Courses 06 and 07, semester I/ 2018. This study used a convenience sampling method due to time constraints faced by teachers and students from other groups to be part of the present research. The sample for the present research shared the same characteristics from all the students of the universe. All of them were Basic Intensive English Students from the Foreign Language Department and were between 17 to 25 years old. They knew how to use smartphones and other electronic devices. They were taking their first year at the university or had already a year before changing their majors. Finally, they had access to the computer lab and internet connection. Besides that, both groups were composed by similar amount of men and women. In the experimental group there were 11 women and 9 men and in the control group 12 women and 8 men. About their English Listening Comprehension Skill level, according to the Pre-test average score, experimental and control group had a small difference of 0.04 points. Besides, both groups were scheduled from 1:00 to 3:00 pm. which made the process of submitting instruments, giving instructions, and motivating students to use the instructional material more efficiently and effectively. By doing so, the researcher avoided taking too much time from the participants and the teacher. For these reasons, the researcher considered that the results gotten in this study are reliable and valid to be generalized, under the same circumstances, to all individuals from the universe.

Instructional Material Content: Interactive Presentations.

The Instructional Material Content for the present research consisted on ten interactive presentations created by the researcher following all the principles and processes previously discussed. Then, the instructional design model ADDIE was applied as follows:

In the analysis phase, the problematic situation, audience, new behavioral outcome, constraints, delivery options, pedagogical considerations, and time investment were defined. The problematic situation was that students' listening comprehension skill could be improved by using interactive presentations. The audience was Basic Intensive

English students, who had certain knowledge of English and were between 17-25 years old. Then, the new behavioral outcome expected after the interaction was that students would be able to apply five English listening comprehension strategies such as predicting and guessing, identifying the topic, listening for general understanding or gist, listening for specific information, and interpreting what is implied or suggested on the text. About constraint, it was considered that some students would not want to invest their time interacting with the resources, for that reason; to motivate students to use the resources was a very important element to consider in this design process.

In terms of delivery options, students would have access to the resources at any moment and at any time since the resources would be available on internet. Besides, learners would use any electronic device to interact with the presentations such as desktop, laptops, tablets, and smartphones since the resources were designed following web responsive principles. Moreover, about online pedagogical considerations, the application of interactive presentations to develop students' listening comprehension skill by applying strategies was based on the Cognitive Theory of Multimedia Learning by Mayer (2005). Finally, about time, students would spend around 10 minutes per each presentation if they decided to practice one presentation per day or around 2 hours and 30 minutes if they want to finish at once.

In the design phase, the general objective established was that at the end of the interaction, students would be able to apply listening comprehension strategies when being exposed to English language. Besides that, ten questions would be used to measure their performance and feedback would be provided at the end of each presentation. Moreover, the use of the three listening comprehension instructional stages (pre, while, and post) were included to put into practice five listening comprehension strategies. Then, students would follow the stages and based on the pictures and audios, they would answer the questions. The interfaces would contain different pictures related to the one minute long audios. Besides, images, buttons, audio, and text would be placed following Mayer's multimedia and William's graphic design principles.

In the development phase, six main computer programs were used for creating, editing, and arranging the different multimedia elements for the interactive presentations

and website. First, Google Chrome was used to search for appropriate free rights images and audios on the internet. Then, Adobe Photoshop was used for editing the pictures and Audacity® was used for editing the audios. Besides that, the content developer software Articulate Storyline 3 was used for creating the different interfaces of the presentations by putting all the multimedia elements together. Moreover, Adobe Dreamweaver was used for creating the website “Miues” and integrating the ten interactive presentations into it. Finally, Webzilla was used for uploading the webpage files to the domain “<http://david.ideaslite.com/plantillas2/>”.

In the implementation phase, the researcher tested the presentations by himself, considering accessibility, responsivity, time consuming issues and level of complexity. After making some changes, the resources were presented to the students. The researcher explained to the students the appropriate way of using the resources to improve their listening comprehension skill. Finally, after practicing with the students, they received Miues website URL to start the interaction by themselves.

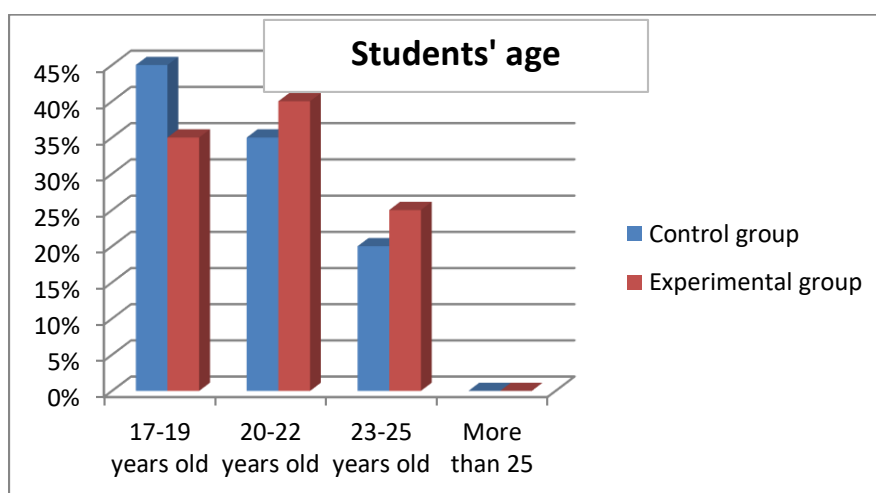
Finally, the evaluation phase took place at any moment on the ADDIE process because the researcher evaluated any phase of the process and made improvements whenever they were needed. About formative assessment, students’ visible improvement of their listening comprehension strategies and interaction with the system was taken as such. Moreover, the summative assessment was taken from the pre- and post-listening test scores. (For more details see Annex 5: INTERACTIVE PRESENTATION DESIGN).

CHAPTER IV: RESULTS AND ANALYSIS.

The main purpose of the present research was to identify the language learning effects of Interactive presentations on Basic Intensive English students' listening comprehension skill. A quasi- experimental research was carried out to achieve this goal. Pre-test and Post-test scores, students' ethnographic information, and answers from the students' surveys and teacher`s interview were analyzed and combined in the following graphics.

Students' Ethnographic Information.

i. Students' age.

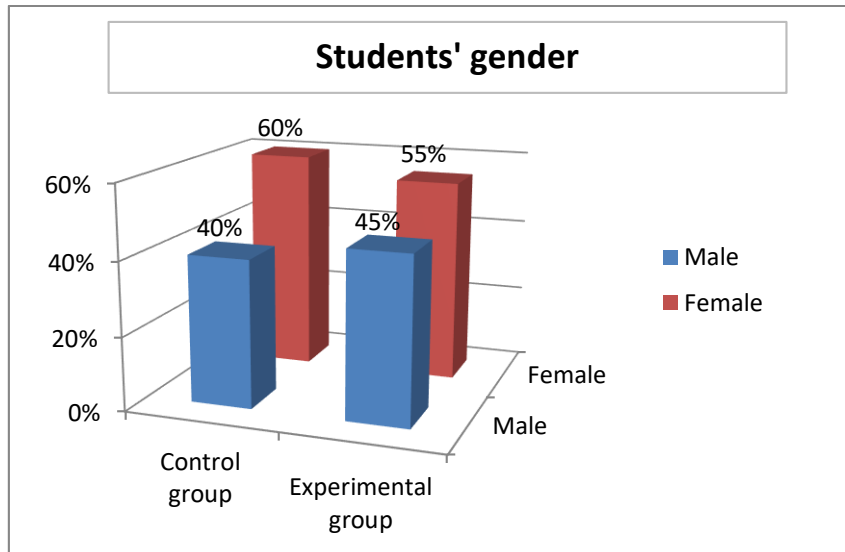


The present chart represents the results about students' age. Here, all students from experimental and control groups are between 17 and 25 years old. In the control group, 45% of students were between 17 to 19 years old, 35% were between 20 to 22 years old, and 20% were between 23 to 25 years old. On the other hand, in the control group 35% of students were between 17 to 19 years old, 40% were between 20 to 22 years old, and 25% were between 23 to 25 years old. No student from the two groups was more than 25 years old.

ANALYSIS:

According to these results, both control group and experimental group students were between 17 to 25 years old. Besides, the percentages for each category were very similar from each other.

ii. Students' gender.

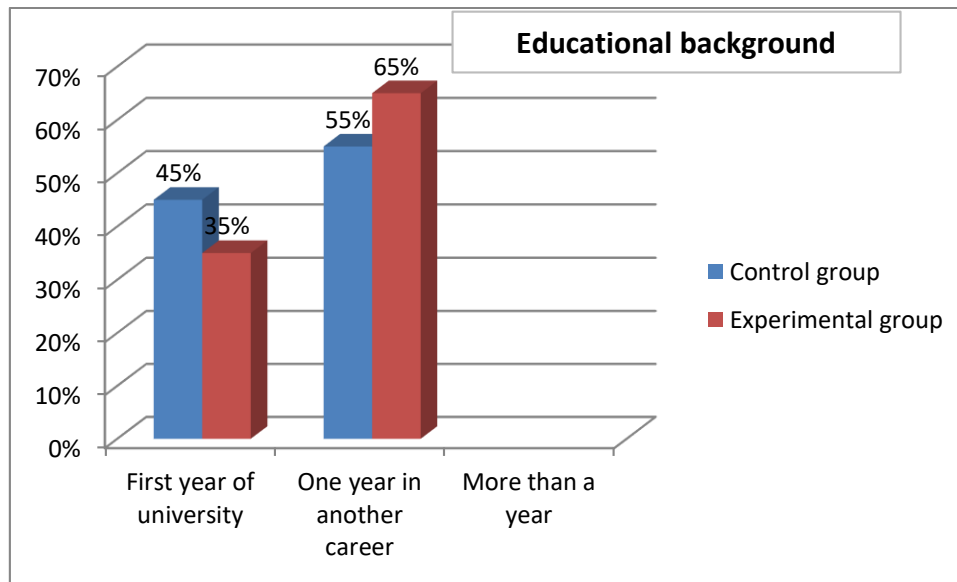


The present chart displays the information about students' gender. The control group was formed by 60% of female and 40% were male members. Besides, the experimental group had 55% of female and 45% of male members.

ANALYSIS:

These results show that experimental group and control group shared the same amount of female and male members. In the control group, 60% of the interview students were female whereas 40% were male and in the experimental group 55% of the interviewed students were female while 45% were male. This was very meaningful because it showed that the two groups were very similar in terms of gender.

iii. Educational background.

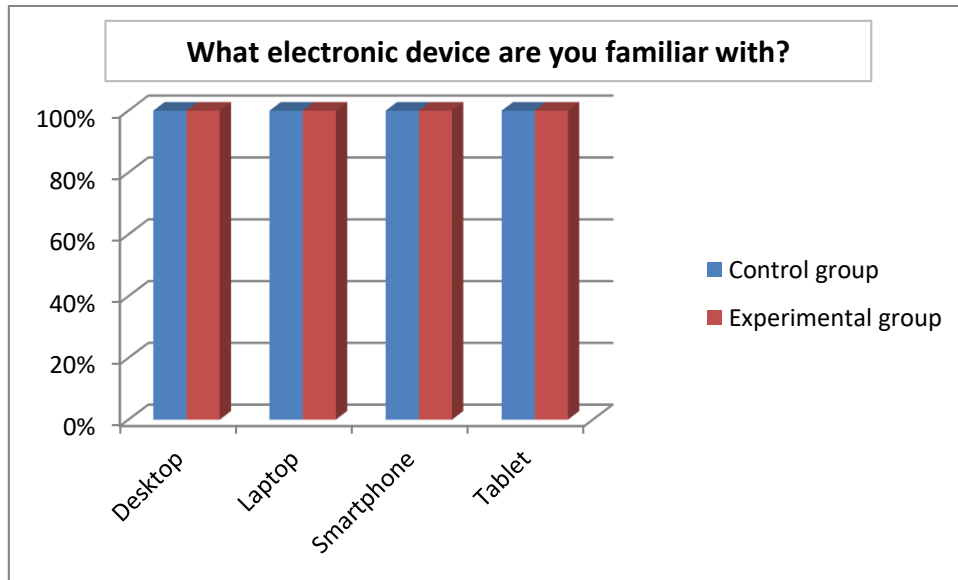


This chart shows the results in terms of students' educational background. In the control group, 55% of the students had already a year at the university before changing their career, 45% were in their first year at the university, and no student had more than a year studying at the university. On the other hand, in the experimental group, 65% of students had a year studying another career before changing it, 35% were in their first year of study, and no student had more than a year at the university.

ANALYSIS:

This chart displays the information about students' educational background in terms of time studying at the university. Here, the majority of students from the two groups had already a year studying at the university before changing their careers. Moreover, the rest of the students were in their first year of study and nobody had more than a year at the university.

iv. What electronic device are you familiar with?

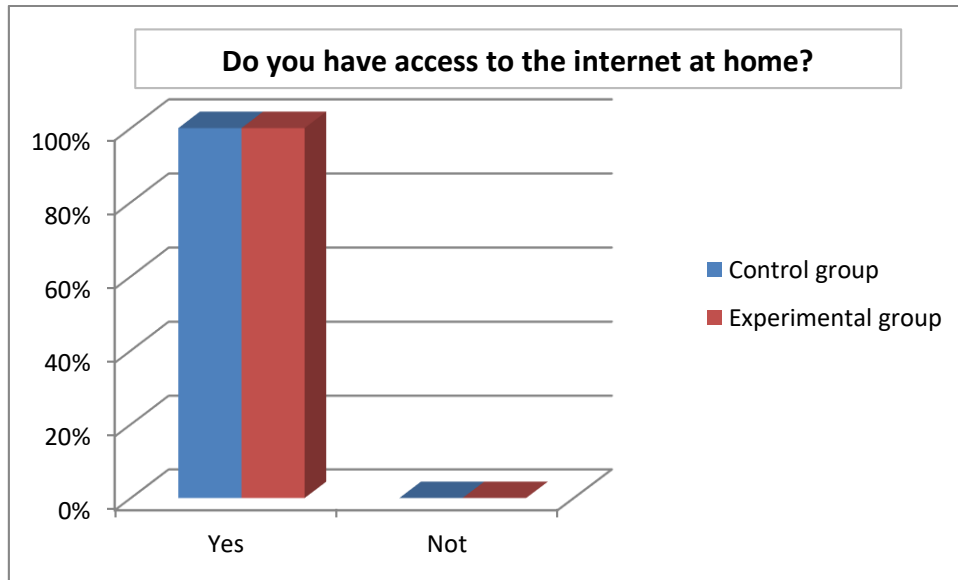


The present chart represents the results from the question “What electronic device are you familiar with?” Here, 100% of students from the experimental and control groups were familiar with the use of desktop, laptops, smartphones, and tablet.

ANALYSIS:

These results displayed in the chart above were very important to the present research since this information proved that experimental and control group students were able to use different electronic devices to access to the internet and interact with any multimedia resource available there.

v. **Do you have access to internet at home?**

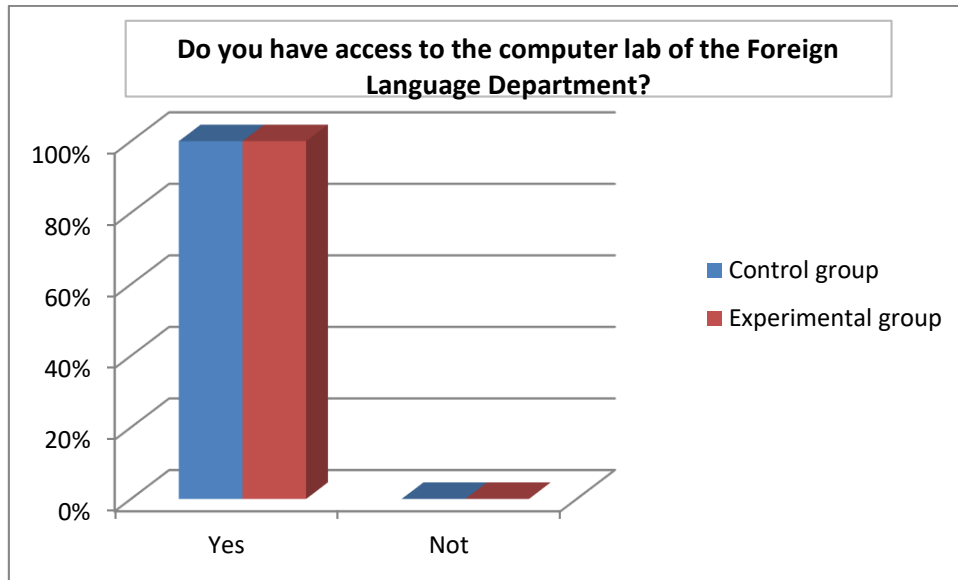


When students were asked if they had access to the internet at home, 100% of the interviewed students answer “yes” while none of the interviewed students answered “not”.

ANALYSIS:

These results expressed important information in terms of students’ accessibility to the internet at home which meant they could practice with any multimedia resources designed to help them improve their English skills from their houses.

vi. **Do you have access to the computer lab from the Foreign Language Department?**

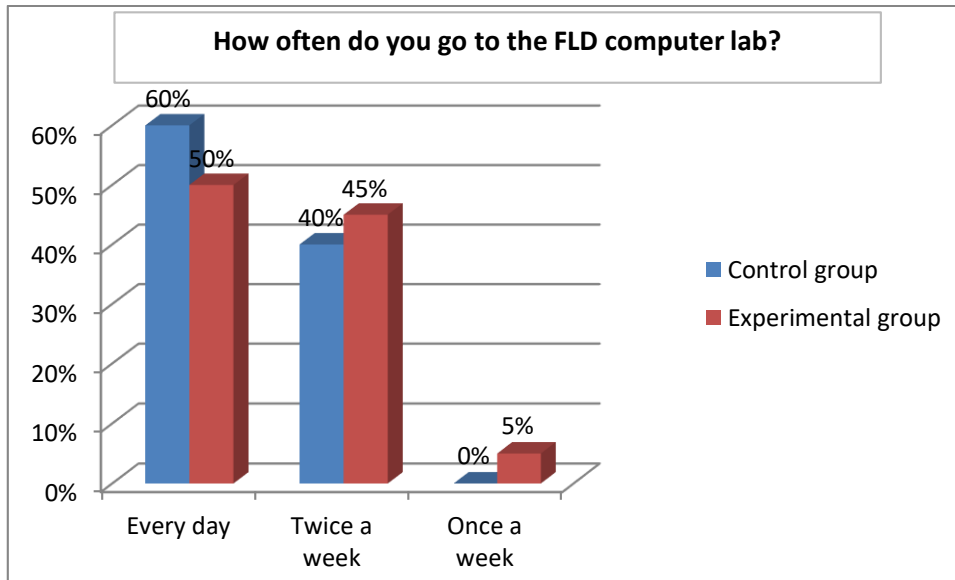


When students were asked if they had access to the Foreign Language Department computer lab, 100% of the interviewed students answer “yes” while none of them answered “not”.

ANALYSIS:

These results expressed important information in terms of students’ accessibility to the computer lab of the Foreign Language Department and to the computers available there that gave them the opportunity to interact with multimedia resources available on Internet.

vii. How often do you go to the computer lab?



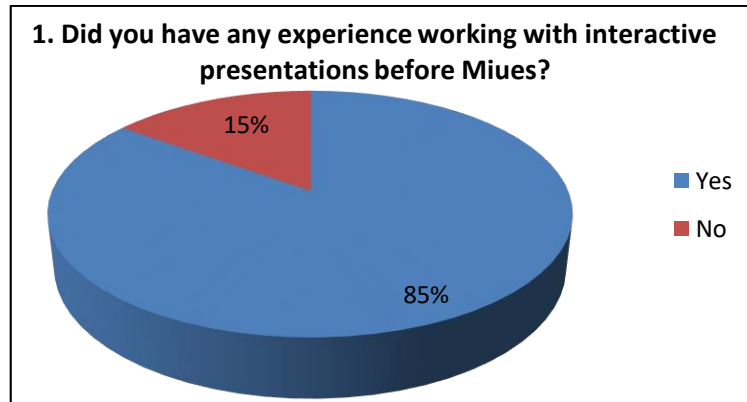
When students were asked how often they went to the FLD computer lab, in the case of students from the control group, 60% of the interviewed students went to the computer lab every day, 40% answered twice a week, and none answered once a week. About experimental group, 50% went to the computer lab every day, 45% did it twice a week, and only 5% of the students did it once a week.

ANALYSIS:

According to the results above, students had the habit of going to the FLD computer lab frequently during the week which meant they could spend some time interacting with the instructional material designed to improve their listening comprehension skill without altering their daily routine or taking extra time from their activities.

Students' experience working with interactive presentations.

1. Did you have any experience working with interactive presentations before Miues?

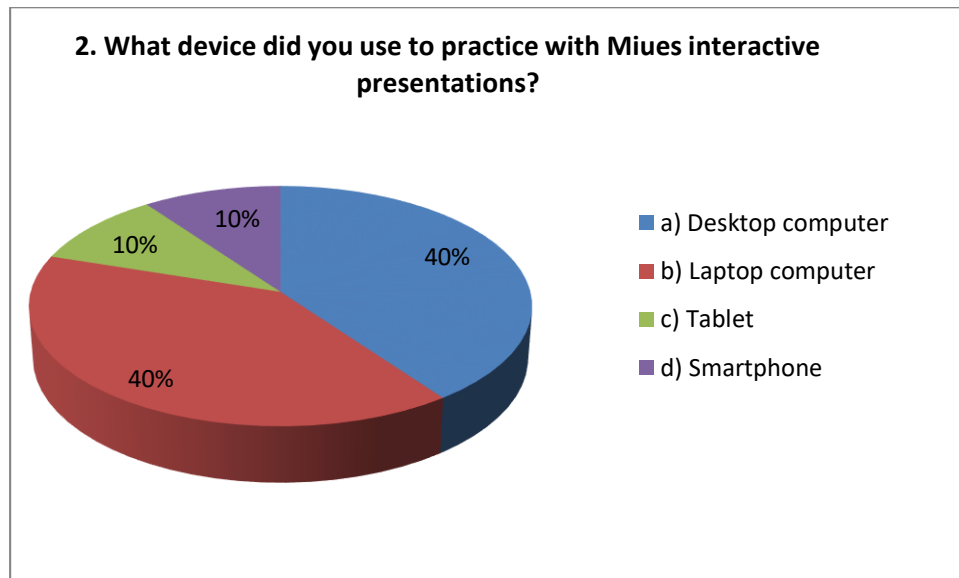


Based on the results gotten from the first question “Did you have any experience working with interactive presentations before Miues?” in which Basic English students were asked to answer with “Yes” or “No”, 85% of the interviewed people marked “Yes” while 15% of students had never worked with this type of resources.

ANALYSIS:

These results reflected that the majority of students had some previous experience working with interactive presentations, which facilitated the introductory process to this type of resources. Based on this fact, students were more aware about how to interact with the multimedia resources and were more willing to be part of this activity.

2. What device did you use to practice with Miues interactive presentations?

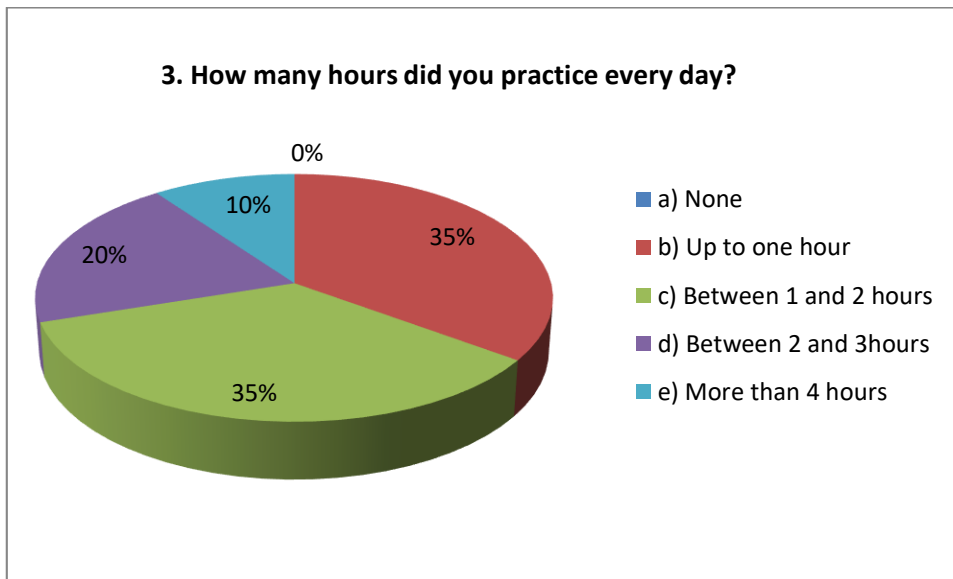


When students were asked about what device they used to practice with Miues interactive presentations, 40% of interviewed people indicated that they used Desktop computers, 40% used Laptop computers, 10% used tablets, and 10% used smartphones.

ANALYSIS:

According to the results, the majority of interviewed students used laptop or desktop computers to practice with the interactive presentations. This result differs with the general idea that most of the times, students use their smartphones or tablet to search for information on the internet. Instead, only 10% of students marked tablet and only 10% chose smartphones. In addition, based on the information gathered from the teacher's interview, most of the students made use of the Foreign Language Department Computer Lab to work on the activities. This information reflects the importance of computer labs to provide students access to this type of resources and should be considered at the moment of including interactive presentations in traditional classes.

3. How many hours did you practice every day with the interactive presentations?

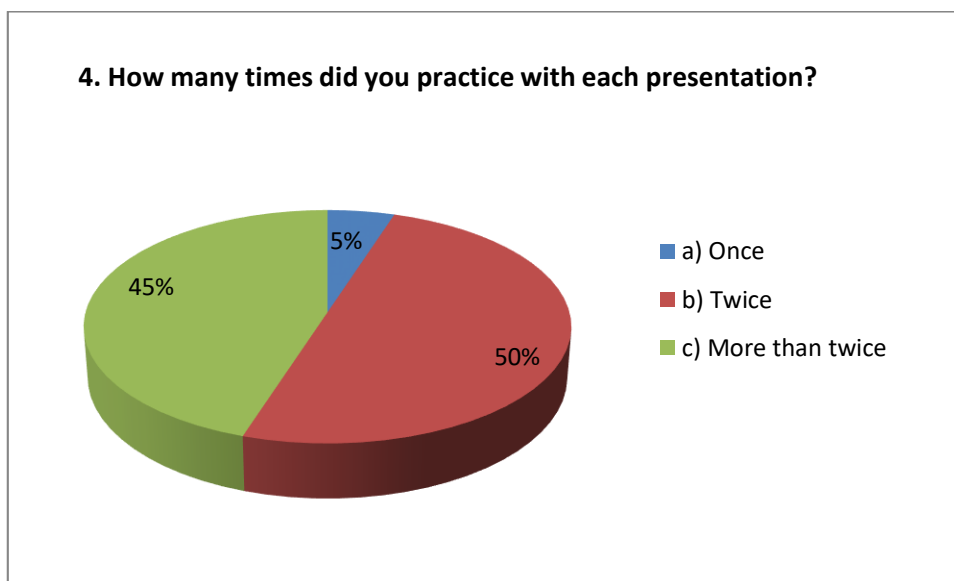


The present chart shows the results from the question “How many hours did you practice every day with the interactive presentations?” Here, 35% of the interviewed students marked that they practice one hour, 35% of students practiced between 1 to 2 hours every day, 20% practiced between 2 and 3 hours, and only the 10% practiced more than 4 hours.

ANALYSIS:

According to the results, the majority of Basic Intensive English interviewed students, practiced with the interactive presentations from 1 to 2 hours every day since 70% indicated that. Besides, 30% of students practiced more than that, 20% practiced between 2 and 3 hours, and 10% did it for more than 4 hours. It is important to mention that all the interactive presentations could be covered in around 15 minutes each and in 2 hours and 30 minutes the ten interactive presentations would be covered. However, Basic Intensive English students did not work on the interactive presentations at once. Instead, because of their time availability, they started and stopped working when they had to do something else and continued the practice when they could do it. The ubiquity of these multimedia resources facilitated students’ interaction and motivated students to continue working at their own pace.

4. How many times did you practice with each presentation?

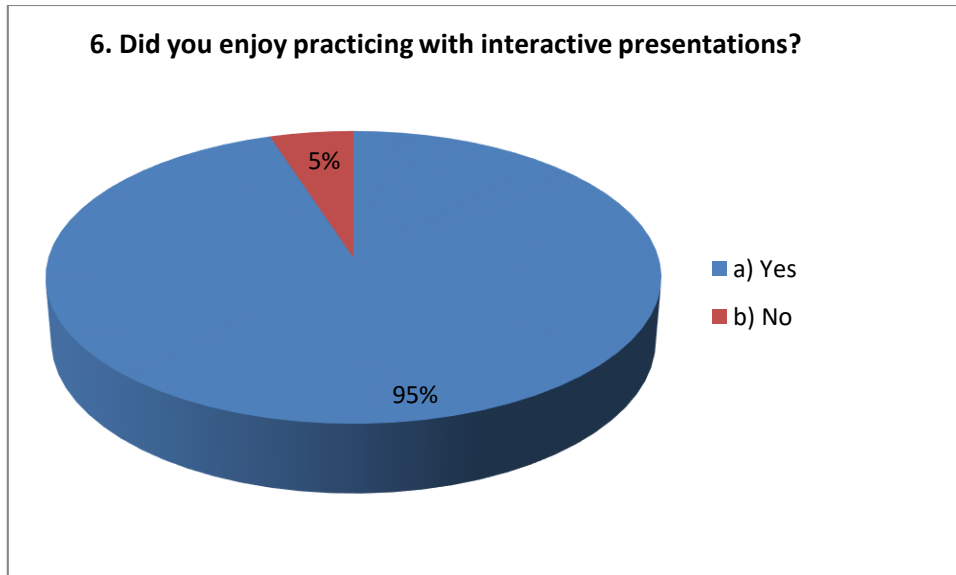


When students were asked about how many times they practiced with each presentation, 50% of the students answered they practiced twice, 45% practiced more than twice and only 5% of the interviewed students practiced once.

ANALYSIS:

Based on the results, the majority of students practiced twice or more than twice with the interactive presentations because they wanted to spend more time with the resources to internalize the new vocabulary as well as the strategies. Besides, some students expressed they did not do well at the first time so they practiced more in order to achieve an excellent score. An important element to mention here is that the level of complexity was appropriate for them since they did not get frustrated at any moment but continued practicing to get the score they wanted. Besides that, even though some students got an excellent score at first time, they kept on working with the resources to improving their listening skill.

5. Did you enjoy practicing with interactive presentations?



The present chart represents the results obtained when students were asked if they had enjoyed practicing with the interactive presentations. Here, 95% of the population answered “yes” to this question and only 5% chose “not”.

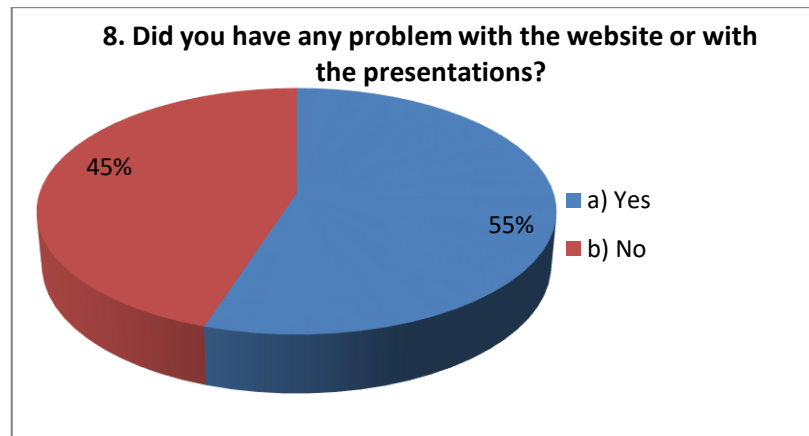
ANALYSIS:

According to the results, most of the students enjoyed working with these multimedia resources. According to the teacher’s interview, interactive presentations were designed in such a way that promoted students interaction in a friendly virtual environment where students made decisions at any moment and had fun. They decided where to start, when to stop, when to continue and so on. Besides, students reported to have enjoyed the colors, font, audios and pictures which they found very interesting. As a result, the experience of working with interactive presentations was enjoyable for most students and the teacher.

6. What did you like the most about Miues website and the ten interactive presentations?

When students were asked using an opened question about what they liked the most from interactive presentations, the majority of students expressed they liked the pictures because of their characters who were young adults like them and the audios covered interesting topics for them. Besides, the students expressed they enjoyed the type of interaction since they had control over their navigation and could go forward and backward, start, pause and continue at any moment. Moreover, they liked the variety of speakers' accents because in each presentation, the audios included people from different countries and background which enriched students listening comprehension skill. In addition, the variety of scenarios and topics were some of the things students liked the most. Furthermore, they also expressed they liked the type of questions used in interactive presentations such as multiple choice, true and false, matching, and ordering. In Addition they liked the fact that the ten questions from each presentation required from them to apply a listening comprehension strategy and challenged them to listen carefully to get it right. Finally, half of the students said they liked the way things were arranged in the different interfaces, which were designed based on the instructional design model ADDIE combined with multimedia, graphic design and English teaching principles.

7. Did you have any problem with the website or with the presentations?

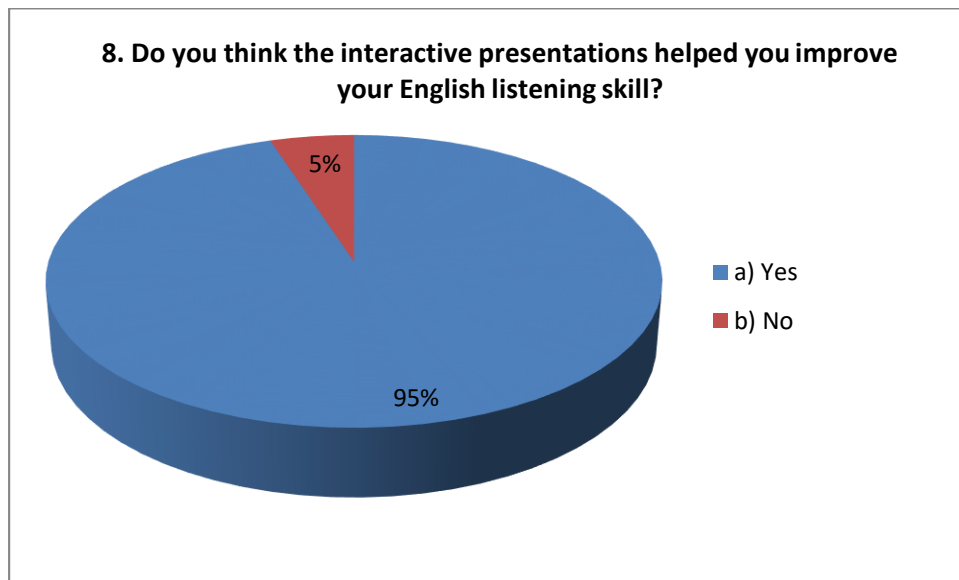


When students were asked about if they had any problem with the interactive presentations, 55% of the students marked “yes” and 45% answered “not”.

ANALYSIS:

Based on the results, more than half of the interviewed students and the teacher faced problems with the interactive presentations. However, all of them faced the same problem. This difficulty happened at the moment of accessing to interactive presentation number 3. It consisted on showing unreadable written instruction and useless buttons. After students reported the inconvenient situation to the researcher the first day of instruction, the problem was diagnosed as an incompatibility between the web browser students were using and the saving format of interactive presentation number 3. The problem was solved overnight and students could interact with the multimedia resource the next day. After that, neither students nor the teacher reported another problem with the instructional material.

8. Do you think the interactive presentations helped you improve your English listening skill?

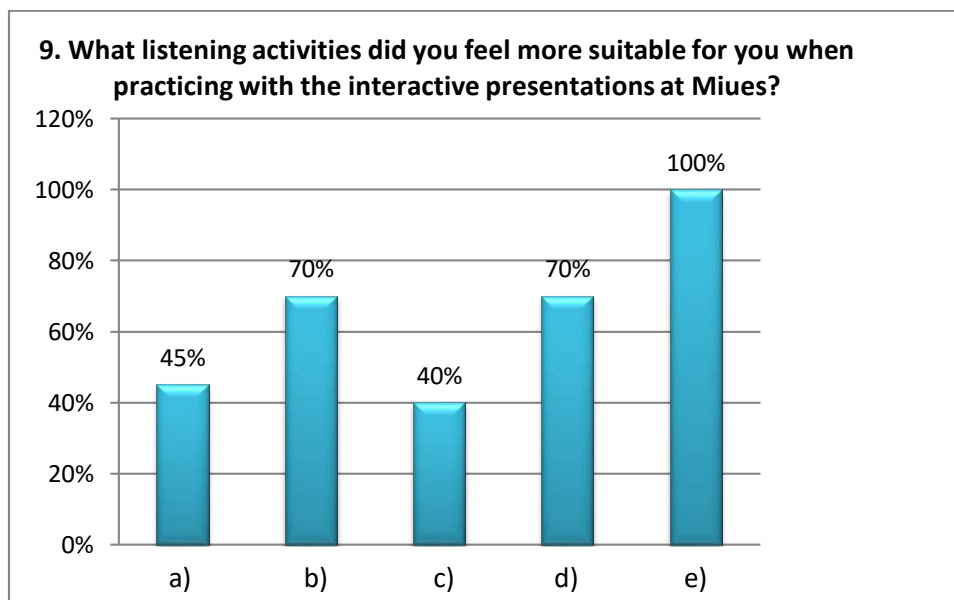


This chart shows the results from the question “Do you think the interactive presentations helped you improve your English listening skill?” Here, 95% of the students thought the interactive presentations were useful for improving their English listening comprehension skill, however, only 5% of them considered they were not helpful.

ANALYSIS:

According to the results above, the majority of students felt that the interactive presentations helped them improved their listening comprehension skill since 95% of students answered yes to this question. Moreover, the teacher also agreed with them because he considered the presentations had a variety of speakers and situations in which students found different vocabulary and phrases that were very helpful for them. Now he said, when the students face those situations, such as an invitation for a meal in a real context, they would be able to accept or reject it. Moreover, the teacher emphasized the fact that there were not only 5 resources, they were many, so students could spend some time listening to the audios and practicing their listening comprehension strategies.

9. What listening activities did you feel more suitable for you when practicing with the interactive presentations at Miues? (Put a check on all you consider)

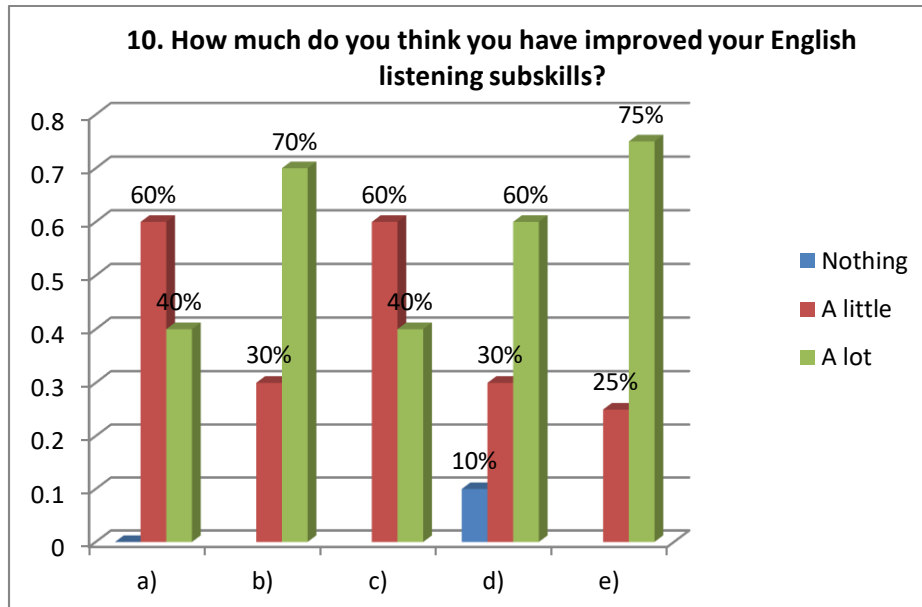


The present chart shows the results gotten after asking students what listening activities they felt more suitable for them when practicing with the interactive presentations; 100% of the interviewed students indicated that listening for some important details (e) was the most suitable. Besides, 70% of the interviewed students considered detecting important information (d) and listening for the main idea of the conversation (b) as the most suitable for them. Finally, making predictions about the content (a) had 45% and inferring the meaning of the conversations obtained 40% as the most suitable listening activity for Basic Intensive English students.

ANALYSIS:

In chart number 9, it can be appreciated that all students considered the strategy listening for some important details as the most suitable for them since 100% chose that option because in each question in the interactive presentations, students had to listen for details. The next one was detecting important information such as dates, numbers, names, and items and listening for the main idea of the conversation. Finally, even though it was the first listening strategy in each presentation, to make predictions about the content had only 45% and to infer the meaning of the conversation was the last with 40%.

10. How much do you think you have improved your English listening subskills?



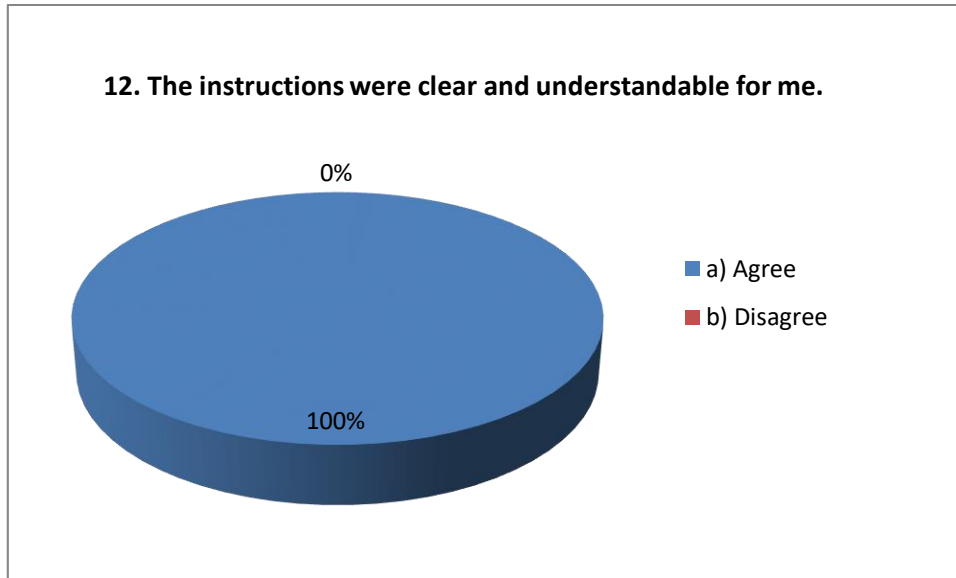
This graphic represents the results from the question “How much do you think you have improved your English listening subskills?” According to students, about making predictions about the context, 60% of the students considered they had improved a little while 40% considered they improved it a lot. About detecting important information such as dates, numbers, names, items, etc. 70% considered they had improved a lot while 30% considered they improved a little. About inferring the intention of the speakers, 60% thought they improved a little and 40% thought they improved a lot. Finally, about listening for the main idea of the conversation, 60% considered they improved a lot, 30% thought they improved a little, and 10% considered they did not improved at all.

ANALYSIS:

This chart provides important information from students and their experience with the ten interactive presentations related to their listening comprehension sub-skills. At first sight, it is easy to realize that the same strategies they reported more suitable for them in the previous question are the same subskills they considered they had improved more than the others. Another important thing to consider is that all students but one considered they improved their listening sub-skills in certain level, which means they realized the positive effects of the interactive presentations on their language learning.

Design elements of Interactive Presentations

12. The instructions were clear and understandable for me.

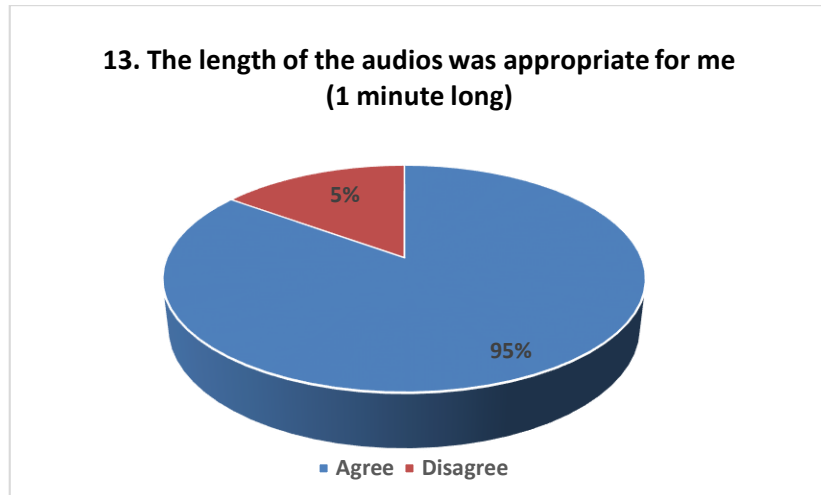


In the present chart, 100% of students agreed about whether the instructions from the interactive presentations were clear and understandable for them.

ANALYSIS:

According to the present chart, the short instructions presented in each presentation were enough to make students understand what they had to do when working with the resources. Besides, intuitive web design elements such as pictures, menus, and forward/backward buttons facilitated students' understanding about the activity and their navigation through the different interfaces of interactive presentations.

13. The length of the audios was appropriate for me (1 minute long)

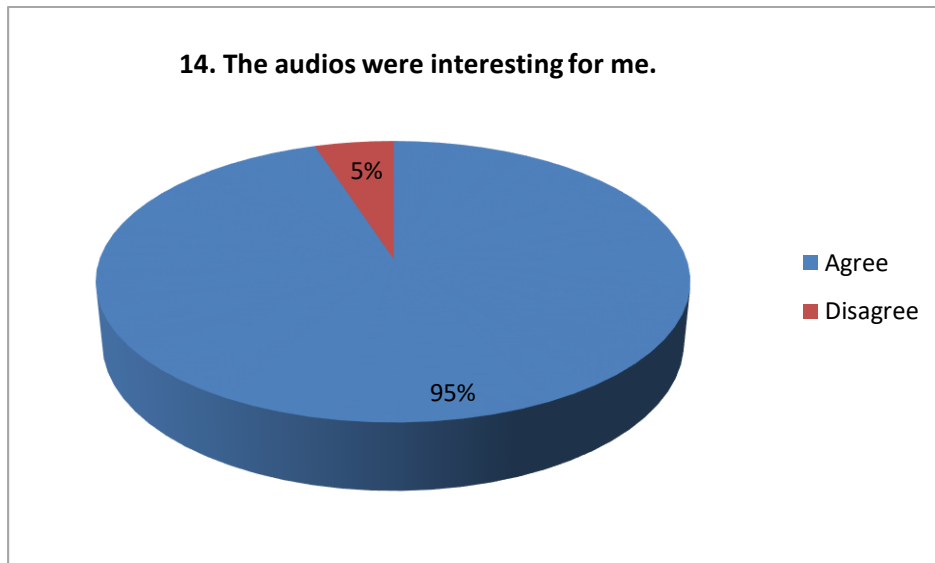


The present chart shows the results from the statement “The length of the audios was appropriate for me (1 minute long)”. Here, 95% of students agreed with the statement and only 5% disagreed.

ANALYSIS:

These results showed that the principle of segmentation and micro-learning integrated to the instructional design ADDIE about presenting students short pieces of information in order to let them develop specific skills were correctly applied in the length of the audios. These students were exposed to one minute English conversations and they were able to apply listening comprehension strategies without being overloaded by the amount of information. This characteristic of interactive presentations was very appreciated by students who became confident at the moment of practicing.

14. The audios were interesting for me.

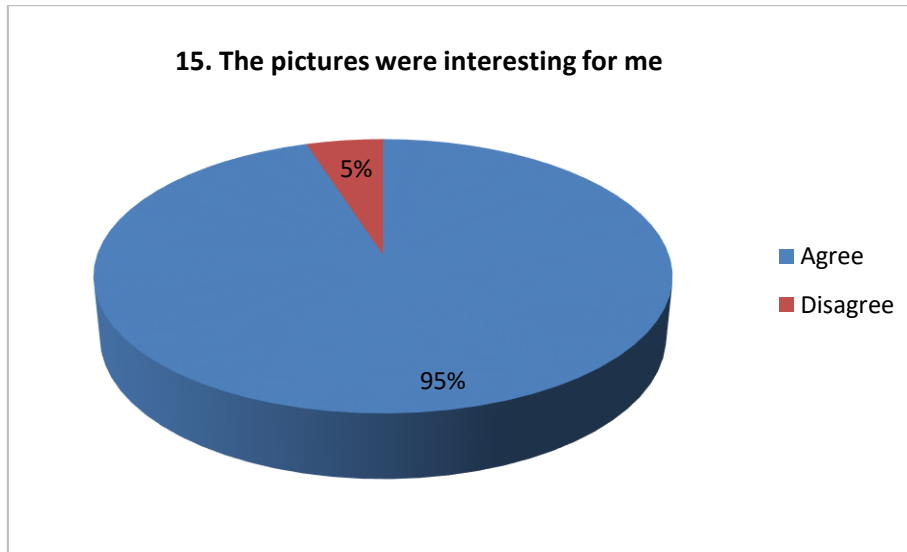


When students were asked if the audios from the interactive presentations were interesting for them, 95% of the interviewed students agreed with the statement and only 5% disagreed.

ANALYSIS:

This chart shows the benefits of the user-centered approach presented in micro-learning and the ADDIE model because the audios were chosen based on their characteristics. In fact, elements such as age, English level, and interests were taken into account at the moment of selecting the appropriate audios for Basic Intensive English students. Moreover, the students' English textbook was considered to select related topics to their content matter so students would have a previous context to the content matter of interactive presentations.

15. The pictures were interesting for me.

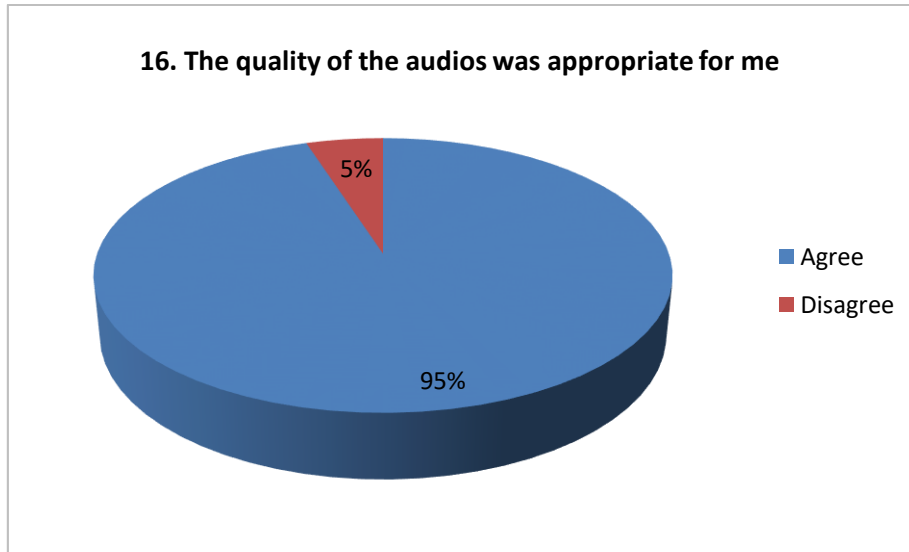


When students were asked whether the pictures from the interactive presentations were interesting for them, 95% of the interviewed students agreed with the statement and only 5% disagreed.

ANALYSIS:

Based on the results shown in the present chart, once again, it can be said that all the pictures were properly selected to create a context for the students and called their attention. They were selected taking into consideration students' characteristics such as age and interests. These pictures showed young adults who were most of the times having fun or facing some interesting situations so students wanted to know more about. Moreover, the main purpose of the different pictures was to make students practice listening comprehension strategies such as making predictions by activating students' schemata and letting to know the new vocabulary.

16. The quality of the audios was appropriate for me.

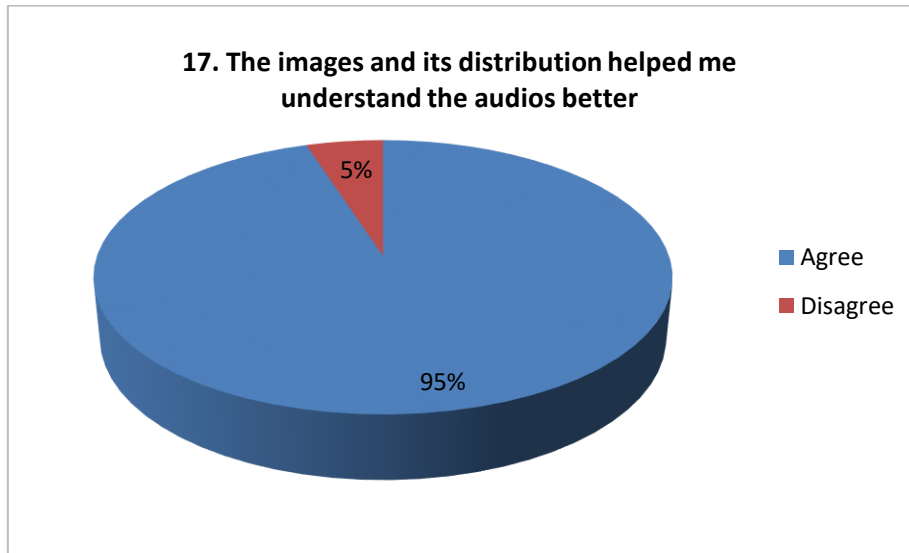


When students were asked whether the quality of the audios was appropriate for them, 95% of the interviewed students agreed with the statement and 5% disagreed.

ANALYSIS:

According to the results represented in this chart, the quality of the audios regarding volume and clarity was appropriate for the students. They could hear the audios clearly and loudly no matter what electronic devices they used to practice. 95% of the students agreed with the statement and only 5% disagreed possibly because others reasons beside the quality of the audios.

17. The images and its arrangement helped me understand the audios better.

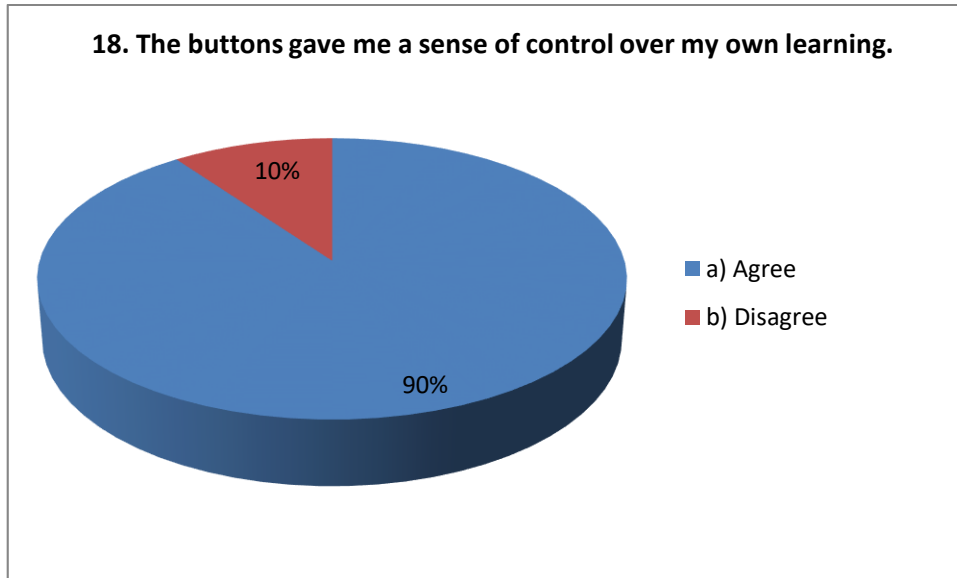


When students were asked whether the images and its arrangement helped them understand the audios better, 95% of the interviewed students agreed with the statement and 5% disagreed.

ANALYSIS:

The present chart represents the results expressed by the students about pictures distribution and helpfulness at the moment of understanding the audios. Based on these results, it can be said that the web design principles such as proximity, contrast, repetition, and alignment, used at the moment of creating the presentations had an impact on students, since 95% of the students found the images and its arrangement helpful as a main tool for creating a context about the audios.

18. The buttons gave me a sense of control over my own learning.

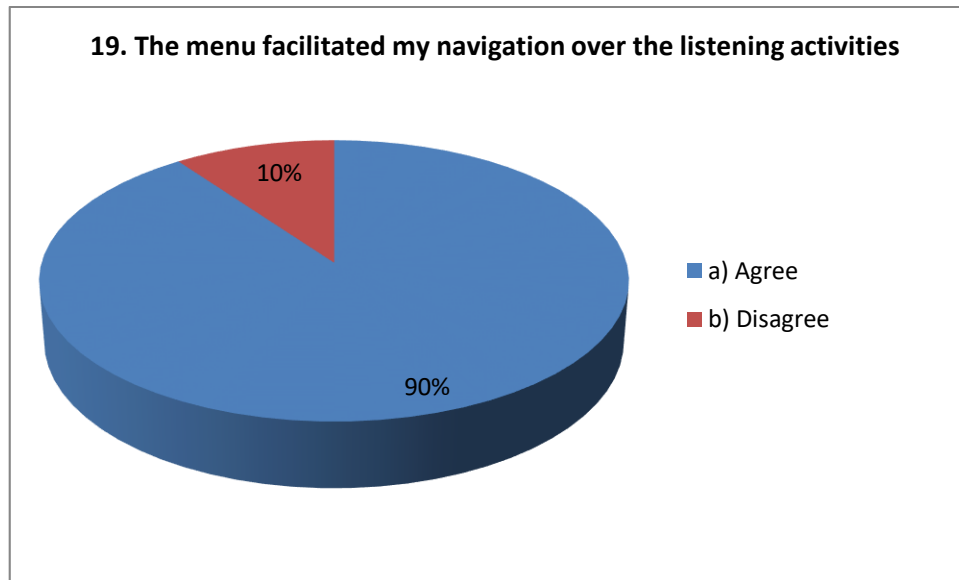


When students were asked whether the buttons gave them a sense of control over their own learning, 90% of the interviewed students agreed with the statement and 10% disagreed.

ANALYSIS:

According to these results, principles of mutual interaction such as the use of buttons really provided students a sense of control over their own learning since they decided where to start, when to move forward to the next interface or backward to the previous one, in order to take short cuts or follow the established sequence. The results were positive since 90% of students agreed with the statement and only 10% disagreed.

19. The menu facilitated my navigation over the listening activities.

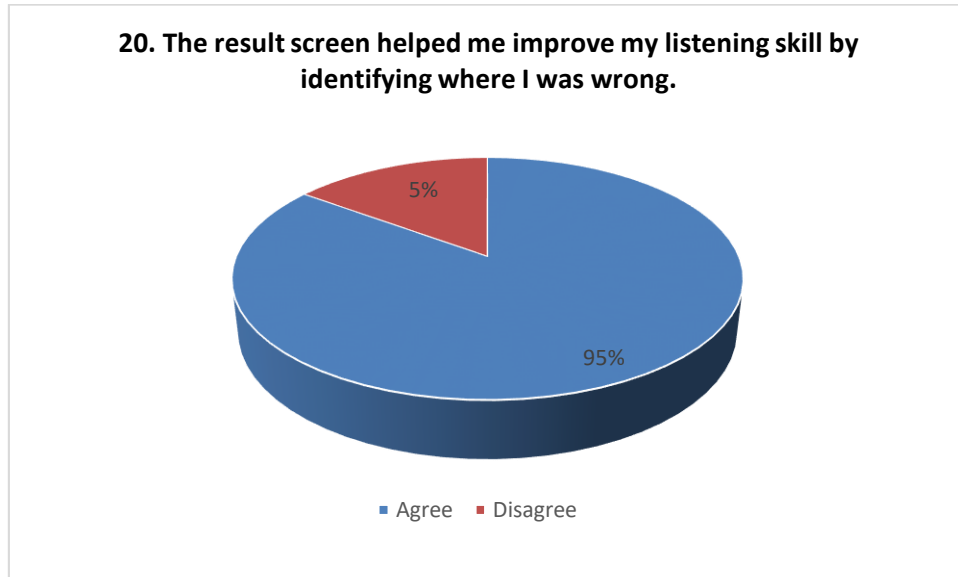


When students were asked whether the menu facilitated their navigation over the listening activities, 90% of the interviewed students agreed with the statement and only 10% disagreed.

ANALYSIS:

Here, the use of a menu was highly recognized as a good way to facilitate students' navigation over the interactive presentations. Using the menu, students could choose what part of the interactive presentations they wanted to work on first. They were able to see all the slides at the same time and select the one they were interested in the most. By doing this, students unconsciously develop a sense of autonomy and responsibility on their own learning.

20. The result screen helped me improve my listening skill by identifying where I was wrong.

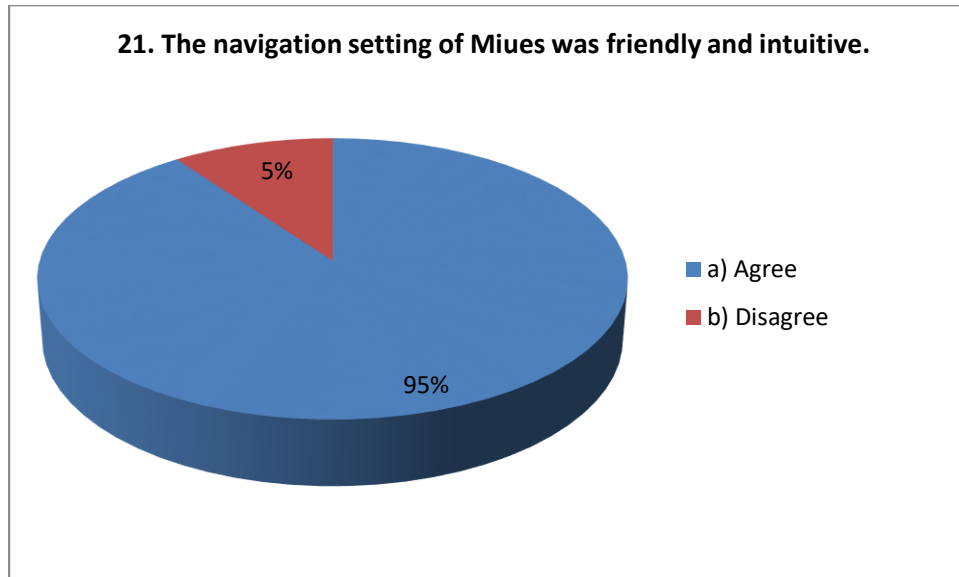


When students were asked whether the result screen helped them improve their listening skill by identifying where they were wrong, 95% of the interviewed students agreed with the statement and only 5% disagreed.

ANALYSIS:

The present chart shows that students found very useful the result screen at the end of the listening activities to improve their listening comprehension skill. That screen showed students how many points they got and gave them the opportunity to receive feedback by clicking the check exam button and checking all the questions and answers. Based on these results, students improved their listening skill by taking advantage of this personalized feedback provider.

21. The navigation setting of Miues was friendly and intuitive.

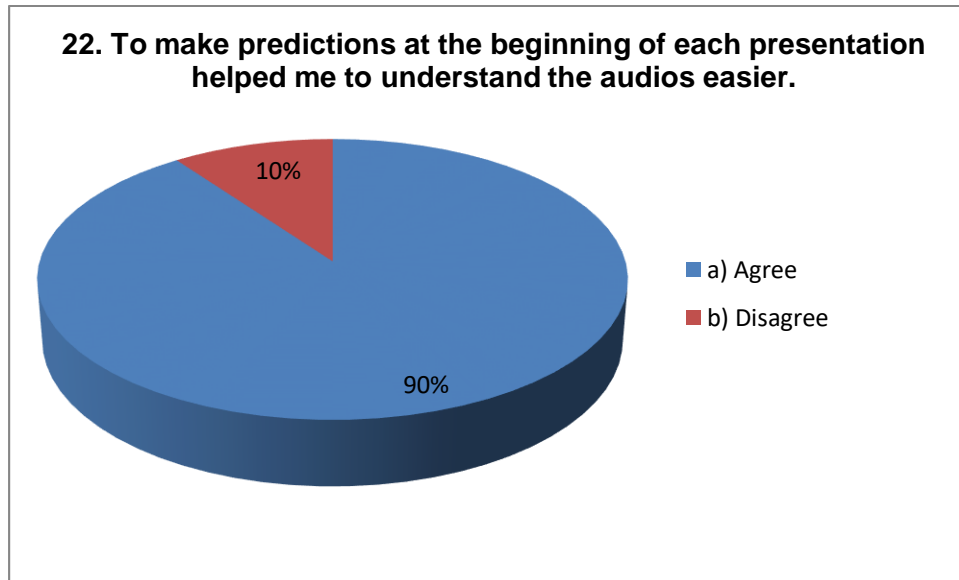


When students were asked whether the navigation setting of Miues was friendly and intuitive, 95% of the interviewed students agreed with the statement and only 5% disagreed.

ANALYSIS:

This graphic displays the positive experience students had with Miues website which contained the ten interactive presentations and was designed to encourage students practice with the interactive presentations by providing them a friendly and intuitive navigation setting. This website followed the principles discussed previously in this research during its design and implementation process. These positive effects from interactive presentations were achieved since 95% of the students agreed with the statement and only 5% disagreed.

22. To make predictions at the beginning of each presentation helped me to understand the audios easier.

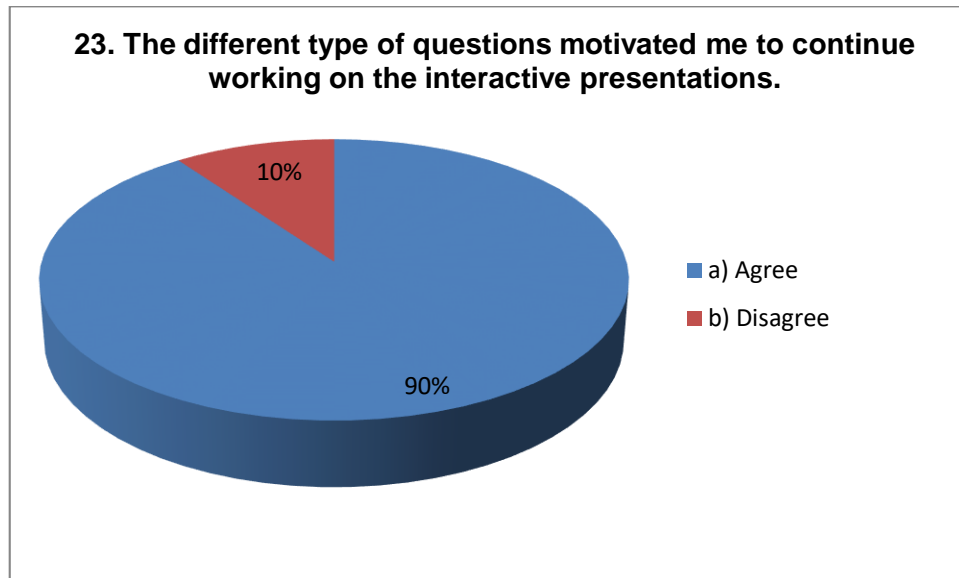


When students were asked whether to make predictions at the beginning of each presentation helped me to understand the audios easier, 90% of the interviewed students agreed with the statement and 10% disagreed.

ANALYSIS:

The present graphic displays students' points of view about the listening comprehension strategy making predictions. Here, most of the students agreed about the strategy making predictions helped them to understand the audios easier. Students were required at the beginning of every presentation to put attention on all the pictures and answer some questions before listening to the audios the first time. Students found it very useful since 90% of students agreed and only 10% disagreed.

23. The different type of questions motivated me to continue working on the interactive presentations.

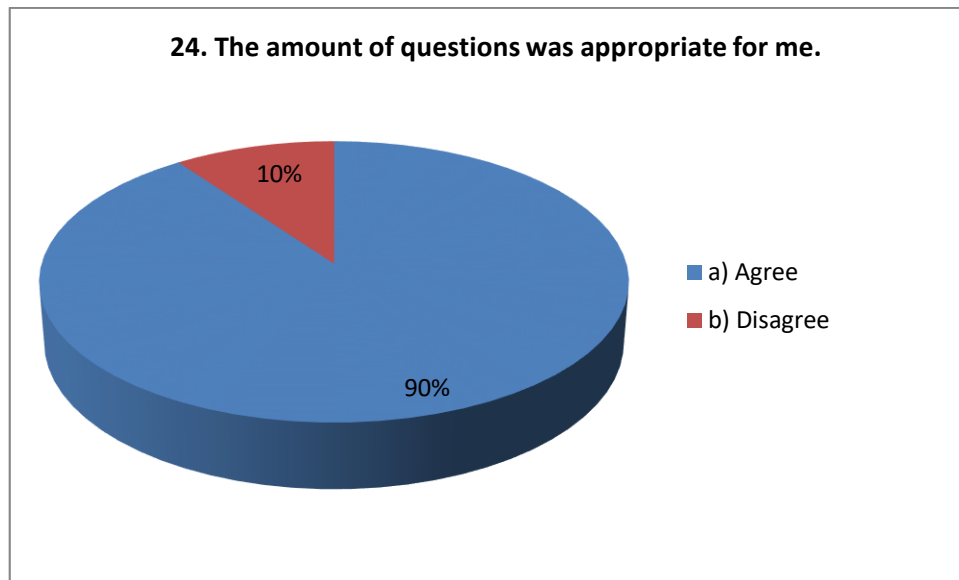


When students were asked whether the different type of questions motivated them to continue working on the interactive presentations, 90% of the interviewed students agreed with the statement and 10% disagreed.

ANALYSIS:

In the present chart, it can be appreciated that the use different types of items such as multiple choice, matching, checking, ordering, and true/false motivated students to keep on working on the interactive presentations since 90% of students agreed with this statement and only 10% disagreed.

24. The amount of questions was appropriate for me.

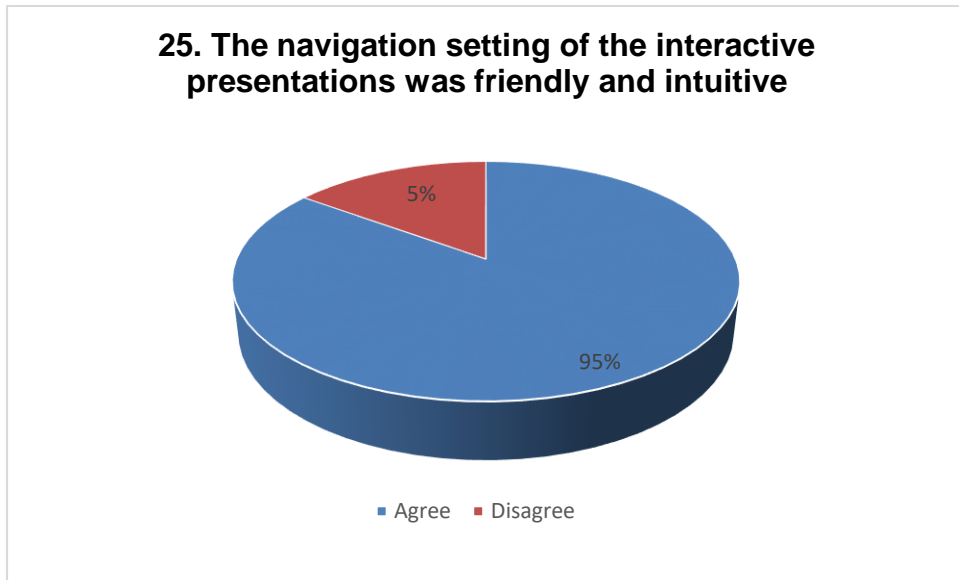


When students were asked whether the amount of questions was appropriate for me, 90% of the interviewed students agreed with the statement and 10% disagreed.

ANALYSIS:

The present chart shows that the majority of students considered the amount of questions in each presentation adequate for them (ten questions) since 90% agreed with the statement and only 10% disagreed. Here, the amount of questions was defined based on the instructional design model ADDIE and micro-learning principles. In fact, the main objective of the presentations was to give students the opportunity to apply listening comprehension strategies easily with an appropriate amount of comprehensible input so students would not feel overloaded. Based on the results, this purpose was obtained.

25. The navigation setting of the interactive presentations was friendly and intuitive.

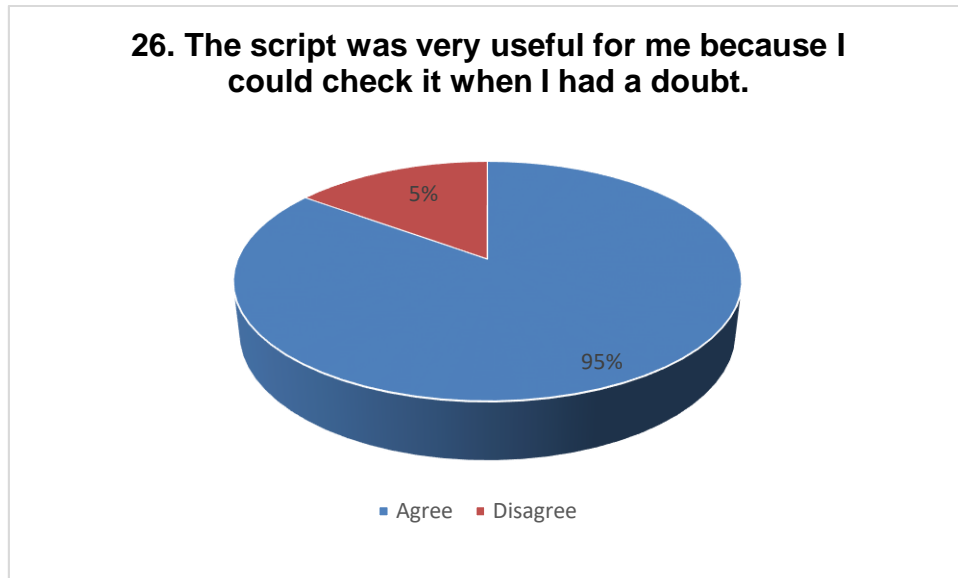


When students were asked whether the navigation setting of the interactive presentations was friendly and intuitive, 95% of the interviewed students agreed with the statement and 5% disagreed.

ANALYSIS:

This graphic displays the positive experience students had with the interactive presentations' navigation setting which were designed and developed to facilitate students' practice and development of their English listening comprehension skill. The navigation setting was designed in such as way students could navigate freely thought the activity without much explanation. This goal was achieved since 95% of the students agreed with this statement and only 5% disagreed.

26. The script was very useful for me because I could check it when I had a doubt.

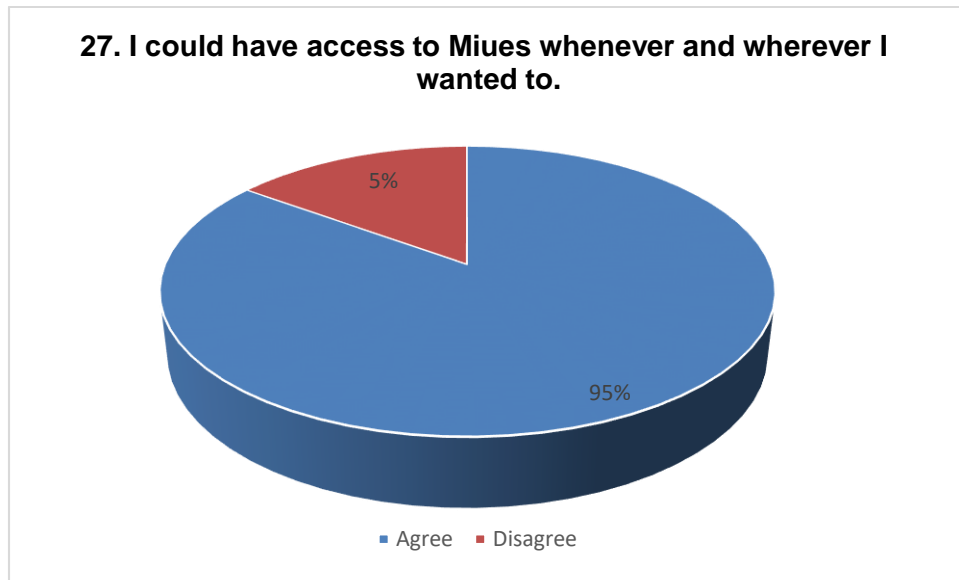


When students were asked whether the script had been very useful for them because they could check it when they had a doubt, 95% of the interviewed students agreed with the statement and 5% disagreed.

ANALYSIS:

Based on the information presented in the chart, the majority of students considered the dialogue script useful because they could check it when they had a doubt about any word or phrase they did not understand while listening.

27. I could have access to Miues whenever and wherever I wanted to.

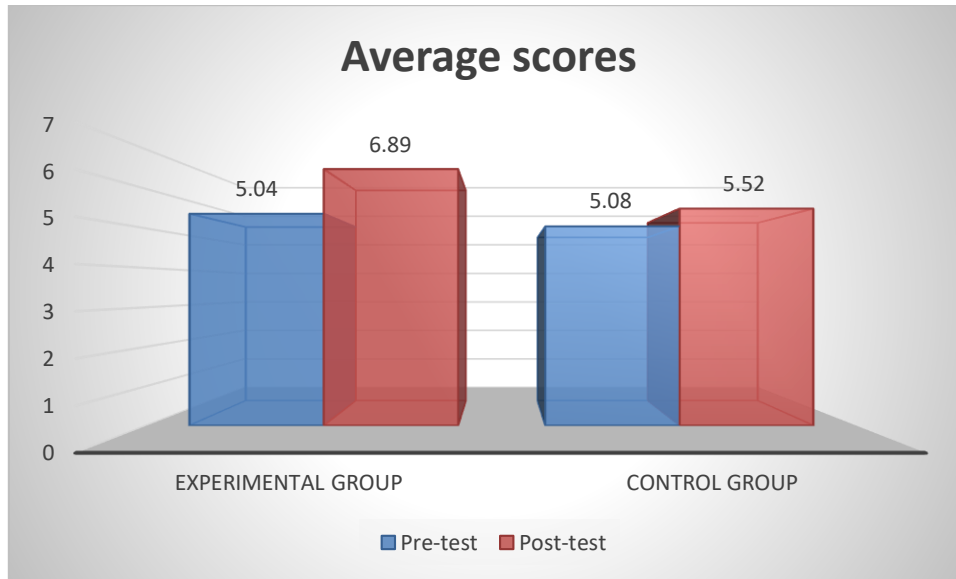


When students were asked whether they could have access to Miues whenever and wherever they wanted to, 95% of the interviewed students agreed with the statement and 5% disagreed.

ANALYSIS:

In the present chart, the results show that the majority of students had access to the website Miues and the interactive presentations at any moment, which motivated students to practice with the multimedia resources whenever they had available time from any electronic device.

Experimental and Control groups average scores



According to the results gotten from the pre-test, experimental group students' average score was 5.04 while the control group had 5.08. In the post-test, experimental group students had an average score of 6.5 improving 1.85 more in comparison with their previous score. On the other hand, control group students got an average score of 5.52 and improved only 0.44 in comparison with their pre-test score.

ANALYSIS:

Based on the information presented in the chart above, it can be observed that experimental and control group students scored almost the same in the pre-test with a minimum difference of 0.02 points. It demonstrated that the 40 students from the two groups shared the same listening comprehension skill level. Nonetheless, in the post-test, things were a little bit different. After two weeks of exposure to interactive presentations, experimental group students had a difference in their average score of 1.37 more in comparison with students' post-test average score. According to these results, it can be concluded that interactive presentations positively affected Basic Intensive English students' listening comprehension skill in an average of 1.4 points more than students who were not exposed to the resources.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS..

Conclusions

Based on the analysis of the results gotten in the present research, the main conclusions about language learning effects of using interactive presentations on students' English listening comprehension skill are the following:

1. Basic Intensive English students from the experimental and control group before being exposed to interactive presentations shared the same listening comprehension skill level since the average score of the pre-test were 5.04 and 5.08 respectively.

2. The implementation of interactive presentations had positive effects on students' English listening comprehension skill level since according to the results, after two weeks of exposure to principle-based interactive presentation, students from the experimental group showed an improvement of 1.37 points in their post-test average score more in comparison with students who were not exposed to the resources (control group) .

3. Basic Intensive English students and their teacher agreed about all the multimedia elements included in the ten interactive presentations promoted the development of students' listening comprehension skill. They emphasized the importance of the different images which called students' attention and helped learners create a context to make predictions before being exposed to the audios. Moreover, the buttons of forward, backward and menu gave students a sense of control over the resources and their own learning. Besides that, students also expressed that the one minute audios provided them with enough comprehensible input at once and gave them the chance to understand and internalized the information little by little. Moreover, students appreciated the possibility they had to listen to the audios as many times as they wanted to since a play button was located on each interface. In addition, different types of questions motivated them to continue working since they required from students to apply five listening comprehension strategies. Finally, the score board and the check exam button gave students the opportunity to receive individual feedback about their own performance after each practice.

4. Moreover, based on the post-test results, experimental group students showed an improvement on their English listening sub-skills. Based on students' survey, even though

students considered they had improved a lot the five listening comprehension sub-skills, however, they considered listening for specific details and listening for key words the ones they improved the most. Moreover, their teacher expressed that after being exposed to interactive presentations, experimental group students applied the listening strategies whenever they had a listening session. Now, they make predictions at the beginning of the activity and look for keywords. Then, they listen for the general idea or gist, listen for details, and try to infer the speaker's meaning in the conversation.

5. Interactive presentations can be a good resource for learning that students could enjoy. According to the results, 95% of our students and their teacher enjoyed the experience of working with interactive presentations. Some of them expressed that there should be more activities like this one that combined English and technology at the same time. Besides, the teacher said he realized how students moved from their comfort zone and started interacting with the presentations to improve their listening comprehension skill. At the beginning, students did not want to do it because it was something new in their learning process. Nonetheless, after trying the first time, they realized they could improve their English by practicing with the presentations. As a result, they felt motivated to work more than once with the ten presentations and got good results at the end of the research.

6. According to teacher's interview, students who were exposed to interactive presentations improved their vocabulary, since he could realize that the vocabulary in the interactive presentations was included into their daily speaking. The students little by little started practicing the new vocabulary in the classroom which was a plus in the implementations of interactive presentations.

7. Moreover, according to the teacher's point of view and students' experience, the three listening comprehension stages such as pre-, while-, and post-listening, were properly adapted to the virtual environment of interactive presentations which gave the chance of applying the five listening comprehension strategies in each stage. In the pre-listening, students were able to make predictions based on the pictures and vocabulary. After, in the while listening, they practiced strategies such as listening for the gist, important details and detecting key words. Finally, in the post listening, the students inferred the intent meaning of the speakers and put the main events in order.

8. Furthermore, students developed a sense of independency from their teacher and were able to work with the interactive presentations without his help. According to students' survey, the design of the different interfaces was very friendly and intuited so they were able to interact with the presentations following only the instructions of each presentation. Besides, they decided when to practice with the resources. In fact, whenever they had time, they went to the FLD computer lab and practice by themselves without any extra help.

9. Besides that, Mayer's multimedia principles such as multimedia, contiguity, modality, redundancy, coherence, personalization, pre-training, and segmenting showed to have a strong impact on students' interaction since multimedia elements were appropriately distributed over the presentations to achieve the expected learning objectives. And as a result, students and the teacher enjoyed their experience working with interactive presentations since the 95% of the interviewed students reported so.

10. Moreover, the accessibility to resources motivated students to practice with them. Since interactive presentations were on the internet; students had access to them whenever and wherever they wanted to. According to students' opinions, they could interact with the presentations at any moment and if they had to do something else, they just closed the website, did what they had to do, and continued where they had stopped with the practice. This characteristic seemed to be one of the main advantages of this type of resources because students are in charge of administrating their own time.

11. Finally, based on students' answers about design elements presented on the interactive presentations, no design element that decreases Basic Intensive English students' listening comprehension skill development was identified. According to interviewed students, all the design elements were useful for them and facilitated their listening comprehension skill development. However, students and their teacher faced a difficulty at the moment of accessing to interactive presentation number 3. It consisted on showing unreadable written instruction and useless buttons. After students reported the inconvenient situation to the researcher the first day of instruction, the problem was diagnosed as an incompatibility between the web browser students were using and the saving format of interactive presentation number 3. The problem was solved overnight

and students could interact with the multimedia resource the next day. After that, neither students nor the teacher reported another problem with the instructional material. This situation should be taken into account in order to avoid any problem at the moment of carrying out activities in which online multimedia resources are involved.

Recommendations.

For the Authorities:

1. To train teachers from the Foreign Language Department about the design and development process of multimedia resources such as interactive presentations to provide students with effective online learning tools to be used inside or outside the classrooms in this new digital era.
2. To finance the acquisition of an appropriate content developing software that can be used by teachers to create multimedia resources such as interactive presentations to be used in their teaching-learning process. For instance, Storyline 3, Camtasia, Adobe Presenter, and Adobe Captivate among others.

For Teachers:

1. When designing any type of multimedia resource for their students, take into consideration Multimedia principles, web design principles, and the instructional design model ADDIE to ensure the learning resources really help students to achieve the learning objectives and not harm learning.
2. Based on researches, try new trends in education by taking advantage of the emerging technology in order to improve students' English language skills in different and innovated ways.
3. Look for different ways of being updated with the new technologies and trends in education such as being part of an online learning community, a social media group, a YouTube channel, among others.

For Students:

To take advantage of electronic devices and the internet to improve their English skill by finding and interacting with multimedia resources available in different website such as YouTube, Coursera, Edx, among others.

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ANNEXES

ANNEX 1: LISTENING PLACEMENT TEST (PRE- AND POST-TEST).



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
SCHOOL OF POSTGRADUATE STUDIES



ENGLISH LISTENING COMPREHENSION TEST PRE-TEST

The present instrument is used to gather important information about Basic Intensive English students' listening comprehension skill level before being exposed to interactive presentations, during semester I/2018, at the FLD at the University of El Salvador.

PERSONAL INFORMATION

i. Age:

- a) 17-19 b) 20-22 c) 23-25 d) More than 25

ii. Gender:

- a) Male b) Female c) Others

iii. Education Background:

- a) First year at the university b) One year in another career
c) More than one year at the university

iv. What electronic devices are you familiar with?

- a) Desktop b) Laptop c) Smartphones d) Tablets

v. Do you have access to internet at home?

- a) Yes b) Not

vi. Do you have access to the computer lab from the Foreign Language Department?

- a) Yes b) Not

vii. How often do you go to the computer lab?

- a) Every day b) Twice a week b) Once a week

KEY ENGLISH TEST

Listening

0085/02

SAMPLE TEST 1

Time Approximately 30 minutes (including 8 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.
Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 8 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

2

Part 1

Questions 1-6

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-6, put a tick (✓) under the right answer.

Example:

0 How many people were at the meeting?

3	13	30
----------	-----------	-----------

A B C

1 Where is the woman going to go on holiday this year?

Canada	Italy	Turkey
---------------	--------------	---------------

A B C

2 What time was the man's appointment?

--	--	--

A B C

3

3 What will the weather be like?

--	--	--

A B C

4 How far is the nearest supermarket?

5 km	3 km	1 km
-------------	-------------	-------------

A B C

5 Which table does Sally like?

--	--	--

A B C

[Turn over]

4

Part 2

Questions 6-10

Listen to Tom talking to a friend about a sports afternoon.
What sport did each person do?

For questions 6-10, write a letter (A-H) next to each person.
You will hear the conversation twice.

Example:

0 Tom **D**

People

- 6 Sam
- 7 Jane
- 8 Paul
- 9 Susan
- 10 Anne

Sports

- A basketball
- B football
- C golf
- D horse-riding
- E skiing
- F table-tennis
- G tennis
- H volleyball

5
Part 3

Questions 11-15

Listen to Jenny talking to Mark about buying a computer game.

For questions 11-15, tick (✓) A, B or C.
You will hear the conversation twice.

Example:

0	The name of the computer game is	A City 2010	<input checked="" type="checkbox"/>
		B City 2001	<input type="checkbox"/>
		C City 2100	<input type="checkbox"/>

11	The game is not good for people under	A eight.	<input type="checkbox"/>
		B ten.	<input type="checkbox"/>
		C twelve.	<input type="checkbox"/>

12	Black's PC shop is in	A Cambridge.	<input type="checkbox"/>
		B London.	<input type="checkbox"/>
		C Peterstown.	<input type="checkbox"/>

13	The address of the shop is	A 29 Hunter Road.	<input type="checkbox"/>
		B 29 Walker Street.	<input type="checkbox"/>
		C 29 Maraden Street.	<input type="checkbox"/>

14	The last day you can get a free game is	A Monday.	<input type="checkbox"/>
		B Thursday.	<input type="checkbox"/>
		C Friday.	<input type="checkbox"/>

15	The computer game cost	A £26.	<input type="checkbox"/>
		B £30.	<input type="checkbox"/>
		C £48.	<input type="checkbox"/>

[Turn over]

HET November 2024 - Listening Section Test 1

6
Part 4

Questions 16-20

You will hear a man asking for information about a train.

Listen and complete questions 16-20.
You will hear the conversation twice.

TRAIN

To: Newcastle

Day of journey: 16

Train leaves at: 17

Return ticket costs: 18 £

Food on train: 19 Drinks and

Address of Travel Agency: 20 22 Street

[Turn over]

HET November 2024 - Listening Section Test 1

7
Part 5

Questions 21-25

You will hear some information about a museum.

Listen and complete questions 21-25.
You will hear the information twice.

Manor House Museum

YOU CAN SEE:

Downstairs:

Entrance Hall: old photos

Ford Room: 21 pictures of Italian

Upstairs:

Left: 22 more than 150

Right: 23 from films and TV

Price of guide book: 24 £

Museum closes at: 25

You now have 8 minutes to write your answers on the answer sheet.

HET November 2024 - Listening Section Test 1

TAPESCRIPT - SAMPLE TEST 1

This is the Cambridge Key English Test Listening Test, Sample Paper 1.
There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test.
Please ask any questions now because you mustn't speak during the test.

Pause

Now look at the instructions for Part One.

Pause

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-5, put a tick under the right answer.
Here is an example:

How many people were at the meeting?

Woman	Were there many people at the meeting?
Man	About thirty.
Woman	That's not many.
Man	No, but more than last time.

Pause

The answer is 30, so there is a tick in box C.
Now we are ready to start.
Look at question one.

Pause

1 Where is the woman going to go on holiday this year?

Man	Are you going to go on holiday with your sister again this year?
Woman	Yes, she comes home from Canada tomorrow, and then we're going to go away next week.
Man	Where are you going?
Woman	I've booked a hotel in Turkey. My sister wanted to go to Italy again, so I hope she doesn't mind.

Pause

Now listen again.

Repeat

Pause

2 What time was the man's appointment?

Man Hello -- I have an appointment to see the dentist at eleven.
Woman Oh dear, you're very late. That was over half an hour ago.
Man What time is it now?
Woman It's eleven forty.

Pause

Now listen again.

Repeat

Pause

3 What will the weather be like?

Man I hope you have a nice holiday with lots of sun.
Woman Thanks, but I heard the weather forecast and it isn't very good.
Man Is it going to rain?
Woman It's worse than that. It's going to snow!

Pause

Now listen again.

Repeat

Pause

4 How far is the nearest supermarket?

Woman How far is the nearest supermarket?
Man Well, Johnson's is the best one but that's nearly five kilometres away.
Woman Isn't there one nearer?
Man Well, there is one three kilometres away but it's not very good.

Pause

Now listen again.

Repeat

Pause

5 Which table does Sally like?

Man What are you looking for, Sally?
Sally A table for my bedroom.
Man There are some small round ones there.
Sally I think I'd prefer that small square one.

Pause

Now listen again.

Repeat

Pause

This is the end of Part One.

Pause

Now look at Part Two.

Pause

Listen to Tom talking to a friend about a sports afternoon.

What sport did each person do?

For questions 6-10, write a letter A-H next to each person.

You will hear the conversation twice.

Pause

Girl Did you go to the sports afternoon last Friday, Tom? I couldn't go.

Tom Yes, we had a great afternoon. We all did a new sport. I had some horse-riding lessons.

Girl Really! What did the others do?

Tom Well, Sam was happy. There's a dry ski slope there so he went skiing.

Girl Really? Did Jane do the same thing?

Tom She didn't want to. She played volleyball with some other people. She was tired after the game.

Girl What about Paul and Susan?

Tom Well, Paul wanted to try basketball, but they don't do that on Fridays - so he did golf. And Susan did very well. She played in a football team and got two goals!

Girl Great.....Did anyone play tennis?

Tom Nobody did that. Anne didn't want to do anything but she had to play something so she had a game of table-tennis.

Girl Did she like that?

Tom Yes - I think so.

Girl Well, I hope I can go next time.

Pause

Now listen again.

Repeat

Pause

This is the end of Part Two.

Pause

Now look at Part Three.

Pause

Listen to Jenny talking to Mark about buying a computer game.

For questions 11-15, tick A, B or C.

You will hear the conversation twice.

Look at questions 11-15 now. You have 20 seconds.

Pause

Now listen to the conversation.

Jenny Hi, Mark. What are you doing?

Mark Hello, Jenny. Shopping for a present for my little brother.

Jenny I bought *my* brother a computer game called City two thousand and ten. He plays with it for hours.

Mark How old is he?

Jenny 10.

Mark Oh - my brother's twelve.

Jenny That's OK. This game's good for eight to thirteen year olds.

Mark Great! Where did you buy it?

Jenny In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go to a shop in London to find it.

Mark Where is the shop?

Jenny In Marsden street. You know Hunter Road? Turn left at the end and it's opposite Walker's department store at number twenty nine.

Mark I can go there next Thursday.

Jenny That's good. Next week from Monday to Friday you get a second game free!

Mark Great. How much was your brother's game?

Jenny I bought two games that day and paid forty-eight pounds altogether, so my brother's game was twenty six pounds.

Mark Oh, less than thirty! That's not bad. Thanks, Jenny.

Pause
Now listen again.
Repeat
Pause

This is the end of Part Three.

Pause

Now look at Part Four

Pause

**You will hear a man asking for information about a train.
 Listen and complete questions 16-20.
 You will hear the conversation twice.**

Pause

Woman Hello. Can I help you?

Man Yes, please. I want some information about a train to Newcastle.

Woman Certainly. When are you going to travel? Today?

Man Oh no. On Tuesday. I think there's one at about half past eleven in the morning.

Woman Let me see. Yes, there is, it arrives in Newcastle at half past one.

Man That's fine. How much is a ticket please?

Woman Well, a single is twenty five pounds.

Man I'd like a return, please.

Woman Then that's forty pounds.

Man Right. Can I get a meal on that train, you know, lunch?

Woman Mmm. I'm afraid there isn't a restaurant car on that train, but they sell drinks and sandwiches.

Man That'll be OK. Must I buy my ticket at the station ticket office, or can I get one in the town centre?

Woman You can buy one at the Northern Travel Agency at 22 Mallet Street.

Man 22 what street?

Woman Mallet. M A double L E T.

Man I'll do that then. Thank you very much.
Woman Not at all. Goodbye.

Pause

Now listen again.

Repeat

Pause

This is the end of Part Four.

Pause

Now look at Part Five

Pause

You will hear some information about a museum.

Listen and complete questions 21-25.

You will hear the information twice.

Pause

Man Good afternoon, everybody, and welcome to the Manor House Museum. Before you go round, I'd like to tell you about some of the interesting things we have for you.

Here in the entrance hall, you can see some old photos of the town. Over there in the Ford Room, we have some pictures of gardens painted in Italy. The colours of the flowers are really beautiful.

Upstairs on the left is our famous clock collection. We have more than a hundred and fifty different clocks and they all tell the right time. The oldest is four hundred years old!

On the right we have a clothes show. Famous actors once wore these clothes in films or television plays. Some of them are really beautiful.

You may like to buy the guide book to the museum - this has many coloured photographs and it costs £1.75. You can buy one over there.

We are open until five thirty today, so you have lots of time. Enjoy your visit!

Pause

Now listen again.

Repeat

Pause

This is the end of Part Five.

You now have eight minutes to write your answers on the answer sheet.

Pause

You have one more minute.

Pause

This is the end of the test.

ANNEX 2: BASIC INTENSIVE ENGLISH STUDENTS' PRE- AND POST-TEST GRADES.

CONTROL GROUP (BIE 06)			
No.	STUDENT'S NAME	PRE-TEST	POST-TEST
1	Student 01	2.4	5.2
2	Student 02	7.6	8.8
3	Student 03	4.8	5.6
4	Student 04	1.6	3.1
5	Student 05	1.5	3.4
6	Student 06	7.2	8.0
7	Student 07	8.8	8.3
8	Student 08	4.8	5.3
9	Student 09	3.8	4.7
10	Student 10	4.8	7.5
11	Student 11	2.8	5.2
12	Student 12	3.6	2.4
13	Student 13	6.0	6.0
14	Student 14	3.2	6.4
15	Student 15	3.6	2.8
16	Student 16	1.6	1.6
17	Student 17	6.2	7.0
18	Student 18	6.4	5.0
19	Student 19	8.8	8.2
20	Student 20	2.0	6.0
Average score		5.08	5.52

EXPERIMENTAL GROUP (BIE 07)			
No.	STUDENT'S NAME	PRE-TEST	POST-TEST
1	Student 01	3.6	5.6
2	Student 02	6.2	7.8
3	Student 03	6.2	8.8
4	Student 04	5.6	5.8
5	Student 05	5.8	7.0
6	Student 06	6.0	6.8
7	Student 07	5.2	8.3
8	Student 08	6.2	8.8
9	Student 09	3.4	5.6
10	Student 10	4.4	6.4
11	Student 11	4.8	6.4
12	Student 12	5.2	5.6
13	Student 13	8.8	10
14	Student 14	2.8	5.2
15	Student 15	2.0	5.3
16	Student 16	3.6	8.0
17	Student 17	5.4	6.8
18	Student 18	3.6	5.4
19	Student 19	4.6	5.8
20	Student 20	7.4	8.4
Average score		5.04	6.89

ANNEX 3: BASIC INTENSIVE ENGLISH STUDENTS' SURVEY.



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
SCHOOL OF POSTGRADUATE STUDIES**



SURVEY

The following survey has been designed to gather important information of Basic Intensive English Students from Group 07 about their experience after two weeks practicing with interactive presentations designed to improve their English listening comprehension skill at Miues website.

Name: _____

Instructions: Put a check in a box from each question.

1. Did you have any experience working with interactive presentations before Miues?

a) Yes b) No

3. What device did you use to practice with Miues interactive presentations?

a) Desktop computer c) Tablet
b) Laptop computer d) Smartphone

4. How many hours did you practice?

a) None c) between 1 and 2 hours e) More than 4 hours
b) Up to one hour d) More than 2 hours

5. How many times did you practice with each presentation?

a) Once b) Twice c) More than twice

6. Did you enjoy practicing with interactive presentations?

a) Yes b) No

Why? _____

7. What did you like the most?

8. Did you have any problem with the website or with the presentations?

- a) Yes b) No

Which one?

9. Do you think the interactive presentations helped you improve your English listening skill?

- a) Yes b) No

Why? _____

10. What listening activities did you feel more suitable for you when practicing with the interactive presentations at Miues? (Check all you consider)

- a) to make predictions about the content
- b) to detect important dates, numbers, names, items, etc.
- c) to infer the meaning of the conversations
- d) to listen for the main idea of the conversation
- e) to listen for some important details

11. How much do you think you have improved your English listening subskills?

		Nothing	A little	A lot	Observations
a)	make predictions about the content				
b)	detect important dates, numbers, names, items, etc.				
c)	infer the intention of the speakers				
d)	listen for the main idea of the dialogue				
e)	listen for some important details				

Put a check on the right column according to your experience working with the interactive presentations from Miues.

No.		Agree	Disagree	Observations
13	The instructions were clear and understandable for me			
14	The length of the audios was appropriate for me (1 minute long)			
15	The quality of the audios was appropriate for me			
16	The audios were interesting for me			
17	The pictures were interesting for me			
18	The images and its arrangement helped me understand the audios better			
19	The buttons gave me a sense of control over my own learning			
20	The menu facilitated my navigation over the listening activities			
21	The result screen helped me improve by identifying where I was wrong			
22	The navigation setting of Miues was friendly and intuitive			
23	The navigation setting of the interactive presentations was friendly and intuitive			
24	To make predictions at the beginning of each presentation helped me to understand the audios easier			
25	The different type of questions motivated me to continue working on the interactive presentations			
26	The amount of questions was appropriate for me			
27	The script was very useful for me because I can check it when I had a doubt			
28	I could have access to Miues whenever and where ever I wanted to			

Would you like to share something else?

ANNEX 4: BASIC INTENSIVE ENGLISH TEACHER'S INTERVIEW.



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
SCHOOL OF POSTGRADUATE STUDIES



TEACHER'S INTERVIEW

The following survey has been designed to gather important information of Basic Intensive English teacher from Group 07 about his experience after checking and practicing with the interactive presentations designed to improve his students' English listening comprehension skill.

Name: _____

1. Do you consider the use of websites and interactive presentations important in the English teaching-learning process?

2. What do you think about Miues interactive presentations in general?

3. What do you think about the different parts of the interactive presentations? Do they really promote English listening skill development?

4. In your opinion, what are some effects of using Miues interactive presentations with your students?

5. What are some advantages and disadvantages of using Miues interactive presentations with your students?

6. Have you perceived any change in your students' listening skill after being exposed to Miues interactive presentations during these last two weeks?

7. What English listening comprehension subskills do you consider your students have improved by being exposed to interactive presentations these last two weeks?

- a) to make predictions about the content
- b) to detect important dates, numbers, names, items, etc.
- c) to infer the meaning of the conversations
- d) to listen for the main idea of the conversation

e) to listen for some important details

Why? _____

8. What do you think can be done to improve Miues interactive presentations and website?

Put a check on the right column according to your experience working with the interactive presentations from Miues.

No.		Agree	Disagree	Observations
9	The instructions were clear and understandable for the students' level			
10	The length of the audios was appropriate for the students (1 minute long)			
11	The quality of the audios was appropriate for the students			
12	The audios were interesting for the students			
13	The pictures were interesting for the students			
14	The images and its arrangement helped the students understand the audios better			
15	The buttons gave them a sense of control over their own learning			
16	The menu facilitated their navigation over the listening activities			
17	The result screen helped them improve by identifying where they were wrong			
18	The navigation setting of Miues was friendly and intuitive			
19	The navigation setting of the interactive presentations was friendly and intuitive			
20	To make predictions at the beginning of each presentation helped me understand the audios easier			
21	The different type of questions motivated students to continue working on the interactive presentations			
22	The amount of questions were appropriate for the students			
23	The script was very useful for the students because they can check it when they had a doubt			
24	They had access to Miues whenever and wherever they wanted to			

Thank you very much!

ANNEX 5: BASIC INTENSIVE ENGLISH TEACHER'S INTERVIEW ANSWERS SCRIPT.

1. Do you consider the use of interactive presentations important in the English teaching-learning process?

Yes, I consider that it is very important. Number one because at least these presentations included pictures, in that way, I consider because they fulfill different skills. Besides that, we could use the pre-, while, and post-listening. That was very good for me because that is the correct way to teach listening. If we think that, I would say yes, because they have all of them. Moreover, they were basic students, and they should be exposed to interactive material which was authentic and used outside the classroom. This, saved time to the teacher because they practice at home which gave me time to carry out other activities in the classroom. The students practice at home, looking for vocabulary while developing autonomy on their own learning which is what we are looking for, because at the end, we will not be all the time with them. There will be a moment in which they will have to work alone and now they know how to get to this website, look for vocabulary and start learning by themselves.

2. What do you think about the website and the interactive presentations in general?

I think it can work in other groups. Moreover, because the type of vocabulary takes place in a context. And when the vocabulary and phrases take place in a context we, as human beings, learn better. For this reason, I consider this type of websites can be used with other groups only if there is a little bit of pressure, because that is about. And I consider it is a good idea to create a user in that way, we could know who entered to the website and who didn't. I also consider that this group can be apply to all the groups and all the levels, even reading and conversation. They are out of the intensive courses but I think they can also be included. And depending on the students' level, the level of the audios should change, too.

3. What do you think about the parts of the presentations (pre, while, and post)?

Well, as I told you, they used the pre-, while, and post-listening stages. That was very good for me because this is the correct way to teach listening and develop the skill. If we think about that very carefully, they did help because they have all of them.

4. Do you think the interactive presentations promote learning?

I think yes. The presentations that I saw had a variety of speakers that means there were more than two people talking in different situations. Moreover, it is very important because we are working with the situational approach and the communicative. Because I use both and I have been using them during the last units. And these audios take place in different contexts and that helps because in every situation there is different vocabulary and phrases. That is very helpful for us. If we see it carefully, it helps because we do not have to use the grammar translation method instead we work with listening with different people talking in different contexts depending on the situation. Then, when the students are in that situation, such as an invitation for a meal, he would be able to accept or reject it in a real life situation, based on the fact that they help developing the listening comprehension skill. Besides, what called my attention was that they were not only 5 instead, they were many, so students could spend some time listening the audios. Moreover, they had different speakers with different accents from different places around the world because everybody speaks differently. So variety is good and the interactive presentations included variety.

5. What are some effects of the interactive presentations on students' listening skill?

What I perceived was that it was new for them because at the beginning they did not want to do it or did not take it seriously. And I asked them did you do it? And they were like "No, teacher" or "Yes, teacher" Ok I said, what is the first presentations about? And they said, no, we did not do it. Then, we have resistance at the beginning. Besides, we need to take into account that they come from high school and there, they did not have this type of practice with interactive presentations which made this interaction new. So, they were reluctant to accept it or not. In fact, to interact with authentic material was something new

for them. Now, that they internalized it, I have realized their facility to solve the exercises. It became easier for them because we also use listening in the classroom and once they have get used to the listening strategies, they do not need to listen the audio to choose the right answer in the pre-listening. They can use these strategies with their exams, in their lives or in other subjects in the future. So I identified a significant change in that way, they applied the strategies faster. This idea of the use of interactive presentations is positive because they already get used to the type of items in the exercises. After practicing, it became easier which was positive. Besides, I could realize that the vocabulary in the interactive presentations was included into their speaking. The students little by little started practicing the new vocabulary in the classroom which means that everybody won 100%, because one thing is that students learn the vocabulary and other thing is that they practice it. Later, I noticed that their attitude changed. Our purpose as teacher is to sell them the idea about the website because it was useful for them through the career. Later, they changed their minds and said “Ok, let’s do it” and it worked because they improved their listening comprehension skill.

6. What do you think are some advantages and disadvantages of these activities?

One advantage could be that this type of activities can be used outside the classroom. And there is a term for this type of activities “Flipped classroom”. Because it help me save time, they listen to the audios at home and practice at the classroom. It also helps me provide students with some practice out of the classroom in a bilingual environment because they are exposed to the language out of the language which improves the teaching-learning process. Another advantage is that students do not pay for it. Everybody has access to but nobody has to pay for it. And even, they do not have to pay for photocopies because they are there. So, they do not need to have them on paper which helps the environment, too. This advantage means a saving in money, time and paper. In fact, if students do not have classes for any reason, the teacher can ask them to go to the website and practice on the exercises. It means that the teacher always has a backup, a plan B just in case. Another advantage is that they really improve students’ listening comprehension skill. Now, I can mention a phrase or word from the presentations and students understand it because they have listened to it before. On the bad side, A

disadvantage I could mention was when a presentation did not want to open or a question that was too similar to other, things like those. Another problem was that some students said they did not have access to internet which I did not believe because there are many computer labs at the UES. I told them go to the library or to the language school lab. Our new computer lab is equipped with everything students need to practice. It is located in the old master's degree room. It has air conditioner, updated computers and internet access, so there was no excuse. Another disadvantage was that the items were all multiple choice and I consider they could vary to stimulate students' interest by looking at the question differently. Besides that I see more advantages than disadvantages. I do consider them as functional.

7. What listening comprehension sub skills do you considered they have been improved?

Prediction is the one they practiced the most and I consider they have improved it a lot. Well, at the moment of presenting a picture and asking them what the listening will be about, the answers were more creative and different, even more accurate. Some questions from the interactive presentations were tricky and they seemed they referred to one thing but actually was something different, and they were able to identify that well. I think that it is something good because basic students do not do that. Maybe in Spanish but not in English. However, after being practicing with the interactive presentations, they were able to develop those sub skills. And I liked it because I could see it. In some cases, they could say "no, he is talking about something else". Like going beyond. After that, scanning. To identify names, numbers, dates, etc. It is about specific information. Scanning is a habit, something you can develop only through practice. The more you practice the better results you get. And this is what we are looking for, to create a habit on our students and things become faster so I consider this sub skill was achieved. Then, inferring meaning was achieved, too. I tell my students to identify first what they look for and then go for it. It could be a date, a word, or a name. In fact, I consider that this type of activities should be for intermediate and advanced students because it has had very good results with basic students. And the last one, listening for important details, has been developed by the students since now they can look for specific information in a faster and accurate way. I think they developed these sub skills very well.

DESIGN AND MULTIMEDIA ELEMENTS

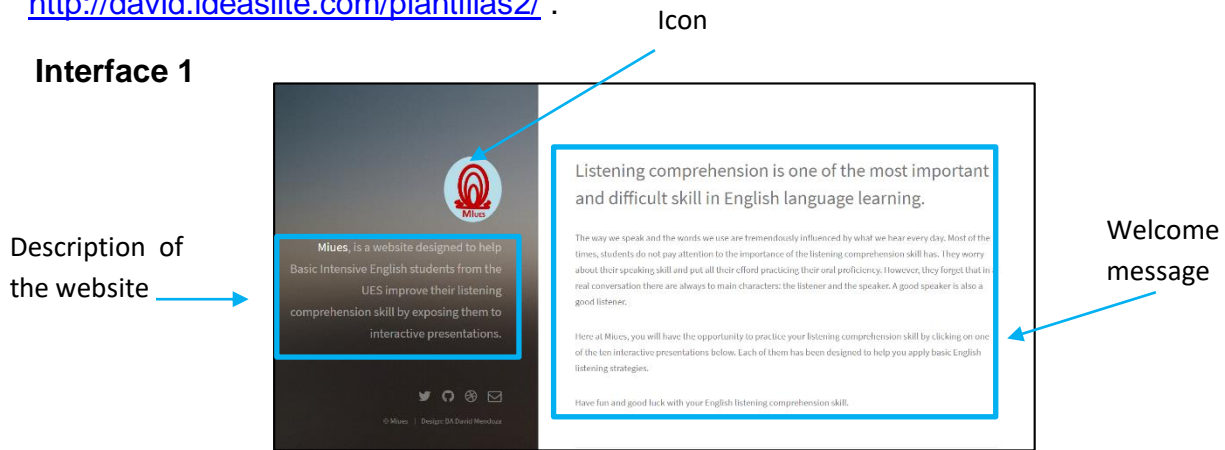
No.		Agree	Disagree	Observations
9	The instructions were clear and understandable for the students' level	✓		
10	The length of the audios was appropriate for the students (1 minute long)	✓		
11	The quality of the audios was appropriate for the students	✓		
12	The audios were interesting for the students	✓		
13	The pictures were interesting for the students	✓		
14	The images and its distribution helped the students understand the audios better	✓		
15	The buttons gave them a sense of control over their own learning	✓		
16	The menu facilitated their navigation over the listening activities	✓		
17	The result screen helped them improve by identifying where they were wrong	✓		
18	The navigation setting of Miues was friendly and intuitive	✓		
19	The navigation setting of the interactive presentations was friendly and intuitive	✓		
20	To make predictions at the beginning of each presentation helped me understand the audios	✓		
21	The different type of questions motivated students to continue working on the interactive presentations	✓		
22	The amount of questions were appropriate for the students	✓		
23	The script was very useful for the students because they can check it when they had a doubt	✓		
24	They had access to Miues whenever and wherever they wanted to		✓	Presentation 3 didn't open

ANNEX 6: DESIGN ELEMENTS OF MIUES WEBSITE AND INTERACTIVE PRESENTATIONS.

Here are presented the different interfaces from the website Miues

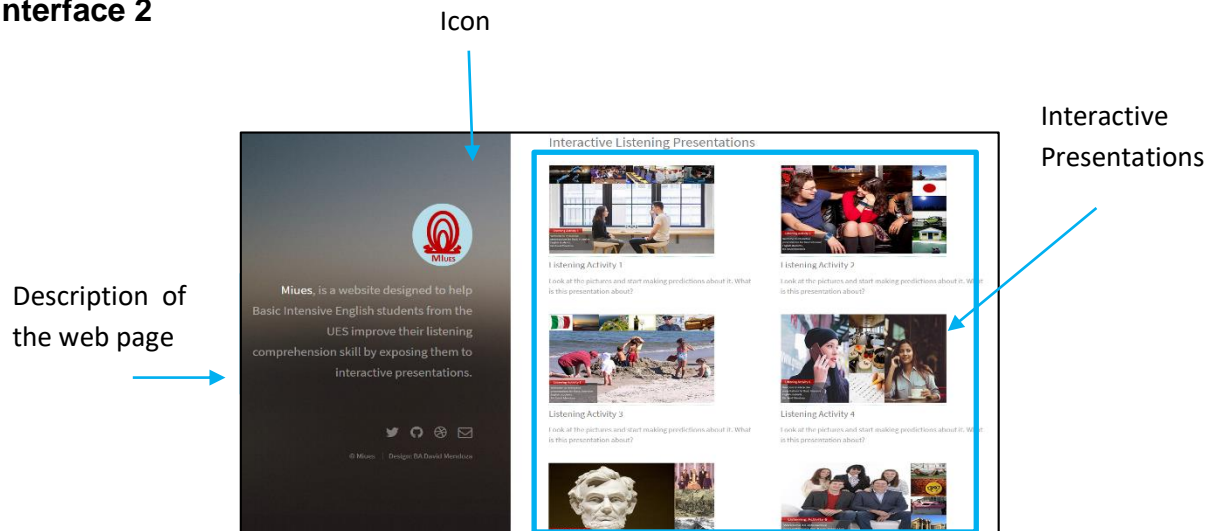
<http://david.ideaslite.com/plantillas2/> .

Interface 1



Interface 1 contained the website icon which was called “Miues” and was formed by three circles from the biggest to the smallest one. On the left side, a short description about the website was displayed including who the target population are and its learning objective. Finally, on the right side, there was a welcome message and an introduction about the interactive presentations, inviting users to practice with the resources.

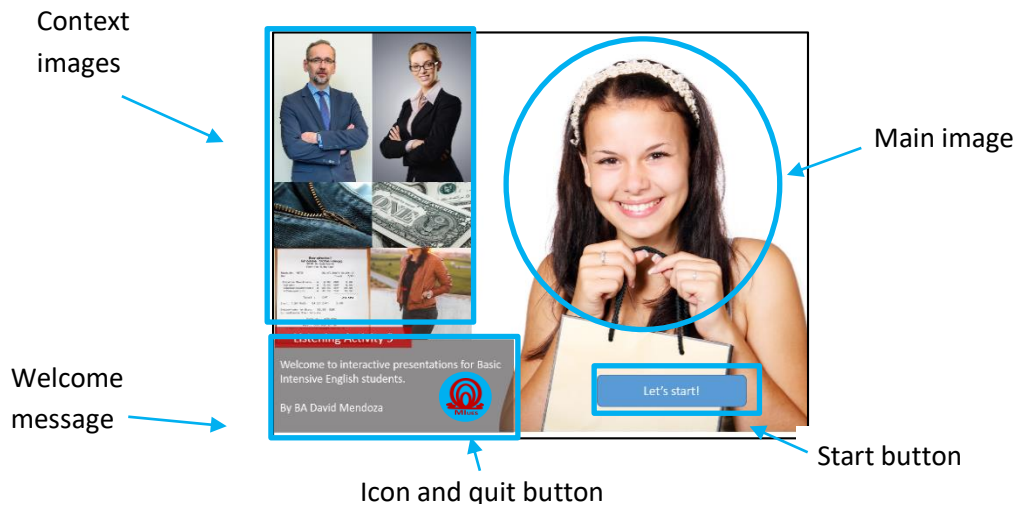
Interface 2



Interface 2 contained the website icon which was called “Miues” and was formed by three circles arranged from the biggest to the smallest one. On the left side, a short description about the website was displayed including who the target population is and its learning

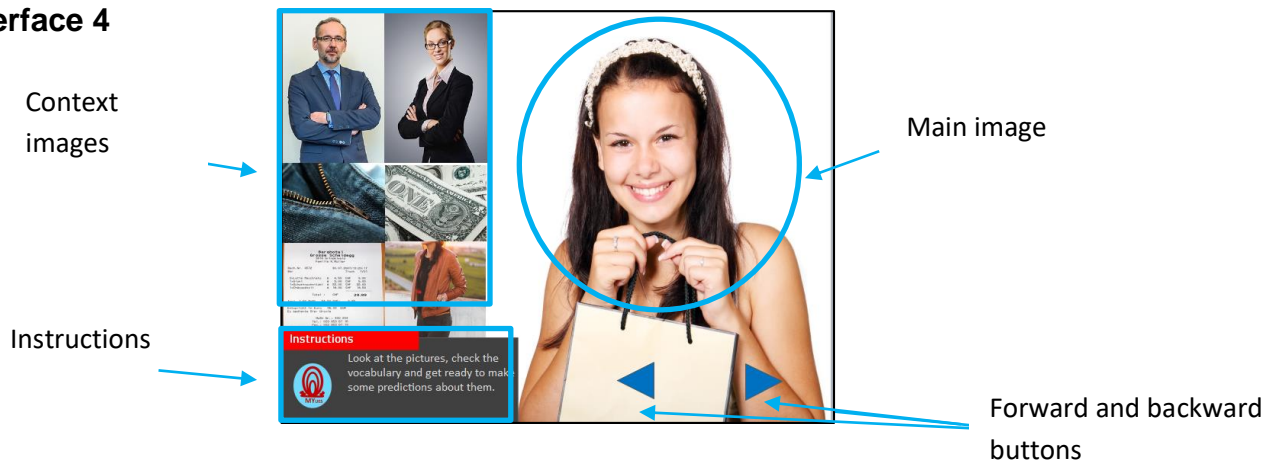
objective. On the right side, there were ten buttons for the interactive presentations which students opened by clicking over them.

Interface 3



Interface 3 had, up on its left side, some images to generate a context to the students and a welcome message, the icon and interactive presentation number at the bottom. Moreover, on the right side, there was the main image and the start button.

Interface 4



Interface 4 contained up on its left side, some images to generate a context to the students and a short instruction about the interactive presentation use, the icon and interactive

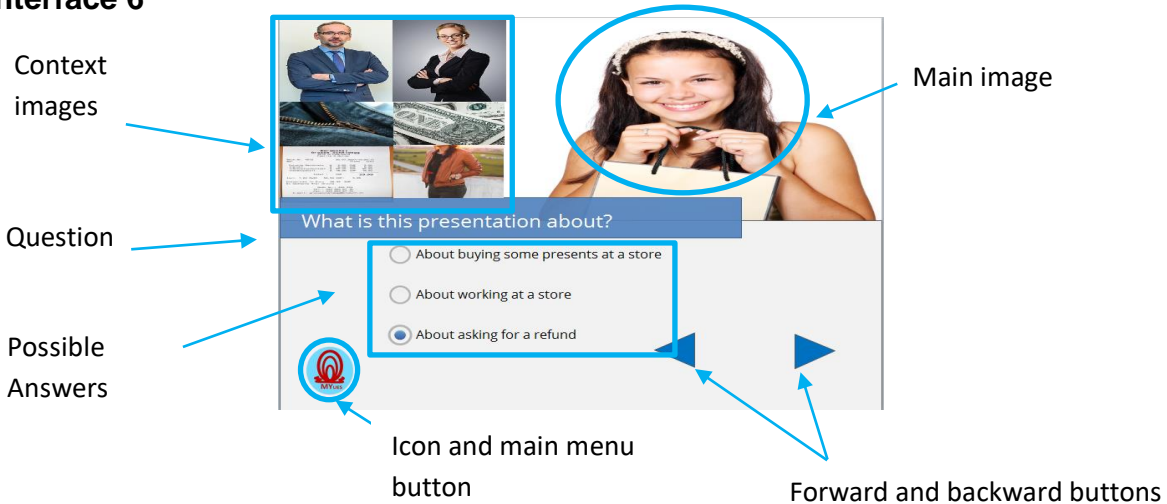
presentation number at the bottom. Moreover, on the right side, there was the main image and the forward and backward buttons.

Interface 5



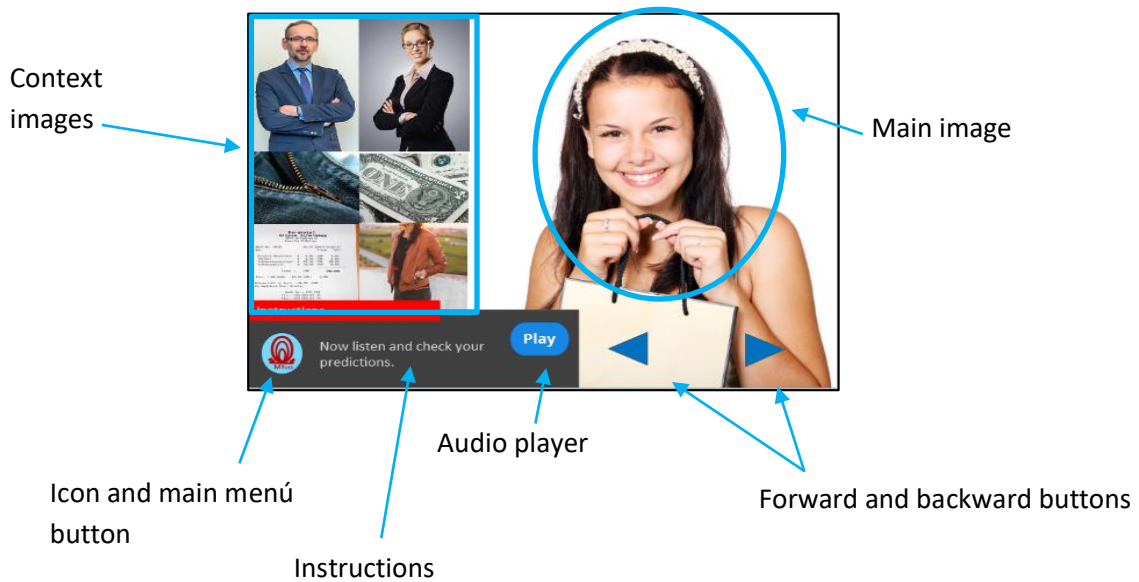
Interface 5 contained some pictures to generate a context to the students at the top of the interface. Besides, at the center of the interface there were some key words students used to make predictions. Moreover, on the right side, there was the main image and the forward and backward buttons.

Interface 6



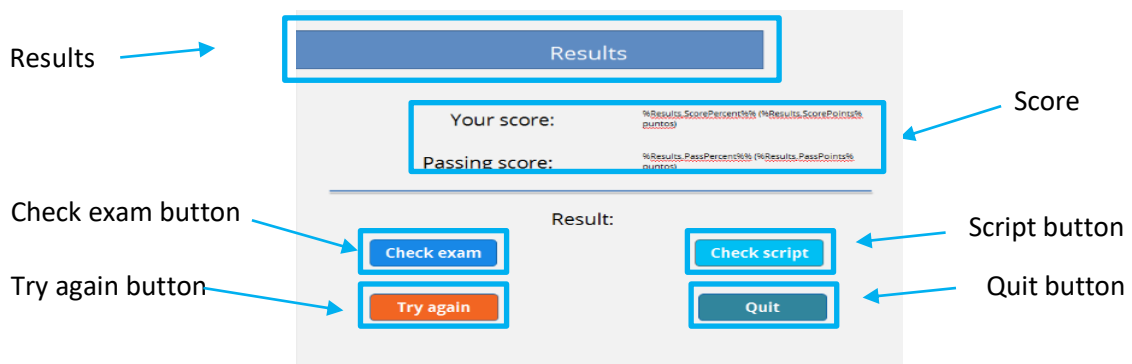
Interface 6 contained some pictures to generate a context to the students. At the middle, there was a question students had to answer by making predictions. Below that, there were three possible answers, the icon and the forward and backward buttons.

Interface 7



Interface 7 contained some pictures to generate a context to the students. At the bottom, from left to right, there were Miuses icon, instruction, the audio player button, and forward and backward buttons. Users used this interface to listen to the audios for each presentation.

Interface 8



Interface 8 was the score board. From up to down, there were the name of the interface, the score gotten by the students, check exam button, try again button, check script button and quit button.

Interface 9

The screenshot shows a user interface for a listening activity. At the top, a blue box contains the title "Listening Activity 9: Asking for a refund". Below this is a large text area containing a dialogue script between a Shop Assistant and Carolina. At the bottom right of the script area, there is a blue button labeled "Back".

Title of the audio → [Listening Activity 9: Asking for a refund]

Script → [Shop Assistant: Good morning. Can I help you?
Carolina: Um, yes. I bought this jacket last week and now the zip is broken. Here's the receipt.
Shop Assistant: How long have you worn this jacket?
Carolina: Only a few days. I was wearing it when the zip broke.
Shop Assistant: If you'd like to leave the jacket with us, we can put in a new zip. It will be ready in a week.
Carolina: No thank you, I don't want a new zip. I don't want to wait for a week. I'd like my money back please.
Shop Assistant: I'm afraid I can't give you your money back. The company doesn't give refunds for clothes that have been worn.
Carolina: I only wore the jacket once, and the zip broke. That shouldn't happen.
Shop Assistant: Just wait for one moment and I'll check if we have another jacket of the same size in stock.
Carolina: I'm sorry, I don't want another jacket - the same thing might happen again. I've already explained that I want my money back, could I speak to the manager please?
Shop Assistant: Certainly. I'll call him. Mr Parker? Could you come over here please?
Mr. Parker: Good morning madam.
Carolina: Good morning.
Mr. Parker: Is this the jacket?
Carolina: Yes.
Mr. Parker: And you bought this last week?
Carolina: Yes, that's right.
Mr. Parker: I think, in these circumstances we can give you a refund. The zip is obviously faulty. Mrs. Johnson, the receipt is for twenty-nine ninety-nine I believe. Could you give her the money please?
Shop Assistant: Certainly Mr. Parker.
Carolina: Thank you very much.]

Return to previous interface button → [Back]

Interface 9 contained from the top to bottom, the title of the audio, the scrip and the back button to come back to the score board in interface 8.

Interface 10

The screenshot shows a quiz question: "How much was the jacket?". There are three radio button options: \$49.99, \$39.99, and \$29.99. The \$29.99 option is selected. Below the options is a red bar with a speaker icon, the word "Incorrect", and a close button (X). A blue oval highlights the "Incorrect" bar.

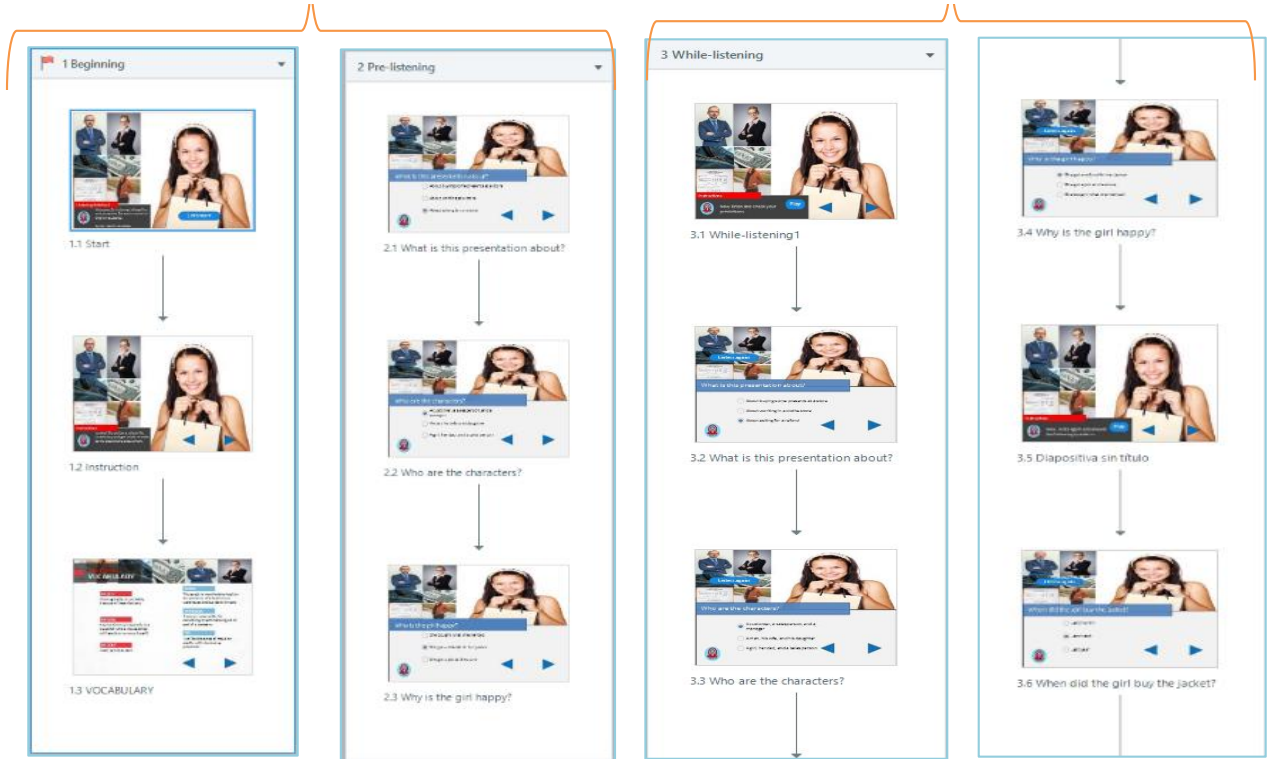
Incorrect answer indicator → [Incorrect]

Interface 10 contained the same elements from interface 6 plus the right or wrong answer indicator which was displayed when students clicked the check exam button.

ANNEX 7: ENGLISH LISTENING STAGES IN INTERACTIVE PRESENTATIONS

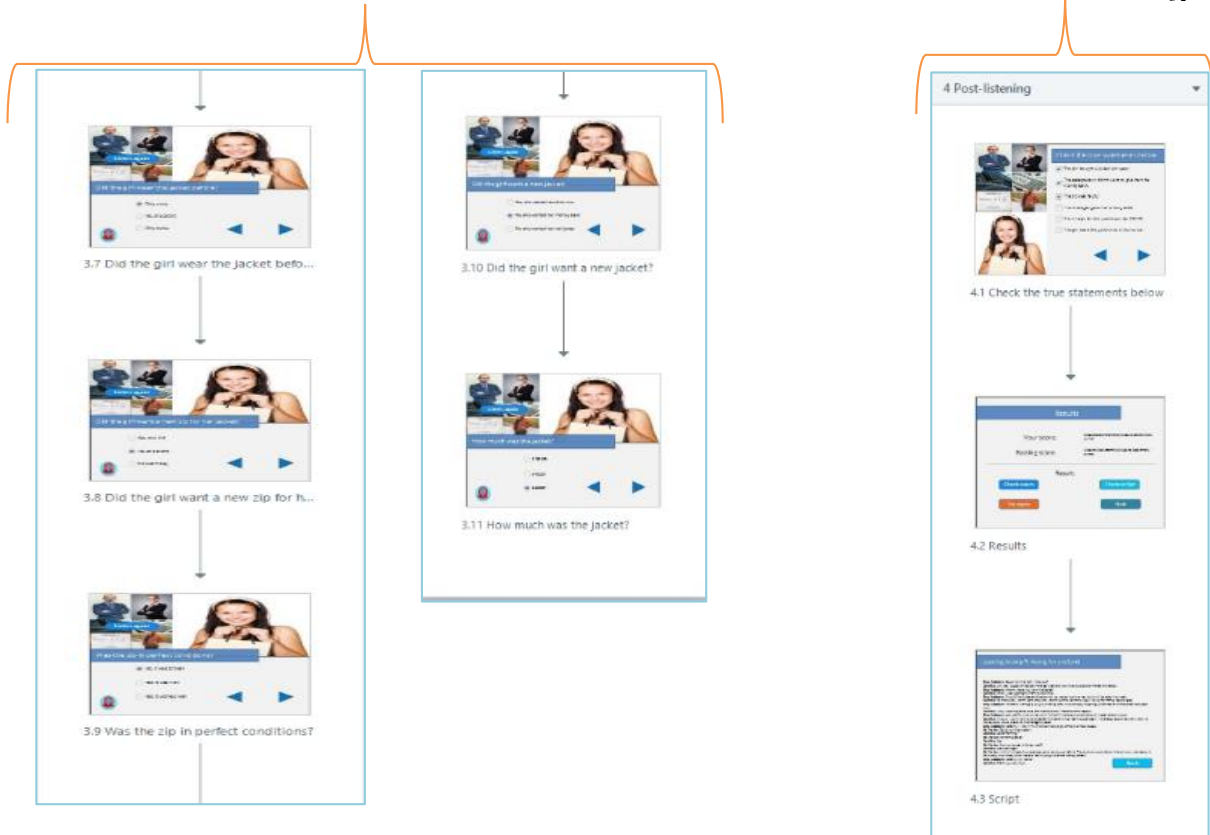
Pre-listening

While-listening



While-listening

Post-listening



ANNEX 8: FRONT PAGE, AUDIO SCRIPT AND QUESTIONS OF INTERACTIVE PRESENTATIONS.

Interactive Presentation 1: Can and Abilities.

Listening Activity 1 : Talking about abilities

Aimee: So Todd, are you good at sports?

Todd: I am pretty good at sports. I can play basketball and baseball, and I can run pretty fast, but I cannot jump that high.

Aimee: Can you play soccer?

Todd: No, I cannot play soccer well because I am not good at kicking the ball.

Aimee: Can you play an instrument?

Todd: No, I cannot play an instrument either. I have no talent in music.

Todd: How about you? Are you good at cooking?

Aimee: I cannot cook very well.

Todd: Yeah, I can't cook either. So are you good at computers?

Aimee: I'm very good at computers. I can make websites and I can write software.

Todd: Ooh, can you fix a computer?

Aimee: I can fix a computer.

Todd: Great, can you fix my computer?

Aimee: I can try!

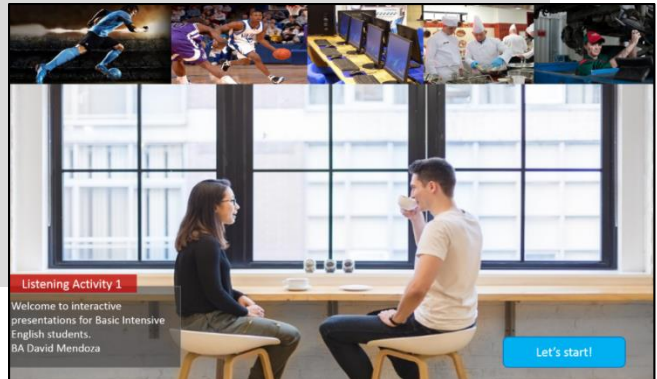
Todd: Are you good with cars?

Aimee: I'm pretty good with cars. I can fix them.

Todd: Yeah, what sort of things can you do?

Aimee: change the tire and change the oil.

Todd: Ooh, that's great.



Audio from: <http://ello.org/english/1451/>

1. What is the relationship between these two people? a) They are coworkers at the office b) They are two friends c) They are two strangers in a restaurant	5. Who can play soccer? a) Amy b) Todd c) Nobody	9. Can she fix Todd's computer? a) Yes, she can b) No, she can't c) She can try
2. What are they talking about? a) About their families and job experiences b) About their projects and dreams c) About their abilities and hobbies	6. Who is good at cooking? c) Amy d) Todd c) Nobody e) Both	10. Match the sentences according to the conversation a) Todd can play ___ Change the oil b) Amy can write ___ kicking the ball c) Todd is good at ___ in music d) Amy can change a tire and ___ basketball and baseball e) Todd has no talent ___ change the oil
3. Who is good at cars and computers? a) The woman b) Both c) The man	7. Who is good at computers? e) Amy f) Todd c) Nobody	
4. Who can play basketball and baseball? a) Amy b) Todd c) Both	8. Who can change a car tire? g) Amy h) Todd c) Nobody	

Interactive Presentation 2: Daily Routine.

Listening Activity 2: DAILY ROUTINE

Aimee: So Todd, tell me about yourself. What do you do?

Todd: Well, I am a teacher. I live in Japan, and I work at university. I teach English.

Aimee: Nice. When do you start your day?

Todd: I get up very early, around six, and I get to work at seven. I have my first class at eight-thirty. I don't get home until night usually.

Aimee: And what do you do for fun?

Todd: In my free time I go hiking. I like nature so I go to the mountains. I don't have much free time though, so I don't go hiking often.

Aimee: Where do you live?

Todd: I live in a small house. I live alone.

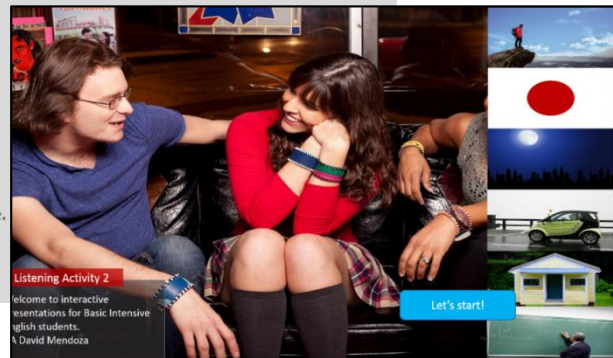
Aimee: Do you cook?

Todd: No, I don't cook much.

Aimee: And how do you get around?

Todd: I have an old car, but I drive slow. I want to take my time when I drive.

Aimee: That's save



Audio from: <http://elllo.org/english/1451/>

1. What is the relationship of these two people? a) They are husband and wife b) They are meeting for the first time c) They are alpinists in Japan	5. What does he do in his free time? a) He goes skiing b) He goes mountain climbing c) He goes hiking	9. What time does he leave to work? a) At six a.m. b) At seven a.m. c) At eight thirty a.m.
2. What are they talking about? a) About the small houses in Japan b) About teachers and their cars c) About their daily routines	6. What type of car does he drive? a) He takes the bus b) A new brand car c) An old car	10. What does he usually do? Put a check on all the activities he usually does. <input type="checkbox"/> He lives with his family in New York <input type="checkbox"/> He goes to the mountains because he likes nature <input type="checkbox"/> He comes back home very early <input type="checkbox"/> He cooks very well <input type="checkbox"/> He wakes up at six o'clock <input type="checkbox"/> He drives slowly
3. What does the man do? a) He is an English teacher b) He is an actor from Hollywood c) He is a rock star from England	7. Who does he live with? a) He lives alone b) He lives with his wife c) He lives with his family	
4. What time does he start classes? a) At six a.m. b) At seven a.m. c) At eight thirty a.m.	8. Where does he work? a) In a language academy b) At a university c) In a public school	

Interactive Presentation 3: Vacations.

Listening Activity 3: Vacations

The man: How was your summer vacation?

The woman: Great, I went to Italy with my family. It was so there. We met lots of really nice people and ate really delicious food.

The man: Where did you stay?

The woman: We stayed at a hotel at the beach. So we wake up to see the sun rise.

The man: Did anything exciting happen?

The woman: Yes, one day, we found a wallet on the beach. We took it to the police department. We told the police someone lost the wallet. They took it and we left. The next day, they called us, so we went back to the police station.

The man: Oh, why did they call you?

The woman: They found the owner of the wallet and he wanted to meet us. He was so happy that he got his wallet back that he bought us a really nice bottle of wine.

The man: Oh cool, So you made a local friend?

The woman: Yeah, we became friends and had dinner that night. The man's name was Yuri. He told us all about the town and gave us tips for our vacations.

The man: Wow, what a great trip.

The woman: So fun.



Audio from: <http://ello.org/english/1451/>

1. What is the relation between these people? a) They are friends building sand castles a) They are some Italian people at the beach b) They are a family	5. Where did they stay? a) In a hotel at the beach b) In a hotel in the city c) In a friend's house	9. What did the owner of the wallet give them? a) A hundred of dimes b) A candy crush c) A bottle of wine
2. Why did they go to the beach? a) Because of a crime b) Because of their vacations c) Because they live there d) About their daily routines	6. What did they find on the beach? a) Some money b) A call phone c) A wallet	10. Number the sentences in a chronological order ___ They found a wallet ___ They met the owner of the wallet ___ The police called them ___ They took it to the police ___ They went to Italy
3. What happened to them? a) Someone stole their money b) They didn't pay the hotel bill d) They found something	7. What did they do with the wallet? a) They took only the money to the police b) They let it in the same place c) They took the wallet to the police	
4. Where did they go? a) To Mexico b) To Italy c) To Turkey	8. Why did the police call them? a) They want the money back b) They didn't find the owner c) They found the owner of the wallet	

Interactive Presentation 4: Going to a Restaurant.

Listening activity 4: GOING TO A RESTAURANT

Cassy: Hello?

Ana: Hi Cassi, our exams finish on Friday, do you want to go out for a meal to celebrate.

Cassy: Oh, hi Ana. Yes, that's a great idea. There is a new restaurant in the town center. It called "Starlight". Why don't we go there?

Ana: Starbright?

Cassy: No, Starlight. S-T-A-R-L-I-G-H-T.

Ana: I'm sure it's very expensive.

Cassy: Not really. There are two menus. The three-course meal costs 25 pounds but the two-course meal costs only 16 pounds.

Ana: Ok, sounds good. What sort of food do they serve there?

Cassy: Well, they serve a lot of oriental food but they also serve traditional English food.

Ana: I hope they have good desserts.

Casy: The desserts are fantastic!

Ana: Excellent! What time do you want to eat?

Cassy: They open at 6:30. So, how about we go to at 7:00? I get hungry at 7:00.

Ana: Me, too. See you there.



Audio from <http://elllo.org/english/1451/>

1. What is the relationship of these two girls? a) They are enemies b) They are good friends c) They are sisters	5. How much is a two-course meal? a) 60 pounds b) 36 pounds c) 16 pounds	9. Can she fix Todd's computer? a) Yes, she can b) No, she can't c) She can try
2. What are they talking about a) About different products from a store b) About homework assignments c) About going out for a meal	6. Who is good at cooking? What kind of food do they serve at the restaurant? a) Both b) Oriental food c) Traditional English food	10. Number the sentences in a chronological order according to the conversation. ____ They want to go to a restaurant ____ The restaurant is not expensive ____ The desserts are fantastic ____ They will go at seven p.m. ____ The exams finish on Friday
3. What will they decide to do at the end? a) Go to a new restaurant b) Finish the homework assignments c) Buy some products from a store	7. Why do they want to go out? a) Because the restaurant is cheap b) Because exams will finish on Friday c) Because they are bored	
4. What is the name of the restaurant? a) Started light b) Star light c) Star bright	8. Where is the restaurant? a) The next town "Certter" b) The town in the center c) The town center	

Interactive Presentation 5: Abraham Lincoln.

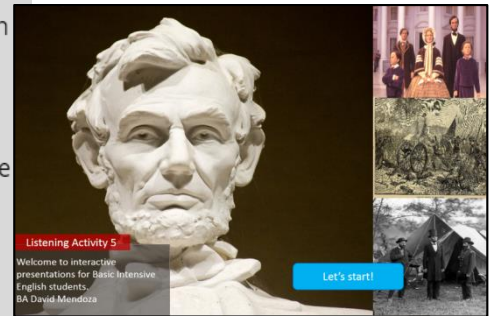
ABRAHAM LINCOLN'S BIOGRAPHY

Today we tell about Abraham Lincoln, the 16th president of the United States.

Abraham Lincoln was born in Kentucky on February 12th, 1809. He grew up in Illinois. His family was poor and had no education. Abraham Lincoln taught himself what he needed to know. He became a lawyer. He served in the Illinois state legislature and in the United States Congress. In 1860, he was elected to the country's highest office.

President Lincoln helped end slavery in the nation. And he helped keep the American union from splitting apart during the Civil War. Lincoln believed that democracy can be a lasting form of government.

Lincoln was assassinated in 1865. He was shot at Ford's Theater in Washington while he and his wife were watching a play. He died a few days after the Civil War ended.



Back

Audio from <https://learningenglish.voanews.com/a/abraham-lincoln-aaron-copland-lincoln-portrait-henry-fonda/1846810.html>

1. Who was this man? a) He was a famous artist b) He was a famous president d) He was a Roman Emperor	5. Abraham Lincoln grew up in Kentucky. a) False b) True c) It does not say	9. Was Abraham Lincoln the first President of USA? a) Yes, he was b) No, he wasn't c) It doesn't say
2. Where was he from? a) The United States b) Rome, Italy c) Turkey	6. When was Abraham Lincoln elected president? a) 1680 b) 1860 c) 1816	10. Number the sentences in a chronological order. ___ He was elected president ___ He believed in democracy ___ He was assassinated ___ He became a lawyer ___ He was part of the legislature
3. Why is he famous? a) He fought against democracy b) He made amazing sculptures c) He fought against slavery	7. When was Abraham Lincoln assassinated? a) 1865 b) 1875 c) 1855	
4. Was Abraham Lincoln the 16 th President of The USA? a) True b) False c) It doesn't say	8. Abraham Lincoln was a doctor. a) It doesn't say b) True c) False	

Interactive Presentation 6: My Family.

Listening activity 6: MY FAMILY

Todd: So, Katie, let's talk about family.

Katie: Okay.

Todd: In your family, who is nice?

Katie: My mum is really nice. She's always **looking out for** everyone. She always makes sure everybody is happy. And she's just really nice and kind.

Todd: Wow! That's great. Who is a funny person?

Katie: I think my dad is very funny. But I don't think he knows he's very funny.

Todd: OK. Who is very hardworking?

Katie: **obviously**, my mum is very hardworking. And she's always been very hardworking. She has to make sure that the whole family knows what they're doing.

Todd: OK. Is anybody not hardworking? Maybe a little lazy?

Katie: Definitely me. Especially when I was younger. I would never help with any of the **chores** in the house.

Todd: OK. Now in your family, who is very smart?

Katie: My brother is really, really smart. He actually went to Oxford University. he's very smart.

Todd: OK. Who is very fit?

Kate: No one in my family is fit. We all eat too much food.)

Todd: OK. In your family, who is talkative?

Katie: Oh, I keep saying my mum for all of these but my mum is definitely the most talkative. She talks to a

Todd: Oh, that's cool. Now, who is quiet?

Katie: Hmm, I think when he's meeting people for the first time, my brother is very quiet. He's very shy.

Todd: OK. Thank's. Sounds like a nice family.

Katie: Yeah. I think so too.



Audio from <http://ello.org/english/1451/>

1. What is the relationship of these people? a) They work at the same place b) They are good friends c) They are a family	5. Who doesn't know he is a funny person? a) Her dad b) Her friend c) Her brother	9. Who is very fit? a) Nobody b) Herself c) Her brother
2. Who is talking about them? a) Someone who isn't in the picture b) A reporter c) One member of the family	6. Who is a very hardworking person? a) Her friend b) Her mother c) Her brother	10. Number the sentences in a chronological order. ____ She is very lazy ____ Her brother is shy ____ Her dad is very funny ____ Her mother is nice ____ Her mother is hardworking
3. Who do you think is very smart? a) The young man b) The woman in black c) The old man	7. Who never helped with the chores? a) Her mom b) Her brother c) Herself	
4. Who makes sure everybody is happy? a) No body b) Her dad c) Her mom	8. Who went to Oxford University? a) Her father b) Her sister c) Her brother	

Interactive Presentation 7: Daily Activities.

Listening Activity 7 Daily Activities

Todd: Do you play sports?

Aimee: I play volleyball and tennis. Do you play sports?

Todd: No, I don't play sports but I exercise a lot.

Aimee: What do you do?

Todd: I run, I swim and I do yoga.

Aimee: Wow, you do a lot.

Todd: Do you cook much?

Aimee: No, but I cook breakfast everyday.

Todd: What do you make?

Aimee: I make omelets or pancakes. Do you cook?

Todd: Not breakfast. I eat breakfast at school.

Aimee: What do you eat?

Todd: I buy a pastry at the bakery and eat it at school. Do you have a pet?

Aimee: Yes, I have a dog, and you?

Todd: Yes, I have a dog and a cat.

Aimee: Do they stay inside?

Todd: Yes, but I take my dog for a walk.

Aimee: Me, too. I walk my dog in the park.

Todd: What time do you get up?

Aimee: I get up at 6:00 a.m. And you?

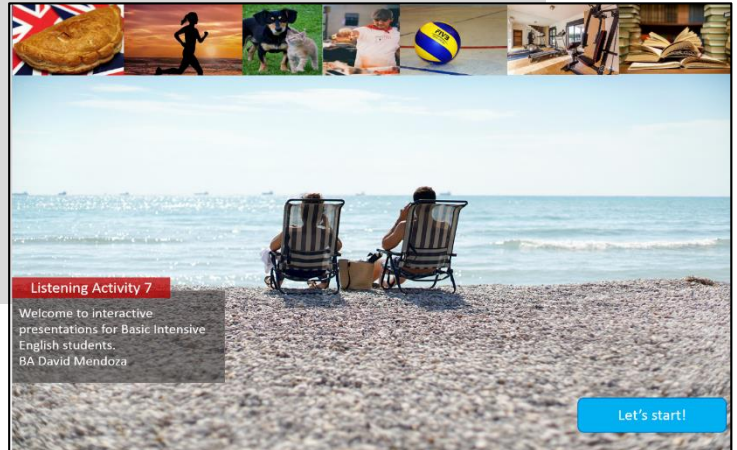
Todd: I get up at 07:00. I like to sleep in.

Aimee: Lucky you. When do you go to bed?

Todd: I go to bed at 11:00. And you?

Aimee: I get to bed at 10:00 and then I read and I fall asleep at 12:00.

Todd: That's late. I need my sleep.



Audio from <http://ello.org/english/1451/>

1. What are these people doing? a) They are having fun and talking about their lives b) They are taking a shower at the beach c) They are sleeping at the beach	5. What does the man do? a) Runs, swims and does yoga b) Dances, swims and does karate c) Dances, swims, and does karate	9. What time does the woman get asleep? a) At 12:00 p.m. b) At 11:00 p.m. c) At 10:00 p.m.
2. Who likes animals? a) The woman b) Both c) The man	6. What does the woman cook for breakfast? a) Omelets and pancakes b) Omelets and brownies c) Omelets and sandwiches	10. Put a check on all the true statements about the woman. <input type="checkbox"/> She buys pastry at the bakery <input type="checkbox"/> She gets to bed at 10:00 p.m. <input type="checkbox"/> She has a cat <input type="checkbox"/> She plays volleyball and tennis <input type="checkbox"/> She walks her pet in the park.
3. Who cooks breakfast every day? a) Both b) The woman c) The man	7. The woman has a dog and a cat? a) Yes b) No c) It doesn't say	
4. The man plays volleyball and tennis. a) False b) True c) It doesn't say	8. What time does the man get up? a) At 7:30 a.m. b) At 6:00 a.m. c) At 7:00 a.m.	

Interactive Presentation 8: Plans for the Future.

Listening Activity 8: PLANS FOR THE WEEKEND

Daniel: Hey, Hana how are you?

Hana: I'm fine thank you. How are you?

Daniel: I'm fine thanks. So tell me, do you have any plans for the weekend?

Hana: Yes, I heard it's going to be a really nice day on Saturday, so I'm planning to go to the beach with my friends. The beach is three hours away so we are going to go by car, and we are planning to have a barbecue, and I'm very excited. In the evening we're going to have fireworks, so it's going to be very beautiful.

Daniel: So, are you going to stay over at the beach?

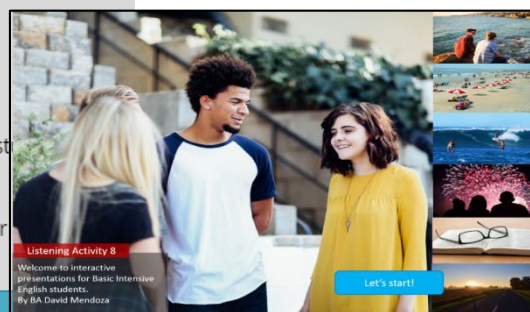
Hana: No, we're going to come back so we'll be home quite late.

Daniel: So then what are you going to do on Sunday?

Hana: I think I'll be sleeping all morning and probably in the afternoon I'm going to study because I have a maths exam on Monday.

Daniel: Oh, well, that's a shame. Well, I think I'm going to wish you good luck on your exam. Have fun at the beach.

Hana: Thank you.



Back

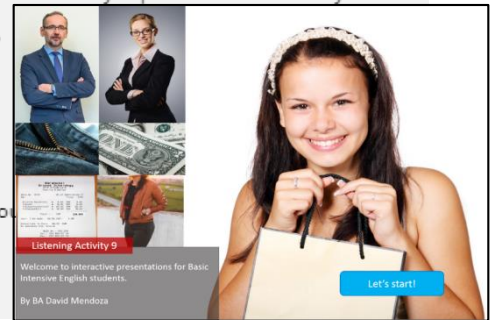
Audio from <http://ello.org/english/1451/>

1. What is the relationship of these two people? a) They are boyfriend and girlfriend b) He wants her to be his girlfriend c) They are only friends	5. The beach is five kilometers away. a) True b) False c) It doesn't say	9. Put a check on the true statements about the conversation? a) They will have a barbecue b) They are going to the beach on Monday c) They will stay over at the beach d) The beach is three hours away e) The man is invited to the trip
2. What are they talking about? a) About what they will do on the weekend b) About a party they want to go c) About an exam they will take on weekend	6. They are going to the beach by bus. a) True b) False c) It doesn't say	10. Match the following sentences according to the conversation. a) Hanna is going to _____ math exam on Monday b) The man isn't invited _____ study on Sunday c) Hanna has a _____ on Saturday afternoon d) Hanna is coming back _____ to go to the beach
3. Who will have a fantastic weekend? a) The woman b) The man c) Both	7. He wanted to go out with her on the weekend. a) Yes b) No c) It doesn't say	
4. What is she going to do on Sunday? a) Study in the morning for a math exam b) Study for an English exam c) Sleep all day	8. She doesn't like him at all. a) False b) True c) It doesn't say	

Interactive Presentation 9: Asking for a Refund.

Listening Activity 9: Asking for a refund

Shop Assistant: Good morning. Can I help you?
Carolina: Um, yes, I bought this jacket here last week and now the zip is broken. Here's the receipt.
Shop Assistant: Hmm. Have you worn this jacket?
Carolina: Once. I was wearing it when the zip broke.
Shop Assistant: If you'd like to leave the jacket with us, we can put in a new zip. It will be ready in a week.
Carolina: No thank you, I don't want a new zip. I don't want to wait for a week. I'd like my money back please.
Shop Assistant: I'm afraid I can't give you your money back. The company doesn't give refunds for clothes that have been worn.
Carolina: I only wore the jacket once, and the zip broke. That shouldn't happen.
Shop Assistant: Just wait for one moment and I'll check if we have another jacket of the same size in stock.
Carolina: I'm sorry. I don't want another jacket - the same thing might happen again. I've already explained that I want my money back, could I speak to the manager please?
Shop Assistant: Certainly. I'll call him. Mr Parker? Could you come over here please?
Mr. Parker: Good morning madam.
Carolina: Good morning.
Mr. Parker: Is this the jacket?
Carolina: Yes
Mr. Parker: And you bought this last week?
Carolina: Yes, that's right.
Mr. Parker: I think, in these circumstances we can give you a refund. The zip is obviously for twenty-nine ninety-nine I believe. Could you give her the money please?
Shop Assistant: Certainly Mr. Parker.
Carolina: Thank you very much.



Audio From: <https://learnenglish.britishcouncil.org/es/learnenglish-podcasts>

1. What is this presentation about? a) About working in a cloth store b) About asking for a refund c) About buying some presents at a store	5. Did the girl wear the jacket before? a) Only once b) Only twice c) No, she didn't	9. How much was the jacket? a) \$49.99 b) \$39.99 c) \$29.99
2. Who are the characters? a) A customer, a salesperson and a manager b) A girl, her dad, and a salesperson c) A man, his wife, and his daughter	6. Did the girl want a new zip for her jacket? a) It doesn't say b) No, she didn't c) Yes, she did	10. Put a check on the true statements below. <input type="radio"/> The salesperson didn't want to give her the money back. <input type="radio"/> The receipt for the jacket was for \$39.99 <input type="radio"/> The girl bought a jacket last week <input type="radio"/> The girl wore the jacket more than once <input type="radio"/> The manager gave her a new jacket <input type="radio"/> The zip was faulty
3. Why is the girl happy? a) She got a job at the store b) She got a refund for her jacket c) She bought what she wanted	7. Was the zip in perfect conditions? a) Yes, it work well b) Yes, it was new c) No, it was broken	
4. When did the girl buy the jacket? a) Last week b) Last year c) Last month	8. Did the girl want a new jacket? a) Yes, she wanted another one b) No, she wanted her old jacket c) No, she wanted her money back	

Interactive Presentation 10: Cheating.

Listening activity 7: CHEATING

Carolina: Look. Isn't that Cameron?

Jamie: Where?

Carolina: Over there. By the window. With that blonde girl.

Jamie: Yeah ... I think so. Yeah, it is.

Carolina: So who's the blonde girl?

Jamie: I don't know. It could be anybody. A friend. His sister.

Carolina: He's sitting very close to her.

Jamie: Stop it. Don't be so suspicious.

Carolina: Look! You don't do that to your sister.

Jamie: What?

Carolina: He's kissing her! Look! A really long kiss. That's not a sister or a friend.

Jamie: Oh God. Whoa ... wait ... Carolina ... What are you doing?

Carolina: I'm going over there.

Jamie: Oh, no you're not. Sit down.

Carolina: But he's supposed to be Emily's boyfriend. She really likes him. She's so happy.

Jamie: Just wait. We don't want to upset Cameron ...

Carolina: Upset Cameron! What about Emily?

Jamie: Just wait. We need to think about this. We need to decide what to do. Look, I don't want Cameron to see us.

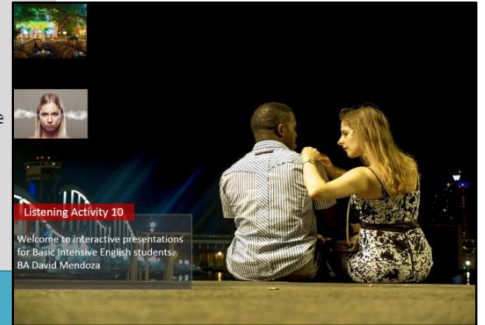
Carolina: Oh Jamie.

Jamie: Come on. Let's take our drinks outside. There are some tables in the **garden**.

Carolina: OK. But you know we have to tell Emily about the blonde girl.

Jamie: Then ... oh I don't know. Come on. I want to get out of here. Let's talk about it in the **garden**.

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Audio From: <https://learnenglish.britishcouncil.org/es/learnenglish-podcasts>

1. What is the relationship of this couple? a) They are relatives b) They are in love with each other c) They are only good friends	5. What were Cameron and the blonde girl doing? a) Kissing each other b) Drinking a soda c) Discussing d)	9. Carolina and Jamie went to the garden to talk about Cameron. a) True b) False c) It doesn't say
2. Why is Carolina angry? a) Because she knows something about the man b) Because she is jealous of the other girl c) Because the man doesn't like her	6. What did Carolina know about the man? a) Cameron has other girlfriend b) Cameron is Emily's brother d) The blonde girl is married	10. Match the following sentences according to the conversation. a) Carolina was with Jamie _____ a blonde girl by the window b) Cameron was with _____ was Emily's boyfriend c) Carolina knew that Cameron _____ drinking something d) Jamie didn't want _____ the garden to decide what to do e) Carolina and Jamie _____ Cameron to see them
3. What will Carolina do at the end? a) Think about the best thing to do b) Complain with Cameron c) Argue with the other woman	7. What did Carolina want to do? a) Call Emily b) Nothing c) Go and talk to Cameron	
4. Who was Cameron with? a) A blonde girl b) Someone suspicious c) A coworker	8. Jamie didn't know Cameron. a) True b) False c) It doesn't say	