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UNDERGRADUATE WORK:

THE DEVELOPMENT OF NINTH GRADERS' LISTENING COMPREHENSION SKILLS, SECTION "A", THROUGH THE PDP FRAMEWORK USING SCHOOLOGY AT C.E. NAPOLEÓN RIOS IN 2018

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Abstract

This Quasi-experimental research project was aimed to develop the English listening skill in ninth grade students through the PDP (Pre, During and Post) Framework using the learning platform Schoology at C.E. Napoleon Rios in the year 2018. In a diagnostic study that was carried out by the research team at the beginning of the investigation, the researchers concluded that ninth grade students did not have the estimated B1 English listening level according to the amount of English classes they have received since seventh grade.

The researchers identified the necessity of using a different methodology based on a technological tool such as Schoology to facilitate the development of the listening comprehension skill in a meaningful way and to use it in different contexts.In addition, to verify the effectiveness of the new method against the traditional method, one ninth grade was taken as the Treatment group which was exposed to English classed to improve their listening comprehension skill based on the new methodology using the PDP framework and the platform Schoology while another ninth grade was taken as the Comparison group and was just observed. In both groups, the same instruments were used to gather reliable data about the performance of both groups. After analyzing and contrasting the data, it was found that the PDP framework and Schoology are feasible to develop the English listening comprehension skill.

Introduction

To conduct this Quasi-Experimental research project entitled "The development of Ninth Graders' Listening Comprehension Skills, Section "A", through the PDP Framework using Schoology at C.E. Napoleon Rios in 2018" the researchers previously performed a diagnostic study and carried out the description of the problem. Afterwards, they executed the plan of action, and with the information developed the analysis and discussion of results to arrive at final conclusions. In this way the investigators could answer the research questions: How can students foster their listening comprehension skill through the implementation of the educational platform Schoology along with the PDP framework at C.E. Napoleon Rios during the year 2018?What methodological elements, characteristics and structures should the virtual platform Schoology with the PDP Framework include?How to evaluate students listening comprehension skills enhancement through the theoretical and methodological elements of the virtual platform Schoology with the PDP Framework?

This report is divided in five sections, each one presenting a specific stage of the development of the investigation. Thus, in chapter one, the statement of the problem describes all the difficulties that Ninth Graders, Section "A" from C.E. Napoleon Rios faced to develop their listening comprehension skill. This section also describes how the lack of good development of five important factors of the English language teaching remarked by (Martínez, 2008)affect the development of the listening comprehension skill. In chapter two, the investigators present a plain referential framework with relevant theories related to the variables of the investigation.

After that, in chapter three, the investigation settle all the steps they follwed to execute this research project. Likewise, the researchers present the plan of intervention in wich they set the schedule for the classes, the instructors in charge of each class, and the activities brought about.

In chapter four, the investigators present the analysis and interpretation of the data collected during the whole intervention process. Similarly, a careful comparisson of these results is given in this phase. Afterwards, in chapter five, the research team provides the conclusions and recommendations for this dissertation. Finally, the researchers include all the biographical references and appendices that that contain the extra material compiled during the whole investigation.

CHAPTER I

STATEMENT OF THE PROBLEM

During the last 20 years, the English language has got an important place regarding job opportunities in El Salvador; consequently, it is well known that for having a good salary and for applying for a good job, a person must manage an intermediate-advanced English level and must be familiarized with the usage of technological gadgets. Nowadays for that reason, many people in El Salvador are trying to learn the English language as a Foreign Language (EFL). It does not matter the age, people in El Salvador are looking for academies or formal courses to manage this language; this is why the Ministry of Education (1996) has implemented English as an obligatory subject in public schools during five years. Hence, from seventh grade until eleventh grade, public school students are exposed to English three hours per week, 40 weeks per year; this results in 120 class hours per year and 600 class hours in five years of study.

The association of Language Testers of Europe (ALTE) whose members have aligned their language examinations with the *Common European Framework* (CEF). Provides guidance on the number of guided teaching hours needed to fulfill the aims of each CEF level:

A1	Approximately 90 – 100 hours
A2	Approximately 180 – 200 hours
B1	Approximately 350 – 400 hours
B2	Approximately 500 – 600 hours
C1	Approximately 700 – 800 hours

C2	Approximately 1.000 – 1.200 hours

Also, according to Pearson Longman, there is another system based on the language competence usage that measures the communicative ability of a speaker in a determined language, in this case, English language being learned like English as Second Language (ESL) or (EFL); this is the *ACTFL Proficiency Guidelines.* These guidelines are the result of the combinations of the efforts and unifications of criteria between government institutions and academies. This system began in 1970 and continued until being published for the very first time in November 1982. *ACTFL Proficiency Guidelines* also support the design that students should reach the B1 or B2 level in 600 guided class hours. On the other hand, it is right to say that both systems are just "maps" that suggest how the learning journey should be followed by both teacher and student, and these systems show a path to follow for learning a language but they do not take teachers and students to the journey. Guided teaching hours are the hours during which the learner is in a formal learning context such as the classroom. The number of hours needed for different learners varies greatly, depending on a range of factors.

Of course, there are some factors that affect the students harnessing of a language; (Martínez, 2008) said that the teacher, the student, the methodology, the curriculum and the educational context are the most significant ones and that they can be favorable or they can be the main obstacle for the learning process; although, all of these factors do not change the fact that the approximate 600 guided class hours are enough to reach at least the B1 level.Furthermore, it is vital to know what a B1 or B2 level can do in a speaker of a language; for this, CEF has the following table to describe each competence in each macro skill according to the level a speaker has, but we are going to see just the B1 and B2 levels because those are the ones reached according to the 600 guided teaching hours.

Ability	Macro-skill	B1	B2
U N D E R S T A N D I N G	**Listening**	- I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. - I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	-I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. -I can understand most TV news and current affairs programs. -I can understand the majority of films in standard dialect
	Reading	-I can understand texts that consist mainly of high frequency every day or job-related language. -I can understand the description of events, feelings and wishes in personal letters.	-I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. -I can understand contemporary literary prose.
S P E A K I N G	**Spoken interaction**	-I can deal with most situations likely to arise while traveling in an area where the language is spoken. -I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	-I can interact with a degree of fluency and spontaneity that makes regular interactions with native speakers quite possible. -I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	-I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. -I can briefly give reasons and explanations for opinions and plans. -I can narrate a story or relate the plot of a book or film and	-I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. -I can explain a view point on a topical issue giving the advantages and disadvantages of various opinions.

		describe my reactions.	
W R I T I N G	**Writing**	-I can write simple connected text on topics which are familiar or of personal interest. -I can write personal letters describing experiences and impressions.	-I can write clear, detailed text on a wide range of subjects related to my interests. -I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. -I can write letters highlighting the personal significance of events and experiences.

However, public school students do not develop their English level until high intermediate (B1) or advanced (B2), so they don't feel free for applying for this job opportunities as (López & Salguero, 2016) reported that public schools in El Salvador do not prepare their students to reach that level of English. (López & Salguero, 2016) said that the result is that at superior level or university level, Salvadorian people start to study English again. According to an interview and a survey (Martínez, 2008) the 72% of the teachers said they used the national English teaching plan provided by the Ministry of Education of El Salvador, but they also said they thought it had some deficiencies like the fact that it did not lead students to learn English or that it was focused on grammar only. This is a very problematic situation because (Ahmed, 2015), a teacher at the British Council, said "listening is the 45% of the communication process", this suggests that if a person cannot understand what he or she is being said, she or he is not going to be able to communicate. This is the reason why the researchers decided to approach this problematic situation taking into account the importance of listening comprehension and the lack of attention it has.

1.1. **Description of the problem**

As mentioned before, the educational plan that is still being used since 1996, provided by the Ministry of Education, has the effectiveness needed to develop a B2 English level based on the 600 class hour students receive from seventh to eleventh grade. Further, (Martínez, 2008) said that this study program should be enough to get students reach an intermediate-advanced English level in public schools. Nevertheless; students in public schools do not reach a high competence in English as second language. In English, there are four macro skills that are essential to master the learning of the language (listening, speaking, reading, and writing). The four language skills are related to each other in two ways: listening as input and speaking as output, reading as input and writing as output. The first one (listening) is the less reinforced skill of the four in public schools; it is wrongly thought that listening is going to be mastered by reinforcing just reading, writing and sometimes speaking. Consequently, listening comprehension does not receive the same importance as the other macro skills. The passive way in which listening is taught in the national education system gives the idea that the methodology is more addressed to writing purposes; therefore, it is important to take into account the listening comprehension development as well as the other macro skills to master an advanced level of English.

According to a recent study in Universidad Tecnologica de El Salvador (Condiciones Culturales de los Estudiantes de Eduacion Media para el Aprendizaje del Idioma Ingles,2013) Cultural Conditions of Middle Education Students for the Learning of the English Language, the Ministry of Education of El Salvador implemented the English educational plan for junior high and high school. In 1945, in Santa Ana, the Ministry of Education carried out the

introduction of the English language as part of the curriculum for junior high school students, and, in 1972, it was introduced for high school students. Gradually, the teaching of the English language became more important and was taken more seriously at all levels of basic education with the creation of the Commission for Science and Development, which was in charge of the 1995-2005 Ten-Year Plan, and that became the platform for reorganizing and improving English programs. In addition, Nelson Martinez (2008) published an article about why students do not get a high level of English competence. According to Martinez, there are at least five important factors in the teaching-learning process of the English language: the teacher, the student, the methodology, the curriculum, and the educational context. (Martinez, 2008) said if those factors are developed in a good and an appropriate environment, they can be strong tools in the learning process, but if those factors are used wrongly, they can interfere, affect, and delay the process of learning. As a result, (Martinez,2008) said that the main reasons that complicate students to have an intermediate-advanced level of English development are the lack of update in the study plan through time, and the lack of improvement of students and teacher's performance in the methods that lead to the learning of English language. As described in Nelson Martínez' article (2008) Why the students of public schools do not learn English [Por qué los estudiantes de las escuelas publicas no aprenden inglés] the relevant factor of the article is that listening comprehension is the less reinforced of the skills compared to the others in the educational system of El Salvador. The vast majority of students and even teachers think that listening comprehension is a skill that develops itself through time, but the reality is that it demands al lot of effort and dedication to be developed. Most of tutors dedicate their class time to work on the speaking and writing because they think

those are the most relevant skills to use English in real life context; they even deliver their class in Spanish as proof of this belief.

In Santa Ana, in C.E. Napoleon Rios, where the investigation is going to be developed, the researchers made a diagnostic test (Appendix A); also, they did some observations (Appendix B) of ninth grader students´ classes in order to find possible factors that affect the learning of the listening comprehension skill. Consequently, it was seen that classes are given practically in Spanish; also, the majority of the activities were based on the writing skill without any listening activity, and the method for students to have a good pronunciation was the correction of mispronounced words on the spot. For the diagnostic test (Appendix A) carried out on April 2018, the results reinforced the idea that students had difficulties to understand an English speaker (both, native speaker and non-native speaker) because some of the students did not answer some questions in the English listening comprehension skill diagnostic test. Also, some students did not pay attention to the instructions, or just waited to the end of the instruction to ask a friend in Spanish what was just said. Based on the results obtained from the diagnostic test (Appendix A), 65% of students passed the diagnostic test but this does not reflect what researchers observed during the diagnostic test. Researchers observed that the vast majority of the students who passed the test cheated in the diagnostic test since some of them were asked orally with questions that were in the test and they were not able to answer them. This behavior supports what researchers believed at the very beginning that the students do not have even a basic level of English to deal with real life situations such as answering a question, giving an opinion, sharing thoughts, expressing feelings.

The researchers also noticed that C.E. Napoleon Rios has a computer lab with around 10 machines with the Windows 10 operation system installed, internet access, and also with good characteristics related with hardware; even though, teachers do not take advantage of these equipment. The researchers found that the lab es barely used and all English classes are given in the classrooms in the Spanish language as previously explained.

The well-known technological platform Schoology is going to be involved in this research project, this is a learning platform to update information and data resources; the researchers discovered that the teachers know how to use this platform but they do not use it for students. Teachers said that this platform is use by MINED to give them reinforcements and to share different tests, so that is why they know how to use it.

Before the interventions, the research team conducted an interview (Appendix C) to gather data if students have access to internet or not, the researchers found that the population of ninth grade section "A" has internet access in different ways, 40% of the population have access via computer and the remaining 60% use mobile devices.

On the other hand, researchers asked some students for further reasons to explain why some of them failed the test. Some of the students´ opinions were even though they were capable of understanding what was the class about, they did not feel engaged to answer, they did not like it, or it was not important enough for them. This matches with the investigation of (López & Salguero, 2016); students do not feel motivated to learn English as a second language. Furthermore, when students were asked to use English for communicative purposes inside the classroom, they were not able to use even a phrase to answer.

Based on observation, the researchers could notice that students did not have enough time to practice the four macro skills to be competent to manage the English language; the learning process was based on filling in their book, paraphrasing the dialogs of the book, reading the dialogs in front of the class, receiving directions in Spanish and using the time remaining for activities not related to what the teacher asked. The researchers administered a short interview (Appendix C) to students about what they thought of their English classes; students agreed that the main two ways they can improve their English level are to have interactive English classes and to have more time to participate in the class, so they could polish their English competences.

After this, the researchers could notice that something that is not being promoted inside of the classroom is autonomous learning. This type of learning, also called student–centred learning relates to the change in focus in the classroom from the teacher to the student or from the teaching to the learning. This is based on a constructivist theory of learning, How Students Learn 4, whereby each individual student constructs their own understanding based on their prior knowledge and current learning experiences (Kember, 1997).

1.2. Scope of the work

After the research team carried out the diagnostic study (Appendix A) and several observations (Appendix B) from February to March 2018 to the target group of ninth graders from Centro Escolar "Napoleon Rios" Section "A", the research team noticed the great difficulties that the group of students above-mentioned had in regards of the ***listening comprehension skill.*** Needless to say, the lack of accuracy in listening was extremely noticeable not only for the teacher but also for the students themselves; they were really aware

of their boundaries when the time of listening comprehension practice comes. Definitely, the poor level of listening comprehension exists, so the importance of this research study is to foster ninth grader´s listening comprehension skills development.

Indeed, the core of this research study is to implement *Schoology* to develop the listening comprehension skill. The main purpose of the platform is to give the students and teachers at all level a cutting-edge manner to teach and learn. This precise research study is focused on the importance of listening comprehension skill implemented through multimedia sources. In addition, the research team is fully aware of the great importance of all macro skills such as speaking, reading, writing and listening; however, the researchers are going to focus all the efforts towards the listening comprehension skill. Multimedia is the use of electronical devices to present text, graphics, video, animation, and sound in an integrated way; this technique implements text, graphics, animation, sound, and video to contribute differentially to the learning of class contents.

Vanghan(2004) states that text is a fundamental element in all multimedia applications. It conveys most information so we can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, color, and style to present information; emphasize a certain word or phrase.

According to Andrew Wright's Book Picture for Language Learning, graphs can stimulate interesting and motivation, improve understanding ability of language, and offer especial reference object and topic. Graphs play a very important role in language teaching

process. Wright defines graphs as: images and pictures, such as chart, diagram, and photograph, which contain no movement.

Vanghan (2004) stablished that animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it ranges scope taken from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation.

Vanghan states that sound is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teachers can use more vivid and fruitful sounds to help students' English learning.

Vanghan defines video as the visible part of a television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation.

Thus, this updated platform will be able to provide all these components to the students, so they will have a way to learn and improve the listening comprehension skill that differs from the traditional way.

In addition, a great deal of different tasks will be assigned to students to impact in a positive way their listening comprehension process. Tasks like short videos, podcasts and audios will be assigned often for the students to keep track and to empower their learning process. Lately, it has been an outstanding way of learning called autonomous learning; especially in young learners that are the target population in this current study. Therefore, young learners are attached to electronical devices, so this makes them fit to this research

perfectly, so using Schoology is expected to positively develop their listening comprehension skill level.

This project will implement the pre, during, and post framework (PDP) to make students participate in activities before-mentioned inside and outside the classroom, so that they can take advantage of the time they have to participate and to practice their English listening skill.

Finally, this research project is aimed to be done through a variety of tasks like short videos, podcasts and audios that are all related to multimedia. What the researchers are looking for is to immerse the target group of study in practices of the listening skill as much as possible to empower them in this specific area of the English Language.

1.3. Justification

It is not difficult to understand why the listening comprehension skill is very important in a second language especially in English since it occupies 45% of the time adults spend in communication (British Council, 2015). Usually, students and even teachers fail to give listening comprehension the attention it needs because it is believed that listening comprehension improves by itself (British Council, 2015). But in fact, listening comprehension is one of the most difficult skills to develop because many factors as accent, intonation, fluency of speech, elision, among others can affect differently how a person understands a message.

However, during the observation that were carried out at C.E. Napoleon Rios in March 2018, the research team noticed that the English level of students is very low. Students showed difficulties to understand the English language and to communicate in that language. In

addition, it was observed that the English language was used poorly inside the classroom and that the activities used by the teacher were focused on the writing skill.

On the contrary, the ideal situation in an EFL (English as a Foreign Language) classroom should be different. Students should be exposed to the English language all the time by avoiding using Spanish inside the classroom. Also, the activities chosen by the teacher should target all the macro skills instead of just one. In addition, the main aim for this research study is the observation of how ninth grade students from the morning group of Napoleon Rios School adapts to the implementation of different materials with the purpose of the development of the listening comprehension skill using the Pre, During and Post approach (for now on will be mentioned as PDP approach) through the platform Schoology in the year 2018. The research team decided to use an educational platform such as Schoology because nowadays technology is really important and plays a huge role in education. Technology can facilitate information and didactic material to improve both learning and teaching inside and outside the classroom.

Schoology is a learning management system that is free of charge and allows users to create, manage and share different kind of materials and sources of information. In addition, Schoology is a cloud-based platform (it allows users to save their information into the web) which provides users to manage the learning environment. The Schoology platform was originally created to share notes between teachers and students, but additional features such as attendance records, online grade book, tests, quizzes and homework drop boxes were added in order to improve it; the last version of Schoology has an interface that looks very familiar to Facebook and other social media websites. Certainly, the interface makes students get

accustomed to it really fast since the commands that are used in the app are really simple and easy to understand and facilitates collaboration among a class, a group, or a school.

Moreover, the research team wants to motivate students to be their own teachers outside the classroom since learning a second language is very difficult and the practice time during the week inside the classroom is not enough to polish the four skills necessary in a language: reading, writing, listening and speaking. The research team aims to make students follow the autonomous learning. Holec (1981) describes autonomy as, "the ability to take charge of one's learning" (cited in Thanasoulas, 2000). In that way, students will be able to monitor their own learning by listening to the different material such as audios, podcast and movies that the researchers will upload to the smart app Schoology. In order to avoid students becoming stressed with new topics, the research team decided to upload material as a reinforcement of the topics that students will be learning during the year.

On the other hand, the approach that will be used is the PDP approach which is based on research and helps the tutor to make sure that the pupils will be motivated, engaged and active before, during and after the activity is carried out. In fact, this approach is really useful to elaborate lesson plans that will deliver effective listening and reading lessons. Without a doubt, teachers must plan their lessons because students learn in different ways so that there are many different needs that must be fulfilled in the lesson.

The PDP approach is a step by step framework that emphasizes that certain goals must be achieved before, during and after the lesson so that the research team considered that this approach was the most suitable for the research study. The lesson plan based on this approach must achieve three different goals in the pre-stage: motivation, contextualization and

preparation. In this way, teachers can prepare students for the main activity by motivating students with material that is catchy, that is taken from their natural environment, and with material that is closely related with the following stage.

After ninth grade students from the morning group of Napoleon Rios School are exposed to English classes based on the PDP approach using Schoology, the research team will obtain relevant information about how ninth graders adopt that approach and how they respond to English classes based on a smart app. Thus, this research will help researchers to obtain first-hand information about how effective is to develop the listening skill through a smart app based on the PDP approach and how feasible is to adopt English classes in which smart applications are used to motivate students to be part of autonomous learning.

Finally, the ideas presented in this research study may be taken into account by teachers in order to improve the way in which teachers plan their lessons and how they deliver the didactic material to their students. Then, students will get many benefits by reading this research study because they will discover a new tool that will have a tremendous impact in how they develop their listening skill. Also, it must be taken into account that the generations of students are evolving so the teaching method must do so by using new strategies, using new materials that are catchy, attractive and interactive for the new generations and squeezing all the potential that technology can provide to the teaching process. Moreover, this research study will be very important for teachers that want to update themselves and to meet their students' needs and expectations as well to motivate them to be part of a different way of teaching a foreign language by including technology as a tool which has a high potential in the teaching process.

1.4. Research Questions

- How can students foster their listening comprehension skill through the implementation of the educational platform Schoology along with the PDP framework at C.E. Napoleon Rios during the year 2018?

- What methodological elements, characteristics and structures should the virtual platform Schoology with the PDP Framework include?

- How to evaluate students listening comprehension skills enhancement through the theoretical and methodological elements of the virtual platform Schoology with the PDP Framework?

1.5. Research objectives

1.5.1. General objective

- To foster ninth grader´s listening comprehension skill through the virtual platform Schoology with the PDP Framework at C.E. Napoleon Rios during the year 2018

1.5.1.1. Specific objectives

- To design the methodological elements, characteristics and structures of the virtual platform Schoology with the PDP Framework at C.E. Napoleon Rios.

- To evaluate if the theoretical a methodological elements of the virtual platform Schoology with the PDP Framework help students their listening comprehension skill.

- To evaluate students' listening comprehension skills enhancement through the theoretical and methodological elements of the virtual platform Schoology with the PDP   Framework.

CHAPTER II

REFERENTIAL FRAMEWORK

The last ten years, technology has grown exponentially all over the world in a wide variety of fields such as Medicine, Architecture, Engineering, Communication, Economy and Education; it is in the field of Education where the research team has focused this research study. There is no need to prove that technology has invaded schools around the world; a good example of this is Project Badiliko. As James Bernard, Global Director, Strategic Partnerships, Microsoft Education said:

"I haven't run into another organization around the world quite like British Council, and I work with a lot of partnerships in a lot of different countries. There are few organizations that have the deep cultural understanding as well as an educational philosophy that can mix private and public sector organizations in order to scale things in the way that most organizations can't do."

This project is an initiative of Microsoft and the British Council that seeks to improve access and quality in education, training, and technology around the world. Project Badiliko will provide teachers and learners across Africa with the 21st Century skills they need to live and work in a global economy.

To contextualize a bit more the impact of technology in American continent's education, an awarded technological project called Geekie that has been launched in America, more precisely in Brazil, was reported in wise-qatar.org. Geekie which is an adaptive learning

platform that constantly customizes students' learning experiences instead of providing a single standardized solution to all. Geekie is contributing to change Brazil's future by offering three solutions to both students and schools: Geekie Test, Geekie Lab and Geekie Games. Geekie Test is an assessment tool that provides real time feedback and information about students' learning gaps and capabilities to students, teachers and schools. In fact, this test is the only assessment tool in the market that is certified by the Ministry of Education of Brazil. Geekie Lab is an adaptive learning platform that customizes the study plan for every student, and Geekie Games is its B2C version, designed to scale the impact of the regular assessments and the study plans.

Although, in El Salvador, there have been few opportunities to increase the accessibility of technology in public schools' classrooms; it was not until 2014 when the program "Una niña, Un niño, Una computadora" (A girl, a boy, a computer) started to work under the initiative of the president Salvador Sanchez Cerén's government. Hence, this program has the objective to reduce the digital gap through the responsible usage of Information Communication Technology (ICT) tools to improve significantly the education quality to benefit students from public schools. According to the web page of El Salvador's government, presidencia.gob.sv, from June 1st, 2014 until May 12th, 2018, this program has delivered 53,785 computers, and 25,139 teachers have been trained to operate those computers. Nevertheless, the reality that there are still public schools in El Salvador that do not count even with computer labs is completely valid; there are still public-school students who do not know how to use technology with educational purposes, and this is one of the main obstacles that teachers face when they use more sophisticated equipment in their classes.

On the other hand, the advantages that technology provides for educational purposes are undeniable; Nelson Martinez, researcher, English teacher and author of *¿Por qué los estudiantes de las escuelas públicas no aprenden inglés? (*Why do not public-school students learn English?), published an article in the year 2007 called *Integrando tecnología en las escuelas de El Salvador: promesas y desafíos* (Integrating technology in El Salvador schools: promises and challenges) where he exposed the positive influences ICT tools could have in public school's classrooms.Consequently, (Martinez, 2007) stated:

"La promesa más obvia del uso de la tecnología es su alto poder para potenciar el aprendizaje de los estudiantes. El uso apropiado de medios tecnológicos como la computadora y el video dentro del aula supone un estímulo poderoso y motivador excelente que muy probablemente lleve al alumno a aprender con mayor rapidez y a retener la información por mayor tiempo."

The most obvious promise of the use of technology is its high power for enhancing students learning. The appropriate usage of technological tools such as computer and video inside the classroom guarantees an excellent powerful and motivating stimulus that will surely lead the student to learn with more speed and to retain the information for a more prolonged time.

Though the listening skill is perhaps the most important of our communication skills, it is one of the most neglected,so, for the purposes of this research, it shall be considered listening, as one of the four essential language skills our students need to enhance. It is a fact that people improve their first language by listening. The ability to hear and understand is fundamental to the ability to communicate and learn in a foreign language, so a question has to

be answered: "how do we listeng?"Dr John A. Kline who is a senior executive (SES) and Academic Provost for Air University, professor of communication at the universities of New Mexico and Missouri–Columbia and educational advisor explains in his work"*Listening Effectively"* the different types of listening.

The listening types according to Dr John A. Kline are based on how students listen inside the classroom and how it changes according to the activity that is being developed by the teacher. Dr John A. Kline explains that the two types of listening are:

- **Informative listening**

"Informative listening is the name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended." (Kline, 1996, p 30)

Students use this kind of listening while listening to an audio for a listening comprehension test; also, they use this one when they are given directions for an activity. All the above mention is related to education, but of course people use*informative listening* in real life situations.

- **Discriminative listening**

"The final type of listening is discriminative listening. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning. (…) Finally, sensitivity to pauses, and other vocal and nonverbal

cues, allows critical listeners to more accurately judge not only the speaker's message, but his intentions as well." (Kline, 1996, p 42)

Again, this type of listening is used inside the classroom, especially, during a listening comprehension test; there are some audios and podcasts where the information is not plain. Listeners have to pay attention not only to the information discussed but also to the way the speaker is giving it. In this way, students go further at the time of selecting information.In such manner, it has been proved that listening plays an important part in the acquisition of a foreign language and that techonology is the tool to be used for developing it as fast as possible.

2.1. Learning Platforms and Learning Software

As shown before, there is no need to prove that technology is an enormous tool in the classroom and provides a wide variety of opportunities to increase the learning process inside and outside the classroom, but when students do not have any contact with any kind of ICT tools, their opportunities to learn and produce in a globalized economy and world are very limited. As a matter of fact, it is vital to introduce technology in the classrooms and to show young learners they can use their computers, tablets, laptops and smartphones to cultivate themselves; thus, teachers should start changing the methodology to incorporate new approaches and techniques to use ICT tools in order to make their courses more attractive and catching for students.

It is here where a pause has to be made to present a new way for the learning process using ICT tools; e-learning or electronic learning is a well-structured educational system that uses learning platforms to bring a dynamic classroom to students' home. Therefore, a question

is set by mentioning learning platforms, what are those platforms? According to timelesslearntech.com, *"a Learning Platform is an integrated set of interactive online services that provides the teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management."* It can be said that Learning Platform is a comprehensive system enabling secure, web-based training and e-learning solution that employs a simple and intuitive user interface. This is different from Educational Apps because according to searchmobilecomputing.techtarget.com, *"An application is a software program that's designed to perform a specific function directly for the user or, in some cases, for another application program."* Consequently, an application or app is just one way to access to a learning platform.

However, this opens a big gap of distrust; are smartphones really helpful inside the classroom? Should teachers allow their students to use their portables at the time of learning? Can teachers really incorporate a learning platform to facilitate information and practices for his or her students? Should parents get interested in finding new ways of learning on the web for their children? All of these questions are completely normal, and they will be clarified in this chapter.

2.1.1 Technology is changing the teacher's role!

During the last ten to fifteen years, there has been an important implementation of technology within the classroom so that teachers have more variety of resources to teach the contents from another perspective not only the traditional one. (Suomen Akatemia, 2015) Suomen Akatemia takes the view that:

"Along with technological development, traditional teaching methods have been challenged by various technologically enhanced teaching and learning methods. This trend has received mixed reactions: On the one hand it is feared that these new technologies will replace teachers altogether. On the other hand, the expectations towards technology can also be over-optimistic; that it will solve all the problems of learning."

The research team thinks that the new teaching and learnings methods are going to empower not only teachers but also students' process of education. Surely, these new methods are going to take some time to be fully applied in education. However, these different methods are going to vary the teaching and learning process to reach all types of students' needs. To conclude, the research team sees the new methods with great optimism that will help to cover all the students' necessities.

A recent Finnish-Swiss-Belgian study called Technology changing teacher's role done in the Academy of Finland provides new information about the changing role of the teacher in technology-supported learning environments. According to the research findings, the use of technology changes the role of the teacher from a traditional knowledge provider rather into a facilitator guiding the students' learning processes and engaging in joint problem-solving with the students. In addition, technology offers a range of new types of learning possibilities.

Nowadays, the possibilities to use technology as an educational resource is practically limitless, the students are able to reach a great variety of topics with just one click or tap. "With the help of tablets and smartphones, new ways have been discovered which support the cooperation between education and the world of work. For example, videos recorded at the

workplace can be used as a learning resource at school," says adjunct professor Raija Hämäläinen from the Finnish Institute for Educational Research.

Traditionally, it was perceived that the learning process was a one-way process. Therefore, the teacher's role was most likely about planning contents, delivering those contents, managing the classroom, assessing students during the learning process, among others. Definitely, that kind of teacher's role was broadly accepted in the teacher's world; however, the teacher's role is incorporating technology in its methodologies. These incorporations to the teacher's role along with the learning process pretend to diversify the ways in which the students learn better. Also, technology applied to the teaching process gives the students autonomy to learn the contents they are interested on; hence, the students can pick up the classes at the time they prefer. Without any doubt, flexible schedules give the opportunity to continue studying to many students who have to work in order to afford their studies. Finally, teaching through the use of technological devices or LMS has great advantages not only for teachers but also for students who are the core of the whole process.

According to Hämäläinen, smartphones also open up new possibilities for such pedagogical practices where students have a more active role than before. Hämäläinen also says that diverse utilization of devices is a challenge, he proposes "At its best, successful utilization of technology provides opportunities for more interactive learning and teaching. This, of course, poses a challenge for teachers' professional development and teacher training. From the viewpoint of the development of future learning environments, it is essential how well we will succeed in utilizing new technologies, such as tablets, smartphones, and games in support for learning," Undoubtedly, technology will empower and vary the teaching and learning process.

2.1.2. Can Learning platforms and software really help young learners to master a foreign language?

It is normal to have many questions about learning platforms since they are relatively new in educational fields; both, teachers and parents, have to change their mind to consider that ICT tools such as tablets and smartphones can be used for entertainment and education at any time and place such as at school or at home. It is necessary to say that tutors should understand that young learners feel more attached to games and recreational activities to learn; hence, challenges and rewards provided by games are the best part of them for engaging young learners to a new topic. The most common concern parents have are how they can be sure what their children are watching is convenient for their moral and academic education, how they can be tutors and supporters for their children to get the best of their "screen time" and how much time a day their children should spend working on their gadgets.

Of course, parents wonder all of those questions and more because they care about what their children do while using their gadgets and want their children to get the best of every learning opportunity they have. Therefore, tutors should ask if there is any kind of trustable evidence that can assure them learning platforms really help young learners; surely, there is a big debate about what can be the appropriate time children should spend in front of a computer or a smartphone, but every time a research is carried out in this specific topic, there is more and more data that points out the big number of benefits learning through technological devices has. For example, a study calledLiteracy App Improves School Readiness in At-Risk Preschoolers, Finds Study by Steinhardt Researchers conducted by New York University checked the impact of popular reading apps on a group of 95 students. (Tracy Dumais 2016), a

mobile learning consultant and young learner specialist for the British Council,reported "for six weeks, these four- to five-year-old students used reading apps for 12- to 15-minute intervals. After six weeks, those students who had regularly used the app exhibited improvements in critical areas, including print knowledge, phonological awareness and letter sounds". Also, it is important to mention that reliable software developers always test their product in different and several stages before launching a new creation; even after it is available, this new product continues being tested by a selected population and the final costumer. This action allows companies and developers to receive feedback and to give updates and revisions to their products, and in this manner, developers are sure immediately if children are engaged with the software and most important if they are learning from it.

2.1.3. Is it possible for parents to be sure Learning Platforms are appropriate for their children's education?

For the commodity of parents and tutors like teachers, all software, for example, apps are set in different categories thought for adults, teenagers and children, so this makes it easier to find an app that suits the necessities for every user in the electronic market places such as Google Play for android devices and App Store for Apple devices. People can trust that Google or Apple will not authorize any product to be sold if this product could harm their reputation; hence in Apple's case, any in-app purchasing lies behind a parental gate. There are also some other ways to be sure we are selecting a suitable, child-friendly content app for example opting for a trusted brand because important brands that have good reputations will not risk themselves adding inappropriate content or advertisements during the usage of the app.

Therefore, if someone does not know how to identify a well-known brandfor selecting an educational software, there are also ways to find them for example web sites that specialize in choosing suitable content for children like The Good App Guide by Fundamentally Children (UK) or Common-Sense Media's Essential App Guide (US). On the other hand, electronic learning might seem cold and robotic; parents and tutors might think learning subjects through learning platforms do not take into consideration the real-life interest of a child taking him or her to an imaginary world where nothing is real, so children cannot get any knowledge for real life. Instead, educational software is tested with real children, and this does not only mean children test the software product itself but also, they test the activities in real life; (Dumais, 2016) clarifies this as:

> "For example, when developing a hidden-object game, app developers could have children looking for objects hidden in sand, and putting objects into boxes to check they understand and enjoy the concept that underpins the games. Once we are happy the games work, we can turn them into digital versions and test them again to get the timing right. We also check the level progression is fast enough to retain a child's interest, but slow enough to enable the learning of new words."

2.1.4. The tutor's role

For sure, we have to remember that all of this amusing technology is just a tool; there are also specific tasks parents and teachers have to do because it does not matter how good, well-designed and tested an educational software is, it will always be a tool that will not work properly without the suitable instruction. (Dumais, 2016) stablishes this as:

"However, adding regular rewards and gradually increasing the level of challenge will only go so far to maintain your child's interest. Continued praise and support from parents is extremely valuable. Watching your child play with an app will help you notice what excites them, and if you see them getting bored, try commenting on, or supporting, their learning."

All of the games provided in the software will engage children with the learning process, but they reduce their interest for the games and quests of the software at some point. It is at that moment when the teacher or the parent should reinforce the learner's interest with tangibles or intangibles rewards in real life. (Dumais, 2016) said that

"As you will notice from your own behavior with technology, there is often a natural cycle of increasing and waning interest. If your child appears to lose interest in an educational app that you had hoped would interest them longer, don't delete it. Instead, just leave it for a while and then encourage them to return to the app during a long car journey or a wait at the doctor's. You might find that they will quickly pick it up again with increased enthusiasm."

Also, tutors should first be aware of the time their children are spending on the software, but to define how much time children should be working in an educational software is not easy to stablish because every child learns in different ways and in different speeds.(Dumais, 2016) said that "In a sense this is the toughest to answer because all children develop, learn, and derive pleasure differently."Some children are very careful to complete a task, they take their time to think slowly and critically to accomplish a task and to get most of things right on the first time, but some other are not so careful, they prefer to do their work

quickly and spontaneously to select the correct answers.Second, tutors should also pay special attention to the error correction design the software has because in the words of (Dumais, 2016):

"(…)– getting things wrong is part of the learning process. An error shouldn't derail the learning journey or require starting over. Children should get as many chances as they need to find the right answer. For very young children, there should be no ticking clock or loud noises to make them feel uncomfortable about choosing the wrong answer."

Furthermore and maybe the most important point in a tutor's view, parents and teachers have to monitor their children's work to see if the software is really helping their children's learning; this should not be taken as an easy task to identify because if tutors conclude a software is not working for their children based on a poor level of development in a short period of time, they would be taking into account wrong factors and maybe discarding a good tool. Tutors should understand that early-age learners develop their competences in different velocity and every single individual might take differently the subjects from the app taking into account a number of factors for example former acknowledgement to the subjects, type of reinforcement, quantity of time being spent on the app and some others. To conclude an educational software is working or not, (Dumais, 2016) advices:

"(…) parents can look out for a number of improvements in their child's ability following continued use of a language-learning app. You might notice them using words from the app; you might hear them speaking with more clarity and joining in with songs, stories or rhymes while they listen to them. By watching your child with

the app, you might notice them building word-recognition skills as they find the correct answers quicker. Most importantly, if a child enjoys an educational app, they will show more enthusiasm towards the subject they are learning."

Thus, the poor level of software content subject's usage by children should not turn the alarms on for parents because this does not mean children are just wasting their time; tutors should not worry about this because in most of the cases young learners use fully the language they are learning later in life.

2.1.5. Mobile learning, a convenient way to learn any time, any where

First of all, the researchers have to define what mobile learning is; in the words of Emma Segev, online teacher and winner of British Council Teaching English blog award, "*Mobile learning (or m-learning) is the ability to learn anywhere and at any time using a portable electronic device. Mobile learning is less structured than e-learning, but in my opinion complements the latter perfectly.*" So, mobile learning is an astonishing tool to implement in a daily routine of young learners, but tutors should help young learners to acquire some responsibility over their own learning. Self-study should be developed in all students to get the most of their resources, and mobile learning brings infinity material for anyone at anytime and anywhere; in (Segev, 2014) view "From my experience, as little as one hour a week of self-study can boost a student's progress immensely." and "As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices?"

Conclusively, educational platforms and software can really help learners to become proficient in a foreign language because they are created carefully to fulfil every necessity in a

common learner; parents can be sure they can find an appropriate educational platform or software that suits their children's education, but they have to take an active role in their children's screen-time. Tutors should be facilitators, motivators, supporters and guides for their children to get the best of their educational platforms and software; finally, all portable devices areextraordinary tools that should be implemented in children's education by teachers and parents as well.

2.2. Schoology Educational Platform

2.2.1. What is Schoology?

According to Schoology's website, this is defined as a learning management system (LMS). Therefore, it will be explained what LMS stands for: LMS is an online platform that enables blended and fully virtual learning. It is designed to streamline course management (resource management, communication, due dates, grading, among others.), so teachers can spend more time enhancing learning experiences and addressing their students' needs. So Schoology is a learning management system for K-12 (for kindergarten to 12th grade) schools, higher education institutions, and corporations that allow users to create, manage, and share content and resources. Also known as a course management system (CMS) or virtual learning environment (VLE), the cloud-based platform provides tools to manage any classroom or blended learning environment.

According to Schoology's own presentment, four college students—Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler—saw firsthand how education technology fell short of its promise to improve the learning experience for students and instructors. They

decided to change that by building an LMS aligned with the needs and learning style of education in the real world.

2.2.2 Uses of Schoology

Schoology is a platform used by millions of education professionals in nearly every corner of the world, users would expect creative uses to pop up here and there. Some of the most important and creative uses of Schoology are:

- Post homework assignments online, so kids can review the details from home

- Offer online feedback on exams and essays

- Make it easy for students to see when important assignments are due

- Send out email and SMS notifications when a due date has been extended

- Create discussion pages where students can talk about the books they're reading

- Track student usage to see which kids aren't using the Schoology site

- Give parents access to course pages

- Students who are sick at home can keep up on schoolwork

- Teachers and students can communicate about upcoming assignments

- Parents can keep track of what projects their kids have due

- Administrators can create and organize department groups online

LMS plays a vital role in the regular operations (scheduling, communication, reporting, among others.) of entire institutions. They are commonly used to deliver professional development to teachers, connect faculty into collaborative groups, and offer ongoing instructional support. This is being implemented by the Ministry of Education of El Salvador to enhance teachers' knowledge from Kindergarten up to High School.

Definitely, Schoology is a tremendous platform for learning in general because subject matters of all type can be shared through it. So there is no practically limitations for this platform not even a monthly subscription!

Through Schoology, students will be able to:

- Get knowledge because the learning material is presented in files and links.

- Comprehend because every interaction includes questions and comments in discussion areas. Tasks may include comparisons, interpretations, translations, organization, and examples of shared topics.

- Apply learning by writing reports in the assignment section, applying to real life, and solving problems with knowledge that has been acquired.

- Analyze the files, pictures, shows, cultural events, or festivals that are provided. Students might compare and contrast differences between objects, cultures, and economies.

- Synthetize the concepts that they learn, students can create and share new products such as a poem or academic content.

- Evaluate and comment on other students work and projects, make judgments, and post their own self assessments of assignments using a teacher provided rubric.

2.2.3. Benefits of Schoology

The benefits of the platform Schoology listed below are the most essential ones to take the implementation of this platform very seriously in the educational field. It is worth to mention, that this has the benefits that the schoology's website displays. So having a deep look at this, the researchers agreed in the great potential it has. Definitively, saving time and money

is crucial not only for teachers but also for students, especially in El Salvador where teaching resources are limited. In addition, the researchers mention another benefit listed, such as efficient management which indeed is very helpful at the time of assessing the students in real time. To conclude, the great advantages Schoology gives to teachers and students are undeniable; therefore, below it is shown the main features.

- **Saving time and money**

The use of LMS or learning platforms to create, manage and carry out educational and training programs saves businesses hours of time when compared to traditional methods. LMS allow the organization, level of atomization and programming in line with the needs of the learners and employees. The use of online classrooms reduces costs most of all in businesses where on many situations employees have needed to travel for training sessions and stay in hotels etc. Thanks to LMS, businesses and educational institutions save on costs which they can then allocate to other resources. Online classrooms allow the simultaneous training of people studying from different geographical locations, and these courses can then be used again and again with new groups of learners.

- **Efficient management**

Learning platforms allow effective complete overall control of administration, communication with users, teachers and trainers, and of course content management. They allow efficient management of registrations/sign ups, and creation of groups and courses. The roles of tutors, students, supervisors and administrators can all be managed on the LMS, and notifications, reminders and messages to users can be administered easily. It can be used as a powerful tool which allows the creation and management of content and subjects in a simple

and intuitive way. Students can upload and share content and work or projects with their teachers and fellow learners, which in turn is stored in a database.

- **Easy access to information**

All of the information is structured in an organized way in the same place, making it accessible to all users. Courses, calendars, multimedia content, archives and evaluations are accessible in just one click. All learners have access to learning content and materials at any time and from any place where they have internet access.

- **Personalization**

Learning platforms also allow each institution or organization complete personalization. The corporate image and brand can be incorporated into the platform and different elements and features can be tailored to the company or organization's taste. They can be multi language platforms, or monolingual. Different portals and user IDs can be created without the need for additional installations, and can function simultaneously with web access. The possibilities are endless and could also include systems for the evaluation of learners or exams/testing.

- **Up to date and immediate content**

Learning Management Systems allow administrators instant access to update the content of courses, or to add materials and resources for students for immediate access.

- **Advanced reporting**

These innovative management systems allow the creation, personalization and download of detailed reports outlining the progress of the learners, groups, completion of

work, time taken etc. which allows easy evaluation of their progress either as a group or individually.

- **Multimedia learning**

The systems allow businesses and educational institutions to create multimedia learning content which is comprehensive and practical, using video, images, audio and text which all serve as great tools in learning new skills or information. Learners can also communicate with their trainers or teachers and their classmates via chat platforms and online forums, creating a more collaborative, interactive, attractive and personal learning environment.

- **Improved communication**

LMS facilitate communication and collaboration between people, whether it be students and teachers or administrators and employees, or between all users of a platform with a permanently open channel of communication. They facilitate the overall management of communication: global or individual emails, messages, forums and agenda, so this is an environment where the user can find all the important or vital information in just one screen.

2.3. PDP Framework

According to *AlgeriaTesol's Website*, this lesson framework helps teachers plan and deliver effective listening, video and reading lessons. The framework is based on research and using it helps ensure students are motivated, engaged and active before, while and after (pre, during and post – PDP) listening to, watching or reading a text. Teacher Maria Jose Pachecho Martin stablishes that the next graph will show the amount of time each stage should be assigned.
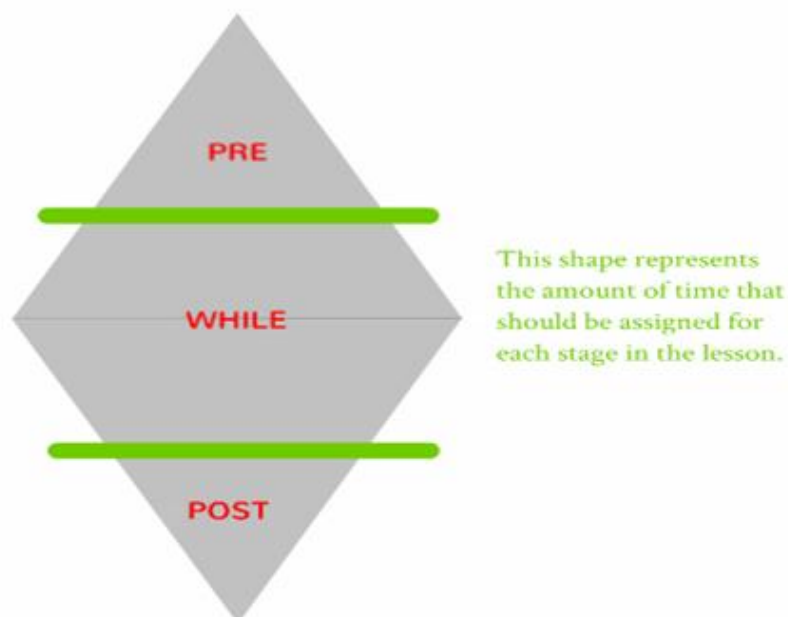
The stages of the framework are:

- Pre: Students prepare to listen:

    1. They talk about their knowledge or experience with the topic of the listening or reading.

    2. They understand the meaning of key vocabulary in the text.

    3. They understand what they will listen or read for in the text before they begin working with it.

    4. They can make predictions about what the text will be about.

- During: Students focus their attention on the listening or reading text and complete tasks which develop and deepen their understanding of the text progressively (i.e.,

from simpler and more general to more complex and more specific). They can also do tasks that help them develop specific listening and reading skills.

- Post: Students extend and integrate the understanding and knowledge they gained from working with the listening or reading text into other skills areas or contexts.

Stage	Rationale	Sample Activities
Pre	In most cases, students did not choose to listen to, watch or read the text so they need to develop an interest and desire to work with it. Students need to know key vocabulary they will hear or see, and they need to understand why they are going to listen to/ watch/read the text.	• Word splash • <u>Match vocabulary to pictures</u> • Categorize vocabulary under headings • Predict from a headline, title, group of words, pictures, etc • Arrange pictures in the order to be confirmed or changed after listening to, reading the text • Talk about the main topic(s)
During	Students do a series of tasks which help them understand the text and which may help them develop listening and reading skills. The first task(s) should help students understand the text at a very general, non-specific level. Then, tasks can move	• Listen/read and draw • Answer general information (gist) questions such as "What are they talking about?" "Do the speakers sound happy or upset?" • Listen/read and arrange pictures or events in order

	students into a more detailed and deeper understanding of the text. Before they do each task, students need to know what they are listening, watching or reading for. No task should 'test' students' memory of details. Students need to check their answers in pairs or small groups before sharing answers with the whole class.	- Listen/read and find the mistakes - Listen/read and answer detail questions such as "What did they say about __?" - Listen/read and point - Complete a grid
Post	After the During tasks, students need a chance to work further with the text, its topic, its content and/or vocabulary, functions or grammar used in it, or to speak and/or write (also to read and/or listen) further based on the text - for example for students to tell the story of something that happened to them, to write a letter of complaint to a restaurant, to carry out a similar interview, etc. Students need an	- Discussion questions - Role-plays - Project - Make and tell a similar or personal story - Discuss a topic, the issue or the information in the text - Complete and discuss a noticing task such as "Find all of the verbs in the past tense" or "Underline the parts of the questions that make them

	opportunity to personalize what they have heard or read; they need to see how the text relates or is applicable to them and the world outside the classroom.	polite." • Speculate about what happened before or after the events in the text • Speculate about the people in the text

At last, it is vital to remark that listening, as clarified in this chapter, deservers a big amount of attention and effort not only by tutors but also by students; it is not a simple task to develop the listening comprehension skill. That is why, many experts on the field of teaching have done research on how to empower the methodologies they use to get the best of every class hour; also, experts have experimented to introduce technology in the educational field to make it simpler for tutors and students to get involved in the learning process, being in or outside the classroom. All of these have the purpose to eliminate the gap between students and the development of their competences to give them the tools to function and succeed in a globalized   society.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter provides detailed information of the different methods, techniques and tools researchers will use to guarantee the reliability and quality of the information to be gathered in all the stages of the research process. Furthermore, the researchers will present the budget required to carry out the investigation.

3.1. Paradigm and Design

To carry out this research study, the research team will use both the qualitative and quantitative research paradigms. The quantitative paradigm will be very useful to help researchers gather information about how ninth grade students Section A performed during the pre-listening comprehension test and the post-listening comprehension test (Appendix A). On the other hand, the qualitative paradigm will collect information about how the students react to the implementation of a new method to develop their listening comprehension skill.

Furthermore, this research project will be based on the quasi-experimental study (QE). It determines the relationship between an intervention and the different results obtained. Quasi-experimental and true experimental research designs, both attempt to determine causal relationships by applying a treatment or condition to one group and comparing the outcome with a control group. ("Overview of Quasi-Experimental Research", n.d.)

In this type of study there is no random assignment, so researchers usually work with a treatment group and a comparison group that should be as similar as possible. That is, this

research will use two groups: ninth grade Section A and ninth grade Section B. The research team carried out a pre-listening comprehension test to both groups in order to gather information about their English listening comprehension skill. Afterwards, the Treatment group will attend classes using the PDP framework to develop the listening comprehension skill through the online learning platform Schoology. Subsequently, the research team will carry out a post-listening comprehension test in order to measure and evaluate the effectiveness of the implementation of the PDP framework and the learning platform Schoology.

Finally, this research project will be carried out at C.E. Napoleon Rios with the ninth grade Section A group during three months. The research team agreed with the teacher in charge of the ninth grade Section A and with the principal to have three hours per week to develop the English classes based on the MINED Curriculum.

3.2. Sampling Procedure

The sampling procedure was a really important part in the research study because it was here where the researchers choose the target population for the study using the most convenient sampling method. In addition, it was in the sampling procedure where the research team decided what population would be observed in order to gatherer useful and reliable information for the study.

The research team worked with ninth grade section A and B. For this reason, the research team decided that no sampling procedure was needed since C.E. Napoleon Rios, during the year 2018, only had one ninth grade in the morning and one ninth grade in the afternoon. During the preliminary phase of this investigation, both ninth grades were observed

by the researchers in order to make sure both were as similar as possible in order to guarantee that the information gathered was reliable and accurate. In this way, researchers had a better perception of the advantages and disadvantages of the implementation of the new method and the traditional methodologies that the Ministry of Education uses in its educational program.

In addition, after the analysis of the information gathered through the pre-listening comprehension test that the research team conducted to both ninth grades, it was noticed that both have similar problems with the listening comprehension skill of the English language.

3.3. Preliminary Phase

In this section, the research team show how they approached the field of study and how this led to carry out the diagnostic test. Finally, it presents an exhaustive description of the problem to obtain a clearer understanding of it.

3.3.1 Approaching the Field of Study

During March 2018, the researchers carried out an observation to ninth grade Section A´s English classes at C.E. Napoleon Rios. It was observed that some students showed problems to understand basic commands in the English language and that the activities developed in their classes were not so appealing for the students.

 In addition, the vast majority of activities were based on the writing skill and some of the directions were in Spanish. This situation affected the development of the English listening comprehension skill and the internalization of the English language in the ninth grade Section A students. This led the research team to conduct a pre-listening comprehension test to ninth grade students in order to corroborate their English language comprehension level.

Consequently, the research team concluded that the English listening comprehension level of students was really low compared to the level they should have had taking into account the amount of English classes they received per week. Moreover, a different approach to develop the listening comprehension skill of the English language might motivate students to become actively engaged in the English class.

In order to start with the research study and the data collection process, the researchers asked for permission to the principal of C.E Napoleon Rios and the teacher in charge of the ninth grade to conduct this research work to develop the listening comprehension skills of the English language in ninth grade students through Schoology during the year 2018. After the research team gave the authorization letter signed by the head of the English Department of the Western Multidisciplinary Campus of the University of El Salvador, the permission was granted. Subsequently, the researchers were able to conduct the necessary observations and the pre-listening comprehension test to the Comparison and the Treatment group.

3.3.2. Diagnostic Study

First of all, the research team designed an observation checklist (Appendix A) to determine the different situations and problems causing ninth grade Section A students to have a poor English listening comprehension level. In addition, Appendix A was used to monitor how students behaved in the English classes and how they reacted to the different activities inside the classroom.

Secondly, an English pre-listening comprehension test was designed and validated by experts on the field to gather data about the English listening comprehension level of ninth grade Section A and B students at C.E. Napoleon Rios in the year 2018. This pre-test was

conducted to forty students who were part of the Comparison and the Treatment group of this research study.

Moreover, the English listening comprehension pre-test had eleven questions based on the topics that ninth grade students already studied during the present year. The pre-test was carried out with the purpose of measuring the English listening comprehension level of students according to the amount of class hours that students received during the week. This pre-test was completely anonymous so students felt comfortable to answer freely (without the fear of committing mistakes) based on what they heard during the test.

Finally, the research team conducted an interview (Appendix C) with the purpose of gathering reliable information about students' opinion towards the subject. Thus, the interview helped the research team to identify the reasons students believed hindered their English level. Basically, the main reasons students stated as the problems they face in their English classes were activities based on the writing skill, directions in Spanish and insufficient listening comprehension practice time.

3.3.3 Definition of the Problem

After the research team carried out the diagnostic test, the data that was gathered through the English pre-listening comprehension test which helped to define the problem and to have a better understanding of the problem that the researchers were observing in ninth grade students at C.E. Napoleon Rios. Moreover, the information showed that the vast majority of ninth grade students did not have the expected English listening comprehension level after attending three hours per week since seventh grade because students were not able to understand basic English commands. Also, through the observation period, the research

team noticed that the different activities inside the classroom did not motivate students and did not contribute to enhance their English listening comprehension skills. Finally, ninth grade students did not have the sufficient time to practice their listening comprehension skill inside the classroom since almost all the activities were focused on the writing skill. Such problems caught the research team's attention, so they became the essence of this research study.

3.4. Planning Phase

After performing the diagnosis, determining, and describing the problem, the researchers continued the planning phase to state a concrete referencial framework. Once the researchers identified the problem, they though about the importance of researching scientifically about it, and they worked on the scope of the research work.

3.4.1. Literature Review

The first step to create the referential framework was to gather all the information from all the different possible sources like articles, essays, web pages, books, class observations, teacher interviews, and PDF documents from the web. All the data gathered provided the bases for the research study. In addition, the information showed the difficulties that ninth grade students had in regards of the English language. It is important to remark that all the information was gathered with the purpose of stating a concrete and reliable referential framework that described the research of study.

3.4.2. Operationalization of the Variables

General objective	Specific objectives	Variables	Definition of variables	Indicators	Units of analysis	Data collection instruments	Time
To foster ninth grader´s listening comprehension skill through the virtual platform Schoology with the PDP Framework at C.E. Napoleon Rios during the year 2018	To design the methodological elements, characteristics and structures of the virtual platform Schoology with the PDP Framework at C.E. Napoleon Rios.	**Dependent** Listening comprehension skill	**Dependent** A skill that involves understanding and making sense of spoken language.	Students do activities just by listening to spoken directions. Students catch the main point in short, clear, simple messages and announcements.	Ninth gradeSection "A" students from morning group of C.E. Napoleon Ríos	Diagnostic test Journal Post-tests in Schoology platform Observation check list Pre-Interview	20 minutes 1 hour each entry 20 minutes 40 minutes 15 minutes

| | To evaluate if the theoretical a methodological elements of the virtual platform Schoology with the PDP Framework help students their listening comprehension skill.

To evaluate students' listening comprehension | **Independent**

The implementation of the PDP framework through the Schoology platform inside and outside the classroom | **Independent**

Specialized program downloaded onto mobile devices

A learning management system (LMS)

Skeleton of interlinked items which supports a particular | Students use their mobile devices inside and outside the classroom with educational purposes

Schoology measures students' attendance to activities scheduled in the virtual platform | | guide

Post-Interview guide | 15 minutes |

	skills enhancement through the theoretical and methodological elements of the virtual platform Schoology with the PDP Framework.		approach to a specific objective	Students a re motivated, engaged and active before, while and after a listening activity			

3.4.3. Data collection instruments

Initially, the researchers requested permission to the principal of C.E. Napoleon Rios and also to the teacher in charge of the class to carry out this research work. To get some preliminary information, the researchers elaborated a diagnostic test with the purpose of identifying possible problems that could affect the listening comprehension skills development. For this reason, some observations were carried out to the teacher's classes to get more information about the behavior of students during classes and to gather more information in regards of how the students were taught English classes and how responsive they might be.

The diagnostic test was made with multiple-choice tasks. Parts of true/false questions, multiple-choice questions and a written part, as well; the observation of some classes was made for viewing how students interacted along with the teacher and the class learning environment.

3.4.4. Validation of data collection instruments

First, for the diagnostic phase, the researchers gave a Validation Sheet to the tutor with all aspects taken into consideration for the approval of instruments. Second, for the intervention phase, researchers desinged intruments such as observation check list, exams, lesson plans based on PDP framework among others. Later, the tutor checked the instruments, so the researchers took into consideration the recommendations for improving the instruments. The main purpose for approval was to design the most reliable instruments and to guarantee

that the information that was going to be gathered was reliable and trustable in order to be used in the research study.

3.4.5 Ethical aspects

The researchers took special care of the ethics principles for the project in order to avoid any characteristic or issue that can affect the confidentiality with the population, the teacher, and the place in which the reasearch study was carried out. The main purpose was to respect the confidentiality of everyone involved; all opinions, suggestions, critics, and choices from the participants. Along with confidentiality, the researchers sought not to harm the intregrity of the participants. In addition, the reasearchers encouraged the students to express themselves without the fear of making the information public without their concern.

3.5. Timeline

Activity		Responsible	2018								
			Mar	Apr	My	Jun	Jul	Aug	Sep	Oct	Nov
1	Choosing the group	Research team	■								
2	Identification of the problem.	Research team	■								
3	Definition of the project's name	Research team	■								
4	Approaching the field of study	Research team	■								
5	Definition of the problem	Research team	■								
6	Presentation and validation of diagnostic tools	Research team	■								
7	Diagnostic study	Research team		■							
8	Building the state of art	Research team			■						
9	Revision of the project proposal	Advisor			■						
10	Methodology	Research team			■						
11	Revision of the protocol	Advisor			■						

12	Incorporating suggestions made by the advisor	Research team			(orange)							
13	Presentation of the protocol	Research team				(yellow)						
14	Execution of the research project	Research Team				(dark blue)	(dark blue)	(dark blue)				
15	Post-test and post-interview	Research Team							(peach)			
16	Data processing and analysis	Research Team							(light blue)			
17	Revision of the report	Advisor							(green)			
18	Interpreting results and writing the final report	Research Team							(yellow)			
19	Final revisions to the final report	Research Team and advisor								(light green)		
20	Oral presentation	Research Team									(red)	

3.6. BudgetTable

BUDGET	
EXPENSES	**COSTS**
Copies	$30.00
Printings	$20.00
Food	$125.00
Markers	$5.00
Bond paper	$5.00
Color bond paper	$8.00
Bus fare and gasoline	$150.00
Board markers	$10.00
Total	$353.00

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

The following chapter presents the results of the investigation as well as the analysis of the information gathered in the study "The development of Ninth´s Graders English listening skill, Section "A", through the PDP framework using Schoology at C.E. Napoleon Rios in 2018." The information showed in this chapter was gathered through six instruments administered to the target population. In order to measure the effectiveness of the implementation of a new method to develop the listening comprehension skill in ninth graders, the researchers used the following tools: a pre and post interview, a pre and a post listening comprehension test, an observation check list and journal entries.

The study used in this investigation was quasi-experimental, so the researchers administered the pre and post listening test to the Treatment and Comparison group. In addition, two interviews were conducted to ten students chosen randomly of the Treatment group. On the other hand, the graphs condense the information gathered through the instruments that were administered from March to August 2018. Details about the different procedures that were followed for the administration of this instruments are given in the following section:

4.2. Pre and Post-Interview to the Treatment Group

The research team used two instruments to gather information before and after the intervention stage with the purpose of gathering reliable information about the personal opinions of ninth grade students. The information was used to identify before the intervention stage what students thought about their English listening comprehension level and the classes they receive. In addition, the post-interview was used to gather information about the opinions about the intervention stage, the implementation of a new method.

4.2.1 Pre-Interview to the Treatment Group

Students Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Do you think the English practice time inside the classroom is enough?	No, we just make written activities	No, because we just make the activities from the book	No, I don't understand. the teacher just gave us papers to fulfill	Yes, we practice with the teacher a lot	No, we just write	No, the teacher just makes us to work in the book	No, we just make written activities and written exams	No, the time is used just to answer the book	Yes, time is well used	No, we are no expose to English in other ways, only written
How do you	Never, I	Never, I	Never,	Sometime	Never, we	Never, we	Never, the	Never, I	Never, I	Never, I

classify your frequency in practicing English at home?	have never considered that	study other subjects at home	nobody likes studying	s because we past to the front one in a while	are in school to study	are not motivated to practice	teacher does not make anything new	never use English at home	don´t like English	think I do not need to practice
Do you have problems to understand spoken English and English audios?	No, I can get the ideas most of the time	Yes, because the teacher speak just in Spanish	Yes, audios are difficult and the teacher do not pronounced well sometimes when she reads	Yes, I do not understand what are they saying because audios are fast	No, I understand very well	No, I like to hear because I can understand the main ideas	Yes, I do not understand the teacher in English	Yes audios are very difficult for the accent and fluency	Yes, the accents are difficult	Yes, I get lost in English because we never hear some speaking in English
Do you consider	No, classes	No, classes	No, classes are	No, classes are	No, classes	No, the teacher	No, classes are	No, it seems	No, the teacher	Yes, classes

English classes are engaging? Why?	are bored	are not interesting	monotonous	always the same	make me feel sleepy	just make to work in the book	bored and given in Spanish	like if the teacher is not interesting in teaching us	just read the book .	are interesting and interactive
Would you like to have more interactive classes?	Yes, we need better classes	Yes, we want to participate more	Yes , classes need a change not just write	Yes, we want to learn in a better and dynamic	Yes, we need more audio, and speaking activities	Yes, we want more interaction no just work in the book	Yes, we want to have fun in classes	Yes, the teacher has to speak more in English	Yes, stop using just the book and classes in Spanish	Yes, we need different activities
Have you ever	No, the	No, the	No, our	Yes, I	Yes, I	No, in	No, just	No, just	Yes, I	No, we

used a learning platform to practice English listening comprehension skill?	teacher is not interesting on that	teacher never mention something about that	classes are just be writing and the teacher is not interesting in that	used once Duolingo	used a free one called Duolingo on my phone	classes we just read what the book	looking for audios on internet	making repetition in classes	used a one that I found on internet it is called Duolingo	just repeat sentences and words in classes

Chart number 1part "A" source: results obtained in the pre-interview carried out in March, 2018.

Students / Questions	Participant 11	Participant 12	Participant 13	Participant 14	Participant 15	Participant 16	Participant 17	Participant 18	Participant 19	Participant 20
Do you think the English practice time inside the classroom is enough?	No, we make exercises from the book and sheet of papers	No, sometime we do not even have classes	No, the teacher just focuses on papers, reading and writing activities	No, we have more theory than interaction	No, we make exercises and activities from the book and written homework	No, the teacher read the book explain the book and make us solve the book's	No, I need more practice because I ca not speak English	Yes, the time is enough to practice	No, there are more explanations than practices	Yes, classes are good enough to practice

						exercises				
How do you classify your frequency in practicing English at home?	Never, I watch television at home	Never, I do not feel any motivation	Never, we already know that the teacher just give filling the blank activites	Never, we just work on the book answering yes no question	Never, the teacher just explains us something and make us write	Never, we do not need to practice at home	Never, we just read and solve the book	Sometimes, when we work in pairs it is ok	Never, I work in the afternoon	Never, I just watch T.V.
Do you have problems to understand spoken English and English	Yes, I do not know what the audios are saying	Yes, because we barely have an audio activity	Yes, in the audios sometimes people speak too	No, if I pay attention I can understand	Yes, I get confused between words for the velocity of	No, if people speak slow	Yes, the accents in audios are difficult	Yes, I confuse the words or do not know what they mean	No, I like to pay special attention in audios and that helps	Yes, it is very difficult the teacher explain

audios?		and we have classes in Spanish	fast		pronunciation				me to understand	in Spanish, we do not know how the words sound
Do you consider English classes are engaging? Why?	No, sometimes we make homework that the teacher never check	No, classes are not given in an interesting way	No, classes are boring	No, the teacher gives classes like if she does not care	No, classes are not engaging	No, the teacher always do the same	No, classes are not enteresting	No, the teacher gave an activity and goes out	No, the teacher is bored	Yes, classes are attractive

Would you like to have more interactive classes?	No, everything is ok	Yes, we need audios, videos	Yes, we want to work together speak in English	Yes, the teacher needs to make us participate more	Yes , we need to do more than exercises in the book	No, the classes are good enough	Yes, I always bored because we just work in the book	Yes, the teacher needs to make us feel attract to learn	Yes, definitively more exposure to English speakers	Yes, we want to luse other things
Have you ever used a learning platform to practice English listening comprehension skill?	Yes, but I do not remember the name	Yes, but long time ago I used Duolingo but not anymore	No, just reading o paying attention in what the teacher says	No, we have a computer lab but we never used it for English learning process	No, the teacher is not interesting in that	Yes, one at home but not too much with some classmate it is call	No, we do not think that it necessary for the kind of classes we had	No, never and the teacher just used the book	No, not at school or at home	No, the teacher not teach us listening

|						Duolingo					

Chart number 1 part B source: results obtained in the pre-interview carried out in March, 2018.

Before the research team conducted the pre and post-test, researchers administered a pre-interview (Appendix C) in order to gatherer information from the Treatment group. The information gathered through this tool was very useful in this research study. Thanks to it, researchers were able to know student's opinion about the English subject, the frequency they practiced English at home and some relevant information as well.

The following graphs show what the students answered in the six questions included in the interview.

A.

Question 1: Do you think the English listening practice time inside of the classroom is enough?
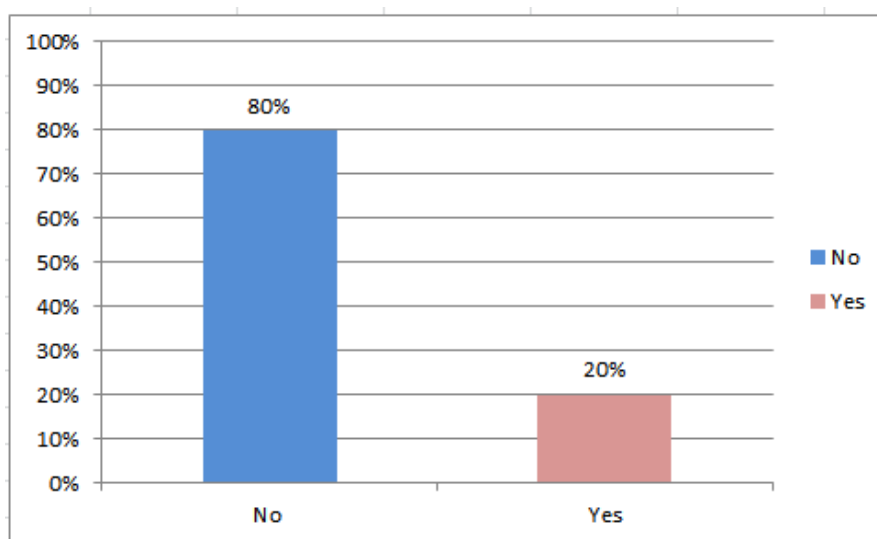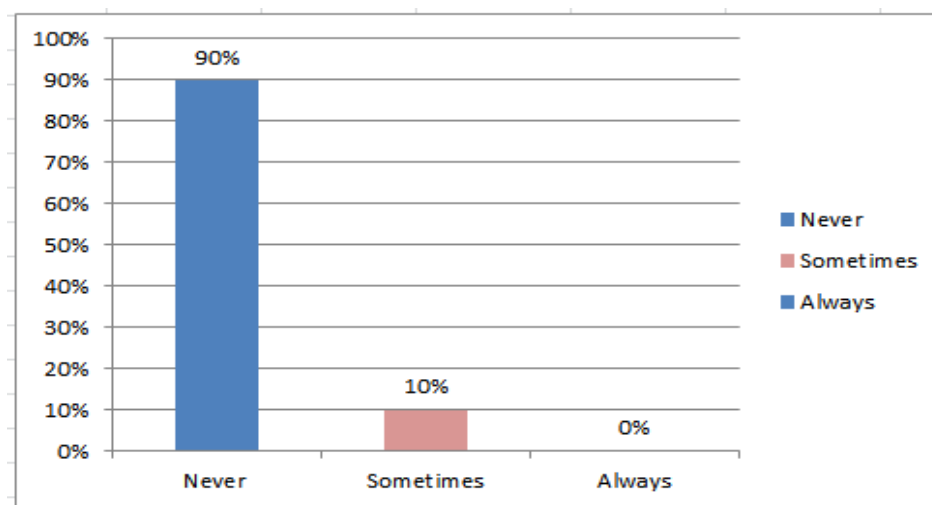

Graph 1: Bar graph showing the results obtained in question 1 of the pre-test interview carried out in March, 2018.

The students from the Treatment group said that they did not have enough English listening practice inside the classroom; The main reasons students gave were that the activities chosen by the teacher were focused only on the writing skill and that they were barely exposed

to the English language. This problematic situation concurs with the words of (Martinez, 2008) when he said there were at least five important factors in the teaching-learning process of the English language: the teacher, the student, the methodology, the curriculum, and the educational context and "if those factors are developed in a good and an appropriate environment, they can be strong tools in the learning process, but if those factors are used wrongly, they can interfere, affect, and delay the process of learning." In the Treatment group's case, their teacher, methodology and educational context did not collaborate to develop the English language, and the researchers perceived that from the observations made to state the problem.

B.

Question 2: How do you classify your frequency in practicing English at home?

Graph 2: Bar graph showing the results obtained in question 2 of the pre-test interview carried out in March, 2018.

As it was stated by the majority of the interviewed students, it is evident that the frequency they pracice English at home creates difficulties for the development of their

English competences. As established before, the exposition to a foreign language makes a learner proficient at it but, students said that they did not feel motivated to practice because they knew that the teacher only used activities such as fill in the blank spaces, write a paragraph, among others. The lack of encouragement in students led them to lose interest in the English subject; praising and encouraging students work are part of the tutor's role. (Dumais, 2016) stated "However, adding regular rewards and gradually increasing the level of challenge will only go so far to maintain your child's interest. Continued praise and support from parents is extremely valuable." On the contrary, the students from Treatment group said they did not count with external motivation because neither their parents nor their teacher pushed them to practice English at home.

C.

Question 3: Do you have problems to understand spoken English and English audios?

Graph 3: Bar graph showing the results obtained in question 3 of the pre-test interview carried out in March, 2018.
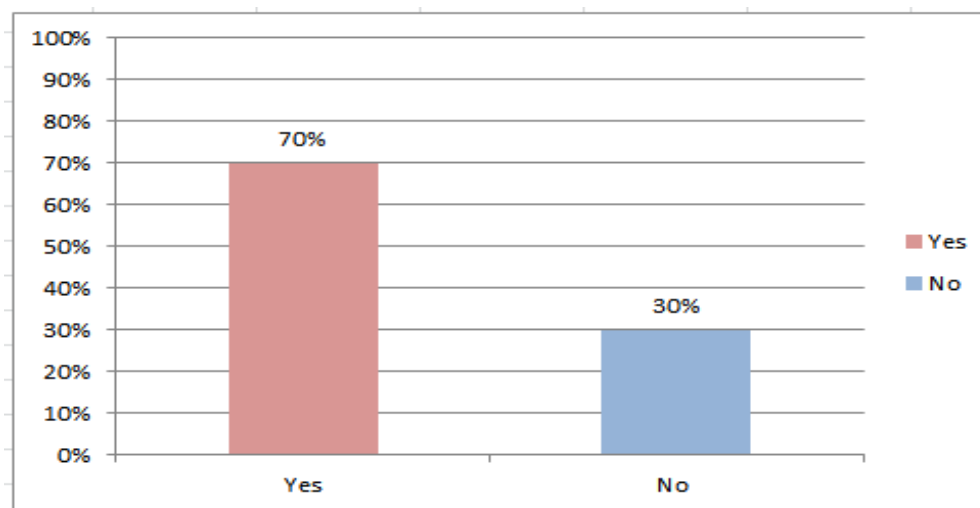
Students had problems to understand spoken English and to extract a clear message from English audios. Students said that they found difficult to understand spoken English due to the fast fluency and the intonation of the speakers; this made the audios very confusing. This situation took place because students from the Treatment group had not developed informative and discriminative listening. According to Dr John A. Kline's work *"Listening Effectively"* these two types of listening arerequired to have a good development in real and also educational life. The researchers noticed the impact the lack of informative and discriminative had in students when they tried to communicate in English, but they could not do it because they did not understand even basic commands in English. In addition, they expressed that they were not exposed enough to the English language because the teacher spoke Spanish almost all the time inside the classroom.

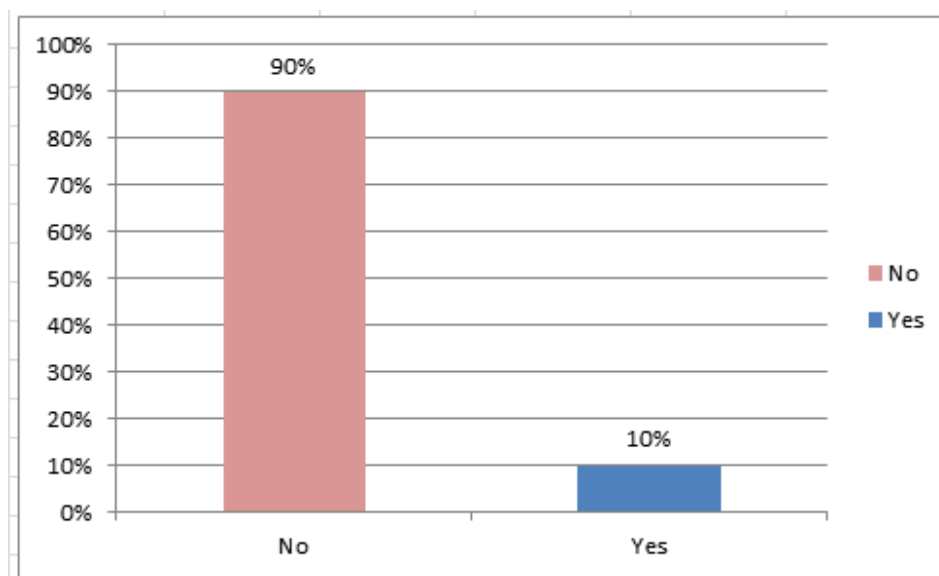**D.**

Question 4 Do you consider English classes are engaging?

Graph 4: Bar graph showing the results obtained in question 4 of the pre-test interview carried out in March, 2018.

A considerable number of students agreed that their English classes were boring because the teacher showed poor level of interest in the class. They said that the vast majority of the time, she asked them to work in the book and after that she left the classroom. Furthermore, students said that the teacher usually asked for homework assignments but she did not check them. Again, the five factors involved in the learning process that (Martinez, 2008) mentioned are the key of students lack of interest in the English subject; the teacher and the methodology did not stimulate students to learn, so they just gave up trying to take the English subject seriously. That is the reason why at the beginning of the intervention stage, students showed reluctant behavior to the English classes.

E.

Question 5: Would you like to have more interactive classes?
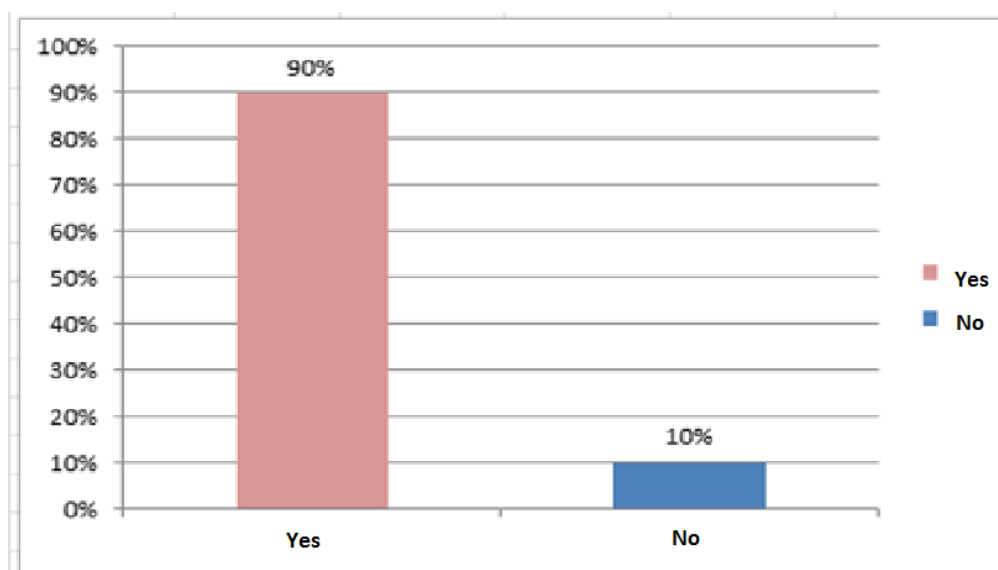
Graph 5: Bar graph showing the results obtained in question 5 of the pre-test interview carried out in March, 2018.

This question is closely related to the previous one because after explaining both questions to the students, they almost provided the same answer to this question. The main reasons they gave were that they would have liked to practice more English inside the classroom and to have more dynamic classes. It was noticeable for researchers that students were expecting something new in their English classes for they have not been exposed to technology. Researchers knew the classes based on the new method were going to be catchy for students' because of (Martinez, 2007) words' when he explained:

"The most obvious promise of the use of technology is its high power for enhancing students learning. The appropriate usage of technological tools such as computer and video inside the classroom guarantees an excellent powerful and motivating stimulus that will surely lead the student to learn with more speed and to retain the information for a more prolonged time."

F.

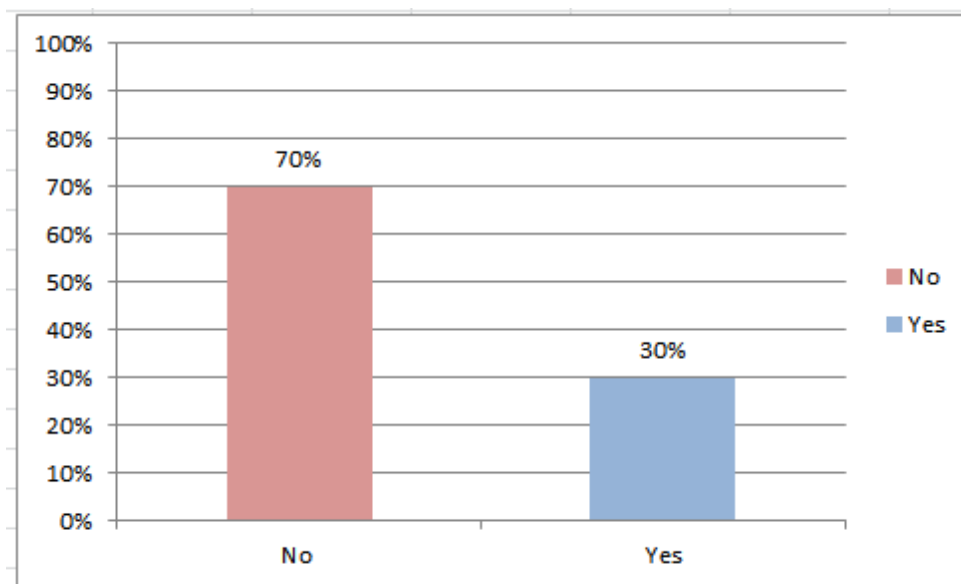**Question 6: Have you ever used a learning platform to practice your English listening comprehension skill?**

Graph 6: Bar graph showing the results obtained in question 6 of the pre-test interview carried out in March, 2018.

Students from Treatment group had not experimented autonomous learning; they said that they had not used a learning platform because they did not feel motivated to do so. In addition, they agreed that they did not try to practice their English listening skill outside the classroom because their teacher never mentioned about that before. To this respect, (Kember, 1997), stated "autonomous learning is based on a constructivist theory of learning, *How Students Learn 4*, whereby each individual student constructs their own understanding based on their prior knowledge and current learning experiences." Researchers observed that the lack of autonomous learning provoked that students felt uninterested about the English language. Some students said that they had used a learning

platform. The researchers asked them about the name of the platform and they said that they used a learning software called Duolingo. They stated that they used the software 2 or 3 times but they clarified that they stopped using the software because it was too difficult for them to use it. This happened because students did not have an experienced tutor that led them to use it properly and that explained them it was normal to lose interest in a learning software for a while. Concerning the above (Dumais, 2016) said:

> "As you will notice from your own behavior with technology, there is often a natural cycle of increasing and waning interest. If your child appears to lose interest in an educational app that you had hoped would interest them longer, don't delete it. Instead, just leave it for a while and then encourage them to return to the app during a long car journey or a wait at the doctor's. You might find that they will quickly pick it up again with increased enthusiasm."

Researchers took this into account and encourage students to use the learning platform daily even though they might have not been in "the study mode" at home; researchers advised them to program their study sessions on the platform to make it easy and to have some rest between their study time, and it worked because they used the learning platform regularly.

4.2.2. Post-interview to Treatment group

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Do you consider that the implementation of new techniques in the English classes	Yes, the classes were very interesting	Yes, the audios and the use of the computerhelped us a lot	No, I think that there not too much change	Yes, the audios the videos the activities makes we want to learn	Yes, the classes changed a lot	No, the new ways are ok but not a big thing	Yes, the interaction between us was great	Yes, the platform was very useful	Yes, the interaction and used of the platform make us improve the	No, the platform is not something very impressive

helped to enhance your listening comprehension level? Why?									listening skill.	
Choose one option of the following words to describe the new method used by the researchers in English classes.	Interesting, we have a new way to use our phones and computers	Interesting, the platform gave us a new ways to learn	Interesting, now I know that we can learn from home in my tablet	Unnecessary, the app is too complicated	Interesting, the platform make our learning funny and interesting	Unnecessary, the classes are the only thing we need	Necessary, the new method and platform change our classes	Necessary, we now can use our phones and tablet to learn	Interesting, is good to use technology	Interesting, Schoology is really good

Why?										
What percentage do you consider your English listening comprehension skill level improved after the English classes taught by the researchers? 20% 40%	50%, now I understand ideas easier	50%, with Schoology now I understand English speakers	50% now is less difficult to understand English speakers	50%, now I listen and catch the main ideas in videos o audios	50%, I can understand what somebody says in English	50%, now my listening is better I can understand better to an English speaker and also words sound	50%, listening is easier for me know the audios and videos	10%, I still have problem to understand audios but I can understand a few words	50%, my listening is better	10%, I understand some words but not too much

60% 80% 100% Why?										
How did you feel with the frequency audios used in class?	Great, we now improve our listening skill	The frequency is good to improve listening	The frequency of audios is a great way to improve	It is good to listen constant to audios	The frequency helps to understand better words	The use of a lot of audios is great now we have a better listening	We feel comfortable with the frequency of audios	The frequency it good and better than just using the book	The audios help a lot in our listening skill	It is great to have a lot of English audios
Choose one option from the following words to	Modern, Schoology is a good example	Modern, Schoology is great because we share info	Innovative, it is a big change in our	Innovative, Schoology shows how	Complicated, I get lost the majority of times I	Complicated, the usage is difficult but it can	Innovative, Schoology is very useful	Innovative, Schoology is the perfect	Innovative, it is a huge change because	Innovative, with Schoology we use more

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describe the learning platform Schoology. Why?	of how we can use technology to learn		classes	technology can help to learn English	just try to pay attention to the audios	be useful I guess	and it can be used in different gadgets, like phones	example to forget about the book	we not only use the book	things beside the book
Would you like to have the learning platform implemented in your English classes he next academic	Yes, to avoid just using the book	Yes, it is better than just writing and reading papers	Yes, we can use it for making homework and share information	Yes, to make tests and share audios and topics form the class	Yes, to avoid the boring time in the book	Yes, to have a new and interesting way to learn	Yes, we need Schoology for avoiding working just in notebooks	Yes, every year if it is possible	Yes, I hate just being on the book	Yes, Schoology help to share ideas and information ot homework between

year? Why?										us
What did you like the most of the usage of the learning platform Schoology?	To share information between us without writing or papers	The online exams and get the grades at the same moment	The tests because we can select options not just being writing	The facility to obtain information	The way to do exams because we can do it at school or at home	If we fail in an exam the teacher can repeat it without writing everything again just changing some things	To hear and watch videos about the topics of the class because it is funny	To obtain the grades automatically when we finish an exam or activity	To share information between us to make homework	To have a new way to learn and use the computer lab

Chart number 2 part "A" source: results obtained in the post-interview carried out in September, 2018.

Students / Questions	Participant 11	Participant 12	Participant 13	Participant 14	Participant 15	Participant 16	Participant 17	Participant 18	Participant 19	Participant 20
Do you consider that the implementation of new techniques in the English classes helped to enhance your	No, the changes are not too much I don't that improve too much my listening	Yes, the techniques makes us to feel interesting to work harder	Yes, the new techniques help us with the listening skill	Yes, I prefer listening audios than using the book	Yes, we were bored to work in the books I prefer audios	No, that platform is a good but too complicated	Yes, we listen to audios a lot it help me	No, we just hear audios but the platform is boring	Yes, the classes was very good	Yes, everything changed and we improved our listening skill a lot

listening comprehension level? Why?	skill									
Choose one option of the following words to describe the new method used by the researchers in English classes. Why?	Boring, I don't think it is necessary I	Necessary, I want to continue using this in the future	Interesting, technology and learning help more	Interesting, using phones tables and computer to learn	Interesting, technology help a lot to learn	Necessary, we need a change and using phones is awesome	Interesting, the use of Schoology and the audios are great	Interesting, I want classes to continue like that	Interesting, we can use computer and phones to learn	Interesting, is going to be great to continue like this

What percentage do you consider your English listening comprehension skill level improved after the English classes taught by the researchers? 20% 40% 60% 80% 100% Why?	60%, using the audios was great I can understand better	60%, now I understand a lot of audios in English	80%, I understand a lot of audios	60%, my listenig is better and I can understand differen audios ans the class	80%, understand is easy now, no problems with words in audios	80%, I understand all the audios you used and I get good grades	50%, I understand what to do in the classes	50%, the audios help me a lot I can understand the audios in class	60%, I prefer to using the audios. The book do not help me	80%, Schoology help me a lot it was interesting
How did you	The	Is useful	We want	It is not a	the	The	It was	The	It is ok	Not too

feel with the frequency audios used in class?	frequency is really good. I want more	to have a lot of audios	to that audios always	lot but it is ok	frequency is good is really good	amount of audios are excellent	interesting to listen a lot of audios	audios have good frequency	because we have a lot of audios	much but no too less
Choose one option from the following words to describe the learning platform Schoology . why?	Innovative, it was difficult at the beginning but it was easy and good	Innovative, the usage of the platform was a little confused at the beginning but then it becomes	Innovative, the audios exposure made us to and understand English	Innovative, the practices on Schoology give a new way to learn	Modern, the platform give a new ways to learn	Modern, Schoology gives a way to learn using technology not just books	Modern, the audios in the platform are new and good for us	Modern, the platform and its different ways to use it gives us a different way to improve listening	Complicated, the platform make me feel confuse	Complicate, the way to hear audios is confusing

|		something easy								
Would you like to have the learning platform implemented in your English classes he next academic year? Why?	Yes, to forget about the book	Yes, to make exams and hear audios and watch educational videos	No, Schoology is good but I am ok with studying in books	Yes, to hear and watch videos of the topics of the classes	Yes, to make the exercises of the book in the platform	No, the platform is useful but the book is useful too	No, with the book it is enough	Yes, we hope the teacher accept the idea and continue using it	Yes, hopefully the teacher is going to be willing to use it next year	No, with books we can learn even if the platform is useful
What did you like the most of the usage of the	We make exams with audios	To use it to hear a lot of audios	we can make activities in the	That we can make exams at home and	To get grades at the moment	We had audios, videos and songs like	To avoid be just writing	To use it to enhance my	To share audios and videos of the topics	The facility of access to the

learning platform Schoology?		and videos	computer lab	at school		homework		English	that are on the book	platform using a computer, phone, or tablet

Chart number 2 part "B" source: results obtained in the post-interview carried out in September, 2018.

After the intervention stage, researchers conducted a post-interview (Appendix D) to students from Treatment group to know their opinion about the learning platform, their listening comprehension level and the new method implemented; the interview had 7 questions where students had to express their point of view without any restriction. Students answered freely to every question, and the answers are presented in the following section.

A.

Question 1: Do you consider that the implementation of new techniques in the English classes helped to enhance your English listening comprehension level? Why?
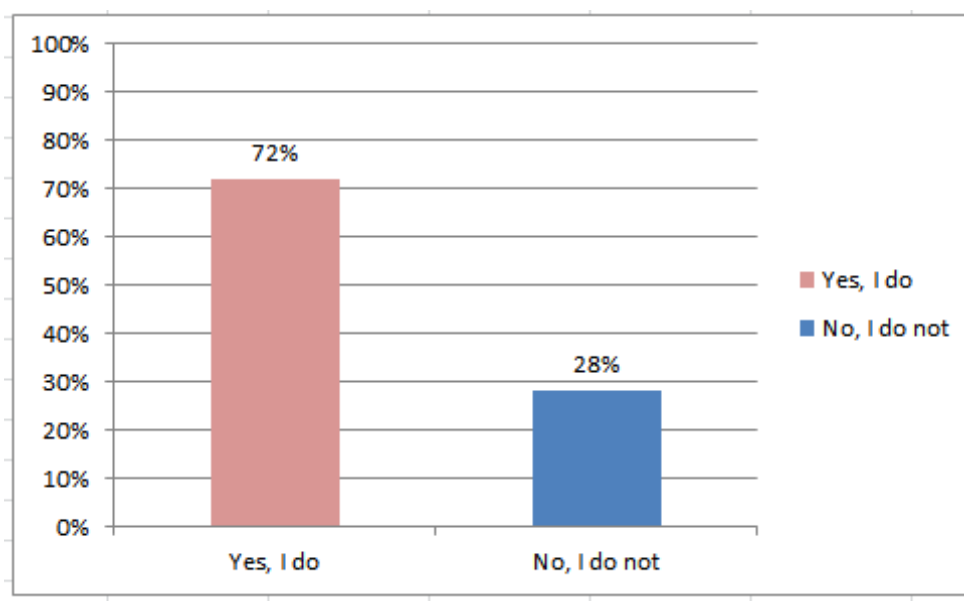
Graph 7: Bar graph showing the results obtained in question 1 of the post-test interview carried out in September, 2018.

Students felt that their English listening comprehension level got enhanced; some of their opinions were that before the intervention stage they were not submitted to get out of their comfort zone because they were accustomed to work in their workbooks the whole English class using Spanish to communicate, so the level of encouragement to continue

improving was very low. All of this proves that the utilization of rewarding students by tutors always provokes a growth in their engagement with some particular subject; researchers encouraged students to work even if they felt they were not ready to complete a task. Researchers made emphasis in the reality that they were capable of carrying out any task if they continued practicing and working. As a result, students worked in their listening comprehension skill's improvement, so they worked confidently as (Dumais, 2016) said "(…)– getting things wrong is part of the learning process. An error shouldn't derail the learning journey or require starting over. Children should get as many chances as they need to find the right answer."

B.

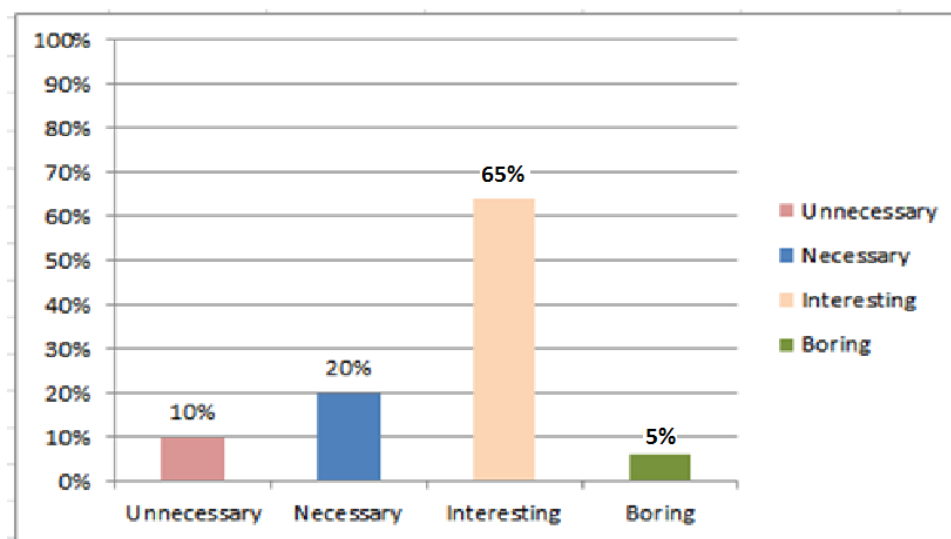**Question 2: Choose one option of the following words to describe the new method used by researchers in English classes. Why?**

Graph 8: Bar graph showing the results obtained in question 2 of the post-test interview carried out in September, 2018.

Graph number 8 shows students' reactions to the usage of the PDP framework and the learning platform Schoology; as it can be seen, the opinions were very varied. For example, for some students, the new method was unnecessary or something extra for them. They could continue studying using the traditional method because it required less effort to be practiced. On the contrary, students that thought it was necessary said that they never thought they could have a way to fuse their gadgets with education and as consequence to make education a little bit funny. This supports the words of (Hämäläinen, 2015) when he said "At its best, successful utilization of technology provides opportunities for more interactive learning and teaching." The comments from the students that said it was interesting were that they had enjoyed the new experience of mixing education with something very alike to a social-network.

C.

Question 3: What percentage do you consider your English listening comprehension skill level improved after the English classes taught by the researchers? 20%, 40%, 60% 80%, 100%Why?
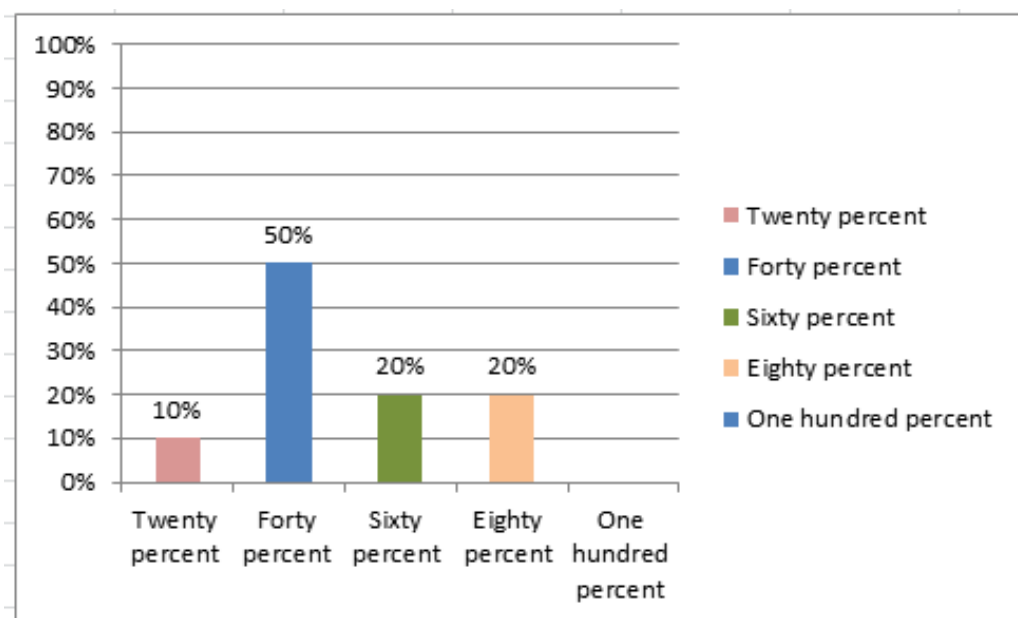
Graph 9: Bar graph showing the results obtained in question 3 of the post-test interview carried out in September, 2018.

Students' beliefs about their improvement were fairly good; according to the post-listening comprehension test, some of the results got low grades on it, but in some cases, they passed the test with no mistakes. Students assumed that since they felt they understood spoken English a little better and passed exams with satisfactory grades, they had had some improvement obviously. Students' comments verify that (Martinez, 2007) was right when he said *"The most obvious promise of the use of technology is its high power for enhancing students learning."* Researchers observed that students improve not only their listening comprehension skill but also their interest in the English subject with the usage of the learning platform.

D. Question number 4 said: How did you feel with the frequency audios were used in class?

Students expressed their ideas differently in this question; for example, some students said that at the beginning they felt lost because they had never been exposed to English audios and been faced to complete activities based on them, but then, they said they got accustomed to the new method. In other opinions, students said they did not pay attention to audios such as podcast and songs in every class for they had not understood that the researchers were using audios to make English classes more appealing for them; students said they thought researchers did not want to teach, so they brought songs for the class. But, once they started with the examination stage from week 9 to week 12, they said they understood the purpose of the frequency, and they felt engaged with the audios chosen by researchers. Again, the teacher and the methodology were strongly involved in students' learning process as responsible

factors of students' learning; this was predicted by (Martinez, 2008) when he said "if those factors are developed in a good and an appropriate environment, they can be strong tools in the learning process."

E.

Question 5: Choose one option from the following words to describe the learning platform Schoology.

Why?
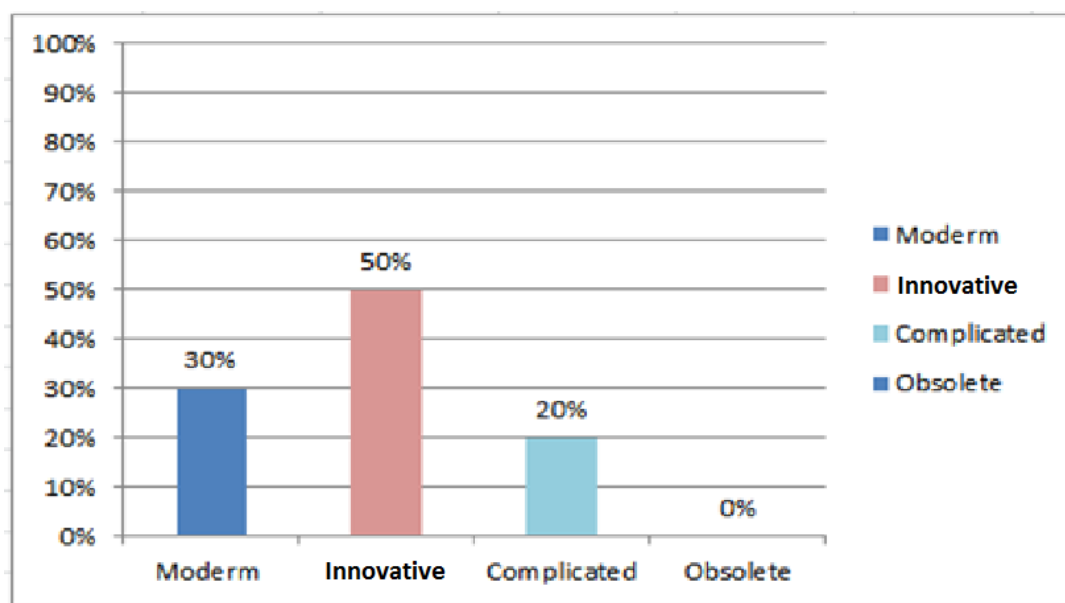
Graph 10: Bar graph showing the results obtained in question 5 of the post-test interview carried out in September, 2018.

Students said that at the beginning they did not feel confident using the learning platform because they were not accustomed to do it; they said that it was complicated because neither their friends nor their parents knew how to deal with something like that. They said even though researchers had trained them about the use of Schoology on the first week, it took

them some time to use it freely because they did not count with computers at home, they just had smartphones. The above supports the words of (Akatemia, 2015) when he said

"Along with technological development, traditional teaching methods have been challenged by various technologically enhanced teaching and learning methods. This trend has received mixed reactions: On the one hand it is feared that these new technologies will replace teachers altogether. On the other hand, the expectations towards technology can also be over-optimistic; that it will solve all the problems of learning."

Researchers reached the conclusion that the role of a tutor continues being extremely important for students even if someone counts with the latest technological resources. On the other hand, some students said it was innovative for they had never used the computer lab to have their English classes or had their exams online; they said they enjoyed that experience because they felt less stressed or bored.

F.

Question 6: Would you like to have the learning platform Schoology implemented in your English classes the next academic year? Why?
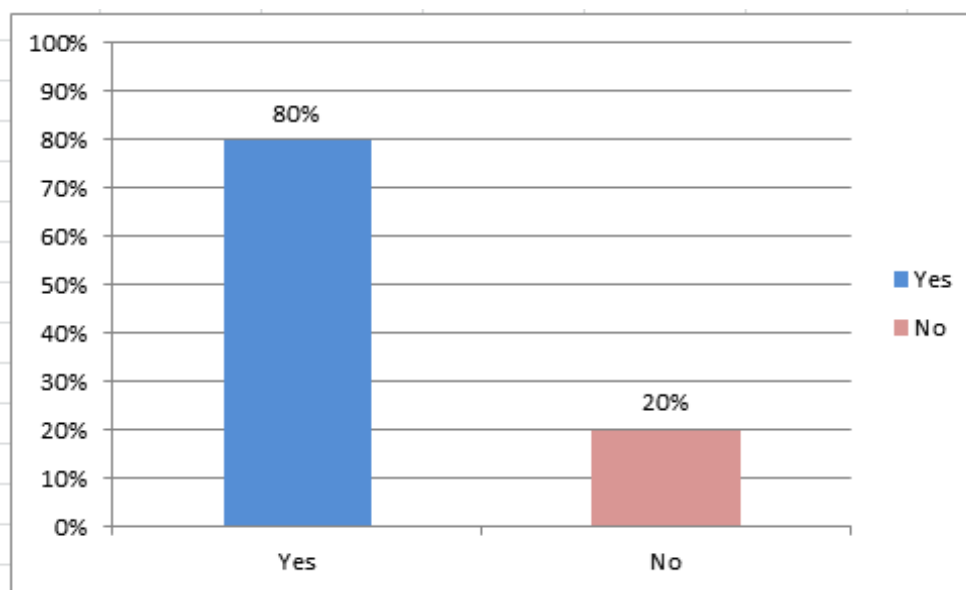
Graph 11: Bar graph showing the results obtained in question 6 of the post-test activity interview out in September, 2018.

As shown in graph number six, students really accepted the utilization of the learning platform in their English classes; students said they will use it as tool to share information or to do test online instead of doing all the work in the classroom where they said they felt less encourage to work. This supports what (Segev, 2014) propused ""As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices?" The minority said they would not like to have it because they considered it unnecessary to study and also a boring activity to do at home; they also manifested that studying was something that must be done within school not at home with the exceptions of studying for exams.

G. Question number 7 said: What did you like the most of the usage of the learning platform Schoology?

In this question, students shared their opinions about the usage of the platform Schoology. Students said that Schoology was a wonderful platform because it facilitated the gathering of information. In addition, they said that they liked to do tests online because they got their grades at the very moment they finished their tests. They also said that sometimes it was inevitable to miss an exam and they believed that it was easier for the teacher to repeat a test online because he had not to write the test all over again, and they even could do the test at home in their gadgets. All of the above mention by students reflects the advantages e-learning has; students found out that they had more than one option to access to their educational place because as timelesslearntech.com clarified "*a Learning Platform is an integrated set of interactive online services that provides the teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management.*" As consequence, they enjoyed and got accustomed to the facilities a learning platform apports.

4.3. Pre and Post-Listening Comprehension Test

The research team used a pre and post English listening comprehension test to measure the comprehension level of the Treatment and Comparison group before and after the intervention stage. The information gathered was used to corroborate the impact of the implementation of the new method in ninth grade students.

4.3.1. Pre-Listening Comprehension Test

During this test, the Treatment and Comparison group had to listen three different audios and analyze eleven questions that were based on the audios of different real-life situations. The first part of the test contained true and false questions in which the students had

to choose if the statement mentioned in the audio was true or false. In the following part, students had to analyze the second audio and had to choose one of the three options that were given in each question. Finally, the last part included a block of questions in which students were able to write the correct answer according to what they heard in the third audio. Both, Treatment and Comparison group, had problems at the time of understanding the audios, especially in the first time each audio was reproduced; students seemed to feel overwhelmed by the speakers' fluency heard in the audio and the quantity of information being delivered. All of the above concurs with what (Kline, 1996) said about listening

"Different situations require different types of listening. We may listen to obtain information, improve a relation - ship, gain appreciation for something, make discriminations, or engage in a critical evaluation. While certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills." (p.29)

The result of poor level of development of informative and discriminative listening was that students did not feel comfortable in the pre-listening comprehension test as Dr John A. Kline's work *"Listening Effectively" explains*; without those specific types of listening, students were not able to decode the audios' message appropriately. The researchers saw students tried to get the meaning of every single word, they articulated some words and then said the meaning in Spanish.

Table number 1 illustrates how the Treatment and Comparison group performed in the previously mentioned test.

Pre diagnostic test grades for comparison group			
8.2	9.1	9.1	
9.1	8.2	8.2	
6.3	8.2	7.3	
8.2	6.3	5.4	
8.2	7.2	8.2	Average
7.2	7.2	5.4	
9.1	6.3		20= 7.62

Pre diagnostic test grades for treatment group			
9.1	6.4	3.6	
8.2	9.1	1.8	
9.1	7.3	6.4	
8.2	3.6	2.7	
6.4	9.1	7.3	Average
10	10	5.4	
9.1	5.6		20= 7.69

Table #1 source: pre-listening test Treatment and Comparison group's grades done in March 2018

The Treatment and Comparison group's results were practically the same; they had an incredibly resemblance in performance in the pre-listening comprehension test. To clarify, both groups had access to the same didactic material provided by the school; also, both groups used the same English book. Despite the fact that the two groups had two different teachers whose lesson plans and teaching styles were different, both groups had almost the same English listening comprehension level. These results made an emphasis with the fact that both selected groups had many similarities which made them proper for this quasi-experimental study.

Graph number 12 shows that pre-listening comprehension test average for the Treatment group was 7.69 and for the Comparison group was 7.62; the students from the Treatment Group scored 0.07 points higher that the Comparison group.

Comparison and Treatment group's Pre-test grades comparison.
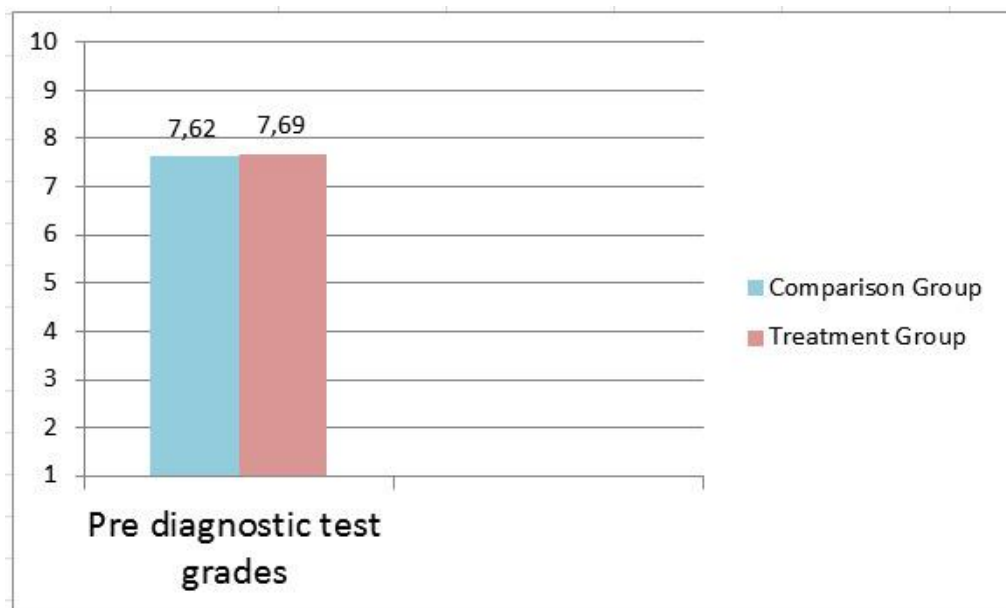
Graph 12: Bar graph showing the results obtained in the pre-test activity by the Comparison and Treatment group in March, 2018.

4.3.2. Post-Listening Comprehension Test

In the twelfth week, the researchers had decided to conduct a final post-listening comprehension test to both Treatment and Comparison group; this final exam had the particularity that was an A2 level exam bringing a new level of difficulty to students who just had faced level A1 exams until week eleven. Thus, the fluency speakers presented in the audio was even higher than before and the information was given normally without any pauses or emphasis on key words. The audio was a podcast where a journalist spoke about an old woman and her lifestyle that helped her to get the best of every stage of her life, even from her old age; this was accompanied by some parts where the old woman spoke herself with a different accent from the journalist's accent to give some pieces of advice to new generations.

Also, the duration of this level A2 audio was longer than the previous tests; the average audio duration of the level A1 exams done by students was around sixty seconds, but the audio duration for the post-listening comprehension test was one hundred and twenty seconds, so researchers decided to play the audio three times for students could get enough information to solve the questions. With thirty seconds to choose the correct answer among the three times the audio was played, students had to work quickly and neatly on it. The test was designed to have 5 questions to be solved with multiple choices (Appendix E), and its questions contained grammar structures according to its level such as simple past, present perfect and present progressive meaning future.

Consequently, students from Treatment and Comparison group felt a little bit worried at the first time they listened to the audio; they expressed their thoughts spontaneously in the middle of the exam and said it was difficult to understand, so researchers had to encourage both groups and explain that they were capable of realizing that task. Students felt less stressed the second and third time the audio was played, and as a result, the last thirty seconds they had to answer were well employed. Their performance in the post-listening comprehension test was surprisingly satisfactory taking into account the conditions explained above; these were the results:

Post diagnostic test grades for comparison group			
10	8	6	
10	6	5	
8	6	6	Average
8	8	5	
6	2	6	20= 6.6
8	6	5	
8	5		

Post diagnostic test grades for treatment group			
10	8	6	
4	10	6	
10	8	6	
8	6	8	
6	8	2	Average
10	8	8	
8	8		20= 7.40

Table #2 source: Treatment and Comparison group's performance in post-listening comprehension test done in September 2018

As shown in table number 2, both groups obtained decent results taking into account that the Comparison group did not have any intervention or help from the researchers' implementation and that the Treatment group worked with the researchers three class hours a week (forty-five minutes each class hour) for three months (twelve weeks) according to the El Salvador's MINED educational plan. It is remarkable that the Treatment group improved their listening comprehension 0.8 points more than the Comparison group in a considerably short period of time. This agrees with Emma Segev's words when she said "From my experience, as little as one hour a week of self-study can boost a student's progress immensely."; this means

that all practices the Treatment group had inside and outside the classroom through the learning platform resulted in success.

In three months, the Treatment group developed their listening skill noticeably to the point that they passed the exam with a grade 2.4 points higher than the average required by MINED to pass the subject; on the other hand, the Comparison group passed the exam with a grade 1.6 higher than MINED's average, but since they got a lower grade in the post-listening comprehension test than in the pre-listening comprehension test, they did not present any development. This is more evident in graph number 13.

Comparison and Treatment group's Post-test grades comparison.
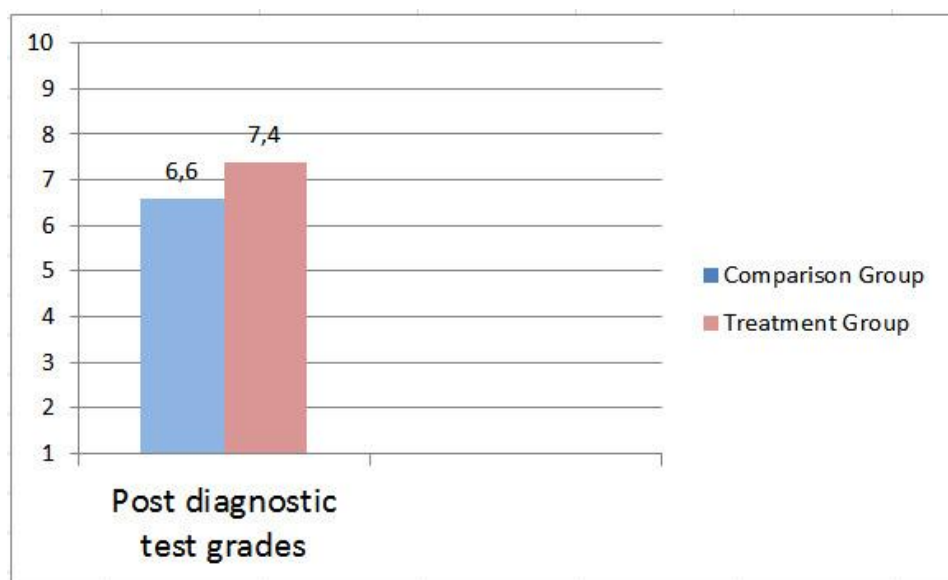
Graph 13: Bar graph showing the results obtained in the pre-test activity by the Comparison and Treatment group in September, 2018.

4.4. Analysis of Observation Checklists and Journal Entries

During the intervention period understood from June 11th to August 31st, the researchers were delivering classes and facilitating information sources, links, exercise sheets, videos, podcasts and practices through Schoology; this process required a lot of work because the researchers had to give students a training in the first week to make students get familiar with the learning platform. Since some students had never had the opportunity to use a computer, it was really difficult to explain from the very simple things like turning the computer on and off until showing students how to enter to the learning platform with their users and passwords. Researchers had to stay extra hours in the school to help students with their challenges in computing to begin with the utilization of the learning platform. The researchers used the English workbook "Welcome to the English Language" by R. Aquino and the contents provided on it to deliver classes because as clarified before that was the only requirement made by the principal to proceed with this research project in the school. This represented a very problematic situation to the researchers because this workbook had many deficiencies in grammar, and the activities given in the book to develop the class were not encouraging enough to make students get engaged with the subject. As a result, researchers had to use the target content and structure given in the book for the class lessons, but they had to bring extra material to the class to fill the gaps where the deficiencies in grammar or the monotonous activities appeared.

From the first to the eighth week, researchers were working with students to develop students' listening comprehension skill. During this period, the researchers looked for many audios and podcast related with the target content and structure stablished in the workbook lessons. The researchers had to look for audios outside the workbook because it did not have

any audio included or any link where students could listen the contents on the web; these audios were searched taking into account the following characteristics: they had to be level A1 and be provided from a suitable web page or book like English Adventure by Pearson Longman or master Mind by Macmillan.

Using the PDP Framework, the researchers faced students with a lot of practices inside the classroom implementing audios to develop students' listening comprehension skill. Students seemed to feel confused at the time of being confronted with this framework because their tutor's classes were based on grammar only. During the first three weeks, students were not developing the three stages of PDP framework in a convenient manner; they got engaged with the pre-phase, but in the during-phase, they did no pay attention to the audio. As consequence, they did not get their duties done in the post-phase. The researchers observed that the main reason for this behavior was that they understood a little from the audios; they tried to develop the during phase, but they felt frustrated because they did not get as much information as they wanted. So, they ended up with a reluctant behavior giving a low level of importance to the activity. Few students had a better understanding of the audios' contents, but since their classmates were speaking, writing on their workbooks or looking for some school supplies, they got distracted and lose interest in solving the task. Nevertheless, from fourth week onwards, students realized that the mechanics of the English class had changed; this happened thanks to the researchers' speeches about the importance of English in a globalized economy, the importance of the listening skill in foreign languages and the advantages the new methodology had. Students trusted the researchers' words because they manifested their necessity to improve their English and their confidence to researchers' efforts to help them, so they initiated to work accurately in every stage on the PDP framework.

In addition, the researchers observed that in the first three weeks, students felt the difference of being taught with traditional methods based on grammar only and being taught through a learning platform, so they started to complain about some details they did not understand to use the platform properly. The complains were based on the manner students had to download documents from the learning platform; they said they could not find the correct way to download the files from it, so researchers brought a laptop to the classroom to show students how to download them. Students said it was easier to complete an exercise sheet in the learning platform than downloading, completing and bringing it to the classroom. Consequently, the researchers assigned homework to be solved in the learning platform for the convenience of students. From week 4 to 8, the researchers observed that students mechanized the utilization of the platform, so they could do task quicker than before; students seemed confident and comfortable at the English classes based on the new method. They acted naturally when researchers asked them to work in the computer lab, and the usage of computer started to be a natural activity for most of students. Some of the students were so comfortable with the computers that they helped their friends spontaneously; as a result, from week 9 to 12, the researchers noted that students managed the learning platform properly and students complains disappeared.

For this reason, from the ninth week to twelfth week, the researchers started bringing one exam weekly on the learning platform to measure the advances students had gotten in developing the listening skill. Students were advertised that they would have four exams divided in four weeks; at the beginning, they felt worried because they said they thought those exams were going to be extremely difficult to solve and were going to affect their average grade in the English subject. The researchers had to clarify that all the practices students had

had were the preparation for those exams, so students said they were going to do the exams, but they still felt nervous. Researchers noticed that some students even offered themselves first as volunteers to do the exams as time passed; consequently, students got accustomed to do exams, and they did not perceive them as something to be afraid of anymore. Finally, students faced themselves with exams, and during the four weeks of examination, they expressed that they felt comfortable with the new way to perform exams; researchers noted that students got some answers from the audios even in the first time, and they were really sure about their answers. The following table illustrates better students' performance during the examination period; these were the results.
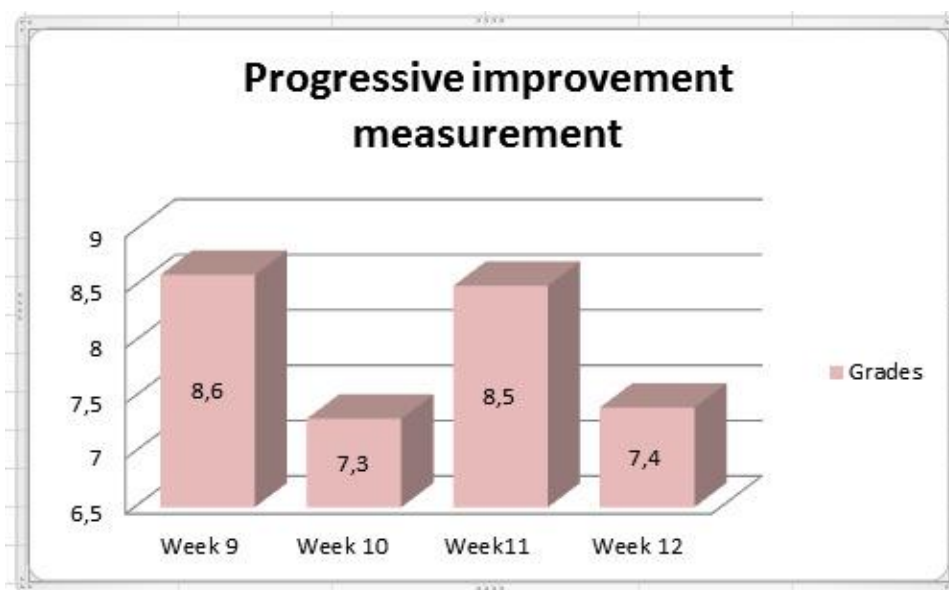
Graph 13: Treatment group progressive improvement measurement

It is vital to clarify that in the twelfth week the researchers provided a level A2 exam to see if students did really improve their listening comprehension skill; they got a lower grade in this exam, but since it was a level A2 exam and they passed it with acceptable results, it is adequate to say that they experienced an improvement in their listening comprehension skill.

This makes an agreement with (Segev 2014) words when she said "From my experience, as little as one hour a week of self-study can boost a student's progress immensely." The encounter of the new methodology plus the exercises students did in the learning platform at home lead the Treatment group to develop their listening skill in a considerably short period of time. Students increased not only their listening skill but also their practice time at home using their smartphones to complete their assignments in the platform.

4.5. Discussion of Results

In conclusion, during the observation stage that was carried out in March 2018, using the observation check list (Appendix B), the researchers observed that ninth grade students presented a low English listening comprehension level. In addition, the pre-listening comprehension test carried out in March 2018 built the basis for researchers to get familiar with the listening comprehension skill level the Treatment and Comparison group had; students from the Comparison group were very similar to students from Treatment group in many stages. This is reflected in the average grade both groups had in the pre-listening comprehension test (Appendix A). Subsequently, the Treatment group started working along with researchers and the learning platform to develop an appropriate listening comprehension skill level; from June 11th to August 31st, researchers worked with the Treatment group bringing a lot of practices to make students be engaged with the English language during a period understood of twelve weeks. The results that emerged from all the work researchers did were that students obtained acceptable grades in the period of examination the researchers had decided to have from week 9 to week 12; furthermore, not only the Treatment group got acceptable grades but also they got engaged with the research project by feeling confident

using the learning platform as a familiar tool inside and outside the classroom and by doing the different tasks the researchers assigned in the learning platform.

All of the above led the Treatment group to the point that in the twelfth week they were faced to a level A2 post-listening comprehension test (Appendix E), and they passed it with an average grade of 7.4 which is 2.4 points higher than the MINED's average grade to pass the subject; on the contrary, the Comparison group was faced to the same post-listening comprehension exam, and they passed it but with an average grade of 6.6 which is 0.8 points lower than the Treatment group's grade. Therefore, it is reasonable to say that it is evident that the students from Treatment group really got an improvement in the development of their listening comprehension skill and had better outcomes since they started working with the researchers in the virtual learning platform.

After the Treatment group students learned how to use the virtual platform, they seemed to be interested in the interventions the research team was carrying out since students had an active participation in the activities chosen by the researchers. As well, the observations registered in the journal book during the last interventions showed that students improved their listening comprehension skill because they were able to extract a clear message from the audios and to complete the activities used by the researchers.

Finally, all the information that was gathered through the instruments used by the researchers allowed the research team to answer the research questions and to reach the objectives that were stated at the beginning of this study. In result, the research team were able to state the final conclusions that are presented in the following chapter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After developing the quasi-experimental research *"The development of Ninth´s Graders English listening skill, Section "A", through the PDP framework using the Virtual Platform Schoology at C.E. Napoleon Rios in 2018"*, the research team reached the following conclusions and recommendations:

5.1. Conclusions

5.1.1. The research team confirmed that the implementation of the virtual platform Schoology with the PDP Framework was successful. The results showed that both are feasible for the enhancement of the listening comprehension skill in ninth grade students.

5.1.2. The analysis of the information gathered through this research study, especially in the post-listening comprehension test (Appendix E), shows that the Treatment group really improved their ability to understand the English language in the spoken form from native speakers and non-native speakers for they were able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, among others. Also, they were capable of identifying the main point of real-life situations on current affairs or topics of personal or professional interest when the delivery was relatively slow and clear.

5.1.3. Furthermore, the implementation of the new method to develop the English listening comprehension skill was successful in comparison with the traditional methodology used by the teacher before the intervention stage taking into account the grades obtained by ninth graders in the pre and post-listening comprehension test (Appendix A & E). To demonstrate this, the pre-listening comprehension test was an A1 level exam that the Treatment group passed with an average grade of 7.69, and the post-listening comprehension test was an A2 exam students passed with an average grade of 7.4. In other words, the Treatment group passed from a basic English listening comprehension level to a basic-intermediate listening comprehension level.

5.1.4. Moreover, the research team concluded that the learning platform Schoology is feasible for the development of the English listening comprehension skill. Undoubtedly, the usage of this platform had a positive impact in the Treatment group at C.E. Napoleon Rios. The Treatment group showed more interest in the English subject since they started using the learning platform because they found out that one of the features of the platform is that members stay in touch sharing information in the courses; since they found out that information could be videos and songs, the platform caught their attention. Consequently, they were exposed to the English language even at home.

5.1.5. The researchers noted that the number of hours scheduled by MINED are enough to develop a B1 English listening comprehension skill until ninth grade, but it depends on the teachers' methodology and also the resources such as computers, cd players, among others that the school has or the teacher uses. To clarify, the Treatment group did not present a B1 listening comprehension level because they worked along with researchers in the intervention stage understood of only three months.

5.1.6. Finally, the research team was able to foster autonomous learning in the Treatment group. The proves of this are that students checked the information uploaded by researchers in the Schoology platform, worked alone in different tasks assigned in class and brought extra material extracted from the web spontaneously.

5.2 Recomendations

5.2.1. For teachers:

5.2.1.1. Researchers recommend to use the PDP framework to develop the listening comprehension skill in students for it is appropriate to maintain students engaged with English classes for short periods of time understood of fifty minutes top.

5.2.1.2. Researchers advise to have the most convenient methodology for each macro skill; there are some specific methodologies that work in favor of specific macro skills as in the case of the PDP framework that is used to develop writing and listening skills. In that way, teachers can assure students exploit the advantages of each methodology to improve each of their macro skills.

5.2.1.3. Researchers propose to teachers and principals to encourage colleagues, once a year, to look for innovative resources to develop their classes such as learning platforms, learning software and gadgets among others. In this way, classes will stay catchy for new generations of students and teachers' work will be less fatiguing, for innovations like the ones mentioned above reduce the number of hours that teachers spend preparing classes and grading tests.

5.2.1.4. Researchers advise to include the learning platform Schoology in the development of English classes because this platform is suitable for the improvement of the English skills. It facilitates the participation of the new generations of students in their own learning process since technology is getting more presence in the Education field.

5.2.1.5. Researchers propose to stimulate students to foster autonomous learning by making them conscious of the different resources they have at hand in their mobile devices and computers. Since autonomous learning plays a huge roll in the improvement of English language's skills, it should be promoted among students inside the classroom, so they do it at home.

5.2.2. For future researchers:

5.2.2.1. Researchers recommend to give students a complete week for explaining the utilization of the learning platform to be used. Five days of training will make students mechanize the usage of the learning platform chosen, and they will let students to get accustomed to control a new tool.

5.2.2.2. Researchers advice not to infer that students know how to use technology because during the intervention stage, researchers realized that some students did not know how to create an e-mail account, how to turn a computer on and off, how to enroll themselves in an online course among others.

5.2.2.3. Researchers propose to have a book filled with the users and passwords of the learning platform of every student because some students forgot or lost their users or

passwords, so researchers had to stay extra hours in the computer lab to help those students to enter to the course again.

5.3.5. At the very beginning, the research team had problems with the login of some of the students in the educational platform Schoology. It was requested by the researchers to create a profile in the platform and to join the curse in order to share didactic materials with the students. Researchers had to ask for the computer laboratory to help students to create a profile and to be part of the curse group.

Appendices

Appendix A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

PRE-LISTENING COMPREHENSION TEST TO DETERMINE THE LEVEL OF LISTENING COMPREHENSION IN NINTH GRADE STUDENTS OF C.E. NAPOLEON RÍOS, SANTA ANA, EL SALVADOR.

Objective: to know the listening comprehension level in the studied population to determine challenges and strengths in listening comprehension

The following questions are based on three different audios in order to analyze, understand, and identify the listening comprehension level of the studied population and thus establish a baseline for initiating the development of the listening comprehension in the study population.

Directions: Listen carefully and answer the following questions.

AUDIO 1: DESCRIBING PEOPLE.

Listen and circle the right choice.

Hannah has two brothers	**True**	**False**
Hannah brothers' names are Alex and Jim	**True**	**False**

Hannah brothers' are fifteen years old	True	False
Hannah brothers' have short brown hair	True	False
Hannah brothers' have green eyes	True	False

AUDIO 2: FIRST DAY AT SCHOOL

Listen and underline the right choice.

1- What are Sumy friends' names?

    a. Pablo and Greta

    b. Pablo and Berta

    c. Greta and Paulo

2- Who is from Germany?

    a. Pablo

    b. Greta

    c. Sumy

3- Who is from Argentina?

    a. Pablo

    b. Greta

    c. Sumy

AUDIO 3: INTRODUCING A FRIEND.

1- What are the name of the students?

_____

2- In what class the students are?

_____

3- What is the name of the students' teacher?

_____

Appendix B

OBSERVATION CHECKLIST TO OBSERVE NINTH GRADERS LISTENING COMPREHENSION DEVELOPMENT AT C.E. NAPOLEON RIOS DURING THE YEAR 2018

RESEARCHER: THESIS GROUP

DATE: _____

Objective: To gather data about the English listening skill development and ninth grade students' behavior during English classes.

1-Do students understand the audio in the listening comprehension activity?

Observations:_____

_____

2- Do students participate activetily in class?

Observations:_____

_____

3- Is the listening comprehension activity affecting students' behavior?

Observations:_____

_____

4- Do students complete all the activities developed in the class?

Observations:_____

_____

5- Do students enjoy the activities chosen by the teacher to develop their listening comprehension skill?

Observations:_____

_____

6- Do students show concern about developing their English listening comprehension skill?

Observations:_____

_____

7- Do students ask the teacher to play more than 3 times the audios used in the class?

Observations:_____

_____

Appendix C

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

PRE-INTERVIEW GUIDE ADDRESSED TO NINTH GRADERS SECTION "A" AT C.E. NAPOLEON RIOS IN THE YEAR 2018

OBJECTIVE: To compare ninth grade Section "A" students' opinion before and after the intervention stage.

Directions: In the next set of questions, students have to answer the items regarding the performance of their English classes. Please, feel free to give your point of view about your English classes. Thank you very much for your help

1. Do you think the English practice time inside of the classroom is enough?

2. How do you classify your frequency in practicing English at home?

always	
sometimes	
never	

3. Do you have problems to understand spoken English and English audios?

4. Do you consider English classes are engaging? Why?

5. Would you like to have more interactive classes?
6. Have you ever used a learning platform to practice your English listening comprehension skill?

Appendix D

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

POST-INTERVIEW GUIDE ADDRESSED TO NINTH GRADERS SECTION "A" AT C.E. NAPOLEON RIOS IN THE YEAR 2018

OBJECTIVE: To compare ninth grade Section "A" students' opinion before and after the intervention stage.

Directions: In the next set of questions, students have to answer the items regarding the performance of their English classes. Please, feel free to give your point of view about your English classes. Thank you very much for your help

1. Do you consider that the implementation of new techniques in the English classes helped to enhance your English listening comprehension level? Why?
A. Yes   B) No
2. Choose one option of the following words to describe the new method used by researchers in English classes. Why?

Unnecessary	
Necessary	
interesting	
Boring	

3. What percentage do you consider your English listening comprehension skill level improved after the English classes taught by the researchers? Why?

20%	40%	60%	80%	100%

4. How did you feel with the frequency audios were used in class?

5. Choose one option from the following words to describe the learning platform Schoology. Why?

Modern	
Innovative	
Complicated	
Obsolete	

6. Would you like to have the learning platform Schoology implemented in your English classes the next academic year? Why?

A. Yes   B) No

7. What did you like the most of the usage of the learning platform Schoology?

Appendix E

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

POST-LISTENING DIAGNOSTIC TEST TO DETERMINE THE LEVEL OF LISTENING COMPREHENSION IN NINTH GRADE STUDENTS OF C.E. NAPOLEON RÍOS, SANTA ANA, EL SALVADOR.

Objective: to know the listening comprehension level in the treatment and comparison group to determine challenges and strengths in listening comprehension

The following questions are based on one audio in order to analyze, understand, and identify the listening comprehension level of the treatment and comparison group and thus establish a baseline for initiating the development of the listening comprehension in the treatment group.

Directions: Listen carefully and underline the right choice.

1. Where was this lady born?

a) India   b) England   c) USA

2. How old is she?

- 87
- 93

- 97

3. She has been teaching yoga, full-time, since _____.

- 1957.

- 1963.

- 1967.

4. Even when she was ___, she won dance competitions.

- 65

- 75

- 85

5. What is she going to do when she retires?

- She will not retire.

- She will travel around the world.

- She will write a book.

Appendix F

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 1 from June 11-15

The first class was really challenging because the students were not that familiar with the methodology the teacher was using at that time because previously the teacher paid more attention to develop the contents based on writing and reading. So, at the moment, the students realized that the classes were going to be different, and that the target skill was going to be the listening skill which they barely practiced they were not that confident. Surely, the teacher support the students at all times, and the methodology was shown little by little so that the students felt more confident about the process. To sum up, the first week was one of the most difficult ones to the students because they were learning through a different method.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 2 from june 18-22

On the second week, the teacher faced plenty of challenges that were related to enrolling all the students within the platform. lndeed, enrolling the students in the platform was not difficult at all, but the students after being enrolled and after being asked to write the username and password down, they kept forgetting both so that the researchers had to enrolled everyone again to have all of them able to get access to the platform. Some of students were kind of frustrated by this process, but it was necessary. Finally, these types of challenges were overcome successfully; both the students and teachers were able to continue working together to develop the contents planned.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 3 from June 25-29

At the moment that the class started, the students were very excited about the class and about the methodology that was based on multimedia resources such as listening activity, videos, and podcasts, among others. One teacher was in charge to explaining the contents during forty five minutes, and the peer was taking notes about the behaviors and reactions from the students during the activities. Usually, the students were over excited that they began cross talking especially because all of them were girls so that the teacher had to catch their attention really often. Overall, the students really struggle to understand and to express what they want to say. In addition, they struggle when the moment of speaking and listening came because those skills usually are left apart. Finally, the students seem to be interested to go all the way with this process.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 4 from July 2-6

During the fourth week, to develop the contents in an interesting way was complicated because the contents from the book given by the teacher in charge of ninth grade were not presented in an interesting way for the students. So the teacher had to look for multimedia resources to teach the contents in a different way to make it more appealing to the students. In addition, the students were shown some videos to put in practice the listening skill. The students got engaged most of the time with the pre phase activity, but they really struggle in the during phase or post phase because of different reasons that were related with their poor level of attention at some points of the class or the difficulty of the videos according to their level. In the end, the class was completed with some challenges.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
JournalEntry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 5 from July 9-13

The following class was based on audios from very well know books such as English Adventure by Pearson Longman or master Mind by Macmillan because the teacher wanted to present the best contents possible to the students. So the students continued having plenty of activities based on the PDP framework looking for developing the listening skill. At this time, the students still felt challenged but they showed a different attitude towards the way they were being taught the topics. Even though they struggled some times, the teachers saw the confident the students were showing. At the end, to develop the listening skill is not that easy so by continue practicing the students were going to improve their listening skill.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 6 from July 16-20

By the sixth week, the students were more familiar with the methodology and the platform as well. Therefore, the teacher implemented more activities at the laboratory so the students could be immersed more deeply with the platform and the PDP framework as well. Also, some times the students were assess using Schoology platform to measure the improvement during the first weeks of interventions. During the tests, something that caught the attention for the teacher in charge was that the results were delivered as soon as the student finished the test. So students were eager to make the test to know their improvement as well. To sum up, the classes were given using a variety of activities to keep the students engaged.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 7 from July 23-27

By the seventh week, the majority of students felt confident with the teachers, and at some point they felt confident as well with the new way they were being taught the contents. The teacher continued developing the class based on multimedia resources to target the listening skill. Little by little the difficulty was increased. Therefore, the audios or podcast especially were more challenging. Of course, that was something that the students noticed because they were assessed with more difficult contents. And the results were given to the students in person. Also, the students received some feedback after every test as long as they expressed how they felt the test. So the teacher could take into account the students words. Clearly, the difficulty of some contents made the students to have a hard time during the tests.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
Journal Entry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 8 from August 30-03

On the eight week, it is worth to mention that some external factors were making more difficult to follow the lesson plans that teachers created. So students and teachers had to work even harder to accomplish the goals and to cover the contents in every unit. At this point, students feel really comfortable with the teachers, but the contents were always challenging to them so they had to really pay attention to the audios to get the idea and to be able to answer in the most accurate way possible. During this phase, the students were given plenty of practices to enhance their listening skill.

APPENDDIX: JOURNAL ENTRY
University Of El Salvador
Western Multidisciplinary Campus
Foreign Language Department
JournalEntry

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 9 from August 6-10

On the ninth all possible scenarios with the treatment groups were already faced and overcome, so students felt sort of comfortable with the methodology of the class. Most importantly, they students began having a better understanding of the audios, videos or podcast that they were listening to. Overall, the students were showing a good level of understanding, and they were performing well during the class and during the tests. In addition, at this point the issue that was really common at the beginning of the classes about forgetting the username and password was gone. They all had the username and password reset they had full access to the platform to be assessed with the new material.

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 10 from August 13-17

During this week, the students kept the same energy in the class; however, that did not mean the class was easy to be develop. Indeed, to handle a group of students which had a lot of energy was a difficult task, so the teacher had to prepare the class really well to cover all the possible scenarios. Therefore, the teacher prepared some warm-ups, coolers; fill ins according to the students' needs and the moment of the class. So the students were motivated during the whole class. One thing that is worth mentioning is that even though the students felt really challenged not only by the class's contents but also they felt challenged by the way they were present the contents they kept trying to do the tasks given. The students' listening skill was target most of the time during the class. At the end, the students showed interest for the topics.

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 11 from August 20-24

During the eleventh week of intervention, the classes were almost over. Therefore the students were being assessed more often because the researchers wanted to know the improvement the students had regarding the listening skill. Something that was really interesting was that some students did show a very good level of understanding towards the contents. Some of the students got really high grades. It is worth mentioning that the level of audios was being changed week by week from easy to more difficult, but the students were able to adapt themselves to this change. Finally, the students with some difficulties because the audios were challenging were able to complete the course.

Objective: To gather detailed information of the intervention stage

TREATMENT GROUP

Date: Week 12 from august 27-31

In this week, the whole process of intervention with the students had finished already. The students kept working during the twelve weeks to improve the listening skill which was the target skill. So for the researchers to know their improvement a last test was given to them to measure one last time during the process. But this time, the same test was given to the afternoon groups which had no English classes with this methodology using Schoology platform. This test was developed to measure both groups the treatment group and the comparison group. To sum the students improve the listening skill in a very good level.

Appendix G

UNIT : 3

TOPIC:My hometown

Target Content:

Tourist attractions

Target Structure: yes/no questions, embedded questions

Objectives:
By engaging in different communicative tasks, swbat:

- **Recognize the difference between direct questions and embedded questions**
- **Asking for and giving information about tourist attractions**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

---

Warm-up (5 minutes)

- Ask your students about tourist attractions in El Salvador

E.G. T: Do you know where the Coatepeque Lake is?

S: Yes, it is in Santa Ana

T: Do you know where Los Chorros pools are?

S: Yes, they are in La Libertad, near Santa Tecla

(key): bring some pictures to activate students English mode. Here are some places you can look for:

Cerro Verde	Tazumal ruins	Montecristo Forest
Atecozol	Joya de Cerén	Amapulapa
El Cuco beach	Ilopango lake	Ichanmichen

Speaking activity (20 minutes)

Pre-activity:

- ✓ The teacher will explain some of the prepositions of place.
- ✓ The students will tell the teacher some prepositions of place the may know.

During-activity:

- ✓ The teacher will ask to the students to be in pairs.
- ✓ The teacher will play an audio with examples of how to give addresses and how to go them
- ✓ The students will get a map to practice orally how to give directions based on the map.
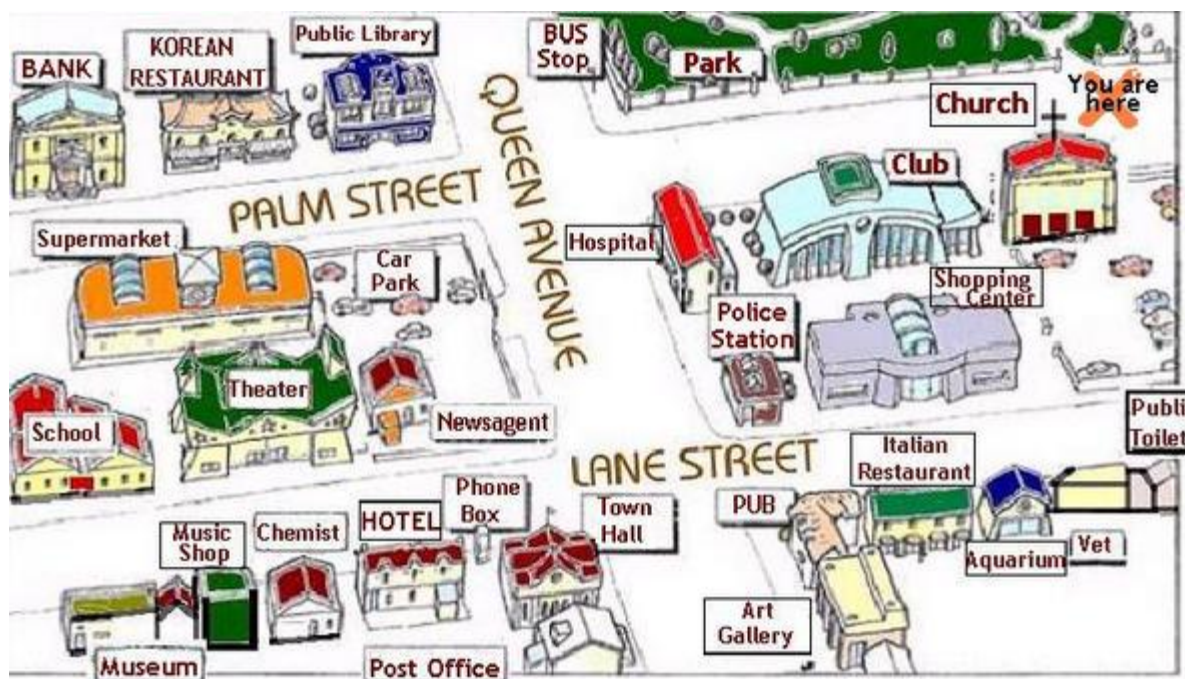
Post-activity:

- ✓ The teacher will ask the students some ss to give a direction in front of the class.

Listening practice (10minutes)

PRE PHASE

- ✓ Tell students about what they learn in previous activity
- ✓ Explain the students that they ae going to hear an audio with names of streets short addresses
- ✓ Provide students with key word of possible difficult words are going to be say
- ✓ Not all addresses will be spelled
- ✓ Only streets names which are difficult

DURING PHASE

- ✓ Students will hear the audio of 1:43 minutes for they write the addresses down
- ✓ The audio will be played three times

POST PHASE

- ✓ Students will past to the front to say what they write down
- ✓ The teacher will help to correct mispronounced words

Writing and speaking activity (10 minutes)

PRE PHASE

- ✓ Explain to the students that they have to write the address of their home now that they know how to write and explain addresses with the previous activities (it could be an unreal one)

Warm-up PIN PON///// PON (5 minutes)

DURING PHASE

- ✓ Students can work alone or in pairs during the activity

POST PHASE

Students will say their addresses to their classmates at the front

Learning new words (20 minutes)

PRE-PHASE

Students will be given some of the words that are consider the most difficult ones to know how the words sound and then they are going to look up the meaning if the words in a dictionary. Let them use their cellphones.

else	_____	top	_____	see	_____
peak	_____	hill	_____	say	_____
forest	_____	site	_____	hike	_____
woods	_____	lake	_____	walk	_____
around	_____	near	_____	climb	_____
through	_____	kind	_____	swim	_____
bottom	_____	water	_____	share	_____
granary	_____	under	_____	sound	_____
footpaths	_____	warm	_____	spend	_____
mountain	_____	foggy	_____	provide	_____

DURING PHASE

Students will hear an audio with the words in order for they know how they are pronounced

Students will write the meaning of the words and also they are going to say in pairs the words to practice how to pronounce them based on the audio previously given

POST PHASE

Students will share what they found in the dictionary and finally the are going to practice how to pronounce the words by listening the audio once again and then practicing with the teacher

Travelling (30 minutes)

PRE PHASE

The teacher will give an explanation about what travel means and also the experiences that can be done (this is going to help to introduce for the net topic about tourist places) also the

teacher is going to provide in a paper what it is said on the audio in order students get a better idea o also make them recognize how the words that they are going to read sound and are write

This is what the audio said:

Travelling gives you many wonderful experiences you cannot find in your own country. You meet local people and get to understand different cultures. It's so exciting. I love planning trips and doing some research on the country or countries I want to visit. Sometimes I like to plan everything in advance, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with no hotel reservation and no fixed plans. I prefer staying in hostels and guest houses. You get to meet and talk to different and interesting people and share information. I also like to visit places that are off the beaten track. Being somewhere with thousands of other tourists? It's not my cup of tea.

DURING PHASE

Students will hear an audio call "travelling" three times

POST PHASE

Students will repeat the paragraph together in order for having a full understanding of it and how to pronounced each word

Listen and answer the questions (35 minutes)

PRE PHASE

The teacher will give an explanation of the next audio related with a journalist describing the Champs-Elysees in Paris

DURING PHASE

Students will hear the audio three times for they get clear what is about

Paris. There's the wondrous *Louvre*, the romantic *Ile de la Cite*, the mysterious *Notre Dame*, the iconic *Eiffel Tower* and there's the *Champs Elysees*. It was, and remains a breathtaking piece of town planning, as the wide, tree-lined boulevard stretches from the formal gardens at one end towards the *Arc de Triomphe* at the other. The thoroughfare has long been considered classic France; the place where Parisians stroll beneath the plane trees, take a coffee and window shop in the luxury stores, and by night, lovers promenade in the moonlight.

But if anyone asks me for advice about where to visit in Paris, I'd suggest they steered well clear. Where there were once exclusive boutiques selling quality clothing and jewellery, the shops now are ostentatious, with branded products, cheaply-made and overpriced. The businessmen who own them are just in it for the money. Now, boys with fake tans and smooth tongues greet excitable girls who queue around the block to pick up something they can pick up in any city in the world. On a corner stand four garish, sports cars which might look elegant if they didn't have the words *Drive-Me* painted brashly on the side. Men in loose clothing and too much jewellery skulk around them, while a sign bears the slogan 'Dream on Board'. I find the sight repellent, but clearly I'm in the minority, as there is a constant stream of customers paying out to have their pictures taken next to the gaudy models, or paying out ninety Euros for a closely-supervised trawl through the traffic. By night it's just as bad. The salubrious hotels and elegant Parisian bars have been replaced by a series of nightclubs frequented by footballers and girls who totter painfully on heels. By night, you are more likely to see drug dealers, drunken fights and staggering women than lovers, hands clasped, gazing fondly into each others' eyes; No harmonious sound of an accordion to complete the scene, everything is drowned out by electronic music and the heavy pump of a bass beat. I'm not alone in thinking that, at least when it comes to the Champs Elysees, Paris has lost some of its charm. Many Parisians feel the same way about the loss of their iconic boulevard. In fact, you'll have a hard job finding anyone along the *Champs* who is actually French. They know it is crowded, overpriced and tacky, and only venture there at Christmas to see the lights. They know it is not a place worth going to try and glimpse the imaginary Paris that no longer exists

POST PHASE

Students will answers the following questions.

The Arc de Triomphe stands in formal gardens.

○ True

○ False

2 The author recommends the Champs Elysees to tourists visiting Paris.

○ True

○ False

3 The shops no longer sell quality products.

○ True

○ False

4 Well-dressed men are hired by stores to greet female shoppers.

○ True

○ False

5 People can pay to hire a sports car on the Champs Elysees.

○ True

○ False

6 The speaker thinks the sports cars in the Champs Elysees look elegant.

○ True
○ False

7 The Champs Elysees is more romantic by night than by day.

○ True
○ False

8 You can hear loud accordion music on the Champs Elysees at night.

○ True
○ False

9 Hardly any of the people who frequent the Champs Elysees are French.

○ True
○ False

10 The Champs Elysees is a popular place to see lights at Christmas.

○ True
○ False

TOPIC:My hometown

Target Content:

Tourist attractions

Target Structure: yes/no questions, embedded questions

Objectives:
By engaging in different communicative tasks, swbat:

- **Recognize the difference between direct questions and embedded questions**
- **Asking for and giving information about tourist attractions**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks, audios

Warm-up (5 minutes)

Ask students about previous class activities and play a hot potato game with the words they learn in the previous class to see if they remember the meaning of them.

Conversation (20 minutes)

PRE PHASE

The teacher explain the conversation in page 31 about tourist places in order for students get familiar with accents, conversations, and words.

DURING PHASE

The teacher will play an audio Students will first repeat after the teacher the complete

conversation and then they are going to practice in pairs the conversations for passing at the front and tell the conversations in front of their classmates

POST PHASE

The teacher will ask for new words and doubts about pronunciation

Getting to know some tourist (20 minutes)

Work in pairs, read and discuss the information. Then, find in the box the missing name to complete the information.

(key): this activity is on the students' book pag. 32

Warm-up (5 minutos)

- Bring pieces of papers with the name of different well-known tourist places
- Ask your students about those tourist attractions in El Salvador

E.G. T: Do you know where the Coatepeque Lake is?

S: Yes, it is in Santa Ana

T: Do you know where Los Chorros pools are?

S: Yes, they are in La Libertad, near Santa Tecla

How far is it? (30 minutes)

PRE PHASE

Have pair of students, look at this chart and take turns practicing this model orally, as well the students will hear an audio of the places in the chart. **(page 33 activity 6)**

A. Where is El Cuco located?
B. It is located in San Miguel
A. How far is it from San Salvador?
B. It is 160 Kms

DURING PHASE

Students will write questions and answers use the model that were practice before and they have to practice orally with their classmates while the teacher monitors for doubts and

problems with pronunciation.

POST PHASE

Students will past to the front a read what they did to see if they are correct and correct possible problems of accent or pronunciation

Describing places (25 minutes)

PRE PHASE

The teacher will explain to the students that they are ging to see some pictures of different places in El Salvador and they are going to describe them base on what they are going to see but orally at the front.

DURING PHASE

The teacher will post the pictures on the board

POST PHASE

Students will pass to the front and explain on the pictures

Video activity (35 minutes)

PRE PHASE

The teacher will explain to the estudents that will see a video of turitic places in el Salvador

DURING PHASE

Students will watch the video
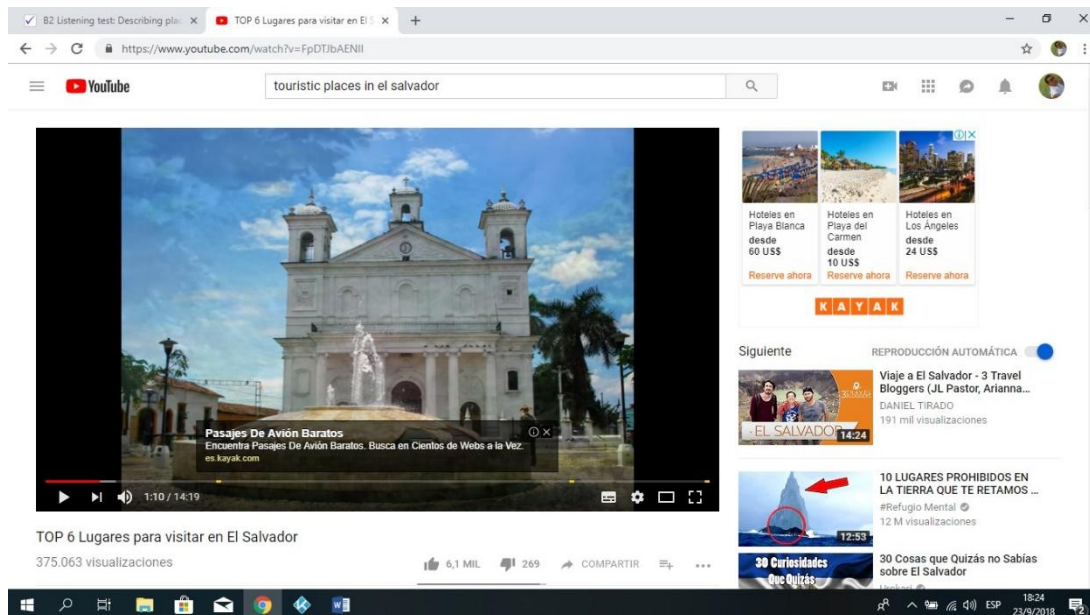
POST PHASE

Students will discuss about what they watched in class

C.E. NAPOLEON RIOS
SANTA ANA, SANTA ANA.

UNIT : 3

TOPIC:My hometown

Target Content: **Tourist attractions**

Target Structure: yes/no questions, embedded questions

Objectives: By engaging in different communicative tasks, swbat: • **Recognize the difference between direct questions and embedded questions**   • **Giving cultural information about important tourist places**

Materials: **board, erasers, markers, lesson plan, radio, audios, books, notebooks**

	Warm up (5 minutes) • Have your students work in groups of three. • Students have to write a short description about a tourist trip in El Salvador. • Give them these questions to guide them to write the paragraph.**Where did you go? How did you get there? How much time did you stay there? What did you do? What did you see?** **Information source page 36 (25 minutes)**
	PRE PHASE

- Read the introduction for your students and explain them what the reading is about
- Spread your students into seven group, each group for each tourist place
- Have them reading their assigned tourist places

DURING PHASE

- Give them ten minutes to prepare a short explanation of the festivity they have
- Encourage them to write down some main ideas
- Ask them to memorize their short explanation

POST PHASE

- Give each team 1 minute to present
- Use the time remaining for giving feedback
- Look for new word and how to pronounce it well

THE LESSON ON SIGHTSEEING (30 minutes)

PRE PHASE

The teacher will explain about listening, and activities on grammar, spelling and vocabulary for this lesson on "Sightseeing"

DURIN PHASE

The teacher will play an audio of "Sightseeing"

Why do we like sightseeing so much? I think it's because we want to see all the famous places we learnt about when we were at school. I remember learning about the Pyramids in Egypt and really wanting to visit them. Many years later I did. I was one of the thousands of sightseers who crawled around the Pyramids on a hot, Cairo day. I learnt after that to go sightseeing early in the morning. That way you get to the sights before the tour groups have even woken up. It's lovely to have a world-famous sight all to yourself in the morning. There are so many sights to see it's difficult to know where to begin, or where to go next. I want to go and see every sight in the world. Early in the morning, of course.

POST PHASE

Students will discuss about what they heard on the audio in order to fill the blanks

Why do we like sightseeing so much? I think it's because we want to see _____ we learnt about when we were at school. I remember learning about the Pyramids in Egypt and _____ them. Many years later I did. I was one of the thousands of sightseers _____ the Pyramids on a hot, Cairo day. I learnt after that to go sightseeing early in the morning. That way _____ before the tour groups _____. It's lovely to have a world-famous _____ in the morning. There are _____ it's difficult to know where to begin, or where to go next. I want _____ sight in the world. Early in the morning, of course.

Audio-visual activities (25 minutes)

PRE PHASE

The teacher will explain to the students that he will play a video of about popular thing to see and do in London and the point is that students listen and understand the main idea and do not try to understand the whole video

DURING PHASE

The teacher will play the video three times

Link of the video

https://www.esolcourses.com/uk-english/beginners-grammar/modals/lesson-6/listening.html

POST PHASE

Students will fill the blanks

1) A lively place, with lots of shops, restaurants, and pubs - [ ] [ ]

2) This famous place is home to Nelson's Column - [ ] [ ]

3) Where the Queen lives - [ ] [ ]

4) A ferris wheel with great views of London! - [ ] [ ]

Alphabet soup (15 minutes)

In order for students take a break they are going to work in this activity

Winter vocabulary

```
s j l r e s a l e j n t o l r o n e o r
c j f s n w n a s a s r n s i o j n r t
a s d f f o s w w a a e n t i j a s d f
r a n e r m c h i l l y i e c h c n o s
f t s n o w m a n t o c n t e a k l s o
f l a z z z f j d n o a l e s e e n s o
o s n a e e l a s o n d f e k o t n a l
c o n e n e l a s n t i n m a n t o s l i
i c e f o t o a s n t e a i t a n e t i
f n s h o t c h o c o l a t e s e r l t
e l a s n a s d l n n c r t s o s w n a
d h u t n c a r l u n x i e n o n t s u
g n s w e a t e r s i d c n r e n o s l
l a l n t i j i o s i e n s o c r a t l
o o r n s l a n e n u v n v o o y f l r
v i n a z o l d n s f i r e p l a c e n
e a r t u i n e l a r o e m o d s n c o
s l d j t s h e a t i n g n t a s d l n
l s j l s a s r f j z s e n c e w o e n
l n r o l r t j d s n o w b a l l n e o
```

scarf	ice	frozen
gloves	ice skates	jacket
mittens	hot chocolate	sweater
snow	reindeer	chilly
snowman	cold	fireplace
heating	wind	snowball

Vocabulary exercise (35 minutes)

PRE PHASE

The teacher will prove to the students of a series of vocabulary about words and places in town

They are going to know what the mean y how is the place

They are going to use the computer lab

DURING PHASE

Students will hear the audio they are going to select which one is the correct word of the

following link

http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/places-town

POST PHASE

They are going to place the word in the right image based on what they heard.

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UNIT : 3

TOPIC:My hometown

Target Content:
Festivals and cultural events

Target Structure: yes/no questions, embedded questions

Objectives:
By engaging in different communicative tasks, swbat:
• **Recognize the difference between direct questions and embedded questions**
• **Giving information about cultural and religious events**

Materials:
board, erasers, markers, lesson plan, radio, audios, books, notebooks

	Warm-up (10 minutes)
	• Bring pieces of papers with the name of different well-known festivals of El Salvador
	• Ask your students about those festivals in El Salvador and what kind of things people do on them
	E.G. T: Do you know what the holly week is?

S: Yes, is the country national vacations.

T: Do you know when the San Miguel carnival is?

S: Yes, it is on November.

Paraphrasing (35 minutes)

Have your students work in small groups and paraphrase the previous information **(page 37)** in order to write a brief summary **(page 38)**

January 16	Peace Accords Day	Dia de los acuerdos de paz	Celebrates the peace accords singing between the guerrilla and the government in 1992

Writing page 39 (30 minutes)
- Write a detailed description of a vacation destination.

PRE-PHASE
- Based on an audio, students will write a short paragraph based on what they grasp of it to recommend about the festivals and cultural events to present to the class.

- Students have to write at least 25 sentences

DURING-PHASE

- Students will hear an audio about a letter that they received from Maria Elena Martinez teacher at Colegio Gabriela Mistral in Santiago de Chile and they have to recommend places to go to visit in El Salvador and when are the festivities depending of the places that students recommend.**(page 39)**

POST-PHASE

- Students will pass to the front in order to explain what they understand about the listening and also to read the recommendations for the teacher that's coming.

Activities on vacations (35 minutes)

PRE PHASE

The teacher will explain about a audio in order for students fill blanks

DURING PHASE

The teacher will play the audio three times for students get main ideas

POST PHASE

Students will answer the following:

1. The woman wants to _____ on Monday.

A. go to the lake

B. visit the city park

C. walk along the river

2. The man doesn't want to go because he _____.

A. is busy with work

B. wants to see a movie instead

C. is worried about the sun

3. On Tuesday, the woman suggests _____.

A. visiting an art museum

B. going for a bike ride

C. driving in the mountains

4. On Wednesday, the woman wants to _____

A. go fishing

B. catch a movie

C. have a barbecue

5. On Friday or Saturday, the woman would like to _____.

A. go shopping for clothing

B. have a nice picnic

C. play games at home

Audio activities (25 minutes)

PRE PHASE

The teacher will use the computer lab in order to make the following activity in Schoology:

Alan and Henrietta meet on the train and talk about Alan's European trip. Complete these sentences with ONE or TWO words.

DURING PHASE

Students will hear the audio uploaded in Schoology three times

POST PHASE

Students will answer the following

Alan: I [   ] all over Europe. Twenty-four days, seven countries.

Alan: I started in Amsterdam. I [   ] Dutch friend Rita there.

Alan: We went to college together. [   ] in Amsterdam for three days.

Alan: The weather [   ] and windy and really cold, but I had a great time.

Alan: Yes, they were so beautiful. We [   ] two huge art galleries.

Alan: They [   ] exhibitions of the old Dutch painters like Vermeer and Rembrandt.

Alan: I [   ] house in Munich that was 800 years old. It was incredible.

Alan: I [   ] so many photos of the city.

Alan: No, not really. I [   ] a very good guide book with me, very informative.

Alan: Yes, after a few days in Munich, I [   ] train south to Italy and stayed two days in Milan.

UNIT : 3

TOPIC:My hometown

Target Content:

Tourist attractions

Objectives:
By engaging in different communicative tasks, swbat:

- **Recognize the difference between direct questions and embedded questions**
- **Giving cultural information about important tourist places**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

warm up (10 minutes) "Sharks are coming" Students be stand while the teacher say sharks are coming and students will aks how many? And when the teacher said a number the students have to move fast in order to form groups of the number that the teacher said and the one that do not get a groups have t answer some questions about the topics of previous classes.   **TELL ME ABOUT YOUR LAST VACATION PART I (30 MINUTES)** **PRE PHASE** The teacher will explain the activities that are going to be develop with a video uploaded in

Schoology

DURING PHASE

The teacher will play the video three times for the students

http://www.youtube.com/watch?v=2v5AlmrqEug

POST PHASE

The students have to answer:

1/ True or false:

Tell if the following statements are true or false.

•	The man tells about his last vacation	True	or False
•	She went to India.	True	or False
•	The country she visited has always the same scenery.	True	or False
•	It's very interesting to meet all the different ethnic groups	True	or False
•	She went there with a friend and paid a guide to visit the local area.	True	or False
•	She paid one thousand dollars for her holiday.	True	or False
•	She stayed in a very expensive hotel.	True	or False
•	She liked the local food.	True	or False

TELL ME ABOUT YOUR LAST VACATION PART II (30 MINUTES)

PRE PHASE

the teacher will play the video foe they fill some blanks and he is going to clarify doubts meaning of words and how to pronounce it

DURING PHASE

The teacher will play the video three times for the students in Schoology

http://www.youtube.com/watch?v=2v5AlmrqEug

POST PHASE

Answer the questions:

a.   Where   did   she   go   for   her vacation?………………………………………………………………………………………

b.   How   long   did   she   stay there?……………………………………………………………………………

c.   What   are   the   characteristics   of   the   country   she visited?……………………………………………………………………………………

d.   What   about   the   activities   you   can   do there?………
……………………………………………………………………

e.   With   whom   did   she   go there?………

....

f.   Who   did   she
meet?...
....

g.   Give   details   about   the   tour   guide.
....
....

h.   What   is   the   cost   of   the
stay?..
....

i.   Where   did   she   stay?   (What   kind   of
accommodation?)..
....

j.   What did she eat?...

k.   Did   she   enjoy   her   trip?Give   the
reasons..

TELL ME ABOUT YOUR LAST VACATION PART III (30 MINUTES)

PRE PHASE

the teacher will play the video foe they fill some blanks and he is going to clarify doubts
meaning of words and how to pronounce it

DURING PHASE

The teacher will play the video three times for the students

http://www.youtube.com/watch?v=2v5AlmrqEug

POST PHASE

Fill in the gaps:

-Tell me about your last …………………… .

- Well, my last vacation was in Vietnam. I was in Vietnam for ………………. weeks.

- How was it ?

- It was fantastic. It's a beautiful country.

- And what did you do ?

- Many things. Vietnam is a country that is very …………………, so the south is very different from the north. In the south, you can go to the beach and I went swimming in the ocean. It's very …………….. In the north, I went to the mountains where it's very cold and I went ………….

-And how was that ?

-It was beautiful. It was, the …………………. was beautiful, and they have many different ethnic groups in the north. So it's very interesting to meet all the different people.

-Did you go alone ?

-No, I went with a friend.

-And what, who did you meet along the way ?

-We met many families and children. We met many people who were …………………. They were working in the rice fields. We also were lucky to have a tour guide, who was from the local area and could show us all the …………….. of the local area.

-So, did you pay a guide ?

-Yes, yes we did.

-And how did you do that ?

-He gave us, he gave us a……………………….. rate of how much we had to pay. And so, we went to the cash machine and we took out the money and we paid it to him .

-And was the ………………………….. trip very expensive ?

-No, Vietnam is not an expensive country. I think for a three-week-holiday we only

spent around one thousand five ………………dollars, US dollars.

-One thousand five …………………… dollars ?

-Yes.

-Plus …………………………. to get to and from Vietnam.

-Plus, yes, yes plus the cost for the ……………………

-And where did you stay at night ?

-It's very easy to find ……………………… in Vietnam. So each time we arrived in a new city, we asked at the bus station or train station, and someone took us to a , to a hostel.

-You always stayed in a hostel ?

-Yes, we always stayed in a hostel, or a ……………………. hotel.

-And did,did you eat the local food ?

-Yes, we did. It was delicious. They have very …………………………ingredients. And I like the Vietnamese food. I liked the Vietnamese food very much because it's not very ………………………………., it's very fresh. We ate a lot of salad and these kind of things.

-Did you get …………………… ?

-No. Both of us were very lucky. We didn't get sick and we ate a lot .

-Do you recommend it ?

-Yes, I thoroughly recommend it. It was a wonderful trip.

TELL ME ABOUT YOUR LAST VACATION PART IV (35 MINUTES)

PRE PHASE

the teacher will give the completed conversation of the video and is going tp request the students to translate into Spanish

DURING PHASE

Students will work in groups for translating the paragraph

POST PHASE

Students will read the whole paragraph in Spanish and English

ANSWERS:

1/ True or false:

a. False (It is the woman who tells about her vacation)

b. False (she went to Vietnam)

c. False (the scenery is different if you compare the north to the south)

d. True

e. True

f. False (she paid 1,500 $ + the cost of the flight)

g. False (she stayed in cheap hotels)

h. True.

2/ a. She went to Vietnam

b. She stayed there for three weeks.

c. In the North, you go to the mountains: it's very cold. In the South, you can go to the beach, it's hot.

d. In the North, you hike, in the South you swim.

e. She went there with a friend.

f. She met many families and children. They were farmers who were working in the rice fields.

g. He gave them a standard rate of how much they had to pay. They went to a cash machine and took out the money they gave to him.

h. She spent 1,500 dollars.

i. She stayed in a hostel or a cheap hotel.

j. She ate the local food with fresh ingredients like salads.

k. Yes, she did. It was a wonderful trip because Vietnam is a diverse country with a beautiful scenery. She also met many different ethnic groups. Besides the local food was delicious.

3/ The missing words are :

vacation – three – diverse – hot – hiking – scenery – farmers – sites – standard – entire – hundred – hundred – transportation – flight – accommodation – cheap – fresh – fried – sick.

-Tell me about your last vacation .

- Well, my last vacation was in Vietnam. I was in Vietnam for three weeks.

- How was it ?

- It was fantastic. It's a beautiful country.

- And what did you do ?

-Many things. Vietnam is a country that is very diverse, so the south is very different from the north. In the south, you can go to the beach and I went swimming in the ocean. It's very hot. In the north, I went to the mountains where it's very cold and I went hiking.

　　　-And how was that ?

　　　-It was beautiful. It was, the scenery was beautiful, and they have many different ethnic groups in the north. So it's very interesting to meet all the different people.

　　　-Did you go alone ?

　　　-No, I went with a friend.

　　　-And what, who did you meet along the way ?

　　　-We met many families and children. We met many people who were farmers. They were working in the rice fields. We also were lucky to have a tour guide, who was from the local area and could show us all the sites of the local area.

　　　-So, did you pay a guide ?

　　　-Yes, yes we did.

　　　-And how did you do that ?

　　　-He gave us, he gave us a standard rate of how much we had to pay. And so, we went to the cash machine and we took out the money and we paid it to him .

　　　-And was the entire trip very expensive ?

　　　-No, Vietnam is not an expensive country. I think for a three-week-holiday we only

spent around one thousand five hundred dollars, US dollars.

-One thousand five hundred dollars ?

-Yes.

-Plus transportation to get to and from Vietnam.

-Plus, yes, yes plus the cost for the flight.

-And where did you stay at night ?

-It's very easy to find accomodation in Vietnam. So each time we arrived in a new city, we asked at the bus station or train station, and someone took us to a , to a hostel.

-You always stayed in a hostel ?

-Yes, we always stayed in a hostel, or a cheap hotel.

-And did,did you eat the local food ?

-Yes, we did. It was delicious. They have very fresh ingredients. And I like the Vietnamese food. I liked the Vietnamese food very much because it's not very fried, it's very fresh. We ate a lot of salad and these kind of things.

-Did you get sick ?

-No. Both of us were very lucky. We didn't get sick and we ate a lot .

-Do you recommend it ?

-Yes, I thoroughly recommend it. It was a wonderful trip.

Homework: ask students to do the reinforcement posted in Schoology

UNIT : 3

TOPIC:My hometown

Target Content:

Tourist attractions

Objectives:
By engaging in different communicative tasks, swbat:

- • vocabulary: food
- • structure: 'Do you like …?', should, imperatives
- • curricular work: menus, recipes, food groups, healthy eating
- • integrated skills: listening, speaking, reading, writing

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

Warm up (5 minutes)

Ask students about their favorite food and if they like cook o but it

Vocabulary of food (30 minutes)

PRE PHASE

The teacher give an explanation about kinds of food and their name in order to students get

an idea de vocabulary in the audio-visual presentation.

DURING PHASE

The teacher will play de 14:42 video in order for students write and understand the names of the food and how to pronounce it

Video link:

https://www.youtube.com/watch?v=Q793ho7TtAA

POST PHASE

Students have to write an 8 line paragraph with the names of food they got and talk about a topic randomly

Crossword (30 minutes)

PRE PHASE

The teacher will explain the crossword game in order for students know how is about and is going to provide with the words but they have to guess in which places has to be

1. Watermelon

2. Pear

3. Chocolate

4. Ice Cream

5. Hamburger

6. Meat

7. Salami

8. Egg

DURIN PHASE

Students will work in couples on the activity

Food & Drinks Crossword

Directions: Use the pictures below to fill in the words across and down in the puzzle.

POST PHASE

Students will share their answers

Isn't food one of life's greatest pleasures? (25 minutes)

PRE PHASE

The teacher will explain the audio activity in order for students filling the blanks base on the following

Isn't food one of life's greatest pleasures? Do you know anyone who doesn't like food? I don't. There is so much delicious food in the world. You could spend a whole lifetime eating a different dish every day. What's the tastiest food in the world? This is a very difficult question to answer. My taste in food keeps changing. Sometimes my favourite is a dessert, but then I change my mind and go for a spicy curry. It's great that countries have so many different dishes. Do you think your national dish is best? Nowadays we have to be careful about what we eat. Fast food is not good for us. We need to focus more on healthy food. Maybe we have to be more careful in the future. Make sure the food you eat is good for you.

DURING PHASE

The teacher will play the audio thre times in order for students fill the blanks

Isn't food _____ greatest pleasures? Do you know anyone who doesn't like food? I don't. There _____ delicious food in the world. You _____ whole lifetime eating a different dish every day. What's the tastiest food in the world? This _____ difficult question to answer. My taste in food keeps changing. Sometimes my favourite is a dessert, but then I _____ and go for a spicy curry. It's great that countries have so many different dishes. Do _____ national dish is best? Nowadays we have to be careful _____ eat. Fast food is not good for us. We need _____ on healthy food. Maybe we have to _____ in the future. _____ food you eat is good for you.

POST PHASE

Students will share their fill the blanks on a chart in the board

Translation (10 minutes)

Students have to translate to Spanish the following words

Lentils

banana/plantain

rice

milk/cream

sweet peppers

chillies

bread

cheese

salad leaves

spinach

chicken

pork

fish

eggs

potatoes

corn/maize

spices/herbs

citrus fruits

cabbage/greens/cauliflower

leeks

carrots

berries

pasta/noodles

tomatoes

beans

couscous/bulghur

grapes

cheese

tea

olives

apples

Reinforcement of embedded questions of simple present tense and tag questions

(35 minutes)

THE SIMPLE PRESENT TENSE IS USED:

To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:

I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)

To give instructions or directions:

You walk for two hundred meters, then you turn left.

To express fixed arrangements, present or future:

Your exam starts at 09.00

To express future time, after some conjunctions: after, when, before, as soon as, until:

He'll give it to you when you come next Saturday.

EXAMPLES

For habits

He drinks tea at breakfast.

She only eats fish.

They watch television regularly.

For repeated actions or events

We catch the bus every morning.

It rains every afternoon in the hot season.

They drive to Monaco every summer.

For general truths

Water freezes at zero degrees.

The Earth revolves around the Sun.

Her mother is Peruvian.

For instructions or directions

Open the packet and pour the contents into hot water.

You take the No.6 bus to Watney and then the No.10 to Bedford.

For fixed arrangements

His mother arrives tomorrow.

Our holiday starts on the 26th March

With future constructions

She'll see you before she leaves.

We'll give it to her when she arrives.

TAG QUESTIONS

Question tags are the short questions that we put on the end of sentences – particularly in spoken English. There are lots of different question tags but the rules are not difficult to learn.

Positive/negative

If the main part of the sentence is positive, the question tag is negative ….

He's a doctor, isn't he?

You work in a bank, don't you?

... and if the main part of the sentence is negative, the question tag is positive.

You haven't met him, have you?

She isn't coming, is she?

Homework: ask students to do the reinforcement posted in Schoology

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UNIT : 3

TOPIC: vacation, travel problems, hobbies

Target Content: past of the verb to be, present simple

Target Structure: past simple, present simple

Objectives:
By engaging in different communicative tasks, swbat:

- **How to use the simple past, present simple**
- **Identify information about travel problems**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

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	Warm-up Hangman (10 minutes)
	The class will be divided into two groups group A and group B, every group is going to have a chance guess a word, the groups are going to choose a representative to write the word down the board before the man is hanged. The groups which guess more words win.
	My vacations
	Pre phase-the teacher will share the last vacation experience he had with the class; also, he will request some students to share the last vacation experiences with everyone.

(10 minutes)

During phase – the teacher will show a video to the students about Rashid's vacations. So the students will get more familiar with the vocabulary to describe their vacations.

The students will watch the video twice to write down some phraseology that might help them to express their own vacation experience. (15 minutes)

https://www.youtube.com/watch?v=FG0USQaru8o

Post phase – the students will write a 8 line paragraph describing their last vacations using the phraseology they learnt in the video showed(10 minutes)

Board Race –

Warm up – The class will be divided into two groups A and B; they are going to make two lines. Every line of students will be given a marker so they will make the lines towards the board, and the students will write the name of some movies as many as they can. The team with more names of movies written will win. (5 minutes)

Favorite Movies

PRE-PASHE – The teacher will ask the students what are their favorite movies, actors and actress, genre, and if they prefer to watch a movie at the cinema or home. (15 minutes)

DURING-PHASE – the teacher will play an audio two times about two persons talking about their favorite movie. The students will listen to it twice to fully understand the audio. After they listen to it, the students are going to answer some questions. (15 minutes)

https://www.youtube.com/watch?v=2viVyPTwxsk

1. What kind of movies does he/she like?
2. What other genre was mention in the conversation?
3. What is his favorite kind of story?
4. Do they like the same genre?
5. Was it a real story?
6. Does he remember the name of the movie?

POST-PHASE – The students will work in pairs to create a conversation about their favorite movie. The students will write down their conversation in a sheet of paper. (10 minutes)

Simon says-

Warm up – Stand in front of the class (you are Simon for the duration of this game).

- Do an action and say Simon Says [action]. The students must copy what you do.
- Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
- Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
- The winner is the last student standing.
- To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

Pre phase – the teacher will ask the students what their hobbies; also, the teacher will ask the students to work in pairs and to share their hobbies with their partners, and to interchange partners every two minutes for 5 times. (15 minutes)

e.g.

a- Do you have any hobbies?
b- yes, I do. I have some hobbies.
c- What kind of hobbies do you have?
d- Well, I like to play soccer and videogames.
e- What kind of video games do you play?
f- Emm, I like to play first shooter person videogames with my friends.

During Phase – the teacher will an audio that is a conversation between two friends who are talking about their hobbies; the students will listen to it twice to fully understand what the video is about. The teacher will ask the students to make groups of three to discuss what they video was about and to write down some of the hobbies mentioned and the new   words as well.

Post phase – The teacher will ask the students to work in pair to create a conversation in which they are going to tell their hobbies when they were children.

UNIT : 3

TOPIC:Shopping and travelling

Target Content: Shopping

Target Structure:

Objectives:
By engaging in different communicative tasks, swbat:

- **Having daily conversation about the shopping**
- **Giving information about cultural and religious events**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

	Shopping The teacher will ask the students to make groups of three to speak about shopping habits. **PRE-PHASE** - Students will hear an audio between two people shopping and selling. The students will listen to the conversation among them twice. https://www.youtube.com/watch?v=9rUBucP3NbU

DURING-PHASE

- Based on the audio, students will prepare a role play simulating selling and shopping different items. The students will use the phraseology heard in the audio.

POST-PHASE

- Students will write a little paragraph narrating the last time they went shopping.

<div align="center">

Warm up (5 minutes)

</div>

- Ask students about their most favorite places to go on vacations. The students will discuss about their favorite places in pairs.

<div align="center">

Most iconic places to go on vacations

</div>

PRE-PHASE

The students will talk about the most breathtaking places that they will like to visit for at least one time. The students will work in pairs, so the teacher will assign a number to each student so the students will be paired by the numbers they were given.

DURIN-PHASE

- The students will watch a video about some of the most breathtaking places around the world. https://www.youtube.com/watch?v=OHAWwaYu2H0

POST-PHASE

- Students will write a paragraph describing the place shown in the video that they liked the most.

Talking about professions

PRE-PHASE

The students will talk about the some common professions that they may know. This time, the students will go around the entire classroom discussing about some professions they like the most. They will be discussing for ten minutes.

DURIN-PHASE

- The students will listen to an audio in which some people are describing some of the most common professions. https://www.youtube.com/watch?v=YAX3Yu4gueQ

POST-PHASE

- Students will write a paragraph describing the profession that they will like to perform when they undergraduate.

UNIT : 3

TOPIC:likes and preferences

Target Content:

Target Structure:

Objectives:
By engaging in different communicative tasks, swbat:

- **How to use the grammar structure "present simple"**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

<table>
<tr><td></td><td>

Warm-up (10 minutes)

The teacher will ask the students to divide the class into two groups (A and B); after that, the students will make two lines to be passing to the board to write their favorite bands or singers. There are going to be three rounds the team who writes more singers or bands will win each round.

Listening about the song "You're beautiful"

</td></tr>
</table>

Pre phase-the students will be paying attention to the song the teacher will play twice.

My life is brilliant

My life is brilliant
My love is pure
I saw an angel
Of that I'm sure
She smiled at me on the subway
She was with another man
But I won't lose no sleep on that
'Cause I've got a plan

You're beautiful
You're beautiful
You're beautiful, it's true
I saw your face in a crowded place
And I don't know what to do
'Cause I'll never be with you

Yes, she caught my eye
As we walked on by
She could see from my face that I was
Flyin' high
And I don't think that I'll see her again
But we shared a moment that will last till the end

You're beautiful
You're beautiful
You're beautiful, it's true
I saw your face in a crowded place
And I don't know what to do
'Cause I'll never be with you

La-la-la-la
La-la-la-la
La-la-la-la, la

You're beautiful
You're beautiful
You're beautiful, it's true
There must be an angel with a smile on her face
When she thought up that I should be with you
But it's time to face the truth
I will never be with you

During phase – the students will listen to a song that its grammar structure tackles the present simple that is the focus for the class. So the students will have fun while they are able to understand the usage of present simple in context. (5 minutes audio)

https://www.youtube.com/watch?v=nX1VeFBo9AQ

James Blunt - You're Beautiful Lyrics

Post phase – the students will fill up the blanks for the lyrics.

My life is brilliant

My life is brilliant
My love _____
I saw an angel
Of that _____
She smiled at me on the subway
She was with another man
But I won't lose no sleep on that
'Cause I've got a plan

You're beautiful

You're _____
You're beautiful, _____
I saw your face in a crowded place
And I _____
'Cause I'll never be with you

Yes, she caught my eye
As we walked on by
She could see from my face that I was
Flyin' high
And I _____ I'll see her again
But we shared a moment that will last till the end

You're beautiful
_____
You're beautiful, it's true
I saw your face in a crowded place
And I _____
'Cause I'll never be with you

La-la-la-la
La-la-la-la
La-la-la-la, la

You're beautiful
_____
You're beautiful, it's true
There must be an angel with a smile on her face
When she thought up that I should be with you
_____
I will never be with you

History of Machu Pichu

Warm up – the teacher will play the hot potato, so whenever a student keeps the hot potato, he or she will take a piece of paper with a statement to read it and to say the

tag ending to that statement. (10 minutes)

History of Machu Pichu

PRE-PASHE - The students are going to listen to the history of Machu Pichu.

https://www.youtube.com/watch?v=cnMa-Sm9H4k

DURING-PHASE - Students will read the paragraph about the history of Machu Pichu

History of Machu Pichu

Machu Picchu is a 15th-century Inca site located on a ridge between the Huayna Picchu and Machu Picchu mountains in Peru. It sits 7,970 feet (2,430 meters) above sea level on the eastern slope of the Andes and overlooks the Urubamba River hundreds of feet below.

The site's excellent preservation, the quality of its architecture, and the breathtaking mountain vista it occupies has made Machu Picchu one of the most famous archaeological sites in the world today. The site covers 80,000 acres (32,500 hectares). Terraced fields on the edge of the site were once

used for growing crops, likely maize and potatoes.

In 1911, explorer Hiram Bingham III, a professor at Yale University, visited the site and published its existence for the first time. He found it covered with vegetation, much of which has now been removed. The buildings were made without mortar (typical of the Inca), their granite stones quarried and precisely cut.

When Bingham discovered the site he was actually searching for Vilcabamba, the last capital of the Inca before their final defeat at the hands of the Spanish in 1572.

POST-PHASE - Students will listen to the audio about the history of Machu Pichu once again, before writing a little paragraph about what they heard.

Annual Cultural Traditions

Warm up – the teacher will do an activity called ping pong to motivate the students to the rest of the class.(10 minutes)

History of The Great Wall

Pre phase –the teacher will listening to an audio about The Great Wall of China

https://www.youtube.com/watch?v=23oHqNEqRyo

During Phase - the students will listen and read the text about the history of The Great Wall of China

The **Great Wall of China** is an ancient wall in China. The wall is made of cement, rocks, bricks, and powdered dirt. It was built to protect the north of the empire of China from enemy attacks. It is the longest structure humans have ever built. It is about 21,196 kilometres (13,171 miles) long, 9.1 metres (30 feet) wide and 15 metres (50 feet) high. The earlier sections on the wall are made of compacted dirt and stone. Later in the Ming Dynasty they used bricks. There are 7,000 watch towers, block houses for soldiers and beacons to send smoke signals.

Nineteen walls have been built that were called the Great Wall of China. The first was built in the 7th century BC. The most famous wall was built between 226–200 BC by the first Emperor of Imperial China, Qin Shai Hong, during the Qin Dynasty. Not much of this wall remains as people have been stealing from it. It was much farther north than the current wall. The current wall was built during the Ming Dynasty

Post phase – the students will create their own paragraph about what they can recall about the audio and text they listen and read.

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UNIT : 3

TOPIC: natural disasters

Target Content: Natural disasters

Target Structure: used to

Objectives:
By engaging in different communicative tasks, swbat:

- **How to use the grammar structure "used to"**
- **Identify information about hometown's cultural traditions.**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

Warm-up AZ GAME (10 minutes)

The students will prepare themselves for this warm up that consists of talking about a topic; in this case, the students will take about natural disasters. The students will get some letter in a piece of paper, so they will say a word that is related with natural disasters.

e.g. H = Hurricane, E = earthquake, F= flood

Listening Natural disasters (15 minutes)

Pre phase- the teacher will ask the students to how much they know about natural disasters. Also, they will be asked what kind of natural disasters they know about. The students will work in pairs to discuss it.

During phase – the students will listen to an audio; the audio will talk about the different kind of natural disasters; so the students will know more about it (3 minutes audio)

https://www.youtube.com/watch?v=oZP5odAwdKs

After the students listen to the audio the first time, the second and third time the students will write down the new vocabulary so that they look for the meaning of the words.

Post phase – The students will write a little paragraph describing a natural disaster that they know happen in El Salvador. After they finish writing the paragraph the teacher will choose some of the students to read it out loud.

How's the weather?

PRE-PASHE - Students are going to be asked what the perfect weather is for them; or what is the weather they prefer to have. The students are going to walk all over the classroom to get peer's comments about these two questions. So they are going to get as

many answers as possible.

DURING-PHASE - The students are going to listen to a conversation when two people are talking about the weather. The students are going to listen to it two times.

https://www.youtube.com/watch?v=pNsBwPQKT7I

The students are going to write the questions downs in the notebook so they are going to discuss them with their peers.

POST-PHASE - Students will share their answers to the class.

Warm up

The teacher will do an activity called "make the longest word." This activity is about giving the students some written words such as TABLE so the students will write down five words with each letter of that word. (10 minutes)

e.g. Tall, Apple, Bee, Lion, Elephant

My favorite food

Pre phase – the students will be asked what is their favorite kind of food. The students are going to pick a traditional dish from El Salvador and an international dish. (10 mins)

During Phase - the students are going to listen to an audio in which some persons are talking about their favorite dishes and the dishes they will prepare for a weeding. The students are going to listen to the audio two times to get some new vocabulary. (20 mins)

https://www.youtube.com/watch?v=nGZPTMLjE14

The students are going to share the process of how to cook their favorite dish with their peers

Post phase – the students are going to create a recipe describing the process to cook their favorite meals. (15 mins)

UNIT : 3

TOPIC:My hometown

Target Content:

Hometown History

Target Structure: Used to, tag endings,

Objectives:
By engaging in different communicative tasks, swbat:

- **How to use the grammar structure "used to"**
- **Identify information about hometown's cultural traditions.**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

	Warm-up (10 minutes) Ask the students about something that happened regularly in the past, but no longer happens Ex: I used to study in a small-wooden school. I used to live in a big square old-adobe house. I used to walk two miles a day to get to school. **Grammar Focus, page 43 (35 minutes)**

Pre phase-the teacher will explain the usage of the rejoinders to the students

    A- So, too, either, neither

Study the statements and the rejoinders (replies)

Ex: I like pupusas made with rice flour.

    I do too / So do I

    I can cook scramble eggs.

    I can to / So can I

During phase – the students will listen to an audio when two people are describing what they used to do in the past, so students will use the rejoinders to show agreement. (5 minutes audio)

Post phase -Write a correct answer to show agreement with someone else (oral activity, page 43)

I like pupusas made with rice flour.	• I don't like greasy food.
I do too. or So do I.	I don't either. or Neither do I.
I'm crazy about drinking horchata.	• I'm not interested in eating American food.
I am too. or So am I.	I'm not either. or Neither am I.
I can cook scrambled eggs.	• I can't eat hot curtido.
I can too. or So can I.	I can't either. or Neither can I.
I went to Olocuilta to eat pupusas.	• I didn't see any dessert.
I did too. or So did I.	I didn't either. or Neither did I.
I will go to El Espino Beach.	• I will not drink a beer anymore.
I will too. or So will I.	I won't either. or Neither will I.

History of Suchitoto

Warm up – the teacher will play the hot potato, so whenever a student keeps the hot potato, he or she will take a piece of paper with a statement to read it and to say the tag ending to that statement. (10 minutes)

History of Suchitoto, page 45, 46 (35 minutes)

PRE-PASHE - Students are going to listen the history of Suchitoto 2 times

History of Suchitoto

Suchitoto is a náhuatl Word that means "Bird-Flower." Most historians agree that the first Spanish settlement near Suchitoto was made in the Valley of the Almonds, located to the northeast of the municipality.

The founding of Suchitoto is attributed to the Pipiles, who settled in the present Salvadoran territory of Cuscatlán halfway through the 11 th century and were one of the most veteran indigenous tribes that fought against the Spanish conquistadors in the beginning of the 17 th century.

In the ruins of the archaeological site of Cihuatán, one of the most extensive in the country, the vestiges of that thriving epoch and the spaces where a ceremonial ballgame was played during the pre-Hispanic life of El Salvador can be appreciated.

At the end of the Conquest, the Spaniards established themselves in the Valle de La Bermuda and founded in 1528 the second Villa de San Salvador that we know today as Ciudad Vieja. For different social and climate factors, the settlers later moved the Villa of San Salvador to the place we know today as San Salvadoran, the country´s capital.

The boom of commercial indigo propelled the economy of Suchitoto and triggered a growth in population. However, in the 19 th century, the activity collapsed due to the discovery of synthetic colors in Europe, a phenomenon that forced our ancestors to completely restructure their way of life.

In the twentieth century, Suchitoto was one of the towns most affected by the armed conflict that our country suffered through (1980-1992). The municipality lived in desperate circumstances due to the scourge of war confrontations and the suspension of potable water, energy, electricity and public transportation services.

The cruelty of the war decimated the population, paralyzed economic activity, and almost reduced us to a ghost town.

But just as we learned how to overcome the indigo crisis of the 19 th century, our city raised itself up from the ashes of the war and began its rebirth with the signing of the Peace Accords in 1992.

The titanic effort of exemplary Suchitotoans made it possible in just a few years to leave behind the deep wounds of the conflict in order to reemerge as one of the main tourist destinations of Central America. We put our faith in the flourishing of art, in the recovery of our customs, and in the devotion of our solemn religious acts and traditions.

Of vital importance has been the efficient work of the municipality with the promulgation of ordinances and community education campaigns focused on the conservation of our invaluable human, physical, and cultural heritage.

DURING-PHASE - Students will read the paragraph about Suchitoto in page 45 and also they have to look for new words in order to complete the activity of writing the tag ending for the statements in page 46.

Write the tag ending for these statements.
(Just in case you forgot, look at page 8, lesson 2, exercise 4)

1. Suchitoto means Bird-Flower, _____

2. We have many festivals during the year, _____

3. You don't visit Suchitoto City every year, _____

4. They offer a variety of amenities in the city, _____

5. Suchitoto was affected by the armed conflict, _____

6. You learned many new things about Suchitoto, _____

7. People learned how to overcome the indigo crisis, _____

8. The Virgin of Saint Lucy is the Suchitoto's patron Saint, _____

9. Spaniars established themselves in the Valle de la Bermuda, _____

10. People, in Suchitoto, celebrate the beginning of the harvest of corn, _____

POST-PHASE - Students will share their answers to the class.

Annual Cultural Traditions

Warm up - the teacher will do an activity called ping pong to motivate the students to the rest of the class.(10 minutes)

Annual Cultural Traditions page 46 (5)

Pre phase –the teacher will show the students a chart about the festivities of Suchitoto

④ Here are some highlights of Suchitoto City

	Annual Cultural Traditions
➢ January-12th	Guazapa Mountain Festival
➢ February-weekends	Permanent International Festival of Art and Culture
➢ March/April	Holy Week
➢ May 3rd	Day of the Cross
➢ July 15th	Anniversary of the city of Suchitoto
➢ August	Festival of Corn
➢ September 14th	Parade of Torches and Costumes
➢ September 15th	Independence Day Parade
➢ October	Festival of School Bands
➢ October 31st	Halloween
➢ November 2nd	Day of the Dead
➢ November-1st week	El Feriado
➢ November-2nd Sunday	National Pupusa Day
➢ December-6-13th	Patron Saint Festival
➢ December	Manger Scene Competition

During Phase - the students will listen an audio in which they people talk about the festivals of Suchitoto (Audio 5 minutes) (20 minutes)

Post phase – the students will create their own chart describing the festivals that Santa ana has. (10 minutes) this activity will be made in groups.

	Homework: ask students to do the reinforcement posted in Schoology

UNIT : 3

TOPIC:jobs, occupations,

Target Content: Occupations,

Target Structure: would + like

Objectives:
By engaging in different communicative tasks, swbat:

- **How to express jobs and occupations**

Materials:

board, erasers, markers, lesson plan, radio, audios, books, notebooks

Jobs and occupations

Pre phase- the teacher will ask the students what they would like to be when they finish the university. The students will write a paragraph describing what it would be the jobs or occupation they would like to perform when they finish studying. (15 minutes)

During phase – the teacher will play an audio two times to the students; the audio will be a conversation between two people who describe their jobs. The students will listen to it carefully; they will understand the video and they will write down the sentences that are given at the end in a slow manner so the students will have time to write them down. (15 minutes)

https://www.youtube.com/watch?v=6-GX5U25U7Y

Post phase – The teacher will ask the students to write a paragraph taking into account the contents that are share in the audio; the students will be asked to express what they would like to be when finishing studying. (15 minutes)

Fill in the blanks

PRE-PASHE – The students will listen to song called "Someone like you" once without having the lyrics handed. (10 minutes)

DURING-PHASE – The students will be given a sheet of paper which has the lyrics of the song "someone like you", the students will listen to the song three times. The first time, they will just listen to the song. The second time, the students will fill in the

blanks to complete the sheet of paper with the words missing. The third time, the students will double check the words missing by listening the song once again. (25 minutes)

https://www.youtube.com/watch?v=hLQl3WQQoQ0

Someone Like You
By Adele

Fill in the blanks with the correct form of the verbs in past tense.

I _____ hear) that you're settled down
That you _____ (find) a girl and you're married now
I _____ hear) that your dreams _____ (come) true
Guess she _____(give) you things I _____ (not give) to you

Old friend, why are you so shy?
Ain't like you to hold back or hide from the light

I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I _____ (have) hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you _____ (say)
Sometimes it lasts in love, but sometimes it hurts instead
Sometimes it lasts in love, but sometimes it hurts instead

You know how the time flies
Only yesterday _____(is) the time of our lives
We _____(are) born and _____ (raise) in a summer haze
Bound by the surprise of our glory days

I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I _____ (have) hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you _____ (say)
Sometimes it lasts in love, but sometimes it hurts instead, yeah

Nothing compares, no worries or cares
Regrets and mistakes, they're memories _____ (make)
Who would have known how bittersweet this would taste?

Never mind, I'll find someone like you
I wish nothing but the best for you
Don't forget me, I beg, I remember you _____ (say)
Sometimes it lasts in love, but sometimes it hurts instead

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you _____ (say)
Sometimes it lasts in love, but sometimes it hurts instead
Sometimes it lasts in love, but sometimes it hurts instead

Now sing the song!

SOMEONE LIKE YOU
ADELE

POST-PHASE – the teacher will play the song previously mentioned to the students, so they will sing it two times. (10 minutes)

The Scientist

Pre phase – The students will listen to song called "Someone like you" once without having the lyrics handed. (10 minutes)

During Phase - The students will be given a sheet of paper which has the lyrics of the song "The Scientist", the students will listen to the song three times. The first time, they will just listen to the song. The second time, the students will fill in the blanks to complete the sheet of paper with the words missing. The third time, the students will double check the words missing by listening the song once again. (25 minutes)

The scientist   By COLDPLAY

1) Fill in the blanks as you listen to the songs

Come up to _____ you

Tell you _____ _____

You _____ know how lovely _____ _____

I _____ to find you

_____you I _____ _____

And_____ you I set you apart

Tell me your _____ and ask me your _____

Oh let's go back to the start

Running in _____ coming up tails

_____ on a silence apart

2) Organize the words in the sentences

easy nobody it was said_____

such for us it's shame a to part_____

said easy was it nobody _____

ever said no one hard would it be_____

start me back take oh to the _____

3) Fill in the blanks as you listen to the song

I_____ just guessing at _____ and figures

Post phase – The students will listen to the song one last time to put the sentences in order. At the end, the students and teacher will sing the song.

Homework: ask students to do the reinforcement posted in Schoology

Appendix H

VALIDATION SHEET

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

DATA COLLECTION INTRUMENTS VALIDATION SHEET

DATE:_____

_____

Objective: to make sure that the data collection instruments are suitable to collect the required information.

Directions: mark with **X** on the box you consider convenient. Feel free to make any suggestion.

CRITERIA	ACCEPTABLE	NOT ACCEPTABLE	SUGGESTIONS
Generalities of the tool			
Objective of the tool			
Clear directions			

Ambiguity			
Complex or confusing terms			
Order of items			
Order of options			
Smooth transitions among questions			
Tendencies of the options (in favor or against everything)			

Appendix I

ONLINE ACTIVITIES IN SCHOOLOGY

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

ACTIVITY NUMBER ONE

1. Where was this lady born?

2. How old is she?

3. She has been teaching yoga, full-time, since _____.

4. Even when she was ___, she won dance competitions.

5. What is she going to do when she retire?

ACTIVITY NUMBER TWO

What kind of piece of clothes did the costumer ask for?

What color of jacket did the costumer ask for?

What size did the costumer ask for?

What kind of piece of clothes did the costumer ask for?

What color of pants did the costumer ask for?

What size did the costumer ask for?

What piece of clothes did the costumer ask for?

What color of shoes did the costumer ask for?

What size of shoes did the costumer ask for?

ACTIVITY NUMBER THREE

Does the store accept credit cards?

What was the name of the <u>customer</u> (*compradora*)?

What was the total price for the dress?

The costumer asked for a dress in color...

What piece of <u>clothes</u> (*ropa)* did the customer ask to the <u>salesperson</u> (vendedor)?

How did the piece of clothes fit the customer the first time?

ACTIVITY NUMBER FOUR

Where does she live? Do you know?

What arrived in the post? Do you know_

Why did he leave? Do you know _

You _____ (take) mom home.

I _____ (eat) meat twice a week.

Johnny _____ (love) Karen.

I live in Santa Ana.

I don't go out on vacation.

I don't do exercise.

ACTIVITY NUMBER FIVE

Match the correct tag question or tag ending for every sentence.

1. What is the name of the person who speaks in the audio?

2. What is the name of the school she is working at?

3. What is the profession of the person who speaks in the audio?

4. Where is she from?

5. Where is the city she lives in?

6. What is the country she is going visit?

7. When is she going to visit that country?

8. What does she want to know about?

Appendix J

Didactic material to reinforce class contents

En inglés es frecuente terminar las frases con otra frase corta, de signo contrario, la cual tiene la intención de pedir la opinión o buscar la aprobación del interlocutor: son las llamadas question tags (preguntas coletillas). Estas frases equivalen a: ¿verdad?, ¿no es verdad?, ¿no?, ¿no es así? ¿en serio?

Ejemplos:

- You eat meat, **don't you?***(Comes carne, ¿verdad?)*

- She doesn't like to dance, **does she?***(No le gusta bailar, ¿no?)*

- Alex and Sergio are friends, **aren't they?***(Alex y Sergio son amigos, ¿no?)*

Grammatical Rules *(Reglas gramaticales)*

Para formar esta pregunta corta utilizaremos el auxiliar de la frase principal y su sujeto pero de signo contrario. Si no tuviera auxiliar entonces utilizaríamos el auxiliar **"to do"**.

Si la oración es afirmativa, la pregunta coletilla es negativa y viceversa.

Ejemplos:

Oraciones afirmativas

You brother is older than you, **isn't he?***(Tu hermano es mayor que tú, ¿no es así?)*

You can help me, **can't you?***(Puedes ayudarme, ¿verdad?)*

John is getting married, **isn't he?***(John se casará, ¿verdad?)*

You worked yesterday, **didn't you?***(Trabajaste ayer, ¿no?)*

Sarah likes ice cream, **doesn't she?***(A Sarah le gusta el helado, ¿no?)*

<u>Oraciones negativas</u>

You're not from here, **are you?***(No eres de aquí, ¿no?)*

Kate's not American, **is she?***(Kate no es americana, ¿verdad?)*

Peter never liked Susan, **did he?***(A Peter nunca le gustó Susan, ¿verdad?)*

They didn't go to class yesterday, **did they?***(No fueron a la clase ayer, ¿verdad?)*

You can't dance, **can you?***(No puedes bailar, ¿no?)*

Nota: Ten cuidado con los verbos **"to have"** y **"to have got"**.

Ejemplos:

<u>To have got:</u>

They've got a dog, **haven't they?***(Tienen un perro, ¿no?)*

<u>To have:</u>

They have a dog, **don't they?***(Tienen un perro, ¿no?)*

Excepción: Con el verbo **"to be"** en la primera persona de oraciones negativas, se usa **"aren't"** en la pregunta coletilla.

Ejemplos:

I am not wrong, **am I**?

I am wrong, **aren't I**?

El verbo "**use**" significa "usar" o "utilizar". Sin embargo, **cuando utilizamos este verbo en el pasado simple, más la preposición "to", como verbo modal, el significado cambia. Además, se puede utilizar "used to" como adjetivo**. A continuación tienes una explicación de los diferentes usos.

Used to *(Soler)*

Usamos el verbo modal "used to" para indicar algo que ocurría o sucedía en el pasado de manera habitual. También, se utiliza para algo que antes era verdad pero ya no lo es. Como con los otros verbos modales, "**used to**" está seguido por la forma base del verbo (el infinitivo sin "**to**").

Structure *(Estructura)*

1. Affirmative Sentences *(Frases afirmativas)*

<center>

Sujeto + "used to" + verbo…

</center>

Ejemplos:

We **used to go** to the beach every summer when I was young.*(Cuando era joven solíamos ir a la playa cada verano.)*

He **used to smoke** a pack of cigarettes a day, but he quit last year.*(Solía fumar un paquete de cigarrillos al día, pero lo dejó el año pasado.)*

I **used to like** mushrooms, but not anymore.*(Antes me gustaban las setas, pero ya no.)*

There **used to be** a great restaurant here, but it closed a few years ago.*(Había un buen restaurante aquí, pero cerró hace unos años.)*

2. Negative Sentences *(Frases negativas)*

<center>

Sujeto + "didn't" + "use to" + verbo…

</center>

Ejemplos:

I **didn't use to like** mushrooms, but now I do.*(Antes no me gustaban las setas, pero ahora sí.)*

Food **didn't use to be** so expensive.*(La comida no solía ser tan cara.)*

We **didn't use to go** away on holiday very often when I was young.*(No solíamos ir de vacaciones*

a menudo cuando era joven.)

3. Interrogative Sentences *(Frases interrogativas)*

Did + sujeto + "use to" + verbo…?

Ejemplos:

Didn't he **use to smoke** a lot?*(Él fumaba mucho antes, ¿no?)*

Did you **use to live** here?*(¿Vivías aquí antes?)*

Did they **use to go** to the beach in the summers?*(¿Solían ir a la playa durante los veranos?)*

Nota: No utilizamos "**used to**" para acciones habituales en el presente. En vez de este verbo

modal, se usa un adverbio como "**usually**" o "**normally**" por ejemplo.

Ejemplos:

We **usually go** to the beach every summer.*(Solemos ir a la playa cada verano.)*

He **normally smokes** a pack of cigarettes every day.*(Normalmente él fuma un paquete de cigarrillos*

cada día.)

They **usually play** football on the weekends.*(Suelen jugar a fútbol los fines de semana.)*

Nota: También se puede utilizar el verbo modal "would" para eventos o acciones repetidas en el pasado. Pero ten en cuenta que sólo se puede usar con acciones, no con estados o hábitos. Tampoco se puede utilizar "**would**" en el negativo. Para información de los otros usos de "**would**" ver las lecciones de frases condicionales y los verbos modales.

Ejemplos:

When I was young, we **would go** to the beach every summer.*(Cuando era joven solíamos ir a la playa cada verano.)*

At the university, they **would play** football every weekend.*(En la universidad, ellos solían jugar a fútbol cada fin de semana.)*

~~He would smoke a lot.~~

~~When I was young we wouldn't go to the beach every summer.~~

To be used to *(Estar acostumbrado a)*

Cuando se utiliza "used to" como adjetivo significa "estar acostumbrado a". Se usa para cosas que son familiares, normales o comunes y se puede usar en cualquier tiempo verbal. Cuando "**to be used to**" está seguido por un verbo, el verbo tiene que estar en gerundio ("**-ing**").

Ejemplos:

She's used to living alone.*(Ella está acostumbrada a vivir sola.)*

We **weren't used to traveling** a lot.*(No estábamos acostumbrados a viajar mucho.)*

I'm not used to this cold weather.*(No estoy acostumbrado a este frío.)*
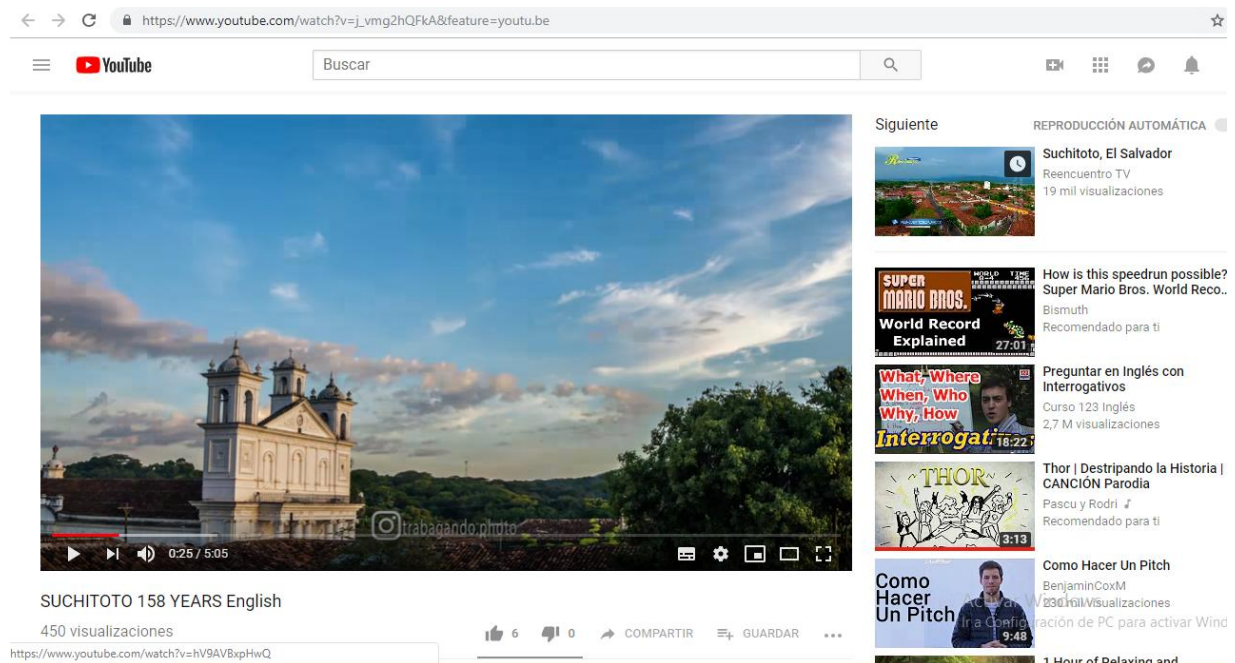
Nota: Cuando utilizamos el verbo **"get"** en vez de **"be"** indica el proceso de familiarizarse con algo. Ver la lección del verbo <u>to get</u> para más información sobre este verbo.

Ejemplos:

They divorced over 2 years ago. She **has gotten used to living** alone.*(Se divorciaron hace más de 2 años. Ella se ha acostumbrado a vivir sola.)*

With this new job I **am getting used to traveling** a lot.*(Con este nuevo trabajo me estoy acostumbrando a viajar mucho.)*

You need to **get used to** this cold weather if you are going to live here.*(Necesitas acostumbrarte a este frío si vas a vivir aquí.)*

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schoology   UPGRADE   COURSES   GROUPS   RESOURCES   Luis Cañas

Ninth Grade : Section A
Centro Escolar Napoleón

Notifications

▼ Course Options

Materials
Updates
Gradebook
Grade Setup
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Access Code   ✕
VPNZ2-2CQC3   Reset

Information
Welcome! This group was created with the purpose of developing the English Listening Comprehension skill in ninth graders throughout different materials focused on this skill.
Meeting days
Tue Fri

Add Materials ▼   Options ▼   All Materials ▼

People try Salvadoran food for the first time
https://youtu.be/tidV2tYAnVY

5th week listening comprehension test
Due Sunday, July 22, 2018 at 10:00 pm

Audio for the exam (Audio para el examen) 219 KB

Suchitoto
https://youtu.be/j_vmg2hQFkA

Tag endings

used to

ejercicios en línea para tag endings

tag ending Spanish explanation

embedded questions Spanish explanation

First laboratory about unit three designed by thesis group
Due Friday, August 24, 2018 at 10:00 am

Upcoming -
No upcoming assignments or events   Add Event

Activar Windows
Ir a Configuración de PC para activar Windo

Appendix K

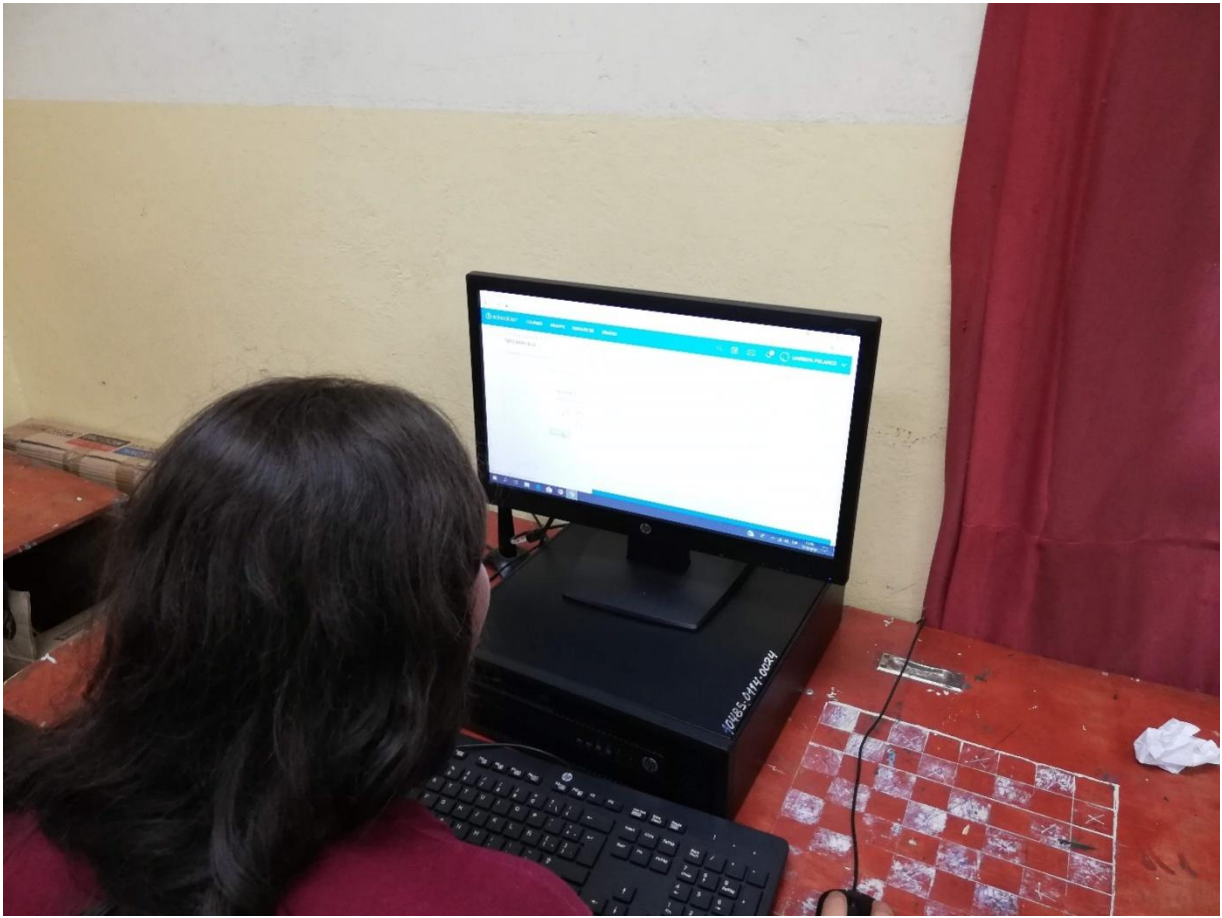**Pictures of students in class**
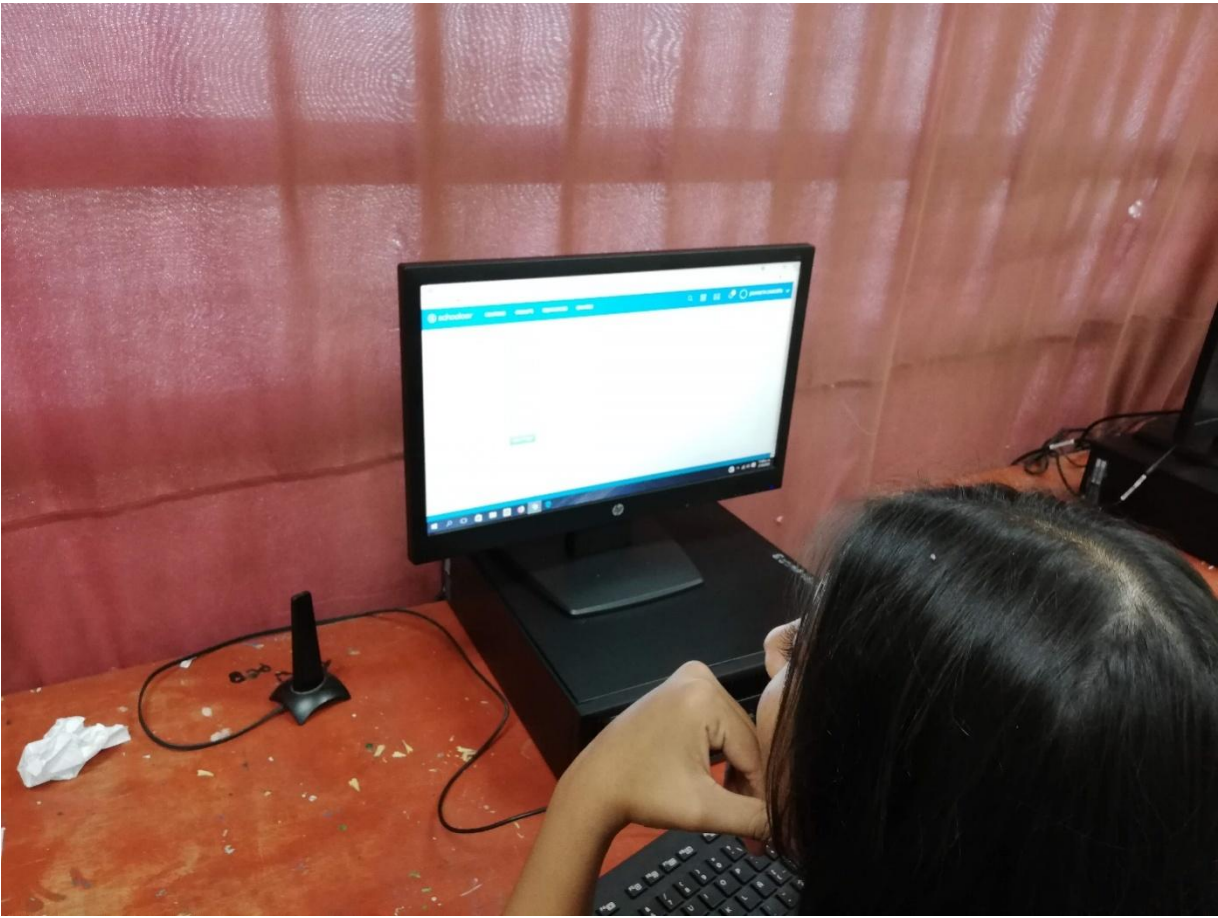
Students using the learning platform Schoology

Appendix L

Santa Ana, Miércoles 28 de febrero de 2018.

Profesora Rosa Angélica Avelar
Directora del C.E. Napoleón Ríos
Presente.

Sra Avelar, el motivo de la presente es para solicitarle respetuosamente autorice la ejecución del proyecto de investigación denominado "The Enhancement of Listening Comprehension on 9th Graders Through PDP Framework using the Technological Platform Schoology." en el centro escolar que usted dirige. Dicha investigación será realizada por los estudiantes Luis Francisco Cañas Recinos, Julio Alexander Guevara Morán, Williams Alfredo Acevedo Majico y José Rafael Castro Vásquez, egresados de la carrera Licenciatura en Idioma Inglés Opción Enseñanza de la Universidad de El Salvador, Facultad Multidisciplinaria de Occidente.

El Proyecto de investigación tomará como objeto de estudio al noveno grado "A" turno matutino durante el año en curso.

Esperando contar con una respuesta favorable a dicha petición, me suscribo atentamente.

_____
Licda. Sonia Elizabeth Díaz de Marroquín

V.B._____

Master Edgar Amílcar Pérez Mendoza