UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK

THE IMPLEMENTATION OF BLENDED LEARNING TO MAXIMIZE THE LISTENING COMPREHENSION SKILL OF THE EIGHTH GRADE, SECTION B STUDENTS AT THE CENTRO ESCOLAR NAPOLEÓN RÍOS IN SANTA ANA IN THE YEAR 2019

SUBMITTED TO ATTAIN THE DEGREE OF

LICENCIADO EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

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OCTOBER, 2019

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

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Acknowledgement

Acknowledgement

I want to thank God for giving me the wisdom, patience, strength, and health to complete this whole thesis process, and for being my support during all the years I spent in the university. Also, I feel grateful to M.Ed. Juan Francisco Hidalgo Sandoval for his assistance, support, and all the knowledge he shared to us; likewise, I really appreciate all the efforts the teachers, I had through all my time in the university, put to help me grow and be ready to face all the challenges that will come. Moreover, I want to give my thanks to my thesis group for all the hard work they put to finish this thesis project. Finally, I want to express my sincere gratitude to my family who were always there for me giving me their support and help whenever I needed it, and for telling me not to give up when things were not going well for me.

By: Daniel Armando Barrientos Muñoz

Acknowledgement

Acknowledgement

Once I have carried out the count of time and some experiences, I am surprised and at the same time grateful for all that I have received throughout this year from the moment this investigation began, which would not have been possible without the support of all the people involved in the realization of it, for this reason I express my sincere thanks to my thesis advisor, M.Ed. Juan Francisco Hidalgo Sandoval, for all his teachings, advice, patience and guidance, to my lovely mother and grandmother, Sinia López and Sonia López, who always were there to help me when I need it and they always were there to motivate me when I was in hard times; moreover, sincere thanks to my brother, Dany López, who was an essential support during this time, I really appreciate his help, advices and motivation. Thanks to them who gave without asking anything, left everything for me, and gave everything for me, thanks to you, my family, to my father, Hermes López, who is a very important person in my life, since he helped me to achieve this degree of education and he supported me during all my time in the university, I am very grateful with the help of my father, detail that I will always remember with all my mind and heart. Thanks to my thesis group, for their patience and responsibility, and affection that they showed at this time, I really appreciate their help and dedication in this process, God bless you.

By: Mario Joel López López

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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

ABSTRACT

Students' listening comprehension skill plays an important role in the English learning process, and in this research project, the investigators considered to implement the blended learning method along with technology sources to maximize student's listening comprehension skill. To reach this objective, the blended learning method was applied by the researchers to analyze the development of listening comprehension since its combines online educational materials and opportunities for interaction online with traditional classroom methods.

During this research project, the researchers used a mixed study and the convenient sampling technique in order to gather data from the target population. The different tools used by the researchers were: interview guides, check lists, and journals. By using these tools, the researchers gathered qualitative and quantitative data, and as a result, it was useful for the researchers to measure the effectiveness of blended learning to maximize students' listening comprehension skill.

INTRODUCTION

The present research "The implementation of blended learning to maximize the listening comprehension skill of the eighth grade, section B students at Centro Escolar Napoleón Ríos in Santa Ana in the year 2019" develops a complete study of the implementation of the blended learning method to improve students' listening comprehension skill through the observation of the various indicators that permit to recognize the improvement of this skill. This study was conducted after identify the benefits that the method and the implementation of technological resources offer to help students to learn a new language. This academic paper is divided in five chapters:

The first chapter deals with the statement of the problem that is described through a diagnose stage in which the problem is studied to determine and to set the basis for the investigation. Also, this chapter includes the general and the specific objectives that lead this study, and the reasons that lead the research team to conduct this research.

The second chapter is about the state of art which contains previous studies, definitions of the various terms that are used in the research, and the current situation of the problem. Besides, it provides a complete description with historical background of each term and variable used to develop this academic paper. This previous studies, definitions and historical backgrounds have been taken from serious and experienced sources to provide a better comprehension of the phenomenon.

The third chapter describes the methods what researchers used and all the steps that the researches followed through the whole research process. These steps include the paradigm and design, the description of the problem, the units of observation, the tools, the validity of the instruments, the reliability and the ethical aspects that the researchers used in order to carry out the research.

The fourth chapter contains the analysis of the data gathered through a structured and an unstructured observation and questionnaires administered by the researchers during the interventions. Such information collected was later analyzed and presented in summary tables, charts and graph for better understanding.

The final chapter presents the conclusions that were obtained after the analysis of the data gathered, and the recommendations for the teachers, students and future researchers. To finish up, it contains the references of the sources used to develop this research and the appendices that provide more information to support this work.

CHAPTER I

STATEMENT OF THE PROBLEM

Since English is the language of science, technology, tourism, commerce, medicine, literature and computer, it has become the most popular language in the world and the most important foreign language in many countries. Soliman (2008) states that English has become the world's most widely used and studied foreign language. Therefore, having a proper exposition to the language on early stages becomes crucial to set the basis to acquire the target language, so the necessity of adapting technological advances to the education environment may help to keep new generations motivated to learn.

1.1. Description of the Problem

According to the Ministry of Education, at the beginning of Eighth grade (English Syllabus Third Cycle of Basic Education, 2008), students should be able to understand vocabulary related to introductions, greetings, names, numbers and courtesy expressions; besides, they should be able to interpret and use language related to time, habitual actions and entertainment by asking and responding to questions in order to talk about daily routines and leisure time activities. In other words, students of Eighth grade should have developed their listening and speaking skills in a basic level so they may be able to recognize the very basis of the English language.

Listening is the most important skill in communication because it provides input that can help second language acquisition and for the development of the speaking skill in particular (Why is Listening Important? 2010); however, the eighth grade students from the Centro Escolar Napoleon Ríos have not developed their listening comprehension skill according to their level. For they present difficulties to understand and comprehend basic vocabulary as for example subject pronouns, regular -verbs in present tense, and the verb to be in the oral form; thus, they cannot use the target language to express time, habitual actions and entertainment in order to interchange ideas and thoughts. Since listening is a receptive language skill and the first macro skill that connects learners with the language, the development of this one may help to improve on the rest of macro-skills,

Furthermore, students do not have proper exposition to the target language, for they are simply exposed to a traditional way of learning where students are always dependent on their teachers in every study related matter. This makes them dependent on teachers. (5 Advantages and Disadvantages of Traditional Education, 2017). This is not completely negative, but the main problem is that most of the classes that at least have been observed were limited only to memorize and to repeat short dialogues or sentences that the teacher writes on the board without the help of any audiovisual resource. Even, the teacher mentioned that he makes no use of any audiovisual resource such as audios, podcasts, charts, videos, pieces of writing or text books but only his voice and the board; therefore, the listening comprehension skill of students has not been properly developed as it was shown on the diagnostic where the students obtained the lowest grades on that macro- skill. As a result, eighth grade students show deficiency on the development of their listening comprehension skill that leads them to perform poorly in the other areas of the English language.

Considering the stated situation, by means of this research study, the researchers propose to implement the blended learning method to expose students to a variety of material and resources inside and outside the class to enhance their listening comprehension skill, so researchers intend to answer the following question: How the implementation of Blended Learning will maximize Eighth grade students listening comprehension skill? And also through the application of the blended learning method, researchers have a goal to find out at what extend Eight Grade Student´ listening comprehension skill by using audio-visual resources will be enhanced, and how their comprehension skills will improve by incorporating the online platform Google Classroom.

1.2. Baseline

Researchers carried observations, interviews and tests to measure the dimension of the problematic situation affecting the English Academic performance of eighth grade students at the Centro Escolar Napoleón Ríos in Santa Ana. To gather information to build the baseline to study this phenomenon, the research team visited the school previously mentioned; such visits were carried from February 18th to February 26th.

The observation guide had been designed to gather information of the four macro-skills of the English language. First, the researchers observed that the eighth grade students do not receive enough exercises that help them develop their writing skill; moreover, students only are able to copy what the teacher writes on the board without even knowing or understanding the meaning of the words. Secondly, through the observation guide, it was noticed that students present difficulties to produce and articulate English sounds due their poor vocabulary, and that students are only asked to repeat and memorize sentences the teacher provides. As a result, they are not able to produce the English language either in written or oral form on their own.

Furthermore, researchers observed that students were not exposed to any piece of writing but just what the teacher had written on the board; therefore, they have not developed their reading competence. Finally, the last aspect that had been taken into consideration was the listening area. It was noticed that students were not in contact with any audio resource that might be beneficial for them to get familiar with the target language. Consequently, the poor exposition that students have of the English language causes them deficiencies in all the four macro skills.

To have a clearer idea about the situation, researchers interviewed the eighth grade teacher and administered a questionnaire to his students. The semi- structured interview, with opening and closed questions, was carried out on February 26th, and it showed the following outcomes. First, teacher stated that he focuses more on listening and speaking skills- two out of the four macro- skills because those are the ones he can work the most during the class due to traditional approach he applies on the lessons. He also mentioned that he does not assign any homework assignments since some of the students work during the morning and they have no time to do it or in other cases they rely on others to get their homework assignment done. Besides, the teacher said they feel usually motivated to learn when teachers let them get in touch with any technological device or social network to carry out a task.

On the other hand, the questionnaire administered to the students on February 26th, showed that students found the English class very difficult because they can barely understand and comprehend what the teacher says or writes on the board. However, just a few students expressed that they do not feel disconformity toward the class. Next, they confirmed what it had

been observed that they mainly work on activities where they are only asked to memorize and repeat; besides, they sing songs and read short paragraphs or conversations with less frequency. As matter of fact, students also expressed eagerness to learn English in different way where technological devices could be involved since the majority find difficult to study outside the classroom, so the use of technology on the education may help them to learn more and better.

Some tests were administered to eighth grade students to assess the four macro skills based on the objectives that should have accomplished on seventh grade according to MINED. First, researchers used a writing and reading test to measure if students could understand and answer English in the written way according to this way; the average grade for this was 5.08 in a scale from 1 to 10. Second, a speaking and listening test was applied to evaluate their communicative and comprehension skills, and the average grade was 4.41 in scale from 1 to 10.

To sum up, researchers discovered that all four- macro skills need to be improved, but they realized during the listening and speaking test that the main problem was that students were not able to understand and comprehend question in oral form so that they were not able to provide an answer till question was translated or the key words were shown by the interviewers. In order to verify that their main problem was on the listening area, the research team decided to administered a test focused only on listening comprehension skill having as a result the average grade of 4 for the eighteen students that did test.

Looking at this problematic situation, the researchers have decided to conduct an action research with the purpose of giving students an alternative and interactive way to learn English inside and outside the classroom by providing them with a variety of resources (audios, charts, videos, online platforms, etc.) to improve their listening comprehension skill.

1.3.   Objectives

1.3.1. General Objective

a. To maximize the listening comprehension skill of the eighth grade section "B" students at the Centro Escolar Napoleon Rios through blended learning during the year 2019

1.3.2 Specific Objectives

a. To improve eighth grade students´ listening comprehension skill by incorporating the online platform- Google Classroom at the Centro Escolar Napoleon Rios during the year 2019

b. To enhance eighth grade students´ listening comprehension skill by encouraging their active participation on their learning through the implementation of blended learning

1.3.3 Research Questions

➢ How does the online platform- Google Classroom improve the eighth grade students´ listening comprehension skill at the Centro Escolar Napoleon Rios during the year 2019?

➢ How does the implementation of blended learning encourage the eighth grade students´ active participation on their learning to enhance their listening comprehension?

1.4. Hypothesis of Change

The implementation of Blended Learning will maximize Eighth grade students listening comprehension skill.

1.5. Justification of the research

Recently, network mediated learning environments have provided new opportunities for language learning and teaching. Besides, Blended Learning is considered as a new instructional approach incorporating such emerged technologies into traditional face to face teaching which has attracted attention of educational specialist. Basically, it considers exploring the most suitable mix of teaching environments where learning is still the building block in the educational process.

First of all, the purpose of this study is to conduct an examination of the implementation of blended learning instruction in Centro Escolar Napoleón Rios. The "majority of the published work on blended learning is based on case studies and best practices rather than empirical studies" (Vandermolen, 2010). By observing and examining what has occurred in the blended learning classroom in a middle school setting, this study will provide information for middle

school teachers and principals about the best practice and essential elements of an effective implementation of a blended learning classroom. It is also important to conduct this study because it is vital to determine whether the impetus to adopt this pedagogical approach and its instructional strategies is appropriate for a middle school setting.

The research project also examined the implementation of blended learning, the findings that may be implications for change, and the professional learning of teachers in the blended learning setting. Professional development and continuous learning of teachers for the improvement of student centered learning and understanding also has implications for the skills and mastery of essential elements in the curriculum that students must demonstrate in preparation for college and the global workforce.

On the other hand, the need for this study emerged from these major reasons: Firstly, the researchers, who have been observing in Centro Escolar Napoleón Ríos, have noticed the students' weakness in their listening comprehension skill. As a result, the research team desires to improve the students' listening comprehension skill. Secondly, after the researchers have reviewed some previous studies about the blended learning method, they found that using the blended learning method motivated students to learn and create an entertaining environment for them. Thirdly, after the exploration of several studies related to the topic of this research, it is clearly observed that not only listening has been neglected in schools, but also it has been unattended as an area of research

Lastly, this research study benefited students of Centro Escolar Napoleón Ríos through the use of multi-media to improve their listening comprehension skill, and also, the study attracted the attention of English teachers to the importance of using the blended learning method as means of developing students' listening comprehension skill.

CHAPTER II

State of Art

EFL students want to learn to speak, but they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are saying. Therefore, listening is very important, so teachers and learners should pay enough attention to enhance this area. Listening also provides input for learners, and it has an important role in the development of learners' language knowledge.

Learners may find listening comprehension difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension helps learners to succeed in language acquisition and boost their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

2.1 Listening

Listening is a complex process in which listeners interact with a speaker to construct meaning. It also can be defined as the ability to understand direct information and to make inferences. Moreover, listening is considered as an activity in which listeners employ a variety of processes trying to comprehend information from oral texts. Additionally, listeners construct meaning from the passage and relate what they hear to their existing knowledge. In the same way, listening is an active, complex and intellectual mechanism in which learners receive sounds, construct meaning and respond to the verbal as well as non – verbal messages. Finally, listening as an active skill requires listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. (Nabi, 2015)

Through listening process, the listener receives the incoming data and an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structure, pragmatics ad sociolinguistics. The non-linguistic knowledge includes knowledge of

the topic, the context and general knowledge about the world and how they work. (Khanal, 2011)

Similarly, according to Khanal, listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. A speaker saying 'You are late', for example, may be wishing to convey any one of the range of meanings: simply stating the fact that you have arrived late or complaining because he/she has had to wait, or expressing surprise because he/she didn't expect you to arrive late, what the speaker means lies only partly in the words spoken, and you as the listener, must recognize and interpret the other factors which are used to convey the message to you.

2.1.1. Listening Comprehension

There have been different definitions of the term "listening comprehension." Initially, the term listening comprehension is defined as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. (Gilakjani, 2016, p. 2)

Secondly, listening comprehension provides understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. Similarly, listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. (Gilakjani, 2016, p. 2)

2.1.1.1. Overview of Listening Comprehension

Listening comprehension refers to the ability to understand and interpret the spoken message. It is not simply a process of decoding language rather it is a very complex process in which the learner takes and interprets the spoken message. It is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about based

on whatever information seems relevant at that time. "Listening comprehension is being able to hear, understand or comprehend what you heard and remember it." (Khanal, 2011)

2.1.1.2 Different Types of Knowledge Used in Listening Comprehension

If we consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic and non-linguistic knowledge. The following five types of knowledge involved in listening comprehension. (Khanal, 2011)

1) **The Input to the Learner**

There are three characteristics of speech that are particularly important in the listening comprehension construct: firstly, speech is encoded in the form of sounds; secondly, it is linear and take place in real time, with no chance of review; and thirdly, it is linguistically different from written language.

2) **Building Mental Representation of Meaning**

Listeners build up a mental picture of any listening text on the basis of their listening comprehension ability. When listening text is simple and unambiguous all competent listeners are likely to come to the same understanding, and there is usually a common core of similar interpretation between different listeners listening to the same text. However, when we examine comprehension in detail, we often find considerable differences between listener interpretation of many texts; and more complex and ambiguous the text, the more likely that interpretations will vary.

3) **Applying Knowledge of the language**

In order to understand listening text, the listeners need to have knowledge of the language and the ability to apply that knowledge. The listeners should understand individual words, sentences, longer discourse, etc.

4) **Using World Knowledge**

Any process of text comprehension presupposes a great deal of general nonlinguistic knowledge about the world we live in, and how things work within it. This world knowledge can influence comprehension in several ways.

5) The context of communication

Context generally defines in terms of situation in which communication takes place. Most of the languages are accompanied by non-verbal information which influences of interpretation. So, the context of communication has the strongest influence on listening comprehension. Only knowing words, sentences and structures are not sufficient for understanding content. A successful listener uses different types of knowledge for listening comprehension. (Khanal, 2011)

2.1.2. Speech perception

Listening is of primary importance in communication. According to two famous American language teaching experts W.M. Rivers and M.S. During a person's whole life, one spends approximately 45% of his lifetime listening. Listening is not only the basic form of communication between people, but also the foundation for developing other language skills.

First of all, speech perception refers to the set of operations that transform an auditory signal into mental representations of a type that can make contact with internally stored information—that is, words. In other words, this refers that before students can process spoken language, the auditory system plays an import-ant role in sensing and interpreting auditory patterns in speech perception.

On the other hand, speech perception is about how students identify or perceive the sounds of language. Actually, there is still no consensus on whether speech identification should necessarily be prior to spoken word identification. The term speech perception or sound perception is used to denote the process of both phoneme and word comprehension and may be used changeably with word recognition for the convenience of the context. (Zhang, 2014)

2.1.2.1. The process of speech perception

According to some experts, there is no theory in speech perception, because the only detailed evidence is the evidence from psychophysical studies. Generally, listening is a process of sensing and interpreting. The process of comprehension has been described simply: 1) Listeners take in the raw speech and a certain representation of it in "working memory". 2) They immediately attempt to organize the phonological representation into constituents, identifying their content and function. 3) As they identify each constitute, they use it to construct underlying

propositions, building continually onto a hierarchical representation of propositions. 4) Once they have identified the propositions for a constitute, they retain them in working memory and at some point purge memory of the phonological representation. (Zhang, 2014)

In doing so, they forget the exact wording and retain the meaning. Over the past years, interpretation of listening comprehension has been focused on listeners' mental process of translating sounds into visual images. His presentation involved (1) sound stimuli on coming into the listener's mind; (2) the creation of mental images of the sound stimuli, that is, visual presentation of the sound in the mind; (3) the association of the sound stimuli with the visual representation of the sound in the mind. It should be emphasized that listeners do not receive the coming sounds passively. The addition of a sound that was not actually spoken shows that they are engaging in an active and creative process of comprehension. (Zhang, 2014)

2.1.3 Word recognition

Word recognition refers to a component process of language. Word recognition transforms written and spoken forms of words into linguistic representations. Historically, word recognition also referred to lexical decision performance. (Zevin, 2009)

Recently, speech perception has focused on phonemic or syllabic units, usually consonant-vowel (CV) syllables. As a result, a great deal has been learned about the relevant cues for the perception of phonemes in syllable contexts. Relatively little is known about the manner in which phonetic information is used to recognize words in fluent speech, even though word recognition in connected speech is basic to our understanding of how language is acquired.

When students listen to a native language, word recognition is con- strained by the listener's knowledge of numerous factors, including acoustic, syntactic, semantic, logical, and thematic structure. The problem of perceiving words in fluent speech is readily apparent when listening to a foreign language. Initially, without knowledge of the lexical, syntactic, and semantic rules, the listener must rely solely on the acoustic signal. (Goldstein, 1983)

Listening comprehension has information processing such as phoneme perception, word recognition, syntactic analysis and propositional construction. Listening comprehension presents difficulties at sentence level as insufficiency in processing individual words. Word recognition is fundamental to information processing of language. Learners in an EFL

environment have few opportunities to be exposed to spoken language, and the frequency of learning basic words by auditory input is low. As a result, it is difficult for them to recognize each word, and they are poor at listening comprehension. Moreover, it is pointed out that learners whose proficiency level is low may not be able to use contextual information at all because they cannot recognize each word. (Yamaguchi, 2001, pág. 1)

According to some experts, the process of listening comprehension consists of three stages; sensing, identification and rehearsal «£ recoding. The biggest barrier for Japanese EFL learners is in the transition stage from sensing to identification, 1.e., the stage of recognizing lexical items contained in English physical sounds after listening to them. Vocabulary which is understood by sight is much less than that by hearing. (Yamaguchi, 2001)

2.1.3.1 Word recognition in listening comprehension

Listening comprehension skill and word recognition are connected in a lexical decision task in EFL learners. That is to say, skilled listeners identify spoken words quicker than are less skilled listeners. In general language competence in the first language (L1) or second language (L2), it can be realized that the speed of language information processing is important assuming that learners have the linguistic knowledge. It is proposed here to use the speed of language information processing for a measure of learners' competence in English. It, however, cannot be said that sufficient studies have focused on the importance of word recognition in listening comprehension for Japanese learners in an EFL environment. (Yamaguchi, 2001, pág. 2)

2.1.4. Sentence processing

The principal function of a language, which is composed by rules, words, and sentences, is to serve as a tool for communication. Each language contains words that linked together to form sentences which are used in speech. When a person tries to understand the speech of a language at the sentence level, he or she go through an action called sentence processing. This process focus on the listener ability to perceive, decode, analyze and comprehend the structure of a sentence, and grasp the meaning of it. Consequently, it is ideal that both, speaker and listener, possess nearly the same level of understanding while participating in a conversation. (Alwan, 2008).

"The Structure of language can be defined in terms of sets of rules, that show how words string together to make a sentence and convey meaning. In order for the listener to understand a speaker, he should share him a common knowledge and the same set of rules". (Alwan, 2008, p. 11). Also, the speed in which the brain processes the meaning of a sentence plays an important role in a conversation, since it serves to keep the fluency of a conversation. As a result, knowledge and practice of a language are a necessity in the process of communication.

The human brain goes through a complex process to grasp the meaning of th2e sentences that are used in a conversation, so it can manage to create a proper answered. It has been suggested that language comprehension is supported by four principal types of processing. These are: phonetic, lexical, syntactic and semantic. Phonetic processing involves the segmentation of the acoustic wave form into phonemes. The lexical processing identifies a string of phonemes as a word. The syntactic processing uses parts of speech and other syntactic information to recover the grammatical relations expressed in the sentence. The semantic processing is responsible for constructing the meaning of the whole sentence". (Alwan, 2008, p. 14).

The purpose of sentence processing is to interpret the meaning of the sentences used in a conversation. The roll of the listener is to interpret the intention of the speaker by using knowledge and hearing. Therefore, the listener's brain should be able to grasp the meaning behind the speaker words as fast as possible to maintain the fluency in the communication process. As a result, the probability to have a proper conversation depends strongly in the level of sentence processing obtained by the listener. (Alwan, 2008)

2.1.5. Construct The Literal Meaning

"If we consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic knowledge and non-linguistic knowledge. Linguistic knowledge is of different types, but among the most important are phonology, lexis, syntax, semantics and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works". (Buck, 2001, p. 1).

"Listeners listen to spoken language, and this is very different from written language. There are three characteristics of speech that are very particularly important in the listening comprehension construct: firstly, speech is encoded in the form of sound; secondly, it is linear and takes place in real time, with no chance of review; and thirdly, it is linguistically different from written language". (Buck, 2001, p. 4).

Phonemes, which are produced when a language is spoken, are symbols that represent the sounds. These symbols exist with the purpose of differentiate words in a sentence. Also, the application of phonological rules makes possible to easily recognize the words that are being used. However, the speed in which one person talks can affect the way the sounds are perceive; as a result, the meaning of the message may not be received correctly. Consequently, both speaker and listener must pay an adequate attention to each other actions, so the conversation can advance smoothly. (Buck, 2001).

Knowledge is a fundamental factor that can influence the flow of a conversation from good to bad. The communication process is complex since it involves many factors like: the level of studies, control of the language, so on… As a result, speakers can automatically modify the way they speak depending on the situation and what they know about the listener. Hence, by knowing the background of the listener, the speaker can decide whether to speak slower and clearer or faster and lees careful to keep with the conversation. For that reason, communication is frail, since it can be affected by several elements that can alter the meaning of the message. (Buck, 2001).

The speaker has total control in a conversation, since this occurs in real time. The listener has just one opportunity to listen the original message of the speaker as there are no recording machines used in daily conversations. Furthermore, the speaker will not reproduce the same words and intonation when asked to repeat what was said. It means, it is not that the person speaking does not want to share the message given but it is impossible for that person to convey a similar vocabulary and lexical meaning. Thus, the interaction between a native speaker and a non-native speaker can have many misinterpretations, for the distinctive features in the sounds produced by both of them can lead to confusion. As a result, it should be taken into account the natural factors that participate in every day conversation. (Buck, 2001).

Listening comprehension on EFL learners goes through two processes: controlled processes and automatic processes. Firstly, control processes state a deeper analysis of cognitive activities under active control in which students must get connected with their knowledge to share an idea. Secondly, automatic processes do not have the necessity of an active control since the sequence of cognitive activities are carry out automatically. For example, a person who has recently started to learn a foreign language usually concentrate a long time to grasp the meaning of a message by using the knowledge recently obtained, but someone that has studied a second language for a significant quantity of time can automatically give a proper interpretation to what is listened. Consequently, time, practice and experience are the elements that influence listening comprehension's control processes to transform into automatic processes. (Buck, 2001).

The language used in speech and writing may look similar but in reality, it is used differently. Both, speaking and writing, follow the same linguistic structures that a sentence must follow. Nevertheless, used as a mean of communication, speaking and writing speech differ from each other. It means, writing speech focus on the proper application of the grammatical rules to share a message. On the other hand, speaking just concentrate on delivering the message without giving adequate attention to the structures and rules that a language must hold. For this reason, both macro skills usually contrast each other for the purpose of communication. (Buck, 2001).

2.1.6. Challenges on listening comprehension

"Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes". (Gilakjani & Sabouri, 2006, p. 123).

Learners of a foreign language face many challenges in the listening comprehension process and they can be classified in the following categories: firstly, the quality of recorded materials may create difficulties for the students to understand what the listening is about since the bad quality and noise of the audio makes impossible to comprehend the words and sentences that need to be listen. Secondly, the cultural differences between one country and another should

create confusion in the learns for they could not understand the meaning of certain customs or celebrations which take place in other countries. (Gilakjani & Sabouri, 2006).

Thirdly, the different accents in a language are the most common factors that affects listening comprehension because students usually find difficult to recognize words due to the difference in pronunciation from other countries or the same country. Lastly, the unfamiliar vocabulary, and length and speed of listening can transform a normal listening into a nightmare for the students. It means, to find unfamiliar or new vocabulary in a listening activity may stressed out students since they could not be able to understand the information given because of the miss of the background knowledge needed for that audio. Moreover, the speed in which a person or recoded material goes influence the quantity of information students might grasp for they cannot retain big quantities of information. (Gilakjani & Sabouri, 2006).

Listening has rightly assumed a central role in language learning. The skills underlying listening have become more clearly defined. Strategies contributing to effective listening are now better understood. Teaching methodology in the mainstream has not yet caught up with theory. In many language curriculums, listening is still often considered a skill that requires more practice since the learner begins to develop it. Specific skill instruction as well as strategy development still need greater attention in order to demystify the listening process. Similarly, materials design lags behind current theory, particularly in the areas of input selection and strategy development. Also, the assessment of listening, especially, remains far behind current views of listening. Although there have been marked advances, still in many areas (e.g. curriculum design, teaching methodology, materials design, learner training and testing) much work remains to be done to modernize the teaching of listening.

2.2. Blended Learning

In a world where the development of new technology never stops, the need of innovation in all areas of human activity increases. Education is not an exception to this, but it is usually questioned at what point teachers are innovating the way classes are taught or if they are simply digitalizing teaching. Here is where the role of blended learning is crucial on this matter since "The potential of blended learning is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focused development path" (Thorne,

2003). In other words, blended learning pretends to mix rather than to replace the traditional way to teach and the use of technology to do it.

Background

Blended learning has usually been associated to different terms like "hybrid", "technology-mediated education" or "mixed-mode instructions" according to Nuruzzaman (2016). The earliest references to the term 'blended learning' are from the late 1990s and, since that time, definitions of its meaning have varied according to particular combinations of pedagogy and technologies (Friesen, 2012), but in short, blended learning is the use of multiple methods to deliver learning combining face to face and online interactions.

The blended learning term was not completely clear at beginning, and that is why it is important to understand the origins of blended learning are tight to the distance education courses, computer trainings, TV- Based technology to support live trainings, and Web- Based Instruction (Pappas, 2015). In all of the above, learners may not be physically present in classroom or in direct contact with the instructor in order to learn; meanwhile, blended learning considers equally important the interaction with technology and the face to face interaction in the classroom to enrich education. One of the first occurrences that have been identified is its use in a 1999 news release from EPIC Learning, an Atlanta- based computer skill certification and software training business (Friesen, 2012). On this platform, the company offered an internet course that was supposed to employ a Blended Learning methodology mixing both, online content and live instruction.

Nuruzzaman, on the The Pedagogy of Blended Learning: A Brief Review, says "Blended learning has been in use since the popular advent of the Internet and the World Wide Web in the late 1990s. The present, blended learning has been understood as a combination of face-to-face and technology mediated instructional forms and practices (…)" (2016, p. 126). Most of the authors limit the term to face to face interaction and use of online learning with technology; while, Graham goes beyond on his definition and he says that blended learning is "the combination of instruction from two historically separate models of teaching and learning: traditional F2F learning systems and distributed learning systems." (2006, p. 5). Thus, in order

to understand what blended learning is, it is significant to explore the terms face to face instruction and distributed learning systems.

2.2.1. Face to Face instruction vs Distributed Learning Systems

Face to face instruction or commonly known as face to face interaction refers to the interaction between the teacher and students in a traditional classroom setting (Wang & Xu, 2010). This traditional classroom setting includes elements like lecture, case studies, team projects, etc., and the class is conducted in a synchronous environment- students and teacher are in the same place at the same time- (Black, 2002). The interaction in the class can be between the students and teacher, and student and student. The main advantage of the traditional instruction is that the teacher can personally assess the progress of students and try to motivate them; on the other hand, it may turn difficult for the teacher to get to know their students' needs when the groups are large.

Furthermore, the Distributed Learning describes educational experiences that are distributed across a variety of geographic settings, across the time and various interactive media (Dede, 2004). Also, Thakar, Pal, Bangera, & Gupta say: "Distributed learning is a general term used to describe a principal method of instructional delivery that includes a mix of Web-based instruction, streaming video conferencing, distance learning through video, and other combinations of electronic and traditional educational models." (2016, p. 465) In other words, Distributed Learning System (DLS) refers to the use of online platforms and tech- devices that can facilitate the interaction between learners and instructors in a synchronous or asynchronous way.

According to Thakar, et al. (2016), the Distributed Learning Systems are classified in: Adaptive Learning System, The Knowledge-tree management system, E-Learning and M-Learning.

a) **Adaptive Learning System**

The Adaptive Learning System makes use of different technologies to fulfill the user's requirements. According to Kara & Sevim, "Adaptive learning systems can provide adaptive learning materials or adaptive content in accordance with the current situation of each learner from distributed sources in a shortest time. It includes animation, videos, interactive diagrams

and other web based features entered when needed by students." (2013, p. 122) In short, the Adaptive Learning Systems assign modules based on learner needs, styles, competence level, etc.

Since the most important part on Adaptive Learning is to find the way that better fits the learners' needs, it is crucial to know the dimensions that are required to ensure an effective and personalized learning path. For this, the MPS Interactive Systems (2019), a company that develops custom e- learning, recommends the use of the following dimensions: Multimedia for the enhancement of sensory perceptions, learning models for the enhancement of cognition, interactive and feedback for the strengthening of neural pathways, and knowledge construction through social networking.

b) The Knowledge-tree Management System

The knowledge-tree management systems make use of portals or websites where different materials for each lecture or session may be shared, and it only requires the teacher to specify the range of learning material learners need to go through. With the Knowledge-tree architecture, a teacher is able to develop a lecture about a specific content using existing portals. (Brusilovsky & Nijhavan, 2002). In other words, these portals or even documents work as directories or repositories to learn about a specific matter.

c) E- Learning

According to Kidd (2010) there is no single evolutionary point of which the e-Learning originated nor is there a single agreed definition of electronic learning abbreviated as e-Learning. The European Commission (2001) defines e-Learning as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration."

Urdan and Weggen (2000) say that e-Learning covers a wide set of applications and processes including computer-based learning, web-based learning, virtual classrooms and digital collaborations. E-Learning besides online learning can represent ideas of what ICTs can do for education and how they modify education. (Norberg, 2017). Thus, E-Learning uses specific platforms that have been designed with a specific educational purpose where tasks,

time, and assessments are already stated, and learners have the opportunity to control the way they learn and adapt it with their schedules and pace.

d) M-Learning

Mobile learning is similar to E-Learning in the sense that learners have control over the lectures, but this mainly concentrates on the use of applications for mobile devices. To better understand it, O' Malley et al. defines m-learning as: "Any sort of learning that happens when the learner is not at a fixed, predetermined location, or the learning that happens when the learners takes advantage of the learning opportunities offered by mobile devices." (2005, p. 7)

To conclude, it is important to understand the importance and benefits of the Distributed Learning System, so Kozlowski on his inform called Distributed Learning System Design: A New Approach and an Agenda for Future Research says: "DLS allow universities to reduce instructor and facilities expenses, by reusing course content for example, and enable them to tap into a larger student market. In addition, electronic learning applications are extremely flexible; content can be updated quickly and trainees often have the ability to structure their own learning experience. This flexibility allows organizations to create adaptive, just-in-time training programs that, in turn, enhance their ability to respond more quickly and effectively to employees' and students' learning needs." (2006, p. 4)

2.2.2. Models of Blended Learning

According to Friesen (2012), Blended Learning can generally be classified into six models:

- Face to face driver: the teacher drives the instruction and the way each student will be interacting with the digital tool according to the learning needs. For example, students who are running behind or are going over the rest of the students can use technology in the classroom. This is usually more applicable on language learners since it helps them to get engaged.
- Rotation: students have a fixed schedule of independent online study and face-to-face classroom time. By using this model, students become more active learners and often challenge themselves to work harder and learn material that had not yet been introduced in their classroom.

- Flex: Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support. By using this model, students become more independent and self-guided.

- Labs: The entire curriculum is delivered via a digital platform but in a consistent physical location where they have to attend to, where there is no real tutor or a person trained on the subject since later, students have to go back to a traditional classroom environment.

- Self-Blend: Students have the opportunity to decide what else they want to learn about a specific subject. Students can opt to take online courses; learn beyond what their institution can offer. The success of this model depends on how self-directed and motivated the students are.

- Online Driver: It is the opposite of face to face driver model since on this one, all curriculum and teaching is delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary.

2.2.3. Benefits of using Blended Learning

Implementing the blended learning classroom requires deep change in terms of pedagogical approach to instruction and curriculum requiring the school leaders (teachers and principals) to know how blended learning will affect curriculum, assessment, and instructional practices (Nabi, The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English Listening Skills and their Attitudes toward it, 2015). For this reason, it is important to explore not only the challenges but the benefits that blended learning has in an educational setting.

Blended learning allows students and teachers to shift from the traditional lecturing to student-centered classes. According to Alexander (2010) the use of new communication technologies improves not only access to learning but it also energizes students' attitudes towards learning. It also increases the interaction between student-teacher, student-student, student-content and student-outside resources. This method enables the possibilities to access information and integrates evaluation techniques for teachers and students.

In addition, blended learning is cost and time efficient. The cost of paper and photocopying is easily reduced in it. As all course documents, syllabi, lecture notes, assignment

sheets and other hard copy handouts, are accessible to the students on the course web site (Gould, 2003). Hence, students and teachers can save tons of money by searching on the web instead of purchasing books and different materials. It also increases time productivity by working from any place at any time as the student or teacher may need; it eradicates boundaries of place and time.

2.2.4. Disadvantages of Blended Learning

The most noticeable condemnation of Blended learning is its strong dependence on the technical resources — these tools need to be reliable, easy to use, and up to date in order to be used (Garrison & Kanuka, 2004) . Therefore, institutions who want to implement blended learning, have to invest on the basic technological devices or resources such as computer, CD recorder, LCD projector to improve the quality of education that increases the effectiveness of its application.

Another disadvantage that was stated by Nuruzzaman (2016) is that a shift from a lecture-oriented class to student-centered active learning can constitute a radical change for some students, especially older students unaccustomed to taking responsibility for their own learning. Therefore, blended learning has to be implemented in a slow rhythm allowing the lecture-oriented student to move on and engage working with this new method.

Besides those challenges, Garnham and Kaleta (2002) noted that in order to teach a successful hybrid course, the instructor must invest a significant amount of time and effort into the redesign of the class. Moreover, the teacher has to devote more time than he usually does looking for online resources, and different material for the success of the teaching leaning process while implementing the blended learning.

According to Vaughn (2007, cited by Vandermolen, 2010) who explored the benefits and challenges of the blended learning classroom from the students' perspective in the

University of Wisconsin, and his findings are summed up in the following table:

Blended Learning Benefits and Challenges

Factors	Benefits	Challenges
Students		
Time flexibility	X	
Organize time better	X	
Fewer classes meant less work		X
Time management		X
Responsibility for learning		X
Teachers	X	
Increased engagement in learning process	X	
Course flexibility	X	
Environment forces improvement		
Less connectivity		X
Time commitment		X
Professional development support		X
Mastering new teaching and technology skills		X

Vaughn (2007)

CHAPTER III

Methodological Design

In this phase of the study, the researchers describe how they carried out the action research. First, they describe the paradigm and type of study; then, they provide the features of the population in which they explain how they selected the population and sample studied. Also, they state the students' characteristics that motivated them to go further in this topic; Moreover, they provide an explanation about the tools that they used to find that the problem is really affecting the eighth-grade students in section B from Centro Escolar Napoleón Rios.

In the preliminary phase, the investigators explain how they contacted the Centro Escolar Napoleón Rios, and how they decided to work with the eighth-grade students in section B and the responsible teacher for the English subject. After some meetings with the students and the teacher, the researchers gathered enough information about the problem that affects the students, so they started to collect data to explain the problem in detail.

In the planning phase, the literature review gave the researchers the opportunity to share the way the sources (articles, web pages, books, etc.) were obtained to gather information about the variables Listening Comprehension skill and Blended Learning. Moreover, they explained how the variables were operationalized, and they gave details about the indicators they focused on. Furthermore, in the data collection instruments the investigators state the tools that they used to collect data and measure the student's improvement. Finally, in the ethical aspects, they referred to the values they practiced to carry out the research.

The execution phase provides a description about the procedures the researchers followed after the approval of the instruments. This phase explains the way in which the interventions, which were assisted by lesson plans as guides to teach on classes, were held. Also, it shows how the instruments were administered to the students in order to gather the information efficiently; in addition, the researchers gave details about how they organized and classified the data that was collected by the tools. Finally, it describes the programs and systems that were used to process the data.

3.1. Paradigm and Design

To execute the investigation "The implementation of Blended Learning to maximize the listening comprehension skills of the eighth grade section B students at the Centro Escolar Napoleón Ríos in Santa Ana in the year 2019" the researchers used a mixed method to assist student listening comprehension skill and to get reliable data to this Action Research; moreover, they decided to carry out an Collaborative Action Research because they intended to make the students reflect about their listening comprehension skill and to find possible solutions that make a change on their learning process.

3.2. Sampling Procedure

In the action research "The implementation of Blended Learning to maximize the listening comprehension skill of the eighth-grade section B students at the Centro Escolar Napoleón Ríos in Santa Ana in the year 2019" the population studied was the student in the eighth grade section B at the Centro Escolar Napoleón Ríos in Santa Ana. Besides that, the researchers applied the convenience sampling technique since the students had a poor development of their listening comprehension skill; moreover, the school is located in an urban area, possess a laboratory, which was essential to carry out the study, and the schedule for the classes was the most suitable for the researchers. In this sampling, there was not taken into account gender, failure of subjects, age, and students who were not in agreement with the development of this project.

3.2.1. Techniques

The techniques that were used to choose the sample was the convenience sampling because researchers noticed that the eighth-grade section B students at the Centro Escolar Napoleón Ríos were having some difficulties with the listening comprehension skill. First, the researchers noticed the problem when they carried out observations in eight grade section B; second, the researchers implemented an interview to half of the students and also to the teacher. As a result, it was shown that students had high difficulties in the listening area over the rest macro skills. Finally, the researches implemented a listening test to all the population (eighteen students) to corroborate that the problem was affecting all of them.

3.2.2. Description of the population.

The research problem took place at the Centro Escolar Napoleón Ríos in Santa Ana in the year 2019. The present research took into account eighteen students who had showed a deficiency in their listening comprehension skill and were currently studying eighth grade at the institution mentioned above. Besides, the teacher responsible for this section was very fundamental in this action research.

3.2.3 Description of the Sample

According to the diagnostic carried out at the Centro Escolar Napoleón Rios in Santa Ana in the year 2019, researchers decided to observe the students of eight grade section "B" that was composed by eighteen students which were 12 boys and 6 girls. During the diagnostic, researchers decided to focus on all the students of the section because all of them accomplished with the requirements for the development of the study. Researchers noticed that the majority of the students had almost no experience in the English language; besides that, they realized that most of them had not taken English courses. After the information was gathered through the diagnostic tools such as: an observation guide, teacher and students' oral interview, a diagnostic test and a listening test, researchers noticed that about 85% of the students had difficulties to comprehend the spoken language.

For that reason, researchers decided to start working from the basics, in this case to improve the students' listening area. Therefore, the eighth-grade students not only needed assistance with all aspects of the English language but also extra attention with their listening comprehension skill. This study focused on providing the necessary tools to maximize the students listening area, by implementing the blended learning method.

3.3. Preliminary Phase

During the diagnostic carried out in eight grade section "B" at the Centro Escolar Napoleón Rios in the year 2019, the researchers decided to implement an observation guide, a diagnostic tests addressed to the students, an interview addressed to both the teacher and the students, and a listening test in order to collect enough data to determine the problem that affects students' performance. For that reason, the researchers decided to take into account the elements involved

to determine if the population was suitable for the present study, they found the following characteristics:

1. Students possess a poor listening comprehension skill development.
2. Students are working focusing on listening comprehension skill for the first time.
3. The institution they study at has a computer laboratory.
4. They present unwillingness to work outside the classroom to improve their English language skills

The diagnostic revealed that the population selected was suitable for the present study, since they accomplished the characteristics to carry it out. Through the data collected, researchers also established the type of study as an action research because they would be involved to help students to enhance and improve their listening comprehension skill. Also, researchers would implement a mixed method that involves qualitative and quantitative data in order to analyze the problems that affect students to improve their listening comprehension skill.

3.3.1. Approaching the Field of Study

In the first place, the investigators took the decision to go at Centro Escolar Napoleon Rios, since the institution accomplished with the requirements to perform the study; also, the place had the space and tools that the investigators needed. After that, the researchers decided to approach to the English teacher and eight grade's students section "B" to ask for consent to work with them. As a result, the teacher and students were willing to take part of the diagnostic carried out.

In addition, the observation process was performed during three weeks, and the tools used to collect the data were: an observation guide, an interview addressed to the students and the teacher, a diagnostic test, and a listening test. The first step after the observation was to administer an interview to the teacher where he stated how hard it was for the students to develop their listening comprehension skill; also, the teacher provided the time, and information about the students' knowledge. The second step was to conduct the interviews to the students in order to know what they thought about the current English's learning process. After that, the researchers administered a diagnostic test on the four macro skills that led researchers to realize that their English listening comprehension skill was the most deficient macro skill.

Finally, the investigators administered a listening test to measure the students' competence, and to corroborate the problematic situation on their listening comprehension skill. According to the test, the students met the requirements that the research topic and the type of study demands. Also, the investigators applied the listening test twice in order to make sure that their listening comprehension ability was involved with the problem. Consequently, the tools used in the diagnostic revealed that students presented problems related to their listening comprehension skill.

3.3.2. Definition of the Problem

After observing classes during three weeks in Centro Escolar Napoleon Rios, researchers realized that in eight grade section "B", contextualize language instruction was not used properly; so that, students do not receive real situations to practice the target language inside of the classroom. To illustrate, after processing the information that the researchers gathered, they observed that students present deficiency to understand English listening instructions, process the word meaning, and connect ideas during the listening process. Researchers also noticed that students do not develop proper activities to maximize their listening comprehension skill inside of the classroom, and as a result of this, students present poor development of the target language. Researchers considered that this was a problem since students need to master the four macro skills; however, according to some experts, listening is considered by some to be the single most important element in the communication process, even more highly valued than speaking as a communication skill. (Sullivan, 2011, p. 3)

3.4. Planning Phase

After the researchers carried out the observations and administered the diagnostic test from February 18th to February 26th, they were able to identify the problem to be studied, and later on, they described the problem using the results of the previous observations, the diagnostic test, and a brief literature review about blended learning. Then, the research team searched extensively for information about the listening comprehension skill and blending learning in different articles, informs, books and previous thesis works that helped to build the State of Art. Afterwards, the research team established the hypothesis of change, and by analyzing the variables "listening comprehension skill" and "blended learning", they identified the indicators to be measured on the investigation. After that, the researchers continued designing the

instruments to collect data for the research which are structured and non-structured observation to evaluate the interventions and reactions of the eighth grade students toward the interventions, questionnaires to know perspective of the students towards the application of blended learning, and quizzes to evaluate the progress of the students on their listening comprehension skill.

3.4.1. Literature Review

In order to build the State of Art, the research team gathered information about listening comprehension skill and blended learning; it is important to remark that due to the nature of the methodology to be applied, which is blended learning, most of the sources were found online. The researchers also collected information from thirty-four different sources among them: books, articles, informs, thesis works, essays, e-blogs and e-books. By using the APA Citation System, the researchers avoided plagiarism when taking information from the sources previously mentioned. Furthermore, the researchers also navigated the web to obtain useful information from reliable web pages such as .edu and .org.

In order to operationalize the variable of the hypothesis of change stated on Chapter I, this research presents information about listening comprehension skill and blended learning. In the first section, it is presented what listening comprehension skill is and also information about the indicators studied during the research as speech perception, word recognition, sentence processing, construction of literal meaning and challenges at the time to listen. On the other hand, in the second section, it is presented information about what blended learning is, the models of blended learning, and the benefits and disadvantages of the method.

3.4.2. Operationalization of Variables

During this stage, the researchers created a chart in order to operationalize the variables of the hypothesis. To complete the chart, the researchers started with the general and specific objectives, which were necessary to formulate the hypothesis of change. After writing the hypothesis of change, the researchers identified and defined each of the dependent and independent variables. Then, each variable was split into different indicators; however, each of the indicators was taken from the hypothesis of change and out of the State of Art. The researchers made sure that there were enough indicators per each of the variables. Finally, the

researchers started to think about any question or set of questions derived from each of the indicators to be used in the instruments.

General Objective	Specific Objectives	Hypothesis of Change	Units of Observation	Variables	Definition of Variables	Indicators	Instruments	Time
To maximize the listening comprehension skill of the eighth grade section "B" students at the Centro Escolar Napoleón Rios through Blended Learning during the year 2019	• To improve eighth grade students´ listening comprehension skill by incorporating the online platform - Google Classroom at the Centro Escolar Napoleón Rios during the year 2019 • To enhance eighth grade students´ listening comprehension skill by encouraging their active participation on their learning through the implementation of	The implementation of Blended Learning will maximize Eighth grade section B, students at the Centro Escolar Napoleón Rios in the year 2019	students from Eighth grade section B at the Centro Escolar Napoleón Rios in the year 2019	**Dependent variable** The Maximization of the Listening comprehension skill	It is a complex process in which listeners interact with a speaker to construct meaning.	-speech perception -capacity to recognize words -ability to process senteces -abitlity to construct the meaning -Grades	Journal for observation Observation checklists Quizzes and Tests	7 weeks 7 weeks 45 minutes
				Independent variable The Implementation of Blended Learning	It is the use of multiple methods to deliver learning combining face to face and online interactions	Implementation of traditional learning approach Implementation Student centered approach Implementation of rotation model Implementation lab model	Observation check lists Question naires	7 weeks 15 minutes

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	blended learning						

3.4.3. Data Collection Instruments

The instruments used on the study The Implementation of Blended Learning to Maximize the Listening Comprehension Skill of the Eighth Grade Section B Students at The Centro Escolar Napoleón Ríos in Santa Ana in the year 2019, were designed to evaluate three aspects: the way the interventions were developed, the way students felt towards the implementation of blended learning, and the progress of the eighth grade students listening comprehension skill.

For this, researchers made use of a non-structured observation to identify the areas of opportunities on the application of the method and students' response towards the application of the method and the development of their listening comprehension skill, and a structured observation to study their listening comprehension skills evaluating their speech perception, capacity to recognize words, ability to process sentences, and their ability to construct meaning. During the observations, the investigators were participant observers since they were only taking notes of the occurrences of the classes. Besides, the research team administered a questionnaire to know the point of view of the eighth-grade students about the application of blended learning. The questionnaire was applied every two weeks, and it contained a set of six dichotomous questions, two multiple choice questions, and two open questions.

At the end of each phase of the interventions, researchers planned to administer online homework assignments to track the progress of the students listening comprehension skill. Also, researchers decided to develop two quizzes that were given to the students at the beginning and end of the interventions. The first quiz was designed to measure the level of listening comprehension skill students had at the moment, so the researchers could mark a line to see the students' improvement. The second quiz; on the other hand, had as a purpose to grasp how much students improve due to the interventions. Finally, the investigators considerer to compare the results of both tests to see the students' improvement.

3.4.4. Validation of Data Collection Instruments

The validation of data is an important step to follow in a research, since it tells if the instruments that were used to measure what it needed to be measured. For that, the researchers compared the instruments used in similar studies, and the ones applied to measure the indicators for this research study. Besides, the researchers made use of a validation sheet to evaluate if the items in the tools were based on the objectives, and if it gathered the information necessary for the investigation. Consequently, the investigators attached the instruments with a validation sheet, which was add to every tool, and a copy of the operationalization of variables.

3.4.5. Validity and Reliability

The researchers created the instruments by taking into account two important aspects: validity and reliability. The researcher assured validity with the aid of descriptive, interpretative and baseline validity. Firstly, descriptive validity made sure that what was observed was similar or not to what others observed. Secondly, interpretative validity looked to avoid researchers' subjectivity with a reflection in which the researchers shared what they observed during the interventions. Finally, baseline validity centered to describe the problem before and after the interventions to measure whether there was a change or not.

On the other hand, the researchers constructed the tools based on the test-retest and internal consistency reliability. Firstly, the test-retest reliability consisted in two tests held in two different points in time. The answers of those two tests were compared to see similarities and differences. Lastly, the internal consistency reliability made sure that the items in the instruments were all related to the variable needed to measure. Subsequently, all the characteristics previously mentioned were included in the construction of the instruments.

3.4.6. Ethical Aspects

The researchers took into consideration the basic Ethical Aspects during all the research process, as the following:

- Confidentiality: the information gathered by the instruments was just part of the research, and was not shared to any groups or institutions.

- Anonymity: the participants did not need to give their personal information.

- Voluntary participation and non-discrimination: the participants were not forced to cooperate in the research.

- Avoiding plagiarism: the researchers did not present data provided by any other source without using the proper citation.

- Honesty and objectivity: the researchers provided the exact data collected by the instruments, and they will not change any result.

3.5. Execution Phase

The execution phase provides a description about the procedures that the researchers followed after the approval of the instruments. This phase explains the way in which the interventions, which were assisted by lesson plans as guides to teach on classes, were held. Also, it shows how the instruments were administered to the students in order to gather the information efficiently.

The next point in the execution phase explains the steps the researchers followed to organize and classify the data that was collected by the instruments. Moreover, it describes the programs and systems that were used in this process. Finally, the execution phase shows the way in which the researchers analyzed and interpreted all the data.

The researchers provided from ten to twelve interventions in a period of two months, in which they introduced and applied blended learning to improve the students listening comprehension skill. In addition, the interventions were done two days per week for one-hour class each day. Moreover, the classes were imparted by different researchers each week; it means, one week two of the researchers taught, and the next week the other two researchers were in the front; meanwhile, the researchers who were not at the front observed the class, wrote notes about the class, and took pictures.

3.5.1. Plan of Action

WEEK 1							
Purpose	**Topics and activities to be carried out**	**Resources**	**Responsible of the session**	**Data gathering activity**	**Tools**	**Responsible of administering the tool**	**Time beginning/ ending**
To measure students' listening comprehension level	Administering a diagnostic test	speakers, computer, paper	Xavier Gómez	Diagnostic	Quiz 1	Daniel Barrientos Javier Arévalo Mario López	21/05/2019 1:15 pm - 2:00 pm
To create user ids for Google classroom	Explaining how platform will be use before and after each session and helping them creating user ids	Computer laboratory or cellphones	Javier Arévalo	N/A	N/A	N/A	22/05/2019 2:00 pm – 2:45pm
WEEK 2							
To practice the use of there is	To practice listening comprehension skill	Copies, speaker, computer	Mario López	Observation	Observation checklist, journal,	Daniel Barrientos	28/05/2019

| | | | | | and photos | Javier Arévalo

Xavier Gómez | 1:15 pm - 2:00 pm |
|---|---|---|---|---|---|---|---|
| To review vocabulary related to school facilities | To review vocabulary related to school facilities by developing online gaming activities and listening short audios | Computer laboratory or smartphones | Daniel Barrientos | Observation | Observation checklist, journal, and photos | Javier Arévalo

Xavier Gómez

Mario López | 29/05/2019

2:00 pm – 2:45pm |
| To reinforce the use of there is and there are and vocabulary related to school objects | To work on google classroom where it will be presented a brief explanation of the topic, and an assessment of the topic and vocabulary | Google Classroom

Smartphones | N/A | Tracking students' progress | Online Quiz | N/A | 29/05/2019- 04/06/2019 |

WEEK 3

To practice the use of comparatives and superlatives	To listen to a song to identify the use comparatives and superlatives in context	Speaker, laptop, LCD projector, copies and cellphones	Xavier Gómez	Observation	Observation checklist, journal, and photos	Javier Arévalo Daniel Barrientos	04/06/2019 1:15 pm- 2:00 pm
To review vocabulary related to school personnel and equipment	To review vocabulary related to School personnel and equipment by developing online gaming activities and listening to short audios	Computer laboratory or smartphones	Javier Arévalo	Observation	Observation checklist, journal, and photos	Daniel Barrientos Xavier Gómez Mario López	11/06/2019 2:00 pm – 2:45pm
To reinforce the use of comparatives and superlatives adjectives.	To work on google classroom where it will be presented a brief explanation of the topic, and an assessmen	Google Classroom Smartphones	N/A	Tracking students' progress	Online Quiz	N/A	12/06/2019- 18/06/2019

	t of the topic and vocabulary						
To reflect upon the first phase of action	To administer a questionnaire to evaluate the interventions and later reflect upon the results	Copies	Javier Arévalo	To collect students' impression about the interventions	Questionnaire	N/A	11/06/2019

WEEK 4

To practice the use of adjectives for describing personality and appearance following the structure Be + Adjectives,	To listen to a conversation to identify preposition of places	Speaker, laptop, charts, copies	Mario López	Observation	Observation checklist, journal, and photos	Daniel Barrientos Javier Arévalo Xavier Gómez	12/06/2019 1:15 pm – 2:00 pm

To review the use of preposition using the vocabulary related to furniture.	To review vocabulary related to furniture by developing online gaming activities and listening short audios	Computer Lab. Smartphones	Daniel Barrientos	Observation	Observation checklist, journal, and photos	Mario López Javier Arévalo Xavier Gómez	18/06/2019 2:00 pm – 2:45pm
To reinforce the use of the preposition of place	To work on google classroom where it will be presented a brief explanation of the topic, and an assessment of the topic and vocabulary	Google Classroom Smartphones	N/A	Tracking students' progress	Observation checklist, journal, and photos	N/A	18/06/2019-25/06/2019
WEEK 5							
To practice the use clothing and personal care items	To watch a video to identify the present	Projector Speaker, laptop,	Xavier Gomez	Observation	Observation checklist, journal, and photos	Daniel Barrientos Javier Arévalo	19/06/2019

using the structure Present Continuous.	continuous structure	charts, copies				Mario López	1:15 pm – 2:00 pm
To review the use of present continuous using the vocabulary related to home appliances.	To review vocabulary related to home appliances by developing online gaming activities and listening short audios	Computer Lab. Smartphones	Javier Arévalo	Observation	Observation checklist, journal, and photos	Mario López Daniel Barrientos Xavier Gómez	25/06/2019 2:00 pm – 2:45pm
To reinforce the use of the present Continuous Tense.	To work on google classroom where it will be presented a brief explanation of the topic, and an assessment of the topic and vocabulary	Google Classroom Smartphones	N/A	Tracking students' progress	Observation checklist, journal, and photos	N/A	25/06/2019-02/07/2019
To reflect upon the second	To administer a	Copies	Javier Arévalo	To collect students'	Questionnaire	N/A	25/06/2019

phase of action	questionnaire to evaluate the interventions and later reflect upon their implementation			impression about the interventions			
WEEK 6							
To practice the use How much and How many.	To Listen to an audio to identify the difference in the use of how many and how much.	Speaker, laptop, charts, copies	Mario López	Observation	Observation checklist, journal, and photos	Daniel Barrientos Javier Arévalo Xavier Gómez	26/06/2019 1:15 pm – 2:00 pm
To review the difference of How much and How many using the vocabular	To review vocabulary related to the structure how much and how many by developing online gaming	Computer Lab. Smartphones	Daniel Barrientos	Observation	Observation checklist, journal, and photos	Mario López Javier Arévalo Xavier Gómez	02/07/2019 2:00 pm – 2:45pm

y related food.	activities and listening short audios						
To reinforce the use of the structure how many and how much.	To work on google classroom where it will be presented a brief explanation of the topic, and an assessment of the topic and vocabulary	Google Classroom Smartphones	N/A	Tracking students' progress	Observation checklist, journal, and photos	N/A	02/07/2019- 19/07/2019
WEEK 7							
To measure students' listening comprehension level at the end of the interventions	Administering final test	speakers, computer, copies	Xavier Gómez	Collection of quantitative date from summative evaluation	Test Tables	Daniel Barrientos Javier Arévalo Mario López	10/072019 1:15 pm - 2:00 pm

To reflect upon the application of blended learning throughout the interventions	To administered questionnaire orally to reflect upon all the intervations	N/A	Javier Arévalo	To collect students' impression about the interventions	Observation checklist, journal, and photos	N/A	10/07/2019 2:00 pm – 2:45pm

3.5.2. Data Collection Process

In order to collect reliable and relevant data from the plan of action, researchers administered a questionnaire every two weeks during the intervention time with the eighth grade, section B students of the Centro Escolar Napoleón Ríos, in the year 2019. Later on, researchers made use of the validated tools such as observation checklists, observation journals, and quizzes in order to collect data through the development of the plan of action. Each of the researchers had a specific role during the intervention phase, which made easier and more efficient to gather the data, since the research team is formed by four members; first, one of the investigators was at the front of the class to manage the session; second, two of them observed plus and took notes; finally, the last of them took pictures in each intervention.

In order to collect information, researchers used a non-structured observation to get to know students' perception about the pros and cons of this teaching method "blended learning". Besides, researchers filled in a structured observation to study the students' listening comprehension skill and its development. Also, researchers decided to administer a questionnaire to find out students' opinions about working with the blended learning method. The questionnaire was applied every two weeks of interventions to find out more about students' opinions regarding their improvement in the learning process with the method. To finish up, the research team administered two quizzes, one at the beginning of the intervention phase and the other at the end of it, to evaluate students' listening comprehension skills and

their improvement. The results of the first quiz allowed researchers to determine students' level and what should be improved; on the other hand, the second quiz helped to measure how much the students improved due to the application of blended learning.

Researchers made use of Microsoft Office tools to organize and classify the collected data to maximize time. The quantitative data was organized in graphs presented in percentage, and frequency tables for a clear understanding of the results. On the other hand, the qualitative data was categorized and coded into identifiable themes. After each intervention, researchers created a summary table of the observation checklists, observation journals, and questionnaires.

3.5.4. Data Analysis and Interpretation

Researchers analyzed how the results obtained through the different instruments helped them achieve the objectives of the action research. The results of the analysis and interpretation of the data assisted researchers in order to test the hypothesis of change and to verify how the eighth-grade students' listening comprehension skill was maximized by the implementation of Blended learning. The final results were triangulated according to what the researchers observed during the intervention process, and the comparison of the baseline set at the beginning of this investigation.

First of all, researchers organized all the information collected in graphs, frequency tables, and summary tables to provide a proper interpretation of each of them. Secondly, researchers arranged these based on the variables and the indicators. Researchers triangulated the data with the baseline results, the researchers' conclusions of the observations, and the students' opinions and grades. After that, researchers made sure to complete the State of Art by adding their own findings and conclusions about how the implementation of blended learning maximizes students listening comprehension. Finally, researchers drew conclusions about the phenomenon studied, they also drew recommendations to students whom might be facing the same issues as well as some recommendations for future researchers who may want to continue studying this phenomenon in the future, and teacher would like to apply this method.

3.5.5. Time Line

Activity	Responsible	Month								
		February	March	April	May	June	July	August	September	October
Preliminary Phase	Research team	X								
Approaching the Field of Study	Research team	X								
Diagnostic Study	Research team	X								
Definition of the Problem	Research team	X	X							
Planning Phase	Research team		X							
Revision of the Statement of the problem	Research team and advisor		X							
Literature Review	Research team		X	X						

Task	Responsible									
Revision of Theoretical Framework, Methodological Design and selection sampling	Research team and advisor			X						
Operationalization of Variables	Research team			X						
Revision of Operationalization and validation of instruments	Research team			X						
Validation of the Data Collection Instruments	Research team			X						
Execution Phase	Research team				X					
Data Collection	Research team				X	X				
Data Processing	Research team						X	X		
Data Analysis and Interpretation	Research team							X		
Writing the final report	Research team							X		
Oral presentation	Research team								X	

3.5.6. Budget

BUDGET				
Type of Supplies	Name	Cost per item	Number of items	Total
Office Supplies	Pens	$ 0,15	5	$ 0.75
	Pencils	$ 0,15	2	$ 0.30
	Staplers	$ 1.00	4	$ 4.00
	Printer ink	$ 10.00 black ink	7	$ 70.00
	Printer paper	$ 5.00/pkg	5 Pkg	$ 25.00
			TOTAL $	100.05

Services

Services	Cost	Total
Photocopies	$ 0.025/ page* 150 copies	$ 3.75
Internet	$ 10.00 one month	$ 80.00
Other expenses	---------------	-----------

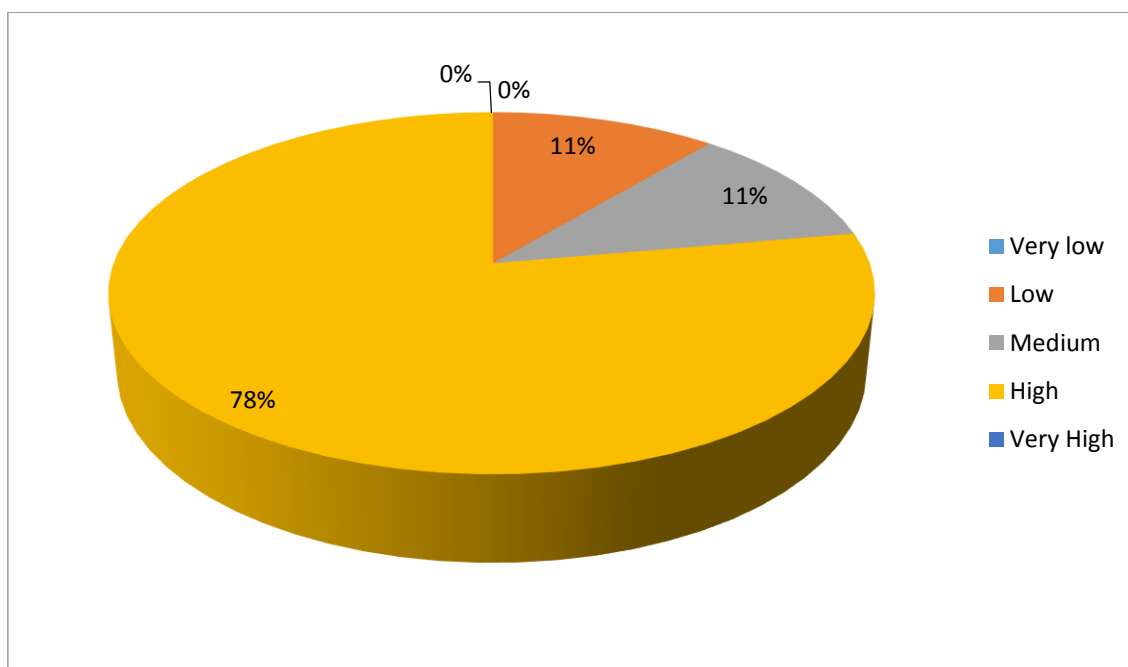|		
(food, transportation, and electricity)		
Snacks for the Final Presentation	-----------------	$ 30.00
		Total: $ 113.75

TOTAL BUDGET EXPENSES: $ 213.80

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Listening comprehension

4.1.1 Speech Perception

Appendix K1: The main idea of a sentence, speech

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Throughout this study, the researchers investigated about speech perception in eighth grade students making use of a check list in order to collect data. The results showed that in the 78% of the session, the students presented a high level of speech perception. In other words, the majority of them understand and comprehend the main idea of a sentence. It is worth to mention that the students also are able to recognize the intention of the speaker (see appendix K1); this means they are capable to perceive and process the meaning of the message that the speaker tries to convey.

Appendix K2: Recognition of the intention of the speaker
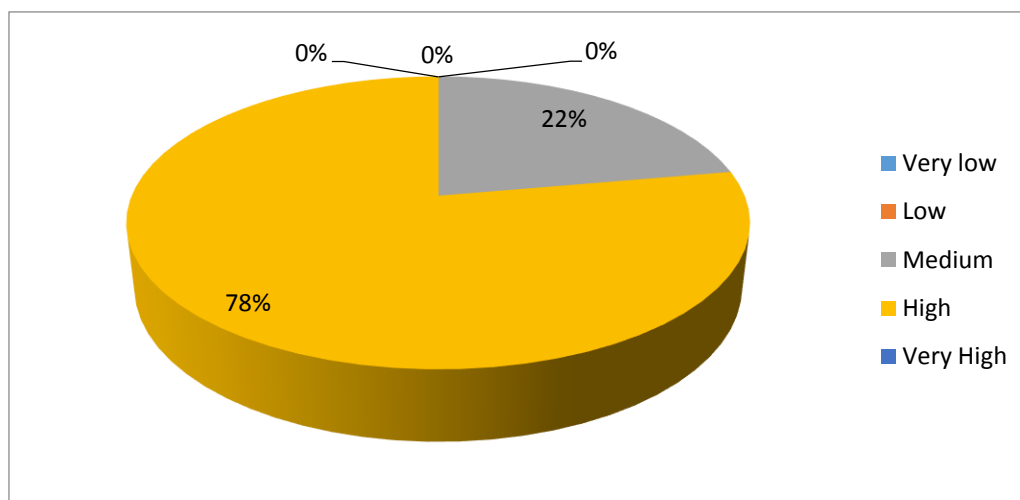
0% 0% 0%

22%

78%
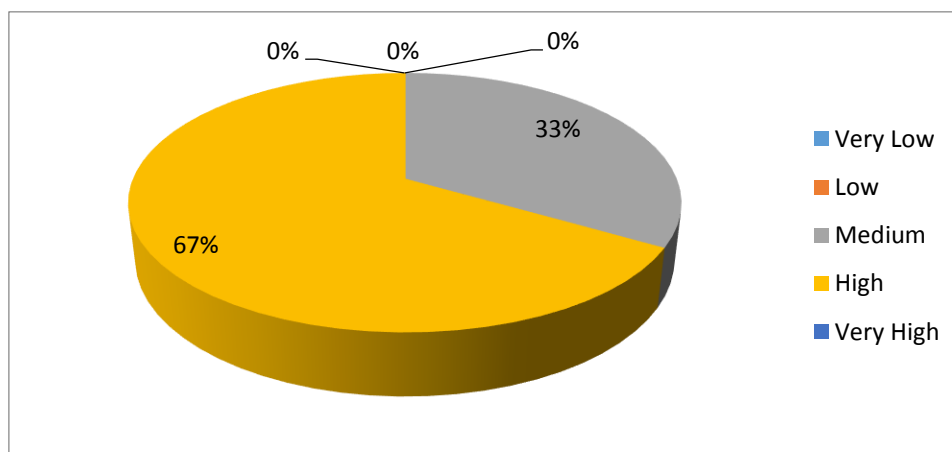
- Very low
- Low
- Medium
- High
- Very High

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

As the graph shows, in the 78% of the session, students presented a high level of understanding This means that they are able to comprehend the idea the speaker transmitted and later process it to give an answer. In other words, when students are exposed to certain situation that involve, instructions, gestures, end tone of voice, the students followed directions perfectly.

4.1.2 Capacity to Recognize Words

Appendix K3: Understanding of words used in audios

0% 0% 0%

33%

67%

- Very Low
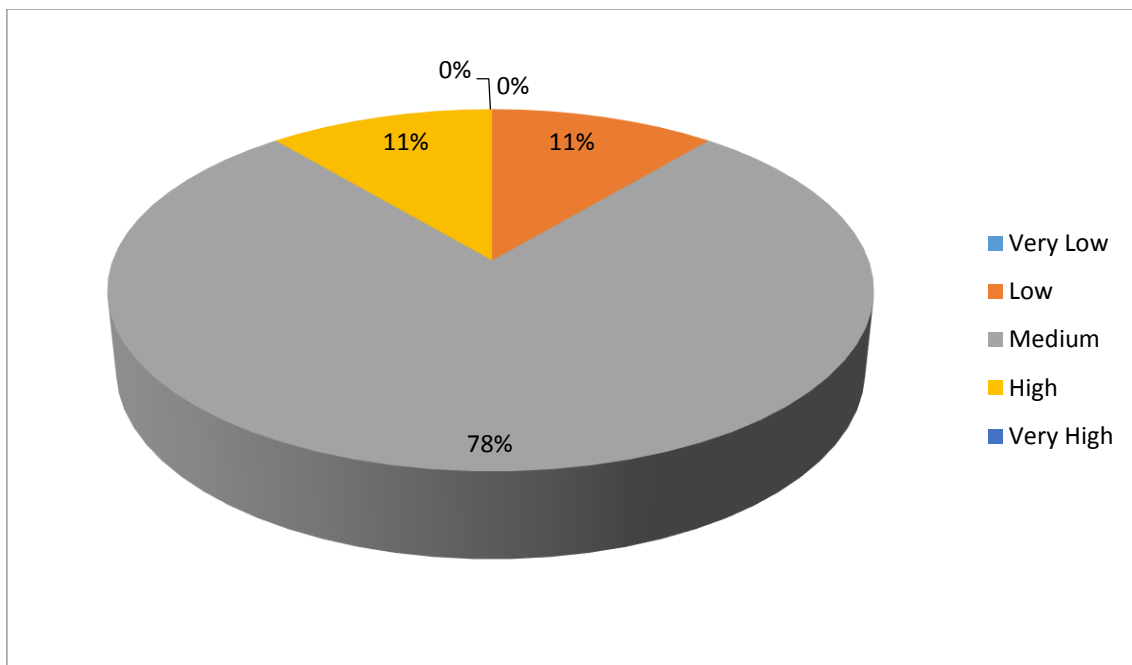- Low
- Medium
- High
- Very High

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Another significant factor in this study is the capacity to recognize words. For most students, especially for beginners, it could be difficult to recognize key word in the listening

form since this is one of the most difficult English skill to develop; however, the sample observed in this study presented a convincing result. As the graph shows, in the 67% of the classes, students were able to understand the words that were used in audios. This is due to the vocabulary according to their level is medium (see appendix K3), so they recognized words since they possessed an acceptable vocabulary for their level that helps students to comprehend the meaning of sentences.

Appendix K4: Vocabulary

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

According to the graph, the researchers determined that the in 78% of the sessions, students showed they had a medium level of English's vocabulary. Since they are in eighth grade, this result is acceptable because they understand the majority of the words required for their level. Also, they were able to comprehend the idea of the speaker, and they are capable to develop the different exercises related to vocabulary. This is an important factor in this investigation because this shows that the teacher has worked on their vocabulary acquisition.

4.1.3 Ability to Process Sentences

Appendix K8: Sentence Processing
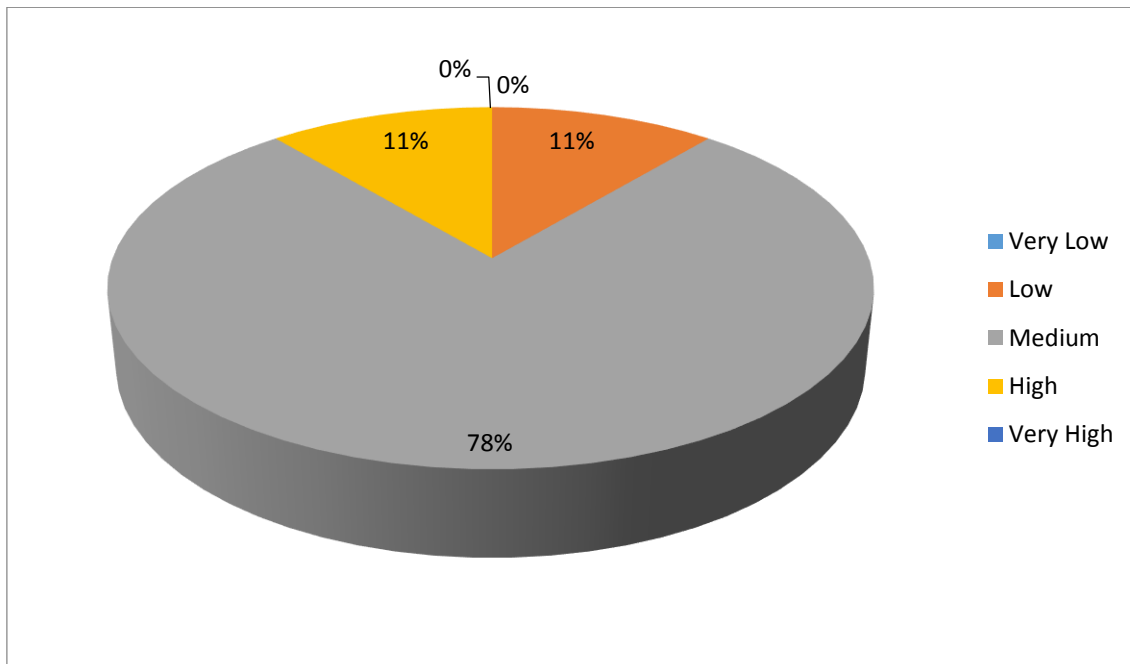
Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Listening comprehension is a skill a person must improve in order to learn English, since it combines the ability to listen, comprehend, and process a sentence. When a person listens to a sentence, the brain automatically gathers, organize and analyze the information gotten through the ears. Consequently, the time that the brain uses to process what it is listened plays an important role to maintain the fluency in the communication process. However, through the investigation, the researchers could realize that the importance given to one of the macro skill, which is listening, was minimum, because the classes the researchers observed while doing the diagnostic were based mostly in speaking.

The data gathered from the observations revealed that the eighth's grader students of section B from Centro Escolar Napoleón Ríos did not have enough exposure to English, since they could not process sentences accordingly to their level. The reaction the students had on the first two weeks of interventions towards the activities presented by the researchers were those of nervousness and fear because the students had never been exposed to the English language in that way; however, in the following weeks of interventions, the students looked for

comfortable with the different games and exercises brought by the investigators. Also, the level of sentence processing they had was from medium to high, since the 89% (see appendix K8) of the sessions showed that the students could recognize the parts and tense of a sentence in an acceptable degree; on the other hand, approximately the 11% (see appendix K8) of the classes they demonstrated a very low level of proficiency in this aspect. This was due to the arrangements the researchers made, so the sessions could start with an introduction of the topic, and the vocabulary that would be used for the exercises; in that way, students would find easier to get the parts and tense of sentences.4.1.4 Ability to Construct the Meaning

Appendix K7: The meaning of the message
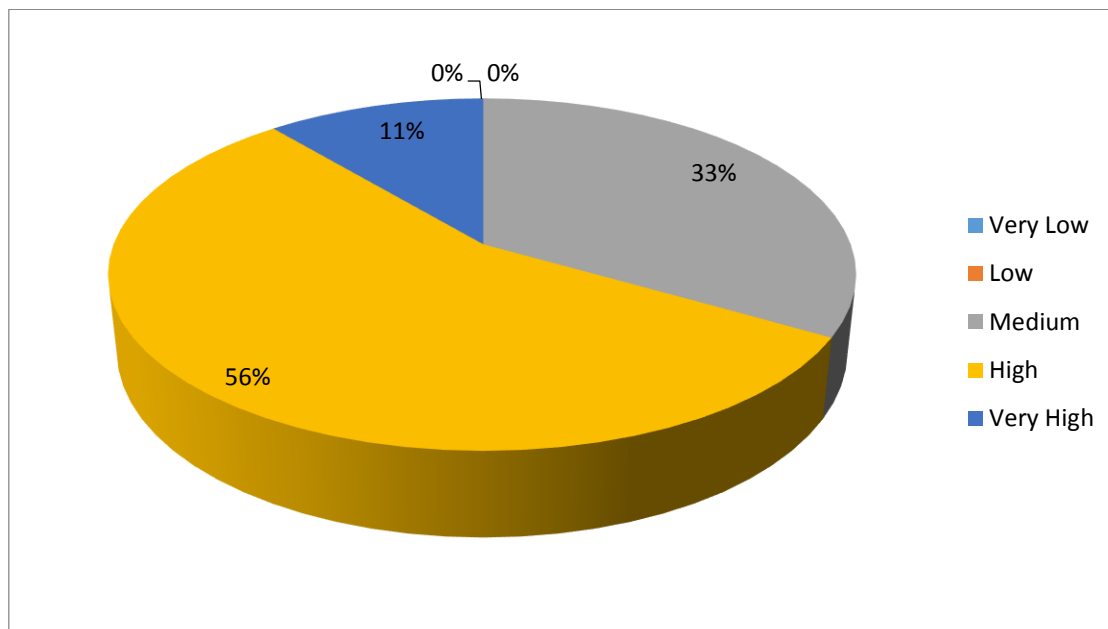
Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Listening comprehension requires more than just hearing what the speaker says, as knowledge plays an important part in learning a language. The listener and the speaker have to be almost in the same level of knowledge, since it will help them maintain the fluency in the communication process. For that reason, teachers must provide students information enough about the topics and structures that will be studied, so they can grasp the meaning of the sentences in the audios and conversation that will be used. It means, learners have to possess prior knowledge of the topics in order to correctly resolve the exercises given by the teacher.

Finally, your listening ability, brain, and knowledge have to work hand by hand to properly grasp the meaning in a sentence, paragraph, or conversation.

The researchers found out through the information gathered by the observation checklist and journals that eighth grader's students from Centro Escolar Napoleón Ríos could in the majority of times get enough information to understand what the audios, videos, and paragraphs were about. In the first two weeks of interventions, the researchers could notice that the students felt a little bit uncomfortable with the sessions, since they had never extracted information from audios and videos. Nevertheless, from the third week of interventions and on, the students showed an improvement to comprehend what the audios and videos presented in the sessions were about. As a result, the percentage of sessions in which the students were able to grasp the meaning of sentences in audios and videos was that of 67% (see appendix K7); on the other hand, the percentage of sessions in which they presented some problems to get the meaning was that of 33% (see appendix K7). All of this was thanks to the efforts the researchers made, so the students could feel comfortable in the sessions, and for they to get accustomed to use their listening comprehension skill.

4.1.5 Grades

Appendix S2: Grades for Quiz 1

8.3	8.2	8	7.4	7.1	6.7	6.5	6.2	6.2	6.2	5.1	5	4.9
1	2	3	4	5	6	7	8	9	10	11	12	13
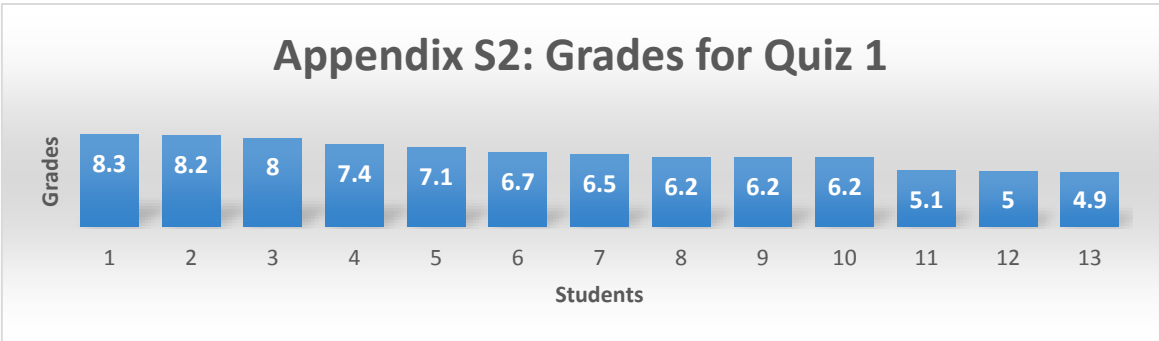
Grades / Students

Source: First Quiz administered to Eighth Grade students

The researchers made use of tests and a checklist to keep track of progress of the students' listening comprehension skill as it is shown in the following graphs. At the beginning (Appendix S2) and the end (Appendix S4) of interventions, researchers administered listening comprehension tests to evaluate the progress of the eighth grade students. In both, the first test and final test, ten students were able to reach six or more meaning that most of the students were

able to recognize words, process sentences and construct meaning in general according to their level.
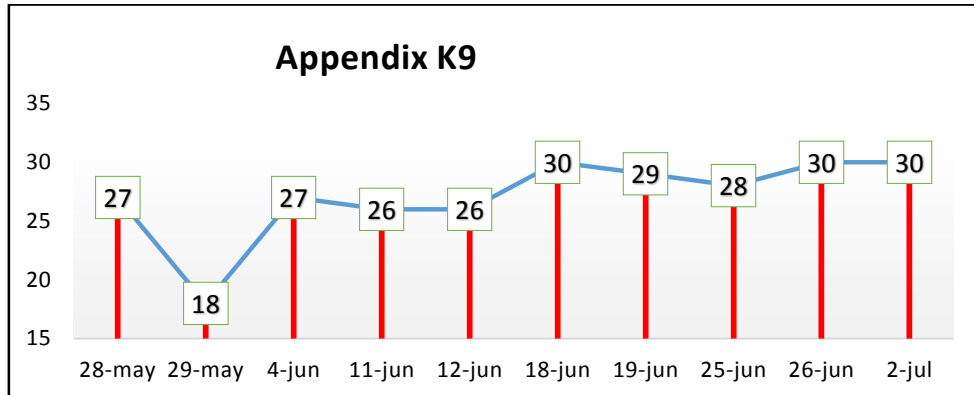
Appendix K9

Date	Score
28-may	27
29-may	18
4-jun	27
11-jun	26
12-jun	26
18-jun	30
19-jun	29
25-jun	28
26-jun	30
2-jul	30

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

This was confirmed along the sessions as shown in Appendix K9, that demonstrates that eighth grade students were able to obtain an average score of 27.1 in a scale from 1 to 40 where the listening comprehension skill of the students as a group was evaluated, and it demonstrated that they kept a positive and consistent tendency during most of the sessions which gave as result an improvement on their listening comprehension skill as it is shown on the results of the final test appendix S4 since the average grade was 7.1 while the one obtained in the first test was 6.6.

Appendix S4: Grades for Quiz 2

Student	Grade
1	10
2	8.9
3	8.2
4	8.2
5	7.6
6	7.1
7	7
8	6.5
9	6.1
10	6
11	5.5
12	5
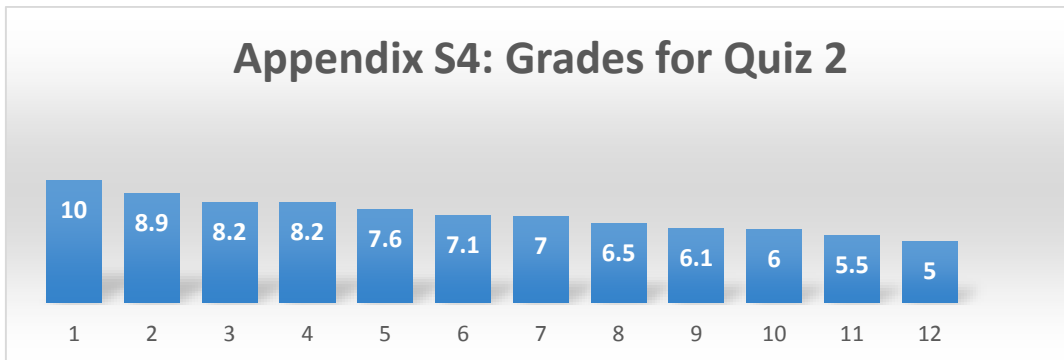
Source: Second Quiz administered to Eighth Grade students

4.2 Blended Learning

4.2.1 Implementation of Traditional Learning Approach

Since the implementation of the blended learning method requires the combination of the traditional learning environment and different modalities of e-learning, half of the face to face sessions were in a traditional classroom environment where students were exposed to

different type of activities to practice and mostly asses their ability to apply the knowledge gotten during the rotation and lab sessions where students reviewed grammatical structures and learned and practiced new vocabulary. Some of the behaviors related to their listening comprehension skill obtained by means of observation registered on journal (appendix N1) are the following:

- Students were able to get the main idea of short texts. In most the sessions, students did not show difficulties to guess or grasp the idea of what a text was about or at least be able to identify if for example of a short audio o sentence was speaking about an object or a person.

- Students were able to differentiate between different parts of the speech (inflections and derivations) that share the same lexeme that help them to better understand texts and audios; for example, they could differentiate adjectives like fast and faster or verbs and nouns like play or player.

- Student were able to infer meaning from short chunks of speech as for example commands. In some of the sessions, students were required to follow instructions to develop some games where the teacher did not take the time to explain one by one what the commands meant, but that did not represent a difficulty since students usually inferred the meaning from the context on their own.

- Students were able to identify numbers in the spoken form. Students found easy to identify telephone numbers, ages, or house numbers in most of the activities developed.

- Students were able to identify the correct spelling names or shorts words. Students were able to differentiate homophone like names, verbs or other particles of the language when in the audio the spelling of one and other was remarked; this shows that most of them managed the alphabet.

- Student presented difficulties to understand long text or audios. They found especially difficult to have long audios, since they tried to separate the audios in short chunks in order to translate what the audios meant, so they did not pay attention to the whole audio because, for example, they were still trying to translate the first sentence while the speaker was already saying the third or fourth sentence.

- Students found difficult to understand audios during the first sessions. Students looked overwhelmed during the first sessions since they were not used to listen to native speakers even in a slow pace since the only exposure to the English language they had had was from the teacher, but with the pass of the sessions they started to get used to it.

- Student had difficulties to understand questions. Students did not look to be familiar with sentences in the interrogative form even though they could understand the same sentence but in its positive or negative form.

- Students showed difficulties to analyze what they were listening to. Students were able to extract specific information from audios or videos, but when they have to read between lines they usually got confused. For example, if an audio spoke about the parts of the house, and then the speaker made a comparison of what parts his house has and what parts somebody else's has, they usually mixed the information or showed difficulties to exclude specific information from a particular category.

4.2.2 Implementation of Rotation Model

4.2.2.1 Students participation in the class

**Appendix M1: Participation in the class**
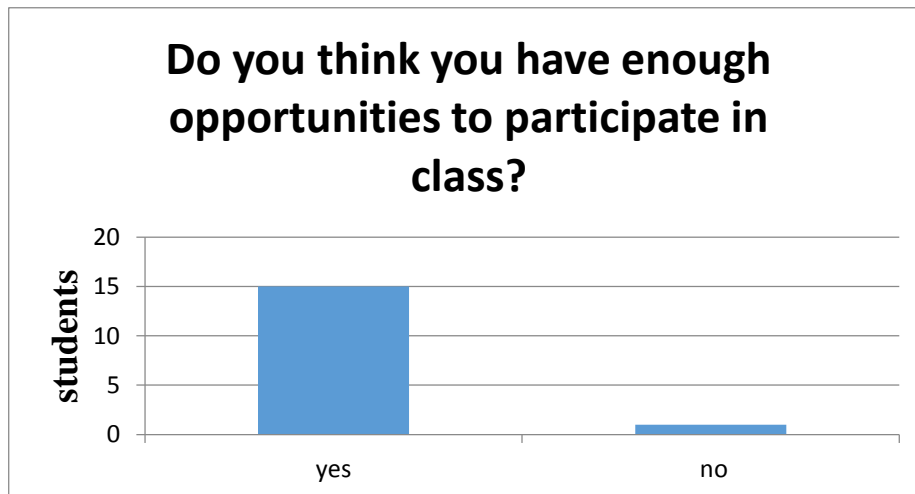
Source: questionnaire addressed to 8th grade students July, 2019. Q1 from appendix D1

Face to face instruction or commonly known as face to face interaction refers to the interaction between the teacher and students in a traditional classroom setting. This traditional classroom setting includes elements like lecture, case studies, team projects, etc., and the class is conducted in a synchronous environment where the active participation of the students is required. In the appendix M1 states that 94% (15) of the students said that they have opportunity to participate in the class; on the other hand, 6% of the population does not feel that they have enough opportunities to participate during the class, so the majority of them affirmed they have the opportunity to participate on the class as it was also reflected on appendix L1 that shows that in the on 90% of the session the students participated actively during the class. Thus, the implementation of the blended learning method during the interventions had students become active participant of the class, which increases the opportunities to practice English during the class.

4.2.2.2 Students have time to work individually

Appendix M2: Individual work
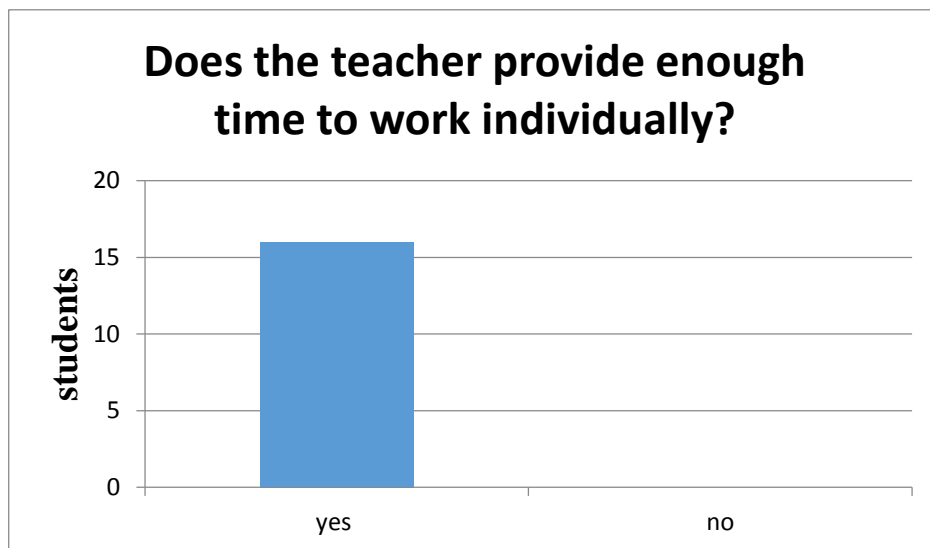
Source: questionnaire addressed to 8th grade students July, 2019. Q2 from appendix D1

In blended learning, most of the curriculum is delivered via a digital platform, and teachers are available for face-to-face consultation and support. When blended learning model is applied, students become more independent and self-guided since they have the opportunity to work in activities inside and outside the classroom on their own. In the appendix M2, it is shown that the

70

students declared that they have the sufficient time to work individually inside and outside the class and as it also could be observed during the session as shown in appendix L2, that shows that in the 90% of the session the teacher gave students enough time to work individually resulting on students developing more independence at the time to figure out the meaning for new words or self-asses the exercises they were required to work on.

4.2.2.3 Students have time to work in group

Appendix M3: Group work
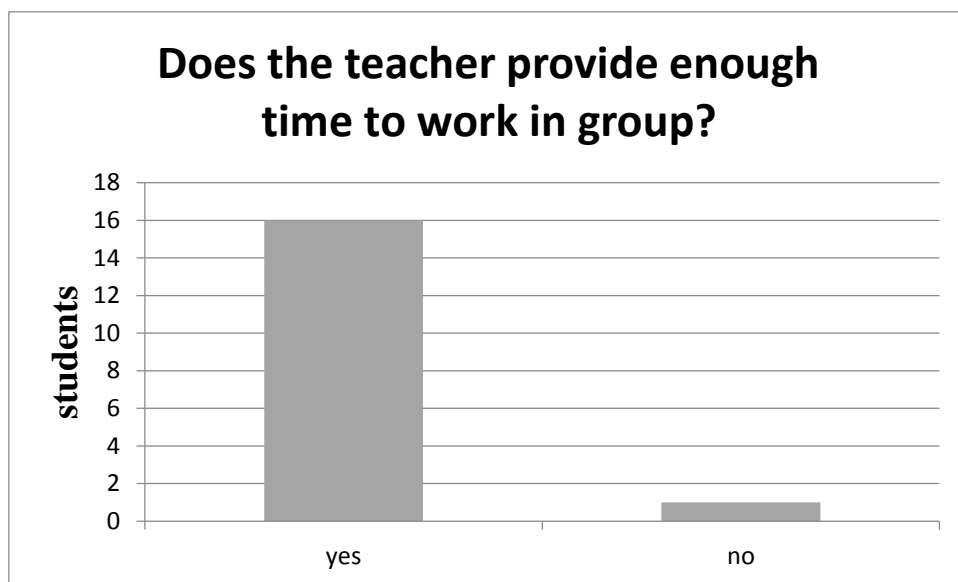
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q3 from appendix D1

The Blended Learning method improves not only access to learning but also energizes students' attitudes towards learning. Beside it increases the interaction between student-teacher and student-student. According to the appendix M3, the 94% of the students felt that they had enough time to work in group, while the 6% expressed that they did not have enough time to work in groups. Besides as it is shown on appendix L3, the teachers promoted group work on the 80% of the sessions, so students have enough time to work with their peers allowing them to learn from each other and to find support not only from the teacher but their classmates.

4.2.2.4 Preferred teaching method

Appendix M4: preferred teaching methods
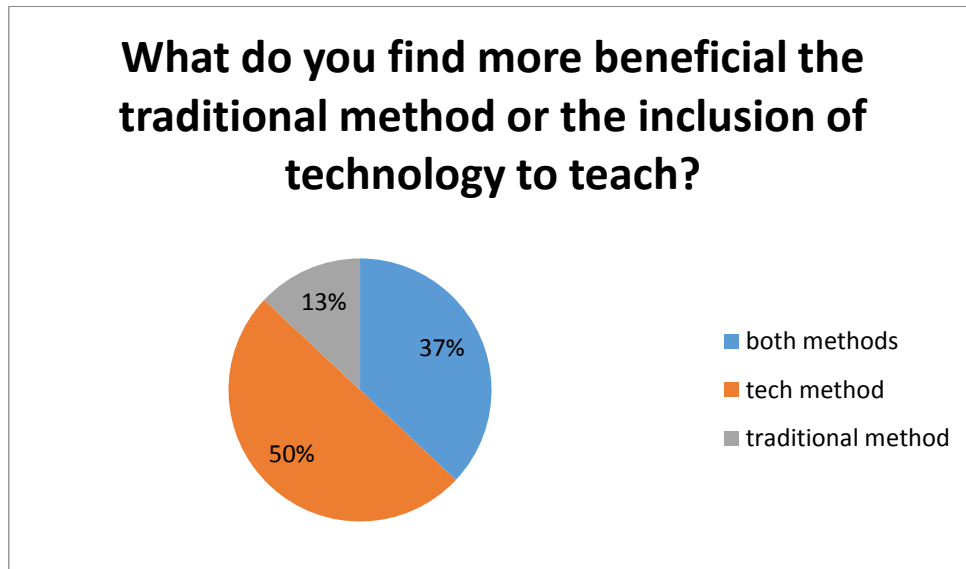
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q4 from appendix D1

In a world where the development of new technology never stops, the need of innovation in all areas of human activity increases. Education is not an exception to this, but it is usually questioned at what point teachers are innovating the way the classes are taught or if they are simply digitalizing teaching. In this sense the application of the blended learning method provides the opportunity to combine face to face and online interactions in order to increase the students' learning and level of comfort to access any learning type of learning material. In appendix L4, it is shown that in 50% of the sessions showed more willingness to participate in the class when technological devices where used compared to when the devices where not used, and in the other half, the students barely showed willingness to participate in the class. On the other hand, the appendix M4, presents that the half of the population (50%) expressed that the inclusion of technology to teach is more beneficial for them because it is easier to learn and they expressed that they are more comfortable and it offers them multiple resources to learn; on the other hand, 37% affirmed that both methods are important in their learning since the traditional methods they are able to interact with their classmates and teachers between, and with the implementation of technology, they are able to easy access to wide range of

information; moreover, the 13% preferred the traditional method to learn. All this shows that not all the time the implementation of technology will increase the interest and willingness that students showed to be part of the class.

4.2.3 Implementation of Lab Model

4.2.3.1 Motivation to participate when using online activities Appendix M5: Appendix M5: Motivation with online activities

**Do you find the inclusion of online activities motivate class participation?**
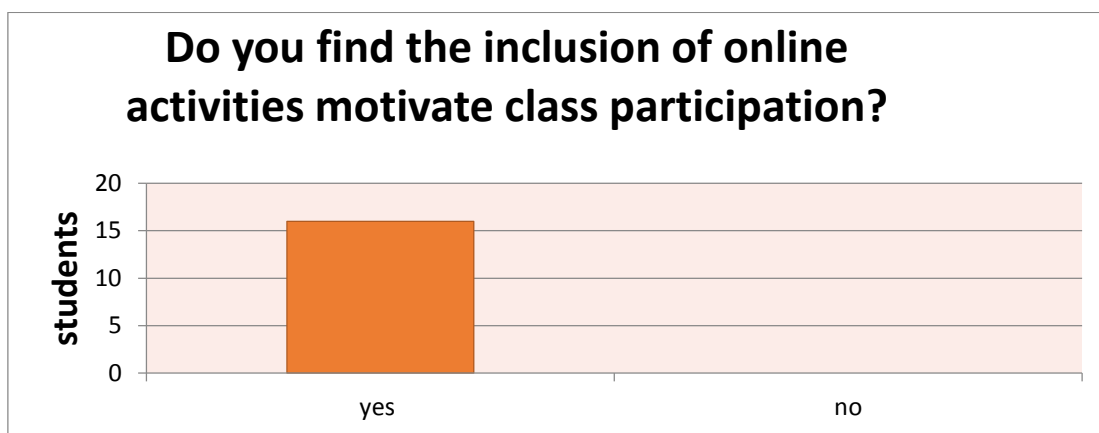
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q5 from appendix D1

The Blended Learning method has been understood as a combination of face-to-face and technology mediated instructional forms and it allows students to have more interaction with technological devices. The appendix L5 shows that in the 50% of the session students were willing to work when they have to use technological devices to do online activities while the other half of the sessions, the students showed at least a low level of willingness to work on it which mean in fact that the eighth grader students were motivated to work in class when they have to deal with online activities. It was also confirmed by means of observation, as shown on appendix M5, that all the students agreed the implementation of technological devices motivate them to learn more because they have the opportunity to use their devices to learn. Besides, they declared it became easy to learn a new language because they have the facility to listen an audio, watch a video, a podcast and use many tools, and they could check or review the materials as many times as needed; also, it made them become more active learners and often challenging themselves to read material that had not yet been introduce in the classroom.

4.2.3.2 Interest to work in Google classroom

Appendix M6: Interest on online platform

Do you find the use of an online platform intersting?
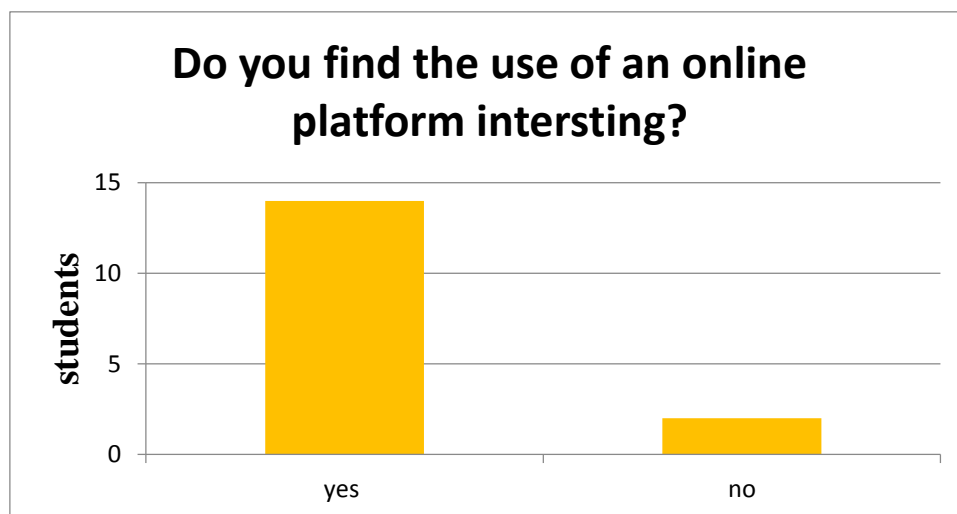
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q6 from appendix D1

Nowadays, technology is being very useful in education because it offers more tools and sources to the students like videos, interactive diagrams and other web based features available when students might need it. Besides, the use of online platforms has become very useful because students have information available everywhere and anytime as long as they have internet connection and they can avoid to carry a lot of books with them everywhere. According to the appendix M6, 88% of the students declared that the use of an online platform is very useful for their learning because it is an innovating way to learn while the 12% stated that an online platform is not very useful for them because they do not have stable internet connection that turns harder the access to the material shared.

Appendix L6: Interest to work in Google classroom
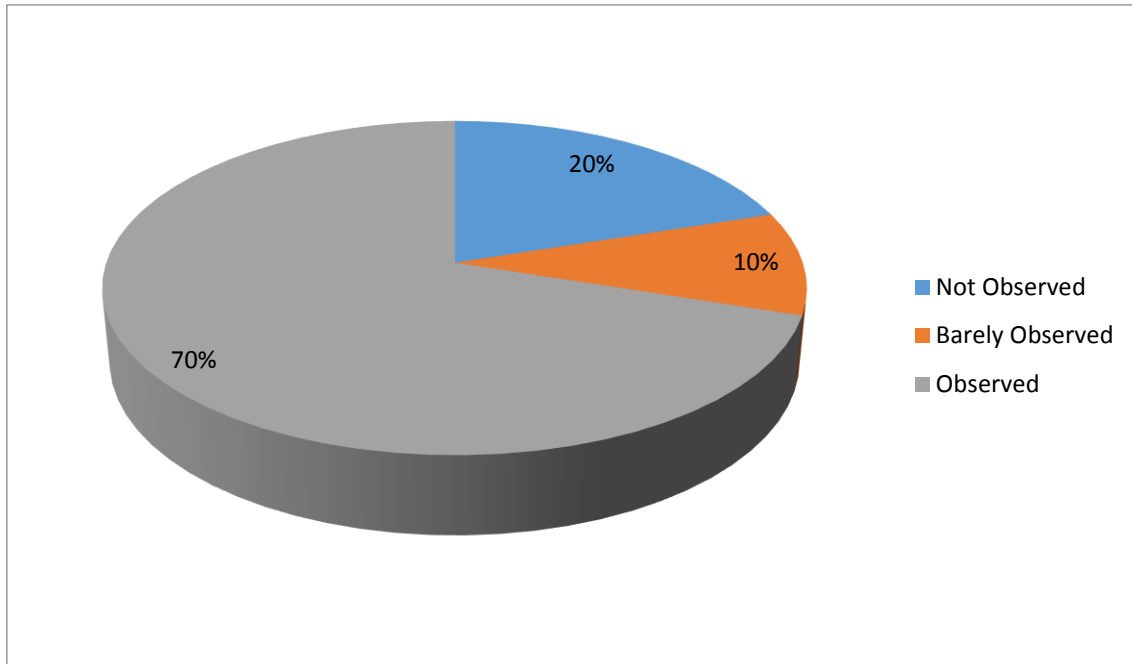
Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's

classes

In contrast, in the checklist to evaluate the implementation of the blended learning method, the interest that students have toward the use of an online classroom- Google Classroom- differs compare to the questionnaire since as the appendix L6 shows in the 70% of the session the students were interest to work in the online platform while in the rest 30% of the session they show no or barely interest on using the online platform during the class. This means the eighth grade students are motivated to use a technological device in the classroom, but not in all cases, they are interesting to use them for academic purposes.

4.2.3.3 Time to do online activities

Appendix M7: Time to do online activities

Do you think you have enough time to perform activities?
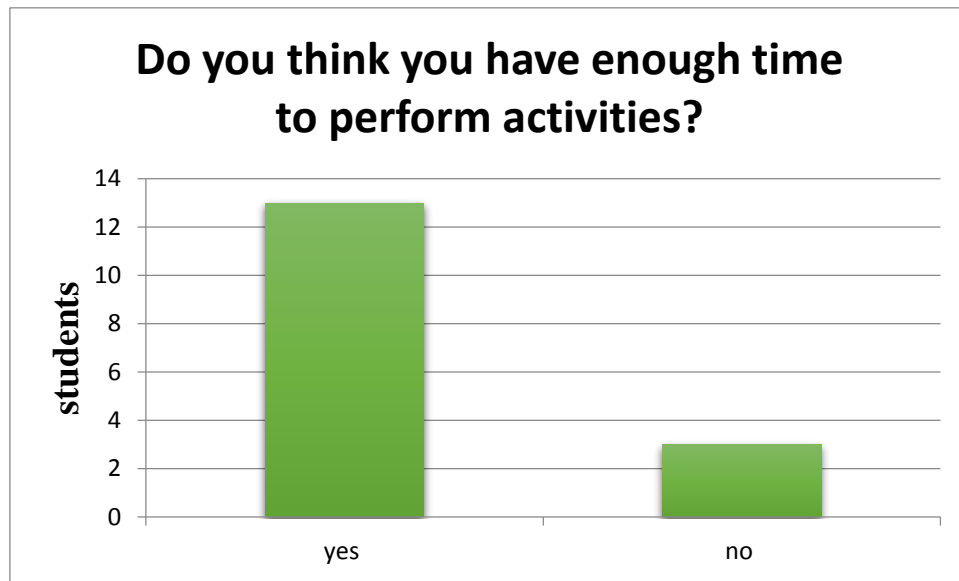
Source: questionnaire addressed to 8th grade students July, 2019. Q7 from appendix D1

In order to use the technology in class, first of all, students should have the knowledge about the platform they are going to use and enough time to learn to use it correctly to develop activities. The appendix M7 shows that 81% (13) of the students affirmed that they had enough time to develop the online tasks according to the level of difficulty and their English level; on the other hand, the 19% of the students expressed that they did not have enough time to develop different online tasks. However, the information collected by means of observation on the checklist to evaluate the implementation of blended learning, shows that less than half of the session the students were not able to complete activities within the time assigned since as it is presented in appendix L7 only in a 40% of the sessions students were actually able to complete activities in the time assigned, and the then in 10% of the session some of them were able to it. While during half the session student were not able to complete the activities within the time assigned to them meaning that most of the time the teacher had to give extra time, for students to complete activities inside and outside the classroom.

4.2.3.4 Difficulties to use online platform

Appendix M8: Difficulties to use online platform
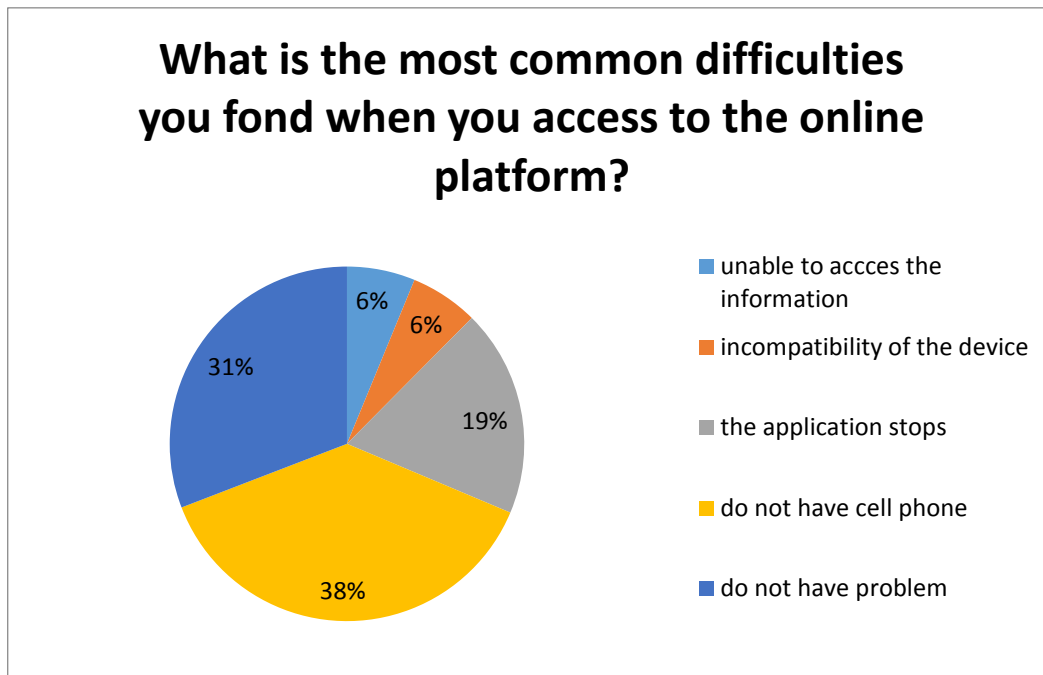
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q8 from appendix D1

A good tool for education is an online platform in which the students could have easy access to information and set of materials. However, the eighth grade students were not only required to access online material from school but also their homes, so they may face difficulties depending on the device used to access the platform.

Besides, institutions, which want to implement the blended learning method, have to invest on the basic technological devices or resources such as computers and a reliable internet connection to ensure the effectiveness of its application. According to the appendix M8, the 38% of the students declared that they had problems to access the platform since they did not have a cell phone or a computer to work on the platform, the 31% expressed that they do not have any difficulty to use an online platform; the 19% said that the application usually stopped when they were using it, and finally, the 12% affirmed that they had problem with the compatibility of the device or they were unable to access to the information.

All the above affected students the platform outside the classroom; nevertheless, they also had difficulties to access to Google Classroom even at school since according to appendix L8, during in a significant 40% of the classes, the students needed teacher´s help in order to access the online platform since they tended to forget their password and users, or technical issues with the laptops or cellphones came out.

4.2.3.5 Advantages to use an online platform

Appendix M9: Advantages to use an online platform

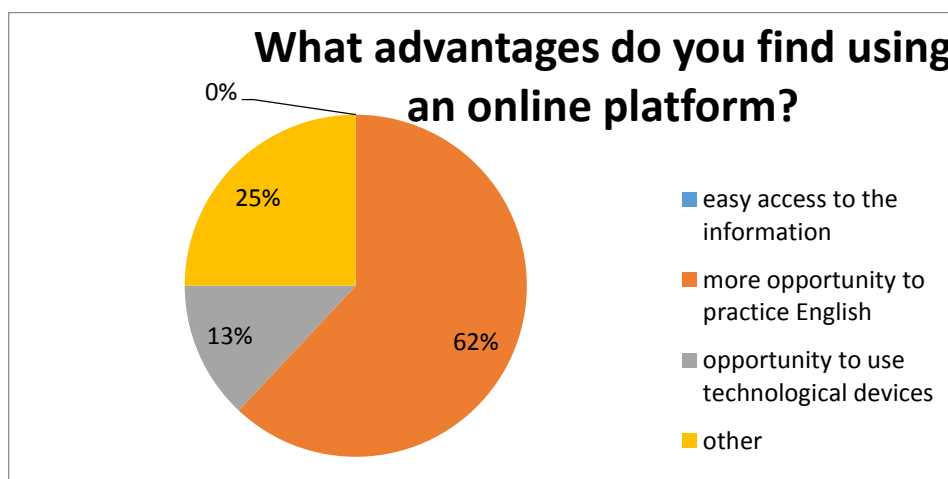*Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q9 from appendix D1*

Blended learning is the use of multiple methods to deliver learning combining face to face and online interactions, also students have the possibility to do streaming conferences, videos, and other combinations of electronic and traditional educational models. Online platforms encourage students to learn more and allow them to have the information in their hands. The appendix 9 shows that the majority of the students (62%) expressed that they liked the application of online platform because it gave them more opportunities to practice English, while the 13% of the population declared that they liked it since they had the opportunity to use more their technological devices to check the platform whenever they wanted and they always have the information available. Finally, the 25% stated that the application had other advantages to learn more since they were able to practice more showing a high degree of acceptance of the online platform.

4.2.3.6 Disadvantages of implementing technology in teaching

Appendix M10: Disadvantages of implementing technology in teaching

What disadvantages do you observe on the implementation of technology in teaching?

- No disadvantage
- Signal
- difficulty to understand new words
- does not have cell phone.

13%

6%

25%

56%
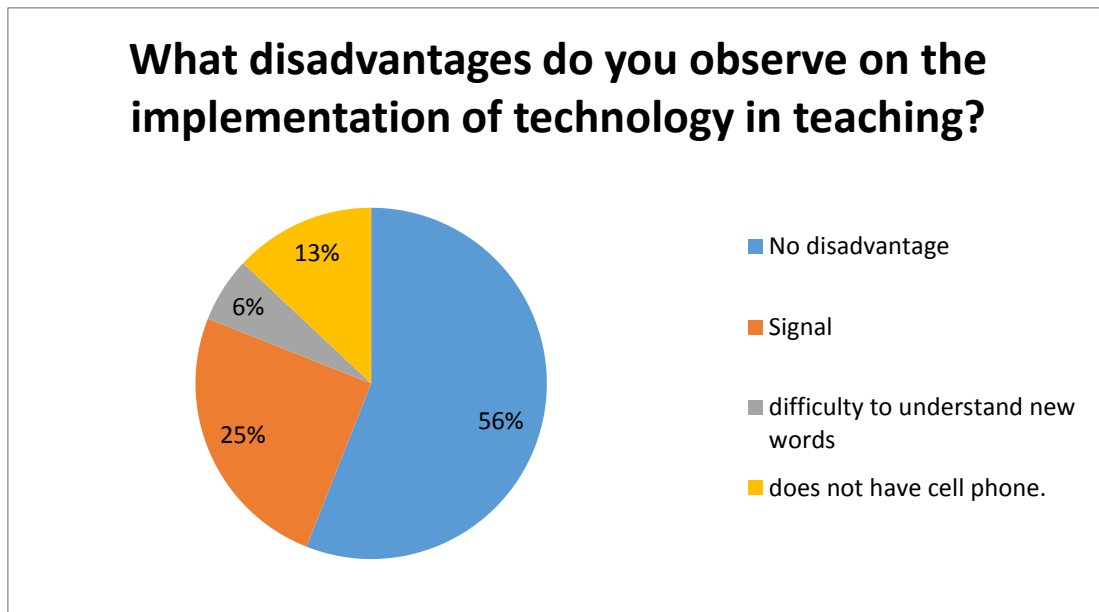
Source: questionnaire addressed to 8th grade students July, 2019. Q10 from appendix D1

In order to successfully learn in an online class, the students must have access to many resources and devices to make it work efficiently; however, there are many factors that can interfere on the application of the online learning. The graph B10 shows the disadvantages to use technology in the classroom, and it presents that 56% of the students expressed that there was no disadvantage, and they said it was very helpful for their learning, the 25% affirmed one of the main issues was internet connection because the school did not have a reliable internet network, and most of the time, teachers (the researchers) had to look for different ways to provide internet connection in the school, while the 13% of them answered that they did not have a cellphone, or computer to access the content outside the classroom, and the 6% of them that was only one student, affirmed the main difficulty he had was that there was too much new vocabulary to deal with at the same time.

4.2.4 Participation on Online Platform (Google Classroom)

The researchers made use of the online platform- Google Classroom to help eighth grader's students of Centro Escolar Napoleón Ríos improve their listening comprehension skill. The investigators divided in three parts the information given in the online sessions. First, they

shared information about the structure that was being taught at the moment; second, they posted easy activities for the students to practice the target structure. Finally, the researchers assigned homework assignments, so the students could apply what they learned. In addition, the data collected by the results of the assignments showed an average score of 82 out of 100 points in almost all the assignments. It means, the way the sessions where organized helped students improved their English since they had the time and opportunity to read and practice at their own pace, and whenever they wanted.

Appendix R

Participation on Online Platform (Google Classroom)						
Students' Name	**How much/How many**	**Listening Activity**	**Preposition of Place**	**My Dad's…**	**A day in School (activity)**	**Ordinal Numbers**
	Class Average Score					
1 Madelin Barrera						
2 Christian Cisneros						
3 Efrain Flores	100	60	80	80	80	
4 Kevin Gómez						
5 Omar Gómez						
6 Diego Interiano	100	80	90	100	100	
7 Hugo Linares	100	80	60	90	100	

8	Jennifer Marenco	100	80	70	30	60	
9	Benjamin Martinez						
10	Alexis Pacheco						
11	Marisol Quinteros						
12	Daniel Ramirez						
13	Jesus Salazar	75	90	50	70	80	
14	Brenda Sandoval						
15	Jose Siguenza						
16	Katerine Vinueza	100	70	80	90	100	
17	Estrada Medina						

However, not all the students actively participate on the learning process since only 7 out of the 17 users added to the class were active participants of the class. Most of them simply completed the review and practice posted every week but when the time for the real work came (Homework Assignments) they did not do it, even though when they were asked about it during the class they said they checked the platform at least once a week.

CHAPTER V:

CONCLUSIONS AND RECOMMENDATIONS

The overriding purpose of this study was the implementation of Blended Learning to maximize the listening comprehension skill of the eighth grade, section B students at Centro Escolar Napoleón Ríos in the year 2019. To accomplish that goal, it became necessary to reach some specific goals in order to implement the blended learning method to maximize the listening comprehension skill in eighth grades students. Through the use of journals, observation check lists, and written questionnaires, data was collected to analyze the problem that was presented in the first chapter of this research data. The information obtained from these instruments was gathered and organized to be presented in tables, and graphs that helped researcher to draw the following conclusions and recommendations:

5.1 Conclusions

Regarding to the general objective which is to maximize the listening comprehension skill of the eighth-grade section "B" students at the Centro Escolar Napoleón Ríos through blended learning during the year 2019. The results obtained in the analysis and interpretation of data, showed that the implementation of the blended learning method helped students to maximize their listening comprehension skill. Through the use of the method, student showed a significant level of interest to attend and participate in the class since they found attractive the use of technological resources; in addition, the data collected demonstrated that the exposure to a new learning environment brought a positive impact on their English language learning since they acquired new vocabulary, understood new grammar structures, practiced their pronunciation and familiarized with the target language. Moreover, the incorporation of the blended learning method allowed teachers and students to access a wider range of sources of information like videos, audios, online games, interactive practices, and quizzes that helped students to get acquainted with the language, and at the same time, the inclusion of a new routine made students become more excited and willing to be part of the class. In summary, the research group found out that the blending learning method benefits the English listening comprehension skill because students are more attentive and receptive towards a variety of resources causing

them to practice more and having an exposition to real language, and they are more comfortable in the classroom since they can learn through interactive activities or in other words they learn at the same time they play.

Regarding the specific objective: to improve eighth grade students´ listening comprehension skill by incorporating the online platform- Google Classroom at the Centro Escolar Napoleón Ríos during the year 2019, it was demonstrated by the results of the investigation that the eighth grader students of the Centro Escolar Napoleón Ríos, that participated in the activities in the online platform, showed a considerable improvement of their listening comprehension skill. Even though not all the students had the opportunity to participate in the online platform- Google Classroom, the seven students that could access the information shared in the platform, practice with the examples given, and do the homework assignments improved their listening comprehension skill, vocabulary, and grammar more than the students who could not participate. Also, they changed their perspective towards learning English because they found interesting and entertaining the usage of videos, audios, and online games in an educative environment. All of these facts proved that the implementation of the blended learning method can bring a new world of possibilities for the teaching field.

According to the specific objective: to enhance eighth grade students´ listening comprehension skill by encouraging their active participation on their learning through the implementation of blended learning. The research group found out that the implementation of blended learning promoted an active participation of the students that helped them improve their listening comprehension skill. The eighth-grade students recognized the benefits of developing online activities through the use cellphones, tables or computers, and even they showed more willingness to participate during the face to face sessions whenever interactive games where used that gave them more opportunities to practice English which caused an improvement of their listening comprehension skill progressively. At the end of interventions, some of the eighth grader students showed predisposition to express their doubt during the class as well to make question through private comments on the online platform- Google Classroom. Such a behavior contrasts with what it was observed during the diagnostic where students were limited to only listen to the teacher at all time to take notes or repeat what the teacher was saying without the actual opportunity to work with their peers, to express any doubt they had or reply freely if it

was or was not requested. The implementation of blended learning made the classes more interactive making students to participate more since they were more interested on the activities developed through the interventions which helped them improve no only their listening comprehension skill but the rest of the macro skills.

5.2 Recommendations

Teachers:

- Teachers should use different kind of online applications that motivate students to work using the technology and improve their English language skills by getting exposed and more familiar with the target language

- Teachers should promote the incorporation of new technological tools inside the classroom to make their classes more attractive for students to encourage the students' participation

- Teachers should make workshops with online platforms to reinforce students' skills about the topics studied inside the class, so that students may learn how make a good use of the technological devices.

- Teachers should focus more on the use of activities that include the four macro skills, since the only macro skill that the students practice in the majority of the classes is speaking which cause them problems to solve assignments directed to listening, writing, and reading.

- Teachers should learn more about different methods and approaches that can connect with the world students have to deal with to be avoid them getting bored, reluctant to participate and to do homework assignments.

- Teachers should expose students to all kind of materials like audios, videos, tales, or articles that can help students to be in touch with more natural language and to not limit their exposure to the language to what the teachers read for them.

- Teachers should teach students grammar rules according to their level since they are not aware how to use grammar structures; consequently, students are not able to process the meaning of the message properly when they are exposed to audios or conversations.

- Teachers should be instructed on the effective use of technological devices for education

Students:

- Students should be more responsible with their homework assignments since they are missing opportunities to practice and polish their English language skills

- Students should show more respect toward their classmates to keep in an environment where all --of them can participate without feeling they are going to be judged or mocked for making mistakes or simply being willing to participate.

- Students should learn to stop seeing their cellphones mainly as sources of entertainment but as key for knowledge for the real word to not only improve their English language skills but their knowledge about in all kind matters

- Students should take advantage of the platforms or didactic material that school offers to study or reinforce the contents seen in class.

- Students should participate in class activities not only because teacher has them participate and evaluate, but also because they overcome the timidity, the fear of failure, and negative attitudes toward their classmates.

Future researchers:

- Researchers should choose a school or educative institution that possess the necessary resources to conduct the investigation, since there are many institutions that do not own the equipment needed like computers, internet, or a computer center.

- Researchers should assure that the students chosen for the investigation are adequate to gather the information needed because they could not have a suitable economic situation, so some of them could not possess a cellphone, internet in their homes, or time, which they spend helping their parents in their jobs.

- Researchers should study in how others macro skills- reading, speaking and writing- improve by the incorporation of blended learning on the actual curricula

- Researchers should explore the benefits of implementing of technology on education on early stages of cognitive development mostly on the preoperational and concrete operational stages.

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APPENDICES

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

SUMMARY CHART OF THE OBSERVATION GUIDE

Objective: To gather general information about all aspects of the English language

Direction: Observe and analyze each aspect of the development of the English class. Write-down important points related with each aspect of the macro skills.

N°	Students' macro skills evaluation	COMMENTS
1	**Writing skills**: a. **Grammar:** Ability to write English words, simple sentences and phrases according to their English level. b. **Coherence:** Capacity to recognize verbs, subjects and adjectives in a sentence. c. **Spelling:** capable of writing properly without omitting or adding letters in the words or sentences.	.
2	**Speaking skill** a. **Pronunciation:** Able to pronounce simple English words according to the level b. **Fluency:** Ability to speak without thinking much before pronouncing or uttering according to their English level.	.

3	**Reading skill** a. **Comprehension:** Capable to understand and assimilate the message of the reading. b. **Vocabulary:** Learn and acquire new vocabulary while they read.	
4	**Listening skills** a. **Understanding:** Being able to comprehend how words are pronounced and the way each letter is said correctly. b. **Remembering:** Capacity to to retain words, sentences and phrases in order to use them furthermore. c. **Responding:** student's ability to exchange thoughts and opinions.	

Direction: Write-down important points about the following teaching aspects

	Teachers' evaluation	**Comments**
a)	**Didactic material:** Teacher uses adequate, dynamic and proper material for the students' learning process.	
b)	**Feedback:** Teacher delivers immediate reinforcement to a recent topic	
c)	**Interactiveness:** The class is reciprocal and interactive	

Observations:

_____
_____
_____
_____

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT**

OBSERVATIONAL CHECKLIST FOR INTERVENTIONS

**Observational checklist addressed to Eighth grade students of the Centro Escolar
Napoleon Ríos**

Objective: to gather information regarding the eighth grade students' listening skill

No. of students: _____ Start Time: _____   Finish Time: _____Date: _____

1. Very low   2. Low   3. Medium   4. High   5. Very high

CRITERIA	1	2	3	4	5
Students are able to get the main idea of a sentence, speech, conversation, etc.					
Students are able to recognize the intention of the speaker					
Students understand the words use in audios, conversations, etc.					
Students possess the vocabulary needed for their level					
Students are able to identify the parts of the sentence					
Students are capable to determine the tense of sentences					
Students are able to grasp the meaning of the message					
Students are able to process a sentences quickly					

Observations:_____

_____

_____

_____

Appendix C1: Blended Learning

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT

OBSERVATIONAL CHECKLIST FOR INTERVENTIONS

Observational checklist addressed to Eighth grade students of the Centro Escolar Napoleon Ríos

Objective: to gather information regarding the implementation of blended learning

No. of students: _____ Start Time: _____   Finish Time: _____Date: _____

0. Not Observed   1. Barely Observed   2. Observed

CRITERIA	0	1	2
1. The students actively participate in the class			
2. The teacher gives students enough time to work individually			
3. The teacher promotes the group work			
4. Students show more willingness to participate on the class when they have to use technological devices			
5. Students show interest when they have to work on online activities on their own			
6. The students show interest to work in Google classroom during the class			
7. The students were able to complete the online activities on the time assigned by the teacher			
8. The student could easily access to the online platform without the teachers' help			

Observations:

_____

_____

Appendix D1: Blended learning Intervention

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTICISPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS
Cuestionario para analizar intervenciones

Questionnaire addressed to eighth grade section B students from the Centro Escolar Napoleón Ríos
Objective: to collect information about the implementation of blended learning

1. Do you think you have enough opportunities to participate in class?

    yes _____   no _____

2. Does the teacher provide enough time to work individually?

    yes _____   no _____

3. Does the teacher provide enough time to work in group?

    yes _____   no _____

4. What do you find more beneficial the traditional method or the inclusion of technology to teach?

    _____

    _____

    _____

5. Do you find the inclusion of online activities motivate class participation?

    yes _____ no_____ Why?

    _____

6. Do you find interesting the use of an online platform?

    yes _____   no _____   Why?

    _____

7. Do you think you have enough time to perform activities?

   yes_____   no _____

8. What is the most common difficulties you fond when you access to the online platform?

   A) Unable to Access the information

   B) Incompatibility of the device

   C) the application stops

   D) do not have cell pone

   E) do not problem

9. What advantages do you find using an online platform?

   A) Early access to information

   B) More opportunities to practice

   C) Opportunity to use technological devices

   D) Other _____

10. What disadvantages do you observe on the implementation of technology in teaching?

   _____

   _____

   _____

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTICISPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS
Cuestionario para analizar intervenciones

Cuestionario dirigido a estudiantes de octavo sección B del Centro Escolar Napoleón Ríos

Objetivo: recopilar información sobre la implementación de Blended Learning

1. ¿Cree usted que tiene oportunidades de participar en la clase?

   Sí _____ No _____

2. ¿Cree usted que el profesor le da el espacio suficiente para trabajar individualmente?

   Sí _____ No _____

3. ¿Cree usted que el profesor le da el espacio suficiente para trabajar en grupo?

   Sí _____ No _____

4. ¿Qué encuentra más beneficioso para aprender: ¿el método tradicional de enseñanza, o la inclusión de tecnología para enseñar?

   _____

   _____

   _____

5. ¿Encuentra usted que la inclusión de actividades en línea le motiva a participar en la clase?

   Sí _____ No ¿Porque?

   _____

6. ¿Encuentra usted interesante el uso de una plataforma en línea?

   Sí _____ No _____ ¿Porque?

7. ¿Cree usted que el tiempo dado para realizar las actividades es suficiente?

   Sí _____ No _____

8. ¿Cuál fue el obstáculo más común que usted encontró al acceder a la plataforma en línea?

      F) El dispositivo es incompatible con la aplicación

      G) No puede acceder a la información compartida

      H) La aplicación se congela y se cierra

      I) No tiene celular

      J) No tiene problema

9. ¿Cuál es el aspecto que más le agrada de utilizar una plataforma en línea?

      E) Fácil acceso a información

      F) Mas oportunidad de practicar inglés

      G) Oportunidad de utilizar dispositivos tecnológicos

      H) Otros _____

10. ¿Qué desventajas observa usted en la implementación de tecnología para la enseñanza?

_____

_____

_____

Appendix E1: Implementation of Blended Learning and Eight Grade students' listening skill

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT

JOURNAL ENTRY FOR OBSERVATIONS

Observation addressed to Eighth grade students of the Centro Escolar Napoleon Ríos

Objective: to gather information regarding the implementation of blended learning and English listening skills of the eighth grade students

JOURNAL ENTRY: _____   **Date: _____**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
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_____

Appendix F1: English Learning Process

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INTERVIEW

Objective: To gather information to students´ English learning process.

Addressed to:

Direction: Answer the following question according to general aspects in the classroom.

What areas do you consider your students need improvement on?

_____
_____
_____

Do you use any technology device inside the classroom? What sort of technology do you implement to improve students' knowledge outside the classroom?

_____
_____
_____

Do you recommend the use of any platform for improving students English skills? Why?

_____
_____
_____

Do you consider the amount of information that students receive during the week to understand a new language is enough for improving their English skills?

_____
_____
_____

What changes have you noticed in the production of the English language in the students?

_____
_____
_____

Have you ever used an internet platform to reinforce the students English learning process inside of the classroom?

_____
_____
_____

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE LENGUAS EXTRANJERAS

ENTREVISTA PARA ESTUDIANTE

Objetivo: Conocer la actitud de los alumnos de octavo grado con respecto a la materia de inglés

PREGUNTAS

1. ¿Cómo considera las clases de inglés? ¿fáciles o difíciles? ¿porqué?

    _____

    _____

2. ¿Cómo se siente durante el desarrollo de la clase de inglés?

    _____

    _____

3. ¿Qué tipo de actividades se realizan en la clase de inglés y cuales le gustan más?

    _____

    _____

4. ¿Le gustaría la implementación de la tecnología para aprender inglés dentro del salón de

    clases?

    _____

    _____

5. ¿Práctica o incrementa su conocimiento del idioma inglés fuera del salón de clases?

    _____

    _____

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Diagnostic test for speaking skills

Addressed to: Eight grade students of the Centro Escolar Napoleon Ríos

Objective: to evaluate English speaking and listening comprehension skills

Directions: please answer the following questions in oral or written form as required

1. What is your name?
   _____
   _____

2. How old are you?
   _____
   _____

3. Do you have brothers/sisters?
   _____
   _____

4. What is your favorite color?
   _____
   _____

5. Do you have a pet? And what is your pet's name?
   _____
   _____

6. Where do you live?
   _____
   _____

7. What time do you get up?
   _____
   _____

8. When is your birthday?

_____

_____

9. Do you go to church?

_____

_____

10. What's your favorite sport?

_____

_____

Appendix G3: Diagnostic test 2

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Diagnostic test for listening comprehension skills

Addressed to: Eight grade students of the Centro Escolar Napoleon Ríos

Objective: to evaluate English listening comprehension skills

Directions: listen to the conversation and underline the correct answer

Date: _____

1. Where is the new student from?
    a. She is from Italia.
    b. She is from Japan.
    c. She is from China.

2. Does the man love Japan?
    a. Yes, he does.
    b. No, he doesn't.
    c. He doesn't mention it.

3. What does the man love about Japan?
    a. He loves the weather, the culture and the location.
    b. He loves the music, the food and the culture.
    c. He loves the food, the culture, and the location.

4. What does she offer to do for him?
    a. To show him Japan someday.
    b. To invite him to eat some day.
    c. To take a walk with him.

5. Is the man Japanese?
    a. Yes, he is Japanese.
    b. No, he isn't.
    c. No, he is Mexican.

Appendix H1: Quiz 1

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

QUIZZ

Addressed to: eighth grade students of Centro Escolar Napoleón Ríos at Santa Ana

Student's name: _____

Date:_____

PART I: **First names**

How do you spell the names? Listen and check (✔) the correct answers.

1. Kara ☐	2. Mark ☐	3. Shawn ☐	4. Sophia ☐
Cara ☐	Marc ☐	Sean ☐	Sofia ☐

PART II: **Are you from Seoul?**

Listen to Jessica and Tim talk to Tony, Natasha and Monique. Check (✔) True or False

	True	False
1. **Tony is from Italy.**	☐	☐
2. **Natasha is from New York.**	☐	☐
3. **Monique's first language is English.**	☐	☐

PART III: **Activities**

What's Mary doing? Listen to the sound and number the actions from 1 to 8.

☐ Dancing ☐ Eating dinner ☐ Riding a bike ☐ Swimming

☐1 Driving ☐ Playing tennis ☐ Shopping ☐ Watching television

PART IV: **Around the world**

It's 9 p.m. in Los Angeles. Vanessa is calling friends around the world. Listen the conversation and complete the chart.

	City	Time	Activity
Sara	New York		
Manuel			
Bob			

Appendix H2: Quiz 2

Name: _____

Addressed to eighth students of Centro Escolar Napoleón Ríos Santa Ana

Part I: **"It just has one room"**

Listen to 4 people describe their homes. Number the pictures from 1 to 4.
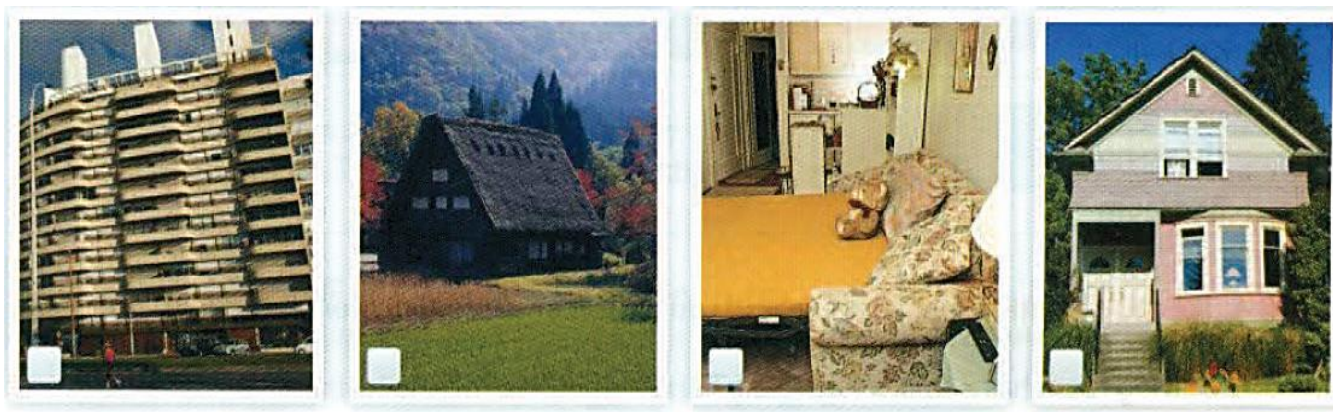
Part II: **"Furniture is expensive!"**

Listen to Chris and Linda talk in a furniture store. What does Linda like? Check the things.

☐ armchairs	☐ a sofa	☐ a rug	☐ lamps
☐ a bookcase	☐ a mirror	☐ a coffee table	☐ curtains

Part III: **"Unusual homes"**

What's in each home? Complete the chart.

bed on the upstairs floor	bookcase	closets
✓colorful walls	windows on the floor	wood-burning stove

Arakawa and Gins's lofts	Dan Phillips's tree house
1. There are colorful walls .	4. There are .
2. There aren't any .	5. There is a .
3. There is a in the middle of the living room.	6. There is a .

Appendix I1 : Validation Sheet

Name of Validator:

_____

Degree:

_____

Position:

_____

Number of years in teaching:

_____

 To the evaluator: Please check the appropriate box for your ratings.

Scale: **1**- Poor   **2-** Needs Improvement 3 **-** Good   **4-**Very Good   **5**-Excellent

SCALE ASPECTS TO VALIDATE	1	2	3	4	5

1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.					
2. Presentation and Organization of items The items are presented and organized in logical manner.					

3.Suitability of items The items appropriately presented the substance of the research.					
4.Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.					
5.Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.					

Remarks:

_____

_____

_____

Signature:

Appendix I2: Validation Sheet

VALIDATION SHEET FOR THE TOOLS

Name of Validator:

Claudia Zugain de Calderi

Degree:

English Teacher

Position:

Teacher

Number of years in teaching:

_24_

To the evaluator: Please check the appropriate box for your ratings.

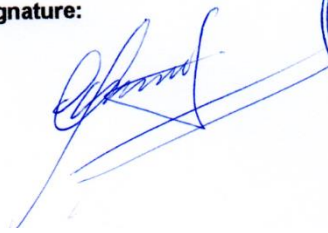**Scale:**   1- Poor   2- Needs Improvement 3 - Good   4-Very Good   5-Excellent

ASPECTS TO VALIDATE / SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.				X	
2. Presentation and Organization of items The items are presented and organized in logical manner.				X	

3.Suitability of items The items appropriately presented the substance of the research.				✓	
4.Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.				✗	
5.Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.				✗	

Remarks: Just a little site of written mistakes

Signature:

Appendix I3 : Validation Sheet

VALIDATION SHEET FOR THE TOOLS

Name of Validator: Edgar Martinez

Degree:

Position: Teacher.

Number of years in teaching: 20 years.

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3 - Good 4-Very Good 5-Excellent

ASPECTS TO VALIDATE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.			X		
2. Presentation and Organization of items The items are presented and organized in logical manner.				X	

3.Suitability of items The items appropriately presented the substance of the research.				X	
4.Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.					X
5.Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.				X	

Remarks: Evaluating instruments improve the learning-teaching process.

Signature:

STUDENTS' MACRO SKILLS EVALUATION

Appendix J1: Macro-skills

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

SUMMARY CHART OF THE OBSERVATION GUIDE

Objective: To gather general information about all aspects of the English language

Direction: Observe and analyze each aspect of the development of the English class. Write-down important points related with each aspect of the macro skills.

| N°	Students' macro skills evaluation	COMMENTS
1	**Writing skills**: d. **Grammar:** Ability to write English words, simple sentences and phrases according to their English level. e. **Coherence:** Capacity to recognize verbs, subjects and adjectives in a sentence. f. **Spelling:** capable of writing properly without omitting or adding letters in the words or sentences.	• Students writes what is on the board without understanding and recognizing the meaning of the words. • Students show difficulty to connect grammatical phrases when reading • Students can write properly since all they do, it is to copy what is on the board.
2	**Speaking skill** c. **Pronunciation:** Able to pronounce simple English words according to the level d. **Fluency:** Ability to speak without thinking much before pronouncing or uttering according to their English level.	• Students pronounce words and sentences properly according to their level; even though, they were repeating after the teacher • Some students feared trying to pronounce words and sentences. • Students show difficulty to pronounce and articulate sounds, due to their lack of vocabulary.

3	**Reading skill** c. **Comprehension:** Capable to understand and assimilate the message of the reading. d. **Vocabulary:** Learn and acquire new vocabulary while they read.	• Some students are capable to read; however, they do not understand. • Students show interest to acquire new vocabulary without learning the previous one. • Some students have the ability to learn and memorize words briefly; however, they would not retain it.
4	**Listening skills** d. **Understanding:** Being able to comprehend how words are pronounced and the way each letter is said correctly. e. **Remembering:** Capacity to to retain words, sentences and phrases in order to use them furthermore. f. **Responding:** student's ability to exchange thoughts and opinions.	• Students lack to identify English sound and phonetic comprehension. • Students find difficult to understand and comprehend the meaning of words • Students slightly remember what they have listened or read, all they do is repeat after the professor without understanding

Direction: Write-down important points about the following teaching aspects

|	**Teachers' evaluation**	**Comments**
a)	**Didactic material:** Teacher uses adequate, dynamic and proper material for the students' learning process.	• The teacher uses the board at all times. • Teacher does not use any multimedia resources such as videos, audios or songs.
b)	**Feedback:** Teacher delivers immediate reinforcement to a recent topic	• The teacher helps students immediately with the proper pronunciation. • Teacher makes the student repeat every word

THE ENHANCEMENT OF LISTENING COMPREHENSION SKILL BY IMPLEMENTING BLENDING LEARNING

Appendix K1: The main idea of a sentence, speech
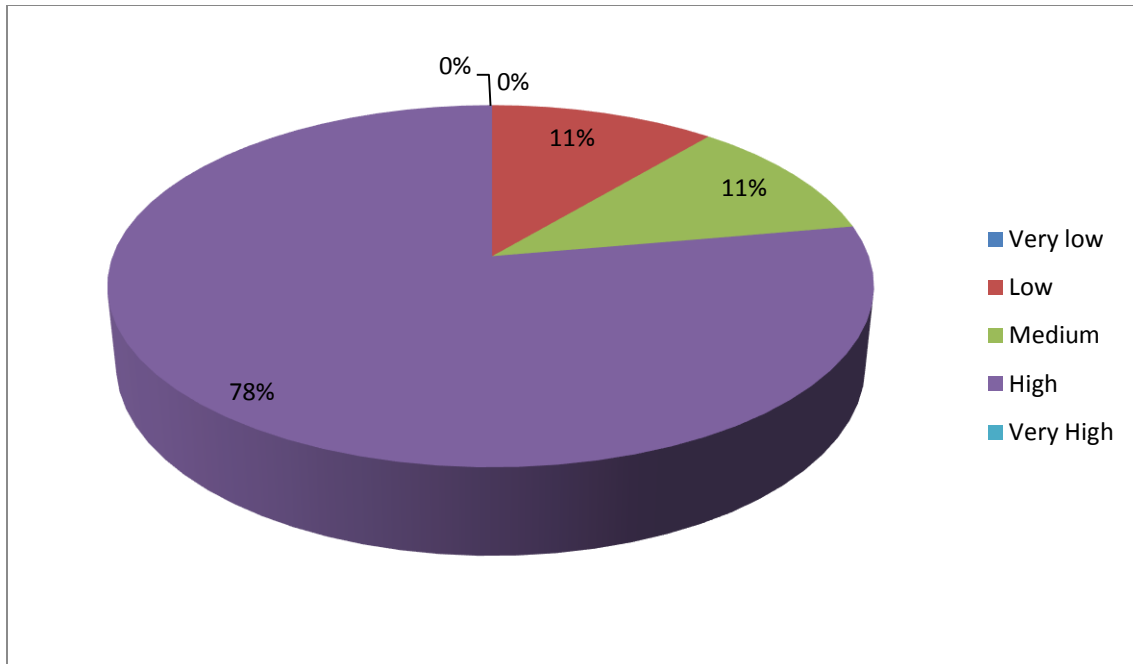
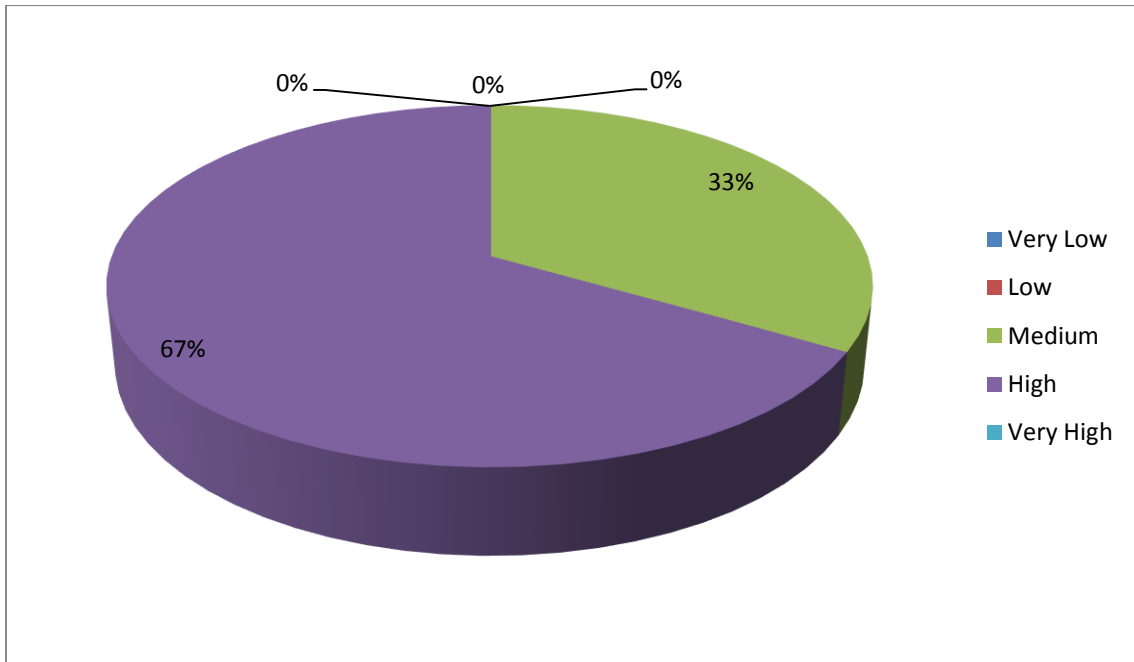*Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills*
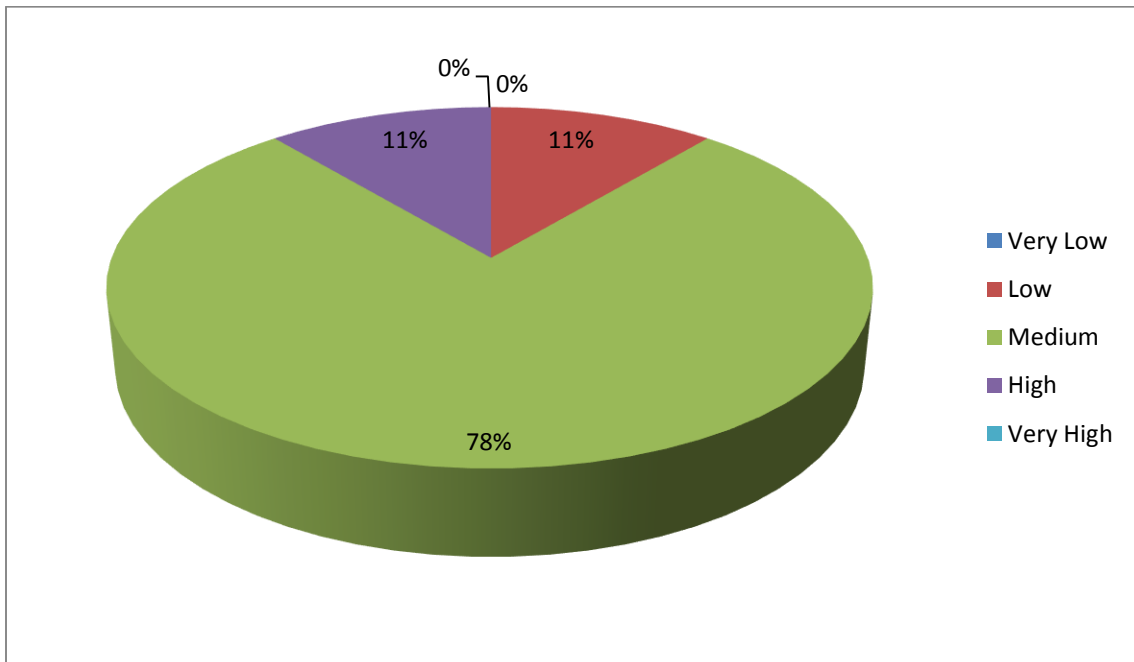
Appendix K2: Recognition of the intention of the speaker
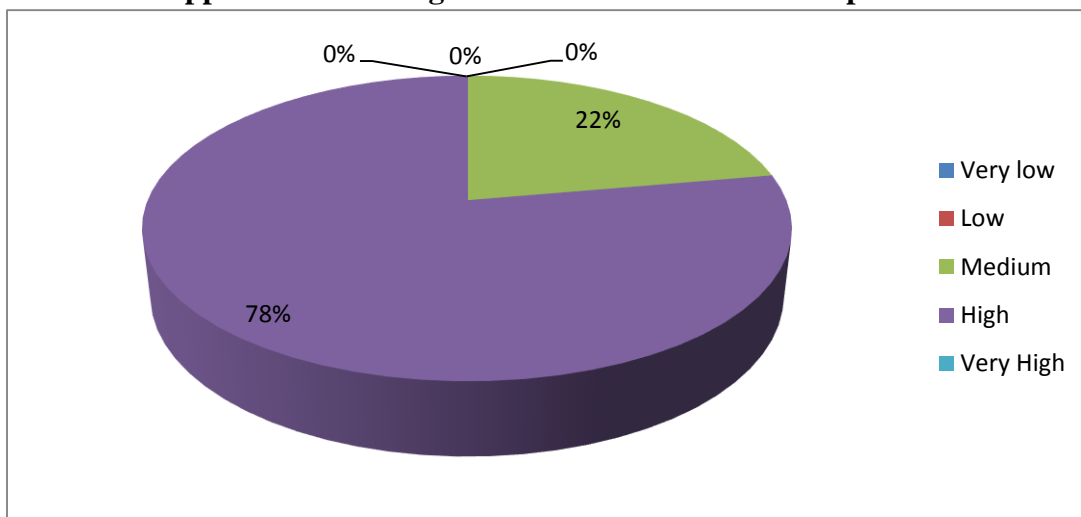
Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Appendix K3: Understanding of words used in audios

0%   0%   0%

33%

67%

- Very Low
- Low
- Medium
- High
- Very High

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Appendix K4: Vocabulary

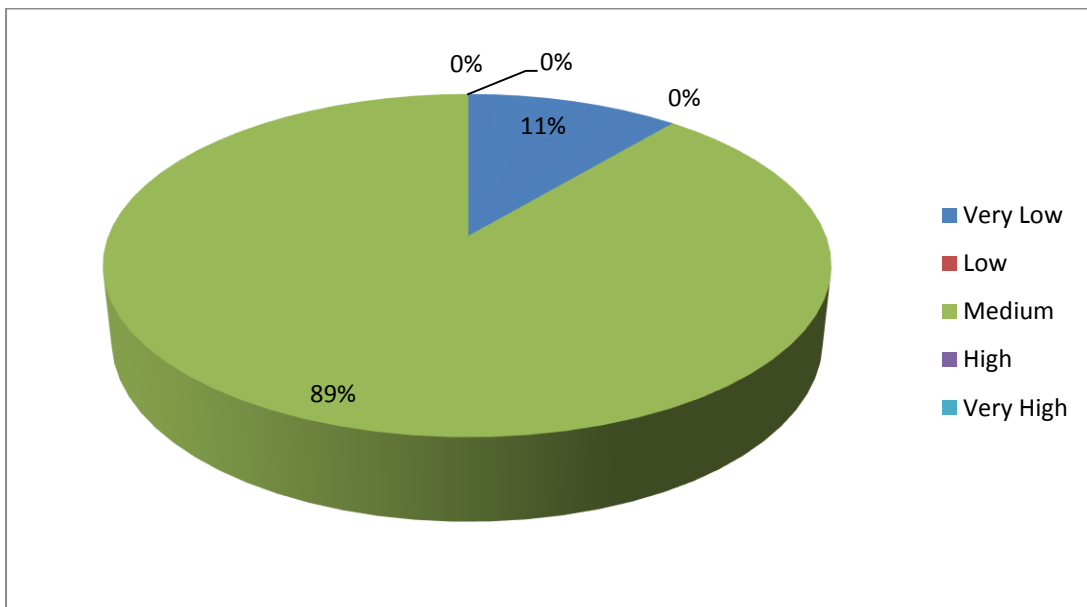0%   0%

11%   11%

78%

- Very Low
- Low
- Medium
- High
- Very High

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Appendix K5: The parts of the sentence
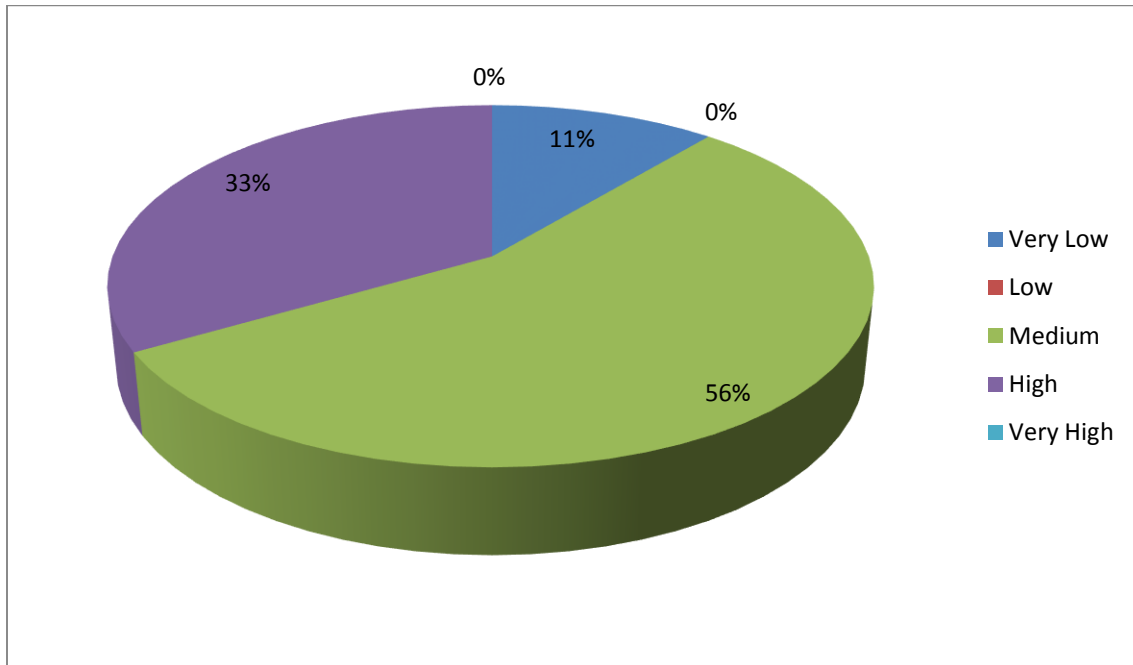
- Very Low
- Low
- Medium
- High
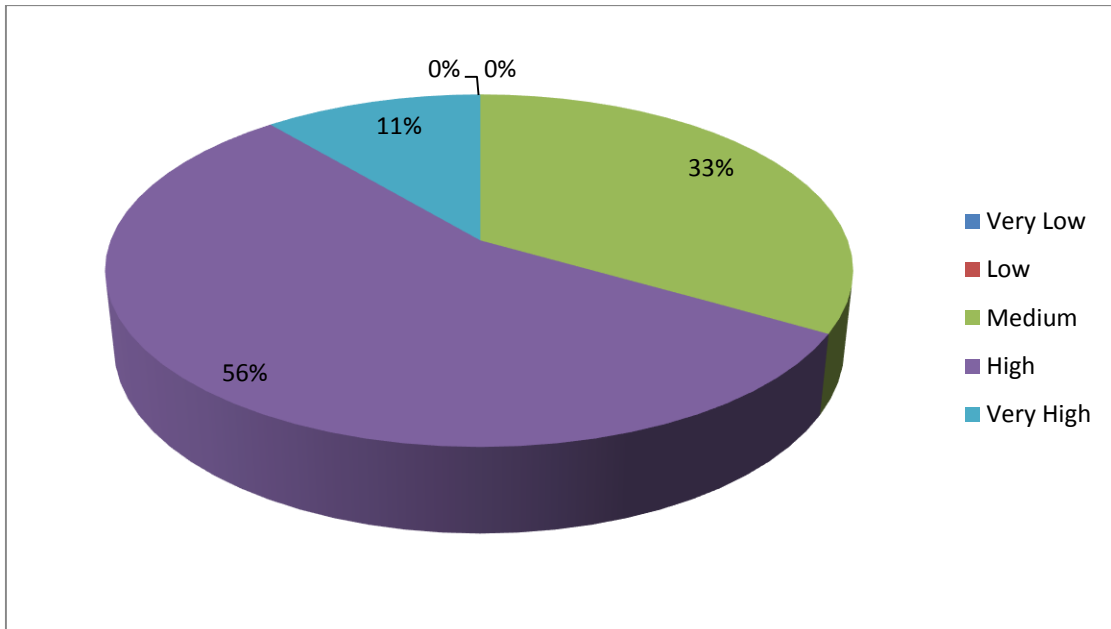- Very High

0%
0%
11%
33%
56%

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

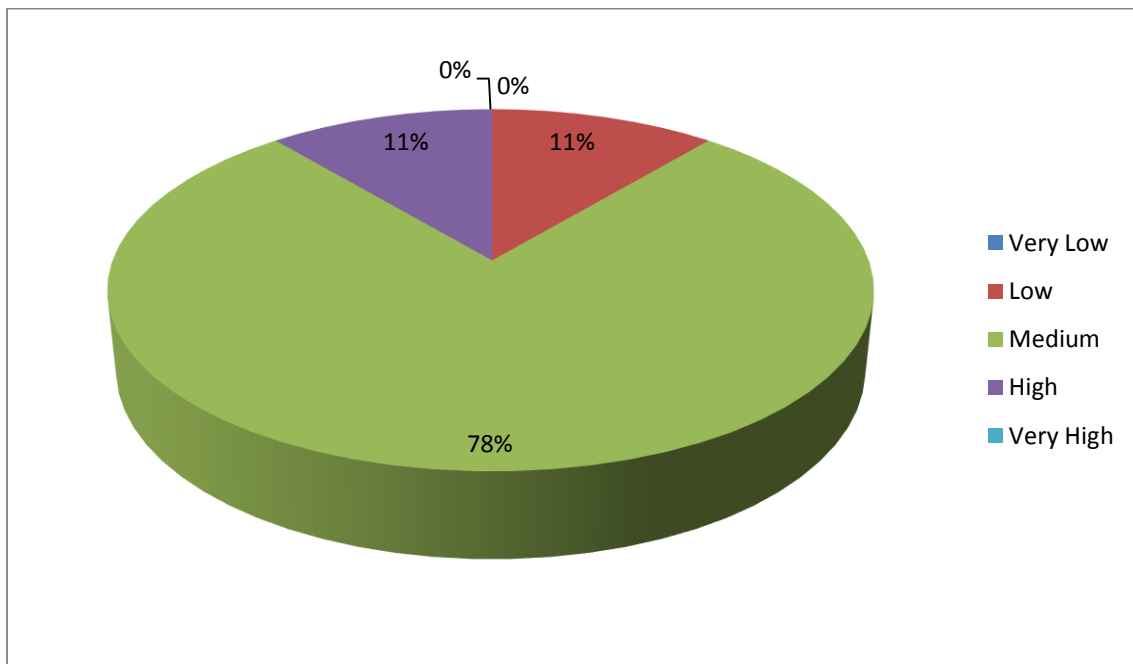## Appendix K6: capability to determine the tense of sentences

- Very Low
- Low
- Medium
- High
- Very High

0%
0%
0%
11%
89%

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

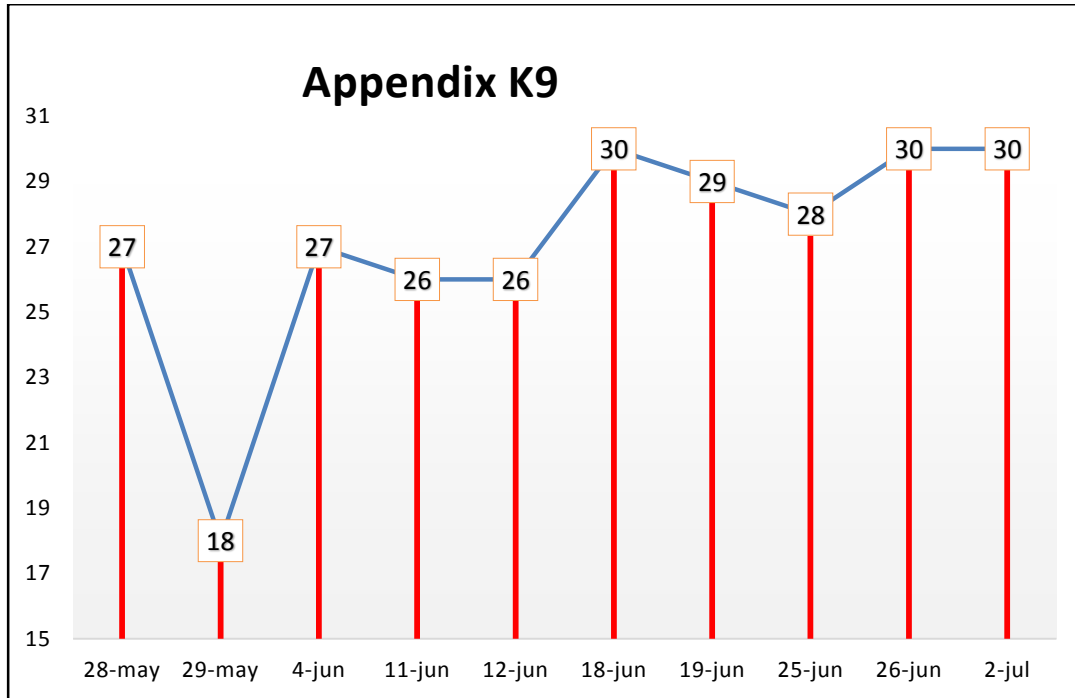## Appendix K7: The meaning of the message

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Appendix K8: Sentence Processing

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

Appendix K9: overall scores from checklist to evaluate the enhancement of listening comprehension skill by implementing blending learning

Source: Checklist to evaluate the Eighth Grade student's listening comprehension skills

THE IMPLEMENTATION OF ROTATIONAL MODEL

Appendix L1: the students actively participate in the class
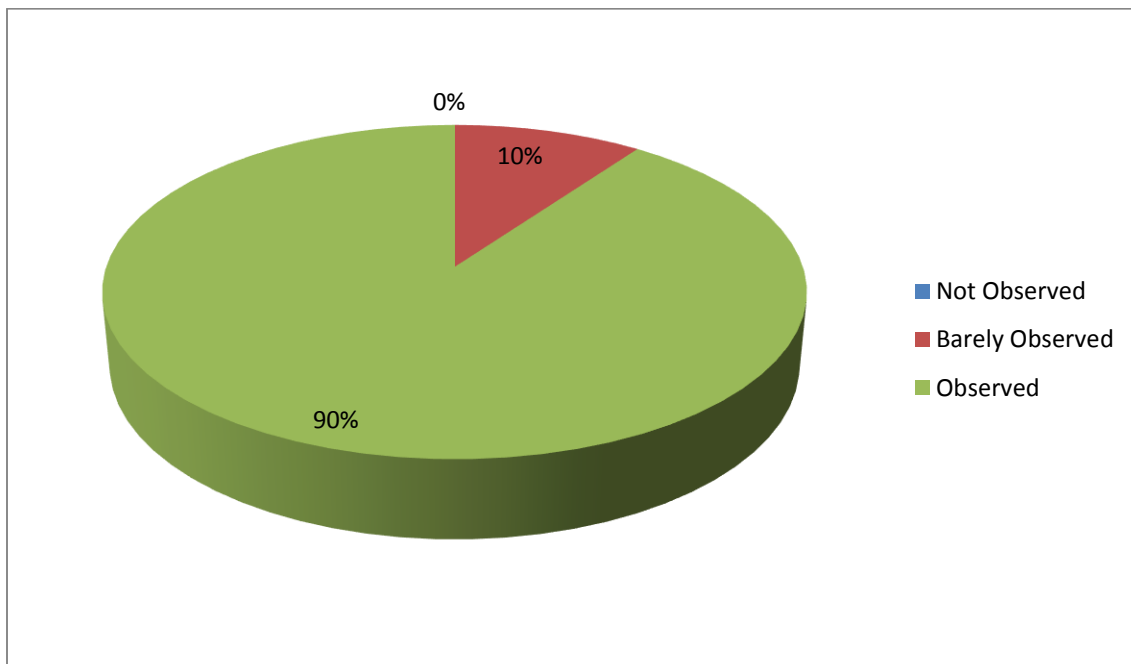
Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

Appendix L2: student's individual work
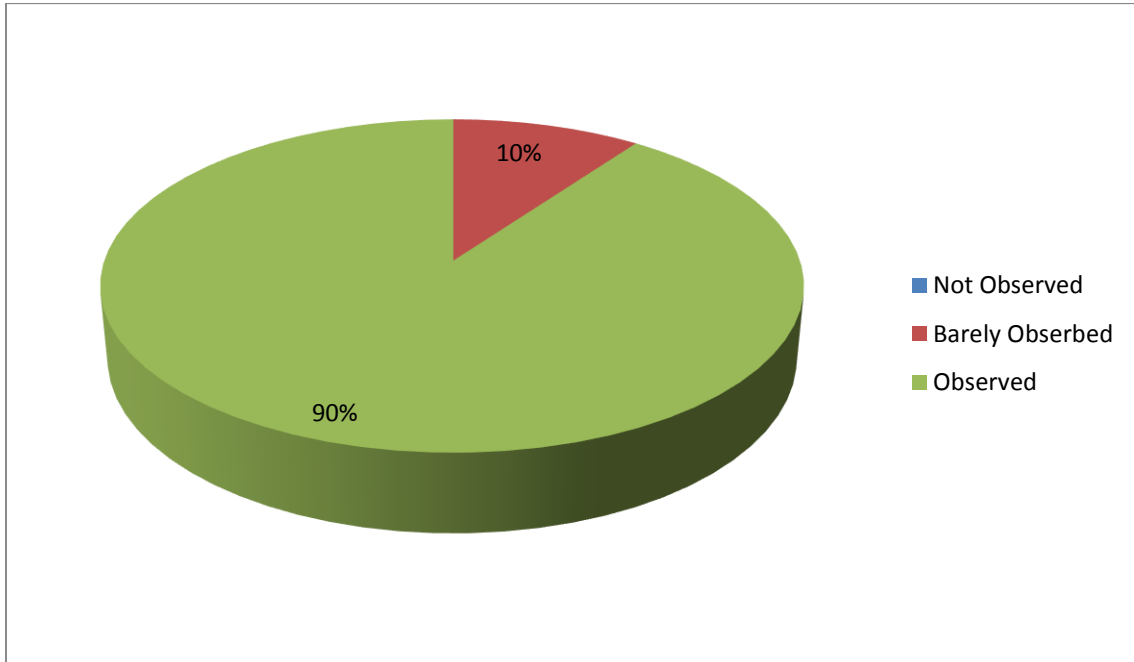
10%

90%

- Not Observed
- Barely Obserbed
- Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

Appendix L3: Students' group work

0%

20%

80%

- Not Observed
- Barely Observed
- Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

Appendix L4: Students' interaction during class

0%

50%

50%

- Not Observed
- Barely Observed
- Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

Appendix L5: Motivation to work in online activities

0%

50%

50%

- Not Observed
- Barely Observed
- Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

Appendix L6: Interest to work in Google classroom

20%

10%

70%

- Not Observed
- Barely Observed
- Observed

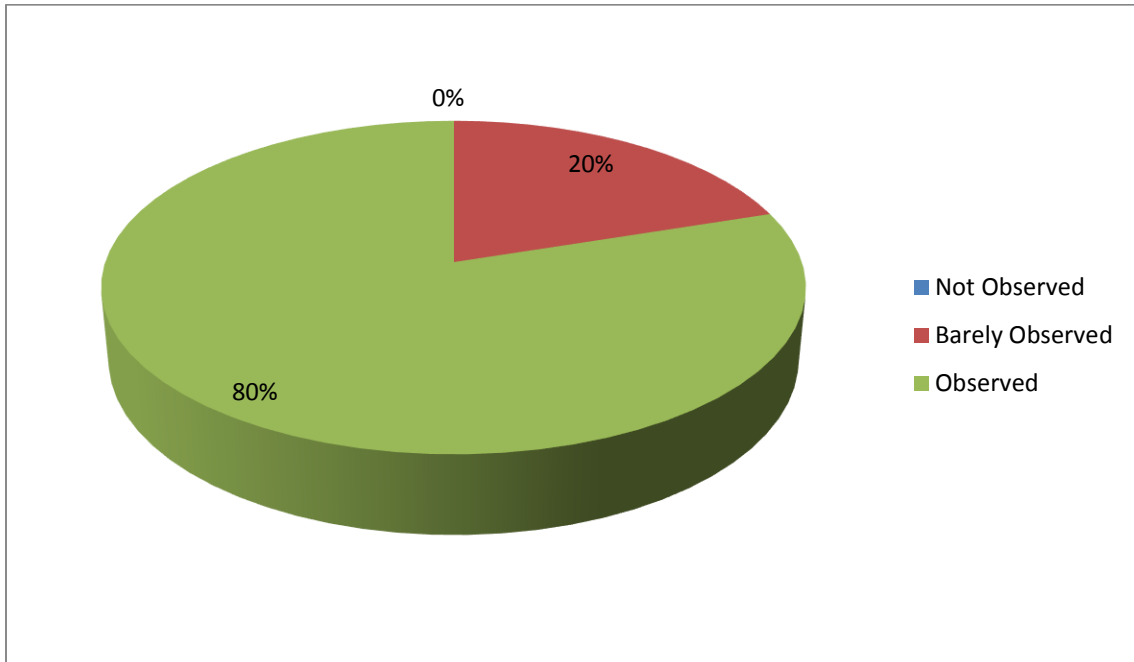*Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes*

Appendix L7: Time to do online activities
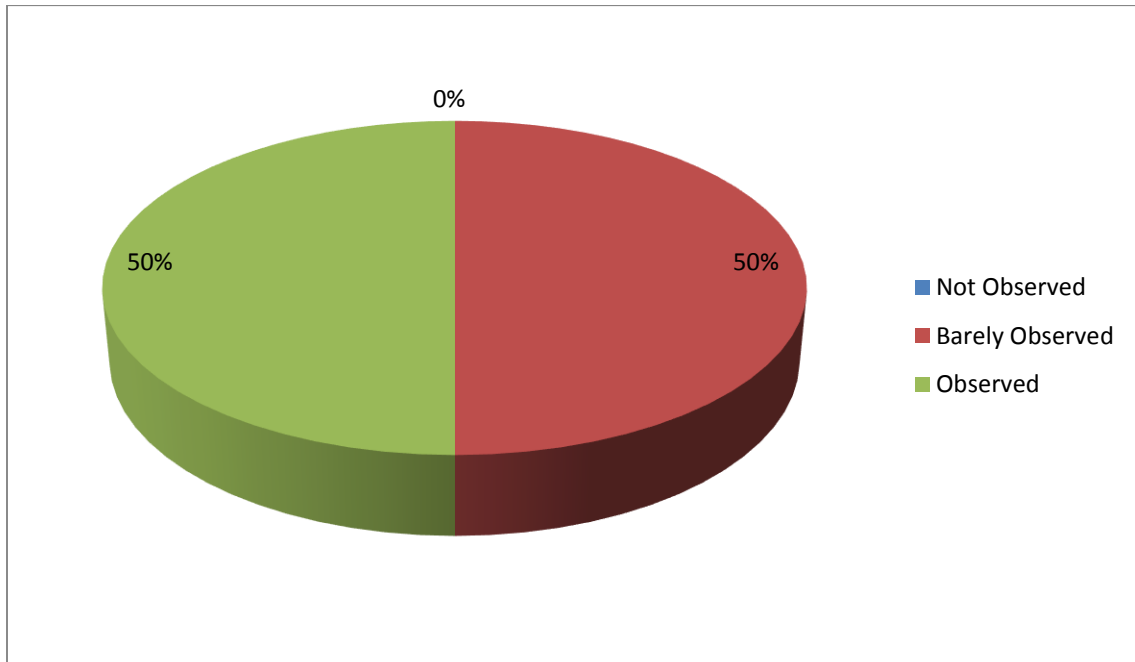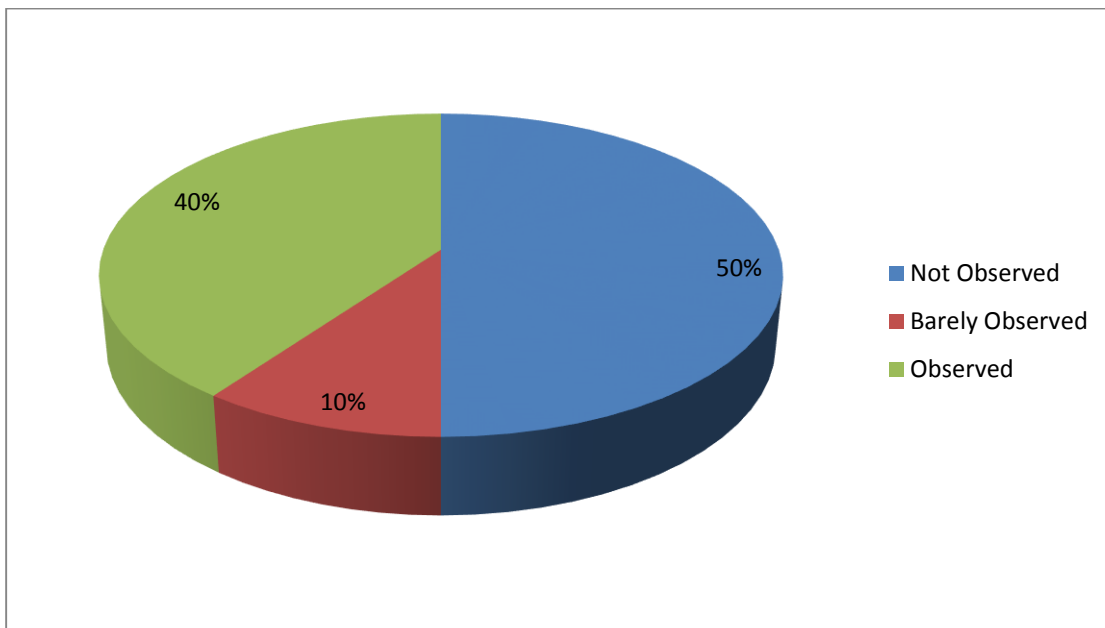

40%

50%

10%

- Not Observed
- Barely Observed
- Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes
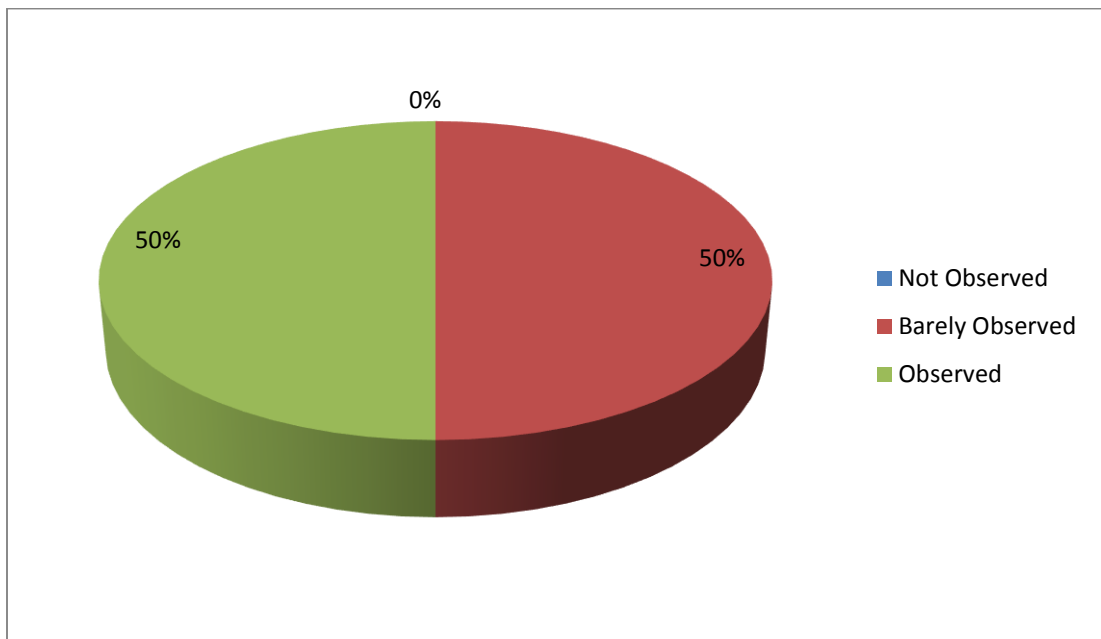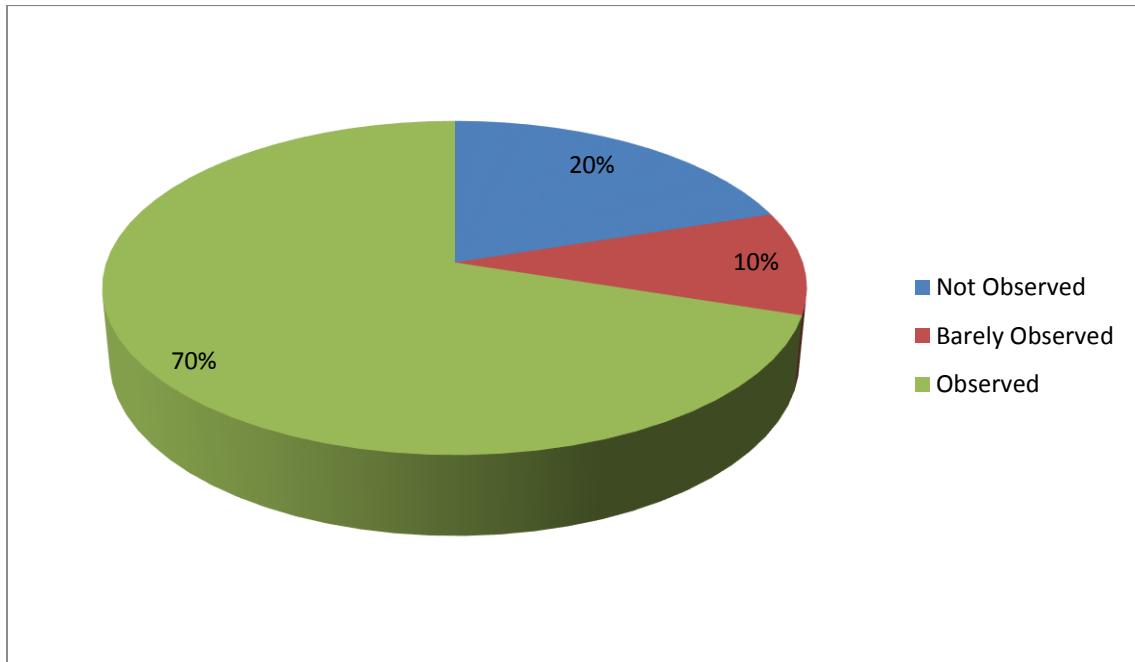
Appendix L8: Ability to access online platform without teacher's help
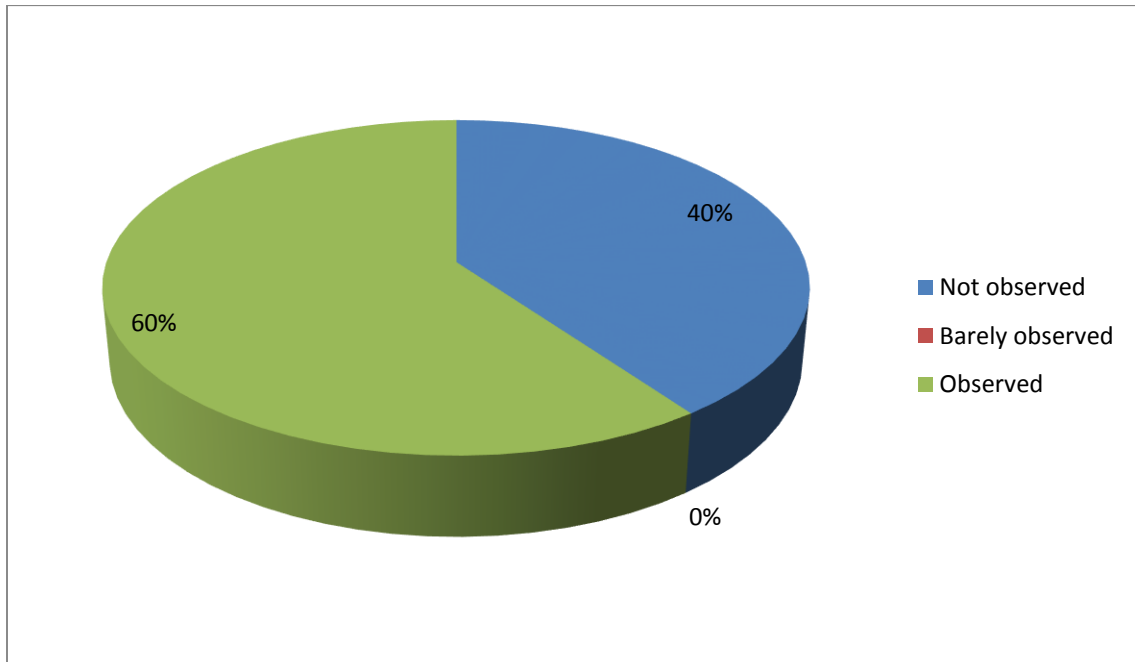
40%

60%

0%

■ Not observed
■ Barely observed
■ Observed

Source: Checklist to evaluate the implementation of blended learning on Eighth Grade student's classes

IMPLEMENTATION OF BLENDED LEARNING

Appendix M1: Participation in the class

Do you think you have enough opportunities to participate in class?

students

16
14
12
10
8
6
4
2
0

yes   no
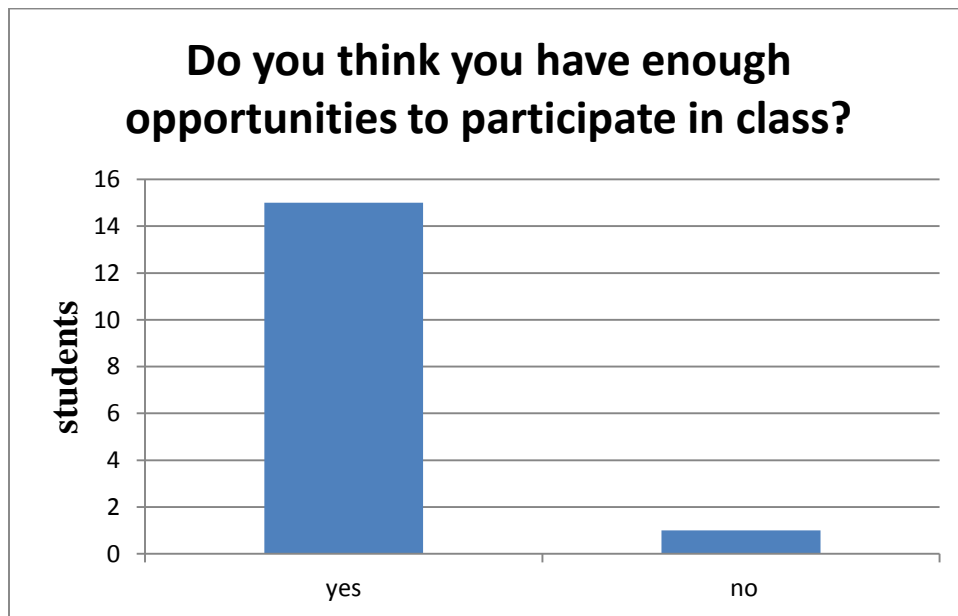
Source: questionnaire addressed to 8th grade students July, 2019. Q1

Appendix M2: Individual work

Does the teacher provide enough time to work individually?
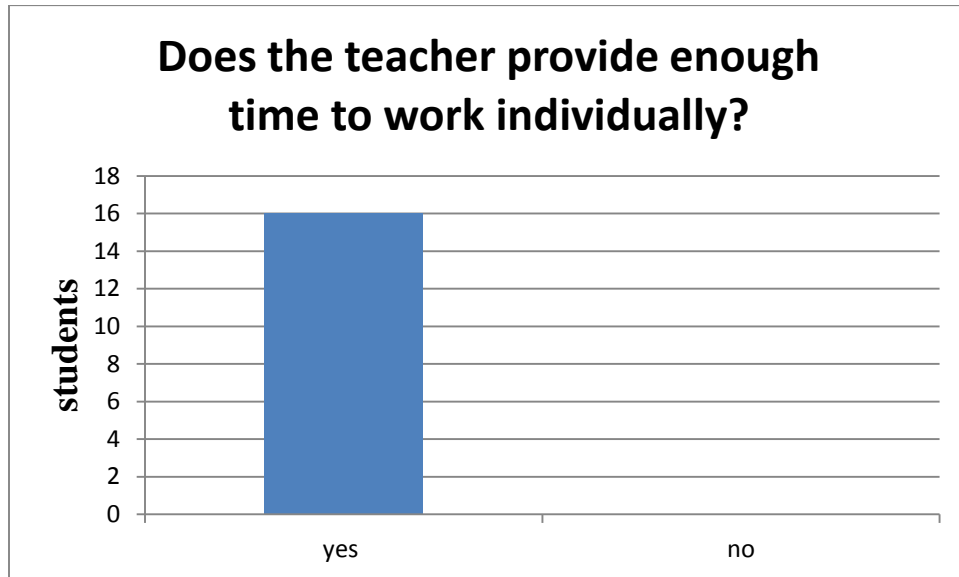
Source: questionnaire addressed to 8th grade students July, 2019. Q2

Appendix M3: Group work

Does the teacher provide enough time to work in group?
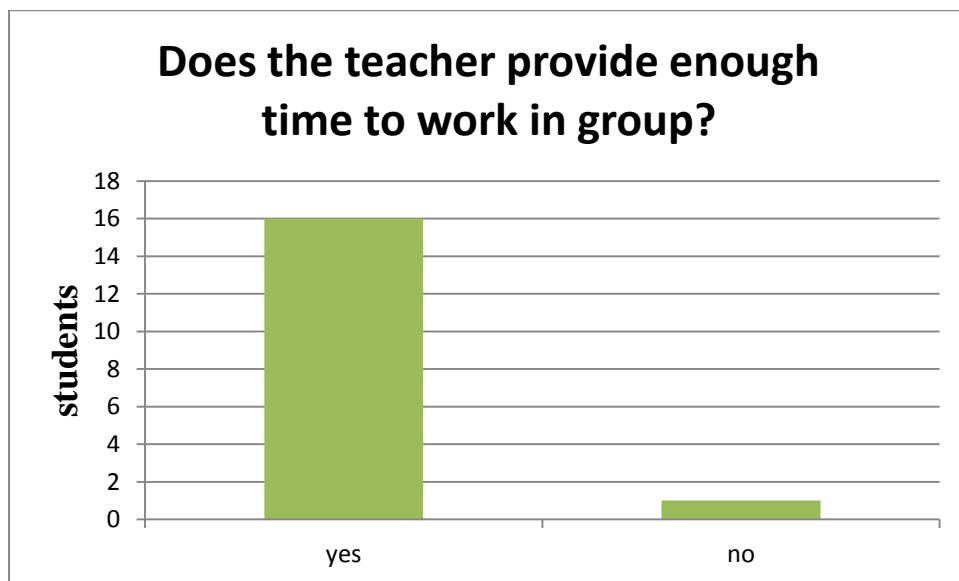
Source: questionnaire addressed to 8th grade students July, 2019. Q3

Appendix M4: preferred teaching methods

What do you find more beneficial the traditional method or the inclusion of technology to teach?

13%

37%

50%

- both methods
- tech method
- traditional method
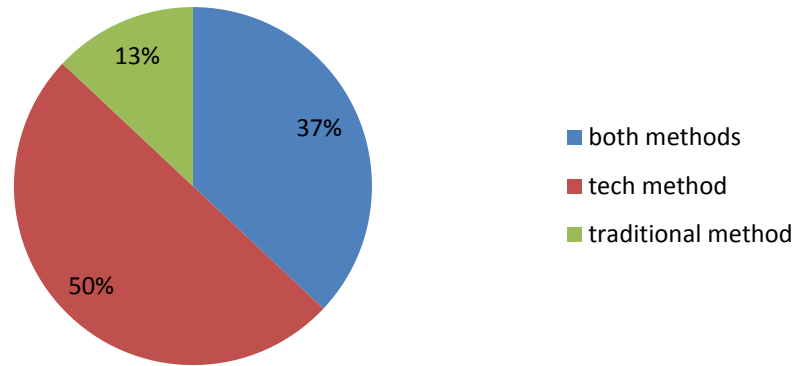
Source: questionnaire addressed to 8th grade students July, 2019. Q4

Appendix M5: Motivation with online activities

Do you find the inclusion of online activities motivate class participation?

students

20

15

10

5

0

yes

no
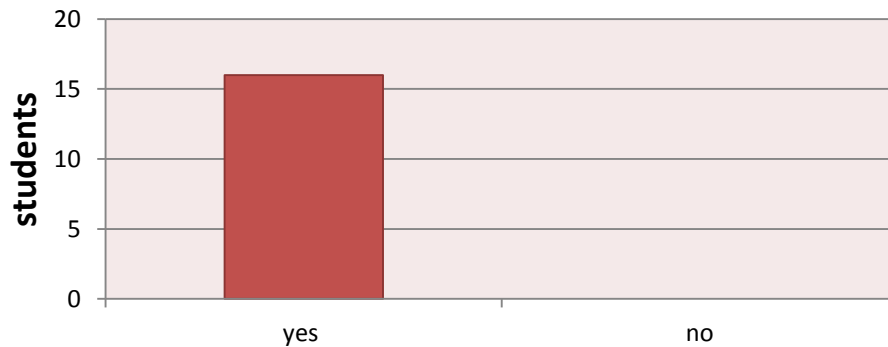
Source: questionnaire addressed to 8th grade students July, 2019. Q5

Appendix M6: Interest on online platform

Do you find the use of an online platform interesting?
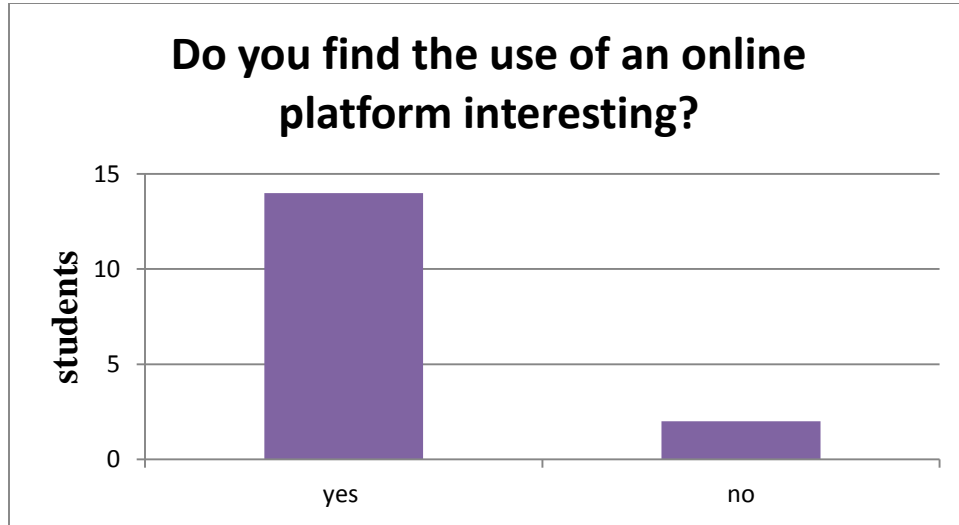
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q6

Appendix M7: Time to do online activities

Do you think you have enough time to perform activities?
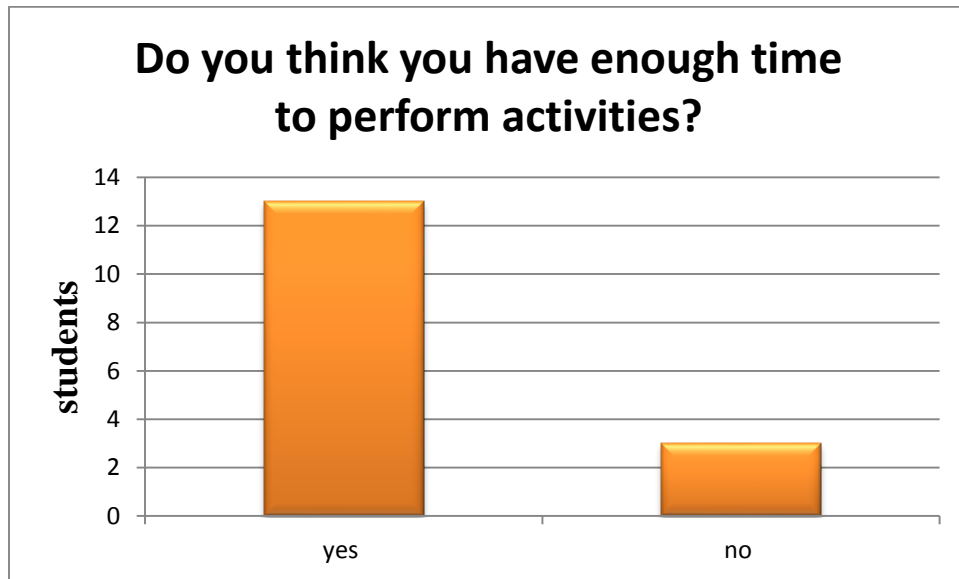
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q7

Appendix M8: Difficulties to use online platform

What is the most common difficulties you fond when you access to the online platform?

- unable to accces the information
- incompatibility of the device
- the application stops
- do not have cell phone
- do not have problem

6%
6%
31%
19%
38%
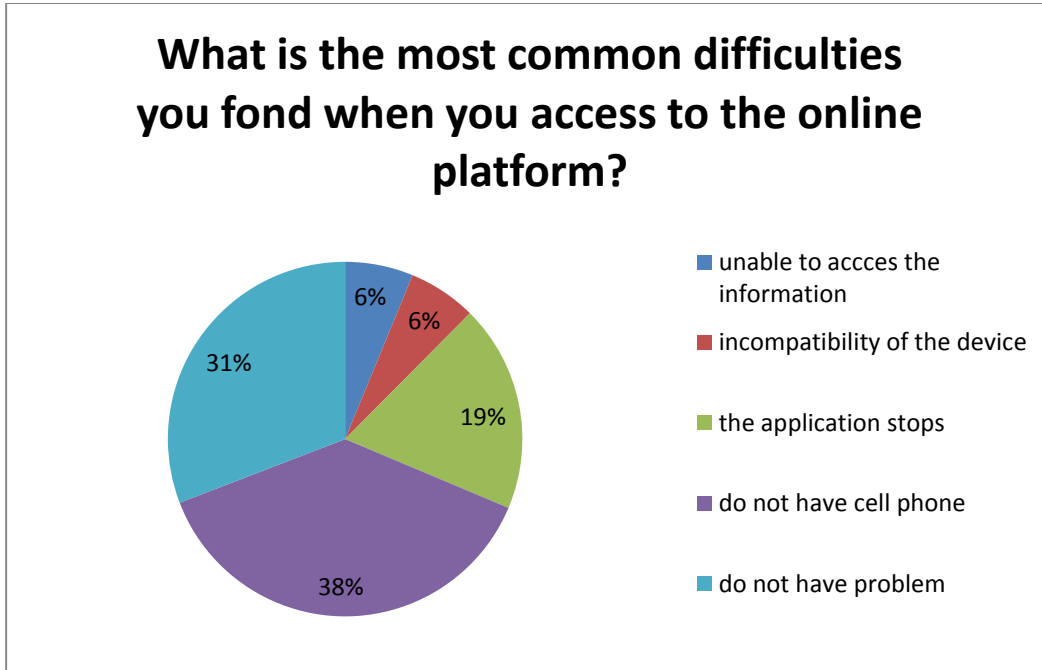
Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q8

Appendix M9: Advantages to use an online platform

What advantages do you find using an online platform?

0%
25%
13%
62%

- easy access to the information
- more opportunity to practice English
- opportunity to use technological devices
- other

Source: questionnaire addressed to 8ᵗʰ grade students July, 2019. Q9

Appendix M10: Disadvantages of Implementing technology in teaching

What disadvantages do you observe on the implementation of technology in teaching?

- No disadvantage 56%
- Signal 25%
- difficulty to understand new words 6%
- does not have cell phone 13%

Source: questionnaire addressed to 8th grade students July, 2019. Q10

Appendix N1: Listening comprehension and the traditional teaching approach

Diaries	Indicators	Objective
DIARY: 1 **DATE: May 28th** The teacher started the class by developing the activity "two truths and one lie" in order to get to know students; however, barely or no English was used during the stage because the teacher didn't push students to try it since they had very basic knowledge of the language. After that, the teacher read a short paragraph describing a house, and then	- speech perception - capacity to recognize words - ability to process sentences	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at

the teacher asked them tell them what it was about. Most of the students were able to understand at least what the paragraph was about, and then, the teacher gave them a piece of paper with the paragraph for students to better. Later on, the teacher read another paragraph that was longer than the previous one about a bedroom; students were not able to understand almost anything till he gave each of the them a picture of the bedroom described on the paragraph to the understand vocabulary in context. To review the grammar structure "there is/are", the teacher gave students some pictures about bedrooms and had students create some sentences about what objects were on the picture. At the end, the teacher asked them a couple of questions about objects there were on the picture. In general students could understand short chunks of sentences and isolated words, but struggled when dealing with long simple sentences, and they were only capable of understanding the vocabulary till they could read them.	- ability to construct the meaning	the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019

DIARY: 2 DATE: May 29th	- speech perception	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019
During the warm up activity for this class, the students seemed to be energetic and they put into practice the numbers, then the teacher used the projector and presented some images; there were some words, so when the students listened to the words, they had to match the word with the right image. This entertained a lot to the students because they could use technology learning English; besides, the teacher presented an online game to the students to enhance their vocabulary on school facilities. Students listened to an audio and match the name of the facility with the corresponding image; finally, students listened to an audio and then they chose the correct answer in a copy provided by the teacher.	- capacity to recognize words - ability to process sentences - ability to construct the meaning	• To improve eighth grade students´ listening comprehension skill by incorporating the online platform-

			Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019.
DIARY: 3 **DATE: June 4th** The teacher started the class by presenting the topic "Comparatives and superlatives". Then, the teacher explained the parts of the sentence, and then he moved to the pattern to use of comparatives and superlative in simple present tense sentences. The teacher gave some examples and had two of the students to write one sentence each using the target structured but students were not able to create the sentences on their own till the teacher gave them a hand. After the explanations, the teacher played an audio four times about some short sentences using the target structure; most of the students had difficulties to complete the filling exercise they had	- speech perception - capacity to recognize words - ability to process sentences - ability to construct the meaning	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019

to do because they were not able to identify part of the vocabulary that was used on the sentence. It was till the third time the audio played, the students were able to get part of the answers. At the end the teacher gave them the answers of the exercise. The students had difficulties to identify the answer of the exercise because they were adjectives that they didn't know, but were able to differentiate the ending of the adjective to know if it was in comparative or superlative form.		• To improve eighth grade students´ listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019
DIARY: 4 **DATE: June 11ᵗʰ** The class started at 1:15 p.m. When students arrived to the classroom, they accessed immediately using their e-mail and password. The teacher gave the students some minutes to log in to the platform and he provided the instructions to start the class.	- speech perception - capacity to recognize words	• To enhance eighth grade students' listening comprehension skill by using audio-

First, the teachers started the class with a game to introduce the topic to the students, and after that, he asked some questions in order to make students to participate during the class. Later, the teacher started off developing the main topic to the students using the projector, slides and some pictures to help students to understand better the topic. The teacher explained the use of preposition of place to students and the meaning of every single preposition, and after that, he decided to play a game where students had to identify the position of some objects inside of the house to use the preposition of place. Later on, student understood the point of the topic, the teacher continued with an exercise in the platform to figure out if students were able to use what they had learned. Finally, to finish the class, the teacher told the students that the posted some exercises in the platform to practice the content that they had seen during the class.	- ability to process sentences - ability to construct the meaning	visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019

DIARY: 5 **DATE: June 12th** The teacher started the class by dividing the class in groups of four and then he assigned a number from 1 to 4 to each of the members of the group, and then, he gave each of them either a coin, a book, a pen or a ball. Then, the teacher had students listen to an audio with some directions of what each of the members of the groups have to do so each of the students could have on their hands a different object that they initial had. Most of the student inferred the commands without further explanations of the teacher and were able to follow the directions provided. After that, the teacher read some sentences for students to identify if the adjective on the sentence was on its basic, comparative or superlative form; students had difficulties at the beginning since they got confused with the basic form of the adjectives since they focused only on identifying the comparatives and superlatives that had been studies on previous classes. Later on the teacher explained the used of different prepositions of place, so then, they complete a filling the blanks	- speech perception - capacity to recognize words - ability to process sentences - ability to construct the meaning	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online

exercise about a conversation they listened to. The students were able to complete the exercise after listening to the audio four times since there were some words that were pronounce a little bit fast for them so they couldn't catch them, but overall, they were able to complete the exercise with almost no help from the teacher. To finish up the teacher gave them some pieces of paper with some personal information of two people speaking to a receptionist where personal information such as name, country, city and room that have checked on, so students could select the correct information for each person. The students were able to identify different spellings for similar words and were able to get most of the information of the audio. During the whole class the class was very attentive, and were able to get not able isolated words but also general ideas of each audios played and short sentences.		platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019.
DIARY: 6 **DATE: June 18th** In this class the students learned the objects in the house. At the beginning the teacher used a video to show different objects, then the teacher asked about	- speech perception - capacity to recognize words	• To enhance eighth grade students' listening comprehension skill by

the locations of the objects in the parts of the house, the students did feel confused at first, and they were nervous to participate because it was new vocabulary for them; then the teacher used and audio about two girls talking about a house and the students just had to choose the objects and rooms mentioned in the conversation. This was very easy for the students because they did it fast and feel more comfortable to participate; at this point, the students were getting used to listen commands like stand up, sit down, pay attention, hurry up please! listen! let's play! And so on.	- ability to process sentences - ability to construct the meaning	using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon

		Ríos during the year 2019
DIARY: 7 **DATE: June 19th** The teacher started the class by asking the students if they knew something about the present progressive tense. The students did not know about the present progressive tense, so the teacher explained them what it is, and how to use it. Next, the teacher wrote some examples on the board in order to show the students the structure used to represent the present progressive tense. While the teacher was explaining everything, he had to use Spanish almost the whole class since the students did not understand what the teacher was saying. After that, the teacher presents the students some copies with a listening activity. In this activity, the students had to listened to an audio and match the two sentences accordingly to what the audio said. The teacher had to play the audio four times, since it was a little bit difficult for the students to complete the activity. Finally, the teacher ended the	- speech perception - capacity to recognize words - ability to process sentences - ability to construct the meaning	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by

class; however, due to the amount of time used to explain the topic to the students, just one activity could be done.		incorporating the online platform- Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019
DIARY: 8 **DATE: June 25th** In this class the students were very motivated because the teacher brought online game teaching furniture and objects in the house. In the beginning of the class, the students paid attention to the teacher when he was asking for some questions as review of the last class, then the teacher used the projector and gave some words of objects in different parts of the house like telephone, fireplace, and carpet. Then the students play a game they listened to a word and the students have to match it	- speech perception - capacity to recognize words - ability to process sentences - ability to construct the meaning	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon

with the objects, the teacher make two teams and the students participated a lot. In the second online game the teacher makes four groups and they were named by a color, a representative for each team had to spin a wheel to see which was the team to participate, then the chosen team had to answer a question, an image appeared in the screen and asked the question "what is this?" so the students has to say the answers as fast as they can.		Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019
DIARY: 9 **DATE: June 26th**	- speech perception	• To enhance eighth grade students' listening

The teacher started the class by developing the activity "Sharks are coming" in order to pick up some participants to answer questions about what places to do certain activities such as having lunch, taking a shower, etc. They were willingness to participate in the game but when the time for the answer came most of them couldn't understand the questions. Later on the class moved to a listening activity where first, students had select the correct answer on the pictures for the destination mentioned on the audio, and in the second one they had get the telephone number from different conversions of people around the world. In both parts students were very attentive; however, they presented difficulties to understand the first part since they had to infer from the conversation what the correct answer. On the contrary in the second part, most of the students were able to get the telephone numbers mentioned since they are familiar with the vocabulary. Later on the teacher explained briefly the use of "how many and how much" and developed a little practice to choose between how much or how many depending the food the sentence was talking about. In general students were able to understand the main idea of	- capacity to recognize words - ability to process sentences - ability to construct the meaning	comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´ listening comprehension skill by incorporating the online platform- Google Classroom at the Centro Escolar

the audio played along the class and get specific information from; however, they still struggled when they need to analyze what they have listened to.		Napoleon Ríos during the year 2019
DIARY: 10 **DATE: July 02nd** The teacher arrived at 1:00 p.m., and before staring the class, he arranged all the desks and turned off all the computers to be ready for the students. When students arrived at 1:15 p.m., the teacher started off by giving the class' instructions. First, the teacher used the projector in order to play a video to introduce the topic, and make the students to participate since the very beginning. After finishing the video, the teacher asked some questions related with the video. Later on, the teacher started developing the main topic, and introduced the use of quantifiers to the lesson through some examples that gave the students using the projector, slides and images. After explaining the structure of quantifiers, the teacher provided some exercises to the students to test the students' knowledge, so he	- speech perception - capacity to recognize words - ability to process sentences - ability to construct the meaning	• To enhance eighth grade students' listening comprehension skill by using audio-visual resources at the Centro Escolar Napoleon Ríos during the year 2019 • To improve eighth grade students´

asked to log in to the platform and access to the exercise to develop it. The exercise was about complete some sentences using the quantifiers, so he gave them some minutes in order to think about the possible answers. After finishing the time, the students started to solve the exercise with the teacher, and he corrected them the mistakes. Finally, the teacher let the students know about the last homework assignment to practice for the final test, and also gave them the last instructions to be able to develop it.		listening comprehension skill by incorporating the online platform-Google Classroom at the Centro Escolar Napoleon Ríos during the year 2019

Appendix O1: Interview

Question	Answers	Variable	Indicators	Objective
Question N°1: Utiliza algún tipo de tecnología en las clases?	**Answer N°1:** No	The Implementation of Blended Learning	• Implementation of traditional learning approach. • Implementation Student centered approach. • Implementation of rotation model. • Implementation	
Question N°2: ¿Cuáles podrían ser las áreas que al menos en el grupo que estuvimos observando hoy usted podría recomendar?	**Answer N°2:** Listening y Speaking			
Question N°3: ¿Qué tipo de actividades				

			lab model.	
usted les deja para afuera de las clases?				
	Answer N°3: Ellos no van a hacer tareas, estamos con la tarde la tarde es diferente de la mañana; estos niños ya vienen de vender toda la mañana ahí en el mercado y ya vienen de andar vendiendo tomate, cebolla. A ellos hay que			

	presionarlos, pero hacerlos sentir importantes y hacerlos sentir que ahí están verdad y entonces la única manera con ellos es que no se les puede dejar tarea entonces lo que hago con ellos es que todo lo que haya que hacer, me lo digan a mí en frente, aunque sea una oración pero a mí porque si les llego a dejar un dialogo o les			

	llego a dejar… no se lo aprenden si les dejo por ejemplo una traducción la mandan a hacer o se dan copia todos entonces no verdad, aunque sea una oración todos pero que me la digan a mí, enfrente, no se puede dejarles nada porque ellos no tienen tiempo.

Answer N° 4: | | |

	No, si ahí todos tienen			
Question N° 4: ¿Sabe usted si ellos tienen teléfono?	**Answer N° 5:** Si, si es para trabajar sí.			
Question N° 5: ¿Dejan a los estudiantes utilizar el celular para que ocupen tecnología dentro del salón?				
Question N°6: ¿Y en cuanto al centro de	**Answer N°6:** Ahí está, pero se ocupa nada más para algunas clases en primaria y			

cómputo que mencionaron?	alguna si yo logro alguna horita ahí.			

Appendix P1: Inteview for diagnostic

Question	Answer
1. How do you consider the English classes? Are they easy or difficult	- It is difficult because… - It hard to memorize it. - I do not understand it. - you have to learn how to write it and pronounce it. - Regular because... - Not all the classes are that difficult - There are some dialogues that are a little bit hard to learn - There a few classes that I do not understand - Easy because… - We are learning in good way

2. How do you feel during the English class?	- Scared - Nervous - Bad - Good
3. What type of activities do you do in the English classes?	- The teacher writes a dialogue on the board, and then we have to repeat it and memorize it. - Singing songs - Reading some sentences
4. Would you like to use technological devices to learn English in the classroom?	- Yes because… - It would be easier to learn - We would learn more. - No because… - I like the way classes are - The teacher doesn't know to use electronic devices - It would be complicated to learn
5. Do you practice English outside the classroom	Yes - Sometimes - When I have time - Because my parents help me to learn how to pronounce No - I do not know how to pronounce it - I do not like it

Appendix Q1: Diagnostic for listening comprehension

Students	Grade
1	6
2	6
3	0
4	2
5	6
6	6
7	4
8	4
9	6
10	6
11	4
12	2
13	4
14	2
15	8
16	6
17	0
Average	4.23529412

Appendix Q2: Diagnostic for listening comprehension
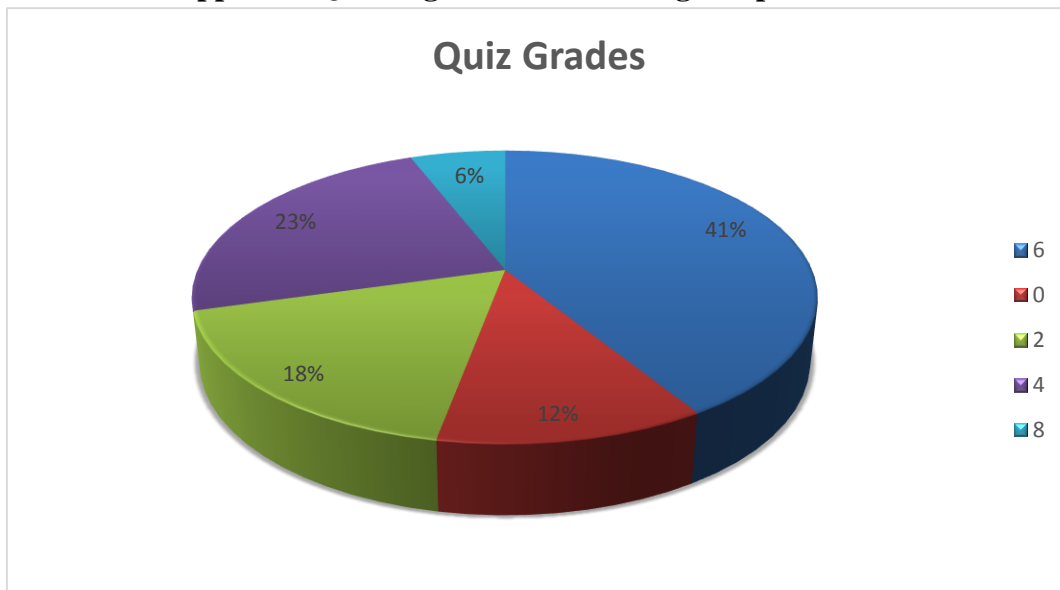
Quiz Grades

THE IMPLEMENTATION OF BLENDED LEARNING TO MAXIMIZE THE LISTENING COMPREHENSION SKILLS

Appendix R1: There is/ there are

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

TEACHER'S NAME: Mario López

SEMESTER I-2019

Date: May 28th, 2019

LESSON UNIT: Unit 1

TOPIC: : There is/there are

TARGET CONTENT: expressing things that are in the bedroom.

TARGET STRUCTURE: simple present

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

• difference and recognize the sentences with there is and there are at the end of the class

MATERIALS:

- White board
- Eraser
- Color pages
- Markers
- Charts

10 minutes	**WARM-UP, TWO TURTH ONE LIE**
	
	1. **Warm-up (10 minutes)**
	   Two truths, one truth
	   In this activity every student is going to pass in front and tell three sentences about his/her life, two will be truths and one will be lie. The other students will guess what the lie is.

30 minutes	2. **Activity (storytelling) (25)**
	
	   The teacher is going to read this paragraph to the students to measure if they understand main ideas.
	   Maria's house is so big, there are six bedrooms, also there is a big living room, and they have three cars, so there is an immense garage. Also the kitchen is a nice place to the people that love cooking. There are a lot of ovens. the garden is the favorite place of the Maria`s kids, there are two swimming pools, and there is the house of dolls of Maria daughter.
	
	   The teacher is going to read the paragraph once and will ask the students what it is about, then will show them the picture of the bedroom and will read the paragraph again.
	
	   This is my bedroom; it is a little small. It is between my mother's room and my brother's room. In my room, there is a bed, there is a wardrobe, there are two balls, and one is for basketball and the other one for football, also, there are always some toys on the floor. There is a lamp next to my bed and there is a window where I can take a look for the sunrise, there is a carpet, and always let my slippers

	next to the bed, there is not a computer in my bedroom which it would be very useful for me to do my homework. There is not a TV either in my bedroom.
8 minutes	**3**.**Wrap up activity (10 minutes)** Exercise, the teacher is going to show this picture to the students and will ask the next questions: Are there some guitars in the bedroom? Is there a computer on the bedroom? Are there some shoes in the bedroom? Is there a toy in the bedroom? Are there some backpacks in the bedroom? Is there a chair in the bedroom? Are there windows in the bedroom? Is there any wardrobe in the room? Are there some lamps in the room?

Appendix R2: School Facilities

LESSON UNIT: Unit 2

TOPIC: School facilities

TARGET CONTENT: to learn about facilities inside the school

TARGET STRUCTURE: There is, there are

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

- **Recognize facilities inside the school**
- **Use there is and there are properly**

MATERIALS: - LCD projector - Speaker - Cellphones - Audio - Computer	

10 minutes	**Warm up** 1 to 21 In this activity, students will count from 1 to 21 without having two or more students say a number at the same time. If they lose, they will have to answer a question.
10 minutes	**Listening comprehension** The teacher is going to present an audio to the students, and they will have to write the correct answer under the image. https://www.englishexercises.org/makeagame/viewgame.asp?id=9295
15 minutes	**Listen and choose** The teacher will present an online game to the students to enhance their vocabulary on school facilities. The students will have to listen to the audio and match the name of the facility with the corresponding image.
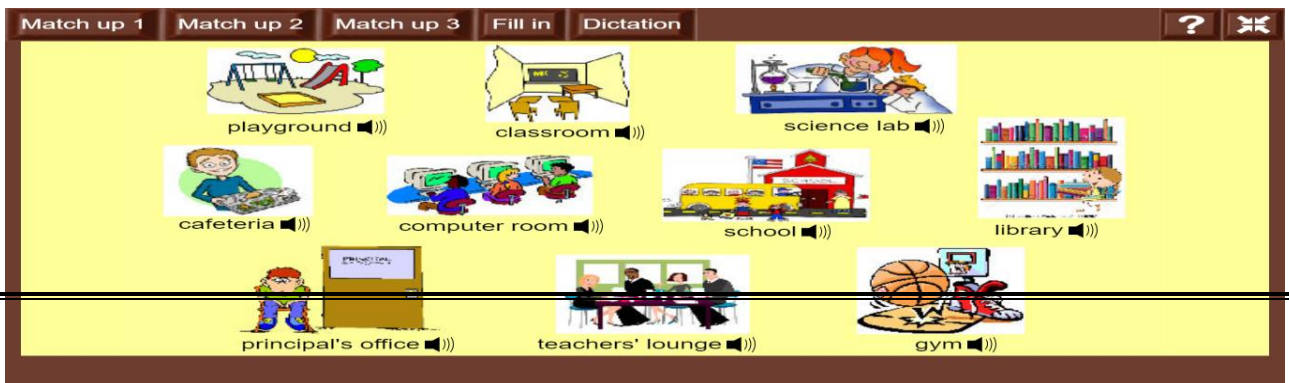
10 minutes	**Listening activity** The students will listen to an audio and will choose the correct answer. 1. What grade is Jeremy in? a) 5th b) 7th c) 6th d) 4th 2. What time does Jeremy have his first class? a) 8:30 AM b) 8:00 AM c) 7:00 AM d) 7:30 AM 3. What is Jeremy's first class? a) math b) history c) music d) physical education 4. What is Jeremy's favorite class? a) science b) history c) math d) music 5. Where does Jeremy go at 12:00 PM? a) the cafeteria b) the gymnasium c) his locker d) the library 6. Where do the students go after lunch? a) the gym b) bathroom c) the playground d) the bus 7. Who takes Jeremy home after school? a) his mom b) the bus driver c) his friends d) the teacher 8. What does Jeremy do after school? a) nothing b) play with his sister c) watch TV d) homework

Appendix R3: My School

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

SEMESTER I-2019

LESSON UNIT: Unit 2

TOPIC: My School

TARGET CONTENT: talk about school personnel and equipment

TARGET STRUCTURE: there is/ there are

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

GENERAL OBJECTIVE

- practice the use of there is and there are, and vocabulary related to school facilities

MATERIALS:

Computer, or cellphones

10 MINUTES	**REVIEW** Students have to go to the following link https://madridingles.net/como-usar-there-is-there-are/ where they will find explanation and examples of how to use there is and there. The students can decide whether to read all the material or watch the video the provides explanation in English and Spanish for a better understanding
30 minutes	**PRACTICE** Students will go to the following link http://www.engames.eu/common_mistakes/There%20is_hotspot%20(Web)/index.html to practice the use of there is and there are. They will have to navigate among the presentation where they some brief explanations about the topic and also an exercise where they will need to choose the picture that fits better with the description. After finishing they can check their work
30 minutes	**Listening Comprehension:** The students will listen to an audio related describing a day at school and then they will have to answer the following questions objects and personnel Ss will write down as many words they were able to remember **A Day in School** 1- What grade is Jeremy in? a) 5th b) 7th c) 6th d) 4th 2- What time does Jeremy have his first class? a) 8:30 AM b) 8:00 AM c) 7:00 AM d) 7:30 AM 3- What is Jeremy's first class? a) math b) history c) music d) physical education

4- What is Jeremy's favorite class?
a) science
b) history
c) math
d) music

5- Where do the students go after lunch?
a) the gym
b) bathroom
c) the playground
d) the bus

Appendix R4: Adjectives

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

TEACHER'S NAME: Mario López

SEMESTER I-2019

Date: June 12th, 2019

LESSON UNIT: Unit 3

TOPIC: Adjectives

TARGET CONTENT: describing personality and appearance, preposition of place

TARGET STRUCTURE: simple present, Be + adj.

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

• Understand the meaning of the adjectives studied in class.

MATERIALS:

- White board
- Eraser
- Color pages
- Markers
- Charts
- CD player
- audio

10 MINUTES	**WARM-UP, WHO'S GOT WHAT?** Students work in groups of four. Teacher will Put the following 4 objects on a table or chair: I've used common objects: **a coin, a book, a pen, a ball**. Each student will represent a number, 1-4. Students will hear instructions. For example, "Number 2, pick up the book." "Number 1, hand the coin to Number 4." " • Number 3, don't pass the pen to Number 1." The directions on the audio speed up as it plays. The object is for students to follow the directions perfectly. At the end of the audio, we see who's got what. If something doesn't work out, let the students start again from the beginning. http://etseverywhere.com/action-listening-games/whos-got-what-an-action-listening-game
30minutes	**Adjective Degrees – What are Adjective Degrees?** Teacher will explain and will show some adjectives to the students with their right meaning. Using flashcards

Positive Adjectives: *small*, *old*, *fast*.
Comparative Adjectives: *smaller*, *older*, *faster*.
Superlative Adjectives: *smallest*, oldest, *fastest*.

I am small. The old men. The fast runner.

Exercises, teacher will read the sentences and asked the students if they are comparative or superlative.

1 Pedro is shorter than I

1.My father is stronger than my mother

2. Grecia is the smartest girl in the classroom.

3. Whale is the biggest animal in the world.

4. Karla is the tallest man in the classroom.

5. This book is more important watching TV.

6. They look happy on the park.

7. My brother is thinner than Kevin.

8. Your dog runs faster than Jim's dog.

9. The rabbit runs very fast.

10. Jessica is more beautiful than Karla.

vocabulary

On: sobre
Under: debajo

In: dentro
Behind: detrás de, atrás de
Between: en medio de
In front of: en frente de
Next to: al lado de
Laptop: computadora portátil
Desk: escritorio
Handbag: bolso, cartera

2. Teacher will play an audio so the students will be able to identify the preposition of place

Woman: Charles, do you know where my laptop is? I can´t find it.

Man: Did you check _____ the bed?

Woman: Yes, I did. I checked _____ the bed, _____the sofa and on the desk.

Man: Hmm, look! It is _____ that book and the suitcase.

Woman: No, that's your laptop. I need my laptop to _____ a report.

Man: Did you check _____ the bathroom?

Woman: Yeah, ahh I just remembered where it is. It's in my _____.

solution

Woman: Charles, do you know where my laptop is? I can´t find it.

Man: Did you check under the bed?

Woman: Yes, I did. I checked behind the bed, next to the sofa and on the desk.

Man: Hmm, look! It is between that book and the suitcase.

Woman: No, that's your laptop. I need my laptop to finish a report.

Man: Did you check in the bathroom?

	Woman: Yeah, ahh I just remembered where it is. It's in my handbag.
8 minutes	Wrap-Up Teacher will play and audio and ask the students to complete the answer in the photocopy given by the teacher **LISTENING PART** **1 Listen to Dan and Jenny talking to the receptionist. Circle the correct information. (AUDIO 1)** Name: 1 A Dan Hughes B Dan Howes Country: 2 A Canada B the United States Name: 3 A Jenny Kerr B Jenny Carr City: 4 A Chicago B New York Room: 5 A six B seven

Appendix R5: My Home

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

STUDENT TEACHER'S NAME: Daniel Armando Barrientos Muñoz

SEMESTER I-2019

Date: June 18th, 2019

LESSON UNIT: Unit 3

TOPIC: My home

TARGET CONTENT: to learn about the objects in the house

TARGET STRUCTURE: prepositions of place	

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

- **Recognize the most common objects in a house**
- **Use preposition of places**

MATERIALS:

- LCD projector
- Speaker
- Cellphones
- Audio
- Computer

10 minutes	**Sing along** Teacher will show to the students a video about the objects in a house. Next, the students will answer some questions related to the video. https://www.youtube.com/watch?v=eUTxbewGGis&list=WL&index=5 - What objects were on the living room? - What objects were on the dining room? - What objects were on the kitchen? - What objects were on the bathroom? - What objects were on the bedroom? - What objects were in the garden?

15 minutes	*Listening comprehension*
	The students will listen an audio about two girls talking about a house
	Students will have to choose the objects and rooms mentioned in the conversation from a chart

Rooms	*Furniture*	*Other*
☐ bedroom	☐ sofa	☐ yard
☐ bathroom	☐ table	☐ swimming pool
☐ living room	☐ dresser	
☐ kitchen	☐ refrigerator	
☐ dining room	☐ bed	

https://www.passporttoenglish.com/Beginning-English/Lesson6/Listening.html

15 minutes	**Listen and match**
	The teacher will present the students a game about furniture
	The students will have to listen to the word, and choose the object that matches with the word
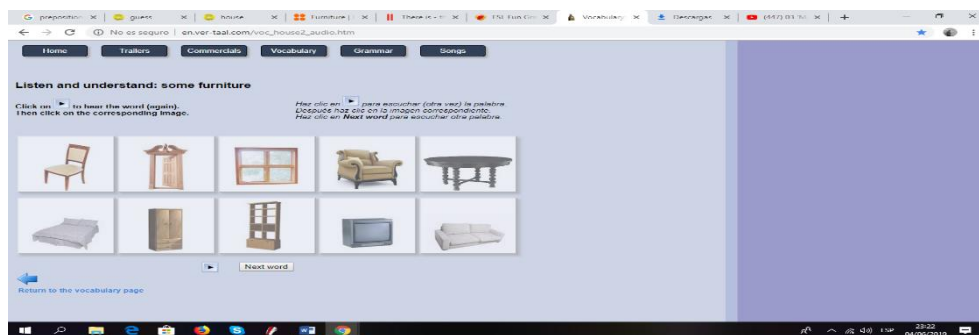
http://en.ver-taal.com/voc_house2_audio.htm

10 minutes	**Memory game** The students will watch a video about prepositions of place After watching the video, the students will make two groups The two groups will choose a representative, and play a memory game online The team that makes less mistakes wins http://www.eslgamesworld.com/members/games/grammar/memory%20game/prepositions%20of%20place/prepositions.html
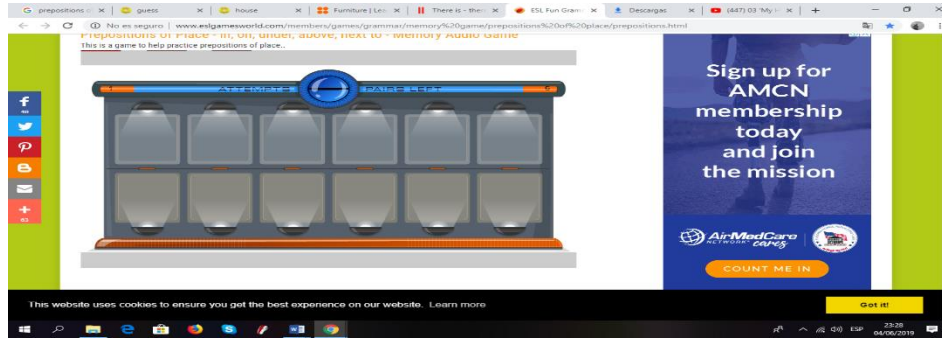
Appendix R6: Preposition of Place

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

SEMESTER I-2019

LESSON UNIT: Unit 3

TOPIC: My School

TARGET CONTENT: talk about classroom objects	

TARGET STRUCTURE: prepositions of place	

OBJECTIVES:
BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:
GENERAL OBJECTIVE
• Reinforce and practice the use of prepositions of place

MATERIALS:
Computer, or cellphones

25 MINUTES	**REVIEW AND PRACTICE** In the following link students will be able to find a list of the most common prepositions of place and five practices (four consisting of multiple choice exercises and one they will have to created sentences based on a picture presented). *the website has multiple exercises but students will have to work only on the first section of them https://www.inglesmundial.com/Basico/Leccion13/Gramatica.html
20 minutes	**LISTENING** Students will go to the following website. Once they are there, they will need to listen to audios on the column at the left and then they will need to choose the picture that best describes each of the audios https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Prepositions_of_place/ Prepositions_of_place_-_listening_exercise_sf7167cf

Appendix R7: Present Progressive

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

STUDENT TEACHER'S NAME: Xavier Edgardo Gómez

SEMESTER I-2019

Date: June 19th, 2019

LESSON UNIT: Unit 3

TOPIC: CLOTHES

TARGET CONTENT: Present Progressive

TARGET STRUCTURE: -ing form

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS, SWBAT:

GENERAL OBJECTIVE

- **U**se properly the structure studied in class.
  SPECIFIC OBJECTIVES

- Acquire vocabulary.
- Talk about weather and clothes.

MATERIALS:

- White board
- Eraser
- Color pages
- Markers
- Charts
- CD player
- audio

10 MINUTES	**LEAD-IN** The teacher will put on the board some clothes names. The board will be divided into 2 sections "cold and warm". The students will be come to the board and place in the correct section each clothes.
10 minutes	Grammar Note: The teacher will provide students a brief review about the -ing form.
15 minutes	**Listening Comprehension 1:** Listen to about the weather and match the correct sentence according to the audio and picture. It's spring in Brazil_____ It's summer in South Korea_____ It's fall in the U.S_____ It's Winter in Russia_____ **A**. It's snowing. It's very cold. **B**. It's raining. It's hot and humid **C**. It's warm. It's very sunny **D**. It's cool. It's cloudy and windy

15 minutes	**Listening Comprehension 2:** **Part II**: Listen to the conversation *"IT'S REALLY COLD"* and complete the conversation. Use the phrases from the box. --- **I'm not wearing boots! Are you wearing your gloves? it's snowing!** ~~you're wearing your coat~~ --- **Pat:** Oh, no! **Julie:** What's the matter? **Pat:** _____ And it's windy, so it's really cold. **Julie:** _____ **Pat:** No, I'm not. They're at home. **Julie:** What about your scarf? **Pat:** it's at home, too. **Julie:** Well, _____. **Pat:** But my coat isn't very warm And _____ **Julie:** Let's take a taxi. **Pat:** Good idea!

Appendix R8: House Objects and Appliances

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

STUDENT TEACHER'S NAME: Javier Ernesto Arévalo Meléndez

SEMESTER I-2019

Date: June 25th, 2019

LESSON UNIT: Unit 3

TOPIC: My House

TARGET CONTENT: talk about house objects and appliances

TARGET STRUCTURE: present progressive

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

GENERAL OBJECTIVE

- Identify vocabulary related to furniture and objects in the house

---

MATERIALS:

	LCD projector, laptop, speaker, smartphones, paper, markers

12 MINUTES	**LEAD-IN-listen and draw** Have Ss get into 3 to 4 groups and have them get pen and paper Have them listen to the audio "My House" twice and have them get in groups to draw the house describe on it. Then have them share their drawing with the whole class and have them create a list in English if possible about the furniture and objects in 1 bathroom 2 bedroom 3 kitchen 4 Living Room
10 minutes	**Getting vocabulary** Show Ss a PP presentation Have Ss look compare the list of words created in the previous activity and look for the translation of the words they listed

Inside a bedroom

picture   chair   desk

pillow   lamp   alarm clock

sheet

blanket   Night table

bed
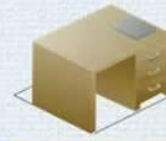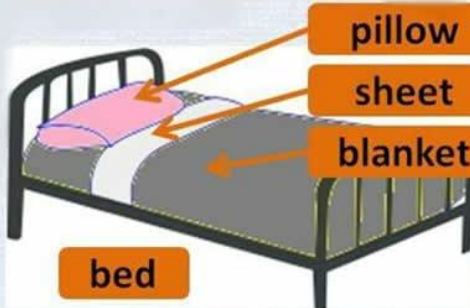
carpet / rug   bookcase   wardrobe   chest of drawers/ dresser   drawer(s)

Learning English with easypacelearning.com

In the Kitchen

pot plant   light   fridge freezer

cupboards

microwave   toaster   tea towel

chair   sink   kettle   cooker

fruit bowl   drawers   washing machine

tablecloth   floor

table
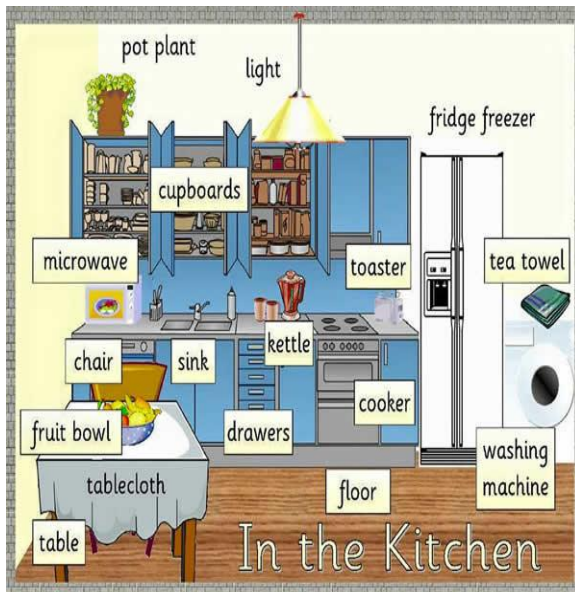
KITCHEN UTENSILS

mug

cup

saucer   ladles   spatula   whisk   knife   spoon

salt & pepper shakers   pan   sauce pan   pot

spoon
fork
knife

cutlery/ silverware   teapot   refrigerator   microwave oven

dish   bowl   bowl   freezer   stove/cooker
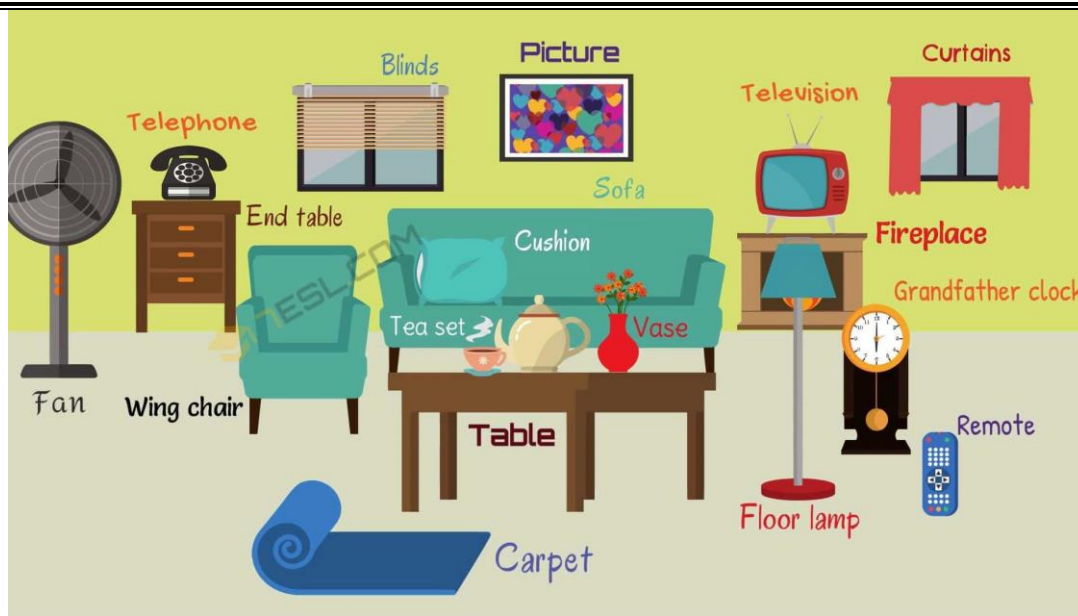
10 minutes	**Spin-off**
	Have ss keep the same groups and spin the wheel of fortune to have them choose a category of the 4 and them have them answer the questions
	http://www.eslgamesworld.com/members/games/ClassroomGames/SpinOff/Home,%20Actions,%20Furniture%20for%20Elementary/index.html
15 minutes	**Listening Comprehension:**
	The students will watch the video "describe a house" from the minute 0:00-2:23
	three times
	https://www.youtube.com/watch?v=U_RVsTcffa0
	Have Ss answer the following questions

Why does the mother like the girl's old apartment?

Where is the park?

Where is the office?

What does the mother think about kitchen?

Why is the dress in the living room?

Does the girl have a bedroom?

Where is the girl's bed?

*Possible homework in case there is no more time

Have Ss create a short paragraph describing the apartment as it would be theirs

Why does the mother like the girl's old apartment?

Because it is close to her house

Where is the park?

Across the street

Where is the office?

Around the corner

What does the mother think about kitchen?

It is a little small

Why is the dress in the living room?

There is no other place for it

Does the girl have a bedroom?

Yes, it is a sofa bed

Where is the girl's bed?

In the living room

Appendix R9: Home Appliances

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

SEMESTER I-2019

LESSON UNIT: Unit 3

TOPIC: My house

TARGET CONTENT: talk about home appliances

TARGET STRUCTURE: present continuous

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

GENERAL OBJECTIVE

- practice the use of present continuous and the vocabulary related to home appliances

MATERIALS:

Computer, or cellphones

15 MINUTES	**REVIEW** Students will need to go to the following link where they will find explanations of how present continuous is use. They can opt to listen to the whole lesson or read https://www.curso-ingles.com/aprender/cursos/nivel-basico/verb-tenses-present/present-continuous
30 minutes	**PRACTICE** Students will go to the following links 1- https://www.curso-ingles.com/practicar/ejercicios/present-continuous Here students will need to complete some sentences with the correct form of the present continuous and then type the sentences on the space bellow for each of the item. Once they're done, they can hit "resolver" to check on their answers 2- https://www.madridteacher.com/Grammar/activities/pres-cont-paul.htm On the second one, students will find a set of short audios describing what some people are doing, so students will need to click on the "play" option at the left and then they will need to choose the correct picture.
10 minutes	**Listening Comprehension:** Student will need to listen to the following audio and then they will need to complete the following sentences using the present continuous tense. Student will have to share their answers on the private comments box https://drive.google.com/file/d/1noatDC_7ZQWiIVUd6_Vqocez-lFM18fX/view 1. 1. How _____ you _____? 2. _____ he _____ to the store? 3. My feet _____ _____ me. 4. Everyone _____ _____ now. 5. Where _____ you _____? 6. This computer _____ _____ anymore. 7. Mark _____ _____ his car. 8. The customer _____ _____ her car with gas. 9. What _____ she _____ for breakfast? 10. Where _____ we _____?

Appendix R10: How Much-How Many

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

TEACHER'S NAME: Mario López

SEMESTER I-2019

Date: June 26th, 2019

LESSON UNIT: Unit 3

TOPIC: How much- How many

TARGET CONTENT: How much- How many

TARGET STRUCTURE: simple present

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

•comprehend the use and the difference between how many and how much

MATERIALS:

- White board
- Eraser

- Color pages
- Markers
- Charts
- CD player
- Audio
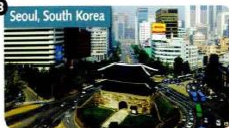
10 MINUTES	**Warm up activity** **Sharks are coming** **What is the place where you have your lunch?** **What is the place where you study?** **What is the place where you take a shower?** **What is the place where you sleep?** **What is the place where you watch T.V** **Listening activity,** Teacher will play an audio and the students have to complete the answer in the photocopies given by the teacher. The teacher will play the audio again to ask the students to finish the second part, then the teacher will check the answer with the help of the students

	DETAILS **B** Listen again. Write the phone numbers for the places.
	
	1. _02-9241-1234_ 4. _____
	2. _____ 5. _____
	3. _____ 6. _____
	
	Answers: 1.
	        2. American chamber of commerce 11-51803804
	        3. national tourim organization 72-99496499
	        4. Blue jays 18-886546529
	        5. American center library 03-34360901
	        6. Colombia airlines 52835500

30minutes	**Explanation of the topic** Advices how to use how much how many How many? – ¿Cuántos/as? How much? – ¿Cuánto/cuánta? Examples : How many brothers and sisters do you have? How much water do you drink? How much exercise do you do? How much do you study? How much milk do you drink? How many brothers do you have? How many students are there in the classroom? How many tacos do you eat? How much money do your shoes cost?

Exercises with how much and how many

Escoge entre how many y how much en cada caso.

_____ Chocolate is there?

_____eggs are there?

_____sausages are there?

_____ bread is there?

_____students are there?

_____ cheese is there?

_____ money is there?

_____ peaches are there?

_____ carrots are there?

_____ onions are there?

Appendix R11: Shopping

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

STUDENT TEACHER'S NAME: Daniel Armando Barrientos Muñoz

SEMESTER I-2019

Date: July 2nd, 2019

LESSON UNIT: Unit 4

TOPIC: Let's go shopping

TARGET CONTENT: to learn about food and objects in a supermarket

TARGET STRUCTURE: how much, how many

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

- **Recognize objects in a supermarket**
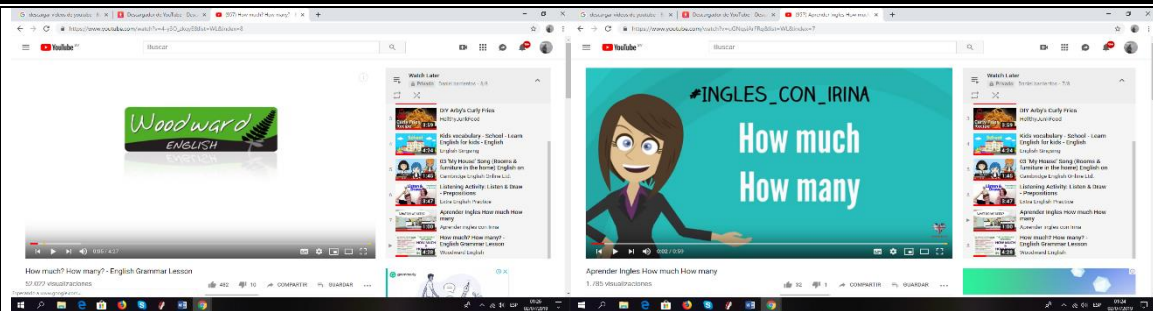- **Use how much and how many properly**

MATERIALS:

- LCD projector
- Speaker
- Cellphones
- Audio
- Computer

15 minutes	**Listening activity** The teacher will show to the students two videos related to how much and how many. Next, the students will answer some questions related to the videos.

Appendix R12: Food

- How do you use how much?	- How much cream cheese do they need?
- How do you use how many?	- How many strawberries do they need?
- What are they preparing?	- How much sugar do they need?
- How many eggs do they need?	

15 minutes	**Listening comprehension**

The students will listen to an audio about buying groceries and fill in the blanks with much, many, any, a little, a few, a lot of, and some.

At the supermarket

D: The list just says 'milk' here. How (1) [____] milk do we need?
S: Not much, just a liter.

D: And how (2) [____] eggs?
S: A dozen

D: and what about tomatoes? How (3) [____] tomatoes?
S: Not many, just four or five, ok?
D: Is that everything?

S: Let me check. We have (4) [____] bananas,

but there aren't (5) [____] oranges.

And we have (6) [____] coffee,

but there isn't (7) [____] sugar. |

D: ok, oranges and sugar. What about orange juice? Is there (8) [____] orange juice? You know I have orange juice every morning.

S: There is (9) [____] , please buy some.

D: Orange juice then. And vegetables? Do we have (10) [____] vegetables?

S: Well, we have (11) [____] potatoes,

and (12) [____] onions,

but there aren't (13) [____] carrots.

D: right, some onions and carrots…
S: Oh and don't forget your parents are coming tomorrow. We need something for them.
D: ok, (14) [____] meat and beer. Anything else?

S: Please, don´t forget the ice cream, 15) [____] chocolate ice-cream for me!!
D: Sure, I'll take it, any other thing?
S: No, I think that is all, sweetheart.
D: Ok, see you at home, dear.
S: Ok, see you then.

10 minutes	**Listen and choose**

The students will listen to the same audio and choose between true and false.

	True	False
- He needs to buy much milk.		
- He needs to buy a few tomatoes.		
- He needs to buy oranges and sugar.		
- He needs to buy onions and carrots.		
- He needs to buy coffee.		
- His wife loves chocolate ice-cream.		
- His parents love meat and beer.		

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5 minutes	**Listening comprehension** *The students will listen to an audio and choose the correct answer.* Answer the following questions about the interview. 1) In conversation 1, how much sugar does he want in his coffee? ☐ a) A lot ☐ b) Not much 2) In conversation 2, how much lettuce do they have? ☐ a) A lot ☐ b) Not much 3) In conversation 3, how many tomatoes do they have? ☐ a) A lot ☐ b) Not much 4) In conversation 4, do they have many bananas? ☐ a) Yes ☐ b) No http://www.elllo.org/grammar/L3-CEFR-A2/L3-15-MuchMany.htm

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARTMENT OF FOREIGN LANGUAGES

CLASS ADDRESSED TO EIGHT STUDENTS OF CENTRO ESCOLAR NAPOLEON RIOS

SEMESTER I-2019

LESSON UNIT: Unit 4

TOPIC: My house

TARGET CONTENT: talk about food

TARGET STRUCTURE: quantifiers

OBJECTIVES:

BY ENGAGING IN DIFFERENT COMMUNICATIVE TASKS,SWBAT:

GENERAL OBJECTIVE

- Reinforce and practice the use of quantifiers

MATERIALS:

Computer, or cellphones

25 MINUTE S	**REVIEW AND PRACTICE** In the following link students will be able to find a series of explanations and examples of the use quantifiers. The explanations provided are not only in English but also in Spanish https://www.curso-ingles.com/aprender/cursos/nivel-basico/nouns/quantifiers
20 minutes	**LISTENING** Students will have to listen to the following audio to later choose the correct answer for each of the question. Then they will need to share their answers on the comments box down below https://drive.google.com/file/d/1MJAQkJVekX8KSByugAYEnBNbPq-JgbSx/view 1) In conversation 1, how much sugar does he want in his coffee? a) A lot b) Not much

2) In conversation 2, how much lettuce do they have?

a) A lot
b) Not much

3) In conversation 3, how many tomatoes do they have?

a) A lot
b) Not much

4) In conversation 4, do they have many bananas?

a) Yes
b) No

Appendix S1: Grades for Quiz 1

Student	Grade
1	8.3
2	8.2
3	8
4	7.4
5	7.1
6	6.7
7	6.5
8	6.2
9	6.2
10	6.2
11	5.1
12	5
13	4.9
Average	6.6
Approved	10
Disapproved	3

Source: First Quiz administered to Eighth Grade students

Appendix S2: Grades for Quiz 1

Source: First Quiz administered to Eighth Grade students

Appendix S2: Grades for Quiz 1
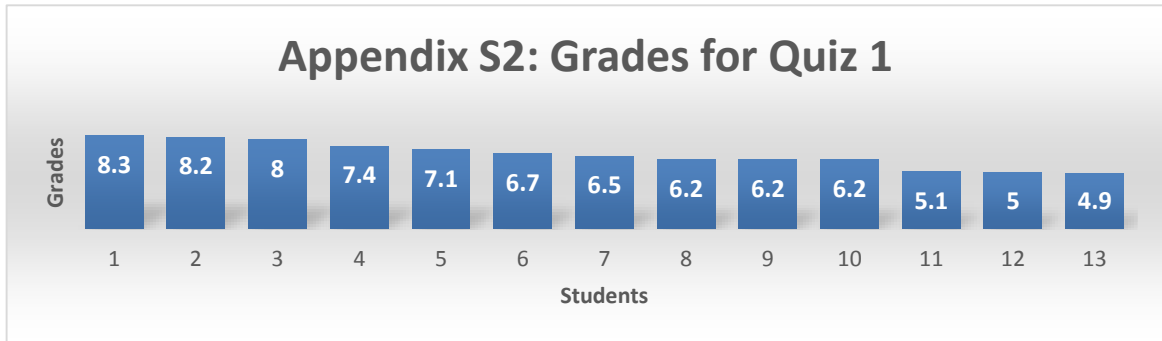
Appendix S3: Grades for Quiz 2

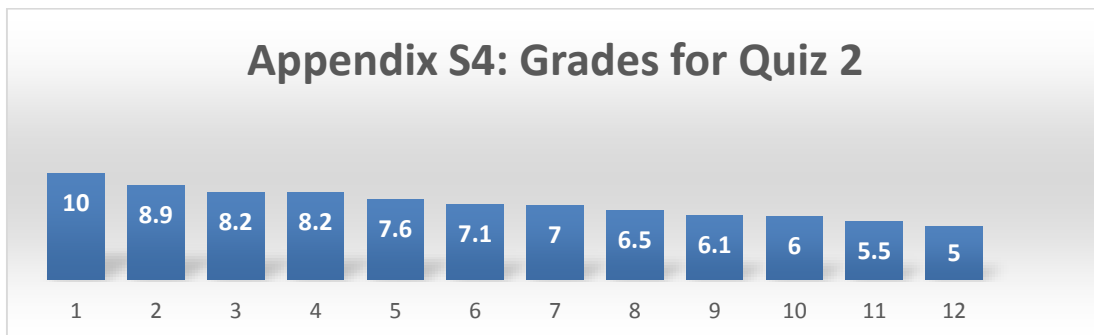| Student	Grade
1	10
2	8.9
3	8.2
4	8.2
5	7.6
6	7.1
7	7
8	6.5
9	6.1
10	6
11	5.5
12	5
Average	7.175
Approved	10
Disapproved	2

Source: Second Quiz administered to Eighth Grade students

Appendix S4: Grades for Quiz 2

Appendix S4: Grades for Quiz 2

1	2	3	4	5	6	7	8	9	10	11	12
10	8.9	8.2	8.2	7.6	7.1	7	6.5	6.1	6	5.5	5

Source: Second Quiz administered to Eighth Grade students

Appendix T

	Participation on Online Platform (Google Classroom)					
Students' Name	**How much/How many**	**Listening Activity**	**Preposition of Place**	**My Dad's…**	**A day in School (activity)**	**Ordinal Numbers**
	Class Average Score					
1 Madelin Barrera						
2 Christian Cisneros						
3 Efrain Flores	100	60	80	80	80	
4 Kevin Gómez						
5 Omar Gómez						
6 Diego Interiano	100	80	90	100	100	
7 Hugo Linares	100	80	60	90	100	
8 Jennifer Marenco	100	80	70	30	60	
9 Benjamin Martinez						
10 Alexis Pacheco						
11 Marisol Quinteros						

12	Daniel Ramirez						
13	Jesus Salazar	75	90	50	70	80	
14	Brenda Sandoval						
15	Jose Siguenza						
16	Katerine Vinueza	100	70	80	90	100	
17	Estrada Medina						