

UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE WORK

THE ENHANCEMENT OF INTENSIVE BASIC ENGLISH STUDENTS' LISTENING  
SKILL, GROUP 3, OF THE LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN  
ENSEÑANZA THROUGH THE USE OF THE BOTTOM-UP AND TOP-DOWN  
APPROACHES USING MOVIE CLIPS AND RADIO STATION AUDIOS AT THE  
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## **ABSTRACT**

In this research study, researchers aimed to enhance IBE students', group 3, listening skill through the use of bottom-up and top-down approaches using movie clips and radio station audios at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2019 since the listening skill is the first skill students need to develop while learning a new language. So, researchers approached the field of study in order to identify and describe the problematic situation.

To achieve the objectives set at the beginning of this study, researchers designed and executed an action plan in order to enhance students' listening skill. The activities chosen by the researchers were carefully selected to enhance students' listening skill; also, the activities were planned to challenge students to use the vocabulary provided in class. Furthermore, researchers looked for activities that challenge students' to use their critical thinking because they need to develop this ability to comprehend the language better. To process the data obtained during the intervention process, researchers made use of the qualitative and quantitative paradigm; then, all the data was analyzed and contrasted with the theory.

Finally, researchers concluded that the use of the bottom-up and top-down approaches combined with the use of movie clips and radio station audios helped students to enhance their listening skill since when making a comparison between the result obtained at the beginning and at the end of the intervention process, students' listening skill showed an improvement. Moreover, researchers drew some conclusions and recommendation based on the data obtained at the end of the intervention process.

## INTRODUCTION

This action research entitled: The enhancement of Intensive Basic English students' listening skill, group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza through the Use of the Bottom-up and Top-down Approaches using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador semester I-2019, researchers aimed to enhance IBE students' listening skill since it is the skill they have to develop when learning a new language. Besides, this study aimed to answer the question: How can the use of the bottom up and top down approaches using movie clips and radio station audios enhance Intensive Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019?

This study is divided into five chapters. Chapter I contains the description of the problematic situation which is based on class observation and a diagnostic study addressed to students. Also, it contains the baseline, the justification, the scope of the work, as well as the research question, and the objectives researchers wanted to achieve at the end of this work. Chapter II contains all the theoretical foundations which are very important to support this study; also, it contains the operationalization of the variables along with its indicators.

Chapter III contains all the steps researchers followed to carry out this study; it also contains all the instruments researchers used to gather the data during the action plan as well as the plan of intervention which had a duration of two months. Moreover, it explains the process to analyze the data obtained at the end of the action plan.

Chapter IV Analysis and Interpretation of Data presents a set of graphs that explain in detail the results of this research study based on the objectives; also, it provides the answer for the research question, and it proves the hypothesis of change. Finally, chapter V presents the conclusions and recommendations researchers drew at the end of this study.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

English as a Foreign Language (EFL) students are required to develop four macro skills, which are listening, speaking, reading and writing. Out of all four macro skills, listening is a key in the learning process since the language is acquired through the act of listening. According to Brownwell (2002) Listening is hearing, understanding, remembering, interpreting, evaluating, and responding. Therefore, it is important for students to develop their listening skill so that they can produce the language correctly. Nevertheless, Intensive Basic English students, group 3, appeared to have difficulties to understand audios, podcasts, and videos in the English language due to different factors, such as little exposure to the language, background knowledge, English vocabulary, rate of speech and pronunciation.

#### **1.1. Description of the problem**

In class observations done during February and March 2019, researchers could observe that Intensive Basic English students, Group 3, majoring in Licenciatura en Idioma Inglés, Opción Enseñanza faced difficulties to comprehend audios in the English language for a variety of reasons, such as poor exposure to the English language, limited English vocabulary and background knowledge, types of audios, rate of speech, and pronunciation.

Class observations done during February and March 2019 showed that students were not able to understand audios completely. Researchers could observe that IBE students', group 3, were rarely exposed to listening comprehension activities since teachers were more focused on developing the speaking and writing skill; that is why, most of the students had difficulties to understand audios in the English language. Researchers observed that when students were exposed to listening comprehension activities, they seemed to be uncomfortable and lost because they could not understand what they were listening; therefore, they were unable to answer any question; moreover, it seemed that some students did not understand what the teacher was asking. When the listening activity finished, and the teacher started asking questions, most of the students were not able to give an answer even if it was a simple one, most of the students just started to ask among them, "what is the teacher asking me", and they

tried to translate what the teacher was asking so that they could be able to say something, or they just said “I do not know”.

Besides, through those class observations, researchers noticed that all of the students had limited vocabulary knowledge since they were always asking “what is the meaning of x word?” or “how do you say x word in English?”. Therefore, students’ level of vocabulary seemed to be the most predominant factor influencing students’ listening skill because they cannot understand an audio if they do not know the meaning of words, and they are not able to infer the meaning. Moreover, researchers observed that students are commonly exposed to audios with different accents such as the British; thus, it was more difficult for students to fully understand what they were listening to since their English knowledge is very limited at their level. Furthermore, researchers could observe that there were some classrooms in which listening activities did not work properly because there are many distractors, such as the noise of people speaking outside or even inside the classroom, so they easily got distracted; besides, if students were sitting at the back of the classrooms, they could not listen well.

After observing that phenomenon, researchers addressed a questionnaire to IBE students, group 3. The questionnaire was designed based on the problems researchers had observed. In this questionnaire, students were asked if they were able to understand audios completely, and 35 out of 41 said that they are not able to comprehend them; they were also asked about the reasons why they could not understand, and the 89% of students agreed that their vocabulary was not enough. The other 11% of students said that the rate of speech and different pronunciation was a problem because the audio was too fast and they were just trying to grasp the meaning of words. Besides, students were asked if they were able to get the main idea of audios and 25 of them said that they were not able to do it. Also, students were asked if they had listening practices inside the classroom and 32 out of the 41 stated that they are rarely exposed to listening activities; they said that they usually had just one listening activity during the week. This is a problem since students need to practice in order to improve their listening skill. Finally, students were asked how many times they needed to listen to an audio in order to understand, and most of them agreed that they needed to listen to the audio more than three times. After addressing this questionnaire to IBE students, group 3, researchers addressed a

diagnostic test to students to make sure the problem really existed and to clearly identify which the factors were.

Besides, researchers interviewed the teachers in charge of the subject IBE, group 3, and they expressed that the factors that hindered students' listening comprehension were vocabulary, not enough exposure to the English language, amount of listening comprehension practice, accent, inappropriate classrooms and poor English knowledge that caused students have the need of translating every word. According to the teachers in charge of IBE students, group 3, vocabulary was the most predominant factor because students were not able to understand audios since they did not know the meaning of some words; also, they expressed that students sometimes blocked themselves when they did not know a word, and they just got stuck there, or they just translated words into Spanish in order to understand. However, they failed to comprehend the audios since words might have different meanings depending on the context. Also, they expressed that students did not have enough exposure to the language since most of the students just practiced their English listening skill inside the classroom, and they said that even the practice that students got inside the classroom was not enough since they usually had speaking or writing practices rather than listening comprehension practice. They stated that when having listening comprehension activities the time devoted to do it was not enough; therefore, students did not get enough practice to develop the listening skill, and they failed to fully understand audios. The teachers also expressed that the classrooms were not appropriate because many distractors hinder students from concentrating, so they expressed that students were usually more focused on reading the questions, and they did not focus on what the speaker was saying or vice versa; this happened because students had not developed their listening skill yet; moreover, teachers stated that IBE students are not accustomed to listening comprehension activities since most of them had not been exposed to those types of activities before.

To conclude, researchers found out that IBE students, group 3, faced difficulties to comprehend audios in the English language due to different factors such as poor listening comprehension practice, level of vocabulary, rate of speech and pronunciation. Thus, this research study attempted to answer the following question: How can the use of the bottom up and top down approaches using movie clips and radio station audios enhance Intensive Basic

English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019?

## **1.2. Baseline**

After having observed classes in IBE, group 3, researchers found out that students have difficulties to comprehend audios in the English language. Therefore, researchers decided to have a talk with students in order to know if they were aware of the phenomenon. They expressed that to understand audios was a difficult task because they were not accustomed to listening to native speakers. Some others expressed that they had never been exposed to that type of listening comprehension activities before, and sometimes they did not know what to do while the audio was being played. Besides, students stated that having limited vocabulary knowledge was a big problem because they could be really concentrated in the activity, but if they listened to unknown words they got stuck, and they were not able to understand the audio in a complete way. Also, they said that the speed of the audio and the different accents of the English language made the process of comprehension more difficult because they got confused when the pronunciation of different words changed. Furthermore, they expressed that even though they had some listening practices inside the classroom, they were not enough for them to develop their listening skill as it is required at their level.

Likewise, researchers talked with the teachers in charge of the group, and they said that one of the most difficult things for students was understanding audios because students were accustomed to listening to the teacher talking, but when students listened to native speakers, they struggled due to the reasons stated before. Also, they said that students sometimes struggled because they just practiced their listening skill inside the classroom; teachers said that in order to master the listening skill students needed to practice at home, but they never did it, and that is the reason why students have many difficulties when listening to any audio. Finally, teachers expressed that students were not exposed to authentic material in listening activities.

Later, on March 14th, 2019, researchers administered a listening comprehension test to IBE students, group 3, in order to prove that students in fact have difficulties with their listening comprehension; the listening test was composed of four sections, vocabulary, main



ideas, details and inferences, this aimed to assess students' performance in listening comprehension activities; also, the administration of this test helped researchers to corroborate that the factors explained before were the ones that were influencing students' listening comprehension. The results of this listening comprehension test shed light on the problem because 22 out of the 38 students that took the exam failed it getting grades between 2.0 and 5.50; the other 16 students passed the exam but just 6 out of the 38 got a grade above 7 having 5.26 as an average grade. The results of the listening comprehension test showed that students had difficulties to draw inferences since that was the most difficult section for them; besides, students were not able to answer the vocabulary section accurately proving that they were not able to infer the meaning of words by context.

To sum up, all the data gathered through the different instruments highlighted that IBE students, group 3, faced many difficulties with their listening skill due to all of the reasons stated. That is why, the main aim of this research study was to enhance IBE students', group 3, listening skill through the use of the bottom-up and top down approaches using movie clips and radio station audios.

### **1.3. Justification**

Having known that listening is the basis of a language since it is the one that helps acquiring the target language, researchers can claim that this research study entitled —The Enhancement of Intensive Basic English students' Listening Skill, Group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza through the Use of Bottom-up and Top-down Approaches using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2019 was worthy since the main focus was to enhance IBE students' listening skill by exposing them to authentic material in which they had the opportunity to practice their listening skill; besides, it attempted to foster students' critical thinking so that they could be able to infer the meaning of words by context. Also, it aimed to increase students' level of productive vocabulary since this was the main factor influencing the students' listening skill. Finally, it highlighted the effectiveness of the bottom-up and top-down approaches in the enhancement of students' listening skill since at the end of the intervention process, researchers found out that the implementation of bottom-up and top-down approaches using movie clips and radio station audios are really

helpful to enhance students' listening skill since most of the students showed and improvement of such a skill.

#### **1.4. Scope of the work**

This research study was carried out at the Western Multidisciplinary Campus of the University of El Salvador semester I-2019, specifically, with the Intensive Basic English students, group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza, since they were the adequate population to carry out this study as they appeared to have difficulties with their listening skill. Therefore, it was important for them to develop their listening skill to have effective communication with others.

Besides, this study was very useful for it provided information about the factors that hinder students' listening skill, and it helped to look for different alternatives to enhance this skill using the bottom up and top down approaches as a help. The tools that were used to gather data are: questionnaires, tests, observation checklist to observe classes and reflection guides.

Researchers used the bottom up and top down approaches using movie clips and radio station audios to develop the plan of intervention. The activities that were implemented were carefully chosen to enhance students' listening skill. Furthermore, the researchers decided to implement the plan of action during the free hours students had between classes in order to avoid interferences with the other subjects they were taking.

#### **1.5. Research question**

How can the use of the bottom up and top down approaches using movie clips and radio station audios enhance Intensive Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019?

#### **1.6. Action Hypothesis**

The use of the bottom up and top down approaches using movie clips and radio station audios will enhance Intensive Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019

## **1.7. Research objectives**

### **1.7.1. General Objective**

- To enhance the listening skill of Intensive Basic English students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, through the use of the bottom up and top down approaches using movie clips and radio station audios at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019

### **1.7.2. Specific Objectives**

- To foster IBE students', group 3, listening skill of the major Licenciatura en Idioma Inglés, opción enseñanza, by exposing them to authentic material at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019
- To improve the listening comprehension of IBE students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, by developing their critical thinking skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019
- To increase the level of productive vocabulary of IBE students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, in listening comprehension activities through the use of the bottom up and top down approaches using movie clips and radio station audios at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

Listening is the ability of receiving and interpreting messages in the communication process accurately. For EFL learners, listening is the first skill they must develop when learning the language since effective listening guarantees a full comprehension and correct interpretation of the message, and a precise response to it. “Listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Therefore, listening is not only a skill area in language performance, but also a critical means of acquiring a second language (Rost 1990, p.15).

The ability to listen carefully allows students to better understand spoken language. Richards (1983) classifies listening tasks to engage in bottom-up (work on the incoming message itself, decoding sounds, words, clauses and sentences) and top-down process which uses background knowledge to assist in comprehending the message. It means both terms work together so that the listening comprehension process can be effective.

In addition, listening can be enhanced in different ways, for example, videos can be used in EFL instruction to provide students the proper environment to activate their listening skill in the classroom. Damronglaohapan and Stevenson (2013) mentions that “though movies may be an effective way that appeals to various learning styles, gives students authentic examples of spoken language, and holds their interest.” Similarly, radio station audios are said to be a great tool for learners because they can make their ears get used to the sounds of English language. In addition, Widiastuti (2013) says that “there are usually intervals between the perceptions of sounds by their ears and understanding the words, phrases and sentences. This kind of intervals often makes students have more troubles in listening comprehension. So, it is essential for them to have more chances to contact with different kinds of listening materials and let their ears be familiar with different sounds of English words.”

#### **2.1. Top-down and bottom up**

Lynch (1998) said that most scholars agree on the assumption that listening is a complex process which involves a variety of sources – phonetic, phonological, prosodic,

lexical, semantic, etc. – enabling listeners to understand and to interpret spoken messages in real time. Listening requires not only hearing and trying to understand every single word but comprehending the message that the speaker tries to transmit. There are two approaches that people use in the process of understanding, which are top down and bottom-up approaches; both of them work together so that the message can be comprehended by the receptor.

Additionally, L. Vandergrift (2009) argued that, “When listening, people make use of many sources such as linguistic knowledge, pragmatic knowledge, and prior knowledge.” They believe that linguistic source is fundamental since it is necessary to assign meaning to each of the sounds so that they can later comprehend the message. National *Science Teacher Association (2006)* “*Bottom-up processing* is stimulus-driven processing whereas *top-down processing* is driven by our knowledge, experience, and intentions, which are relatively voluntary and stimulus independent”

### **2.1.1. Bottom-up**

Initially, Shannon (1948) defines bottom-up processing as a model that follows a traditional view of communication where a message is encoded and sent to the receiver, who then decodes the message and understands it. It means that the speaker separates each part of the speech to make sense of each word and sound. Also, Carrel (1998) Flowerdew & Miller, (2005); Rost (1990) propose a bottom-up model in which listeners build understanding by starting with the smallest units of the acoustic message, such as phonemes, which are then combined into words, phrases, clauses and sentences. When using the bottom-up approach, students decipher the meaning of what is being said by giving meaning to each of the words.

In order to learn how to use bottom-up processing, students need to have a large range of vocabulary as well as knowledge of sentence structure to process what is heard.

Richards (2008) expressed that by using bottom-up processing, students are able to:

- Retain input while it is being processed
- Recognize word and clause divisions
- Recognize key words
- Recognize key transitions in a discourse

- Recognize grammatical relationships between key elements in sentences
- Use stress and intonation to identify word and function

There are many tasks that students are able to do just by using bottom-up processing. Besides, Richard (2008) expressed that traditional classrooms using bottom-up processing use activities that require close and detailed recognition to process the input since it is assumed that what the listener needs to understand is contained in the input.

Likewise, Richards (2016) expresses that when using bottom-up processing students can:

- Identify the referents of pronouns in an utterance
- Recognize the time reference of an utterance
- Distinguish between positive and negative statements
- Recognize the order in which words occurred in an utterance
- Identify sequence markers
- Identify key words that occur in a spoken text
- Identify which modal verbs occurred in a spoken text

Brown (2001) adapted from Peterson (1991) also presented some exercises that learners are capable of developing when using bottom up processing which are:

- Discriminating between intonation contours in sentences
- Discriminating between phonemes
- Selective listening for morphological endings
- Selecting details from the text
- Listening for normal sentence

When using bottom up processing learners need to recognize each of the words so that they can decode the information in order to understand the message.

### **2.1.2. Top down**

Originally, Ross & Rubin, (1994) referred to the top down as a process based approach that uses previous background knowledge to predict the content of what is being listened, and Flowerdew & Miller, (2005) expressed that the top-down model differs from the bottom-up model in that listening is seen as an active process that involves looking for necessary information rather than simply analyzing speech as a series of sounds. When using the top-down approach, the listener does not try to understand the meaning of each of the words but to understand the complete message that they as a group transmit.

Richards (2008) suggests that when using top-down processing, students develop the abilities to do the following:

- Use key words to construct the schema of a discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer causes or effects
- Infer unstated details of a situation
- Anticipate questions related to the topic or situation

By using top-down processing, students are able to infer the meaning of what is being listened by understanding the context rather than understanding the meaning of each of the sounds.

There are some activities that can be used in order to develop top-down processing. Richards (2016) proposed the following activities.

- Students create questions based on what they expect to listen.
- Students brainstorm ideas about what they know of the topic and what they would like to learn.
- Students can listen to the beginning of a story and predict the end of it.
- Students just read headlines and guess what will happen.

Brown (2001) adapted from Peterson (1991) also presented some activities that are used with top down processes which are:

- Getting the gist of a sentence
- Recognize the topic
- Following directions
- Discrimination between emotional reactions
- Analyze discourse structure to suggest effective listening strategies
- Listen to identify the speaker or the topic
- Finding main ideas and supporting details
- Making inferences

These activities are used with top down processing since they help learners understand the spoken message by using their previous knowledge and drawing conclusions based on the context of the conversation.

### **2.1.3. Bottom-up and top-down processing**

In real life, bottom-up and top-down processes happen at the same time since they complement each other. O'Malley & Chamot, (1990) suggest that listening comprehension is the result of the interchange of the information and the use of the top down and bottom up approaches in order to process and understand the message; the use of both approaches is known as the interactive model. Some experts stated that effective learners make use of the interactive model more frequently rather than using just the top down or the bottom up approach (Buck, 2001); (Cleary et al., 2007); (Field, 2008); (Higuchi,1998). Field (1998) suggested that listening involves three stages which are pre-listening, while-listening, and post-listening; he said that the lesson plans contain activities that involve bottom-up and top-down processing. The pre-listening stage prepares students for what they are going to listen involving activities that require their prior knowledge about the topic. While-listening stage focuses on comprehension through exercises that require selective listening, and the last stage, post-listening, involves a response to comprehension where students are required to provide their opinion.



## **2.2. Radio station audios**

The radio is one important tool to learn English. Through it, EFL learners can focus their attention specifically on their listening skill. Besides, students can get accustomed to the language by listening to English native speakers.

Radio station audios offer English learners many opportunities to learn and improve their abilities. If students listen to radio station audios constantly, they can get familiar with different accents around the world in a normal rate of speech. They can improve their vocabulary knowledge, learn how to use common phrases and improve their comprehension of the language without having the necessity of translating every single word. Furthermore, students can learn about culture and important events that happens around the world and all they need is Internet connection to access to a radio station.

There are a lot of radio stations for students who want to improve their listening comprehension skill. Kenneth Waldman presents the following (n.d.):

- **Tunein. Com**

This radio station is specifically designed for those who are learning English. The speakers use simple English featuring a basic vocabulary and they read at a slower pace to help listeners focus and understand what is being said. The program is called “As It Is” and is 30 minutes long. Announcers use words and phrases especially written for people learning English. They also explain words and language rules while reporting stories and information from around the world.

- **VoaNews.com**

Voice of America also offers an English course that is divided into 52 lessons that follow the lives of young Americans. The course includes weekly videos for listening practice, speaking practice and pronunciation. The neat thing about VOA’s English course is that it includes worksheets to practice writing, lesson plans and even an assessment. Along with the videos you can follow the written script while you listen.

- **NYTT.Radio.net**

New York Times Talk radio offers over 5,000 stations broadcasting in English. This site offers a more personal approach featuring discussions and interviews with many prominent people including politicians, media personalities and other public figures. The benefit of listening to NY talk radio is that the style of discussion is freer and informal. It makes it easier for those learning English to follow along. This format also introduces more common English phrases and idioms that those learning English can use in their daily interactions.

### **2.3. Movie Clips**

Movie clips are short videos extracted from movies. According to Kaspar (1984):

Comprehension involves different steps. The first step is to establish the context; for instance, real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message; skilled listening requires that the listener looks ahead in anticipation of what is coming.

By using movie clips to enhance the listening skill, EFL students have the opportunity to match the images they see to what people say, so it will be easier since the context of the conversations makes the message clearer.

Kieran Donaghy (2014) stated that the use of movie clips to enhance the listening skill has many advantages:

- **Learning from films is motivating and enjoyable**

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives, so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

- **Films provide authentic and varied language**

Another benefit of using films is that it provides a source of authentic and varied language. Films provide students with examples of English used in ‘real’ situations outside the classroom, particularly interactive language – the language of real-life conversation. Additionally, films expose students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, films and television can provide learners with this real-life language input.

- **Films gives a visual context**

The visuality of a film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Using a film assists the learners’ comprehension by enabling them to listen to language exchanges and seeing such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

- **Variety and flexibility**

Films can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. A film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

## **2.4. The listening skill**

Listening is the absorption of the meaning of words. Active listening leads to comprehension of facts and ideas. Listening is considered the most important skill since it is necessary for the development of the other three macro skills. Rost (2000) points out the importance of listening as “the most widely used language skill” (p. 7) Bress (2006) claimed that the more one understands, the more one feels confident. In EFL instruction, this is a problem because teachers sometimes take for granted that students understand what they are

listening to when they do not. Also, teachers tend to give more importance to the speaking skill rather than the listening skill when it should be the contrary because oral competence is best enhanced through listening. Ramirez-Verdugo, & Belmonte (2007) claimed that listening is the first skill acquired by children, and it is of great help for the development of the other skills. Morely (2001) pointed out that: “Listening is used for more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write” (p. 70).

#### **2.4.1. Definition of listening skill**

Listening is a fundamental skill EFL students must develop because they need to understand what is being said in order to interpret the message that is being transmitted, and also in order to communicate properly with others. According to Thomlison (1984), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A good listener is capable of doing these four things simultaneously.

According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skill mentioned above, interpreting the utterance within the socio-cultural context. Based on this definition, listening becomes a very difficult task for EFL students when they are exposed to native speakers, and it becomes more difficult when they listen to British or Australian speakers due to their accents.

#### **2.4.2. The importance of the listening skill**

According to Mendelson (1994) “of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16%; and writing about 9%”. The time spent on listening is fundamental for students to get accustomed to the sound and rhythm of the language and to be able to understand and interpret the messages.

According to Rubin (1995), listening is the skill that makes the heaviest processing demands for second language or foreign language learners because they must store information in short term memory at the same time as they are working to understand the information. Besides, Hasan (2000) has suggested that associating newly heard information with prior knowledge is a powerful and very frequently used way to guess the meaning of a listening passage.

The time spent on the listening skill is essential to develop such a skill. Teachers must be concerned on applying effective strategies to help students develop this skill. Brown (2006) suggests that systematically presenting (1) listening for main ideas, (2) listening for details, and (3) listening and making inferences help students develop a sense of why they listen.

Vandergrift (1999) indicates that the pedagogical sequence of pre-listening, listening and post-listening activities, if used constantly, can guide students through the mental processes for successful listening comprehension, and promote the acquisition of metacognitive strategies in three categories: planning, monitoring, and evaluating.

### **2.4.3. Types of listening**

#### **2.4.3.1. Discriminative listening**

The listener is able to differentiate between each of the sounds so that he can be able to understand the message. The learner must learn to discriminate the sounds.

#### **2.4.3.2. Comprehension listening**

The listener must make sense of each of the sounds after discriminating them in order to understand the message. It is necessary to have a wide lexicon as well as knowledge about grammar and syntax.

#### **2.4.3.3. Evaluative listening**

The listener needs to evaluate, make judgments, and form an opinion based on what is being said.

#### **2.4.3.4. Biased listening**

The listener just hears what he wants to hear, and they interpret the message based on his stereotypes; the listener usually misinterprets the message.

#### **2.4.3.5. Appreciative listening**

The listener looks for information that would be important for him. It usually occurs when listening to music or poetry.

#### **2.4.3.6. Sympathetic listening**

The listener cares for the other persons' feelings and show concerns. The listener pays close attention. (Changing minds n.d)

### **2.4.4. Steps to organize the listening process**

#### **2.4.4.1. Turn in**

The listener has to be prepared for what is to be said with previous knowledge about the topic. The listener has to think about the specific meaning of what is being said and the importance of the message.

#### **2.4.4.2. Question**

The listener has to question himself about the importance of what is being said and has to relate what he knows with what he is listening; in this way, the listener can stay focused.

#### **2.4.4.3. Listen**

The listener has to listen actively to prevent his thoughts from wondering.

#### **2.4.4.4. Review**

The listener has to summarize compare and evaluate. For instance, it is needed to summarize the most important information, compare it with previous information and evaluate the value of the information. (Listening skills n.d.)

## **2.5. The importance of vocabulary for EFL learners**

Vocabulary plays an important role in learning a new language. For EFL students, learning vocabulary is fundamental not only for communicative purposes, but also for better understanding of the language in general. While listening, the listener needs to comprehend and interpret the message that is being transmitted; however, having a limited vocabulary bank makes this process difficult. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood in and out of context rather than guessed at. Moreover, vocabulary knowledge is a critical tool for EFL students since a limited vocabulary impedes successful communication. Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55); that is why, it is important for EFL learners to acquire new vocabulary since knowing the meaning and also the context in which words and phrases are used will lead to a better understanding, interpretation and reply of the message. As, McKeown (2002) argued that vocabulary knowledge is the heart of a language comprehension and use.

### **2.5.1. Types of vocabulary**

#### **2.5.1.1. Receptive vocabulary**

Stuart Webb (2009) mentioned that receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing

#### **2.5.1.2. Productive vocabulary**

Stuart Webb (2005) said that productive vocabulary is the words that learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

## **2.6. Students' listening comprehension and practice**

Practice is a key in the process of becoming a good listener. As some experts pointed out, "learners' listening practice is one of the influential factors in improving their listening comprehension skill" (Hadijah, Shalawati 2015/2016). Consequently, it is fundamental in the development of EFL students.

As any skill in the world needs a lot of practice to develop, the listening skill requires a lot of practice and commitment. In order to develop and better the listening comprehension skill, students have to practice very often to obtain good results. As some experts mentioned "deliberate practice involves attention, rehearsal and repetition and leads to new knowledge or skills that can later be developed into more complex knowledge and skills. Although other factors such as intelligence and motivation affect performance, practice is necessary if not sufficient for acquiring expertise" (Campitelli & Gobet, 2011).

Moreover, if English learners practice regularly their listening comprehension skill in the classroom by listening to audio-visual material in English, they will get accustomed to the language. In addition, Czekala (2019) in his article says that in order to increase listening comprehension, it is needed to spend a lot of time listening to people or recordings. The more often students do it, the faster they can expect to progress.

Therefore, practicing listening comprehension will help students to increase the vocabulary knowledge they have. Since vocabulary is the basis for the learning of a new language, students will be able to comprehend audios, conversations and classes accurately. As one investigator in his article said "the size of people's vocabulary is the most reliable predictor of language progress. Without knowing a lot of words, improving listening comprehension will prove very difficult" (Czekala, 2019). For that reason, it is important to take as much time as possible to enhance students' listening skill inside the classroom since that will help them to learn the English language accurately and improve the rest of their macro skills. In short, the students need to practice their listening comprehension since they as learners have to face the language learning experience to enhance their listening skill.



## **2.7. Students' engagement in listening activities**

Maintaining students engaged in the classroom is a key factor for an effective learning because when they disconnect and become distracted, they are less likely to learn efficiently. Additionally, an article mentions that “student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired.” (Great school partnership 2016). Thus, these factors are of great importance in the learning process because they can increase or decrease the students' ability in the listening comprehension tasks.

However, it is known that learners tend to succumb to distractions sometimes and are unable to focus their attention for long periods of time on the same activity, which makes the listening process more challenging. Beare (2009) also adds that the mental barrier is often one of the major obstacles for students. For instance, many students just tune out, or they seem to be involved unwillingly in an internal dialogue trying to translate specific words. Others convince themselves that they are unable to understand spoken English well and create problems for themselves because of lack of confidence.

Furthermore, other factors that can negatively affect a listening class are student's low motivation and lack of interest. Abrantes (2006) says that the student is not often motivated because the topic is irrelevant; the activity is not appropriate to the student's level; or the content of the class is not related to student's reality. Therefore, it is imperative to use topics which are relevant for students so that they can stay focused and interested.

Santos (2018) expressed that there are a number of factors that influence students listening skills, such as the amount of exposure to the language, familiarity and ability to understand the phonology of the target language, the amount of vocabulary provided and background knowledge about the topic. All these factors influence students listening comprehension because they feel less engaged in the activities when they do not understand what is being said.

## **2.8. Students' listening comprehension while listening to audios and movies**

The use of multimedia technology has given positive contributions in the implementation of teaching listening comprehension. According to Alivi and Suharyono, it

provides teachers with easier and more efficient ways to facilitate listening materials and practices in the form of audio as the main important sources (2016). In addition, Gardner and Miller (1999) describe that “authentic materials can be in the form of written texts, audio recordings of actual communication, or videos.”

Audios are said to be a great tool to improve students’ listening comprehension since it guarantees students with certain abilities that help them to develop effectively. Anggita, (2017) mentions that “there are some abilities in listening that can be achieved by the help of audio media:

- a The ability to focus and maintain their attention. For example, the students listen to a particular recording and identify the phenomenon that happened in the recording.
- b The ability to follow the guidance. For example, as listening to short explanation and sentence, the students mark one of the statements that has the same meaning.
- c The ability to train analytical competence. For example, the students try to arrange the sequence of an event, or the students try to find the cause and the result of a phenomenon based on the recording they heard.
- d The ability to define the meaning from context. For example, the students listen to an incomplete statement and try to complete it with some prepared words. The words are similar and they can only be distinguished when they are in a different context.
- e The ability to summarize, restate, and recall information. For example, after listening to a story or information, students need to retell the story or the information using their own words.”

However, employing audios-only is considered to be not enough to assist student’s listening comprehension. Therefore, videos are a form of audio-visual materials that have been popular in teaching language learning, particularly in listening. Many researchers agree that videos can provide students with better comprehension since it presents the most authentic materials for samples in the real-life communication as well as triggers students’ motivation

due to the existence of pictures that are able to throw students boredom away (Mirvan, 2013) (Woottipong, 2014; Meskill, 1996; and Cakir, 2006).

Additionally, the use of audio-visual materials such as videos is proposed as a better means to acquire students' listening comprehension. According to Suvorov (2009) videos may be used in English language teaching context for a range of reasons. First, seeing a situation and its participants while listening enhances situational and interactional authenticity, which may aid comprehension. Second, body language, facial expressions and gestures of speaker provide additional information to the listener. Third, with visual input, a listener can easily identify the role of a speaker and the context of a situation. Finally, visual elements can activate a listener's background knowledge. It means that by watching videos, learners can see how intonation matches facial expressions and gestures. Thus, listening can be more meaningful if learners can see how the language is used in actual situation.

Moreover, Winiharti & Herlina (2016) in their study state that:

Using audios allow students to listen carefully, so they must entirely concentrate on the sound provided. In this way, they had to remember much information. Alternatively, videos provided students with more varied information in addition to sound – pictures, and writings or subtitles that might occur occasionally in the video. This can make students comprehend better than just listening using audio mode only.

It means that learners can learn the language from both audio and visual inputs. Also, it is said that when the students were exposed to more than one modality, i.e. audio and visual, they can improve their performance compared to their exposure to one modality, i.e. audio. (Winiharti & Herlina, 2016)

## **2.9. Bottom up and top down processes in listening comprehension**

During the listening process, learners are focused on trying to understand what is being said, and it is in this stage when the bottom-up and top-down approaches show up. Field (2008) claims the most important component of the bottom-up processing model is decoding. Decoding is defined as “translating the speech signals into speech sounds, words, and clauses, and finally into a literal meaning” (p.125). Besides, the listening process is very complex

process because students are not only trying to understand words, but also they are trying to grasp the meaning of the information they are listening to. Field (2008) notes that learners draw from both context, or global knowledge of a topic, and co-text, or knowledge of what has been previously said in the text, to construct meaning. He notes that they do this for two purposes: to “provide extra evidence that assists the decoding process” (p.131), and to “enrich the raw meaning of the utterance and make it relevant to the current situation” (p.131). Therefore, if the listeners are not able to comprehend words from the input, they are capable to use the top-down processes in order to build meanings, so they decode the complete message.

## **2.10. Authentic material & listening**

It is important for EFL students to be exposed to real life conversation from a basic level in order to get familiar with the target language, and also to be exposed to the language in context. Rivers (1987) proved that learners who work with authentic materials are more interested in language learning. Also, the study of Herron and Seay (1991) showed that “language learners listening to authentic radio tapes as regular classroom activities had demonstrated greater listening comprehension than others.”

Authentic materials are a great source that EFL learners can use to improve their listening skill. Martinez (2002) stated that authentic materials sometimes called “authentic” or “contextualized”, real-life materials are those that a student sees in everyday life but that were not created for educational purposes. The materials include newspapers, magazines, and Websites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.

For EFL students, it is difficult to acquire the language since they are not constantly exposed to it, so they do not get accustomed to the sounds of the English language. According to Buck (2001) “listening is an active process of comprehending the meaning, and listening is done by applying the knowing to the sound.” When students listen to native speakers, it is difficult for them to understand what is being said due to accent, intonation and rate of the speech; Kelly, Kelly, Offner & Vorland (2002) stated that authentic materials are useful media, which can be used to relate between classroom and the real world. Authentic material gives students the opportunity to be exposed to real life situations which makes them feel more interested. According to Guariento & Morely (2001), when listening to authentic

material students feel that they are learning real language, and that is why, they feel more motivated. When using authentic material such as videos or podcasts, learners are given a real representation speech where they face other situations in which they can hear various accents. Authentic materials are useful to develop the listening skill since they are materials designed by native speakers that can be used in the learning process though they were not purely designed for teaching.

To summarize, the listening skill is a fundamental macro skill since it is the one that helps the other skills to internalize the information in the learning process. Brown (2001) argued that learners cannot learn to speak if they are not exposed to listening because they need to internalize the information first so that later they can produce it. There are two approaches that can be used in the process of listening which are bottom –up and top down. White (1998), and Brown (2001) explained that the bottom-up approach focuses on understanding each of the sounds going from the smallest parts in order to build understanding while top down focuses on context; learners understand the spoken message by using their background knowledge so that they can anticipate what is going to be said by the speaker. Thus, students’ listening comprehension is enhanced, and their learning process is developed accurately. Besides, it is said that the listening skill is best enhanced when students are exposed to authentic material since they provide students with real life situations; subsequently, students’ exposure to movie clips and radio station audios can lead to improve students’ listening comprehension abilities.

## OPERATIONALIZATION OF VARIABLES

Research Question	General Objective	Specific Objectives	Hypothesis	Units of Observation	Variables	Definition of the variable	Indicators	Instruments
How can the use of the bottom-up and top-down approaches using movie clips and radio station audios enhance Intensive Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019?	To enhance the listening skill of Intensive Basic English students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, through the use of the bottom-up and top-down approaches using movie clips and radio station audios at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019	To foster IBE students', group 3, listening skill of the major Licenciatura en Idioma Inglés, Opción Enseñanza, by exposing them to authentic material at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019	The use of the bottom-up and top-down approaches using movie clips and radio station audios will enhance Intensive Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019	Intensive Basic English students, group 3, semester I-2019	<b>1. Independent Variable</b>  The implementation of the bottom-up and top-down approaches	The Bottom-up approach focuses on building understanding by starting with the smallest units of the acoustic message, such as phonemes, which are then combined into words, phrases, clauses and sentences.  The Top-down approach focuses on using previous background knowledge to predict the content of what is being listened	Students' ability to listen for details  Students' ability for making inferences  Students' ability to listen for main ideas  Students' ability to decode information  Students' ability to predict what they are going to listen to  Students' background knowledge (context, situation, topic)	Observation guide  Interview guide  Quiz  Listening tests  Reflection Guide

		<p>To improve the listening comprehension of IBE students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, by developing their critical thinking at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019</p>			<p><b><u>2. Dependent Variable</u></b></p> <p>Students' enhancement of their listening skill</p>	<p>Listening is the ability to accurately receive and interpret messages in the communication process</p>	<p>Students' level of productive vocabulary</p> <p>Students' level of listening practice of their listening skill</p> <p>Students' level of engagement in the listening activity developed in class</p> <p>Students' listening comprehension while watching movie clips</p> <p>Students' listening comprehension while watching videos</p>	
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		<p>To increase the level of productive vocabulary of IBE students, group 3, of the major Licenciatura en Idioma Inglés, Opción Enseñanza, in listening activities through the use of the bottom-up and top-down approaches using movie clips and radio station audios at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019</p>					<p>Students' listening comprehension while listening to radio station audios</p>	
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## **CHAPTER III**

### **METHODOLOGICAL DESIGN**

This chapter presents a detailed explanation of all the steps researchers followed to conduct the action research study entitled “The Enhancement of Intensive Basic English Students’ Listening Skill, Group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza through the Use of the Bottom-up and Top-down Approaches Using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2019”. Moreover, it presents all the procedures, instruments, and material the researchers used to execute the plan of intervention.

#### **3.1. Paradigm and Design**

To carry out the research study entitled “The Enhancement of Intensive Basic English Students’ Listening Skill, Group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza through the Use of the Bottom-up and Top-down Approaches Using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2019”, the researchers used the qualitative and quantitative paradigms in order to gather data. The use of the qualitative paradigm helped to process the qualitative data such as feelings and opinions on the part of students. Also, the use of the quantitative paradigm helped researchers to process all the numerical data that was obtained during the whole plan of intervention. The plan of intervention took place since May 7<sup>th</sup> until June 26<sup>th</sup>, and it was held on Tuesdays and Wednesdays during eight weeks in classrooms 2A and 3B at the Western Multidisciplinary Campus of the University of El Salvador from 10:55 am to 12:35 pm.

#### **3.2. Sampling Procedure**

The target population for this action research study was Intensive Basic English students, group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador, Semester I-2019. The group was chosen randomly from the eight groups of IBE. After observing classes, researchers concluded that students did face difficulties when developing listening activities, and since they needed to improve their listening skill, they were the appropriate group to participate in the study.

### **3.3. Preliminary Phase**

In the preliminary phase, the research team presented a very detailed explanation of the way they approached the field of study in order to conduct a diagnosis to identify the problematic situation, and then to be able to define and describe the problem conscientiously.

#### **3.3.1. Approaching the Field of Study**

On early February 2019, the researchers asked for permission to the two teachers in charge of the subject Intensive Basic English, Group 3, in order to observe classes and identify the problem students were facing. Researchers carried out class observations during February and March 2019, in order to observe classes, researchers created an observation checklist to observe students' performance in listening activities during classes. Through observations, researchers realized that students faced difficulties in listening activities; for example, when they were asked a question they hesitated to answer because they did not understand what they were being asked. Based on the observations, researchers designed and addressed a diagnostic test to the students, so the researchers could identify what was causing their problems. Also, researchers addressed a questionnaire to the students to identify the main factors that caused the problem. Besides, researchers administered an interview to both teachers in charge of the subject Intensive Basic English, Group 3, so they could have teachers' point of view about the factors that hindered students' performance in listening activities. All of these helped researchers to find out the causes of the problem and how to overcome it.

#### **3.3.2. Diagnostic Study**

In order to identify the problematic situation, the researchers observed classes during February and March 2019; they created an observation checklist to observe students' performance in listening activities during classes. The observations were fundamental to verify that students faced difficulties when they were exposed to listening activities. Later on, researchers designed a listening comprehension test which was carefully designed, and it was composed of four sections. "Section A" vocabulary, in this part, students were tested their ability to infer the meaning of some words that appear in the listening; "section B" students were tested their ability to listen for main ideas of the listening. "Section C" students were

tested their ability to listen for main details of the listening; finally, “section D” students were tested their ability to make inferences of the listening. The results showed that most of the students were facing difficulties at the moment of using their listening skill, since 22 out of the 38 students that took the test, failed it. Besides, researchers addressed a questionnaire with the purpose of knowing what the main factors that hinder students’ listening comprehension skill were. Finally, the researchers addressed an interview to both teachers in charge of the group to have a broader view of the problem students were facing.

### **3.3.3. Definition of the Problem**

During class observations carried out in February and March 2019, the research team identified the problematic situation IBE students, group 3, faced during listening comprehension activities. To further if the problem really existed, researchers addressed a diagnostic test which was composed of four sections; these sections tested the different abilities that students must master while developing any kind of listening activities. The results highlighted that the problem existed because most of the students got failing grades; this concerned researchers since the listening comprehension skill is one of the first skills students should develop when learning a new language; also, effective listening guarantees an effective communication process. For that reason, it is crucial that students develop this important skill. The data gathered through the questionnaire helped to identify the factors hindering students’ listening skill. Besides, the interview addressed to the teachers helped to have all the perspectives of the problem, and to identify all the possible causes researchers did not identify before. Finally, all the data obtained from all the sources mentioned before was analyzed in order to define the problem and identify all the variables.

### **3.4. Planning Phase**

After having administered the diagnostic test to students, having identified the problem and having described it, the researchers began the planning phase. In this stage, researchers started to look for the required and meaningful information for constructing a reliable theoretical framework that contains theory related to all the indicators of the variables that the researchers identified. Therefore, the research team designed the plan of intervention, and all

the data collection instruments that were used during this process. The instruments were built up under the principals of validity and reliability.

### **3.4.1. Literature Review**

Once the research team determined the research topic, the objectives, and the indicators, the researchers consulted different primary sources such as PDF files, articles, and reliable websites. The information found in these sources was carefully selected by the research team to make sure the information was meaningful to this research study.

The theoretical framework contains information addressed to both variables; it offers a wide explanation of how the bottom-up and top- down approach works. Also, it explains how authentic material such as radio station audios and movie clips can be used to enhance students' listening skill since it is essential that students develop their listening skill by exposing them to real life English. All the data collected to build the theoretical framework was cited using the APA system in order to avoid any kind of plagiarism.

### **3.4.2. Operationalization of variables**

After stating the hypothesis “The use of the bottom-up and top-down approaches using movie clips and radio station audios will enhance Intensive Basic English, group 3, students' listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019” and taking the theoretical framework as a guide, the research team delimited all the variables they identified during the preliminary phase; they took the most predominant variables that hindered students' listening comprehension skill. Then, all the variables were categorized into dependent and independent variables, and each of them was given a definition. Thus, the indicators were taking from each of the variables; the researchers made sure the variables were observable and measurable so that they would help to understand the problem in a clear way.

### **3.4.3. Data collection instruments**

In order to collect the necessary information to start this research project, the researchers used three different instruments:

- a) A *diagnostic test* addressed to Intensive Basic English students, group 3, which consisted of four different sections. Section A which was designed for students to work with vocabulary from the audio, Section B to test students' comprehension of main ideas, Section C to check important details, and Section D which was designed for students to make conclusions about important details. This diagnostic test helped the research team to make sure that the problem existed.
- b) An *interview* administered to teachers of the subject Intensive Basic English, group 3 that consisted of 5 questions. The research team carried out this interview to ask teachers their opinion about students' performance in listening comprehension activities. This interview helped researchers to have a broader view of the problem studied.
- c) *Two checklists*: The first one was used to observe classes so that a problem could be identified, and the second one was used to check students' performance during listening activities.
- d) A *questionnaire* addressed to Intensive Basic English students, group 3, which consisted of six questions made for students to give their opinion about listening comprehension activities and the factors that influenced their performance in listening activities.
- e) A *reflection guide* that researchers administered to Intensive Basic English students, group 3, after every class intervention so that students could express how they felt when listening to radio station audios and movie clips. This reflection guide was very useful for researchers in order to gather reliable data.

#### **3.4.4. Validation of data collection instruments**

For designing the instruments to gather data, the researchers took into account all the indicators included in the operationalization of variables. All the instruments were validated by an expert and director of this research study. The researchers made all the necessary changes in order to make the instruments valid and useful to collect all the data needed. After validating all the instruments, the researchers administered them to Intensive Basic English

students and the teachers in charge of the subject at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019.

#### **3.4.5. Validity and reliability**

The instruments were validated based on three main validity criteria. Initially, they used “construct validity” to be sure that the information gathered from those instruments was the most suitable and helpful for them. Also, researchers used “content validity” so that it could be easier to measure the results. Lastly, they made use of “face validity” since each of the tools that was used in the intervention process was a fundamental key to discover what students’ weaknesses were. Besides, researchers requested two English teachers of the language department to help them make the instruments valid. Finally, each of the instruments was designed based on all the variables and indicators of the operationalization of variables.

#### **3.4.6. Ethical aspects**

The researchers respected students’ integrity during the whole process. Confidentiality played an important role during the process since the results of the questionnaires were part of the research to keep participants’ personal information anonymous and confidential. Besides, students were not forced to play a part in the research process if they did not want. Likewise, researchers avoided plagiarism since they did not present or use data provided by any other source. In the same way, honesty and objectivity were included as researchers were provided with the data collected by the instruments, and they did not change any result.

#### **3.4.7. Plan of intervention**

The plan of intervention was a guide researcher followed to enhance Intensive Basic English students’ listening comprehension skill. The intervention process took place twice a week and each class lasted two hours for the period of eight weeks. Besides, to explain all the activities researchers carried out during this process, they created eight tables in which it is explained in detail how each intervention was developed. Furthermore, the tables include the information about the role each researcher had during each session; also, the data collection instruments used to collect information about the enhancement of the students’ listening skill.

**WEEK 1**

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GAHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To assess students' comprehension when listening to native speakers of the English language	Listening Activity "What's my job?"	Worksheets CD player	Elsa María Rodríguez	To observe students' performance during the activity	Checklist	Dolores Álvarez Fabiola García Adriana Salazar	(Diagnostic Test) May, Tuesday 8 <sup>th</sup>  From 10:05 to 11:45 Classroom 2A
To provide their opinion based on what they have listened	Listening Activity "Agriculture"	Markers Whiteboard Eraser CD player Pieces of paper	Dolores Saraí Álvarez Ramos	To take pictures and videos about researchers and students' performance  To observe class' development	Camera  Checklist	Elsa Rodríguez  Adriana Salazar Fabiola García	(Class 1) May, Wednesday 8 <sup>th</sup>  From 10:05 to 11:45 Classroom 3B

**WEEK 2**

<b>PURPOSE</b>	<b>IMPLEMENT ACTIVITY</b>	<b>RESOURCES</b>	<b>RESPONSIBLE PERSON</b>	<b>DATA GAHERING ACTIVITY</b>	<b>RESEARCH TOOL</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE BEGINNING/ENDING</b>
To provide their opinion about Beauty Pageants	Listening Activity “Miss Congeniality”	Markers Whiteboard Eraser CD player LCD projector Laptop	Fabiola Veraliz García	To take pictures and videos about researchers and students’ performance  To observe class’ development	Camera  Checklist	Adriana Salazar  Elsa Rodríguez Dolores Álvarez	(Class 3)  May, Tuesday 14 <sup>th</sup>  From 10:05 to 11:45 Classroom 2A
To complete tasks based on what they understand from the movie clip	Listening Activity “Mulan”	Worksheets LCD projector Laptop Whiteboard Markers Pictures	Adriana Raquel Salazar Garcia	To take pictures about researchers and students’ performance during the class  To observe and analyze the class	Camera  Checklist	Dolores Álvarez  Fabiola García Elsy Rodríguez	(Class 4)  May, Wednesday 15 <sup>th</sup>  From 10:05 to 11:45 Classroom 3B



**WEEK 3**

<b>PURPOSE</b>	<b>IMPLEMENT ACTIVITY</b>	<b>RESOURCES</b>	<b>RESPONSIBLE PERSON</b>	<b>DATA GAHERING ACTIVITY</b>	<b>RESEARCH TOOL</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE BEGINNING/ENDING</b>
<p>To share comprehension thoughts after listening to a video</p>	<p>Listening Activity “The controller”</p>	<p>LCD projector Computer Markers Paper Whiteboard Eraser</p>	<p>Elsa María Rodríguez</p>	<p>To take pictures and videos about researchers and students’ performance</p> <p>To observe class’ development</p>	<p>Camera</p> <p>Checklist</p>	<p>Adriana Salazar</p> <p>Dolores Álvarez Fabiola García</p>	<p>(Class 5)</p> <p>May, Tuesday 21<sup>st</sup></p> <p>From 10:05 to 11:45 Classroom 2A</p>
<p>To easily answer questions based on what they have listened to</p> <p>To create sentences based on the words learned from the video</p>	<p>Listening Activity “Zootopia”</p>	<p>Markers Whiteboard Eraser LCD projector Computer CD player Pieces of paper A ball</p>	<p>Dolores Saraí Álvarez Ramos</p>	<p>To take pictures about researchers and students’ performance during the class</p> <p>To observe and analyze the class</p>	<p>Camera</p> <p>Checklist</p>	<p>Adriana Salazar</p> <p>Elsa Rodríguez Fabiola García</p>	<p>(Class 6)</p> <p>May, Wednesday 22<sup>nd</sup></p> <p>From 10:05 to 11:45 Classroom 3B</p>

**WEEK 4**

<b>PURPOSE</b>	<b>IMPLEMENT ACTIVITY</b>	<b>RESOURCES</b>	<b>RESPONSIBLE PERSON</b>	<b>DATA GAHERING ACTIVITY</b>	<b>RESEARCH TOOL</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE BEGINNING/ENDING</b>
<p>To create sentences with new vocabulary from an audio</p>	<p>Listening Activity “ Music and Healing ”</p>	<p>Markers Whiteboard Eraser CD player USB Tongue twisters</p>	<p>Fabiola Veraliz García</p>	<p>To take pictures and videos about researchers and students’ performance</p> <p>To observe class’ development</p>	<p>Camera</p> <p>Checklist</p>	<p>Dolores Álvarez</p> <p>Adriana Salazar Elsa Rodríguez</p>	<p>(Class 7)</p> <p>May, Tuesday 28<sup>th</sup></p> <p>From 10:05 to 11:45 Classroom 2A</p>
<p>To write a paragraph based on what they have listened from the audio</p> <p>To answer questions based on what they listened to</p>	<p>Listening Activity “Want to help the bees? Plant flowers!”</p>	<p>Worksheets Speakers Whiteboard Markers Audio player A bag Drawing</p>	<p>Adriana Raquel Salazar Garcia</p>	<p>To take pictures about researchers and students’ performance during the class</p> <p>To observe and analyze the class</p>	<p>Camera</p> <p>Checklist</p>	<p>Dolores Álvarez</p> <p>Fabiola García Elsa Rodríguez</p>	<p>(Class 8)</p> <p>May, Wednesday 29<sup>th</sup></p> <p>From 10:05 to 11:45 Classroom 3B</p>

**WEEK 5**

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GAHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To summarize an audio with their own thoughts	Listening Activity “Allergy shot”	LCD projector Speakers Computer Markers Paper Eraser	Elsa María Rodríguez	To take pictures about researchers and students’ performance  To observe class’ development	Camera  Checklist	Adriana Salazar  Fabiola García Dolores Álvarez	(Class 9) June, Tuesday 4 <sup>th</sup>  From 10:05 to 11:45 Classroom 2A
To provide their opinion based on what they have watched	Listening Activity “Migration”	Markers Whiteboard Eraser CD player LCD projector Laptop	Dolores Saraí Álvarez Ramos	To take pictures about researchers and students’ performance  To observe class’ development	Camera  Checklist	Fabiola García  Elsa Rodríguez Adriana Salazar	(Class 10) June, Wednesday 5 <sup>th</sup>  From 10:05 to 11:45 Classroom 3B

**WEEK 6**

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GAHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To infer details from a movie clip	Listening Activity “Ice Age 4”	Markers Whiteboard Eraser Pictures CD player LCD projector Laptop	Fabiola Veraliz García	To take pictures about researchers and students’ performance during the class  To observe and analyze the class	Camera  Checklist	Adriana Salazar  Dolores Álvarez Elsa Rodríguez	(Class 11)  June, Tuesday 11 <sup>th</sup>  From 10:05 to 11:45 Classroom 2A
To provide an answer to questions related to the audio	Listening Activity “Do cats understand our language?”	Worksheets Whiteboard Markers Audio player Pictures	Adriana Raquel Salazar García	To take pictures about researchers and students’ performance  To observe the class	Camera  Checklist	Fabiola García  Dolores Álvarez Elsa Rodríguez	(Class 12)  June, Wednesday 12 <sup>th</sup>  From 10:05 to 11:45 Classroom 3B

**WEEK 7**

<b>PURPOSE</b>	<b>IMPLEMENT ACTIVITY</b>	<b>RESOURCES</b>	<b>RESPONSIBLE PERSON</b>	<b>DATA GAHERING ACTIVITY</b>	<b>RESEARCH TOOL</b>	<b>RESPONSIBLE PERSON</b>	<b>TIMELINE BEGINNING/ENDING</b>
<p>To provide their opinion based on what they have listened to</p> <p>To answer questions based on what they have listened</p>	<p>Listening Activity “The translator”</p>	<p>Markers Whiteboard Eraser CD player LCD projector Laptop</p>	<p>Dolores Saraí Álvarez Ramos</p>	<p>To take pictures about researchers and students’ performance</p> <p>To observe students’ performance during the activity</p>	<p>Camera</p> <p>Checklist</p>	<p>Adriana Salazar</p> <p>Elsa Rodríguez Fabiola García</p>	<p>(Class 13)</p> <p>June, Tuesday 18<sup>th</sup></p> <p>From 10:05 to 11:45 Classroom 2A</p>
<p>To create their own definitions of wods based on what they listen to</p>	<p>Listening Activity “ Where are you from?”</p>	<p>Markers Whiteboard Eraser CD player Worksheets USB</p>	<p>Fabiola Veraliz García</p>	<p>To take pictures about researchers and students’ performance</p> <p>To observe the class</p>	<p>Camera</p> <p>Checklist</p>	<p>Elsa Rodríguez</p> <p>Dolores Álvarez Adriana Salazar</p>	<p>(Class 14)</p> <p>June, Wednesday 19<sup>th</sup></p> <p>From 10:05 to 11:45 Clasroom 3B</p>

**WEEK 8**

PURPOSE	IMPLEMENT ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GAHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To share their opinion according to what they understand from the movie clip	Listening Activity “The Matrix”	Worksheets Speakers LCD projector Computer Whiteboard Markers Pictures	Adriana Raquel Salazar Garcia	To take pictures about researchers and students’ performance  To observe students’ performance during the activity	Camera    Checklist	Elsa Rodríguez   Fabiola García Dolores Álvarez	(Class 15)  June, Tuesday 25 <sup>th</sup>  From 10:05 to 11:45  Classroom 2A
To assess students’ comprehension when listening to native speakers of the English language	Listening Activity “72 hour kit emergency”	Worksheets CD player	Elsa María Rodríguez	To observe students’ performance during the activity	Checklist	Dolores Álvarez Fabiola García Adriana Salazar	(Diagnostic Test) June, Wednesday 26 <sup>th</sup>  From 10:05 to 11:45  Classroom 3B

### **3.5. Execution phase**

To execute the plan of action, the investigators attempted to use a well-organized set of lesson plans as their guides to teach Intensive Basic English students, group 3, to enhance their listening skill through the use of bottom-up and top down approaches using movie clips and radio station audios.

#### **3.5.1. Data Collection Procedures**

In order to collect data about the improvement of the listening skill of Intensive Basic English I students, the researchers started with the intervention process which had a duration of six weeks; each of the investigators taught four English classes during the plan of intervention. The researchers first employed a diagnostic test to Intensive Basic English students in order to have a better idea about students' listening comprehension and their level of productive vocabulary.

In addition, each class was taught having as a guide a very detailed set of lesson plans that helped researchers to achieve the established objectives. Moreover, each of the investigators had a specific role to keep track of everything that was happening during every class; they made use of an observation checklist to verify that the intervention process complied with the established rubrics. Likewise, the researchers made use of a reflection guide so that students might self-assess their progress through each intervention.

Furthermore, researchers administered a quiz to observe students' progress in developing their listening skill in the middle of the intervention process. Similarly, the realization of two listening tests were essential to corroborate student's progress from the beginning to the end of the intervention process.

#### **3.5.2. Execution of Plan of Action**

To execute the plan of intervention, researchers made use of a set of lesson plans that were created according to the needs of IBE students, group 3, implementing the bottom up and top down approaches as a model using movie clips and radio station audios.

On Tuesday, May 7<sup>th</sup>, 2019, the researchers first introduced the class by presenting to students the process to follow during the period of time they took the course; consequently, investigators carried out a listening test in order to get to know students' performance during listening comprehension activities. The researcher Elsa Rodríguez was in charge of giving directions to students.

On Wednesday, May 8<sup>th</sup>, 2019, the researcher Dolores Álvarez developed the second class; the class started with a warm up activity so that students got motivated. The main focus of this class was that students used their ability to make inferences based on what they listened to. First, students invented an organic product that would cause no damage to the environment; later, they brainstormed ideas about what they thought the audio was about. Then, students listened to the audio that talked about agriculture, and they needed to answer some questions based on the context as well as they found the meaning of some words. Finally, students wrote a paragraph in which they explained the main points of the audio. The researchers Adriana Salazar and Fabiola Garcia observed the class using the checklist, and Elsa Rodriguez took pictures during class.

On Tuesday, May 14<sup>th</sup>, the researcher Fabiola García taught the third class. The class started with a warm-up activity. The class was focused on developing students' listening skill, during the development of the class, student listened and watched a movie clip from the movie "Miss Congeniality". The students were asked some questions related to their opinions about movies, and beauty pageants. Then, students watched the movie clip, and they had to pay attention because they had to answer some questions based on the movie clip. The questions were designed to test students' level of understanding during the listening activity. Finally, the students were asked to provide their answer; also students were demanded to use their creativity since they had to think of a TV show they liked, and they presented it at the front of the class. The researchers Dolores Álvarez and Elsa Rodríguez observed the class using the observation checklist, and the researcher Adriana Salazar took pictures during class.

On Wednesday, May 15<sup>th</sup>, 2019, the researcher Adriana Salazar was in charge of the class. Students started with a warm up activity that stimulated students' listening skill. After the warm up activity, the teacher introduced a movie clip from "Mulan" through some pictures that students had to see in order to figure out what was going to happen in the video. Students



watched the movie clip thrice and finally they had to work in small groups to finish a series of tasks that were helpful to check students' comprehension. The researchers Fabiola García and Elsa Rodríguez observed the class with the use of the checklist while the researcher Dolores Álvarez took pictures or videos that were very useful for the discussion of results.

On Tuesday, May 21st, 2019, Elsa Rodríguez carried out the fifth class, which purpose was that students used imagination before listening, so that their listening comprehension got stimulated. Students listened to an audio, and they had to close their eyes and to imagine what was happening while they were listening; later, they had the opportunity to listen and watch the video for them to compare what really happened with what they imagined. The researchers Dolores Álvarez and Fabiola García observed the class using the checklist, and Adriana Salazar took pictures during class.

On Wednesday, May 22<sup>nd</sup>, 2019, the researcher Dolores Álvarez taught the sixth class in which she used a movie clip. The main objectives of this class were to make predictions about what they watched and identified main ideas as well as unknown words. First, she developed a warm up activity; then, she provided students with the title of the movie clip so that they could brainstorm ideas about what they listened to and watched; also, they watched some pictures of the video so that they could make predictions about it. Later, they watched the movie clip and took new vocabulary out. Finally, students discussed how the video differed from what they had discussed and provided their opinion about it, and they also created an alternative ending for the movie clip. The researchers Elsa Rodríguez and Fabiola García observed the class using the checklist, and Adriana Salazar took pictures during class.

On Tuesday, May 28<sup>th</sup>, 2019, the researcher Fabiola García taught the seventh class from 10:05 to 11:45. The class was focused on inferring the main idea and main details from a radio station audio. Also, students had to use the new vocabulary they learned from the audio; for that purpose they created sentences using that vocabulary. At the beginning of the class, students played "Tongue Twister Telephone", which challenged their ability to listen to the message transmitted by their classmates. Also, they used their ability to infer the main ideas and main details from a radio station audio. Besides, they acquired new vocabulary, and also they used it to create their own sentences. The researcher Adriana Salazar and Elsa Rodríguez

observed the class using an observation checklist, and the researcher Dolores Álvarez was in charge of taking pictures during class.

On Wednesday, May 29<sup>th</sup>, 2019, the researcher Adriana Salazar was in charge of class number eight. The purpose of this class was to check students' listening comprehension through the use of a radio station audio called "Want to help bees? Plant flowers". The teacher started the class with a warm up activity to motivate students. After the warm up activity, the teacher introduced the name of the audio. She brought some bingo pages to students, and before they listened to the audio, they had to think of words that might appear in it. While listening, students had to check if the words they wrote really appeared in the audio; students listened actively and got important details. Furthermore, students provided their opinion about different points from the video to check their listening comprehension. The researchers Fabiola García and Elsa Rodríguez observed the class with the use of the checklist and the researcher Dolores Álvarez took pictures of the class.

On Tuesday June 4<sup>th</sup>, 2019, the investigator Elsa Maria Rodríguez was in charge of teaching the ninth class, which was focused on students' understanding by listening to a radio station audio called "Allergy Shots". The purpose of the activity was that students could retell with their own thoughts the information they got using a vocabulary grid provided before listening to it in order to relate those words with the information they could get. First, they worked in pairs, the teacher provided each pair with a grid of words so that they gave as many ideas as they could. Then, there was a time in which they were underlying each word they listened in the piece of paper they had. At the end, they were able to use those words to create a summary with their own thoughts. The researchers Dolores Álvarez and Fabiola García observed the class using the checklist, and Adriana Salazar took pictures during class.

On Wednesday, June 5<sup>th</sup>, 2019, the researcher Dolores Álvarez taught the tenth listening class in which students listened to a radio station audio that talked about migration; in this class, students made use of their background knowledge as well as of their ability to decode information so that they could identify the main details of the audio. First, the researcher developed a warm up activity so that students got engaged and interested. Second, students provided some ideas about the reasons for migrating since that was the main idea of the audio, and they dramatized a situation. Third, students listened to the audio, and they

answered questions based on what they listened to. Finally, students summarized and wrote a short paragraph (which was taken as a quiz to assess students' listening comprehension skill) of what they understood from the audio. The researcher Adriana Salazar and Elsa Rodríguez observed the class using the checklist, and Fabiola García was in charge of taking pictures during class.

On Tuesday, June 11<sup>th</sup>, 2019, the researcher Fabiola García taught the eleventh class. In the first activity, students predicted what they would see and what they would listen to in the video by looking at some pictures. Then, students watched a video from the movie "Ice Age 4"; they had to pay attention to the details, and also they had to write a summary based on what they saw and listened. Later, they shared their summary of the story they saw. Finally, students stimulated their imagination by recreating a movie scene they liked; later on, they performed it. The researchers Dolores Álvarez and Elsa Rodríguez observed the class, and the researcher Adriana Salazar was in charge of taking pictures.

On Wednesday, June 12<sup>th</sup>, 2019, the researcher Adriana Salazar taught the class. As in every class, students started with a warm up activity that helped to engage them in the class. After the warm up activity, students were working with a very interesting radio station audio that talked about cats and their ability to understand the human language. Students listened to the audio three times, and when they finished they tried their luck by playing "The wheel of Fortune" which contained different questions that tested students' understanding of the audio. Finally, the teacher in charge asked students some questions related to the class in order to know their points of view. The researchers Dolores Álvarez and Elsa Rodríguez observed the class with the use of the checklist while the researcher Fabiola García took pictures or videos as a way to gather reliable data.

On Tuesday, June 18<sup>th</sup>, 2019, the researcher Dolores Álvarez taught the thirteenth class in which students watched a movie clip. The class started with a warm up activity so that they feel engaged. In this class, students made use of their background knowledge to predict what they would later watch. Students watched the video, and then, they answered some questions in which they needed to justify their answers; also, students matched some words with its corresponding meanings, which was the vocabulary section. Finally, students had to dramatize a similar situation to the one they watched, and they needed to use some of the words that they

had listened to. During the development of the class, the researchers Elsa Rodríguez and Fabiola García observed the class using the corresponding checklist and Adriana Salazar took pictures of it.

On Wednesday, June 19<sup>th</sup>, 2019, the researcher Fabiola García taught the fourteenth class beginning with a warm up activity that encouraged students to put into practice the vocabulary learned in previous interventions. Then, they used their previous knowledge to create definitions of words that appeared in the audio called “Where are you from?” from American Café. Later, they listened to the audio, and they completed a worksheet, which is a TRUE and FALSE section, and another practice in which they had to answer some questions based on the audio. In the last activity, they shared their answers, and also they provided their opinions about racism in the USA. The researchers Dolores Álvarez and Adriana Salazar observed the class, and the researcher Elsa Rodríguez took pictures of the process.

On Tuesday, June 25<sup>th</sup>, 2019, the class was taught by the researcher Adriana Salazar. The class took place at classroom S2E from 10:05 to 11:45 and started with a warm up activity called “Picture Book Sequence” in which the teacher read a story and gave some pictures to students that they had to put in the correct order while listening. This activity helped to have students focused on listening and to make them feel motivated. Then, students got a list with new vocabulary from the movie “The Matrix”, and practiced the pronunciation of words in order to help them identify words easily. Knowing the words, students had a better understanding of the video. Finally, the teacher gave students a worksheet with an empty diagram that students had to complete using the information they got, and they answered two questions to share ideas. The researchers Fabiola García and Dolores Álvarez observed the class while Elsa Rodríguez was taking pictures.

On Wednesday, June 26<sup>th</sup>, 2019, the researcher Elsa Rodríguez administered the final listening diagnostic test to evaluate students’ progress during the course. For this, the students had to listen to an audio similar to the one they listened at the beginning of the course. Finally, the researchers discussed about the results of the test with students. Furthermore, the researchers administered a questionnaire to the students in order to have them evaluate the project in general. They also allowed students to have a reflection time for them to assess their progress and the researchers’ performance during the course.

### **3.5.3. Data processing**

In order to process all the data that was gathered through the different instruments, researchers used Microsoft EXCEL and Microsoft Word in order to generate tables and graphs. After generating tables and graphs, researchers analyzed and interpreted all the data in order to triangulate it, and they made a comparison between the results gotten in the diagnostic test with the final results.

### **3.5.4. Data analysis and interpretation**

In this stage, the researchers classified, interpreted and analyzed all the data obtained from Intensive Basic English students, group 3 from the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019. The researchers triangulated all the data gathered through the different instruments in order to have a clear understanding of the results. Also, researchers made use of the quantitative paradigm to analyze the grades students got in each evaluation in order to assess students' progress during the plan of intervention. Also, researchers made use of the qualitative paradigm to analyze data since they asked students to express their feelings after each section.

### 3.6. Timeline

Activity	Responsible	Month								
		Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.
Research team formation	Research team									
Choosing the topic	Research team									
<b>Preliminary Phase</b>										
Approaching the field of study	Research team									
Diagnostic study	Research team									
Definition of the problem	Research team									
<b>Planning Phase</b>										
Theoretical framework	Research team									
Operationalization of Variables	Research team									

Elaboration of Thesis Protocol	Research team									
Revision of the Thesis Protocol	Advisor									
Incorporation of the suggestions made by the thesis advisor	Research team									
Elaboration of Data Collection Instruments	Research team									
Validation of Data Collection Instruments	Advisor									
<b>Execution phase</b>										
Data Collection Procedure (INTERVENTION)	Research team									
Data Processing	Research team									
Data Interpretation and Analysis	Research team									
Writing the final Report	Research team									
Oral Presentation	Research team									

### 3.7. Budget

SERVICE	COST PER ITEM	TOTAL
Pens	\$0.25	\$1.25
Pencils	\$0.20	\$1.00
Copies	\$0.03 /page *800	\$24.00
Internet service	\$ 30.00	\$30.00
Snack for interventions	\$150.00	\$150.00
Other expenses (food, transportation, electricity)	\$300.00	\$300.00



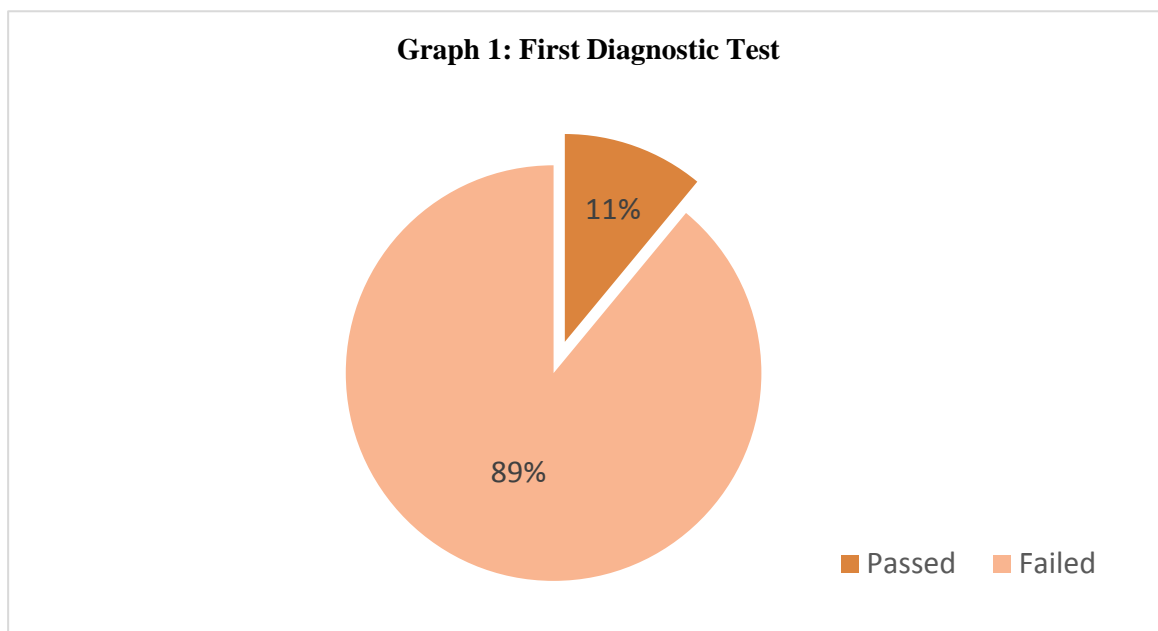
## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter contains the analysis and interpretation of all the data researchers have gathered for the research study entitled “The Enhancement of Intensive Basic English Students’ Listening Skill, Group 3, of the Licenciatura en Idioma Inglés, Opción Enseñanza through the Use of Bottom-Up and Top-Down Approaches Using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2019.” In order to have a clear understanding of how students have enhanced their listening comprehension skill using the top-down and bottom-up approaches as well as their critical thinking, and to know how they have increased their productive vocabulary through the use of those approaches by using movie clips and radio station audios, researchers organized, analyzed, and interpreted the data based on the objectives.

In order to have a clear understanding of the results, researchers first present a set of graphs which helped them analyze and interpret all data gathered through different instruments. Then, they present the discussion of results contrasted with all the theory presented in chapter II. For this, researchers took into account all the data they got through the different instruments. Finally, they provide an answer to the research question and accept the hypothesis of change.

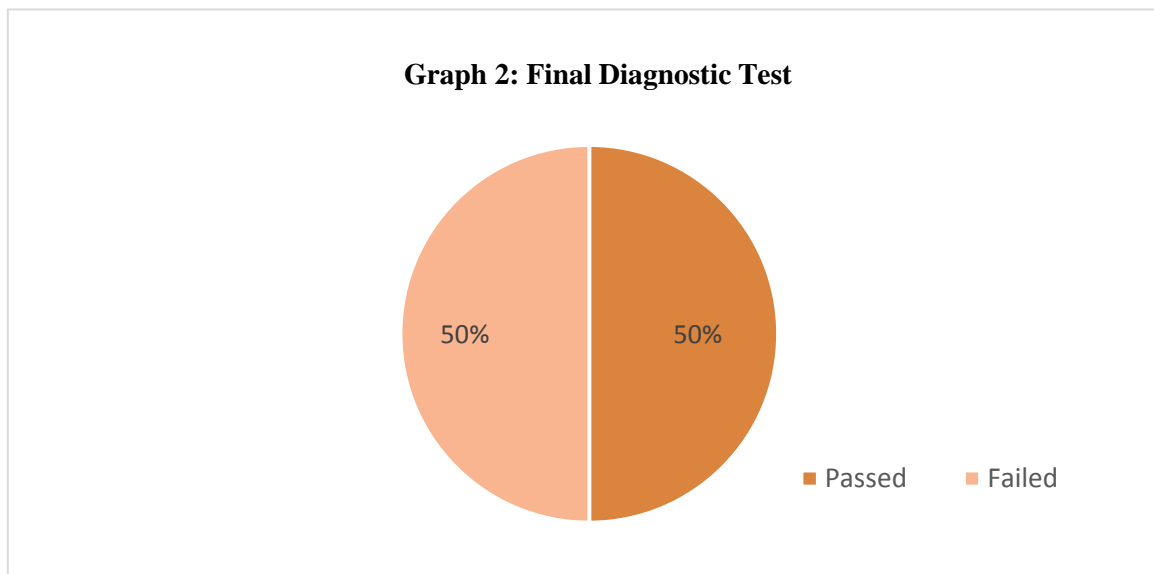
#### 4.1. Analysis and interpretation of the use of top down and bottom-up approaches using movie clips and radio station audios to enhance students' listening comprehension



Source: diagnostic test addressed to IBE students, group 3, May 2019

This graph shows the results gotten from the first diagnostic test administered to IBE students, group 3; the results of this diagnostic test showed that most of the students had difficulties to comprehend audios in the English language since just 2 out of 19 students got a grade above 6, and the other 17 students got grades between 3.7 and 5.26, having as an average grade 4.9. The diagnostic test contained four parts which were vocabulary section, looking for main ideas, listening for details, and drawing inferences. After administering the diagnostic test, the researchers realized that the most predominant factor that hindered students from understanding audios was vocabulary; in this part, most of the students were unable to answer correctly; they stated that they did not even listen to the words in the audio; neither did they know those words previously. The second part, which was looking for main ideas, was the easiest part for students since this was the only one in which some of them were able to answer correctly. In the third part, students needed to look for specific details which was a difficult task for them because they could not understand what was being said, so they were unable to answer most of the questions given. The last section which was inferences was the

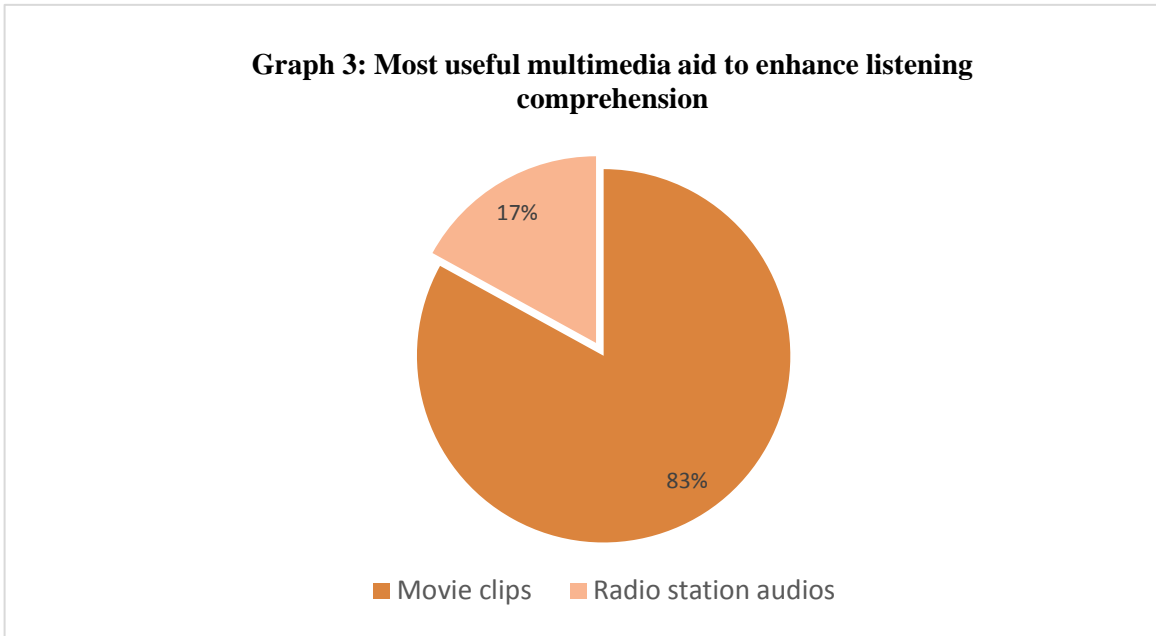
most difficult part after vocabulary since some students did not know what an inference was or how to make one.



Source: diagnostic test addressed to IBE students, group 3, June 2019

This graph shows the results of the final diagnostic test which was taken by 12 students since some of them dropped out due to the change of schedule. This diagnostic test contained the same parts as the first one, vocabulary section, looking for main ideas, listening for details, and drawing inferences. As the graph shows, 6 students passed the listening test having grades between 6.84 and 7.79, and 6 students failed the exam; 2 out of those 6 students got 3.16, and the other 4 students got grades between 4.0 and 5.0 having as average grade 6.1. Through the results of this diagnostic test, researchers noticed that the students who were constant during the plan of intervention got better results than the ones who rarely attended classes since researchers made a comparison of the results that each of the students got at the beginning of the plan of intervention with the ones they got at the end. Besides, the results of this diagnostic test showed that students' level of vocabulary increased and that they are now able to draw inferences about what they listen to since they were able to answer the questions in the final test. In general, this diagnostic test shed light on the improvement students had from the very beginning to the end.

**Graph 3: Most useful multimedia aid to enhance listening comprehension**

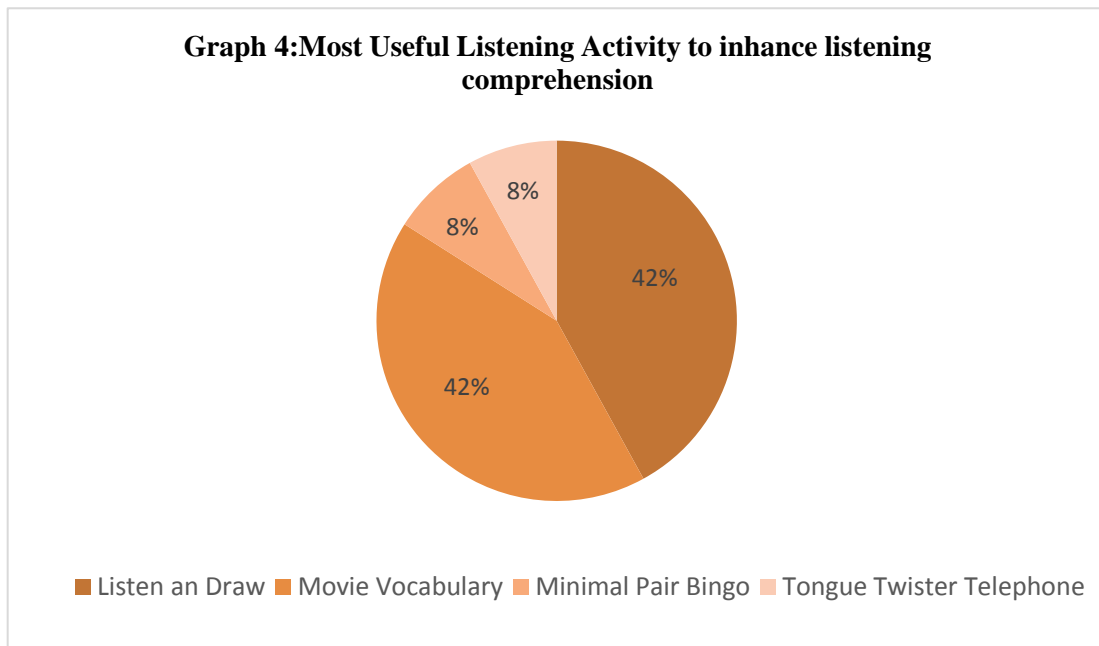


Source: Questionnaire addressed to IBE June, 2019

The results of the questionnaire addressed to IBE students showed that the majority of them considered that the most useful multimedia aid was movie clips because they could listen and see at the same time, so they could comprehend better what was being said. Also, it was easier for them to understand the main idea of each video because they had an image of what they were listening to. Moreover, researchers observed that students learned more when they were exposed to videos because they caught their attention and were more entertaining. Suvorov (2009) stated that visual elements can activate a listener's background knowledge. By watching videos, learners can see how intonation matches facial expressions and gestures. Thus, listening can be more meaningful if learners can see how the language is used in real life situations.

Besides, researchers administered a diagnostic test based on a movie clip and another one based on a radio station audio in order to know which one was most useful for them. The results of those diagnostic tests showed that the most effective aid was movie clips rather than radio station audios because in the movie clip test, students were able to answer most of the questions correctly. Consequently, the average grade gotten from the movie clip test was 8.62 in contrast with the results of the radio station audio test in which the average grade was 5.7. Even though there were some students who said radio station audios were useful for them, the

results showed that all of the students who attended classes got better results when using a movie clip.

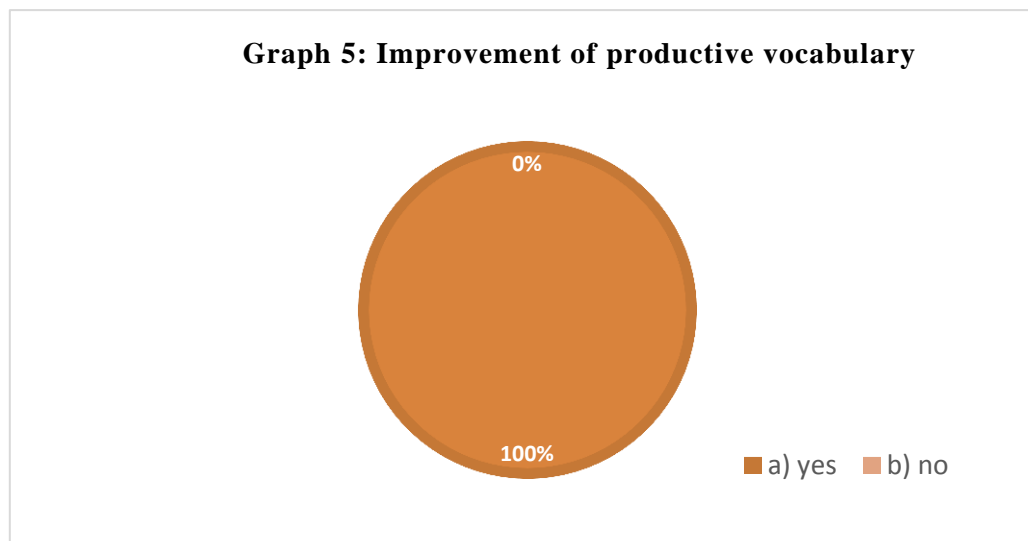


Source: Questionnaire addressed to IBE June, 2019

During the action plan, students were exposed to different activities that aimed to enhance their listening skill. As shown through Graph 4, the activities, Listen and Draw and Movie Vocabulary, were the most effective ones to enhance students' listening skill. The Listen and Draw activity challenged students' listening skill since they had to trust what other person was saying in order to complete a task; also, they needed to follow instructions provided by other students. They expressed that this activity was very entertaining, and it helped them to stimulate their imagination. Also, the Movie Vocabulary activity provided students with new vocabulary from the movie clips they watched; this helped them to understand better what they were going to listen to since they had the new vocabulary beforehand, and also, they had the opportunity to match what they were listening to with what they were watching. Thus, this activity was the most effective for students since they were able to increase their vocabulary bank and their listening comprehension at the same time. Additionally, Czekala (2019) in his article says that in order to increase listening comprehension, students need to spend a lot of time listening to people or recordings. The more often students do it, the faster they can expect to progress. It means that students show

better results when they are constantly exposed to activities that help them to comprehend what they are listening to and increase their productive vocabulary in a more effective way.

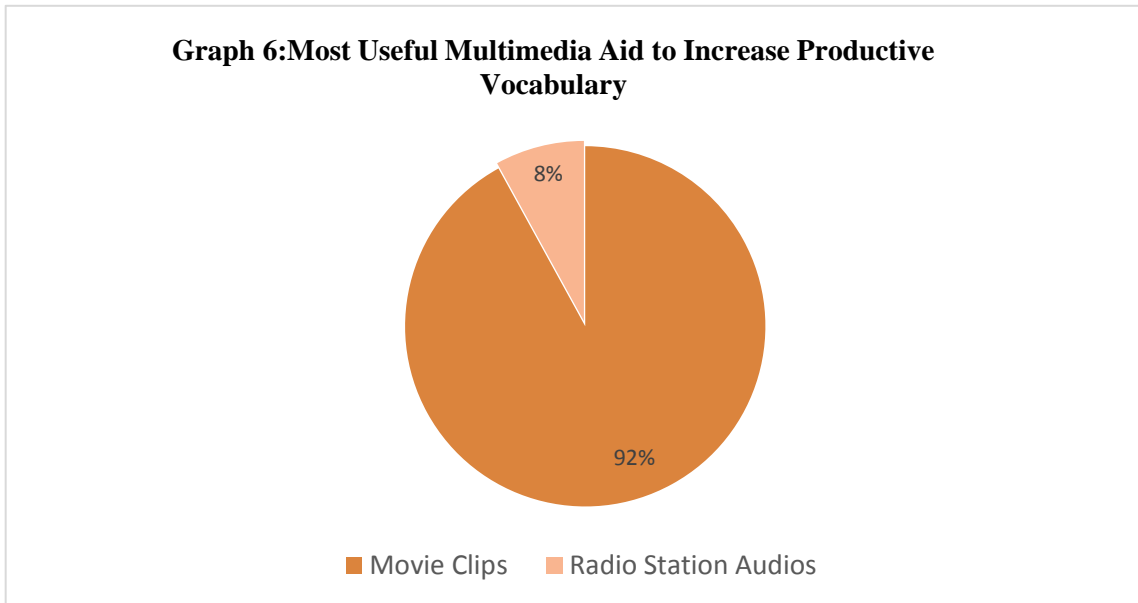
#### **4.2. Analysis and interpretation of the use of top down and bottom-up approaches using movie clips and radio station audios to increase productive vocabulary**



Source: Questionnaire administered to IBE students, group 3, June 2019

The hundred percent of students showed an improvement of their productive vocabulary at the end of the plan of intervention. It was important for the researchers not only to focus on students' listening comprehension but also to provide students with new vocabulary. For that reason, the activities implemented in the classroom were selected in order to challenge students to use the vocabulary in context so that they learned how to use it and internalized it. Hence, it was seen at the beginning that most of the students hesitated to answer questions, and if they answered, they used short responses, but at the end, the majority of students could use the vocabulary they were given during the intervention process effectively. Moreover, the results of the first listening test showed that the average grade in the vocabulary section was 1.5, in contrast to the final listening test in which the average grade was 3.6. Therefore, when comparing the results gotten in the first listening comprehension test with the ones gotten in the final, researchers can claim students have increased their productive vocabulary in an effective way since there was an improvement of 2.1 in the final average grade.

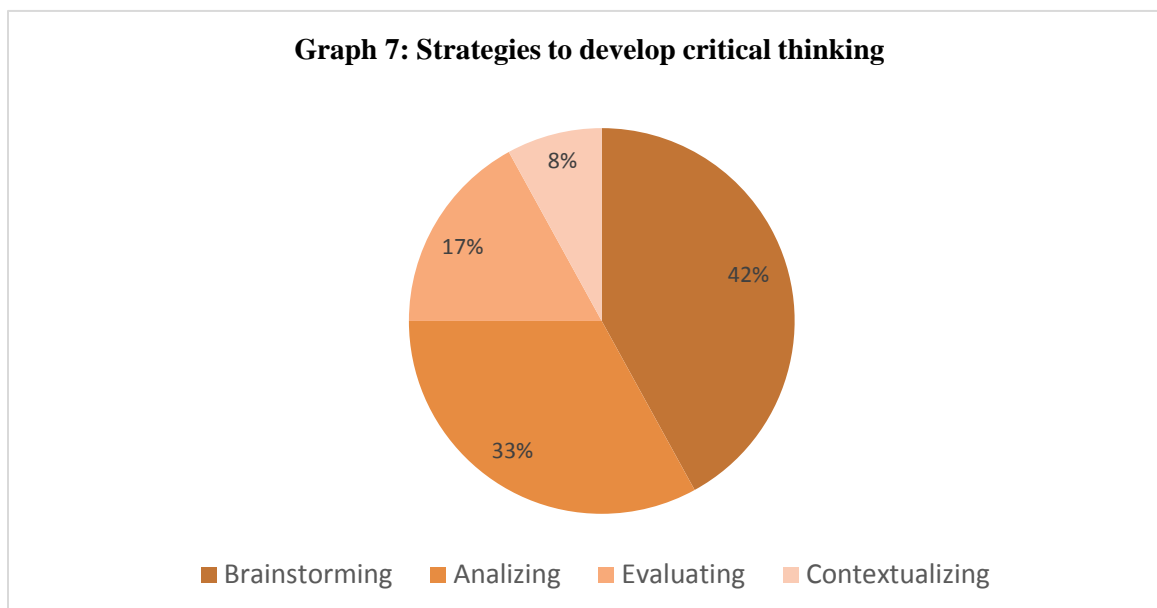
**Graph 6: Most Useful Multimedia Aid to Increase Productive Vocabulary**



Source: Questionnaire addressed to IBE June, 2019

The action plan was developed using two multimedia aids which were movie clips and radio station audios, both of them were used to enhance students' listening skill and to provide students with new vocabulary so that they could increase their productive vocabulary. Though students were provided with new vocabulary from both movie clips and radio station audios in each class, they expressed that they felt more focused and motivated whenever the class was developed using a movie clip because they had the opportunity to relate the new vocabulary with what they saw in the movie clip. Also, students stated that radio station audios were more challenging for them due to the level of vocabulary speakers had, and it was more difficult for them to understand since there were no image they could use to relate what they were listening to. Therefore, the research team can state that employing radio station audios as an only source is considered to be not enough to assist student's listening comprehension. Many researchers agree that videos can provide students with better comprehension since it presents the most authentic materials to prepare students for real-life situations and triggers students' motivation due to the existence of pictures that are able to throw students boredom away (Mirvan, 2013) (Woottipong, 2014; Meskill, 1996; and Cakir, 2006).

### 4.3. Analysis and interpretation of the use of critical thinking to comprehend audios easily



Source: Questionnaire addressed to IBE June, 2019

During the plan of intervention, the research team made use of four important strategies in order to help students develop their critical thinking so that they could understand audios in an easier way. In each class, researchers made use of a strategy beginning with brainstorming, contextualizing, evaluating and analyzing. In a questionnaire addressed to Intensive Basic English students, group 3, 42% of students said that brainstorming was the strategy that helped them the most to understand an audio. Besides, 33% of the group stated that analyzing was the strategy that helped them the most when listening to an audio. This strategy was the last one that researchers used because it was necessary to brainstorm, evaluate and contextualize in order to analyze. Students stated that even though analyzing was difficult for them, it was very useful when listening to an audio because they could relate context, vocabulary and important details in order to comprehend the message and get their own conclusions.

#### **Discussion of results**

According to Rubin (1995), listening is the skill that makes the heaviest processing demands for second language or foreign language learners because they must store



information in short term memory while they are working to understand the information. Rost (1990) stated that “listening is used in language teaching to refer to a complex process that allows us to understand spoken language.” Listening is the most important language skill to learn a second language, and there is a variety of sources that can be used in order to develop or enhance such a skill; for example, videos, audios, and songs. Damronglaohapan and Stevenson (2013) expressed that “movies may be an effective way that appeals to various learning styles; they give students authentic examples of spoken language, and hold their interest.” Even though there are a variety of multimedia teaching aids that can be used to enhance listening comprehension, researchers could observe that students from Intensive Basic English, group 3, had many difficulties to comprehend any audio in the English language, so researchers decided to administer a listening comprehension test to verify if the problem really existed. Moreover, researchers verified that students had many difficulties to understand audios and that the most predominant factor seemed to be students’ level of productive vocabulary; that is why, researchers decided to carry out an action research using movie clips and radio station audios as sources using the top down and bottom-up approaches to enhance listening comprehension as well as to increase productive vocabulary.

After having conducted the action research entitled “The Enhancement of Intensive Basic English students’ listening skill, group 3, of the Licenciatura en Idioma Inglés, Opción Enseñaza through the use of Bottom-Up and Top-Down approaches using Movie clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2019” researchers proved that Intensive Basic English students, group 3, enhanced their listening comprehension since there was an improvement from the very beginning to the end of the plan of intervention. Consequently, it was necessary for the research team to get truthful results at the end; that is why, they made use of two listening comprehension tests, one at the beginning of the process and another one at the end, in order to verify if there was an improvement of students’ listening comprehension. Afterward, the first listening test showed diverse results in contrast to the final listening test results in which it could be shown that out of 12 students who attended classes, 6 of those students passed the listening test having grades between 6.84 and 7.79, having as an average 6.1 compare to the first listening test results in which just 2 out of 19 students got a grade above 6, and the other 17 students got grades between 3.7 and 5.26, having as an average grade 4.9.

Lastly, through the analysis of these results, researchers could notice that the students who were attending most of the classes got better results in the final listening test since researchers made a comparison of the results that each of the students got at the beginning of the plan of intervention with the ones they got at the end.

### **Movie clips**

It is well known that the listening skill is best enhanced when students are exposed to natural settings; Kieran Donaghy (2014) expressed that when using movie clips students have the opportunity to learn better since movie clips are enjoyable, so students feel motivated; besides, movies clips provide students with the context and visuality of what they are listening to; therefore, it is easier for students to understand and get more vocabulary. As a matter of fact, 92% of IBE students expressed that movie clips were the most effective multimedia aid to enhance their comprehension since they could make a connection between what they listened to and what they saw; that is why, 83% of students expressed that they acquired more vocabulary when they were exposed to movie clips. Besides, researchers addressed two quizzes to IBE students, group 3, one based on a radio station audio and another one based on a movie clip in order to see in which of those instruments students got better results. Therefore, based on the results, researchers can claim that movie clips were more effective than radio station audios in order to enhance students' listening comprehension as well as students' productive vocabulary since the average grade was 8.62, and researchers could see that students were able to answer questions in which they had to listen and analyze to get the answer.

### **Radio station audios**

When learning a foreign language, students need to be exposed to real life conversations so that learners can get used to listening to native speakers in order that the listening skill can be developed. Thus, the study of Herron and Seay (1991) showed that "language learners listening to authentic radio tapes as regular classroom activities had demonstrated greater listening comprehension than others." Intensive Basic English students, group 3, expressed that radio station audios were helpful for them since those audios challenged them to understand depending on the context and trusting just on what they were

listening. However, researchers could notice that movie clips were more effective because students got grades between 7.5 and 8.7 having 8.62 as the average grade; besides, 92 % of students agreed that they learned more when they were exposed to movie clips. Besides, just 8% of students expressed they learned more when being exposed to radio station audios, and even though they expressed they learned more with radio station audios, the results of the quiz showed that they did better when using a movie clip since the average grade on the one based on a radio station audio was 5.7 because they got grades between 3.16 and 6.1.

### **Research question**

The main purpose of this research study was to answer the following question: How can the use of the bottom up and top down approaches using movie clips and radio station audios enhance Intensive Basic English Students', Group 3, Listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019?

Through the analysis and interpretation of the results obtained from the different instruments used during the process, researchers found out that the use of the bottom up and top down approaches using movie clips and radio station audios helped successfully to students to understand audios better and to acquire more vocabulary since the main objective of these approaches was to maintain students focused on going from the smallest parts of sounds in order to build understanding, and also to help students understand the spoken message by using their background knowledge so that they can anticipate what is going to be said by the speaker. That is why, it was necessary to provide students with the information so that they could know how to interpret the main ideas and meanings of words while they were listening. Finally, when comparing the baseline with the results, researchers concluded that Intensive Basic English students enhanced their English listening comprehension and improved their productive vocabulary efficiently because they were able to draw conclusions and infer the meaning of words based on the context.

### **Hypothesis of Change**

The results of this action research showed that the hypothesis "The use of the bottom up and top down approaches using movie clips and radio station audios will enhance Intensive

Basic English students', group 3, listening skill at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019" was confirmed after analyzing and interpreting all the information gathered. Based on the analysis and interpretation of data, researchers verified that lesson plan models based on the bottom up and top down approaches using movie clips and radio station audios helped students to enhance their listening comprehension and their communicative competence in an effective way. Even though, not all the students improved their listening ability with the same proficiency, the majority of them could achieve the objectives that were established at the beginning of this study.

Consequently, researchers could demonstrate the effectiveness and efficacy of the bottom up and top down approaches using movie clips and radio station audios implementing and including the different types of strategies (brainstorming, synthesizing, analyzing and evaluating) for students to understand audios efficiently. Further, based on the results shown through Graph N° 6, researchers noticed that the implementation of videos played an important role in the process because watching videos was the most helpful activity for students in order to get the meaning of new words in their natural settings. According to Guariento & Morely (2001), when listening to authentic material, students feel that they are learning real language, and that is why, they feel more motivated. Thus, researchers could observe better results when students worked with activities they could relate to their real life situations. In addition, the results from Graph N° 4, showed that students also increased their productive vocabulary by the implementation of activities as listening and drawing and movie vocabulary because they were able to listen to directions carefully and use the appropriate words in any context. These types of activities were used because they helped learners understand the spoken message by using their previous knowledge and drawing conclusions based on the context of any situation.

On the other hand, researchers concluded that even though movie clips and radio station audios aimed to enhance students' listening comprehension, not all the activities chosen before the plan of intervention worked as expected. For instance, minimal pair bingo and tongue twister telephone activities did not work since they were not attractive for students. Besides, the external noise distracted them most of the time, and that is why the activities were more difficult to use inside the classroom.

Lastly, it is important to state that the implementation of diverse type of listening activities was necessary because it was helpful for the research team to get more accurate results at the end so they could compare the effectiveness and efficacy of each activity that has been carried out during the process.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

After this research study entitled “The Enhancement of the Listening Skill of Intensive Basic English students, group 3, of the Licenciatura en Idioma Inglés, Opción Enseñaza through the Use of Bottom-Up and Top-Down Approaches Using Movie Clips and Radio Station Audios at the Western Multidisciplinary Campus of the University of El Salvador, semester I-2019” was conducted, researchers drawn the following conclusions and recommendations.

#### **5.1. Conclusions**

- The use of the Bottom-Up and Top-Down Approaches are essential in the listening process since both of them play an active role during the development of any listening activity as students make use of these two approaches in order to decode and process the message that is being transmitted. O’Malley & Chamot, (1990) suggest that listening comprehension is the result of the interchange of the information and the use of the top down and bottom up approaches in order to process and understand the message; the use of both approaches is known as the interactive model. At the beginning of the intervention process, researchers realized that students were facing difficulties while developing listening activities since many of them did not completely understand what they were asked. According to Buck (2001) “listening is an active process of comprehending the meaning, and listening is done by applying the knowing to the sound”, for that reason, it was important for researchers to design an action plan in which students were exposed to authentic material because in that way they were exposed to the real use of the language, as stated by Guariento & Morely (2001), when listening to authentic material, students feel that they are learning real language, and that is why, they feel more motivated.; also, the use of authentic material shows students how native speakers use vocabulary in context. The classes were implemented by using two multimedia teaching aids (MovieClips and Radio Station Audios), and the researchers could observe that by using those resources students were motivated and willing to learn; however, students expressed that they felt more

enthusiastic when Movie Clips were used because they could associate what they saw with what they heard.

- According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. As stated before, the listening process is very demanding for students because they have to follow all the stages mentioned before to decode the message completely; for that reason, researchers designed the lesson plans including activities that motivated students to analyze and criticize in a deeper way because it is crucial for students to develop their critical thinking. Moreover, researchers taught students the four strategies (brainstorming, contextualizing, analyzing and evaluating) that they must take into consideration when developing a listening task. At the end of the intervention process, researchers realized that by making use of these strategies, students had a better performance when developing any listening task. Besides, students expressed that the brainstorming strategy helped them the most since they had a better understanding of the audio due to the previous ideas they got.
- At the end of the intervention process, students were able to increase their productive vocabulary, and also, they were able to use that vocabulary in context. Researchers concluded based on the first diagnostic study that one of the main factors hindering students listening skill was vocabulary, since it was difficult for them to understand audios completely because they did not understand many words. According to Schmitt (2000) “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55), this means that vocabulary is a very important tool that guarantees if students succeed in decoding the message correctly. In order to improve that situation, researchers made sure to provide students with new vocabulary in each section whether if the class was based on Movie Clips or Radio Station Audios. Besides, researchers designed activities in which students had the opportunity to use that vocabulary in context. In addition, researchers realized that increasing students’ productive vocabulary helped them also to have a better performance since they felt more confident

whenever they had to provide their opinion. Moreover, students expressed that they felt more confident when they knew the vocabulary beforehand because this helped them to infer the meaning better.

- Finally, based on the results obtained at the end of the intervention process, and after analyzing all the data obtained during the process, researchers claim that the Use of Movie Clips and Radio Station Audios successfully enhance students' listening skill although movie clips seemed to be the most useful multimedia aid to achieve this objective since researchers took as reference the two quizzes addressed to the students, and they got better results in the quiz based on a Movie Clip. Besides, most of the activities used by the researchers during the intervention were really helpful to enhance students' listening skill, and also to increase students' productive vocabulary because they were able to clearly answer questions and use the vocabulary in context; however, some of those activities did not work as expected since students seemed to be bored, consequently, they did not work and were distracted. As Abrantes (2006) stated the student is not often motivated because the topic is irrelevant; the activity is not appropriate to the student's level; or the content of the class is not related to student's reality, so choosing activities that catch students' attention will have a powerful impact on whether the activity will succeed for the purpose established by the researchers.

## **5.2. Recommendations**

After this study was carried out, and based on the information gathered along the process, researchers offer the following recommendations.

### **5.2.1. For teachers**

- To get better results, it is important to make the listening activities more interactive for students; for example, instead of giving students a worksheet to solve, teachers can include activities in which students can express what they understood from the audio. Based on the research team experiences, students work better when they are involved in interesting activities in which they can express their ideas to compare them with their classmates' ideas.



- Videos turned out to be a better multimedia teaching aid for Intensive Basic English students, for that reason, researchers suggest including more videos when developing a listening activity since the images and gestures of the speaker help students to contextualize and understand the message better.
- Researchers recommend focusing on developing students' listening comprehension in the classroom and not only on speaking. The listening skill helps students to learn the English language better since listening is the key to learn a new language. It is important to have students listen to authentic material every class in order to get better results.

### **5.2.2. For students**

- Students should become conscious of the importance of practicing their listening skill outside the classroom because the English classes are planned to develop the four macro skills, and the time devoted to the listening skill inside the classroom is not enough to develop such a skill.
- Students should make use of the technological tools they have access to in order to enhance their listening skill. Nowadays, technology offers a wide variety of resources that students can use to enhance their listening skill. For example, students have access to movies and songs which are great resources to enhance the listening skill. Also, there are educational websites in which they have access to free listening practices as well as online quizzes.
- Students should look for strategies that help them to acquire more vocabulary because vocabulary seems to be a factor that hinders them to understand the message completely.

### **5.2.3. For future researchers**

- Even though the majority of students of Intensive Basic English better their listening skill, it would have been better to work with an Intermediate English group since they are more prepared for listening comprehension activities because most of the time, students of the major Licenciatura en Idioma Inglés, Opción Enseñanza need time to practice and interact using the English language during the first semester in order to get used to it.

- Researchers recommend to create a plan of intervention for more weeks in order to get better results. Students need to be constantly exposed to authentic listening material in English to develop their listening skill, for that reason it will be better if researchers take as much time as possible to enhance students' listening skill.
- To motivate students and catch their attention, it is important to look for interesting activities and creative ways to develop a listening comprehension activity. Students should not be just asked to solve worksheets because that makes them bored. For that reason, researchers should observe the group they will work with to know which strategies might work with them.
- The research team recommends to have always a plan B in case things do not work as expected or a problem occurs, for example, problems with the equipment that will be used or activities that are not suitable for the group.

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## GLOSSARY

**EFL:** EFL is the teaching of English to people whose first language is not English. EFL is an abbreviation for 'English as a Foreign Language.

**Decode:** to succeed in understanding a message.

**Phonetic:** related to speech sounds

**Approach:** An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

**Speech:** the language used when talking

**Discourse:** communication in speech or writing

**Utterance:** a spoken word, statement, or vocal sound.

**Brainstorm:** produce an idea or way of solving a problem by holding a spontaneous group discussion.

**Gist:** the substance or essence of a speech or text.

**Inference:** a conclusion reached on the basis of evidence and reasoning.

**Context:** the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.

**Enhance:** to increase or improve something

# APPENDICES



**UNIVERSITY OF EL SALVADOR**  
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**FOREIGN LANGUAGE DEPARTMENT**



**CHECKLIST TO OBSERVE STUDENTS' PERFORMANCE DURING LISTENING ACTIVITIES**

**Objectives:**

- To observe the exposure students have to listening tasks in the subject Intensive Basic English during semester I-2019
- To observe students' performance during listening activities in the subject Intensive Basic English during semester I-2019

**Direction:** Check and comment the corresponding square based on the observation

No	INDICATORS	YES	NO	COMMENTS
	<b>Teacher</b>			
1	Use of listening activities inside the classroom			
2	The activities the teacher uses are appropriate to enhance students' listening skill			
3	Time to develop the listening task is enough in every class			
	<b>Student</b>			
4	Students are engaged in the listening activities in class			
5	Students are capable to answer questions based on the listening			
6	Use of authentic material for the listening activities			

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**INTENSIVE BASIC ENGLISH I – 2019**  
**DIAGNOSTIC TEST**



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Objective: To assess students' comprehension when listening to the English language**

**GENERAL DIRECTIONS:** The Listening Comprehension Test consists of four sections: - **Section A: Vocabulary; Section B: Main Ideas; Section C: Details; Section D: Inferences.** The Listening Comprehension sections test your ability to listen for interpersonal, instructional and academic purposes.

During the test, you will hear a recording of different talks and opinions about soccer. **The Listening will be played THREE TIMES, and you may answer the items along the way.** For each of the questions, read the possible answers and choose the best one answer.

**Section A. Vocabulary**

- This part of the test is designed for you to test your knowledge of words or phrases.

**Directions: Listen to the audio and match the words on the left with the definitions on the right. (5 points)**

1. _____	Fan	A) The number of points, goals, etc. achieved in a game.
2. _____	A match	B) Become an adult.
3. _____	Score	C) A result in a game in which two or more competitors have the same score or ranking.
4. _____	Tie	D) An enthusiastic admirer (as of a sport or performing act)
5. _____	Grow up	E) A contest between two or more parties when one side wins.

### Section B. Main Idea

This part of the test is designed for you to test how much you can recall your background knowledge of the topic and process the overall meaning of the listening passage.

**Direction: Listen to the audio and underline the correct answer. (5 points)**

**1. What does the man talk about in his program?**

- A. He talks about fans  
B. He talks about the most popular sport in the world  
C. He talks about people's opinions about soccer

**2. What is one reason why soccer isn't popular?**

- A. It is boring  
B. It has high scores  
C. It doesn't have a winner team sometimes

**3. What does the woman say about soccer's popularity?**

- A. Kids didn't grow up with it  
B. It is a traditional sport in America  
C. They need to watch it more on TV

**4. What does Drew mention about American soccer stars?**

- A. Pele was a very good American soccer player  
B. Soccer has had two American super stars  
C. Soccer hasn't never had an American super star

**5. What was the final message from Drew?**

- A. Soccer will become more popular in the future  
B. Michael Jordan is the best soccer star  
C. Soccer needs an American super star

### Section C. Details

- This part of the test is designed for you to listen to a passage and answer a question about the details.

**1. The program's name is \_\_\_\_\_.**

- a. American dogs  
b. American talks  
c. American tall

2. How many people all over the world watched the soccer match on TV\_\_\_\_\_?
- a. 700,000,000
  - b. 7,000,000
  - c. 700,000
3. What is the biggest sport event Americans were not interested in\_\_\_\_\_?
- a. Super Bowl
  - b. NBA
  - c. World Cup
4. How many people called to the program\_\_\_\_\_?
- a. Three
  - b. Just one
  - c. Two, a woman and a man

#### Section D. Inferences

- This part of the test asks you to draw conclusions about specific details in the listening passage.

**Directions: Listen to the audio and circle the correct answer. (6 points)**

1. Bob said that soccer is not popular because \_\_\_\_\_.
- a) Because people don't want to see law scores in every match.
  - b) Because Americans always want a winner and a loser team.
2. According to Linda, soccer is less popular because \_\_\_\_\_.
- a) Because there are many other sports that are more interesting in America.
  - b) Because there are no professional soccer teams in America.
3. Drew says that Americans need a soccer star because\_\_\_\_\_.
- a) Because they hadn't won a World Cup.
  - b) Because super stars make sports more interest

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**DATE:** \_\_\_\_\_

**QUESTIONNAIRE ADDRESSED TO INTENSIVE BASIC ENGLISH STUDENTS,**  
**GROUP 3, DURING SEMESTER I-2019**

**Objective:** to identify the main factors that hinder students' comprehension when listening to audios in the English language.

**Direction:** Mark with an X the answer of your choice, and answer the question if it is required.

**Note:** (The information is confidential and anonymous. Feel free to answer honestly).

1. Do you listen to audios in English inside the classroom?

1. YES                       2. NO

2. How often do you listen to audios in English inside the classroom?

1. Every day                       2. Three days a week   
3. Twice a week                       4. Once a week

3. Are you able to understand audios in English completely?

1. YES                       2. NO

If not, why? \_\_\_\_\_

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4. After listening to an audio, are you able to convey the main idea of it?

1. YES

2. NO

5. If your answer to question 4 is not, which of the following variables do you consider influences your listening comprehension the most?

1. Vocabulary

3. Rate of the speech

2. Pronunciation of the speaker

4. Try to understand every word

Others: \_\_\_\_\_

6. How many times do you consider the audio has to be played for you to understand it completely?

1. Just one time

2. Two times

3. Three times

4. More than four times

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**FOREIGN LANGUAGE DEPARTMENT**



INTERVIEW ADDRESSED TO INTENSIVE BASIC ENGLISH TEACHERS OF THE  
“LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA”, DURING SEMESTER  
I - 2019

**Objective:** To collect truthful data from teachers about what hinders students' performance during listening activities

1. What are the main problems your students face during listening comprehension activities?
2. According to your own experience as a teacher, which could be the reasons for students struggling in listening comprehension activities?
3. From all these factors, which is the most predominant for you?
4. How is your students' performance during listening comprehension activities?
5. How does background knowledge influence students' performance in listening comprehension activities?
6. Do you think that students fail to comprehend an audio because they try to understand every single word? Why?

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**Observation checklist for gathering data about students' performance during the plan of intervention**

**Objective:** To get reliable data about students' performance during the interventions

<b>INDICATORS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Students are engaged in the listening activity.			
Students participate actively during class.			
Students answer questions coherently.			
Students use the vocabulary given in class.			
Students are able to provide an opinion based on what they listen to.			



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**DATE:** \_\_\_\_\_

**Objective:** To assess the effectiveness of the Action Plan

**Note:** This information will be completely anonymous.

**Directions:** answer the questions as required.

**QUESTIONNAIRE**

1. Do you consider these sessions have been helpful for you? If so, how did they help you?

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2. Explain in which ways the different sessions helped you to foster your listening skill

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3. What would you recommend researchers to incorporate in a future Action Plan?

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4. How do you assess your teachers' performance during the Action Plan?

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**REFLECTION GUIDE**

**Objective:** To know students' opinion about the classes developed as part of the Action Plan

1. Did you like the class? Why? Why not?
2. What did you like the most?
3. Have you done these types of activities before?
4. Do you consider this class was helpful for you to improve your listening skill?
5. Do you consider your listening skill has improved after you attended the different sessions of the Action Plan?

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**INTENSIVE BASIC ENGLISH I - 2019**  
**LISTENING COMPREHENSION TEST**



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Objective: To assess students' comprehension when listening to native speakers of the English language.**

**GENERAL DIRECTIONS:** The Listening Comprehension Test consists of four sections: - **Section A: Vocabulary; Section B: Main Ideas; Section C: Details; Section D: Inferences.** The Listening Comprehension sections test your ability to listen for interpersonal, instructional and academic purposes. During the test, you will hear the recording for three times. For each of the questions, read the possible answers and choose the best answer.

**ANSWER THE TEST USING BLACK OR BLUE INK. NO AMENDMENTS OR USE OF CORRECTOR PENS OR WHITE- OUT ARE ALLOWED.**

**Section A. Vocabulary**

- This part of the test is designed for you to test your knowledge of words or phrases that are commonly used in academic or nonacademic contexts.

**Directions: Listen to the audio and match the words on the left with the definitions on the right. (6 points)**

1. _____	Flood	A) Be in a desperate or very difficult situation
2. _____	Spoil	B) Move from an unsafe place to a safety
3. _____	Stir-crazy	C) Keep yourself alive
4. _____	Sustain	D) very nervous or anxious
5. _____	Evacuate	E) a large amount of water that covers an area that is generally dry
6. _____	Be toast	F) go bad or decay so you cannot eat or drink something any longer

## Section B. Main Idea

- This part of the test is designed for you to test how much you can recall your background knowledge of the topic and process the overall meaning of the listening passage.

**Directions: Listen to 72-Hour Emergency kit and underline the correct answer. (4 points)**

**1. What kind of emergency does the man NOT mention?**

- A. Power failure
- B. Snowstorm
- C. Tornado

**2. Which idea was stated in the conversation about water?**

- A. You should buy spring water in bottles in advance.
- B. Having a water filter to clean water can be helpful.
- C. Bacteria in water can cause serious illness.

**3. What is one basic principle behind food in a 72-hour kit?**

- A. Packing sweets is unwise for health reasons.
- B. Cooking warm meals can lift people's spirits.
- C. Buying easy-to-prepare foods is ideal.

**4. What is the woman's image of an emergency shelter?**

- A. people working together in a difficult situation
- B. a very overcrowded building that is dirty
- C. a facility lacking adequate food and drinking water

**5. What advice does the man have for people with small children?**

- A. pack plenty of snacks and treats
- B. carry a portable DVD player with movies
- C. be prepared with some basic art materials

## Section D. Details

- This part of the test is designed for you to answer questions about the details of the audio. You must rely on grammar, vocabulary, and the semantics to comprehend the details of the audio.

**Directions: Circle the best answer to complete each statement. (5 points)**

**1. He says you should have enough \_\_\_\_\_ to last you three days.**

- a. Food and water filter
- b. Food and water
- c. Food and candy bars

2. **He says you have to decide on the type of \_\_\_\_\_ you might need.**
  - a. Hotel
  - b. Place
  - c. Shelter
3. **The man always packs \_\_\_\_\_**
  - a. Candy bars
  - b. Sleeping bag
  - c. create new food items
4. **According to the man, it is also important to have \_\_\_\_\_.**
  - a. A change of clothing
  - b. A cellphone
  - c. Pencils
5. **The man says that having \_\_\_\_\_ is a must.**
  - a. Cash
  - b. Small bills
  - c. Personal items

#### **Section D. Inferences**

- This section of the test asks you to draw conclusions about specific details of the audio.

**Directions: Listen to the audio and circle the correct answer. (4 points)**

1. **He says that you don't have to pack no canned goods because \_\_\_\_\_.**
  - a. They are very difficult to cook.
  - b. They use a lot of space in your bag.
2. **She sounds paranoid because she thinks that \_\_\_\_\_.**
  - a. Living with a lot of people in a place is not sane.
  - b. You cannot survive if you sleep on the street or in a park.
3. **The guy believes that \_\_\_\_\_.**
  - a. Having three type of clothing can save your life.
  - b. Communicating with your relatives in important in case you get lost.
4. **The woman thinks that \_\_\_\_\_.**
  - a. Children couldn't survive in such conditions.
  - b. The guy is prepared in case you have children

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**INTENSIVE BASIC ENGLISH I – 2019**  
**LISTENING COMPREHENSION TEST**



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Objective:** To assess students' comprehension when listening to native speakers of the English language.

**GENERAL DIRECTIONS:** The Listening Comprehension Test consists of four sections: - **Section A: Vocabulary; Section B: Main Ideas; Section C: Details; Section D: Inferences.** The Listening Comprehension sections test your ability to listen for interpersonal, instructional and academic purposes. During the test, you will hear the recording for three times. For each of the questions, read the possible answers and choose the best answer.

**ANSWER THE TEST USING BLACK OR BLUE INK. NO AMENDMENTS OR USE OF CORRECTOR PENS OR WHITE- OUT ARE ALLOWED.**

**Section A. Vocabulary**

- This part of the test is designed for you to test your knowledge of words or phrases that are commonly used in academic or nonacademic contexts.

**Directions:** Listen to the audio and match the words on the left with the definitions on the right. (6 points)

1. _____	Manager	A) A building or group of buildings where goods are manufactured
2. _____	Guest	B) A person who receives or entertains other people
3. _____	Taste	C) A person who is invited to an official event
4. _____	Full	D) Having eaten to one's limit or satisfaction
5. _____	Host	E) A person who controls the professional activities of a performer or group of people
6. _____	Factory	F) Perceive or experience the flavor of something

## Section B. Main Idea

- This part of the test is designed for you to test how much you can recall your background knowledge of the topic and process the overall meaning of the listening passage.

**Directions: Listen to what's my job and underline the correct answer. (4 points)**

**1. The audio takes part of a?**

- A. Radio program
- B. Online channel
- C. TV program

**2. Which is the main idea of it?**

- A. People call to guess others' jobs.
- B. People play to gain money.
- C. People participate three times.

**3. What is one question the woman makes?**

- A. She asks if he is a professional baker.
- B. She asks him what his job is.
- C. She asks if he makes food.

**4. What is the man's job about?**

- A. He cook and taste his food.
- B. He prepares ice cream in a factory.
- C. He helps to create ice cream flavors.

**5. What is another thing the Peter mentions about his job?**

- A. He eats all the ice cream to make sure it tastes good.
- B. He always eats just a little ice cream.
- C. He never gets full.

## Section C. Details

- This part of the test is designed for you to listen to a passage and answer a question about details. You must rely on grammar, vocabulary, and the semantics of the passage to comprehend the details.

**Directions: Listen to Job Interview. Circle the best answer to complete each statement.**

**(5 points)**

**1. The name of the game is\_\_\_\_\_.**

- a. What's my job?
- b. Guess my job
- c. Pete's job

2. **The name of the host is \_\_\_\_\_.**
  - a. Peter
  - b. Rita
  - c. Wane
3. **The man cannot eat \_\_\_\_\_.**
  - a. Hot food
  - b. Meat
  - c. Cold food
4. **He says he has to be careful with his \_\_\_\_\_.**
  - a. Tongue
  - b. Taste buds
  - c. Lungs
5. **The man gets started in his job because of \_\_\_\_\_.**
  - a. He went to an ice cream school
  - b. Family business
  - c. He loves ice cream

#### **Section D. Inferences**

- This section of the test asks you to draw conclusions about specific details in the listening passage.

**Directions: Listen to the Job Interview and circle the correct answer. (4 points)**

1. **The man says he is the host because \_\_\_\_\_.**
  - a. He is the person that makes the questions.
  - b. He is the person in charge of the program.
2. **The woman thought Peter was a chef because \_\_\_\_\_.**
  - a. He says he works with food.
  - b. He says he is creative.
3. **Wane believes that Peter's job isn't easy because \_\_\_\_\_.**
  - a. He has to be very careful with the food he eats.
  - b. He has to eat ice cream all the time.
4. **Peter says he cannot drink alcohol or coffee because \_\_\_\_\_.**
  - a. He can get full very easily.
  - b. He can hurt his taste buds.



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**Quiz addressed to Intensive Basic English I students, group 3.**

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_/\_\_\_/\_\_\_/

**Objective:** To assess student's performance during the plan of intervention.

**Directions:** answer as it is required.

**Part I:** Put the number next to the corresponding definition.

<b>1- Fancy</b>	( ) to cease to employ
<b>2- bridesmaid</b>	( ) prostrate
<b>3- Other way around</b>	( ) very expensive and fashionable
<b>4- Right down on one knee</b>	( ) the amount of time someone has worked at a job for a company compared to other employees
<b>5- Lay off</b>	( ) a <u>girl</u> or woman who during the <u>marriage ceremony</u> <u>helps</u> the woman who is getting <u>married</u>
<b>6- Seniority</b>	( ) in the opposite position or direction

**Part II:** listen to the audio, and write false (F) or true (T) depending on what you listen to.

7- The woman in the audio was excited for her brother's wedding. \_\_\_\_\_

8- She got down on her knees to propose to him. \_\_\_\_\_

9- They were listening classical music at a cafe. \_\_\_\_\_

10- He got a promotion at his job. \_\_\_\_\_

11 – He has worked there for six months. \_\_\_\_\_

**Part III: Draw conclusions about specific details in the audio. Listen and circle the correct answer.**

12- The way it happens was \_\_\_\_\_.

a) Unusual

b) Romantic

13- They were eating at a very \_\_\_\_\_ restaurant.

a) Elegant

b) Cozy

14- They are planning a wedding for \_\_\_\_\_

a) Spring

b) Autumn

15- Tony has a long face because \_\_\_\_\_

a) He will be misemployed

a) Of his job at the design studio

16- The man has to send more \_\_\_\_\_

a) Curriculums

b) Outcomes

**Part IV: Answer the questions as it is required.**

17-What was the news Nicolle got?

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18- What happened to Tony?

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19- How much time has Tony been working in that company?

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20- What is he planning to do?

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**SEMESTER I-2019**



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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3  
**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Get the meaning of some words based on the context
- Easily answer questions based on what they have listened to
- Create sentences using the words learned from the video
- Simulate what they have seen by adapting the movie to their reality

**Materials:** markers, a whiteboard, eraser, CD player, pieces of paper LCD projector, laptop, a ball

10 min Approx	<p><b>WARM- UP: Mayan ball game</b></p> <p>Have ss make a circle, and explain that they are going to play Mayan ball game. They have to intertwine their fingers and fold themselves so that the ball does not go through, if they leave the ball crosses between their legs they will lose since it will be a goal.</p> <p>If they lose, they will be given a penalty.</p>
15 min Approx	<p><b>LISTENING ACTIVITY</b></p> <p><b>Pre- listening activity</b></p> <ul style="list-style-type: none"> <li>• Have ss work in pairs, and have them discuss the following questions. <ol style="list-style-type: none"> <li>1. What is laziness?</li> <li>2. Do you consider yourself lazy? Why? Why not?</li> <li>3. What causes laziness?</li> <li>4. How do people behave when they are lazy?</li> <li>5. Do you get despaired when you are around lazy people? Why?</li> <li>6. Have you ever watched Zootopia?</li> <li>7. What is the main idea of this movie?</li> </ol> </li> </ul>

<p>25 min Approx</p>	<p><b>During- listening activity</b></p> <ul style="list-style-type: none"> <li>• Have ss watch the short movie clip of the movie zootopia.</li> <li>• Ask ss to answer the following questions:             <ol style="list-style-type: none"> <li>1. Which are the characters that appear in the movie clip?</li> <li>2. Why is she despaired?</li> <li>3. What do they need?</li> <li>4. What did the fox do that she got upset?</li> </ol> </li> <li>• Have ss share their answers.</li> <li>• Have ss watch the video again, and ask them to match the following words with its corresponding meaning.             <ol style="list-style-type: none"> <li>1. DMV    2. Fighting the clock    3.Sloth    4. Hang in    5. Plate    6. Hump    7. Camel</li> </ol> <ul style="list-style-type: none"> <li>○ A beast of burden -----</li> <li>○ To remain in a particular place or status -----</li> <li>○ It is a mammal -----</li> <li>○ Department of Motor Vehicles -----</li> <li>○ A vehicle license -----</li> <li>○ A race against time -----</li> <li>○ A rounded fleshy mass, such as on a camel -----</li> </ul> </li> </ul>
<p>25 min approx</p>	<p><b>Post- listening activity</b></p> <ul style="list-style-type: none"> <li>• Ask ss: What did you like about the movie? Why?</li> <li>What did you not like about the movie? Why?</li> <li>• Have ss work in groups of 3, and tell them they have to act out what they have seen in the movie clip; explain to students that they can make some changes and adapt the situation to their reality. Ask ss to use the words they have learned.</li> <li>• Have some groups to go to the front and perform the situation.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Discuss with ss about what they liked and what they did not like about the class.</li> <li>• Ask ss for suggestions to improve.</li> </ul>

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**SEMESTER I-2019**



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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3  
**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Get the meaning of some words based on the context
- Provide their opinion based on what they have watch
- Create an alternative ending for the video

**Materials:** markers, a whiteboard, eraser, CD player, LCD projector and laptop

10 min	<p><b>WARM- UP: Who am I?</b></p> <ul style="list-style-type: none"> <li>• Give each student a bond page, and ask them to write three things that they really love and three things that they really hate.</li> <li>• Then, have ss make a ball with the bond page. Once all of them have the ball, ask them to throw it. After that, ask ss to pick one of the balls, and ask them to read what it says. Explain to students that they have to guess who that person is.</li> </ul>
15 min	<p><b>LISTENING ACTIVITY</b></p> <p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>• Provide students with the title of the movie clip they are going to listen to “the translator”</li> <li>• Ask ss to brainstorm ideas based on the title of the movie.</li> <li>• Then, ask ss</li> </ul> <ol style="list-style-type: none"> <li>1. What do you think the video will be about?</li> <li>2. What would be the main idea about the video?</li> <li>3. How many characters do you expect to see?</li> </ol>

<p>20 min</p> <p>Appr ox</p>	<ul style="list-style-type: none"> <li>• Then, show students some images of the video, and have them jog down ideas of what they expect to see based on the images they are seeing.</li> <li>• Have ss share their ideas about what they have discussed.</li> </ul> <p><b>During- listening activity</b></p> <p>Have ss watch the video clip “the translator”.</p> <p>Ask ss to write down all the unknown words they listen to, and ask them to write down the main ideas of the video.</p>
<p>35 min appro x.</p>	<p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>• Have ss work in groups of 3 or 4.</li> <li>• Provide students with the following questions: <ol style="list-style-type: none"> <li>1. How does the video differ from what you have previously discussed?</li> <li>2. What is the main idea of the video?</li> <li>3. Why did you like the video?</li> <li>4. What did you not like about the video?</li> </ol> </li> <li>• Then, have ss share their ideas.</li> <li>• Then, provide ss with some words that they have listened to in the video, and ask them to provide a definition based on the context.</li> <li>• Finally, have ss write a paragraph in which they change the end of the video.</li> </ul>
<p>10 min appro x</p>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Discuss with ss about what they liked and what they did not like about the class.</li> <li>• Ask ss for suggestions to improve.</li> </ul>

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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3  
**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Easily get the meaning of some words based on the context
- Provide their opinion based on what they have listen to
- Answer questions based on what they have listened

**Materials:** markers, a whiteboard, eraser, CD player, LCD projector and laptop

10 min Approx	<p><b>WARM- UP: vocabulary fight</b></p> <ul style="list-style-type: none"> <li>• Before the activity starts, place paper circles on the floor around the classroom.</li> <li>• Divide the class into two groups, and assign a color to each group; then, ask them to make a column before the color they have been assigned.</li> <li>• Tell students you will be saying some categories, for example, family members; the first student of each column has to say a word that belongs to that category, whenever he or she says a word they will have the opportunity to go on the circles. When they face each other they have to say as many words as they can relate it to the category if one of them does not know what to say; he or she has to let the other student pass, and that student will be the winner; therefore, it will get a point for his or her group.</li> <li>• At the end, the group that has more points will be the winner.</li> </ul>
15 min	<p><b>LISTENING ACTIVITY</b></p> <p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>• Divide the class into two groups.</li> <li>• Explain to Ss that one group would Salvadorian migrants that want to</li> </ul>



<p>Approx</p>	<p>get to USA and the other group would be immigration agents.</p> <ul style="list-style-type: none"> <li>The immigration agents have to catch the Salvadorian migrants that want to cross the border. Once they have caught the migrants, they have to start asking the following questions. <ol style="list-style-type: none"> <li>Where are you from?</li> <li>Where is your family?</li> <li>Why did you decide to migrate to USA?</li> <li>Why should I let you stay here?</li> </ol> </li> <li>The migrants have to answer the question providing clear answers.</li> </ul>
<p>35 min</p>	<p><b>During- listening activity</b></p> <p>Have ss listen to the audio about migration, and ask them to pay attention to each of the details.</p>
<p>Approx</p>	<p>Then, have ss share what they have written. Finally, ask ss for the meaning of the following words based on the context.</p> <ol style="list-style-type: none"> <li><b>Divert:</b> to use something for a different purpose</li> <li><b>Border:</b> borderline the line that divides one country or place from another</li> <li><b>Threat:</b> the possibility that something unwanted will happen, or a person or thing that is likely to cause something unwanted to happen</li> <li><b>Court:</b> a place where trials and other legal cases happen, or the people present in such a place, especially the officials and those deciding if someone is guilty</li> <li><b>Funding:</b> money made available for a particular purpose</li> <li><b>Taxpayer:</b> a person who pays taxes:</li> <li><b>Altogether:</b> completely</li> </ol> <ul style="list-style-type: none"> <li>Have ss listen to the audio again, and ask them to choose the best answer based on what they comprehend. Students will need to figure out which the correct answer is.</li> </ul> <p>What did president Donald Trump say?</p> <ol style="list-style-type: none"> <li><b><u>There is a colossal surge in the border crossings.</u></b></li> <li>Calexico is a crossing point between US and Mexico.</li> </ol> <p>Why is he holding off?</p> <ol style="list-style-type: none"> <li>There are not enough sources to build the border wall.</li> <li><b><u>Mexico is making strides in stopping migrants.</u></b></li> </ol>

30 min	<p>What do California and other states want?</p> <ul style="list-style-type: none"><li>a) They want an emergency declaration to stop money from being diverted to fund the border wall project.</li><li>b) <b><u>They want a court order to stop money from being diverted to fund the border wall project.</u></b></li></ul> <p>What does Xavier Becerra say?</p> <ul style="list-style-type: none"><li>a) He says that they should use taxpayer money to build the border wall.</li><li>b) <b><u>He says the presidents should ask for permission as people have done it before.</u></b></li></ul> <p>What does Xavier Becerra want?</p> <ul style="list-style-type: none"><li>a) <b><u>He wants to get an authorization of funding by the congress.</u></b></li><li>b) He wants the border wall to be built.</li></ul> <ul style="list-style-type: none"><li>• Check ss' answers.</li></ul> <p><b>Post-listening activity</b></p> <p>Have ss stand up, and ask them to interview some of their classmates.</p> <ul style="list-style-type: none"><li>a) What do you think of migration?</li><li>b) Do you think president Trump is being correct? Why?</li><li>c) What do you think could be the best solution for stopping people from migrating?</li></ul> <ul style="list-style-type: none"><li>• Have ss write a paragraph in which they summarize and express their opinion about the audio.</li><li>• Have ss read their paragraph, and explain why they agree or disagree with the audio.</li></ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li>• Discuss with ss about what they liked and what they did not like about the class.</li><li>• Ask ss for suggestions to improve.</li></ul>
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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3  
**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Get the meaning of some words based on the context
- Provide their opinion based on what they have listened to

**Materials:** markers, a whiteboard, eraser, CD player, pieces of paper

10 min Approx	<p><b>WARM- UP: the broken telephone</b></p> <ul style="list-style-type: none"> <li>• Ask ss to stand up, and ask them to form two lines. Tell them they are going to play the broken telephone. Explain to students that you are going to whisper a sentence to the last person of each line, that person has to start whispering the sentences to the one they have next to and so on until the sentences gets to the first student. The first student has to run and write the sentence on the whiteboard as he listened.</li> <li>• The group that gets more sentences correct is the winner</li> </ul>
15 min Approx	<p><b>LISTENING ACTIVITY</b></p> <p><b>Pre-listening activity</b></p> <ul style="list-style-type: none"> <li>• Have ss work in groups of 3 or 4, and tell students they have to invent a new product that will be really helpful for the agriculture in El Salvador. The product has to be an organic one that will not cause any damage to the environment.</li> <li>• They have to give it a name and promote the product. They have to make the other students buy the product.</li> <li>• Have ss go to the front and present the product. Then, have them choose the best product.</li> </ul>

<p>20 min approx</p>	<ul style="list-style-type: none"> <li>Finally, explain to students that they will listen to an audio about agriculture in which they are going to listen to a man explain how to make compost and how useful it is.</li> </ul> <p><b>During- listening activity</b></p> <p>Have ss listen to the audio about agriculture, and ask ss to choose the correct answer.</p> <p>What is the main idea of the audio?</p> <ol style="list-style-type: none"> <li>How worms help plants to grow</li> <li>How to make compost with worms</li> </ol> <p>How is compost made?</p> <ol style="list-style-type: none"> <li>Compost is made from food waste.</li> <li>Compost is made by eating and processing the food.</li> </ol> <p>How can unpleasant smells be prevented?</p> <ol style="list-style-type: none"> <li>They can be prevented by measuring the amount of food place in the container.</li> <li>They can be prevented by cleaning the container every day.</li> </ol> <p>What will the worms start doing once they are placed over the bedding?</p> <ol style="list-style-type: none"> <li>They will start digging their way down</li> <li>They will start eating and processing the food?</li> </ol> <p>How much time will take for the compost to be ready?</p> <ol style="list-style-type: none"> <li>It will take two to six months.</li> <li>It will take a few weeks.</li> </ol>
<p>35 min approx.</p>	<p><b>Post-listening activity</b></p> <ul style="list-style-type: none"> <li>Have ss discuss about the main points of the audio.</li> <li>Have ss write a short paragraph summarizing the main ideas of the video.</li> </ul>
<p>10 min approx</p>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>Discuss with ss about what they liked and what they did not like about the class.</li> <li>Ask ss for suggestions to improve.</li> </ul>

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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3

**DATE:** \_\_\_\_ **TIME:** \_\_\_\_ **CLASSROOM:** \_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Infer details based on what they listen from a movie clip
- Use their creativity and imagination to recreate a movie scene

**Materials:** markers, a whiteboard, eraser, pictures, CD player, LCD projector and laptop

10 min Approx.	<p><b>WARM- UP: Hot Seat</b></p> <ul style="list-style-type: none"> <li>• Split the class into 2 teams</li> <li>• Have the students to choose one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</li> <li>• Write a word on the board. The members of each team have to help the student in the hot seat to guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</li> </ul>
15 min Approx.	<p><b>LISTENING ACTIVITY</b></p> <p><u><b>Pre-listening activity</b></u></p> <ul style="list-style-type: none"> <li>• Have students work in pairs</li> <li>• Show them some pictures related to the movie clip they are going to watch</li> <li>• Have them to write about the possible scene they think the movie clip is going to be about</li> <li>• Have them to share their opinions</li> </ul>



15 min  
Approx.

### During-activity

- Have students watch the movie clip from the movie “Ice Age 4”.
- Ask them to write as many details as possible
- Have them to write a summary of the story

⇒ Retrieved from:

<https://www.youtube.com/watch?v=jzToGQnLiHw>

20 min  
Approx.

### Post-listening activity

- Have the students work in groups of four
- Have students recreate a scene from a movie they like
- Choose some groups to perform the scene in front of the class

10min  
Approx.

### Reflection

- Discuss with ss about what they liked and what they did not like about the class.

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**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- ⇒ provide their opinion based on what they listen and see from a movie clip
- ⇒ Use their creativity to present a TV show

**Materials:** markers, a whiteboard, eraser, CD player, LCD projector and laptop

10 min	<p style="text-align: center;"><b>WARM- UP: Guess who wrote it</b></p> <ul style="list-style-type: none"> <li>• Ask the students to write in a piece of paper a short paragraph about themselves.</li> <li>• When they have finished, they have to fold the piece of paper and put it into a bag provided by the teacher.</li> <li>• Then, they have to pick up one piece of paper from the bag. The teacher will ask some students to read the pieces of paper and try to guess who wrote them.</li> </ul>
Appro x.	
15 min	<p><b>Listening activity</b></p> <p><b><u>Pre-listening activity</u></b></p> <p>Have the students to work in pairs, and ask them to discuss the following questions.</p> <ol style="list-style-type: none"> <li>1. What kinds of movie do you like?</li> <li>2. What is your favorite movie?</li> <li>3. What is the main theme of your favorite movie?</li> <li>4. What do you think about beauty pageants?</li> <li>5. What are the characteristics a beauty pageant contestant should have?</li> </ol>
Appro x.	

	<p><b>Vocabulary section:</b></p> <p><b>Outdated:</b> no longer useful or acceptable: not modern or current</p> <p><b>Rewarding:</b> giving you a good feeling that you have done something valuable, important, etc.</p> <p><b>Take out:</b> take somebody/something out (<i>informal</i>) to kill somebody or destroy something</p> <p><b>Hunt down:</b> to pursue with force, hostility, etc., in order to capture</p>
<p>15 min Appro x</p>	<p><b><u>During-activity</u></b></p> <ul style="list-style-type: none"> <li>• Have students watch the movie clip from the movie “Miss Congeniality”.</li> <li>• Have them watch the first time to get familiar with it</li> <li>• Play the video the second time for they to answer the following questions.</li> </ul> <ol style="list-style-type: none"> <li>1. What does she think about the Miss United pageant?</li> <li>2. What is the relation she has with the other beauty contestants?</li> <li>3. What does she think about her experience as a beauty contestant?</li> <li>4. What would she do if someone tries to hurt her friends?</li> </ol> <ul style="list-style-type: none"> <li>• Play the audio the third time for the students check their answers.</li> </ul> <p style="text-align: center;">⇒ Retrieved from: <a href="https://www.youtube.com/watch?v=j5B70NEq_fY">https://www.youtube.com/watch?v=j5B70NEq_fY</a></p>
<p>30min Appro x.</p>	<p><b><u>Post-listening activity</u></b></p> <ul style="list-style-type: none"> <li>• Have students share their answers.</li> <li>• Have students work in trios. Ask them to think about a TV show they like, and tell them that one of them is going to be the host, and the other two are going to be the guests. They have to think of three questions to be asked in the show.</li> </ul>
<p>10 min Appro x.</p>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Discuss with ss about what they liked and what they did not like about the class.</li> </ul>



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**DATE:** \_\_\_\_ **TIME:** \_\_\_\_ **CLASSROOM:** \_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Provide their own definitions of vocabulary learned from an audio
- Answer questions based on what they have listened to

**Materials:** markers, whiteboard, eraser, CD player, worksheet, USB

10 min Appro x.	<p style="text-align: center;"><b>WARM- UP: the crazy balloon</b></p> <ul style="list-style-type: none"><li>• The teacher will bring some balloons with some words inside (words taught in previous classes)</li><li>• The teacher will play a song; while the song is being played the teacher will pass the balloon.</li><li>• When the music stops, the student who gets the balloon has to pick it up, and read the word.</li><li>• The student has to create a sentence using that word.</li></ul> <p><b>LISTENING ACTIVITY</b></p> <p><b><u>Pre-listening activity</u></b></p> <ul style="list-style-type: none"><li>• Provide students with new vocabulary that appears in the audio</li><li>• Have them provide their own definition for the following words:</li></ul>
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<p>15 min Appro x.</p>	<p><b>Words:</b></p> <p><b>Background:</b> the conditions that form the setting within which something is experienced</p> <p><b>Rename:</b> to give (someone or something) a new name</p> <p><b>Remain:</b> to be a part not destroyed, taken, or used up</p> <p><b>Patterns:</b> a) something designed or used as a model for making things b) an artistic, musical, literary, or mechanical design or form</p> <p><b>Relevant:</b> affording evidence tending to prove or disprove the matter at issue or under discussion</p> <p><b>Geometry:</b> a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids</p> <ul style="list-style-type: none"> <li>• Have them share their definitions</li> <li>• Provide a page with the definitions from a dictionary</li> </ul> <p><b><u>During-activity</u></b></p> <ul style="list-style-type: none"> <li>• Have students listen to the audio Where are you from? From American Café</li> <li>• Have them work on the appendix A and B</li> </ul>
<p>20 min Appro x.</p>	<p><b>APPENDIX A</b></p> <p>Circle the “T” for TRUE if the statement is true, or “F” for FALSE if the statement is false.</p> <p>a) More than 26 million people have taken DNA test from <b>T / F</b> at least one of the mayor consumer genetics companies</p> <p>b) Through DNA test you can know where your ancestors <b>T / F</b> came from</p> <p>c) Zuleika and her husband have an exhibit outside New York <b>T / F</b></p>

d) The ancestors of Zuleika were brought to USA in in the bottom of a ship and then they were sold and renamed **T / F**

e) The different colors represent the fact that all people come from different background **T / F**

### **APPENDIX B**

Answer the following questions according to what you listen to in the audio

1. Who is Zuleika Terrell?
2. Where did she take the inspiration for her work?
3. What does the art work of Zuleika reflect?

20 min

Appro  
x.

#### **Post-listening activity**

- Check students' answers by using the popcorn technique.
- Have students work in trios
- Ask them to discuss about racism (what is racism? what do they think about it, etc.)
- Ask one student from the trios to present what they discussed

10 min

Appro  
x.

#### **Reflection**

- Discuss with ss about what they liked and what they did not like about the class.



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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

At the end of the class students will be able to:

- Infer the main idea and main details from an audio
- Create sentences with new vocabulary from an audio

**Materials:** markers, whiteboard, eraser, CD player, USB, tongue twisters

15 min Appro x.	<p style="text-align: center;"><b>WARM- UP: Tongue Twister Telephone</b></p> <ul style="list-style-type: none"><li>• Have the students make two lines</li><li>• Tell the last student from each line a short Tongue Twister</li><li>• The last students have to say the Tongue Twister to next students, and so on</li><li>• The first student from each line have to write the Tongue Twister in the board</li></ul> <p><b><u>TONGUE TWISTERS</u></b></p> <p><b>1. She Sells</b> She sells sea shells by the seashore And the shells she sells by the seashore are sea shells for sure.</p> <p><b>2. I Scream</b> I scream you scream, let's all scream, for ice cream!</p> <p><b>3. Susie Shine</b> I saw Susie sitting in a shoe shine shop</p>
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<p>15 min Appro x.</p>	<p>Where she shines, she sits, and where she sits, she shines</p> <p><b>4. Roberta ran</b></p> <p>Roberta ran rings around the Roman ruins.</p> <p><b>LISTENING ACTIVITY</b></p> <p><b><u>Pre-listening activity</u></b></p> <ul style="list-style-type: none"> <li>• Have students work in pairs</li> <li>• Have them discuss the following questions</li> </ul> <ol style="list-style-type: none"> <li>1. What kind of music do you like?</li> <li>2. Which is your favorite song?</li> <li>3. What does music means to you?</li> </ol>
<p>20 min Appro x.</p>	<p><b><u>During-activity</u></b></p> <ul style="list-style-type: none"> <li>• Have students listen to the audio “Music and Healing” from American Café</li> <li>• Ask them to write the main idea about the audio</li> <li>• Ask them to write the main details about the audio</li> </ul>
<p>20 min Appro x</p>	<p><b><u>Post-listening activity</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to share the main idea and main details from the audio</li> <li>• Provide the students with new vocabulary from the audio</li> <li>• Have students write 5 sentences using the vocabulary given</li> <li>• Have them share their sentences</li> </ul>
<p>10 min Appro x.</p>	<p><b><u>Vocabulary:</u></b></p> <p>Uplift, straight, fold, cliché, distinguish, healing, stimulate</p> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Discuss with ss about what they liked and what they did not like about the class.</li> </ul>

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**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- ⇒ Interpret information by taking a look to key words
- ⇒ Summarize an audio with their own thoughts

**Materials:** LCD projector, speakers, computer, markers, paper, eraser

Time  10 mins.	<p><b>WARM-UP ACTIVITY</b></p> <p><b><u>WHISPER CHALLENGE</u></b></p> <ul style="list-style-type: none"><li>- Give each student a piece of paper for them to write a phrase of a song or any fact about them. (they don't have to show it to anyone)</li><li>- Assign each student a color, and they are going to stand up and look for the person that has the same color. The teacher will select some colors and the pairs who have them are going to pass.</li><li>- One of them will be the listener, and the other will be the speaker</li><li>- They will see each other face to face. The listener will put a pair of headphones; he/she will listen to music with full volume.</li><li>- The speaker will have to pick up his paper and read his/her phrase.</li><li>- The listener will try to read the lips of the speaker and guess what he/she is saying.</li><li>- At the end of the activity, ask students how they felt during the activity.</li></ul>
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## **LISTENING ACTIVITY (Pair Listening)**

### **Pre-listening activity (10 minutes)**

- Divide students (A and B) into pairs.
- Have students seat back to back with each other.
- Now tell them to listen carefully to your directions.
- Tell them to write in a piece of paper the name of the audio.
- Give the pairs a grid with 20 to 25 of the key words that will be mentioned in the audio.
- Ask them to discuss those words together in order to infer their meanings.
- Ask some of them to mention what they have discussed.

### **During listening activity (15 minutes)**

- Have students get prepared and concentrated to listen to the audio for the first time.
- Play the audio for the first time
- Once students listen for the first time, give them one minute to recall the information.
- Ask them to take out their stuff and write in their paper all they can remember about the information
- Now, it's time to play the audio for a second time.
- Tell them that they can use their papers to write what they understand about the audio.
- Play the audio a third time and ask them to discuss with their pairs their information, and also to share their perceptions about the information that is given in the audio.

**Post listening activity (15 minutes)**

- Discuss with students the information they got from what they could listen to.
- In pairs, students can then use their grid as a road map for writing a summary of the audio.
- To make sure students use all the words, have them put an “X” by the word after they use it in a sentence
- Ask some of them to read their summaries and share them with the class.



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**SUBJECT:** INTENSIVE BASIC ENGLISH **GROUP:** 3

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **CLASSROOM:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- ⇒ To use imagination before watching a video
- ⇒ To stimulate student's listening comprehension
- ⇒ To share comprehension thoughts after watching a video

**Materials:** LCD projector, speakers, computer, markers, paper, eraser

**WARM-UP ACTIVITY**

Have students form pairs and give them a page.

Time  
10  
min.

Ask each pair to place the seats back to back. They will name themselves as Student A and Student B.

Give each student A a little piece of paper with a drawing. Without saying the name of the drawing, student A will give directions to student B and student B will draw what he/she hears from his/her partner.

Ask each student B to stand up and show their drawings to the class.

After, repeat the same but with the opposite person giving directions.

Ask for one pair to make a demonstration

Drawings: light bulb, rainbow, snow man, gift, watermelon, knife,

## **LISTENING ACTIVITY**

### **Pre-listening activity**

- Write “the controller” on the board and ask your students to come up with as many ideas as they can
- Show to students the cover image of the video
- Ask them the following questions:
  - What do you expect to see in the film?
  - What type of film do you think it is?
  - Who do you think is/are the main character(s)?
  - Can you guess what would happen at the end of the movie?

### **During listening activity**

- Tell your students you are going to play the video the first time, but they need to have their eyes closed
- Tell them to concentrate just on the audio, and as they listen, they should visualize the situation in their minds
- Have them listen to the film once
- Now, tell students they are going to watch the film this time. Their task is to compare what they see in the film with their previous visualizations.
- Discuss with students about the video and if necessary, play the video one more time.

### **Post-listening activity**

Time  
10  
min

Time  
15  
min

Time  
15

min

- Ask your students if the film was similar to their visualizations
- Now, have students get in groups and discuss the main idea of the film and what they understood from it
- Ask them the following comprehension questions:
  - Was it different from what you had thought?
  - What do you think was the main idea of the film?
  - What type of film was it?
  - What was the most interesting part of the film for you?
  - Did you enjoy the film?
  - How did the film make you feel?
  - Does the film have a message?
- Ask some of them to verbally summarize the film

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**SUBJECT: INTENSIVE BASIC ENGLISH I GROUP: 3**

**DATE:** \_\_\_\_\_ **CLASS n°:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- To complete tasks based on what they understand from the movie clip
- To work with their classmates as a team

**Materials:** worksheets, LCD projector, laptop, whiteboard, markers, pictures

Time 15 mins.	<p><b>WARM UP ACTIVITY</b></p> <p><b>“GUESS THE SONG”</b></p> <ul style="list-style-type: none"><li>• Divide the class into two groups A and B.</li><li>• The teacher will give each group a sign.</li><li>• The teacher will play some songs and students have to raise the sign and say the name of the song if they know it.</li><li>• The group that guesses more songs wins.</li></ul> <p><b>MOVIE CLIP: “MULAN” (6 mins.)</b> <a href="https://www.youtube.com/watch?v=-fy2LzKCKlo">https://www.youtube.com/watch?v=-fy2LzKCKlo</a></p> <p><b><u>Pre- listening activity</u></b></p> <ul style="list-style-type: none"><li>• The teacher will introduce the video.</li></ul>
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<p>Time 15 mins.</p>	<ul style="list-style-type: none"> <li>• In order to apply the top down approach, the teacher is going to bring some pictures from the movie clip.</li> <li>• The teacher will paste the pictures on the whiteboard and students have to predict what is going to happen in the video based on those pictures.</li> </ul> <p><b><u>During listening Activity</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will play the movie clip two times.</li> <li>• The first time, students have to watch the video carefully.</li> <li>• The second time, students have to write as many important details as they can.</li> </ul>
<p>Time 30 mins.</p>	<p><b><u>Post- listening Activity</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will divide the class into small groups, and students will choose a representative for each group.</li> <li>• Based on the movie clip, the teacher will bring 3 different tasks for each group. Once they finish a task, each representative has to run to the front to ask for the next task.</li> <li>• The group that wins the race is going to get a prize.</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Ask students what they think about the class: <ol style="list-style-type: none"> <li>1. Do you like to watch movie clips in classes?</li> <li>2. Do you think it was interesting?</li> <li>3. What was your favorite part of the video?</li> <li>4. Do you think that the video was difficult for you to understand?</li> </ol> </li> </ul> <p>What did you learn from Mulan's video?</p>

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**SUBJECT: INTENSIVE BASIC ENGLISH I GROUP: 3**

**DATE:** \_\_\_\_\_ **CLASS n°:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- To write a paragraph based on what they have listened from the audio
- To answer questions using the information they get from the audio

**Materials:** worksheets, whiteboard, markers, audio player, drawing and a bag

Time 15 mins	<p><b>WARM UP ACTIVITY</b></p> <p><b>“THE A TO Z GAME”</b></p> <ul style="list-style-type: none"> <li>• The teacher will bring a bag with some categories (food, things you take on holiday, etc).</li> <li>• Write the letters A to Z on the board.</li> <li>• Students will play the hot potato while the teacher plays a song.</li> <li>• The one with the potato must go to the front and write a word for a letter.</li> </ul> <p><b>LISTENING: “Want to help the bees? Plant flowers!”</b></p> <p><b><u>Pre- listening activity</u></b></p> <p><b>“Listening Bingo”</b></p>
Time 15	<ul style="list-style-type: none"> <li>• The teacher will introduce the audio to the class and will give each student a page with many boxes in it.</li> </ul>

mins	<ul style="list-style-type: none"> <li>• Before the teacher plays the audio once, students have to think of words that may appear in the audio, and write one per box.</li> </ul>
Time 20 mins	<p><b><u>During listening Activity</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will play the audio twice.</li> <li>• Students have to listen carefully to get important details.</li> <li>• If a word that they wrote on the page appears in the audio, they have to cross it out.</li> <li>• The student who has more words is going to win a price.</li> </ul>
Time 30 mins	<p><b><u>Post- listening Activity</u></b></p> <p><b>“Discussion time”</b></p> <ul style="list-style-type: none"> <li>• The teacher will bring some questions and paste them on the board.</li> <li>• The teacher will ask students to provide their opinion in order to check understanding.</li> <li>• Finally, students have to write in their own words a little summary of what they understood from the audio.</li> </ul> <p>Ask some students to read their paragraphs.</p>
Time 10 mins	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Ask students what they think about the class: <ol style="list-style-type: none"> <li>1. Did you like the class?</li> <li>2. Which was your favorite part of the class?</li> <li>3. Do you think that the audio was easy or difficult?</li> <li>4. What did you learn from the audio?</li> </ol> </li> </ul>

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**SUBJECT: INTENSIVE BASIC ENGLISH I GROUP: 3**

**DATE:** \_\_\_\_\_ **CLASS n°:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- To provide an answer to questions related to the audio
- To enhance their critical thinking skill

**Materials:** worksheets, whiteboard, markers, audio player, pictures

Time 15 mins	<p><b>WARM UP ACTIVITY</b></p> <p><b>“WHO AM I?”</b></p> <ul style="list-style-type: none"><li>• Students have to work in pairs.</li><li>• The teacher will bring some pictures of different things (fruits, animals, etc).</li><li>• One student has to go to the front and the other has to say sentences that describe the object shown in the picture.</li></ul>
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<p>Time 15 mins</p>	<p><b>LISTENING: “Do cats understand our language?”</b></p> <p><b><u>Pre- listening activity</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will introduce the audio to the class.</li> <li>• The teacher will bring some pictures related with the topic.</li> <li>• Students have to write some ideas that come to their minds when they see the pictures</li> </ul> <p><b><u>During listening activity</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will play the audio three times if necessary.</li> <li>• Students have to listen carefully to get important details and write down the information.</li> </ul> <p><b><u>Post- listening Activity</u></b></p> <ul style="list-style-type: none"> <li>• Students will listen to the audio three times and when they finished they are going to try their luck by playing “The wheel of Fortune” which contains different questions that test students understanding of the audio.</li> </ul>
<p>Time 20 mins</p>	<p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Ask students what they think about the class: <ol style="list-style-type: none"> <li>1. Did you like the class?</li> <li>2. Which was your favorite part of the class?</li> <li>3. Do you think that the audio was easy or difficult?</li> <li>4. What did you learn from the audio?</li> </ol> </li> </ul>
<p>Time 30 mins</p>	<p>Time 10 mins</p>

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**SUBJECT: INTENSIVE BASIC ENGLISH I GROUP: 3**

**DATE:** \_\_\_\_\_ **CLASS n°:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Objectives:**

By engaging in different communicative tasks, swbat:

- To enhance students' listening skill
- To express students' opinion according to what they understand from the movie clip

**Materials:** worksheets, speakers, LCD projector, computer, whiteboard, markers, pictures

**WARM UP ACTIVITY**

**“PICTURE BOOK SEQUENCE”**

Time:  
15  
mins.

- Students will work in groups.
- Choose a picture book that you will read to your class.
- Give students a group of pictures from the story.
- Read the story aloud. Students have to order the pictures while they listen to the audios.

## **MOVIE CLIP: “THE MATRIX”**

### **Pre- listening activity**

- Introduce the movie clip.
- Give each student a list with new vocabulary from the movie clip.
- The teacher will check pronunciation of the vocabulary.
- Ask students if they know the meaning of the words.

Time:  
15 mins

### **During listening activity**

- The teacher will play the movie clip three times if necessary.
- Students have to listen carefully to get important details and underline all the vocabulary checked before.

### **Post- listening Activity**

- The teacher will give students a worksheet with an empty diagram they have to complete about the movie clip.
- Students will share their ideas with the class.
- Finally, the teacher will bring some questions and paste them on the board to discuss with the students:
  1. What would you do if you were Neo?
  2. What do you think about his decision?

Time:  
20  
mins.

### **REFLECTION**

- Ask students what they think about the class:
  - Do you like to watch videos in English?
  - Which was your favorite part of the class?
  - Do you think that the movie clip was difficult to understand?

Time:  
30  
mins.

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**Questionnaire addressed to IBE students, group 3**

**Date:** \_\_\_\_\_

**Objective: to know which was the most helpful multimedia teaching aid for students during the action plan**

**Direction: underline the answer of your choice, or answer as required.**

1. What helps you the most to improve your listening comprehension?

- a) Videos
- b) Audios

Why?

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2. Which was the activity you liked the most?

- a) Listen and draw
- b) Hearing is believing
- c) Overhear game
- d) Movie vocabulary
- e) Minimal pair bingo
- f) Tongue twister telephone

Other:

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3. Do you consider your vocabulary bank has increased?

- a) Yes
- b) No

4. What helps you the most to acquire new vocabulary?

- a) Videos
- b) Audios

Why:

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5. Which strategy helps you understand audios better?

- a) Brainstorming
- b) Analyzing
- c) Evaluating
- d) Contextualizing

Other:

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**Quiz addressed to Intensive Basic English, group 3.**

**Student's name:** \_\_\_\_\_

**Objective:** To assess the effectiveness of the use of Movie Clips to enhance students' listening skill

**PART I**

**Directions:** circle the correct answer based on what you see and listen from the movie clip

1. What is Jillian trying Gru to do?
  - a) Go to the market
  - b) Go on a date
  - c) Go to the airport
  
2. What type of food are Shannon and Gru eating?
  - a) Chinese food
  - b) Mexican food
  - c) Italian food
  
3. What does Shannon hate?
  - a) Roses
  - b) Chocolates
  - c) Phonies

**PART II**

**Direction:** write TRUE or FALSE next to each statement depending on what you see and listen to

1. Gru is happy about going on a date \_\_\_\_\_
2. Gru is wearing a wig \_\_\_\_\_
3. Shannon said physical fitness is very important for her \_\_\_\_\_
4. Shannon was shot with a mild moose tranquilizer \_\_\_\_\_
5. Lucy arrived to the restaurant where Gru and Shannon were eating \_\_\_\_\_
6. Gru had the worst date ever \_\_\_\_\_

### **PART III**

**Direction:** answer the following questions based on what you see and listen from the Movie

1. What happened with Shannon at the end?

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2. What did Lucy say about Gru's appearance?

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3. How did Gru feel about going on a date at the end?

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