UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT

THE IMPORTANCE OF AN ONLINE PLATFORM TO FACILITATE THE ENGLISH LEARNING PROCESS OF THE BASIC INTENSIVE ENGLISH STUDENTS FROM THE B. A. IN ENGLISH LANGUAGE TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR, SEMESTER I – 2019.

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CONTENTS

INTRODUCTION

When learning a new language, there are many positive and negative factors that students will go through. As a positive factor students can communicate not only with their classmates but also with students and people from other countries by using social media or online platforms. Other factor is that they improve their knowledge by getting new and authentic vocabulary at the moment that they make use of online materials. One of the negative factors is that they get distracted quickly because nowadays there are many ways to get distracted for instance: WhatsApp, Facebook, Instagram, YouTube and many others. Another important factor is that all the students must have access to internet to be able to send their homework or even make use of online materials.

Hence, it is important to know that this way of communicating as are social media, digital networks and information technology has an increasing influence not only in society but also in the teaching English methodologies nowadays.

This research has the purpose of identifying the areas of opportunities that the Basic Intensive English students from the B. A. in English language teaching have. Thus, this research work presents some characteristics about an online platform that will contain pedagogical materials related with the topics seen in the class to make the students learning process more suitable.

The researchers have worked during semester I-2019. A survey was administered to students in order to have a diagnosis about their knowledge. Moreover, a diagnosis test was asset to identify the teaching-learning methodology in class. At the end, a report is presented with all the information analyzed.

The research is presented in five chapters. Chapter one contains the general background of the research study. Chapter two incorporates the theoretical framework that states the historical background information gathered from different sources. Chapter three sets out the methodology. Chapter four contains the research questions answers based on the results and the conclusions of the investigation and chapter number five presents the conclusions of the research study.

CHAPTER I

1.1 STATEMENT OF THE RESEARCH PROBLEM

A. Delimitation of the Research Problem

The research was conducted at the Foreign Language Department, University of El Salvador, semester I – 2019 to students who are studying Basic Intensive English from the B. A. in English Language Teaching in the morning and afternoon shifts.

B. Research Proposal

This research, as well, analyzed the importance of an online platform to facilitate the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching at the Foreign Language Department, University of El Salvador, semester I – 2019.

C. Objectives:

C.1 General Objective:

To propose the use of an online platform suitable to the needs of students to facilitate the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching at the Foreign Language Department, University of El Salvador, semester I – 2019.

C.2 Specific Objectives:

(1) To design a diagnosis about the importance and needs of an online platform in the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching.

(2) To analyze the different academic and social factors that affect the English Learning Process of the Basic Intensive English students.

(3) To propose different pedagogical instruments to facilitate the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching.

D. Research Questions

D.1 Central Question:

What is the importance of an online platform for the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching?

D.2 Sub-questions:

Is an online platform necessary for the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching?

What content is needed to design an online platform to facilitate the English Learning Process of the Basic Intensive English students from the B. A. in English Language Teaching?

What are the types of factors that affect the English Learning Process of the Basic Intensive English students?

E. Justification

The Foreign Language Department of the University of El Salvador has English learning as one of the major students can study. This major comprises five different levels of English learning: Basic Intensive English, Intermediate English I, Intermediate English II, Advanced English I and Advanced English II. Through these five levels of learning English it is important that students can achieve the four macro-skills as much as possible: Speaking, Reading, Writing and Listening and micro-skills as grammar, vocabulary and pronunciation. In this study the focus will be the students from Basic Intensive English and their necessity to have an online platform to facilitate the learning process of the level of English mentioned before.

The most difficult stage of learning a new language is generally found at the beginning of such process. Hence, it is necessary to take into account the importance that technology has in education. Wang, Y. (2007) as cited in Ozer, Z. (2018) "in his study confirms the significance of technology integrated teaching by suggesting that using technology in classroom improves "productivity and activity" of teachers and also increases the "basic skills and knowledge" of learners". Another study conducted by Stroia (2012) as cited in Ozer, Z. (2018) "emphasizes the importance of computerized activities in terms of influencing "the rhythm of the lesson progress"". This technological process also involves the field of languages and the students that take the Basic Intensive English level at the Foreign Language Department are not the exception. Those students need a space in which they can practice all the content seen in class, prepare for tests, and even acquire knowledge on their own. However, this issue cannot be cover at this time because the Foreign Language

Department does not have the place and resources with which students can satisfy that necessity.

For that reason it is a priority to move forward to new technologies and design an online platform adjusted to the needs of students. It will have the purpose to reinforce the content that a basic level of English demands and it will facilitate the student's progress and the different strategies they use to acquire knowledge. This research will contribute with a set of collected data related to the implementation of an online platform whose main benefited ones will be students from the basic level of English; creating this way a modern device of learning English with results that can be used in future researches.

CHAPTER II

2.1 THEORETICAL FRAMEWORK

A. Historical Background

In our country, we have tried, as researchers, to find information to enrich the background of this work. Unlucky, no information has been found. For that reason we have had to resort to information from foreign institutions to show how they have implemented this e-learning methodology and how they perform it.

In this way, in particular, the virtual platform Chamilo of the Santiago de Cali University is a didactic tool for the academic community and all the areas of its faculties designed to enhance the teaching and learning processes. It is an environment conceived as a space for authentic content, synchronous and asynchronous tutoring, projects, and participation in forums for discussion, among others, which leads us to observe the strategies that professors use through a particular virtual educational platform. Valencia, H., Villota, J., Medina, P. (2017).

Currently, in the Valle del Cauca region, Colombia, many universities have virtual platforms, which are designed to provide greater quality in education and allow academic flexibility for both students and professors, integrating ICT (Information and Communications Technology) in the pedagogical practice of the professor, inviting him/her to experiment with elements that help strengthen the teaching and learning process. Valencia, H., Villota, J., Medina, P. (2017).

The Universidad Nacional Autónoma de México, in its Extension School in Los Ángeles uses the virtual platform called Zlingo that is a groundbreaking and practical Online

English Program that guides learners step by step to start speaking English. The methodology consists in dynamic Speech, Listening, Writing, and Reading activities with simple explanations, structured to guarantee the best results. Learners have the opportunity to choose between a self-study program and online tutoring. Its goal is to offer both the tutor and the learner an effective and pleasant tool to achieve language learning and practice. UNAM-LA (2018).

B. The Importance of Technology

In the last decade technology has not only increased drastically but also formed part of our daily life. Nowadays technology is an important tool as it is the Social Media because both are aids to communication most people around the world use to get information about different matters, manage business, create good relationships among countries, create opportunity of learning new languages and so on. Moreover technology brings tremendous advantages for those who use it. As an example, learning English plays an important role for international interaction. According to Sneddon, J. (2003) "International Interaction includes economic relationship among countries, international business relationship, global trading, and others".

C. The History of the Foreign Language Department

In the research report presented by Blanco, I., Martínez, C. & Ramírez, G. (2013) it is found that the Foreign Language Department (FLD) was created in 1948. However, it was different as it is known nowadays. It was created as an academy to teach English and French as a foreign language. It also served both languages as a complementary way for other

schools as optional subjects. In 1955 the School of Arts and Social Sciences was restructured; this happened lead to the foundation of School of Languages, known as the FLD at present.

In 1956, it was converted into a Department, and started teaching Technical English for a period of 12 years. This period did not extend longer because there were not many professionals to teach the subjects in the field. Other factors was that there were not so many student and that increased the costs of this major were expensive.

In 1968 the technical major disappeared ,there was a period of 2 years when the Foreign Language Department almost disappeared because it only worked giving support to other schools of the university. Later in 1970 B.A. Sara Méndez and B.A. Orlando de Jesús Castro were assigned the task to create new majors in the Department because worldwide the necessity for teaching new languages was emerging.

It was in 1972 that some projects were presented about the creation of the major "Bachelor in English", but unfortunately the same year there was a military intervention and this caused a delay in the approval of the curriculum. Later on in 1973, the Consejo Superior Universitario (CSU) approved the curricula of English Teaching in High School Education, and the Bachelor in Teaching English. In that moment when the decision was made the Department did not have its own place for teaching classes.

According to the curriculum of 1977 and the people that were in charge of the preparation of the curriculum in this case the B.A. Sara Méndez and B.A. Orlando Castro, the major tried to prepare students in different areas, being one of them in the teaching field. In the study plan of 1977, it is seen that students had subjects whose aim was to prepare them in this area as well; it had one Teaching Practice and Methods and Materials for Teaching

English as Foreign Language, General Didactics and General Pedagogy, with these subjects it aimed to give a short view for the students how the teaching field works; that is the reason why, it is only one Teaching Practice in contrast with the actual curriculum of the major.

In the first semester of 1993, a new curriculum was implemented for the Bachelor in Teaching English. It was until October 2nd, 1996 that the Consejo Superior Universitario (Act No. 49-95-99, October 2, 1996) approved the curriculum. By this time M.A. Rolando Labrador retired from the Department and this entailed M.A. Ana Maria Glower to be elected as the new director of the Foreign Language Department. In the administration of M.A. Glower de Alvarado, the teachers from the Foreign Language Department continued with their specialization inside and outside the country which led to the necessity to design a master degree program. This kind of proposal had been included in the work plan of M.A. De Alvarado in the beginnings of 1997.

After considering many possibilities as to what kind of program could be created for a master specialization, the M.A. in Translation was created in 1998, being the designers of this M.A. program B.A. Victorino Barahona and Claudia Georgina Muñoz since they had studies as translators, for that reason they were assigned this task. In the same year, the Ministerio de Educación (MINED) began teaching English for Middle School of Basic Education and High School (Plan MINED).

With the new curriculum proposed by the MINED, the Foreign Language Department began the inquiry in order to have a modification of the Bachelor in Teaching English's curriculum which was completed and put into action in the second semester from the year 1999 (CSU, Act No. 164-95-99 (uv17-b) October 23, 1999). Three years later, a new major was created as Bachelor in Modern Languages Specialization in French and English.

Altogether, three majors that are under the administration of the Foreign Language Department.

Later in 2007, during the administration of MtI. Edgar Nicolás Ayala was created the Master in Didactics of English by the M.A. Rodolfo Alexander Sibrian.

D. The Modality of Distance Education in the University of El Salvador

The University of El Salvador (2017) has decided to include "The Modality of Distance Education" which main goal is to advance students at their own pace, according to an online method, a timetable and some chosen goals. Moreover, this online modality organize the student's space by planning their study time according to their needs and possibilities. On the other hand, a high level of responsibility is needed it towards their goals set.

Some important factors about the "The Modality of Distance Education" are the following: It allows students the access of low cost and quality education through an online platform with special resources. Also it is designed for people who cannot study in a face-to-face manner for different circumstances for instance: work, distance, time, family obligations, among others.

In addition, the University of El Salvador (2017) requires that the student must have a computer and internet connection. It will allow students an easy access to the online platform material. Furthermore, in this new method, the teacher incorporates to the platform a variety of didactic resources such as: videos, didactic material that the student can download, video conferences, evaluated activities, forums, etc.

Furthermore, the research study objective of The Bachelor of Teaching English is to understand the teaching processes and to learn the English language as a foreign language by training competent professionals in the teaching of English language with a critical and proactive conception. The students will become capable to contribute to the process of social development, educational activities, scientific facts, technological and cultural events from a humanist perspective.

Taking into account the general objective The Bachelor of Teaching English has five specific objectives which are as follows: 1) To develop and apply systematically linguistics, pedagogy and psychology studies that will support and enrich the teaching English Language. 2) To foster analytical and critical attitudes in relation with the teaching learning process of English as a foreign language. 3) Integrate teaching research and projection to obtain a clear vision of his specialty. 4) Create theoretical approaches with great spaces to promote the problems - solution alternatives. 5) Use educational research as a tool of education.

On the other hand, Teaching English students must gather the following knowledge, skills and attitudes: have B1 level according with the Common European Framework of References. Also they must get the ability to justify their ideas, describe experiences, events and aspirations. Moreover, they have to carry out description of a variety of topics. Write down simple and coherence texts about everyday topics. In addition, the students should have communication skills, aptitudes to interact with the society, ability to self-regulate their time and means of learning, linguistic ability at the oral and written level, critical, analytical and creative thinking.

E. Benefits of Technology in EFL

Using technology as an online platform to facilitate the English Learning process has many benefits. According to Bull and Ma (2001) as cited in Ahmadi, M. R. (2018), technology provides unlimited resources to language learners. Those resources can be found online in blogs, educational websites, magazines, etc. and such things are available to every student that has the purpose to practice and reinforce specific content seen in everyday class. Another fact related with this is that those resources are for free and there are several amounts of materials that can enrich the amount of knowledge learners have.

Tomlison (2009) and Genç lter (2015) as cited in Ahmadi, M. R. (2018), "say that computer-based activities provide learners rapid information and appropriate materials." With the advance of technology nowadays is easy to find the precise information a student is looking for next week exam, also is simple to locate the exact material needed to complete the task that was assigned to all the class".

F. MOODLE and Language Learning

In the article wrote by Brandl, K. (2005), states that "Moodle is a course management and delivery system. As such, Moodle has great potential to create a successful e-learning experience by providing a plethora of excellent tools that can be used to enhance conventional classroom instruction, in hybrid courses, or any distance learning arrangements. In whatever form of instruction Moodle is used, the design of the learning tasks must be grounded in theories of second language acquisition".

An important feature of the Moodle is the Moodle.org web site, which provides a central point for information, discussion and collaboration among Moodle users, who include

system administrators, teachers, researchers, instructional designers and of course, developers. Like Moodle, this site is always evolving to suit the needs of the community. Moodle is now used not only in universities, but also in high schools, primary schools, non-profit organizations, private companies, and by independent teachers and even home-schooling parents. A growing number of people from around the world are contributing to Moodle in different ways (Dougiamas, 2011; Yuuichi et al., 2006, and Dougiamas, 2004).

Moodle is based on Social Constructionist Pedagogy (SCP), which is a learner-oriented philosophy. They are largely concerned with how course contents are delivered, in which students are involved in constructing their own knowledge (Graf, et al., 2005 and Cole, 2005). The learner-oriented philosophy of learning is that learners actively construct new knowledge by tinkering and experimenting, and they learn even more by explaining what they have learned to others and by adopting a more subjective stance to the knowledge being created. These ideas run parallel to the way open-source development works, in which the developers also are often users, everyone is free to tinker with the software and code is re-constructed or adapted, peer-reviewed and refined by the means of open discussion (Berry, 2005 and Chavan, et al., 2004).

Moodle was created by Martin Dougiamas while working on a postgraduate degree at the Curtin University of Technology in Australia. In 2002, he was a Webmaster of a university and a system administrator of WebCT installation. He started to develop Moodle to solve some problems with WebCT. The original version was targeted for small classes and a case study, but steadily many features were added by developers and other contributors from all over the world (Martin, et al., 2004; Dougiamas, 2004 and Koh, 2006).

Martin, a candidate in Education with a background in computer science, started Moodle in 1999. In 2002, Version 1.0 was released. Since then, Moodle has continued to evolve at a rapid rate, managed by Martin and propelled by an active world-wide community of users and developers" (Chavan, and Pavri, 2004). The Moodle Company "Moodle.com" has been providing managed hosting and consulting services since 2003. Currently, Moodle has a large and diverse user community with over 1,077,969 users on this site, speaking 86 languages in 212 countries around the world (Al-Ajlan, et al., 2008).

Open-source learning environments such as Moodle are becoming widely adopted by university and educational institutions. Moodle allows users to post news items, assignments, electronic journals and resources, and to collect assignments etc. The greatest strength of Moodle is the community that has grown around the project. Both developers and users participate in Moodle's active discussion forums, sharing tips, posting code snippets, helping new users, sharing resources and debating new ideas.

1. Moodle lets teachers provide and share documents, graded assignments, quizzes, discussion forums, etc. with their students in an easy-to-learn manner and to create quality online courses.

2. The key to Moodle is that has been developed with both pedagogy and technology in mind. One of the main advantages of Moodle over other systems is a strong grounding in social constructionist pedagogy with good educational tools.

3. It works well with languages and is currently being used in 86 languages in 112 countries.

4. It has many user-friendly features such as easy installation, customization of options and settings, good support/help and good educational tools.

G. Moodle platform at the Foreign Language Department

Nowadays, technology plays an important role in education not only because it makes things easier to students and teachers, but also because it helps to develop and improve skills. This is essential for those who want to achieve a successful life in the future, by having a good job, and for those who want to overcome any professional challenges. Technology allows teachers to enhance their teaching skills and strategies, there is a free online learning management system which enables teachers to create their own online courses, it is called Moodle, Moodle is an educational tool and it can be used anytime, anywhere, as long as there is internet access available. Martin Dougiamas began his work on Moodle in 1998, today, more than 70,000 universities, corporations and schools, in over 200 countries and 100 languages, trust Moodle for their online learning,Moodle – Open source learning platform. Moodle.org (2014).

The University of El Salvador is not an exception, the Foreign Language Department is using Moodle since 2010, as an extra resource for the language learning process. For foreign language students it is really important to enhance the language skills, in Moodle, students can develop and improve the four macro skills. The four macro skills are important to become English proficient students. However, this platform does not work property to fill the student's needs because the material they upload and the one that is on the platform is not suitable for students to practice the English language. Also, the Moodle that is used in the FLD is not updated and when this platform is used students and teachers have problems when they are uploading and receiving tasks, teaching materials, etc. For that

reason, researchers propose a new platform to help students learning process of English language using a suitable material for the basic intensive English students and this is going to help them improve and practice their skills using the new tools that facilitate the learning process and student development.

CHAPTER III

3.1 Methodology

A. Research Approach

During the development of this research, a combination of quantitative and qualitative research approaches were used. This combination is well known as the mixed method approach defined by Creswell, J. W. and Plano Clark (2011) who state that "it is a design or methodology in which the researcher collects, analyzes, and mixes both quantitative and qualitative data in a single study". Aliaga, M. and Gunderson, B. (2006) as cited in Seier, E. (2006), state that "the quantitative approach explains phenomena by collecting numerical data that was analyzed using mathematical methods and statistical graphics". On the other hand, Qualitative research seeks to answer questions about why and how people behave in the way they do. Moreover, it brings depth information about human behaviors.

Making a combination of quantitative and qualitative research approaches, the research team had more possibilities to provide a complete and comprehensive understanding about the details of the online platform to facilitate the English process of the basic intensive English students.

B. Type of Research

The type of research that was used is an exploratory and explanatory research. The choice of an exploratory research was that there was little information in the Foreign Language Department of the University of El Salvador about the issue that was investigated. Based on this, the research started with general ideas that were collected making use of

survey, questionnaire, interviews, etc. as primary sources and online and literature research as secondary sources. Relating to an explanatory research, it is known that FLD does not have enough information about the issue and for that reason it was necessary to conduct a study which helped to understand the problem.

C. Sampling

The general population of this research proposal was composed by the Basic Intensive English students from the B.A. in English Language Teaching at the Foreign Language Department, University of El Salvador, semester I – 2019.

For this research work, the population was taken from the Basic Intensive English class groups in the bachelor in English language teaching, semester I, 2019. The research team chose one group in the morning schedule and another from the afternoon schedule, both groups had approximately 30 students each. Due to the fact that the English class groups were small, a sample was not necessary.

D. Data Collection

For this type of mixed methods research, the following techniques and instruments for collecting data were used:

D.1 Survey

A survey was administered to students in order to have a diagnosis about their knowledge and needs in the different macro and subskills in the English language. In addition, they answered questions about their personal information as their names, age, gender and occupation.

D.2 Student's Perception Test

The idea of a student's perception test was to check the teaching-learning methodology in class and to know the difficult areas that students need to improve in English. The information gathered in the diagnosis was coded. After being coded, the information was classified into categories and subcategories. Then, the information was put in matrixes, to be analyzed. At the end, a report was written with all the information analyzed.

E. Data Analysis Plan

E.1 How the data was processed

Researchers separated the quantitative and qualitative data. For the quantitative data it was administered a survey to know about the knowledge and needs that the students have about their English skills.

For the qualitative data it was administered a student's perception test that was focused in checking the teaching-learning methodology and the knowledge students have about the different English skills to know the problems they face at the moment of develop their learning skills.

E.2 How the data was analyzed

The quantitative data analysis was referred to analyze the number of students that have the same problems at the moment they develop their learning skills.

The qualitative data analysis was referred to analyze the methodology that the teacher uses in the class and the different English skills that students need to improve. At the

end researchers classified the information to have a better understanding about the problems students face when developing their learning English skills.

E.3 How the results were presented

In the quantitative data analysis the results were presented into tables and graphs to communicate the information in an easy and understandable manner. Researchers compared the two graphs (one graph from the morning class and the other from the afternoon class) to have a better idea about the knowledge students have about their learning skills and the problems they face when they develop those skills.

In the qualitative data analysis researchers presented all the information collected using matrixes, researchers presented the diagnosis results in different categories using different criteria for each skill with the purpose of separate and evaluate the different problems that students face at the moment of develop their learning skills, and the needs that students have when they learn English. Also, researchers compared the methodology used in the morning and afternoon class and the different skills that students need to improve in English.

F. Data Analysis Plan Table

Survey	Gather the information	Create a database	Process results	Interpret results	Present results in tables
Student's perception test	Collect the information	Code the information	Create categories and subcategories and prepare matrixes	Analyze matrixes	Present the results

CHAPTER IV

4. Data Analysis

4.1 Data Base

In this graduation Project, the research team used Microsoft Word, Microsoft Excel and PASW Statistic 18 Program to analyze and collect the data.

A. **Statistical Procedures**

PASW Statistics 18 is a software package used for statistical analysis. This system was chosen to process all the data collected. The data was collected and it was typed into the software, then it was classified in items and variables. At the end of such process all the variables were ordered and tabulated to obtain the final results.

After the final results were gotten; Microsoft Word and Microsoft Excel were used to graph the data. In addition, both systems worked together to customize the graphs that show the results gathered in the research project.

B. **Data Analysis Explanation**

The research instrument was divided into two sections in order to collect the most important information from the English students. The first section included the personal information such as: age, gender and occupation. The second section included in the questionnaire intended to identify the areas of opportunities in which the students wanted to improve their English through an online platform. Also, the research team used comparative tables which

contain the necessary information to complete and compare the results among the morning and afternoon class students.

The process followed to find out the students main interest in improving their English skill by having an online platform to count with outside the English class.

C. First Section

C.1 Students General Information

A) AGE
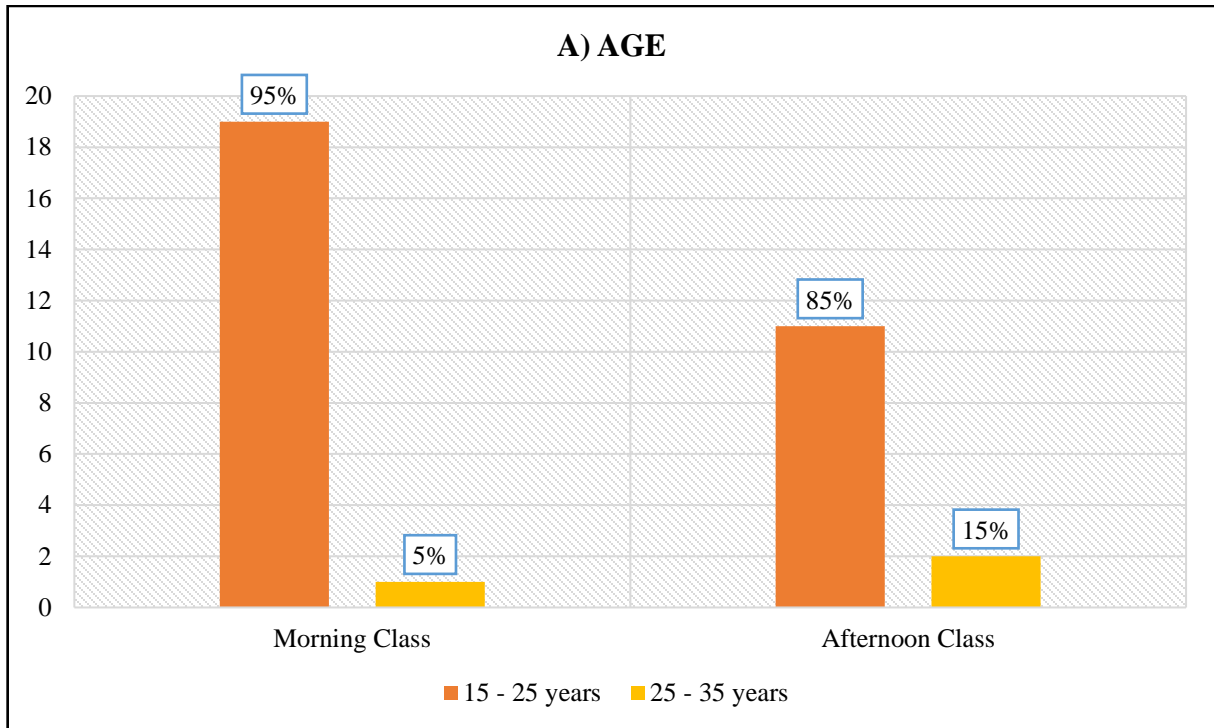
According to the results obtained in graph "A" the 95% of students that were tested in the morning class; the average age range was between 15 to 25 years old and the other 5% were between 25 to 35 years old. On the other hand, in the afternoon class the 85% of the students were between 15 to 25 years old and the 15% in the range of 25 to 35 years old. This showed that the majority of the students from both classes shared a similar age range.

B) GENDER
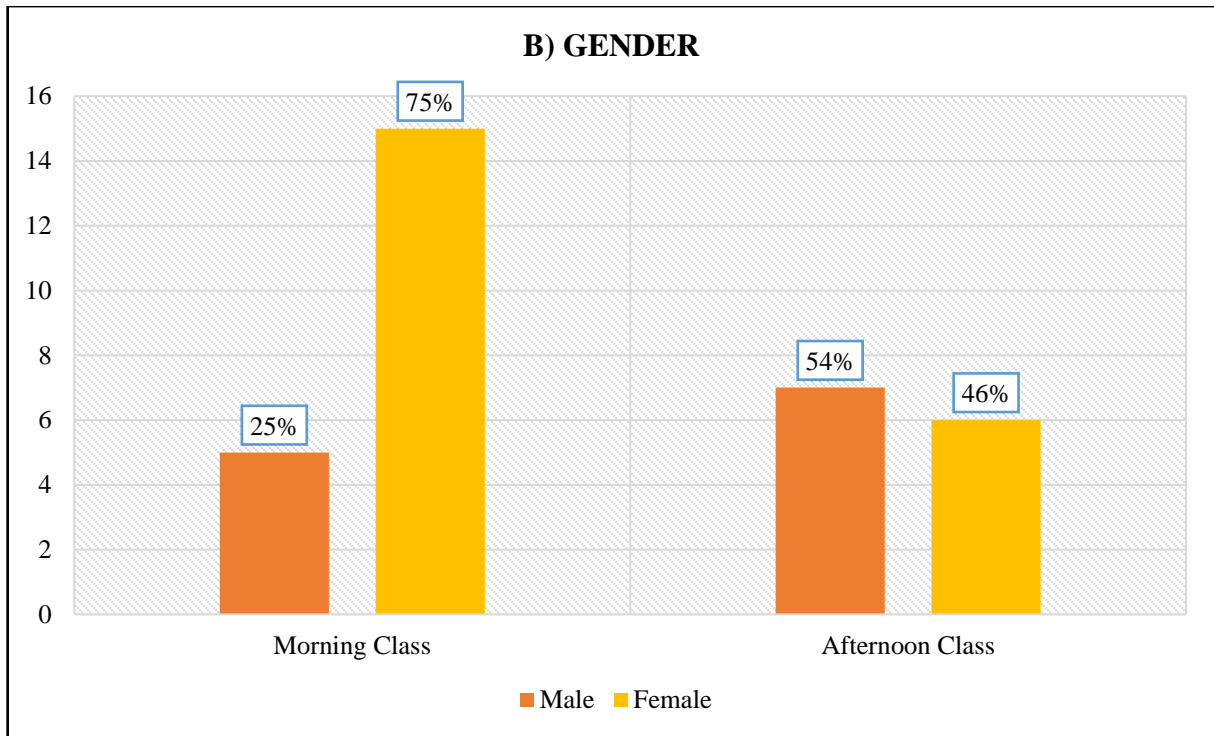
Graph "B" showed that the 25% of the morning class were male and the 75% of them were female. On the other hand, in the afternoon class the results were 54% of the students were male and 46% were female. That reflected that there was a considerable variation of 75% female students attending to the morning English class but in the afternoon class there was just an 8% of variation between male and female students.

C) OCCUPATION
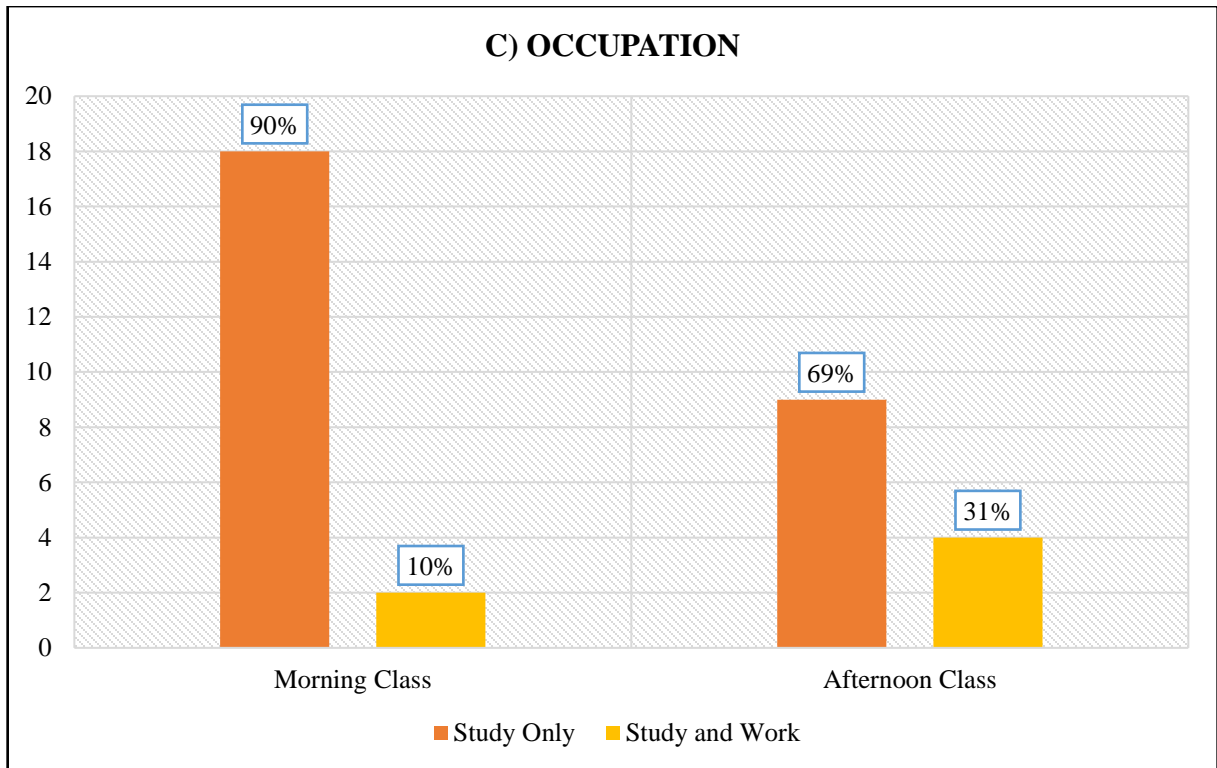
As to graph "C", it was appreciated that the 90% of the students from the morning English class were devoted to studying only, and 10% studied and worked at the same time. In contrast with the afternoon class it was found that the 69% of the students were devoted to studying only and 31% studied and worked at the same time. These results showed that there was a difference of 21% in the students that studied and worked at the same time in the afternoon English class.

D. Second Section

D. 1 Questionnaire

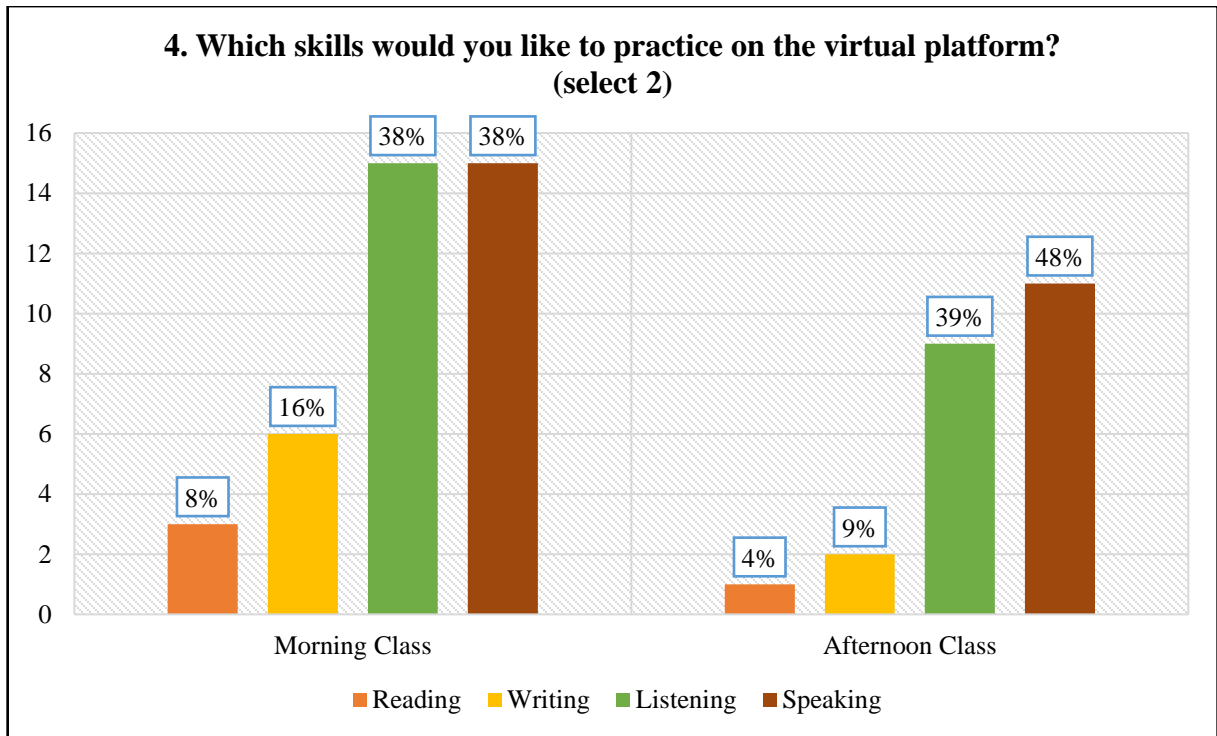**1. Would you like to have a virtual platform to practice the English language?**
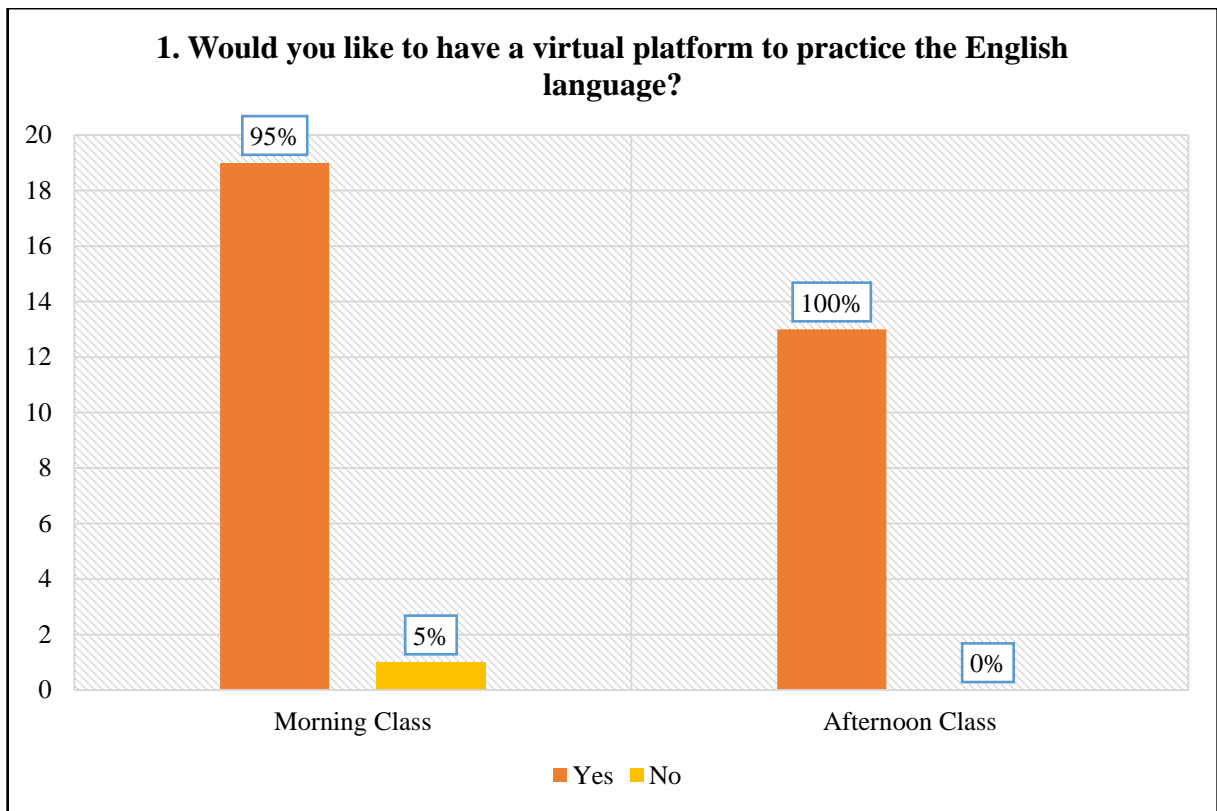
Graph 1 showed that the 95% of the students from the morning classes liked to have a virtual platform to practice English and rest 5% did not like to have a virtual platform. As to the afternoon class the 100% of the students liked to have a virtual platform and 0% did not like to have it. These statistics showed that there was a similar number of students from both schedules that wanted to have a virtual platform to practice English.

**2. Which skill do you consider the most difficult?**
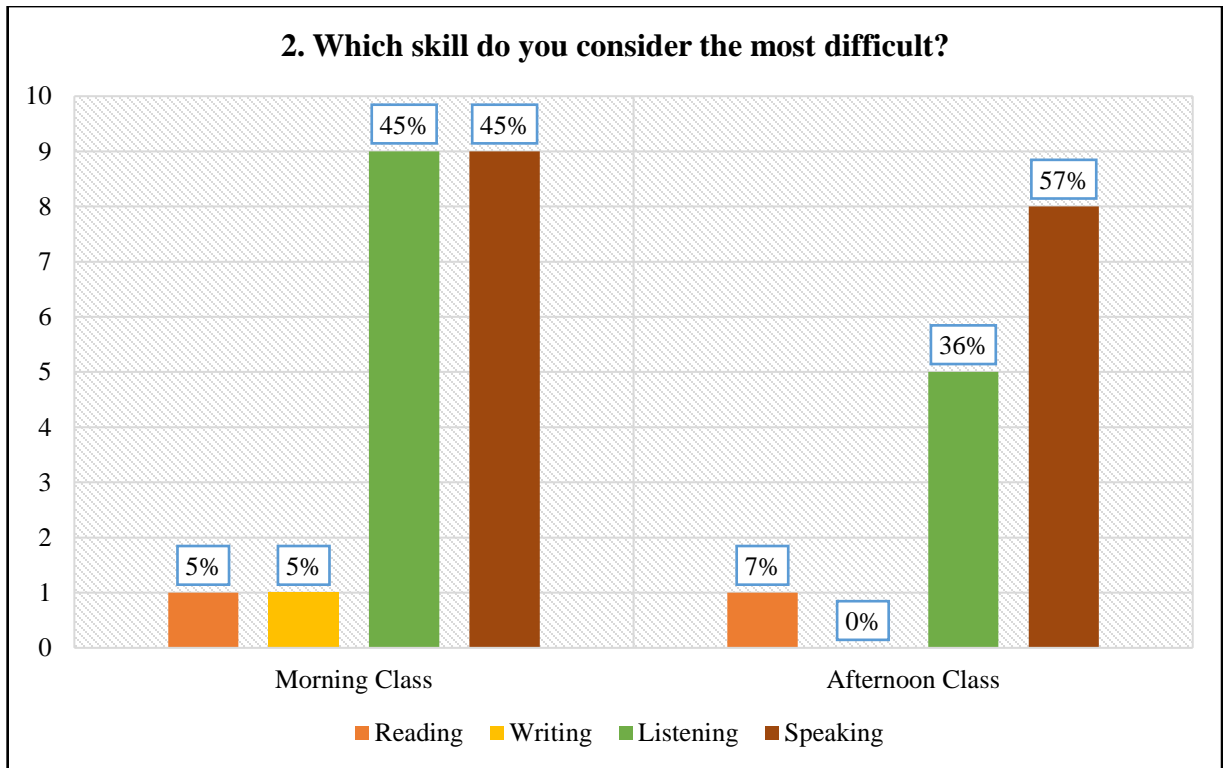
Graph 2 showed that 5% of the students from the morning class considered reading as the most difficult skill. Also 5% of them considered writing, 45% considered listening, and finally 45% considered speaking as the most difficult English skill. As to the afternoon class 7% of the students considered reading as the most difficult English skill, 0% considered writing, 36% considered listening, and 57% considered speaking as the most difficult skill. These results reflected that from both schedules listening and speaking were the most difficult skills when learning English as a foreign language.

3. Do you consider that a virtual platform is necessary for learning English?
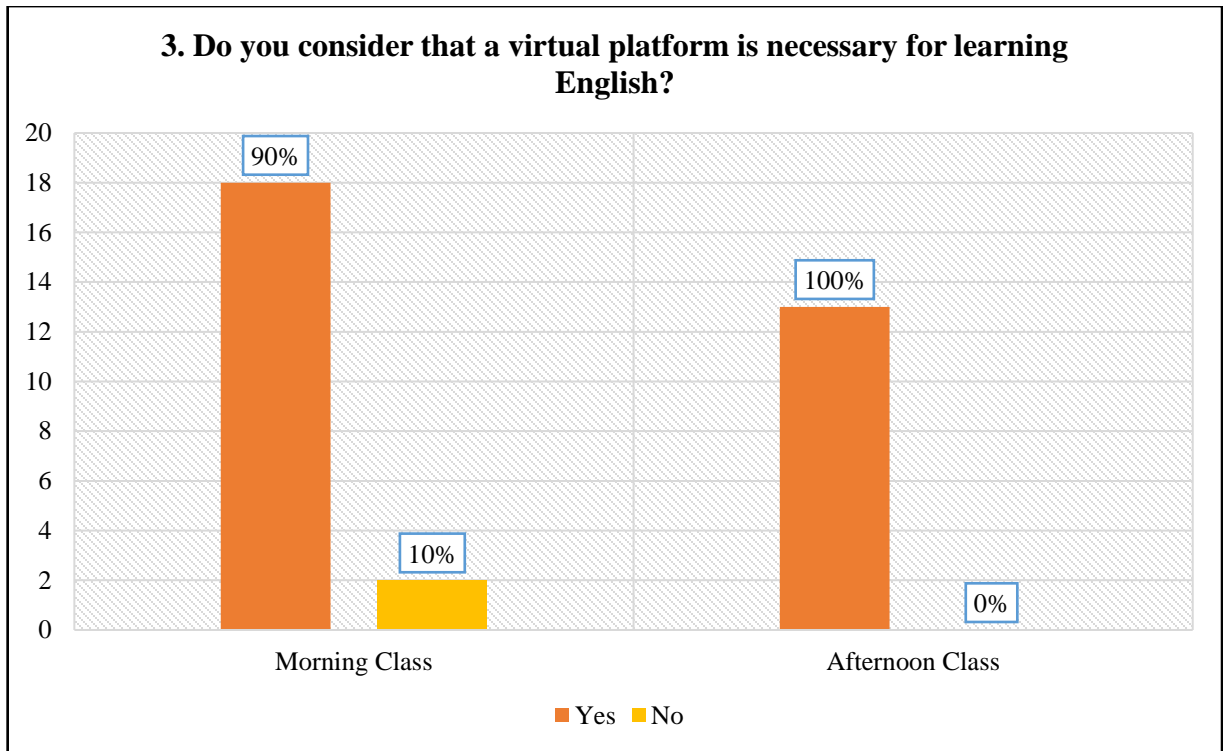
Graph 3 represents the amount of students that agreed to have a virtual platform when learning English as a foreing language. The final results were 90% of the students from the morning class considered it was a great idea and 10% considered that it was not necessary. In the Afternoon class 100% of the students considered it was necessary.

4. Which skills would you like to practice on the virtual platform?
(select 2)

	Morning Class	Afternoon Class
Reading	8%	4%
Writing	16%	9%
Listening	38%	39%
Speaking	38%	48%

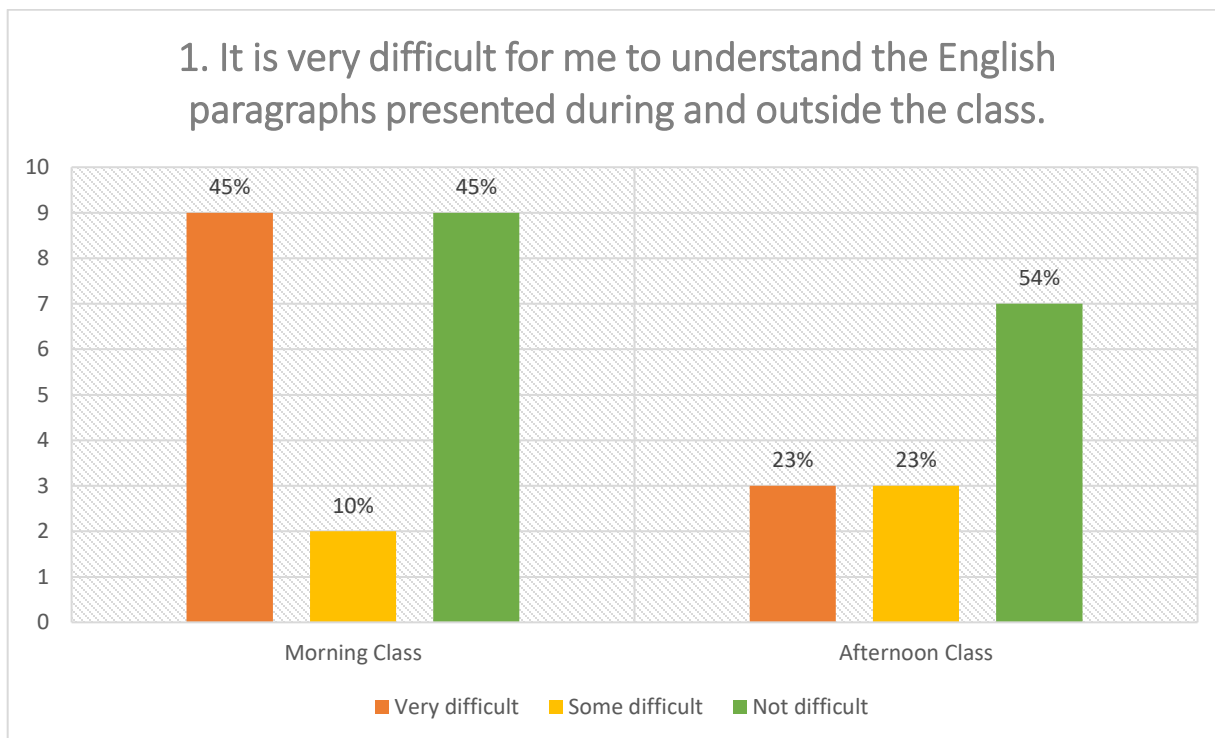Legend: ■ Reading ■ Writing ■ Listening ■ Speaking

Graph 4 presents the two English skills that students choose as the most important skills to practice on a virtual platform. In the morning class the results were 38% of the students choose listening and speaking and 8% choose reading, and finally 16% choose writing. On the other hand, in the afternoon class 39% of the English students went for listening and 48% went for speaking, also 4% indicated reading, and finally 9% choose speaking. This reflects that as in graph 2 there was a preference for reinforcing knowledge in listening and speaking skills.

5. What materials would you like to find on the virtual platform?
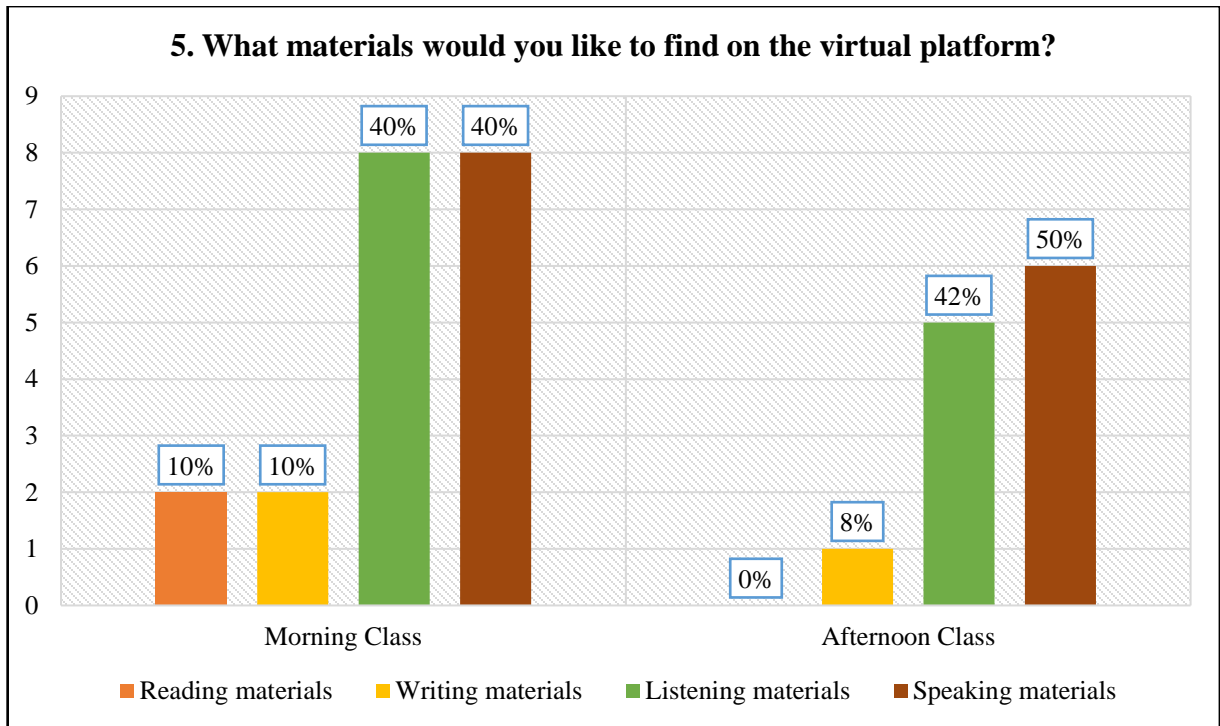
Graph 5 explains the kind of materials the students have chosen to find on the virtual platform. The results were the following; in the morning class 40% of the students chose listening and speaking, 10% reading and finally 10% chose writing materials. However, in the afternoon class 0% of the students chose reading, 8% writing, 42% listening and 50% speaking materials. This was similar with graph 2 and 4 where they showed that the English students had a big interest in improving their listening and speaking skills respectively.

E. Student's Perception Test Results

A. Reading

1. It is very difficult for me to understand the English paragraphs presented during and outside the class.

Graph 1 showed that in the morning English class there was an average of 45% of the students that answered that understanding English paragraphs was very difficult for them; not only during the class but also outside of the class. However 45% said that it was not difficult, and 10% considered that it was some difficult. As to the afternoon class there was a variation in the findings 23% of the students considered it was difficult for them, 23% considered that it was some difficult, finally 54% said it was not difficult.

2. It scares me when I do not understand what the teacher says in English.


Graph 2 explains the feelings of the students when they did not understand what the teacher were saying in English. As to that 55% of the morning class students felt scared, 20% answered that they felt some scared, and 25% did not feel scared. In the afternoon class 54% felt scared, 15% of the students responted that they felt some scared. Finally 31% responted they were not scared. This graph showed that the majority of the students from both schedules agreed that they felt afraid when they did not understand what the teacher was saying in English.

3. I read books, paragraphs, articles in English and I look for the meaning of the words that I don't know.
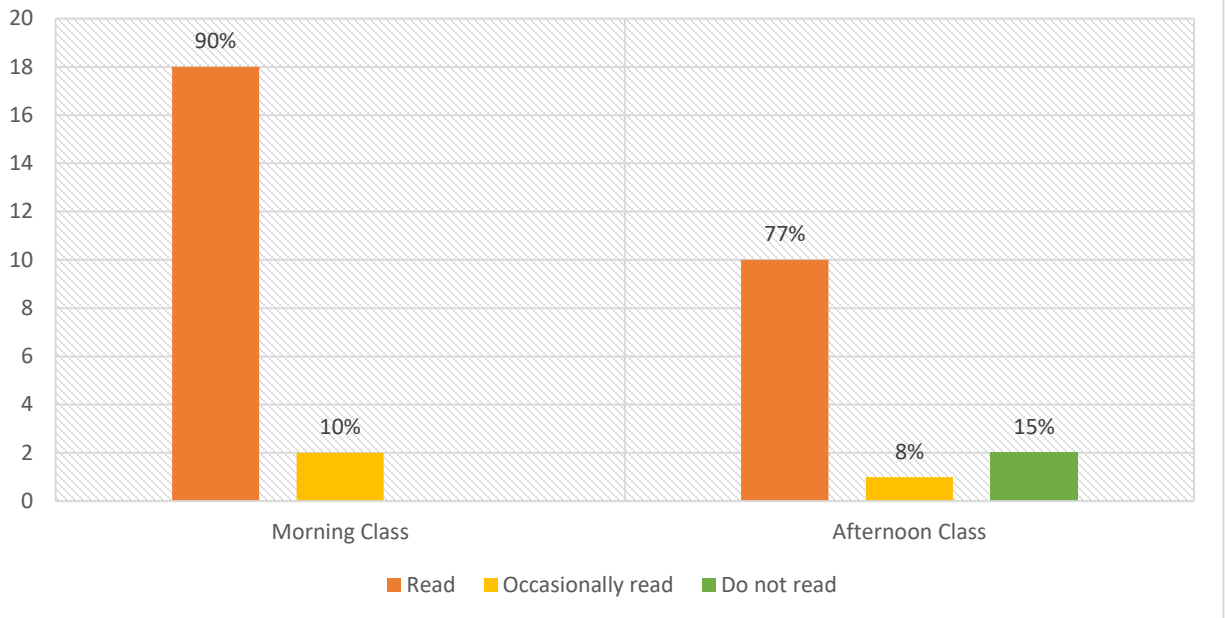

Graph 3 reflected how many students read English books, paragraph, and articles. Besides that, it showed the amount of students that looked for the meaning of the words when they did not know when reading. The 90% of the students from the morning schedule read, and 10% answered that they occasionally read. In the afternoon schedule 77% read, 8% responded that they read, and 15% did not read. This graph presents that there was a difference of 13% between the morning and afternoon students when talking about reading English documents.

4. I am worried when the teacher assigns me tasks related to readings in English like books and literary works.
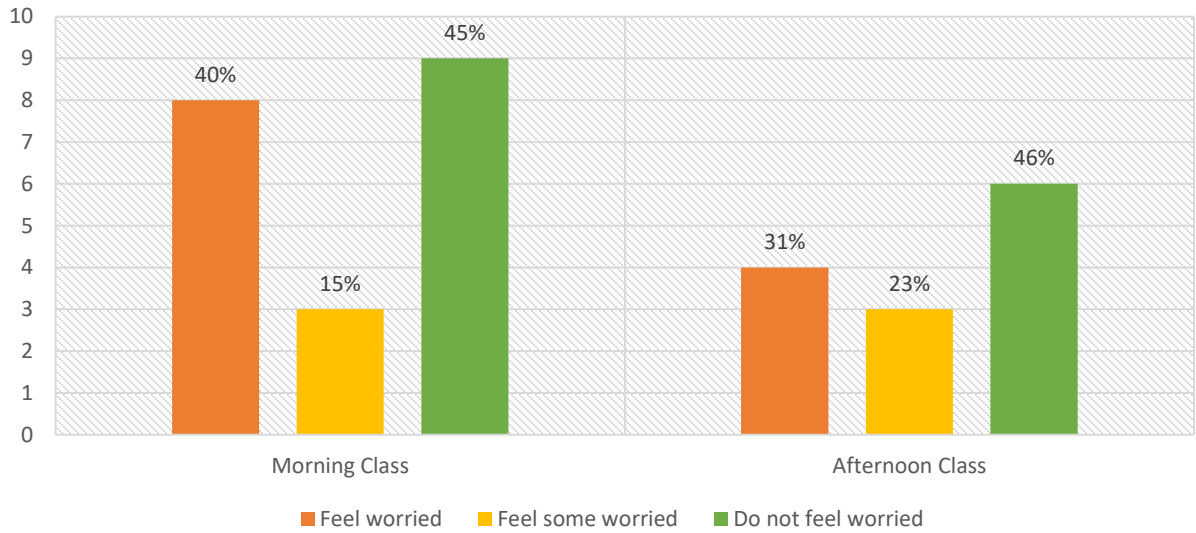
Graph 4 explains how many students felt they worried when the teacher assigned to them tasks related to reading in English. 40% from the morning class students said they felt worried, 15% said they felt some worried, 45% said they did not feel worried. On the other hand, in the afternoon class 31% said they felt worried, 23% answered felt some worried, and the last 46% did not feel worried. To sum up, most of the students from both classes thought that they did not worried when the teacher assigned English reading tasks.

B. Speaking

1. I do not feel completely confident when I speak in my English class.
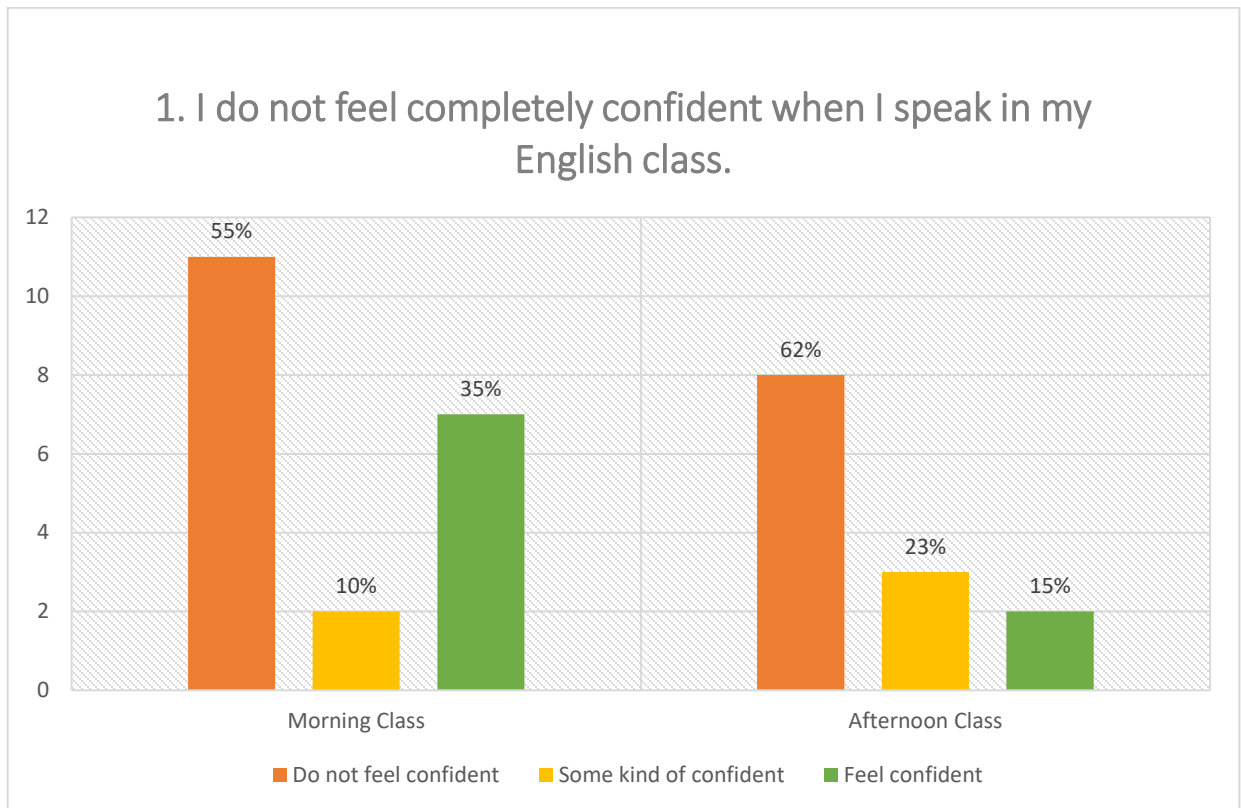
Graph 1 reflects how many students felt they do not feel completely confident when speaking in English class. The 55% of the students from the morning class answered that they did not felt confident speaking English in class, 35% mentioned that they felt some kind of confident, and 35% they felt confident. As to the afternoon class 62% did not feel confident, 23% felt some kind of confident, and 15% said they felt confident. This graph showed that in both classes most of the students did not feel completely confident when speaking in English class.

2. I panic when I have to speak in the English class without having prepared
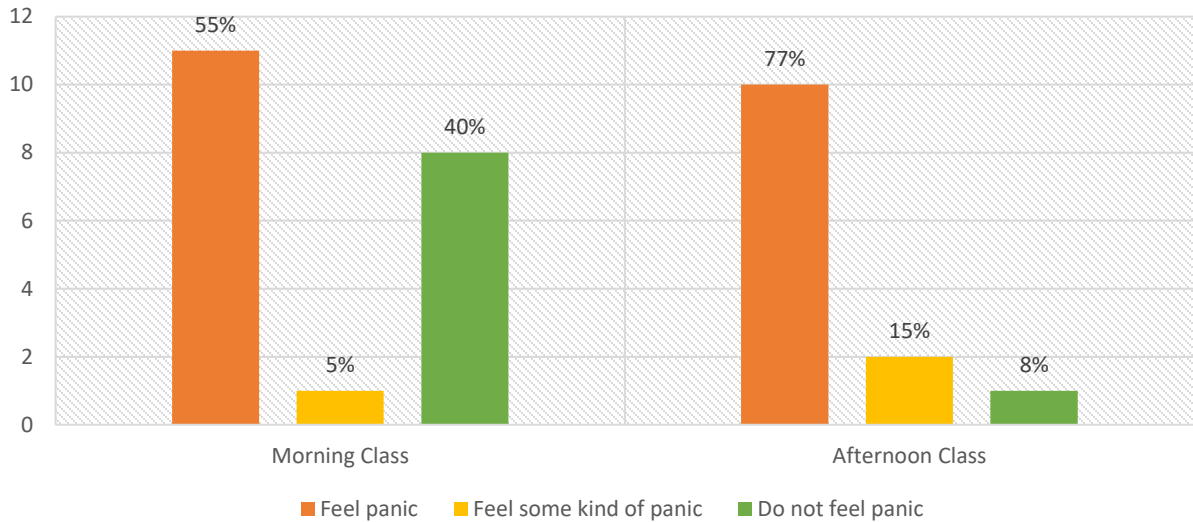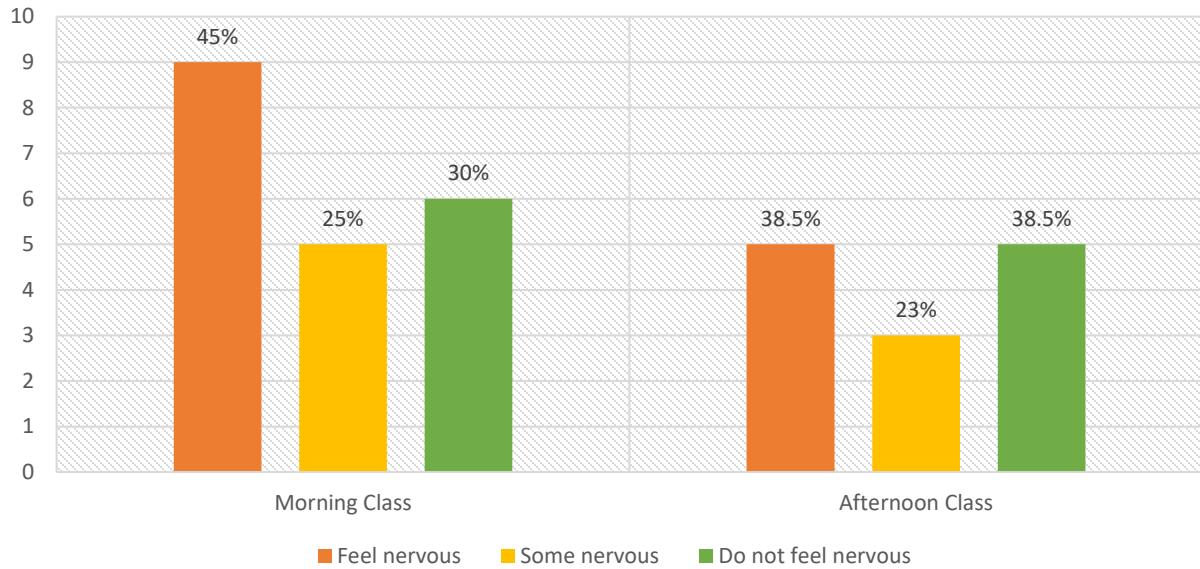

Graph 2 showed how many students felt panic when they had to speak in English with no previous preparation. In the morning schedule 55% felt panic, 5% mentioned they felt some kind of panic, and 40% did not feel panic. In contrasting with the afternoon schedule students 77% felt panic, 15% felt some kind of panic, and 8% did not feel panic. Both classes agreed they felt panic when they had to speak in English with no previous preparation but comparing the percentages there was a 40% of students that did not feel panic to speak in English in the morning class and in the afternoon class the percentage was only 8%.

## 3. I'm not worried about making mistakes in the English class.
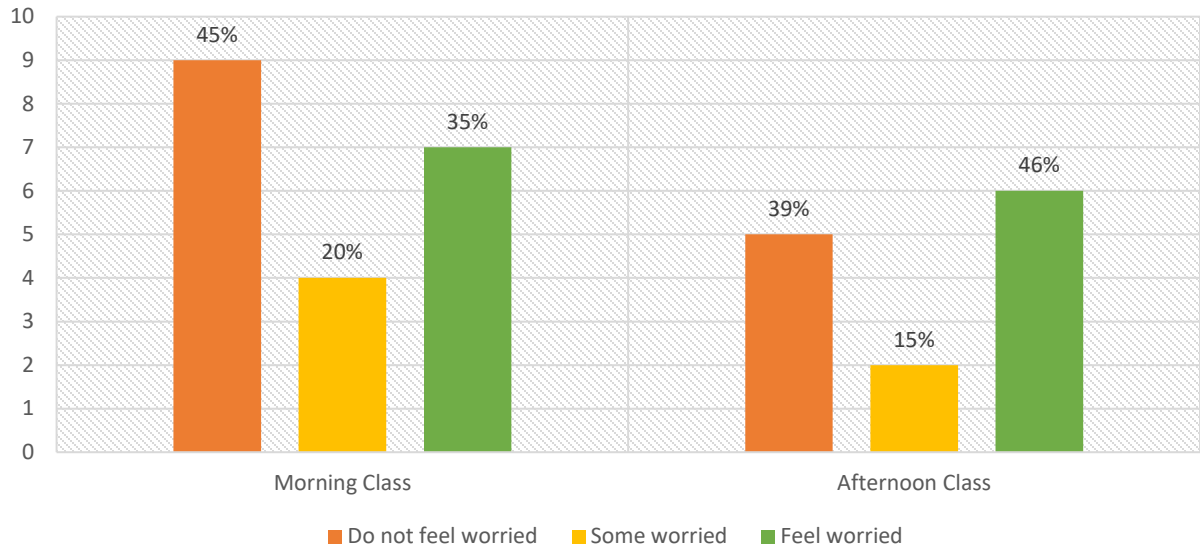
Graph 3 explains the percentage of students that did not feel worried about making mistakes in the English class. The 45% of the students from the morning class did not feel worried, 20% felt some worried when making mistakes, and 35% felt worried. In the afternoon class 39% did not feel worried about making mistakes, 15% felt some worried, and 46% felt worried. That reflected that there were variations in the student's opinions from both classes. In the morning class the majority of the students did not feel worried when they make mistakes; however, in the afternoon class was the opposite.

4. I feel nervous when the teacher asks me to participate in the English class.

Graph 4 showed how many students felt nervous when the teacher asked to participate in the class. 45% of the students from the morning class felt nervous, 25% answered they felt some nervous, and 30% did not feel nervous. In the afternoon class 38.5% felt nervous, 23% felt some nervous, and the last 38.5% did not feel nervous. That reflected that from the morning schedule the majority thought they felt nervous when the teacher asked to participate in the English class but, in comparison with the afternoon schedule there was a similarity of the 38.5% from the ones that thought that they felt nervous and 38.5% answered they did not feel nervous when the teacher asked to participate in the class.

C. Writing

1. When I write in English it takes me too long to finish the sentences
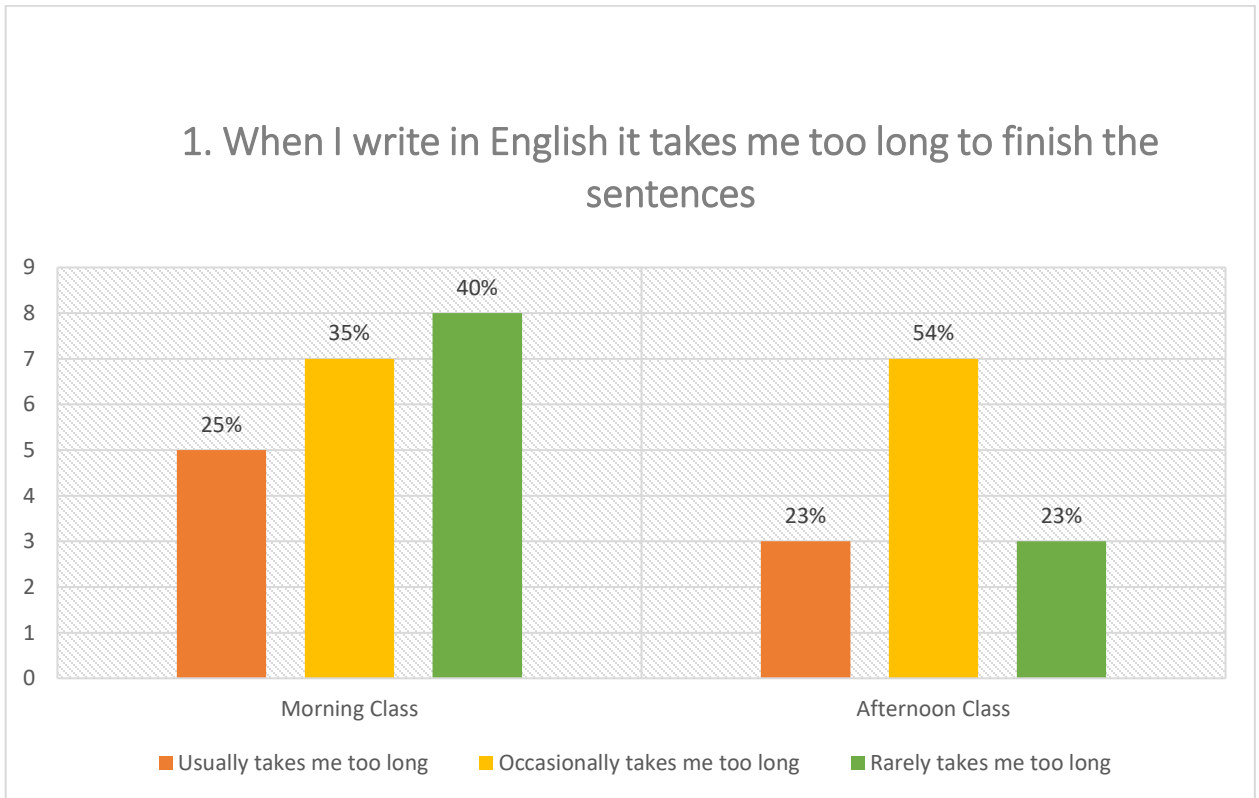
Graph 1 represents the amount of students that took a long time when writing sentences in English. According to the morning shift 25% said it takes them too long, 35% responded they occasionally take loo long, and 40% rarely take too long time when writing. On the other hand, in the afernoon shift 23% of the students usually take too long, 54% occasionally take too long, and 23% rarely take too long. Both groups represented differences in their preferences because in the morning class the majority of the students said that they rarely take too long time when writing English sentences and in the afternoon class the majority of the students answered that they occasionally take too long.

2. When I am writing in English I doubt too much because I think I will write it wrongly.
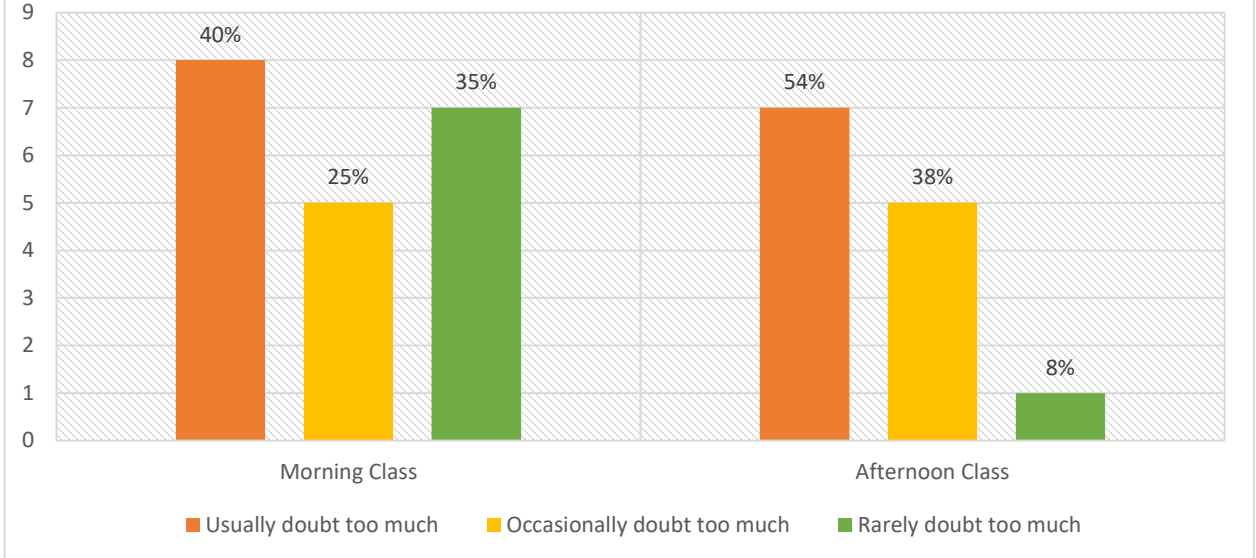
Graph 2 showed how much students doubted when they were writing in English. In the morning class 40% said they usually doubt too much, 25% said they occasionally doubt too much, and 35% said they rarely doubt too much when writing. According to the afternoon class 54% said they usually doubt too much, 38% said they occasionally doubt too much, and 8% said they rarely doubt too much. That reflected that both groups usually doubt when they were writing in English. Another important aspect was that the feeling of doubt was bigger in the morning class with 35% than the afternoon class with only 8%.

3. I get nervous when I am taking my writing exams.
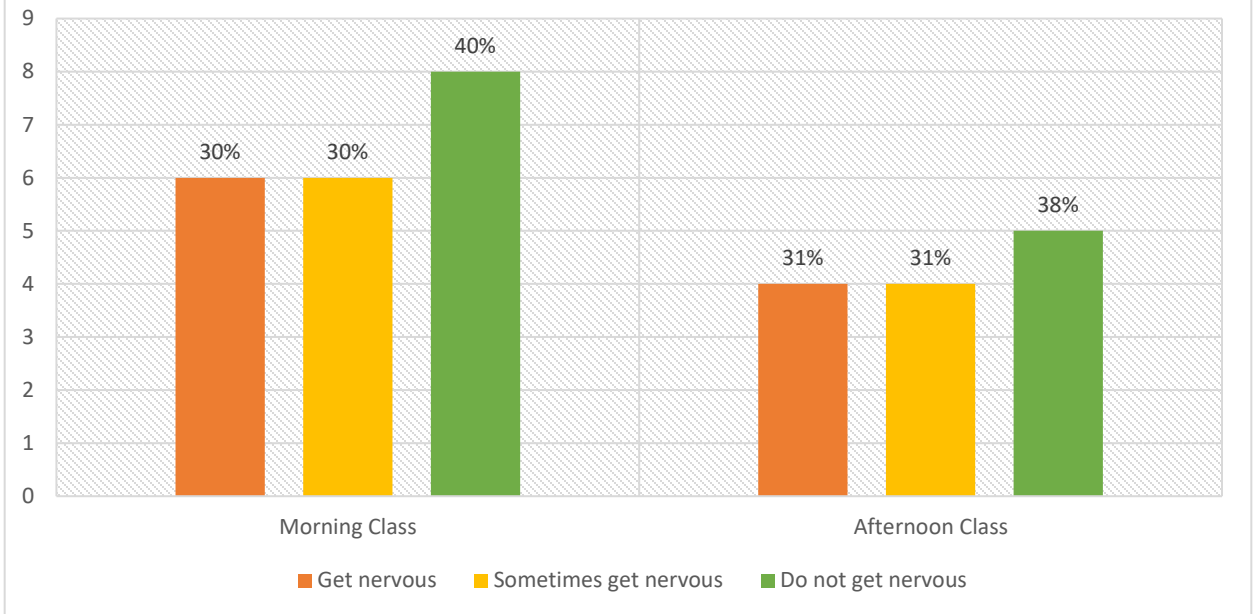
Graph 3 represents how the students felt when taking writing exams. 30% of the morning group said they get nerveous when talking, 30% said they sometimes get nervous, and 40% did not get nervous. However; in the afternoon group 31% said they get nervous, 31% said sometimes they get nervous, and 38% did not get nervous. That reflected that there was a 2% difference between the morning and the afternoon porcentages having as a result that the majority of the students did not get nervous when having a writing English exam.

4. I always check the dictionary because I'm not sure how the words previously seen in the class are written.
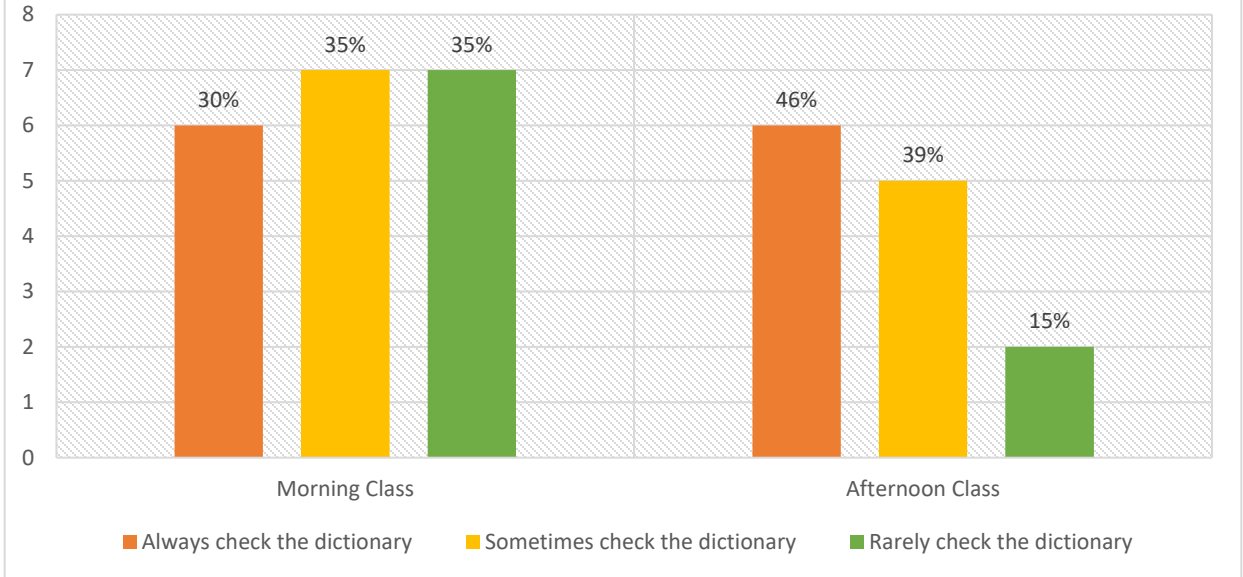
Graph 4 showed the amount of students that checked the dictionary before writing a word they were not sure of. In the morning class 30% of the students always checked the dictionary, 35% said sometimes check the dictionary, and 35% rarely checked the dictionary. In the afternoon class 46% always checked the dictionary, 39% sometimes checked, and 15% rarely checked. In both classes there were differences because in the morning class the majority of the students rarely checked the dictionary and in the afternoon class the majority of the students always checked it.

D. Listening

1. I find it very difficult to understand listening material.
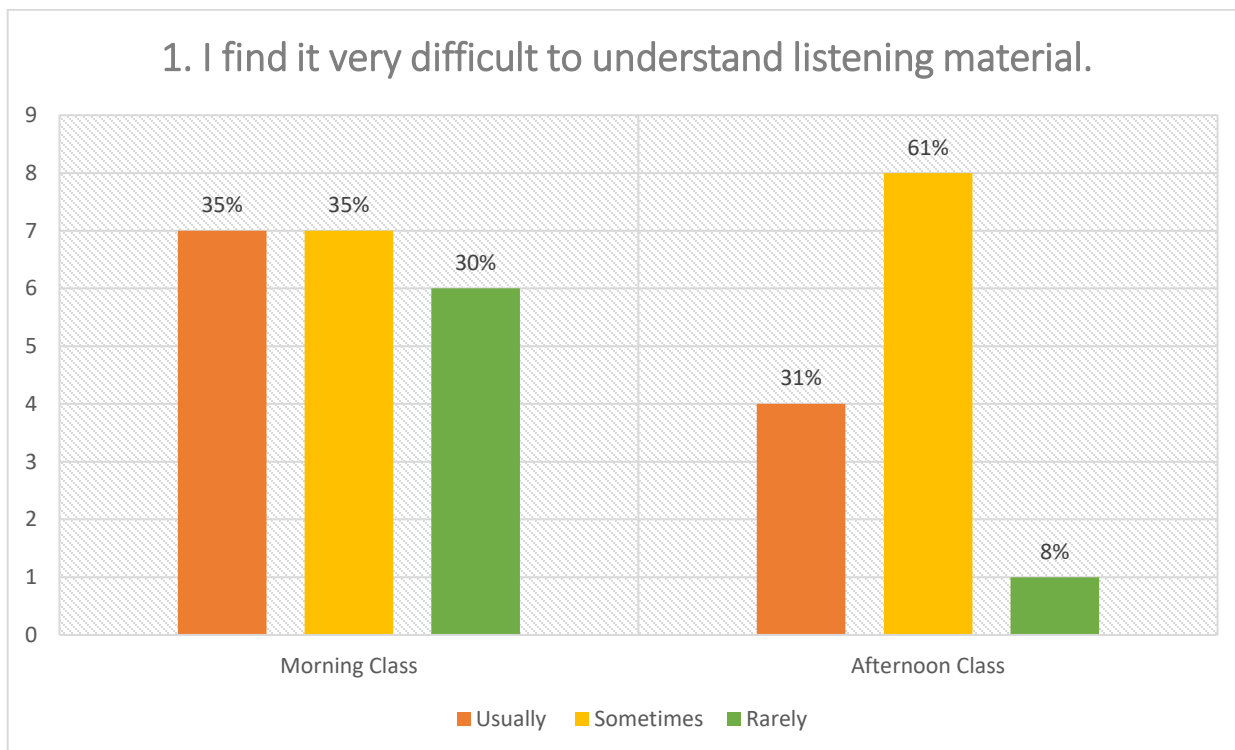
Graph 1 contains the information about the amount of students that have difficulties when listening to English materials. In the morning group 35% said they usually had this problem, 35% said they sometimes had this problem, and 30% said they rarely did. In the afternoon class 31% said they usually had thais probem, 61% said sometimes, and 8% rarely did.

2. I don't understand listening in English
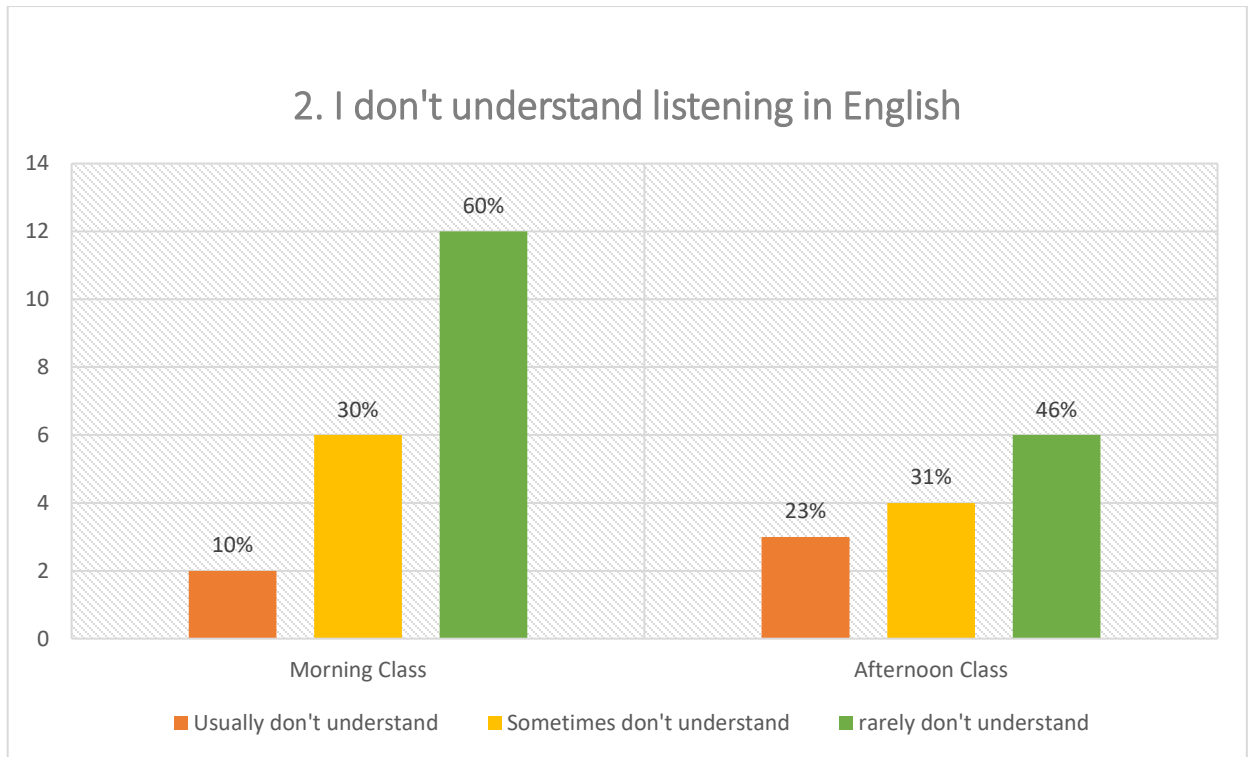
Graph 2 presented the frequency in which the students do not understand listening in English. In the morning group 10% usually did not understand, 30% sometimes did not understand, and 60% rarely did not understand. According to the afternoon group 23% usually did not understand, 31% sometimes did not understand, and 46% rarely did not understand.

3. I usually ask the teacher to replay over and over the listening material given in class.
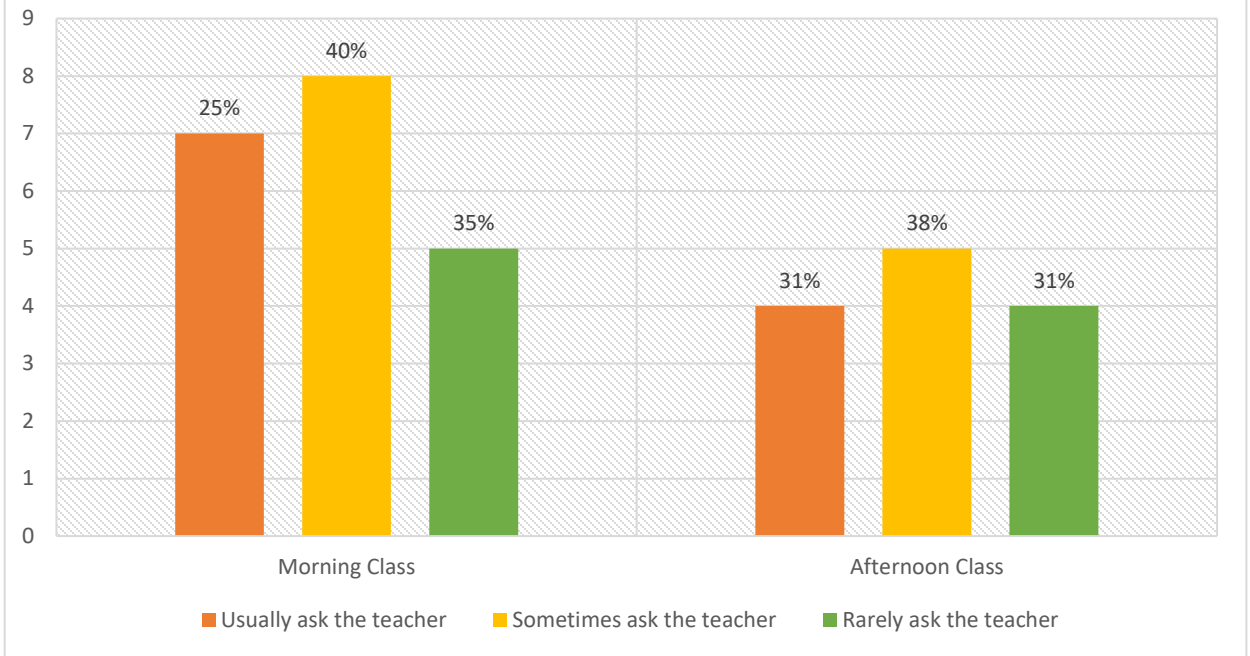
Graph 4 explains the average of students that asked the teacher to replay over and over the listening material given in class. In the morning group the 25% usually asked the teacher to replay, 40% sometimes asked the teacher, finally 35% rarely asked the teacher. However; in the afternoon English class 31% of the students usually asked the teacher to replay, 38% sometimes asked the teacher, and 31% rarely asked the teacher to replay.

E. Comments on the results obtained
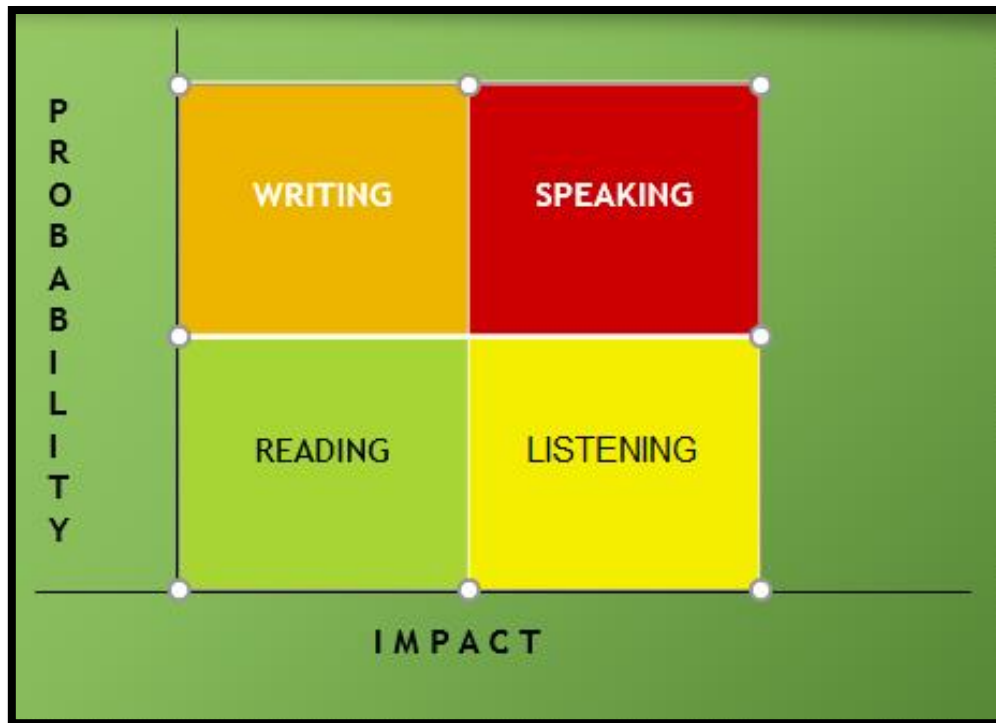
The final results showed that the majority of the students were doing well in the reading and writing skills; however, they had some difficulties when applying English listening and English speaking skills.

CHAPTER V

5. Conclusions and Recommendations

5.1 Conclusions

After processing and analyzing the data obtained about the importance of an online platform to facilitate the English learning process of the Basic Intensive English in semester I, 2019. Here are the following conclusions:

1. Most of the Basic Intensive English students answered that they want an online platform to improve their English skills.

2. The number of students who work and study in the afternoon class is greater than students in the morning class.

3. The total of English students from the afternoon class consider necessary to have a virtual platform to learn English as opposed to the morning class who 10% do not think it is necessary.

4. The students consider listening and speaking the most difficult skills; for that reason, they answered that they had a big interest to improve those areas through an online platform.

5. English students who study and work at the same time consider very necessary the virtual platform to practice their English skills; in contrast to students who only study.

6. As listening and speaking are the most difficult areas for the students, they want to find on the virtual platform supporting material that may help to reinforce their weak areas.

5.2 Recommendations

Based on the findings of the research work, the researchers would like to recommend to the Foreign Language Department authorities the following:

1. The Foreign Language Department should have an appropriate and functional online platform that would help the English students to improve their English either in the classroom or for the outside of it.

2. The Foreign Language Department should provide online learning materials for the online platform to facilitate the students learning.

3. The Foreign Language Department should furnish its existing laboratories with the equipment students.

4. The Head of the Foreign Language Department should promote the teachers training on using technological material like online platforms.

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ANNEXES

A. Research Instruments

<div align="center">

Universidad de El Salvador

Facultad de Ciencias y Humanidades

Departamento de Idiomas Extranjeros

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<div align="center">

Universidad de El Salvador

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INTRODUCCION: El aprendizaje del idioma inglés como lengua extranjera es una herramienta fundamental para lograr el desarrollo académico y profesional.

Con la finalidad de conocer las áreas de oportunidad de los alumnos de Inglés Básico del turno vespertino referente al aprendizaje del idioma inglés en la Licenciatura del Idioma Inglés Opción Enseñanza en el ciclo 1-2019 se desarrollará un diagnóstico para identificar las áreas que necesitan estudiar más para mejores resultados. Las áreas de competencia serán las siguientes: lectura, escritura, gramática y conversación.

Por lo anterior, se le pide su colaboración para que conteste de la manera más veraz posible, el siguiente cuestionario.

Los datos que proporcione serán anónimos y la información que se adquiera de este estudio, será tratada de manera confidencial ya que será utilizada únicamente para fines de esta investigación.

Le agradecemos de antemano su apoyo a este proyecto.

INDICACIONES: Por favor lea con atención cada una de las siguientes interrogantes y subraye la respuesta que usted considere correspondiente estar de acuerdo o en desacuerdo.

- **Lectura**

1. Me es muy difícil de entender los párrafos en inglés presentados durante la clase y fuera de ella.
   A. Muy difícil.
   B. Algo difícil.
   C. No me es difícil.

2. Me asusta cuando no comprendo lo que dice el profesor en inglés.
   A. Me asusta.
   B. Me asusta un poco.
   C. No me asusta.

3. Me leo en inglés libros, párrafos, artículos, etc. y busco el significado de las palabras que no conozco.
   A. Leo.
   B. Ocasionalmente leo.
   C. No leo.

4. Me preocupa cuando me asignan tareas relacionadas con lecturas largas en inglés como libros, obras, etc.
   A. Me preocupa.
   B. Me preocupa un poco.
   C. No me preocupa.

- **Conversación**

1. No me siento del todo seguro cuando hablo en mi clase de inglés.
    A. No me siento seguro.
    B. Me siento un poco seguro.
    C. Me siento seguro.

2. Me da pánico cuando tengo que hablar sin haberme preparado en la clase de inglés.
    A. Me da pánico.
    B. Me da un poco de pánico.
    C. No me da pánico.

3. No me preocupa equivocarme en la clase de inglés.
    A. No me preocupa.
    B. Me preocupa un poco.
    C. Me preocupa.

4. Siento nerviosismo cuando sé que me van a pedir que participe en la clase de inglés.
    A. Me siento nervioso.
    B. Me siento algo nervioso.
    C. No me siento nervioso.

- **Escritura**

1. Cuando escribo en inglés tardo demasiado en finalizar cada palabra.
    A. Suelo tardarme demasiado.
    B. Ocasionalmente me tardo demasiado.
    C. Rara vez me tardo demasiado.

2. Cuando estoy escribiendo en inglés dudo demasiado ya que pienso que lo escribiré mal.

    A. Suelo dudar demasiado.

    B. Ocasionalmente me tardo demasiado.

    C. Rara vez me tardo demasiado.

3. Me pongo nervioso a la hora de realizar mis exámenes de escritura.

    A. Me pongo nervioso.

    B. Me pongo algo nervioso.

    C. No me pongo nervioso.

4. Siempre reviso el diccionario porque no estoy muy seguro de cómo se escriben las palabras previamente vistas en la clase.

    A. Siempre reviso el diccionario.

    B. A veces reviso el diccionario.

    C. Rara vez reviso el diccionario.

- **Escucha**

1. Encuentro muy difícil entender ejercicios de escucha.

    A. Suele causarme dificultad.

    B. A veces me causa dificultad.

    C. Rara vez me causa dificultad.

2. No entiendo los ejercicios de escucha en Ingles.

    A. Generalmente no entiendo.

    B. A veces no entiendo

    C. Rara vez no entiendo.

3. Suelo pedirle al maestro que repita varias veces los ejercicios de escucha dados en clase.

    A. Suelo preguntar al maestro.

    B. A veces pregunto al maestro.

    C. Rara vez pregunto al maestro.

Universidad de El Salvador

Facultad de Ciencias y Humanidades

Departamento de Idiomas Extranjeros

Tema: Una propuesta de plataforma en línea para facilitar el proceso de aprendizaje del idioma inglés en estudiantes del turno de la tarde en el departamento de idiomas extranjeros, Universidad de El Salvador, semestre I, 2019

INDICACIONES: Lea cada una de las siguientes interrogantes y marque con una ¨X¨ la respuesta que usted considere correspondiente.

EDAD _____

Género: Ocupación:

Masculino ☐   Solo Estudio ☐

Femenino ☐   Estudio y Trabajo ☐

_____

PREGUNTAS.

1. ¿Le gustaría tener una plataforma virtual para poder practicar el Idioma Inglés?

Si   ☐

No   ☐

2. ¿Cuál competencia considera de mayor dificultad?

Lectura ☐

Escritura ☐

Escucha ☐

Conversación ☐

3. ¿Considera que una plataforma virtual es necesaria para el aprendizaje del idioma inglés?

Si ☐

No ☐

4. ¿Cuáles competencias le gustaría practicar en la plataforma virtual? (selecciona 2)

Lectura ☐

Escritura ☐

Escucha ☐

Conversación ☐

5. ¿Qué materiales o ejercicios les gustaría encontrar en la plataforma virtual?

Materiales de lectura ☐

Materiales de escritura ☐

Materiales de escucha ☐

Materiales de conversación ☐

B. OTHERS

B.1 The three broad bands of the Common European Framework of Reference

		Level	**General description**	**Cambridge English Exam**
Proficient user	C2	Mastery	Highly proficient – can use English very fluently, precisely and sensitively in most contexts	Cambridge English: Proficiency
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts	Cambridge English: Advanced
Independent user	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts	Cambridge English: First/First for Schools
	B1	Threshold	Can communicate essential points and ideas in familiar contexts	Cambridge English: Preliminary/ Preliminary for Schools
Basic user	A2	Waystage	Can communicate in English within a limited range of contexts	Cambridge English: Key/Key for Schools Cambridge English: Flyers
	A1	Breakthrough	Can communicate in basic English with help from the listener	Cambridge English: Movers Cambridge English: Starters

B.2 Guided Learning Hours

CEFR Level	**Guided Learning Hours**
C2	Approximately 1,000–1,200
C1	Approximately 700–800
B2	Approximately 500–600
B1	Approximately 350–400
A2	Approximately 180–200
A1	Approximately 90-100