

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK**

**THE USE OF PDP FRAMEWORK BY USING VIDEO, AUDIO, AND TEXT TO  
ENHANCE 9<sup>th</sup> B GRADERS' LISTENING COMPREHENSION IN ENGLISH  
CLASSES AT COMPLEJO EDUCATIVO CATÓLICO JUAN XXIII IN 2020**

**SUBMITTED TO ATTAIN THE DEGREE OF  
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"A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom." -Ever Carrison

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## **ABSTRACT**

The project “The Use of PDP Framework by Using Video, Audio and Text to Enhance 9th B Graders’ Listening Comprehension in English Classes at Complejo Educativo Catolico Juan XXIII in 2020” proposes an innovative class structure and environment where students can acquire and analyze information and ideas in an easy way. Besides, researchers put forward that a combination of a PDP Framework lesson and multimedia resources as audio, video and text can help to reinforce students’ ability to comprehend listening information and ideas assuring the correct communication. Due to unexpected situations such as Covid-19 emergency, the researchers made use of an online platform provided by Google -Google Classroom- in order to achieve the objectives of the project. Moreover, the researchers have created a lesson plan and an English online classroom account that will be developed by the use of online meetings and online activities to be conducted during two months.

## INTRODUCTION

The present research project focuses on “The Use of PDP Framework by Using Video, Audio and Text to Enhance 9th B Graders’ Listening Comprehension in English Classes at Complejo Educativo Catolico Juan XXIII in 2020.” The principal goal of this research is to enhance 9<sup>th</sup> graders’ listening comprehension skills at Complejo Educativo Católico Juan XXIII in 2020. The researchers’ aim is to collect truthful and reliable evidence that provides investigators with relevant data about the study phenomenon.

The following project is divided into five chapters. Chapter I provides a complete description of the phenomenon by presenting the data collected through the observation and teacher’s testimony about the problematic situation; in the same way, research objectives are presented to provide the general and specific goals of the study, the justification, and scope of the research as well.

Chapter II presents the Referential Framework; this chapter encloses an extended collection of information regarding the phenomenon of the matter. The researchers present the most relevant and accurate information about listening, listening comprehension, PDP Framework, and multimedia resources such as video, audio and text. This is with the mission of providing theoretical data that support researchers’ statements.

The Methodological Design section is presented in Chapter III. The investigators describe the paradigm of the study and the sampling procedure. A report of the preliminary, planning and execution phase is included to summarize the central parts of the investigation.

Chapter IV introduces the Online Course Proposal as well as the project background, statement of need, methodology, evaluations and timeline. It includes precise facts about the presented project in which the implementation of the PDP framework by using audio, video and text could enhance 9<sup>th</sup> graders’ listening comprehension skills.

Conclusion and Recommendations are stated in chapter number V. This section of the research is included to establish the already proposed and found facts about the phenomenon and provide crucial guidance for continuing studying the problematic situation.

Finally, the appendix section with the collected instruments and guides is included, so teachers can use them to enhance their students' listening skills.

# **CHAPTER I: STATEMENT OF THE PROBLEM**

Developing a meaningful listening skill has been a very challenging process that many English students have faced since the beginning of their learning process. However, working out an accurate listening comprehension skill has been even more challenged for them. Since the role of listening comprehension in language learning was overestimated, teachers and researchers did not pay the attention that this issue deserves. But at present, teachers and researchers have dedicated more time and effort to improve the quality of listening comprehension. Based on this circumstance, it is necessary to foster students' listening abilities and conduct adequate studies that point out the proper way to enhance it. In this frame, listening comprehension was selected as an area for conducting a research project at Complejo Educativo Católico Juan XXIII, Santa Ana, Santa Ana.

## **1.1 Description of the Problem**

According to the necessities that the 9<sup>th</sup> graders at Complejo Educativo Católico Juan XXIII had, researchers found out that listening comprehension was very difficult for them. This difficulty affected the students' performance in English classes in a way that was hard for them to understand any audio or video. That is, listening comprehension plays an important role in any English class as it is a complex process in which students can recognize speech sounds, vocabulary, and grammatical rules. Students can construct knowledge with listening as they are exposed to the language itself, and this knowledge can be used in order to produce ideas individually with lexical meaning. Unfortunately, 9<sup>th</sup> graders had problems even when they tried to recognize vocabulary; for example, the teacher mentioned that they had an activity in which the students had to write some words that were mentioned in an audio, and this activity was impossible to accomplish. The teacher is conscious that the problem creates a troublesome environment in their classes, but for her it is very difficult to implement any technique or strategy to enhance listening comprehension as there are many students.

Moreover, in some observations, researchers noticed that many students weren't working in classes or paying attention at all. They were talking or copying some other things

not related to the activity nor the subject. This lack of attention affects the listening skill because students have to pay attention if they want to hear, if not the listening comprehension skill cannot be developed. Many of them even said that they do not understand a word in class. Consequently, the teacher started explaining the class in English and Spanish in order that all the students understand the content. However, it is important to expose students to the language in English classes as it is not their mother tongue, they have to tune the ear, and create knowledge.

The situation described is not ideal neither for the students, nor the teacher; as a result, researchers will answer the following question: How can 9<sup>th</sup> graders enhance listening comprehension by using PDP Framework with video, audio, and text in English classes?

## **1.2 Objectives**

### **1.2.1 General Objective**

- To enhance 9<sup>th</sup> graders' listening comprehension skills by the use of PDP framework through video audio and text at Complejo Educativo Católico Juan XXIII in 2020

### **1.2.2 Specific Objective**

- To analyze how the students' abilities of hearing, understanding, remembering, evaluating, and responding improve throughout the use of PDP framework activities.
- To illustrate how the application of PDP framework activities overcomes the students' listening barriers.
- To demonstrate how the implementation of video, audio and text activities boosts students' listening skills.

## **1.3 Justification of the Research Study**

This research study is essential to the enhancement of students' listening comprehension through the implementation of pre activities, during activities and post

activities when using audios and videos. Besides, it will provide important information on how the PDP framework should be applied and which multimedia tools should be used to improve English students' abilities in this determined area.

Since listening comprehension is a vital component of a well-developed listening skill, the students' deficiencies in that area cause misunderstandings in decoding speaking messages and in fact providing incorrect information as an answer. Besides, students of 9th grade are about to finish their basic studies and start a new level of education, so they should not continue having deficiencies in such an important skill. Through the development of this study, the enhancement of listening comprehension will help students to understand the main idea of what they heard, and as a result they will be able to provide correct responses. Moreover, it will boost students' results in listening activities and evaluations.

This research study would also provide teachers with suggestions to apply the PDP framework in order to help students improve listening abilities. Also, it will guide the facilitator to include multimedia tools such as audio, video and text to enrich students' comprehension. For researchers, it would be ideal to provide listening activities through the use of multimedia tools that improve students' listening skill. As the real situation of the phenomenon is students' lack of comprehension in listening activities, these resources will be helpful to enhance their listening comprehension.

#### **1.4 Scope of the Research**

This research process will only be conducted at the Complejo Educativo Católico Juan XXIII, department of Santa Ana, El Salvador with the twenty-six 9<sup>th</sup> grade students taking the English subject from January to June, 2020. That is, other students registered in the institution will not be taken into account. The population under study will involve the participation of the teacher in charge of the English subject and the twenty-six of 9<sup>th</sup> grade section B students taking the English subject as part of the target population.

During this research work, it is essential to mention that this study will not be addressed to solve all the problems that affect this group but the phenomenon concerning the listening deficiencies they face.



## **CHAPTER II: REFERENTIAL FRAMEWORK**

### **2.1 Listening**

Listening is one important skill for conducting effective communication. In the words of Shipley (2010) listening is a deliberate act that requires a conscious commitment from the listener. This means that for a correct transmission of a message it is required an accurate procedure of recognizing speech sounds, understanding the meaning of individual words, and understanding the syntax of sentences in which they are presented.

According to Tyagi (2013) listening possesses a particular process that involves five different stages. These stages are well known as hearing, understanding, remembering, evaluating, and responding.

- **Hearing:** It is a physical response that perceives sounds of the surrounding environment through the wind by the use of the ears.
- **Understanding:** It means figuring out not only the implicit connotation of a word, but also the symbolic implication according to the context.
- **Remembering:** It establishes that the listener not only received and interpreted the message, he also added to the mind's storage bank.
- **Evaluating:** It values the importance of the message and determines the presence of significance data.
- **Responding:** This final stage completes the listening process by providing a verbal or nonverbal feedback that determines the success of the complete message.

Based on the objective and manner in which the listener responds to this process, it is divided into different types of listening. In this context, listening comprehension is one of the most recognized and important.

## **2.2 Listening comprehension**

People's ability to listen and comprehend spoken language and oral text in real contexts is well-known as listening comprehension skill. This one is a vital component that demands the listener's concentration in order to obtain meaning from what it is heard. According to Nadig (2013) listening comprehension is defined as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

Listening comprehension requires that listeners go through a structured process that reflects the application of two different types of knowledge. The first one is the bottom up process. It consists in the use of background knowledge to understand the new message. Buck (n.d. ) notes that the bottom up process refers to language comprehension as a process of passing through a number of consecutive stages that become the input for the next higher step. In other words, the listener focuses on the smallest units of speech sound by sound or word by word to combine and achieve understanding. The second concept is the top down process. It constructs predictions based on previous knowledge. It means that the listener already knows about the topic, information or story, and the new details are getting fitted in a previously established schema.

Listening comprehension is a complex process that includes understanding, receiving and interpreting contents, ideas, and messages. Besides, it covers responding attitudes expressed through verbal or nonverbal feedback. A great example of the listening comprehension process is when a person reads a story aloud in front of an audience, good listeners are going to remember details or the story such as the character's names. However, listeners who have well-developed listening comprehension skills will not only remember those details, they will also understand the principal idea, the moral of the fable, and even they will decode the intonation of the storyteller. Moreover, these outstanding listeners will be able to discuss and narrate the story to other audiences without having to listen to it twice.

## **2.3 How can teachers improve listening comprehension?**

Listening comprehension is not a simple skill that people will acquire effortlessly. Since this skill challenges people's attention and their retention ability, teachers should create an environment where students can develop listening skills at the same time they engage in conversation with their classmates. In this framework, Harmer (1991) explained that they are eight main roles for teachers to manage a class.

- Teacher as an organizer: Teachers explain each activity accurately, provide clear instructions and give constructive feedback. Teachers should organize each class properly.
- Teacher as a controller: Teachers control the development of each lesson and indicate students when they should do in the listening phases.
- Teacher as an evaluator: Teachers evaluate each activity and each student individually and provide accurate feedback.
- Teacher as a resource: Teachers facilitate to their students the necessary advice and help when learners need to consult some problems.
- Teacher as a tutor: Teachers act like coaches that assist learners in each stage of the listening and help them to develop ideas.
- Teacher as an investigator: Teachers evaluate their lessons efficiency and figure out the advantages and disadvantages of each activity.
- Teacher as a prompter: Teachers encourage students and offer support and recommendations in order that learners can develop activities successfully.
- Teacher as a participant: Teachers take part in the listening activities and provide a better atmosphere to carry out the lesson.

Teachers can take advantage of different strategies and activities that expose students to learn and practice listening in the school time and with their classmates. They should

introduce their learners to a variety of listening experiences that improve their responses in real life, so students practice the most realistic situations that help them to build a great attitude toward listening comprehension activities.

Listening comprehension lessons should be carefully planned. Moreover, listening activities should start with simple to more complex and structured tasks. These activities must demand students' participation and immediate feedback should be provided by the teacher, so students can keep concern and motivate about the lessons.

Educators' instructions and practices should be long-term, and in a similar vein, approaches, frameworks and strategies should be implemented for boosting students' skills.

## **2.4 PDP framework**

According to Cambridge Dictionary (n.d. ) framework is the set of ideas, information and principles that build the structure of a plan or organization. In the educational context, frameworks to boost students' development in the four macro skills have been created, and one framework used generally to plan and execute listening lessons is the PDP framework.

The PDP framework integrates three principal stages that foster the abilities of listening and responding adequately, and these stages are Pre-listening, During-listening and Post-listening. Each stage has its own purpose and importance during the listening process, moreover; it helps teachers to adequate activities according to students' necessities. Applying this framework, teachers are demanded to create lessons that involve students actively and adjust the control of the environment where learners can improve their listening skill.

Pre-listening is the first stage that helps the listener to get involved in the general context of the audio or activity they are going to develop. In this stage teachers can apply one or more activities that will help students to achieve goals like motivation, contextualization, and preparation. Usually, teachers plan activities where students can discuss and predict what they are going to hear, besides; teachers can present new vocabulary that the audio will include in order that students understand the new material easily. Some activities that may be included in this stage are starting a discussion about the topic, brainstorming new ideas and

vocabulary related to the theme, playing a game associated with the new information, and guiding questions to verify students' previous knowledge.

During-listening is in the middle of the framework development. During this stage, the students collect the necessary information about the audio or topic and perform some activities that help them to catch the main ideas and interpret the material. In addition, teachers conduct exercises that help to focus students' attention on the listening text, and lead students' understanding. Another important function of this stage is to get students exposed to the correct pronunciation of the target language. Some activities that may be selected are comparing the listening details with the pre-listening information, spotting the difference with their previous knowledge, completing empty spaces in a conversation script, ordering events according to the audio, and answering true and false established statements.

Post-listening stage is the conclusion of the PDP framework. It refers to the set of activities that can be developed after listening to the audio. In this final stage students can discuss the answers of activities conducted in the previous step at the time that teachers provide effective feedback and check the students' comprehension of the passage. After this stage, students are prepared to integrate what they have learnt from the listening into their existing knowledge. Some activities that may be included are summarizing the new information, role-playing situations relating to the listening, writing the principal ideas of the audio, composing a paragraph or essay about their opinions of the information, and debating their understanding with the rest of the class.

## **2.5 Multimedia (Video, Audio, and Text)**

During years, multimedia has played an important role in the teaching/learning process, this has provided educators a variety of creative ways to plan and impart fruitful classes. But, to keep talking about multimedia, especially about the three elements (video, audio, text.) which the researchers will be focused on during this work, it is really important to start up with having a clear and meaningful definition of multimedia.

While looking up for a substantial definition of multimedia, researchers have found that Mayer (2014) states that the term multimedia conjures up a variety of meanings. You might think of watching a podcast on your Smartphone or playing a strategy game on your tablet - that is multimedia as a handheld experience. You might think of sitting in a room where images are presented on one or more screens and music or other sounds are presented via speakers - that is, multimedia as a “live” performance. Alternatively, you might think of sitting at a computer screen that presents graphics on the screen along with spoken words from the computer’s speakers - that is, multimedia as an online lesson. Other possibilities include watching a video on a TV screen while listening to the corresponding words, music, and sounds or watching a PowerPoint presentation along with listening to the speakers’ corresponding commentary... I define multimedia as presenting both words (such as spoken text or printed text) and pictures (such as illustrations, photos, animations or videos).

Furthermore, not only does the research consist of having a clear definition of multimedia but also knowing how it influences the learning process. Thus, this forces the researchers to define what multimedia learning is. Mayer (2014) claims that Multimedia Learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animations or videos). As you can see from this definition, multimedia refers to the representation of words and pictures whereas multimedia learning refers to the learner’s construction of knowledge from words and pictures. The process by which people build mental representations from words and pictures is the focus of Mayer’s cognitive theory of multimedia learning.

### **2.5.1 Multimedia Elements (Video, Audio, Text)**

Once having a clear definition of multimedia and multimedia learning, researchers can now be focused on the three multimedia elements that they will be working with during this research.

Mayer (2009) claimed that the communication can be delivered using any medium, including paper ( i.e., book-based communication) and computers (i.e., computer-based communication), or even face to face (i.e., face-to-face communications). Words can include

printed words (such as you are now reading), or spoken words (such as in a narration); pictures can include static graphics - such as illustrations, charts, and photos - or dynamic graphics - such as animation and video clips.

### **2.5.1.1 Video**

Video is an image sequence, since video can be represented by a time sequence of still images. Video has traditionally been captured, stored and transmitted in analog form. The term analog video signal refers to a one-dimensional electrical signal of time that is obtained by sampling the video intensity pattern in the vertical and temporal coordinates and converting intensity to electrical representation. This sampling process is known as scanning. A typical example of scanning is the Raster scanning. This begins at the top-left corner and progresses horizontally, with a slight slope vertically, across the image. When it reaches the right-hand edge it snaps back to the left edge (horizontal retrace) to start a new scan line. On reaching the bottom-right corner, a complete frame has been scanned and scanning snaps back to the top-left corner (vertical retrace) to begin a new frame. During retrace, blanking (black) and synchronization pulses are inserted (Iubbad, 2013).

Video is a recording of moving pictures and sound, especially as a digital file, DVD, etc. Taking into account the four types of learners that exist in the teaching-learning process, it can be noted the visual learner, the most important one according to the problem stated. The visual learner processes information using charts and graphs, needs images to explain and understand concepts and ideas, and prefers the graphic elements over words.

### **2.5.1.2 Audio**

An audio is a term used to describe any sound or noise that the human ear is capable of hearing; it is measured in hertz. Any digital information with speech or music that can be stored on a computer is known as an audio file. In order to develop the listening comprehension skill, it is important to expose students to audios to help them get used to the language and grammar of it.

Nicholas (2009; 30) shows voice and music, for example, are by nature analog, so when teachers record voice or video, they have created an analog electric signal. They can be captured into the computer for processing via microphones and then digitized and stored. If we want to store the recording in the computer or send it digitally, we need to change it through a process called sampling. The term sampling means measuring the amplitude of the signal at equal intervals. After the analog signals are sampled, teachers can store the binary data in the computer or use line coding (or a combination of block coding and line coding) to further change the signal to a digital one so it can be transmitted digitally. Digital signals are less prone to noise and distortion. A small change in an analog signal can change the received voice substantially.

### **2.5.1.3 Text**

According to the Cambridge Dictionary text is the written words in a book, magazine, etc., not the pictures. Talking about learning English is important to develop the four macro skills which are listening, reading, speaking, and writing. Writing different texts is a difficult task for every student. Also, as writing is about producing the language, it takes a lot of effort for the students to do it.

Iubbad (2013) found that it is the most common media type in computing applications. Most multimedia systems use a combination of text and other media to deliver functionality. Text in multimedia systems can express specific information, or it can act as reinforcement for information contained in other media items. This is a common practice in applications with accessibility requirements. For example, when Web pages include image elements, they can also include a short amount of text for the user's browser to include as an alternative, in case the digital image item is not available.

The use of multimedia inside the classroom is, in the present educational system, a struggling challenge that teachers, students, parents, and all people involved in the education-learning task have to face whether they want to add extra and necessary tools to make the learning-teaching process easier for students. Some teachers might have the technological tools to reach the class term objectives, but the students might not have access to basic tools



(cellphone, computer, internet,etc.) due to different limitations and external problems, poverty for example. In other cases, students have an entry to technology, but teachers do not. Indeed, not everyone has access to technological devices. According to Internet World Stats (IWS), only 57.7% of the population has access to the internet through different devices and platforms. Therefore, it is difficult to ensure that education can take place digitally. This, in a third world country, makes education more difficult to succeed.

## **CHAPTER III: METHODOLOGICAL DESIGN**

Throughout the methodological design of the study *The Use of PDP Framework by Using Video, Audio and Text to Enhance 9th B Graders' Listening Comprehension in English Classes at Complejo Educativo Catolico Juan XXIII in 2020*, a serie of steps were addressed by the researchers. The steps taken into consideration were paradigm and design, sampling procedure, preliminary phase, planning phase and execution phase which led the researchers to create an efficient and adequate research study.

### **3.1 Paradigm and Design**

This study is conducted under the qualitative paradigm since it is focused on understanding students' attitude, behavior and response during the application of the PDP framework by using video, audio and text. Moreover, it is characterized by a natural setting when collecting data and the meaningful insights that will be considered in the results. The investigation involves the application of data collection instruments such as observation guides and questionnaires.

The research is based on an experimental design as an online course is proposed in order to observe and analyze students' responses to a certain kind of activities using multimedia resources such as video, audio and text in an online environment. The study is conducted focusing on getting information about the application of PDP - Pre, During and Post - Framework and its impact in students' listening skill improvement.

### **3.2 Sampling Procedure**

The target population selected for this research study is all the 9<sup>th</sup> B graders at Complejo Educativo Catolico Juan XXIII in Santa Ana, during 2020. This population consists of 26 students. No formula was taken out, so the sampling consisted of all the 9<sup>th</sup> B graders students taking English classes.

### **3.3 Preliminary Phase**

In this stage of the project, the researchers provide important information about two specific actions. The process of approaching the field of study where researchers noted the presence of the phenomenon and the diagnostic study where investigators illustrate the steps followed for proving the existence of the problematic situation are illustrated.

#### **3.3.1 Approaching the field of study**

In February 2020, it was observed that 9<sup>th</sup> B students at Complejo Educativo Catolico Juan XXIII presented a low performance in their listening skill. Subsequently, students were struggling to comprehend and analyze concepts and ideas while listening to oral and audio information. Students faced problems in internalizing or memorizing new data in order to provide their own thoughts when working in listening activities. These factors caught researchers' attention and interest.

To collect data, researchers presented a permission letter to school authorities in order to be able to approach the group formally. Those letters were sent specifically to the principal of Complejo Educativo Catolico Juan XXIII and to the English facilitator of the selected group. Then, the researchers approached such students and the students' facilitator by means of getting to know more about the phenomenon of the matter and recommended a proposal to enhance students' listening comprehension skills through the use of PDP Framework.

#### **3.3.2 Diagnostic Study**

In order to establish the scope of the research and to corroborate objectively the existence of the problem, researchers created an observation guide (Appendix 1) that was conducted during an English class and a questionnaire (Appendix 2) addressed to the English teacher.

By means of rigorous non-participant observation researchers confirmed the existence of a problematic situation related to 9<sup>th</sup> B students' listening comprehension skill. The observation guide (Appendix 1) was composed of two sections. The first one was addressed

specifically to observe students' attitudes, and it consisted of five statements or indicators that corroborate the magnitude of students' listening deficiencies. The second part consisted of four statements that help researchers to analyze teacher's performance and the activities implemented to facilitate student's comprehension.

Researchers considered it necessary to know the educator's perception about the phenomenon affecting students' listening comprehension struggles. For this reason, investigators addressed a questionnaire to the English facilitator and learned more about the students' challenges in listening skill and the framework or activities used to help them overcome those difficulties. The questionnaire (Appendix 2) consists of five independent questions and six dependent ones.

### **3.4 Planning Phase**

After approaching the problem, researchers collected reliable data to create a referential framework and established the creation of an online courses proposal that helps students to boost their listening comprehension skills.

#### **3.4.1 Literature Review**

Before building up a referential framework, researchers selected the best method to boost students' listening comprehension. The chosen method was the application of PDP Framework by using video, audio and text. This method was studied and presented employing reliable resources such as articles, thesis and books.

The researchers looked for suitable information on the Internet, particularly from universities, organizations and investigators. The obtained information was read and analyzed carefully in order to use the most relevant data. Diverse aspects such as listening comprehension, teacher's role in improving students' listening comprehension, PDP Framework and multimedia resources were described and related to the field of study.

Investigators used the American Psychological Association style (APA) to cite the different resources properly and avoid plagiarism. Moreover, they added the corresponding references of each source and author that was included.

### **3.4.2 Proposal**

An online course proposal was designed in order to provide the English teacher with a new tool that will guide her to apply the PDP Framework in a new technological context. This online course established the project background as well as the statement of need. Then, it provides the methodology that will be used to enhance students' listening comprehension skill; moreover, this part incorporates a Teacher Guide (Appendix 3), a Student Guide (Appendix 4) and a List of PDP activities that may be used (Appendix 5) and a lesson plan (Appendix 6). All of these appendixes will guide the correct management of Google Classroom since that is the platform selected to lead the online course.

The online course proposes a set of activities and evaluations such as journal entries, students' assistance and responsibility, oral presentations and tests. Finally, a timeline is set that exemplifies the time management and the activities that will be conducted during the eight weeks that the course will take.

## **3.5 Execution Phase**

In this stage, researchers provide a detailed explanation about the procedures selected to collect data. Additionally, this part of the work also contains the data processing and the analysis and interpretation of it.

### **3.5.1 Data Collection Procedure**

After researchers have selected the appropriate data collection instruments, it will be necessary to follow a systematic data collection procedure. The data collection tools will be implemented in the chosen population of 9th B students at Complejo Educativo Catolico Juan XXIII.

The researcher will provide an online course proposal that will help the English teacher to implement the PDP Framework in a technological environment by using video, audio and text. This proposal will provide the researcher with an appropriate scenario to verify the improvement of students' listening comprehension skills. The investigators will have access to student's activities and grades in order to check the responses to the PDP activities application in the real context.

### **3.5.2 Data Processing**

In this stage, researchers will check, classify and organize all the data collected during the data collection stage. Therefore, researchers will check the collected data to verify complete answers, and proper information. If some information presents irregularities or seems to be manipulated, it will be immediately discarded. The gathered information will be tabulated in order to facilitate its interpretation. Once the data will be organized, investigators will proceed to analyze the findings to know how the use of the PDP framework by using video, audio and text enhance 9th B graders' listening comprehension in English classes at Complejo Educativo Catolico Juan XXIII iu7n 2020.

### **3.5.3 Data Analysis and Interpretation**

The information that was collected through the application of the online course will be compared with other studies and other subjects involved. Moreover, the data will be analyzed and interpreted by the investigators by using tables and schemes that made the process of understanding the findings from the information obtained.

Later, investigators will examine the results, in order to check that the findings of the study agreed with the objectives established at the beginning of the study; this will be done in order to delimitate the object of the study meticulously.

## **CHAPTER IV: ONLINE COURSE PROPOSAL**

### **4.1 Project Background**

Over the last few years, the use of technology as part of the learning process has been increasing in English classes, and teachers at Complejo Educativo Catolico Juan XXIII have been interested in applying new methods to boost students' abilities and skills. However, a program or proposal that helps teachers to use technology effectively in their classrooms has not been adopted, and the need of applying frameworks that complement the use of multimedia resources was intensified.

### **4.2 Statement of Need**

With the Covid-19 proliferation around the world, El Salvador has adopted some new methods for developing the educational process effectively. One important action taken by the ministry of education was to pause student assistance at school and start providing PDF material, so students can continue learning from home. However, since this is a new plan that has not been implemented before, it has some deficient areas. For example, English material has not been included in the ministry educational plan, and English teachers have begun planning strategies on their own. In this context, it is imperative that teachers learn and apply the most efficient ways to use technology in order to enhance their instructions and their students' learning.

The most common and recognized educational strategies to teach do not integrate technology and multimedia resources as part of their lesson planning and as a result few teachers are in position to incorporate new tools and resources into their classes. Educators need to be able to interact with colleagues and students in an online environment and feel in the capacity to provide an understandable and accurate teaching.

Furthermore, each teacher has very specific needs and ideas that can be most successfully implemented in online courses, so they can achieve professional development in different areas and contexts that will help their students succeed in all applicable skills. In this

context, an important area that should be boosted is listening skill, specifically listening comprehension, and by the use of technology and multimedia resources, the PDP framework can be applied for generating students' improvement.

### **4.3 Methodology and Activities**

This online course is designed in order to provide teachers with the necessary tools that will add a higher level to their professional development at the same time that generate better opportunities for implementing adequate frameworks and tools for boosting student's listening comprehension. For that reason, a teacher guide to apply the present proposal (Appendix 3) is annexed, so teachers can boost their students' listening skills effectively. Additionally, the course integrates a students' guide (Appendix 4) to facilitate and ensure the students participation. The online course includes readings, audios, videos, group activities, individual exercises and evaluation methods, and some activities are presented in Appendix E which is a list of pre, during and post activities that may be implemented in whichever topic or class. Finally, a lesson plan is presented using the Simple Present Tense as an example of how to use Google Class platform and develop an online course accurately (Appendix 6).

#### **4.3.1 Methodology**

Google Classroom is a free web service developed by Google for teachers that want to simplify creating, distributing, and grading assignments. This platform can be used as a tool for creating students-center classes since it opens the possibility to work in a comfortable space where students can develop activities and teachers can present each topic by the use of technology and multimedia resources. This platform will be also convenient for creating quizzes and tests.

This online course is focused on boosting students' listening comprehension skill, it is also imperative to use platforms that allow teachers and students to get together in meetings in order to develop each topic using videos, audios and text. For that reason, this course will be used as a second platform also developed by Google. Google Meet will benefit the application



of this course since it is a video communication free service that will allow students and teachers to have weekly meeting sections.

This course will have a duration of eight weeks in which students will attend one-hour meeting class twice a week, send journal entries after each class, take tests and quizzes and make oral presentations.

#### **4.3.1.1 Teacher Guide**

Since the application of an online course is a new and modern proposal, it is well-known that some teachers may not be aware of the utilization of multimedia platforms such as Google Classroom. This proposal also included a Teacher Guide (Appendix 3) that will help the English teacher to access correctly to the platform and make appropriate use of all the resources in order to create activities, quizzes and tests.

#### **4.3.1.2 Student Guide**

English students are involved in a technological lifestyle; however, some students may not have enough knowledge to manage an educational platform such as Google Classroom. In this proposal that is focused to enhance their listening comprehension skill, it incorporates a Student Guide (Appendix 4) that will educate students in platform management.

#### **4.3.1.3 Lesson Plan**

Since the use of an online platform for developing classes is a new world not only for students but also for teachers, an example of a lesson plan is annexed, so teachers can develop their classes with adequate activities and well organized lessons (Appendix 6).

#### **4.3.2 Activities**

The principal goal of applying this online course is to enhance students' listening comprehension skills by the use of PDP Framework, so a List of PDP activities that may be used (Appendix 5) is included. This is a general list of activities that may be manipulated or modified according to the topic or audio necessities. The list of activities is focused on

conducting online activities not only during the meeting class, but also in the previous and post stages. The activities that students must present should be included in the journal entries, so the score can be a motivator for students to work correctly.

#### **4.4 Evaluations**

Online evaluation is a vital component that will help to measure the performance of learners on assessments, in class behavior and the overall course quality. Besides, the English teacher will use a combination of different methods such as journals, quizzes, and presentations in order to evaluate the impact of the program and to continuously improve the design and presentation of each evaluation.

Evaluations will also help to corroborate the accomplishment of applying PDP activities using multimedia resources such as video, audio and text in order to improve listening comprehension skill. The English teacher will provide the evaluation list and the score that each activity will have. Then, Students will be informed about the overall result of their performance and participation during the course.

Online Journal	During all the course	20%
Attendance	During all the course	15%
Online Presentation	6th week	25%
Online Test	4th and 8th week	20% each

At the end of the course, students will complete a survey that will provide important data about the successes and challenges of the online course.

### **4.4.1 Online Journal**

A journal is a daily record of students' activities and homework. It is used to keep a systematic record of students' performance and it keeps reliable evidence of all course work. Since the course will be 100% online, the activities and exercises included in the journal will be sent a day after the meeting class. The teacher will explain the activity that will be sent at the end of the class and may also post the indications to follow.

Each journal entry must be sent before the limited hour established by the educator and it will be graded according to:

- Responsibility
- Structure
- Content
- Originality

Compositions, podcasts, videos and drawings may be requested, and the students as well as the teacher will keep a control of the score assigned to each entry.

### **4.4.2 Attendance**

Responsibility is a crucial aspect to be considered in an online course success, so the English teacher will demand a 100% responsibility not only for the journal entry indications, but also with the course schedule. All students must be in the class meeting at the according schedule and no more than 5 minutes late. If a student is more than 5 minutes late or cannot assist at the class, he or she must send a letter of permission explaining the reasons, so the teacher can evaluate the case and provide an accurate solution.

Quizzes may be also included in the assistance 15% of score, and the English teacher will inform students about it at the beginning of the course; however, the possible day of the

quiz will not be informed. If a student does not assist at class or does not enter at the time scheduled for it, he or she will not be able to present the test and will lose the score for it.

### **4.4.3 Online Presentation**

At the second week of the course estimated timeline, students will be divided in groups of 4 or five students, and a specific topic will be assigned to each group by the English teacher, Then, in week number four, students must send the selected information in a word document, so the educator can check it and make comments and suggestions to the material. This material presentation will score the 10% of the complete 25% of score assigned for the activity.

During the sixth and seventh week, students will develop their presentations; each group of five students will have 30 minutes to present the information about their topic. The activity will be grade according to:

- Responsibility
- Procedure and structure
- Reliable information
- Formal presentation
- Use of time

At the end of each presentation, the educator will have 5 minutes for providing a brief feedback, and the students will receive their grading during the seventh week of the course.

### **4.4.4 Online Test**

Two tests will be developed during the duration of the course. The first one will be conducted in the fourth week and will grade the contents included since the first week to the third one. The second test will be handled during the last week (eight week) and it will include topics from the fourth week to the seventh one.

Each test will be prepared in the Google Classroom platform, and will have a specific estimated time for being answered. The test may include open questions, multiple options, composition tasks, and listening exercises.

Google Forms can automatically grade the quiz and the teacher can import the grades into Classroom. Students can see their grades immediately or after the teacher reviews their answers.

## 4.5 Timeline

Time	Activity	
1st Week	Class	Journal Entry
	Class	Journal Entry
2nd Week	Class	Journal Entry
	creation of groups for online presentations	Journal Entry
3rd Week	Class	Journal Entry
	Quiz	Journal Entry
4th Week	1st General Test	
	Class	Presentation Material
5th Week	Class	Journal Entry
	Class	Journal Entry
6th Week	Online Presentation	
	Online Presentation	
7th Week	Online Presentation	
	Class	Journal Entry
8th Week	2nd General Test	

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

After carrying out the research study *The Use of PDP Framework by Using Video, Audio and Text to Enhance 9th B Graders' Listening Comprehension in English Classes at Complejo Educativo Catolico Juan XXIII in 2020* as far as it was permitted due to the global pandemic related to Covid-19, researchers come up with the following conclusions and recommendations:

### **5.1 CONCLUSIONS**

1. The implementation of PDP Framework is expected to provide great in-class scenarios that permit the enhancement of 9th graders' listening comprehension skills while performing different classroom activities. Through those activities, students are given means to meet and explore the idea and message they hear starting from the simple through the complex.

2. The use of multimedia resources as Video, Audio and Text is proposed to be a useful and relatively new technique for improving 9th graders' listening comprehension skills while performing different activities from the PDP Framework. These multimedia resources will catch student's attention easily making the acquisition of new contents, words and ideas manageable.

3. The utilization of an online classroom as the one provided by Google contemplates the active participation of the English teacher provided reliable and important information by the time students practiced and acquired the principal ideas of each class and topic. Moreover, it creates a new atmosphere that may catch learners' attention, so students will respond appropriately to teacher's expectations.

## **5.2 RECOMMENDATIONS**

Having conducted the research study “The Use of PDP Framework by Using Video, Audio and Text to Enhance 9th B Graders’ Listening Comprehension in English Classes at Complejo Educativo Catolico Juan XXIII in 2020”, the researchers recommend the following:

### **For teachers:**

1. The teacher should put into practice all the lesson plans and virtual platforms designed by the researchers since they were meant to be used during virtual environments and to be taught in classes in order to improve students’ listening comprehension skills.

2. Teachers are recommended to implement the PDP Framework by using video, audio and text since students require well developed activities that help them acquire the content and improve their listening comprehension abilities.

3. Teachers should be constantly learning about new technologies and virtual tools that may be implemented during English classes to make them more accurate and comprehensible. This also will help them to create new environments that make their classes more enjoyable for them and their students.

### **For future researchers:**

1. Future researchers should monitor students’ responses during the implementation of the selected activities and methodology to ensure teachers apply the lesson plan.

2. Future researchers should also develop reinforcement sessions to improve teachers' technological knowledge and the use of virtual environments.



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# APPENDICES

# APPENDIX 1

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FOREIGN LANGUAGE DEPARTMENT



## OBSERVATION LIST

Observation Guide Addressed to 9<sup>th</sup> B English class at Complejo Educativo Catolico Juan XXIII

**Objective:** To collect information about 9<sup>th</sup> B student's development of listening comprehension

**Directions:** Observe the presence or absence of each indicator. Write comments according to your observation.

### Students

1. Students pay attention during listening activities.

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2. Students follow oral indications.

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3. Students answer correctly to the teacher's demands.

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4. Students remember and analyze the listening information.

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5. Students understand the teacher's feedback.

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**Teacher**

1. The teacher uses clear and understandable speech.

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2. The teacher applies strategies and activities using multimedia material to catch student's attention.

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3. The teacher provides realistic situations for students to practice their responses in real life.

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4. The teacher gives accurate and immediate feedback.

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## APPENDIX 2

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### QUESTIONNAIRE

Oral Interview Addressed to 9<sup>th</sup> B English teacher at Complejo Educativo Catolico Juan XXIII

**Objective:** To collect information about 9<sup>th</sup> B student's development of listening comprehension

**Directions:** Listen to each question carefully and answer honestly.

1) Have you observed students' difficulties in listening skill development?

- If the answer was yes, what do you consider is the principal adversity?
- If the answer was not, do you think students may improve their listening skills a little more?

2) Have you applied any strategy or framework in order to boost students' listening skill?

- If the answer was yes, what strategy or framework have you used?
  - Has that strategy helped students' listening development?
  - Have you faced any obstacle applying that strategy?
- If the answer was not, why has not you applied any strategy or framework to help students listening development?

3) Do you consider 9<sup>th</sup> B students to be good at understanding audios and conversations in English?

4) Do you consider 9<sup>th</sup> B students to interpret contents, ideas, and messages correctly?

5) What would be the principal goal to achieve students' listening skill?

## APPENDIX 3

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### TEACHER' APPLICATION GUIDE

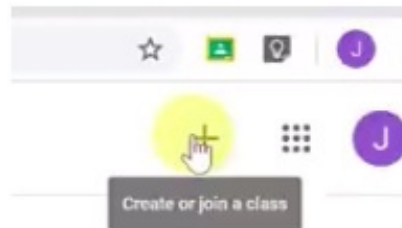
**Objective:** To provide teachers a guide for using the Google Classroom platform correctly.

**Directions:** To read carefully all the steps and indication provide in this guide

Google Classroom is available for Google for Education accounts, but it is also available with a regular Gmail account. You can find Google Classroom by entering [classroom.google.com](https://classroom.google.com) in your browser, as well as downloading the Google Classroom app.

#### Creating and editing a class

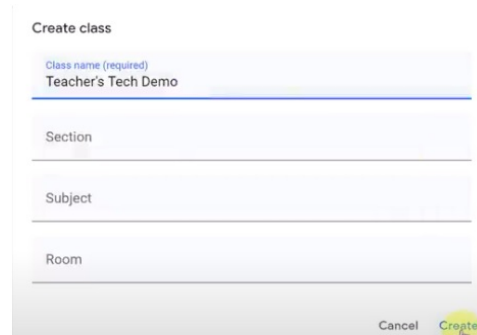
Teachers must start by clicking the + button and selecting Create class.



Then the following options will appear:

- Class Name: This is where you'll put your class name.
- Section: If you teach multiple segments of a course, you can enter the class description, duration, time, or grade level for each individual section.
- Subject: Write the class's subject or select one from the list that will automatically begin to populate when you start typing.

- Room: The location of the class.



Click in create

After a class is created, you will still be able to edit the class details by selecting the Settings button on the class page.

### **Adding Students to Google Classroom**

Students can simply join the class with a join code. By sharing the join code with the students, they can log in to Google Classroom by clicking the “+” button and “Join class”, where they will enter the join code.

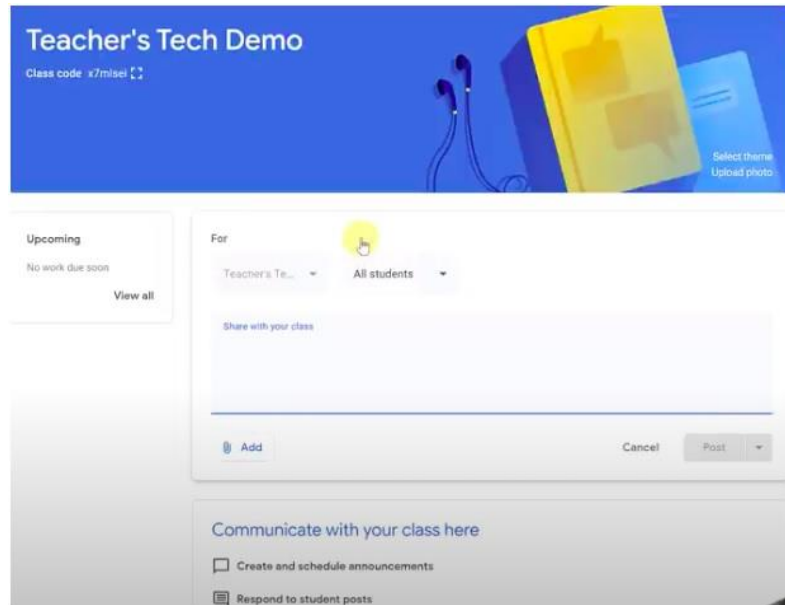
The teacher can also invite students to the class by email, which is the most convenient option for sharing the class. To add students by email, select the “People” tab at the top; then, select “Invite Students” (an icon with a person and a plus). The teacher can either invite students individually with email addresses or invite them by groups if all students are in a Google Group.

### **Communicating in Google Classroom with student’s view**

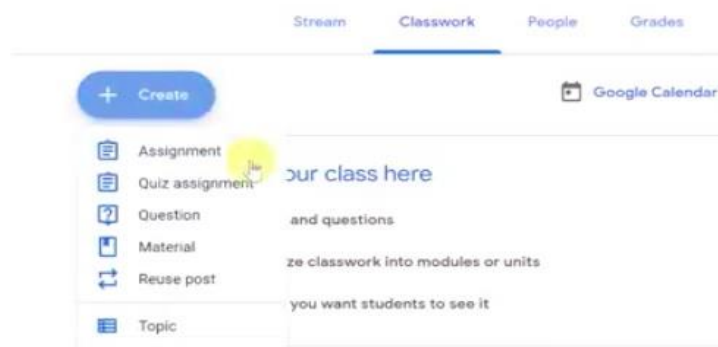
Educators can communicate with the class in the class stream. It can be done in the following ways:

- Post: Information or a question
- Comment: A response to a post or comment
- Reply: A response to a comment that mentions whoever made the comment

Students also have the option of sending a private comment to their teacher about an assignment or question, however, they cannot send a private comment or question to their classmates. Teachers can also attach items to the post, including videos, images, files, Google Drive items, YouTube videos, and links

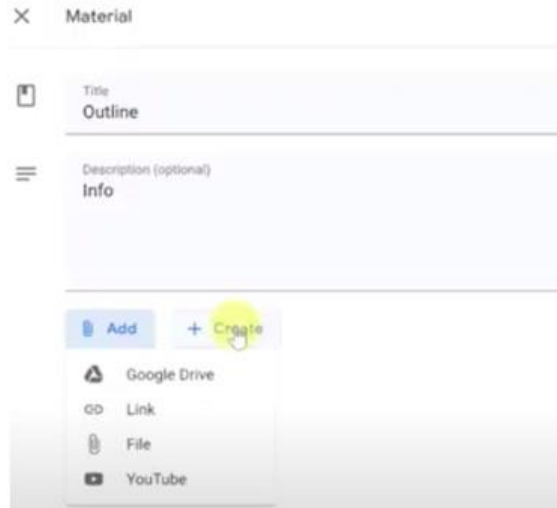


### Adding material and resources



The teacher needs to access the Classroom page which is beside Classroom Stream. To add a topic, simply select Add Topic and enter the new topic into the populated text box. The educator can create as many topics as is needed and then add materials within the topics.



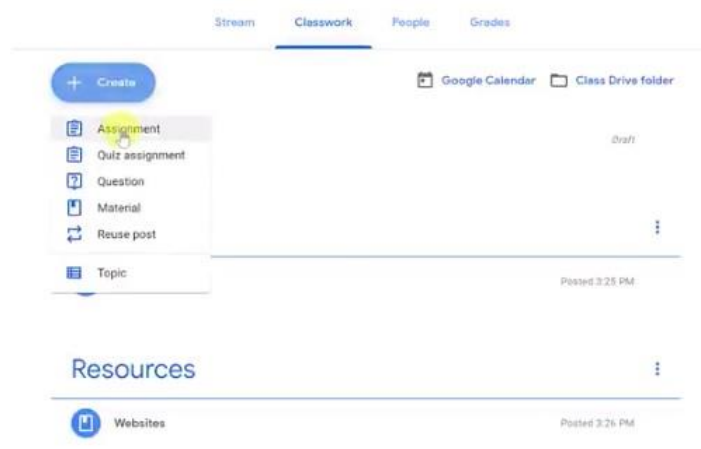


Before posting, the teacher can select whether to share the material with all students or select individual students and which topic it would like to apply it to. Then, just select Post.

### **Creating an assignment**

The teacher can quickly and easily make assignments that include the attached materials by posting the assignment; the students will receive an email notification. They can complete the assignment and turn it back in. Students do not have the option to edit their assignment once it's turned in.

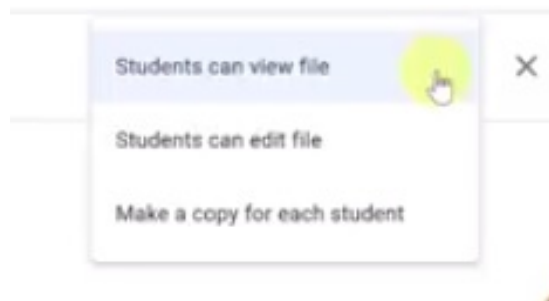
To create an assignment, log in to the class and select the Classwork tab and click Assignment.



The title of the assignment can be typed as well as optional instructions. The description is a great place to add instructions for the assignment. If the teacher has materials to add to the assignment, it can be added by clicking the appropriate attach icon, as adding resources and materials.

For uploading documents from Google Drive, the teacher can assign permissions right away for what the students can do. This includes:

- View only: It allows students to read the same file but not change it, which is ideal for reference materials only.
- Edit: It allows students to make changes to the same file, which is only good if students are collaborating on a single assignment.
- Make a copy for each student: With this option, students can make changes and turn in their assignments separately, which is most suitable for typical homework assignments.

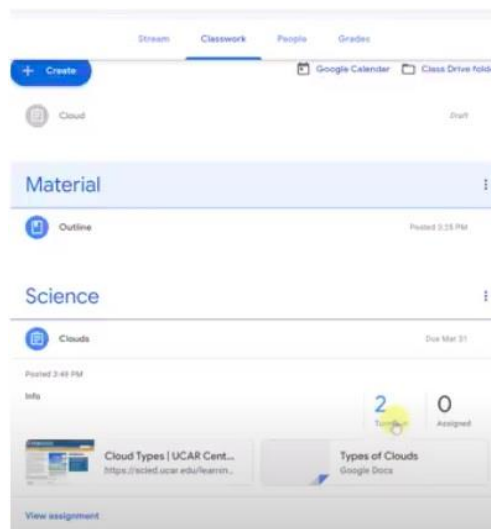


The due date can be added and can also create and select a topic to associate it with right in this menu, rather than creating one prior. The teacher can now go ahead and assign your document.

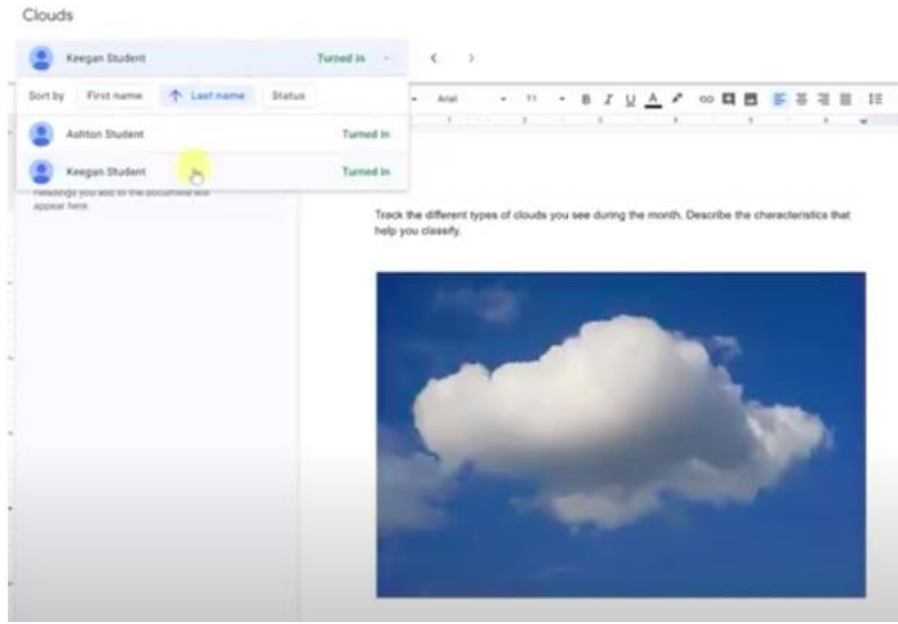


## Grading and Returning the Assignment

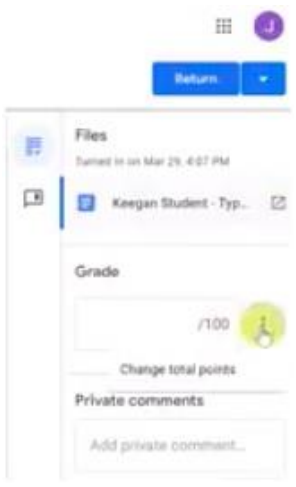
In the Assignment box under Classwork, the teacher can see how many students have and haven't completed the assignment, but how many have turned it in. It can be selected the number above and click Done, so it can be see the list of students who have turned in the assignment



Now, it can select the name of the student to expand his or her assignment in Google Docs. By selecting their name at the top, it can also quickly and easily switch to the next student's document who has turned in their assignment, without having to exit the page.



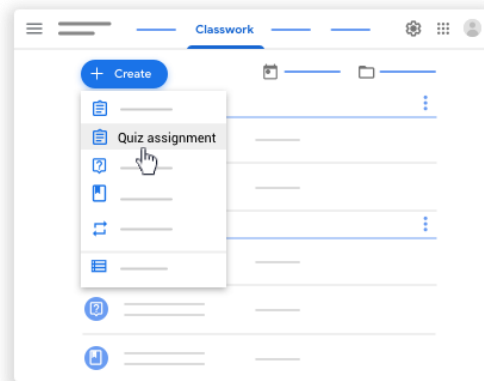
Comments can be added by the Comment tool to provide feedback. Simply highlight the text you wish to comment about and select Insert → Comment. You can then type in the comment and click Comment. All of the comments are then automatically saved in the document that the student turned in and they will easily be able to view them themselves.



To grade the assignment, type in the number of points earned, from 0 to 100. Letter grades cannot be typed in this field. The teacher then chooses to turn in one student's assignment or multiple, by selecting the applicable students.

## Creating a quiz assignment

The teacher starts clicking classwork, then creates a Quiz Assignment. The title and instructions must be adding in this part



When creating a quiz assignment, Classroom creates a blank quiz using Google Forms and attaches the form to the assignment.

In the assignment, click the Forms quiz attachment and set up the quiz. The teacher can let students see their grade immediately after they submit their answers.

## APPENDIX 4

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### STUDENTS' APPLICATION GUIDE

**Objective:** To provide students a guide for using the Google Classroom platform.

**Directions:** To read carefully all the steps and indication provide in this guide

#### Accessing to a class

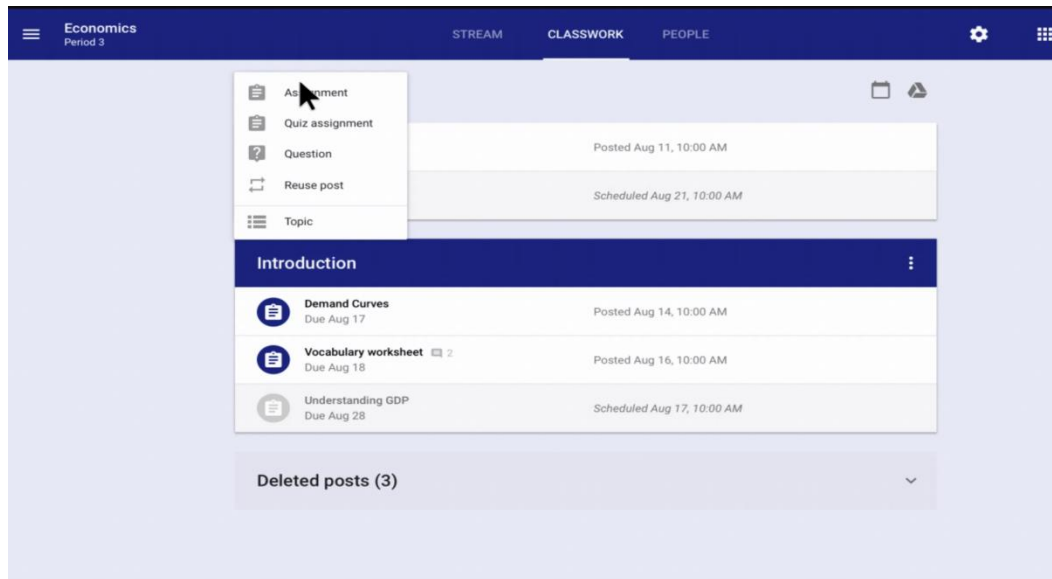
For a student to enroll into a Classroom, they must click on the "+" sign at the top of the screen, followed by "Join Class". After clicking on "Join Class", students must then type in the code that was provided by their teacher. Note: They only need to do this once.

Students can also accept an invitation, which your teacher will send through an email. The invitation can either be accepted in the email or in Classroom. After they have joined the class once, they will remain as a member of the Classroom for the rest of the academic year.

A screenshot of the Google Classroom 'Join class' dialog box. The title 'Join class' is at the top. Below it is a horizontal line. Underneath, the text 'Class code' is displayed in blue. The class code 'g5gdp1' is entered into a text field. At the bottom right, there are two buttons: 'CANCEL' and 'JOIN'.

## The “stream page”

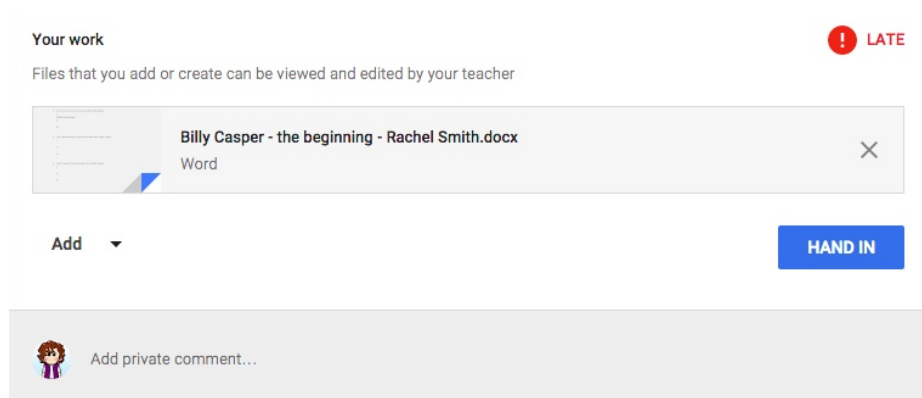
The stream works similarly to a social network page. The most recent post that a teacher has added to the Google Classroom will be at the top and the oldest will be at the bottom. Each post will be associated with the subject that the student is learning with that teacher. When a teacher posts an assignment on their Google Classroom, it will contain the name of the task, a description of what the student has to do and possibly associated resources where possible. It will also have a due date for when the work needs to be completed by.



## Completing/Submitting Work Online

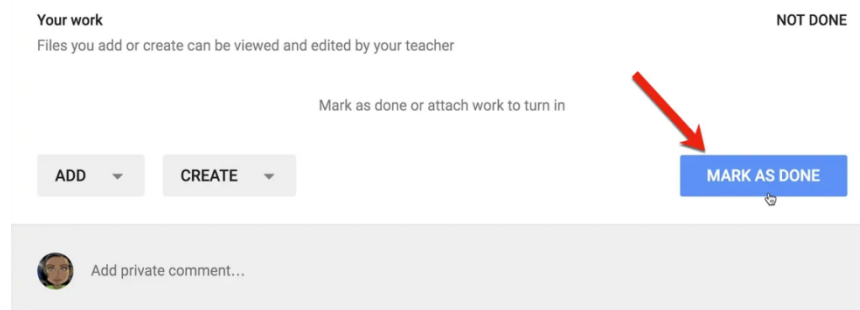
If students have to complete their work online, they will need to click on the name of the assignment followed by "Add +". A drop-down menu will appear where they can choose to create a Google document or upload a file from their computer or their online storage Google Drive.

After the work has been completed or added to the assignment, then the student will need to press the "Hand in" button.

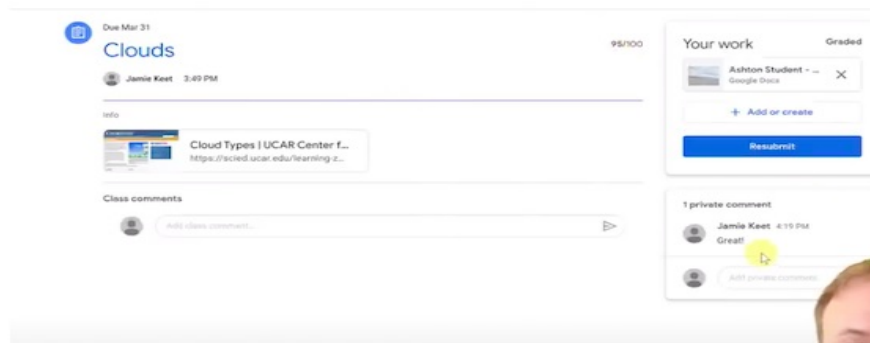


### Completing/Submitting Work Offline

Students will only need to access the information on Google Classroom. Once they have finished the homework, they will need to click on the assignment but then, just click "Mark as Done". This will notify their teacher that they have completed their work in time for the deadline.



### Students' View of the Returning Assignment

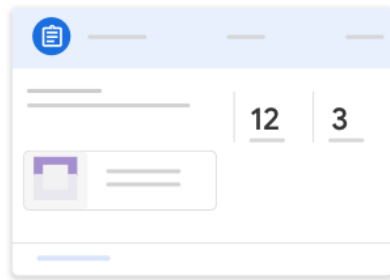




Students can now easily view their submitted assignments and can see their grades clearly at the top of the page. They also have the option to resubmit their assignments here.

### **Students making quizzes**

Students click the class Classwork. The quiz assignment will seem like the picture, then click the quiz attachment and Click Edit Responses.



## APPENDIX 5

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT



### LIST OF ACTIVITIES

**Objective:** To provide teachers with a list of PDP activities that may be implemented in every class.

**Directions:** Select the most suitable activity and integrate it in the lesson planning for being developed with the students.

#### Pre-Activities

- **Time to elicit words**

The teacher will post the concept or topic for the new lesson and a short explanation about it. It will include the following instruction; students will write a list of ten words that they consider are related with the concept or topic. Then, the students will share their words with the rest of the class and explain why they related those words with the new lesson. In addition, each student will comment on three classmates' participation expressing their agreement or disagreement about their views.

- **Let's create a story!**

The teacher will post five pictures of different scenes that are part of a video students will watch about the new topic. Each student will order the pictures and create a short story of what is going to happen in the video. Then, students will send their stories to the teacher before they watch the video.

- **What will happen?**

The teacher will divide students into small groups and will post a picture or 10 seconds video that will be developed in class for each group. Then, each group will select a representative, and each member of a group will write three predictions of what the audio will

be about. Students will share their ideas in their small groups and choose the five more probable predictions. Finally, the representative of each group will post their answers.

- **Slide show**

The teacher will create and post a PowerPoint slide show with five-ten pictures about the listening or video they will develop during the class. Each slide will contain an image and a question such as:

- What do you see in the picture?
- How do you feel looking at this picture?
- How is this picture related to the new topic?

Students will answer those questions on a piece of paper and post a picture of their answers in the PowerPoint presentation post.

### **Recalling a dream**

The teacher will send a podcast telling their students that last night he or she had a wonderful dream. In the podcast, he or she will begin recalling his or her dream that will be related to the topic chosen for the class. The teacher will stop narrating his or her dream, so students can send back a podcast completing the teacher's narration. As a plus, the teacher can use some new words for catching the student's attention; after that, he or she can provide students with the meaning of those words.

### **During-listening**

- **Identify synonyms**

Firstly, the teacher will show students the meaning of five or eight words with an example in a sentence of each of them. Secondly, the teacher will play the audio selected for studying with the only instruction to pay attention carefully to it. Then, the teacher will explain to students that the five or eight words that were explained before are included in the

audio, but some of them are not exactly the same. Some synonyms of the previous word should be recognized by the student and the sentence where they were included should be written down too.

- **Ordering events**

At the beginning of the activity, the teacher will show six pictures to the students, each of them identified with a letter (the picture can be sent before the class, so students have them with them at the moment of listening to the audio). These pictures will be related to the events that will be described in the audio, and while listening, students should order them chronologically. The audio can be listened to three or four times in order for students to identify the events and write their answers. Finally, students can share their answers with the class.

- **True or false**

Before watching and listening to the video selected for the class, the teacher will post ten statements related to the topic. While playing the video, students will write if the statements posted before are true or false and if the answer is false, they will also write the reason or correct statement. At the end of the activity, the students can share their answer in the meeting or comment on the teacher's post.

### **Complete the story**

The teacher will play a video related to the topic and grammatical structure selected for the class and will ask students to pay attention to the details about it. Then, the teacher will stop the video at the middle of the reproduction and will ask students to write down how they consider the story will end. After five minutes or when the students have finished their task, some students will share their ideas about the conclusion of the video. After the students participate, the teacher will play the video one more time, so all the class can see what the real end of the story is.

- **Listen for details**

The teacher will play once the audio about the new topic after finishing the pre-listening activity. Then, five open questions will be provided by the teacher, for the students can read the questions before listening to the audio again. The audio will be played a second time, so students can identify the correct answers. The teacher will wait three minutes before playing the audio one more time, and finally, the audio will be listened to the last time in order that students can recognize if their answers are correct. As a plus, the audio can be listened to once more if the teacher considers it necessary. The answers can be shared during the meeting or be sent to the teacher.

## **Post-Activities**

- **Let's summarize**

The teacher will ask students to get in pairs and discuss the audio they just listened to. Then, each pair will write a summary of the audio and their opinions about it. Students will send their works to their teacher.

- **Creating a conversation**

Students will be asked to get in pairs and create a conversation including information that was listened to in the audio. They will have 1 day to create the conversation and practice it. Then, students will make a podcast that will be sent to the teacher.

### **My opinion**

The teacher will ask students to create a paragraph about their opinions of the audio listened during the class. Students can also include in their paragraph questions and details they consider relevant. The teacher can ask to draw a picture related to their view; each student will send his or her work to the teacher.

## APPENDIX 6

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT



### LESSON PLAN FOLLOWING THE PDP FRAMEWORK BY USING VIDEO, AUDIO, AND TEXT THROUGH GOOGLE CLASSROOM

#### LESSON ONE: UNIT 1: MY ROUTINE

**TARGET STRUCTURE:** SIMPLE PRESENT, ADVERBS AND EXPRESSIONS OF FREQUENCY, SIMPLE PRESENT AND PRESENT CONTINUOUS

**TARGET CONTENT:** TALKING ABOUT DAILY ROUTINES AND INTERRUPTIVE ACTIVITIES

**WORD BUILDING:** SUBJECT + VERB, 3rd PERSON SINGULAR CONJUGATION

**WORD FOCUS:** DAILY ROUTINES

**GENERAL OBJECTIVE:** At the end of this lesson SWBAT use simple present, adverbs and expressions of frequency.

**SPECIFIC OBJECTIVES:** At the end of the unit SWBAT:

- talk about daily routines.
- speak about common activities.

**MATERIALS:** Computer, speakers, tape recorder, CD, CD player, appendixes, textbook, lesson plan and other school supplies.

**Time:** 400 minutes

**Link to the online classroom:** [English Class 9th \(google.com\)](#)

**Credentials for the teacher:** [teacherenglish531@gmail.com](mailto:teacherenglish531@gmail.com) **Password:** Tesis2020

## **I. WARM-UP ACTIVITY (10 MIN)**

1. The teacher will create a post with a world map picture and some instructions for the students.
2. Ask students to upload the picture back with a little emoji situated wherever they want in the map.
3. Select some students' posts and during the video class ask them to explain what people usually do in that part of the world. (at least 5 sentences each student)

## **II. PRESENTATION (20 MIN)**

At the beginning of the video class, the teacher will ask students to draw four columns on a piece of paper. At the top of one column they draw a book (for important facts), a light bulb (for new ideas), a question mark (for questions), and a running stick figure (for action plans). Stop throughout the talk to remind them to fill in their columns. You might say, "In the book column, write one important fact you have just learned." If time allows, ask people to volunteer one or two items they wrote on their sheet

## **III. GRAMMAR NOTES (90 MIN)**

### **SIMPLE PRESENT TENSE**

The simple present tense is used:

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

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

- To give instructions or directions:  
**You walk** for two hundred meters, then **you turn** left.
- To express fixed arrangements, present or future:  
Your exam **starts** at 09.00
- To express future time, after some conjunctions: **after, when, before, as soon as, until:**  
**He'll give it to you when you come next Saturday.**

**Be careful! The simple present is not used to express actions happening now.**

### Examples

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● <b>For habits</b><br/>He drinks tea at breakfast.<br/>She only eats fish.<br/>They watch television regularly.</li> <li>● <b>For repeated actions or events</b><br/>We catch the bus every morning.<br/>It rains every afternoon in the hot season.<br/>They drive to Monaco every summer.</li> <li>● <b>For general truths</b><br/>Water freezes at zero degrees.<br/>The Earth revolves around the Sun.<br/>Her mother is Peruvian.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>For instructions or directions</b><br/>Open the packet and pour the contents into hot water.<br/>You take the No.6 bus to Watney and then the No.10 to Bedford.</li> <li>● <b>For fixed arrangements</b><br/>His mother arrives tomorrow.<br/>Our holiday starts on the 26th March</li> <li>● <b>With future constructions</b><br/>She'll see you before she leaves.<br/>We'll give it to her when she arrives.</li> </ul> |
|---|--|



Forming the simple present tense: to think

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think
You think	Do you think?	You do not think
They think	Do they think?	They do not think

## Notes on the simple present, third person singular

- In the third person singular the verb **always ends in -s**:  
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.  
He wants ice cream. **Does** he want strawberries? He **does** not want vanilla.
- Verbs ending in **-y**: the third person changes the **-y** to **-ies**:  
fly --> **flies**, cry --> **cries**  
**Exception**: if there is a vowel before the **-y**:  
play --> plays, pray --> prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:  
he passes, she catches, he fixes, it pushes

## Examples

- **He goes** to school every morning.
- **She understands** English.
- **It mixes** the sand and the water.
- **He tries** very hard.
- **She enjoys** playing the piano.

## ADVERBS AND EXPRESSIONS OF FREQUENCY

**Always**–100% of the time

**Almost always**–80-99% of the time

**Usually, frequently, regularly, often**–51-79% of the time

**Sometimes**–50 % of the time

**Occasionally**–30-49% of the time

**Rarely, seldom**–10-29% of the time

**Hardly ever, almost never**–1-9 % of the time

**Never**–0 % of the time

### Adverbs of frequency with *be* verb

When you use an adverb of frequency with *be*, use the following formula: **subject + be + adverb of frequency**

- He is **often** sick.
- They were **never** happy in Florida.

### Adverbs of frequency with all other verbs

To use an adverb of frequency with all other verbs, use the following formula: **subject + adverb of frequency + verb**

- He **rarely** eats breakfast.
- My cousin **almost always** takes the highway to work.

### **Expressions of frequency**

Expressions of frequency contain several words. They also tell how often you do something. These expressions should be placed at either the beginning or at the end of the sentence. Below are some common expressions of frequency. I will give you their meanings and example sentences. You will see them used both at the beginning and the end of the sentence.

**All the time** (means the same as *always* or almost *always*)—**All the time** I see him. I see him **all the time**.

**Once in a while** (means the same as occasionally)—**Once in a while** my sister calls me. My sister calls me **once in a while**.

**From time to time** (means the same as sometimes)—**From time to time** I visit the zoo. I visit the zoo from **time to time**.

**Once a week** (or once a month, twice a year, etc.)—**Once a week** he plays basketball. He plays basketball **once a week**.

**Once in a lifetime** (This means that it happens only once in your life, and will never happen again.) **Once in a lifetime** an opportunity like this comes along. An opportunity like this comes along **once in a lifetime**.

**Not very often** (means the same as seldom, rarely, or hardly ever) This expression is used as an answer to a *howoften* question. It can stand by itself, or you can add words to it.

How often do you watch movies at the theater? **Not very often**.

How often do you eat in a fast food restaurant? **Not very often**. Maybe only 2 or 3 times a year.

#### **IV CONTROLLED PRACTICE: (240 MIN)**

##### **Activity 1: Listening and reading (60 min)**

###### **Pre-listening activity**

The teacher will provide a list of verbs that may be used to talk about daily activities and provide some examples of each of them. ([\(59\) English - Daily routine \(A1-A2 - with subtitles\)](#) - [YouTube](#))

- Wake up
- Take a shower
- Eat
- Drink
- Walk
- Go
- Listen
- Talk
- See
- Make
- Play
- Run
- Sleep

Example:

- Michael wakes up early all Mondays.
- Adriana and Ruth walk to school every day.

### **During-listening activity**

The teacher will start showing the video English - Daily Routine to the students, but will stop it at the minute one. Then, he or she will post the script for the video also up to the minute one, so the teacher can play the video once more at the same time students are reading the script of the video.

### **Video Script**

My name's Fred, I live in London and I'm 17 years old. I wake up at 7 and usually get out of bed about 7.30 then I come downstairs and have breakfast. Usually I have cereal for breakfast with orange juice, but sometimes I have a toast with jam or honey. Then, I pack my bag for school. I walk because my school is only in the centre of the town where I live. So, It is only a 15 minutes' walk in the morning which is good because it means I can sleep later. The school is quite old. It's been a school for about 400 years, and it's got about a thousand students there in 7 age groups and its only boys there. School starts at 8.30 and then we have two lessons which go until 10.15...

### **Post-listening activity**

Students will be asked to write how they consider Fred will continue his day with at least 10 more activities and send their own version to the teacher as homework.

## **Activity 2: Reading and writing (80 min)**

### **Pre-reading activity**

Ask students to mention some activities they do every day, such as setting the alarm before going to bed, waking up at a certain time each morning, eating breakfast, and traveling to work or school.

### **During-reading activity**

Ask students to read and scan new words. Then, allow students to search the new words in a dictionary, and ask some students to read aloud the reading.

## Tim's Story



Tim works for a company in Sacramento. He's a customer service representative. He gets up at 6 o'clock a.m. each workday. He drives to work and begins his job at 8 o'clock each morning.

During the workday, Tim speaks to people on the telephone to help them with their banking problems. People telephone the bank to ask questions about their accounts. Tim doesn't give information about accounts until callers answer a few questions. Tim asks callers their birth date, the last four digits of their Social Security number, and their address. If a person gives incorrect information, Tim asks him to call back with the correct information.

Tim is polite and friendly to everyone. He has lunch in a park next to his office. He returns home at 5 o'clock in the evening. After work, he goes to the gym to work out. Tim has dinner at 7 o'clock. Tim likes watching TV after dinner. He goes to bed at 11 o'clock at night.

### **Post-reading activity**

Ask students to answer the following questions and share their answers in a post:

- What time does Time get up each workday?
- What time does he begin his day at work each day?
- What are some of the duties Tim performs each day?
- What time does Tim turn out the lights each night?

### **Activity 3: Writing (40 min)**

### **Pre-writing activity**

Ask students to write and share a list of 10 verbs and 10 expressions of time that may be used for talking about themselves.

### **During-writing activity**

Write about yourself using the list of verbs and expressions shared before: where you are from, what you do (study, work...), your hobbies, and write about a typical day in your life. Use the simple present tense. Try to use the following phrases and structures. Write at least 200 words. Send the text to the teacher as homework.

### **Post-writing activity**

Highlight each sentence where a verb or expression of time was used.

### **Activity 4: Speaking (60 min)**

[\(58\) Simple Present Tense examples - YouTube](#)

### **Pre-reading activity**

Ask students to write a list of 10 common things people do at their home and 10 things they think people enjoy doing as a hobby. Then they will share them in the class post.

### **During-reading activity**

Listen to the video and write at least five things that the boy of the video says and you also like to do. Students can share their answers during the video class.

### **Post-reading activity**

Students will work in pairs and create a conversation as the one shown in the video. Then, they will create a creative video showing the conversation and upload it for being seen by their classmates. (an interview, a conversation with a friend)

## **V. QUIZZ (40 MIN)**

1ST PART: Select the correct verb and conjugation for completing the sentence.

1. My mother \_\_\_\_\_ romantic movies.
  - a. likes
  - b. like
  - c. sees
  - d. buy
2. The teacher \_\_\_\_\_ the students after class.
  - a. walk
  - b. helps
  - c. talk
  - d. knows
3. Susana \_\_\_\_\_ to learn new things every day.
  - a. watches
  - b. tries
  - c. studies
  - d. buys
4. I \_\_\_\_\_ to school at 8 am.
  - a. visit
  - b. see
  - c. need
  - d. go
5. My brother and I \_\_\_\_\_ TV at night.
  - a. buy
  - b. watch
  - c. likes
  - d. need

2ND PART: Write the sentence using the verb between parentheses.

1. We sometimes (meet) in front of the cinema.
2. My sister (read) a book.
3. Our friends (play) football in the park. (negative)
4. My parents (do) the shopping. (negative)
5. Our friends (play) football in the park. (interrogative)

3RD PART: Create a sentence using the parts already asked in the exercise.

1. 3rd person singular + sing + affirmative + expression of frequency



2. Mario and Miguel + play soccer + negative + Cristiano Ronaldo
3. My mother + visit + country name + expression of time + interrogative
4. The teacher + prepare + affirmative + English class
5. Interrogative + 2nd person plural + eat + pizza hut + adverb of time

4TH PART: Read and write the paragraph changing the subject on it for 3rd person singular.  
(Example: I love to dance. Change to: She loves to dance.)

On weekdays, I wake up at twenty past seven, but I get up at half past. I have a shower, and then I have breakfast. I usually have a white coffee and toast for breakfast, but some days I have biscuits or cookies! After breakfast I get dressed and I go to work at quarter past eight. I walk to the train station. That's about ten minutes. I get the train at 8.30 and I get to Atocha train station at ten to nine, and then I walk to my office. I start work at nine. I work from nine to two, and from three to six in the afternoon. I have lunch in my office. I often have a sandwich and a piece of fruit. Sometimes I have a chocolate bar, too! After work, I go shopping for food and things for the house. I get home before half past seven. I rest a bit, and then I do some housework. At about nine I cook dinner for my family and me. We usually have dinner at half past nine. After that, we watch TV, or I read a book. I usually go to sleep in front of the TV set or the book! I'm very tired! I go to bed at midnight.