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

Universidad de El Salvador

THE INFLUENCE OF USING TECHNOLOGICAL TOOLS AND EQUIPMENT SUCH AS PODCASTS, VOKIES, TAPE RECORDERS, INTERNET AND COMPUTERS IN THE DEVELOPMENT OF THE LISTENING SKILL OF THE STUDENTS OF THE ELEVENTH YEAR OF BACHILLERATO GENERAL OF INSTITUTO NACIONAL DE EL CONGO, IN THE CITY OF EL CONGO, SANTA ANA, FROM MAY TO JULY 2014.

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DEDICATION

We want to dedicate this work to our families, our mothers, our fathers, our siblings, and other relatives for all their unconditional support throughout these years of hard work at the university. Their love was important to motivate us to achieve this goal.

Besides, we want to dedicate this work to all the teachers involved in our learning process at the university. Their patience and dedication to teaching helped us to achieve our dreams for a better professional life.

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INTRODUCTION

The present research project aims to describe *The Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014.*

This report describes the way in which some technological tools can enhance the acquisition and development of the listening skill of students learning English as a foreign language in the aforementioned institution. The Listening skill is an active practice that allows students to recognize, process, internalize and interpret the information in the brain. This process is very important specially when learning a foreign language because it gives the students the opportunity to recognize the sounds, words and mainly the message of the new language. Since technology has become a major concern in the educational world, most schools have implemented it in their English as a Foreign Language (EFL) classes, but still in El Salvador, many schools have been inconsistent in implementing instructional technology. There are, nowadays, many technological tools in order to help students in the learning of English, and teachers can also make use of them in the classroom with the purpose of developing listening activities.

This paper will explain the process followed by the research team to analyze the influence that the usage of technological tools has when promoting activities to improve the listening skill in the classroom. For carrying out this process, there have been different research methods that could have been applied, however, not all of them were suitable for carrying out this present study; in this case, to develop this investigation the team considered that the most appropriate method was the correlational study since it was needed that the members of the research group were able to intervene and manipulate the variables to determine the degree of the influence the independent variable had on the dependent one, it means that the team wanted to test how technological tools could make students' listening skill better during the process of the project. It was also an experimental research in

which two groups, the control and the experimental group, were studied to establish the causal relationships between the variables. It was decided to focus this study on a different environment, a public high school, since sometimes little attention was paid to the training of listening skills in public high schools. This research, and the experiment that was carried out to develop it, would bring plenty of benefits to the school, teachers, students, and the research team.

CHAPTER I
THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

The following research project attempts to provide information about the influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo.

According to Cornwall, it was found that in the last years, English has become a very important tool in every area of society. That is why, it is very important to improve the competitiveness of English students, expanding and diversifying their ability to learn. Listening is a very important and crucial skill when learning English because through it, students start internalizing the target language. Without being able to listen and understand what has been said, it is impossible to take a meaningful part in most conversations. Sothe listening skill is a key, especially in an EFL environment to receive output and then produce the language needed to communicate with others.

C. Augusto, A. Herbert, P. Jose, G. Jose, M. Ana, C. Carmen, and A. Nicolas, The designers of the High School English Curriculum of El Salvador, have included listening activities in order to develop and evaluate students' listening skill. However, it is the skill that most teachers in Instituto Nacional de El Congo tend to keep to a minimum practice. This fact could be detected during the observation period that the team carried out in the English classes; during the two weeks of observation, it was noticed that the teacher just developed written activities in which students hardly ever had relevant practice of the language.Also, after administering the survey, the team could see that students from the school are aware of the lack of listening activities and of the importance of the development of their listening skill. As a result, the students' listening skill is not developed as it should be, and students almost never have opportunities to reach the level of English required; besides, lots of difficulties of comprehensibility come up every time they are exposed to any piece of audio. What's more, the main problem here, is that students are the most affected since despite of having the

necessaryresources in their school, they are not being taught properly to have them be able of responding adequately in different situations in which English is heard.

According to Treasure, there is a number of different types of listening including both active and passive listening, which are both important factors in effective communication. While active listening allows the listener to engage with the speaker, passive listening encourages the listener to observe the speaker quietly.When a person is practicing passive listening, he is sitting quietly without responding to what the speaker is saying (Juliann treasure). Teachers at Instituto Nacional de El Congo develop this skill as a passive one. In these classrooms, there are only activities in which students practice written English, and mostly these activities do not help the students to develop in the best way the four English macro skills. Besides, as it was mentioned before, this school has a complete English Lab and equipment that could be very significantly useful in the classroom;nevertheless, teachers do not take advantage of them for instructing their students. The two main reasons why this is happening in this school are the following:

1. **Teachers do not have the appropriate knowledge on how to use the technological tools to provide high-quality English teaching in this school.**

This statement is supported with the observation that the team managed to do in the school. This observation took place on the first week and what the team noticed was that teachers did not use any kind of technology to develop their classes. Also, in the questionnaire administered to them, they were sincere on saying that they do not consider important to know how to use technological tools in the English classes. (See graph 13).Students also pointed out that teachers do not use any technological tools in their classes. The team considered that teachers do not take advantage of the resources they have at hand because the knowledge they have about technology is poor because they do not take time to search about new instruments that they can use.

2. **Teachers do not have the proper understanding onwhat techniques to use to develop a class in which technological tools can be included.**

This idea is supported with the observation analysis the team has developed. During the period of observation the team was able to see that the teachers from the institution do not use any kind of techniques to develop listening activities and as it was stated before, they do not use any technological tool to develop them. In the survey that was administered to students, the research team could realize that they are aware of the lack of use of technological tools in their English classes. They highlighted that teachers just use the tape recorders and sometimes computers to develop these kinds of activities. (See graph 11).

These facts were of a great influence on the students' performance in the listening activities because at the beginning of the intervention process, the activities seemed to be a punishment to them. Students' attitude was indifferent to the classes and they did not pay attention to the classes. This happened during the first two classes the team instructed. This gave the researchers an idea on how to direct the activities that would help students to be immersed in a new environment to practice their language.

The research team decided to face the problem by dealing with the reasons presented here. The team implemented some sets of activities in which they used technological equipment and showed the teacher and students how different and productive a class could be by using these resources.

The research team considered that this was a suitable problem to study because there was a big range of data from previous studies that would help to support this research project; and the results and recommendations of it that can be taken into account to improve the teaching of English language at Instituto Nacional de el Congo.

1.2 RESEARCH QUESTIONS

General research question:

- What is the influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014?

Specific research questions:

- What are the techniques that teacher in Instituto Nacional de El Congo are using in order to develop students English listening skill?

- Does the students' attitude towards listening activities change with the inclusion of technological tools?

- Does the development of constant listening activities during an English class improve students' language production?

1.3 OBJECTIVES

General objective:

- To examine the influence of using technological tools and equipment in the development of the listening skill of the eleventh year students in the Instituto Nacional de El Congo in Santa Ana.

Specific objectives:

- To gather information on the techniques that English teachers are using now regarding to listening activities in Instituto Nacional de El Congo in order to measure the level of comprehension eleventh year students´ may have.

- To put into practice some new techniques in which technology is applied so that teacher can make use of them in the following courses.

- To evaluate results obtained by students after the intervention of the research team and the implementation of different activities using technological tools.

- To provide teachers from Instituto Nacional de El Congo with different tools that they can use in order to higher the quality of their teaching style regarding listening activities.

1.4 JUSTIFICATION

This research is focused on the development of the English listening skill. The research team decided to carry out this study because listening activities are less carried out in the high school classrooms, also, because this institution had the necessary equipment to develop all the listening activities that the team had planned. The resources the team will use are: projectors, tape recorders, computers, and the English Lab. The team considered that the only thing missing to carry out this project was the teachers' availability and motivation.The listening activities are very important because according to Saricoban 1999, Listening is defined as the process of identifying an understanding the space of the speakers. It involves understanding the speakers' accent or pronunciation, speakers' grammar and vocabulary, and comprehension of meaning. It means that these kind of activities train students to have a better understanding of the language and as a result their language production as well. The English Language has gained a great importance around the world and now every major at college requires at least some English knowledge, and if this knowledge does not come from high school classes, it represents a big loss for students. So this topic caught the research team's attention because it will give them the opportunity to explore a different field of the English Teaching and also the chance to help high school students in the development of their listening skills.

According to Nomass 2013, in the essay *The Impact of Using English as a Second Language*, the English skills are classified as input skills and output skills. The key to acquire a new language is to receive input. In this case, the listening skill becomes important for beginners to start internalizing the language. There are different books, articles, and web sites, as well as, reliable authors that support this study.

The research group considered that was capable of carrying out this research due to the experience that the group had gathered in this major. The different experiences the group had gone through, and also, the different activities that had

been exposed to, were of great help for the group to go ahead and take into account during the time the research took place. The group was able to carry out this research since all the members were undergraduate students from the Licenciatura en Idioma Inglés Opción Ensenanza. That was also the reason the group had some knowledge about the research under study and also why it was the ideal team to do it.

Over the past years, there have been many works concerning the use of activities to help improve the listening skills in students of English as a second and foreign language. That is whythere is a range of resources of knowledge that could help the research group to come up with the informationneeded to support this topic. All the necessary data to develop this research will be taken from those sources such as books, articles, and web sites as well as reliable authors. The research team also will gather information from teachers and students to have a clear idea of the weaknesses and challenges that the institution faces regardless the research topic.

This topic is suitable to study since the listening skill is a very important element in the English learning process. It is also appropriate since technology now offers tools that can be implemented in the English classes. The institution in which this research will be developed had all the technological tools needed to carry out this study. Besides, the research team will be given the opportunity to work freely in the classroom and to implement different activities in order to help students develop their listening skill. This will givethe team the opportunity to realize if the objectives of this research project can be achieved.

The following research is of great importance, not only for students,but also for teachers since the group intends to discover the main advantages that the use of technological tools such as: computers, vokies, DVD players and some others had on the development of the students' listening skill. It is also noticed that there is already some research projects that is similar to the one under study. Even though there isremaining information related to the topic under study, the group considered that there is some sort of novelty because the research is focused on a

different environment.There are similar studies but, those studies took place in different scenarios.

According to the research team's opinion, this research project is really useful for all the parts involved, the school, the teachers, the students, and the research team because all of them were given the opportunity to go deeper into a topic that has not been studied and worked in the institution before. For the school and the teachers, it will be a good opportunity to improve their teaching style and to give more tools to students regarding the development of their listening skill. For students, because it will be a good way to develop a skill that is really basic to acquire the new language; and for the research team, it will be useful because they will have the chance to study and prove the hypotheses they have established in order to see how successful the study is and to motivate teachers from the institution to take advantage of the tools available at the institution. The results obtained by the team during the intervention will encourage teachers to change their methodology once they realized the effectiveness of the technological tools used in the English classes.

1.5 LIMITATIONS

- The main limitation that this research team faced was meeting time. This happened because of two reasons:

a. One member had schedule problems because of his job.
b. The members of the group lived in different cities.

However, the group managed the time and was able to meet twice a week.

- Another limitation was during the process of the intervention in the institution. It was very difficult for the team to use the English lab since it was not set to be used for the English classes. The research team overcome the situation by changing the schedule of the classes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL FRAMEWORK

Throughout the years, the English language has been spread around the world and has become very important being also known as "the language of business." It is called that way because nowadays with the process of globalization, many countries needed to go abroad and to communicate with the purpose of making their economic life to grow. People knew that they needed to know the language that was being used in this business environment. This situation inspired many people whose mother tongue was not English, to enroll in English classes. As a result, the teaching of English has become an interesting challenge for English teachers due to the fact that the number of students has amazingly increased in the classroom.

Since English has reached a great importance around the world, three terms have appeared to classify the English teaching process. The first term is ESL (English as a Second Language) which is taught to people who live in a country where the language is English but their mother tongue is not English. The second term is EFL (English as a Foreign Language) which is taught in countries where the mother tongue is not English. And the last term is ELT (English Language Teaching) which used to refer to the teaching of the first two terms.

The need of communication among people from different countries and with all the changes that have arose in recent years, English has become the official language between two people who speak different languages, and that has triggered the need of knowing the English language and by consequence the teaching of this.

To develop this research project, the team has taken into account two main topics: First, how the listening started to gain importance in the teaching style; and second, the technological tools that have been used to improve students' listening skill.

2.2 THEORETICAL FRAMEWORK

The field of education has gradually changed during the past four decades. Before, teachers were seen as the major figure of success for students and as the center of the classroom. But now, it has changed to student-centered (Razack, 2012). With the years, English teaching has become one important major in our country, and it has gained importance in the curriculum of education. Most private and public schools have included English as a subject in their lesson plans.

In the English Learning process, it is necessary to develop the four English macro-skills which are: Listening, Speaking, Writing and Reading. Nomass, in his paper *The impact of using technology in teaching English as a second language,* defines the English skills as the development of the main parts or elements of the language. He also divides the English learning process into two important aspects:

a) Input skills which contain the listening skill and the reading skill. These skills help the student to know the language and to internalize it.

b) And Output skills which are the speaking skill and the writing skill. These skills help the student to produce the language using all the information he has already gotten from the input skills.

```
                    ENGLISH LANGUAGE SKILLS
                   /                        \
          INPUT SKILLS                    OUTPUT SKILLS
           /        \                      /          \
  LISTENING SKILL  READING SKILL    SPEAKING SKILL  WRITING SKILL
```
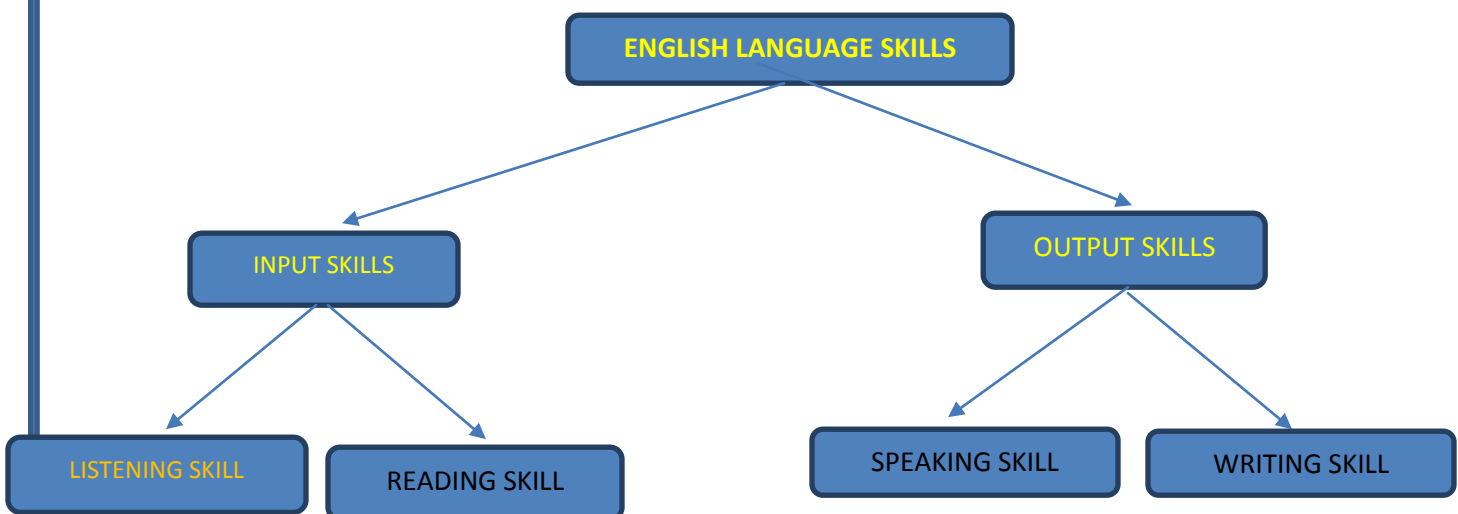
(Figure found in the paper The Impact of Using Technology in Teaching English as a Second Language by Bassma Basheer Nomass)

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But even though English classes have been included in the curricula of education of El Salvador, there are still some weak areas which teachers have not worked on to face and overcome the different problems that are present in the English classroom. One of these weak areas is the use of listening activities in the classroom and as consequence the development of students' listening skill. This may be because students find the listening activities more difficult than the rest and because teachers can't find an appropriate way to make students interested in them. Teachers prefer to stay at the comfort area and have the control of their classroom carrying out activities that students find easy. So, this has caused a great lack of knowledge in students. That is not only happening in El Salvador, according to Bozorgian and Pillay 2013, listening activities have been overlooked in schools of Iran, Canada, England and Singapore despite the existence of many listening resources.

As English learners are starting to learn something new, some researchers consider that the Listening Skill is the main skill and the first skill students have to develop in order to acquire and internalize the language. Through listening, students are able to acquire larger portions of information and then produce it (Saricoban, 1999). It is important to point out that performing listening activities in the classroom helps students to go beyond English learning and gives them the opportunity to develop in a better way their English skills, not only listening but all of them.

It is known that listening activities play an important role in the classroom and their performance exposes students to real language, but the current situation in schools is further from satisfactory and this has made students feel frustrated and helpless against listening (Yang, 2005). This happens because some students cannot control the speed of the speech or it contains different set of sounds that do not exist in their mother tongue being in this case Spanish; and in other cases, even when they are able to decode the sounds, interpretation problems come out due to their lack of vocabulary. (Wei, 2012)

Of course, there is no doubt that to develop listening skills there is a greater need of practice. It means that students need to be in constant contact with the language and get familiar with the different English sounds and rhythm as well as building up their own vocabulary and most important, to be exposed as much as possible to the language (Wei, 2012). This represents a great challenge for teachers, since the development of the students' English listening skill depends mostly on them and on the way they use the different resources to carry out these type of activities.

But now, with all the changes that have been going on in recent years and with the creations of new programs and tools, English teaching has been benefited with many instruments that teachers can use in order to improve their teaching style as well as give students the chance to learn more and in a more attractive and effective way. These tools are being used around the world as a way of developing English skills specially the listening skill.

Since the creation of technology, many teachers have started to use it directly in the classroom to enhance the students' learning process giving them the best tools to learn and use the new language. Teachers have to take into account all these new resources and adapt them to their methodology, it means that they have to be flexible and open-minded to all new things that can emerge and that can be such a great help inside and outside the classroom (ramos, 2010). This is also interesting for students because they were born in a technological era and they need to be taught with something they know pretty well and they like as well.

Technology is now seen as a great strategy when it comes to teaching listening. Many new programs, web sites, and tools that have come up with the years compose a great support for the teacher as well as for the student. During the development of this research project, some of these tools were used in order to obtain the needed information and the expected results.

When talking about equipment, nowadays there are many great resources that can be used in a class and that are appealing for students. Just with the fact of having a tape recorder, the teacher can consider that he has gotten a great tool to develop a class. With this tool, he can develop a variety of activities by playing different

audios that he can get from anywhere. Now, all the books come with a CD which includes many different activities that a teacher can use; unfortunately, teachers from high schools are not using them in any way.

Also, many schools now are counting with a great tool for an English teacher: An English Lab. These labs are totally equipped to teach classes making use of technology. These labs are composed by computers, speakers, headphones, projectors, microphones, and most of them with access to internet which makes them a lot easier to use. Having a lab like this in a schools is a big advantage not only for the teacher but also for the student because they have the opportunity to be in touch with real language via internet. But, unfortunately even touch many schools have this amazing resource; they are not taking advantage of it in an appropriate way.

There is also an important tool that a teacher can take advantage of and it is the Podcast. Podcast is the name given to the publishing of an audio usually in an MP3 file and that can be downloaded from anyone with access to internet. The idea of podcasting has made the teaching circle get interested in this important tool, not only because teachers are able to produce their own podcast but also because they can have students producing theirs too.

There are three types of podcasts:

a) **Authentic podcast:** this type of podcast is not aimed at ELT but that can be very rich and contain important information useful in any English class. This can be very helpful because normally they are just expressing different topics without pointing out any grammar structure but still can be used for having discussions and activities like these ones.

b) **Teacher podcasts:** this type of podcast is created by teachers mostly for their own classes. This helps them develop listening activities with topics that are no easy to find elsewhere or that are not available for them.

c) **Student podcast:** this type of podcast is created by students for students. This tool is really useful in an English class because not only gives the students the opportunity to produce the language but also because it allows

them to listen to other students' experiences and voices. It also provides the student with a different view of their language and gives them the opportunity to have self-feedback and correction.

Podcasts are consider to be authentic material in a classroom that sometimes can take time to produce but that will give students and teachers huge benefits. (Stanly, 2005)

Another great and different tool to be used in a classroom is the Voki. This is an amazing tool that make students get interested and that allows the have a different and interesting class.Voki is an educational tool that allows users to create their very own talking character. The term VOKI comes from the union of two words, "vox" the Latin word for voice and "Loki" a Norse god, from Norse mythology, who had the ability to change shape just as these characters do. These types of vokies help the teacher to have students working in an English lab in the computer and yet the student can feel that he is doing real contact with the teacher. A teacher can create a Voki and make it talk of any topic the teacher wants and to have his voice.

Of course, this requires an effort from the teacher to make the time to create the Voki. But, at the end this will be of such a great help in the class. With the use of vokies, teachers can help to improve the students' listening skill and have the control of the class feeling like he is giving personalized classes to students even when they all are having it at the same time (Voki home, 2011).

Other great tools for teachers to develop various listening activities in the classroom are web sites. There are different web sites that have been created with the purpose of helping teachers and students to have different kinds of activities that provide the best opportunities to teach and learn. These web sites contain different ideas for teacher to put into practice in the classroom. These can provide podcasts, videos, and online activities.

According to Tarunpatel 2009, with the emergence of internet technologies and the web 2.0 tools, the Teaching English process has been energized and improved.

One of these web sites is probably the most popular among teachers and students. YouTube is a web site that contains thousands of videos classified on different categories. These categories go from educational, musicals, tutorials to films, short films and blogs.

Using YouTube as a teaching tool can be very useful for teachers because they can find all kinds of videos. A teacher can download a video and present it to the students in order to give them a task. Also, if the school counts with an English lab with access to internet, it can be very interesting for students to have a different class. A teacher can not only use them in the classroom but also outside the classroom with some guides they can give to students. This will give the students freedom and they will not feel pushed with a specified time to finish the task.

The more time a teacher uses authentic language material in his classes, the more opportunities students will have when developing in and producing it later. Using YouTube in English classes gives plenty of benefits to the teacher as well as to the student.

Also, there have created some web pages called ESL/EFL laboratories. These exist with the purpose of providing various activities that can be used in a classroom and outside the classroom. The main advantage of these type of web sites is that they not only provide the video or podcast to the teacher but also most of them already provide a guide to follow. These guides are very clear structured and their content is pretty good. A teacher can find a guide about almost any topic he is looking for and for any level as well.

Nowadays, a teacher has great help to improve his teaching style and to implement many different activities making use of all the resources that technology has provided in the last decade. Teaching listening is no longer a difficult task, it only takes time and needs the use of suitable techniques and strategies to implement technology.

Besides technology, there have been developed some methods that propose the use of different materials for an English class specially for developing the listening

skill. These methods propose that using different materials are of a great help in the classroom because for students there is an especial motivation when they are taught by making use of materials they know and they like.

Also, by taking into consideration what the natural approach proposes it is Important to point out that this study decided to develop student's language skills in some stages:

The Natural Approach to Learning a New Language

The Natural Approach was developed by Dr. Tracy D. Terrell, professor of linguistics at UC Irvine and UC San Diego (late UC San Diego) and Dr. Stephen Krashen, professor emeritus of linguistics and education at USC. The Natural Approach to language learning is designed to develop basic communication skills, not make you an expert in grammar. Adult beginning language learners, just like children, go through different stages of competence in the new language.

- Comprehension
- Early Production
- Emergent Language

In Natural Approach foreign language classes, students are allowed to progress naturally from one stage to the next.

Stage 1 Comprehension

When children acquire their first language(s) they spend thousands of hours just listening before anyone expects them to say a word. And when children do start to produce they make lots of errors, they use "baby talk," and parents are thrilled. Although adults usually want to talk much sooner, listening comprehension is still the base upon which language learning rests; we learn how to speak, because we understand what is being said.

In a Natural Approach class, students learn

- to recognize the meaning of words used in context.
- to guess at the meaning of utterances without knowing all of the words or the grammar.

- to create a comfortable classroom environment so that they will be willing to guess at meaning.

Stage 2 Early Production

At this point the learner's speech will contain many errors. Forcing production only increases errors and forces the learner to translate from his/her native language. Children take 9 to 15 months to reach this stage; adolescents may delay speech from one to six months and adults from hours to weeks. At this stage in language development, students are able to produce
yes/no answers to questions, one-word answers to questions, lists of words, two word strings and short phrases.

Stage 3 Emergent Language

Given continued exposure to meaningful language, language where the focus is on the content and not the grammar, the learner's speech will gradually improve in both range (vocabulary) and accuracy (grammar). Each learner needs different amounts of exposure to language in order to acquire the new linguistic system, so do all of the assigned work. As students' progress, they begin to produce
Three-word phrases, longer phrases, complete sentences.
Based on this and also in some different methods that have been created in order to help the teacher in the classroom, the classes were developed successfully.

One of these methods is the **audio-lingual method**. This method was created in order to generate communicative competence in students by the use of different activities based on some set of drills that would make the student to be in contact with the target language. This research project took into consideration some of the activities that the audio lingual method proposes in order to test the hypotheses stated in the project. In the book Techniques and Principles in Language Teaching written by Larsen-Freeman, were found some activities that were closely related with the audio lingual method. These activities were very useful for this investigation.

- **Question and answer drill:** students ask and answer questions very quick. For this research project, students were presented some videos, then the teachers asked the questions and students answered.

- **Use of minimal pairs:** the teacher selects two words that sound identical except for a single sound, then students repeat the word and identify the difference. In this project, a similar technique was used. Students were given a worksheet and then an audio was played; students had to select the word that was said in the audio.

- **Complete the dialogue:** students are given a worksheet with some missing words from a dialogue; students have to find them and insert them in the right place. This exercise was carried out as the way it is in this project.

Another method that proposes some techniques to enhance the students' listening skill is the **Direct Method.** This method states that students must be in contact with the target language and that no need of translation is present (Mart, 2013). Rivers 1968 says that "students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it- associating speech with appropriate action" and that is what the Direct Method is all about.

There are some techniques that were taken from the direct method in order to carry out this research project (Freerman, 1986):

- **Discussion:** students are presented a topic and then they give their own opinion by making use of the target language. In this project, students were presented a video or and audio and then they were asked about their opinion on the presented material.

- **Fill-in-the-blanks exercise:** in this exercise, students are given a worksheet and are asked to complete some set of phrases. In this case, students were presented some different listening materials and were asked to complete the missing items.

- **Dictation:** the teacher dictates sentences or even paragraphs in order to see the understanding capacity of students as well as their writing abilities.

Some dictation practices were developed during the development of this research project.

And the last method used in this research project and that aims to develop the listening skills is the **Authentic Material**. This method attempts to encourage teachers to make use of different material in the classroom in order to engage students in the target language. Authentic Materials mean "exposure to real language and its use in its own community" (Widdowson, 1990). Using Authentic Materials in the English classroom is very important for teachers and for students. In the case of teachers, it gives them the opportunity to have a variety of activities and different ways to teach; and for students because, in this way they have more opportunities to understand in a better way the language because they are exposed to real discourse and they keep motivated by learning real situations that re happening around the world. Authentic Materials give freedom to the teacher to carry out any activity he wants in order to get better results from students. In this research project, a variety of activities taken out from this method were carried out in order to obtain results to see how the use of technological tools can influence the development of students' listening skill. Here, it is presented a diagram with a proposal of activities and materials that can be used with the purpose of enhancing the students'' listening skill.

Figure 1:

Audio-Lingual Method

Question and answer

Minimal pairs

Complete the dialogue

Voki

Web site

Podcast

Video

Videos

Podcasts

Podcast

YouTube

Figure 2:

```
                    ┌──────────────────────┐
                    │     Direct Method     │
                    └──────────────────────┘
         ┌──────────────────┼──────────────────┐
         ▼                  ▼                  ▼
  ┌──────────────┐  ┌──────────────────┐  ┌──────────────┐
  │  Discussion  │  │ Fill-in-the-blanks│  │  Dictation   │
  └──────────────┘  └──────────────────┘  └──────────────┘
         │                  │                  │
         ▼                  ▼                  ▼
  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
  │   Podcast    │  │   Podcast    │  │              │
  │     Voki     │  │    videos    │  │    podcast   │
  │    videos    │  │              │  │              │
  └──────────────┘  └──────────────┘  └──────────────┘
```

Figure 3

```
                    ┌──────────────────────┐
                    │  Authentic Material   │
                    └──────────────────────┘
      ┌──────────┬────────┴────────┬──────────────┐
      ▼          ▼                 ▼              ▼
┌──────────┐ ┌──────────┐   ┌──────────┐  ┌──────────────┐
│ Podcast  │ │   Voki   │   │  Video   │  │  Web sites   │
└──────────┘ └──────────┘   └──────────┘  └──────────────┘
```
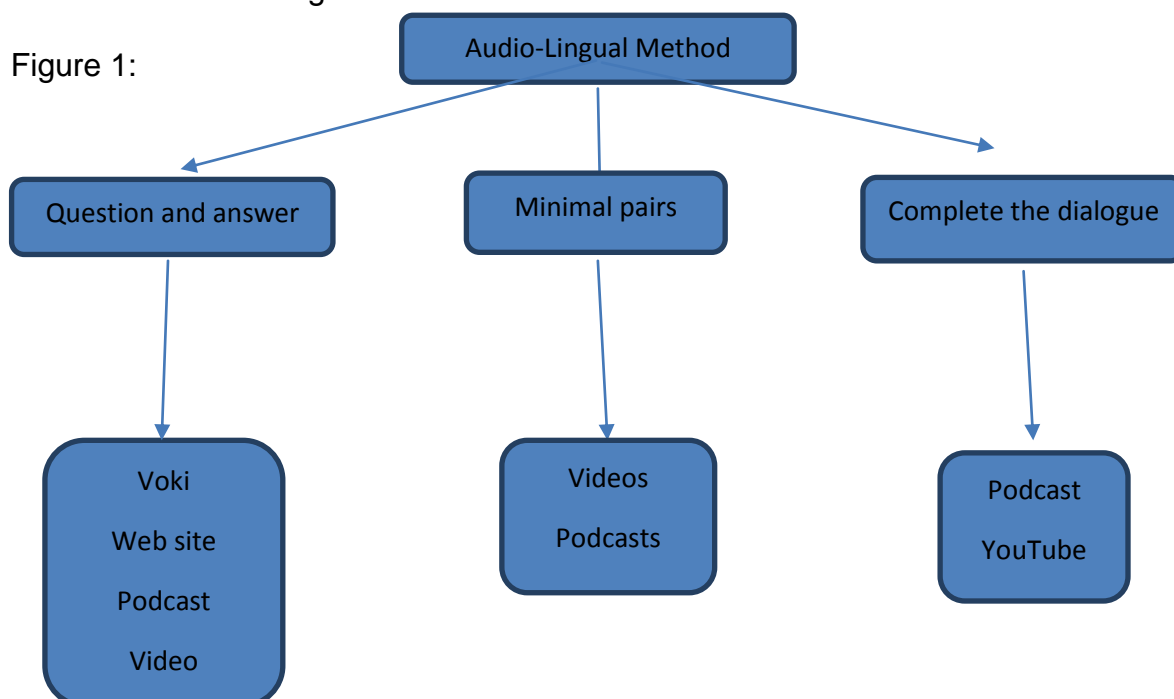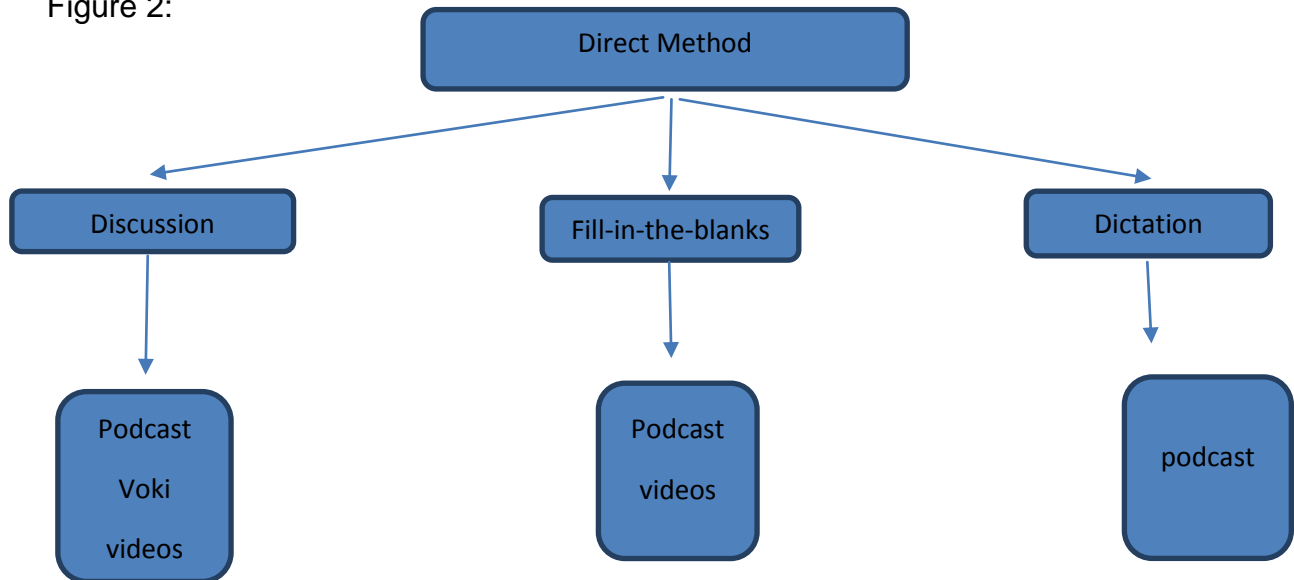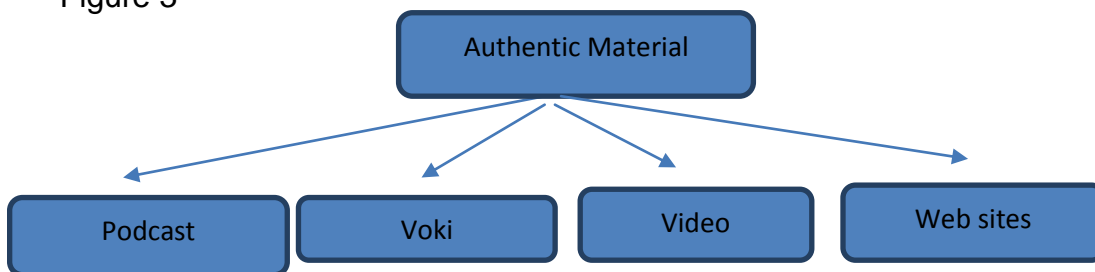
As it can be seen, all of the technological tools used in this research project can be applied to these methods.

2.3 DEFINITION OF KEY TERMS

- **EFL:** English as a Foreign Language; the teaching of English to students whose first language is not English.

- **ESL:** English as a Second Language); which is taught to people who live in a country where the language is English, but their mother tongue is not English.

- **ELT**: English Language Teaching. It is the use or study of English by speakers with different native languages. It is also known as English for speakers of other languages (ESOL).

- **MP3:** a standard technology and format for compressing a sound sequence into a very small file (about one-twelfth the size of the original file) while preserving the original level of sound quality when it is played.

- **YouTube:** a video sharing service that allows users to watch videos posted by other users and upload videos of their own.

- **LCT:** Learner Centered Teacher

- **Software**: Organized information in the form of operating systems, utilities, programs, and applications that enable computers to work.

- **Authentic material:** Materials that has been produced to fulfill some social purpose in the languagecommunity.Material designed for native speakers of English and used in the classroom in a way similar to the one it was designed for.

2.4 FORMULATION OF HYPOTHESES

General Hypothesis

- The use oftechnological tools such as podcasts, vokies, tape recorders, internet and computers influences positively the development of the students' listening skill.

Specific Hypothesis

- Teachers of eleventh year of bachillerato general of Instituto Nacional de El Congo lack of variety of techniques to develop students' listening comprehension skill.

- The use of technological tools such as podcasts, vokies, tape recorders, internet and computers engages students in the learning of the English language.

- Carrying out constant listening activities during the English classes improves students' oral and written language production.

2.5   SYSTEM OF VARIABLES

This is a study focused on the Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014. The research was developed in this way since the team was dealing with two variables.

The two variables involved in this project are:

1. INDEPENDENT VARIABLE: the use of technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers.
2. DEPENDENT VARIABLE: the students' listening skill

The research team decided to work with these technological tools since they were suitable, appropriate and feasible to carry out the activities which helped to accomplish the objectives set in this project in Instituto Nacional de El Congo. Below, the definition of these tools will be defined:

Podcast is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a "feed" that allows listeners to subscribe to the series and receive new episodes automatically.

Voki is "an animation website. It is a free service that allowsto create personalized speaking avatars and use them on a blog, profiles and in email messages. This web2.0 tool is very important in education as it enables teachers and students to express themselves on the web in their own voice, using a talking character. A voki can speak using your own voice, an uploaded file or by typing in a message. The vokies created can be posted on a class blog, website or anywhere online" (Definition taken from (http://www.educatorstechnology.com/)

Tape recorder is an apparatus for recording sounds on magnetic tape and afterwards reproducing them.

According to the Oxford dictionary, internet refers to a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

Computer is an electronic device which is capable of receiving information (data) in a particular form and of performing a sequence of operations in accordance with a predetermined but variable set of procedural instructions (program) to produce a result in the form of information or signals.

Once defined the important terms, it is important to conceptualize the research questions, hypotheses and objective previously set in this study. It is important to mention that a general research question was stated, which was the base of the project. Also a general hypothesis and objective were established in order to create a perfect connection in the research and obtain reliable results. Also, three specific research questions as well as three specific hypotheses and specific objectives were set with the purpose of exploring the problem under study all of them connected with each other.

Table 1: Operationalization of General Hypothesis

General research objective	General research question	General hypothesis	variables	Indicators	Sub indicators
To examine the influence of using technological tools and equipment in the development of the listening skill of the eleventh year students in the Instituto Nacional de El Congo in Santa Ana.	What is the influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014?	The use oftechnological tools such as podcasts, vokies, tape recorders, internet and computers influences positively the development of the students' listening skill.	Independent: The use of the technological tools Dependent: Students' English Listening skill	Indicators of independent variable: -podcasts -Vokies -tape recorders -internet -computers Indicators of dependent variable: -English listening skill	Independent variable: -Technological tools -Teaching methods and techniques Dependent variable: -Listening activities

Table 2: Operationalization of Specific Hypothesis 1

Specific research objective 1	Specific research question 1	Specific hypothesis 1	Variables	indicators	Sub indicators
To gather information on the techniques that English teachers are using now regarding to listening activities in Instituto Nacional de El Congo in order to measure the level of comprehension that eleventh year students´ may have.	What are the techniques that teachers in Instituto Nacional de El Congo are using in order to develop students English listening skill?	Teachers of eleventh year of bachillerato general of Instituto Nacional de El Congo lack of variety of techniques to develop students' listening comprehension skill.	Independent: teaching techniques	Indicators of independent variable: -techniques teachers use	Independent variable: Teaching techniques
			dependent: Students' English Listening skill	Indicators of dependent variable: Students' listening comprehension skill	Dependent variable: Listening activities

Table 3: Operationalization of Specific Hypothesis 2

Specific research objective 2	Specific research question 2	Specific hypothesis 2	Variables	Indicators	Sub indicators
To put into practice some new techniques in which technology is applied so that students can make use of them to improve their listening skill.	Does the students' attitude towards listening activities change with the inclusion of technological tools?	The use of technological tools such as podcasts, vokies, tape recorders, internet and computers engages students in the learning of the English language.	Independent: English Listening activities Dependent: Students' attitude	Indicators of independent variable: -podcasts -Vokies -tape recorders -internet -computers Indicators of dependent variable: -Motivation	Independent variable: -Listening activities Dependent variable: -Students' attitude

Table 4: Operationalization of Specific Hypothesis 3

Specific research objective 3	Specific research question 3	Specific hypothesis 3	variables	Indicators	Sub indicators
To evaluate results obtained by students after the intervention of the research team and the implementation of different activities using technological tools.	Does the development of constant listening activities during an English class improvestudents' language production?	Carrying out constant listening activities improves students' level of comprehension and their oral and written language production.	Independent: Constant listening activities Dependent: Students' language production	Indicators of independent variable: -Listening activities Indicators of dependent variable: Students' language production	Independent variable: Audio video display Dependent variable: Stimulation with listening activities to better production

CHAPTER III

METHODOLOGY

3.1 TYPE OF STUDY

CORRELATIONAL STUDY

The correlational study is a type of research in which the relation between two variables is studied. (Price, 2012)

Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed and tested to explain these resultant correlations. (Lomax, 2013)

This research project is a correlational study.It was decided to work with this method because it was the appropriate method for this type of research. This method allows the researchers to work with observation but at the same time with variables; which means that the researcher is to intervene in order to manipulate the variables, (being in this project the independent variable, all the tools and techniques that were used during this research to develop students' listening skills and the dependent variable was students' listening skill) to prove the theories that were established in the project.

3.2 RESEARCH DESIGN

EXPERIMENTAL RESEARCH

An experimental study is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on program participants. There are three key components of an experimental study design: (1) *pre-post test design*, (2) a *treatment group* and a *control group*, and (3) *random assignment* of study participants. A pre-post test design requires that you collect data on study participants' level of performance before the intervention took place (pre-), and that you collect the same data on where study participants are after the intervention took place (post). This design is the best way to be sure that your intervention had a causal effect. (Jefferson, 2007)

It is considered an experimental study because,for obtaining results, theresearchers chose two different groups to intervene. One of these groups was the **control group** which was going to take their English classes in a normal way; and the research group intervened in the **experimental group** by using different activities to develop the students' listening skill with the help of technological tools such as vokies, podcasts, tape recorders, and internet.Both had the same topics, it means that the research team followed the lesson plans that the teacher at the school had already planned but with a different teaching style and techniques.

3.3 POPULATION AND SAMPLE

For the development of this study, it was necessary to work with the non-probabilistic sample using census since there were only two eleventh year groups of bachillerato general in the institution which was the population to what this research study was addressed to.

It was also decided to work with census because the research group considered that it was important, for the two groups involved in this investigation to have the same number of participants.

The population of this research study is a total of 110 students divided into two groups of 55 students.

3.4 DATA GATHERING PROCESS

The research group decided to gather the necessary data in 5 steps. These steps were followed in order to get a reliable research project.

STEP 1: SURVEY

"The survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members." (Groves et al. 2004, p.4). Also, the purpose of the survey research design is for researchers to describe the attitudes, opinions, behaviors, or characteristics of the population based on data collected from a sample or a population.

A questionnaire is a list of written questions that are restricted to two basic types of question: Closed-ended (or "closed question") is a question for which a researcher provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data. Open-ended (or "open question") is a question where the researcher doesnot provide the respondent with a set answer from which to choose. Rather, the respondent is asked to answer "in their own words". This

produces mainly qualitative data. In this case, the research team will administer a close-ended questionnaire because they will provide the respondent (in this case both students and teachers) different answers in which they will choose the option that they consider appropriate.

The first step was to visit the school and administer a questionnaire to students and teachers (see annexes A and C). What was intended with these questionnaires was to have clear information about the techniques that teachers were using to teach English regarding the listening skill. The students were asked if teachers implemented any kind of listening activities and if they liked the way the activities were being implemented among other things. And then, the teachers were asked if they used any technique in order to develop students' listening skill. Also they were asked which activities they performed the most.

STEP 2: OBSERVATION

The second step was non-participant observation because the researchers did not take part of classes.(see annex E)

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson et al, 1993).

The research group was present during two weeks of classes to observe the way students reacted and the attitude they had towards listening activities. To implement this instrument, the research group followed an observation guide in order to take into account the main characteristics of a class and also to analyze the development of the different activities in the English classes.

STEP 3: PRE-TEST

A pre-test is commonly used in experimental research. It is an evaluation that seeks to gather information on students' performance before an intervention takes place. The pre-test, or measurement before the experiment begins, can aid control for differential selection by determining the presence or knowledge of the experimental variable before the experiment begins. It can aid control of experimental mortality because the subjects can be removed from the entire comparison by removing their pre-tests.

During this research project, the research team administered a pre-test to students from eleventh year of Instituto Nacional de El Congo, in order to see their performance in the listening activities (see annex F). This was to have an idea of how the students did in the listening activities and how the research team needed to carry out this type of activities in order to get the needed results. The pre-test containedthe last topics both groups had studied in order to manage what students already knew and not to make them fail with something they had not studied in their classes.

STEP 4: EXPERIMENT

The experimental procedures and arrangements have a certain amount of effect on the subjects in the experimental settings. Generalization to persons not in the experimental setting may be precluded. This is the phase in which a research team takes action in order to manipulate the variables and obtain the necessary results to prove their theory.

On this stage, the research group did the experiment with two different groups. The groups were selected because they had the same number of students and they were from the same year. The groups were studying the same contents at School so they were the appropriate groups to help the research group to carry out the study. During this stage, the research group had a control group and the

experimental group. In the control group, the group had already spoken with the teacher and both parts agreed to continue the classes in the same way they had been developed so far. It means that the teacher would help the team developing his classes in the traditional way. On the other hand, the experimental group was taught by the research group which used technological tools and equipment to develop their classes. During this time, the research group used the English lab, vokies, podcasts, projector, radio. These tools were used during the time the experiment took place so it means that the group did not use all of them at a time but the group varied from class to class (see annex H). The group used these tools with the objective of improving students' listening skill. The group considered that these tools could be very helpful to prove the hypotheses they had established for this investigation. Also, both groups the control and the experimental studied the same topic, the only difference was in methodology; this was for not having any kind of influence in the results of the post-test and not giving advantage to the experimental group.

This research was mainly focused on the listening skill; however, not only listening activities were developed in the classroom. The team decided to follow a guide in order to verify the improvement students had in their written and oral production due to the constant development of listening activities.

It is important to mention that the use of technology in the classroom with the appropriate techniques to develop different activities in the class helped students to enhance their language skills.

The lesson plan used in the class was designed for a 45 minutes class. This included a pre-listening activity in which the researchers introduced the listening activity in order to get students familiar with the topic. After that, the listening activity was developed by making use of the different resources the team decided to apply in the project. And the end, a post listening activity was carried out. This activity would be either a written activity or an oral activity for the team to check students' comprehension and improvement.(See annex M.)

STEP 5: POST-TEST

A post-test is an evaluation to participants of an experiment to see if the intervention of a research team has gather the expected results.During this stage of the research, the team administered a test to the control and the experimental group in order to evaluate the level of effectiveness that the intervention had in the experimental group (see annex G).

3.5 DATA ANALYSIS

Data analysis is to examine the descriptive information to explain the context of the study, analyze the fidelity and dosage implementation to determine if the study happened as planned, and then use statistical methods to analyze the outcome data. Statistical methods vary depending on the specific type of study.

3.5.1 TEACHERS' QUESTIONNAIRE

The first instrument that the research team used was a questionnaire. This questionnaire was administered to the teachers at the Instituto Nacional de El Congo. This was done with the purpose of knowing the kind of activities and materials the teachers from the Instituto were using. In the institution, there were only four English teachers and just one was in charge of the groups that participated in the experiment; though, it was decided to administer the questionnaire to the four teachers in order to gather more information and to find out if teachers used the same methods or if there was any difference in their teaching style. Now, it is presented what the results of this questionnaire were. The information was analyzed with the IBM SPSS Statistics 20.

Graph 1. Gender
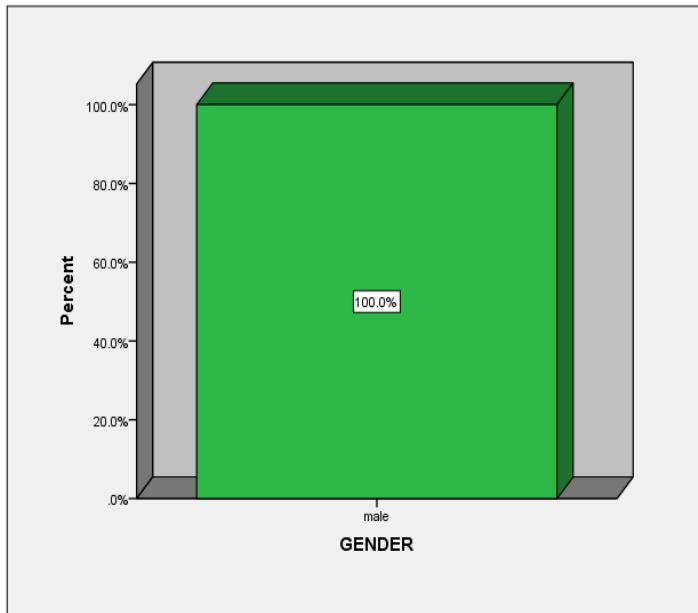
According to this graph, 100% of encuestadosteachers are male.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 2. English classes a week
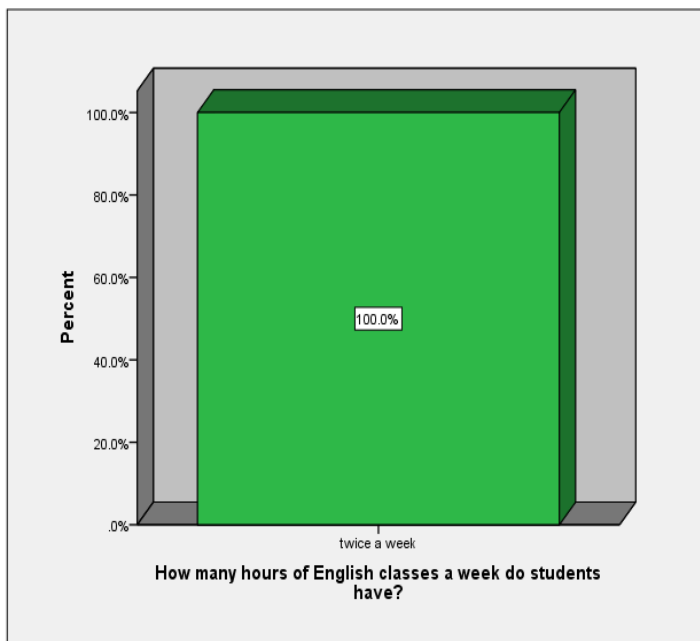
According to this graph, 100% of teachers answered that students have English classes only two hours a week.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 3. Enough time to cover the syllabus

Do you consider that the time is enough for you to cover the syllabus?
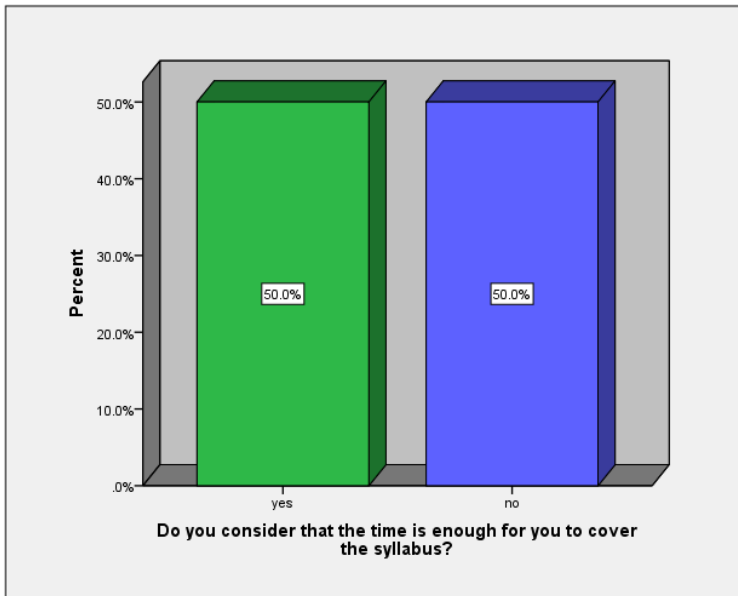
According to this graph, 50% of teachers considered that the time to cover the syllabus is enough; similarly, the 50% of them said that the time is not enough.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 4. Source used to design the syllabus

What type of sources do you use to design your syllabus?
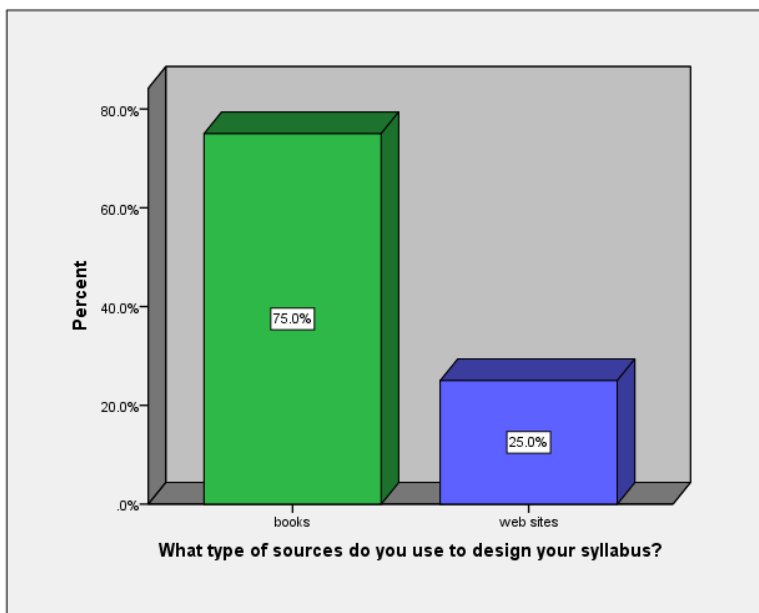
According to this graph, 75.0<5 of teacher stated that they used books to design the syllabus; while 25.0% said they used web sites to design their syllabus.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 5. Students' participation

According to this graph, 75% of teachers answered that students participated actively in their English classes; while 25% of them said students did not participate actively in their English classes.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 6. Willingness from students to learn English
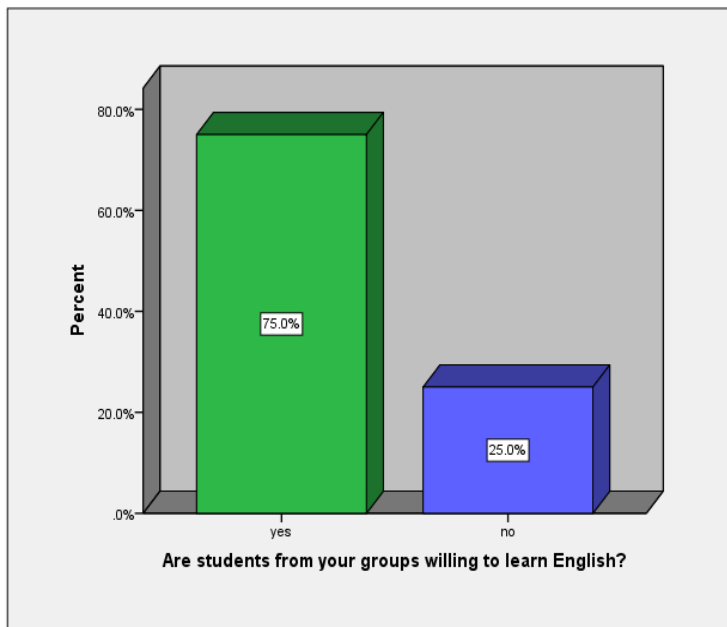
According to this graph, 75.0% of teachers replied that students are willing to learn English; while 25.0% of them said students are willing to learn English.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 7. Students' attitude in class

How is students' attitude at the time of starting their English class?
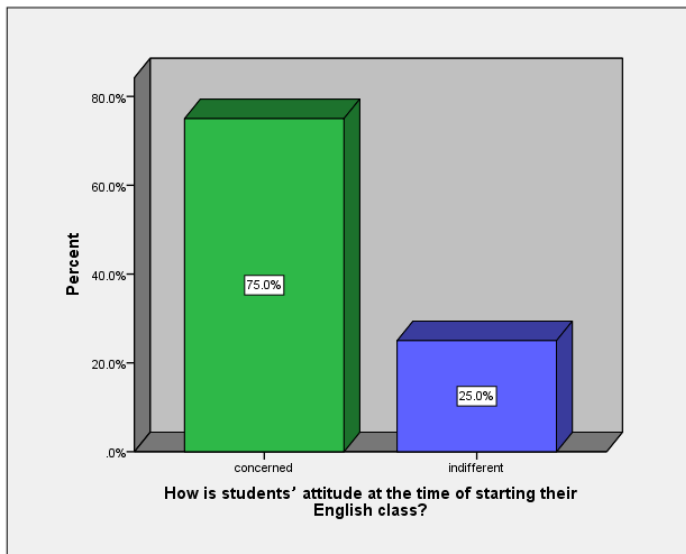
According to tothis graph, 75.0% of teachers are concern to learn English; while 25.0% of them said students are indifferent to learn the target language.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

## Graph 8. Most developed activities

What kind of activities do you develop the most in your classes?
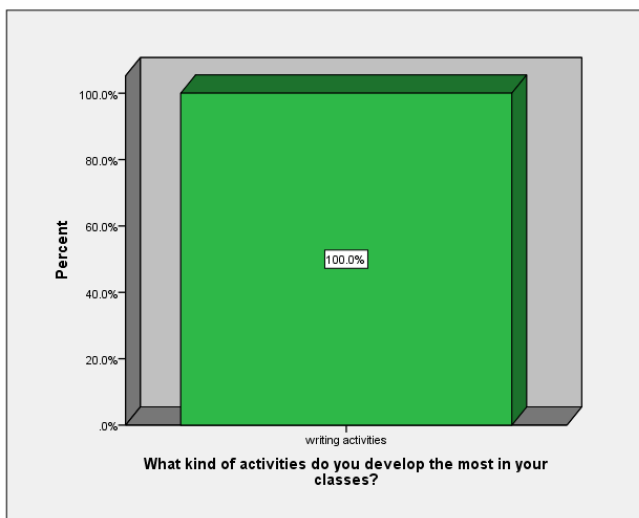
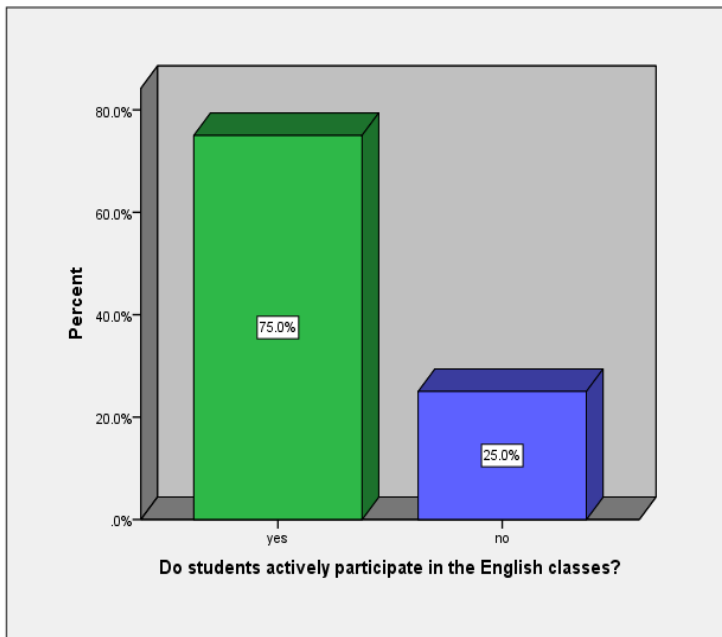According to this graph, 100% of teachers answered that the activities that they developed the most were writing activities.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 9. Big challenge for students

According to this graphic, 100% of teachers considered that listening skill is a big challenge for students of this institution.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 10. Frequency of listening activities
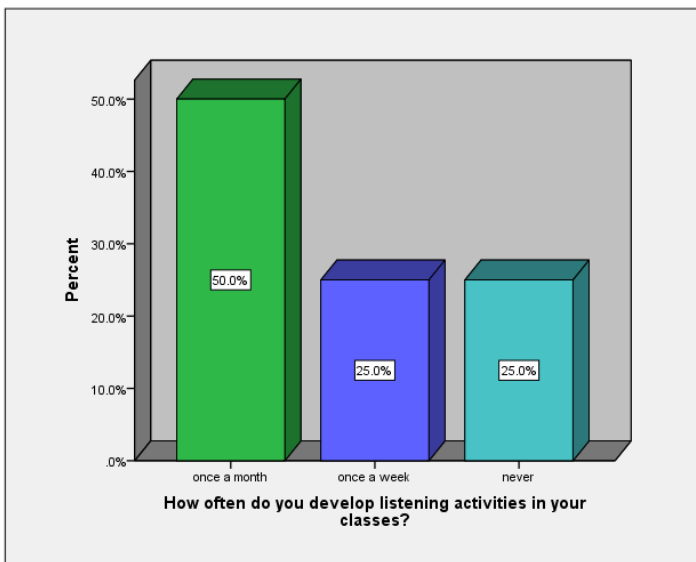
According to this graph, 50.0% of teachers said that they developed listening activities once a month; 25.0% said that they developed listening activities once a week; while the last 25.0% said that they never carried out listening activities.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph **11. Development of listening activities out the classroom**

According to this graph, 100.0% of teachers answered that they did not develop listening activities outside the classroom.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

G**raph 12.importance of technological tools in the education field**
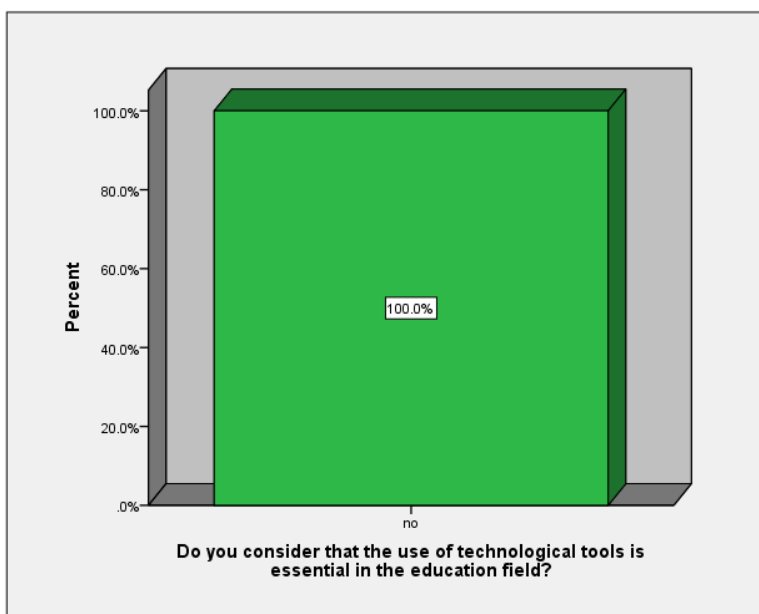
According to this graph, 100.0% of teachers consider that the use of technological tools is not essential in education field.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 13. Importance of management of technological tools
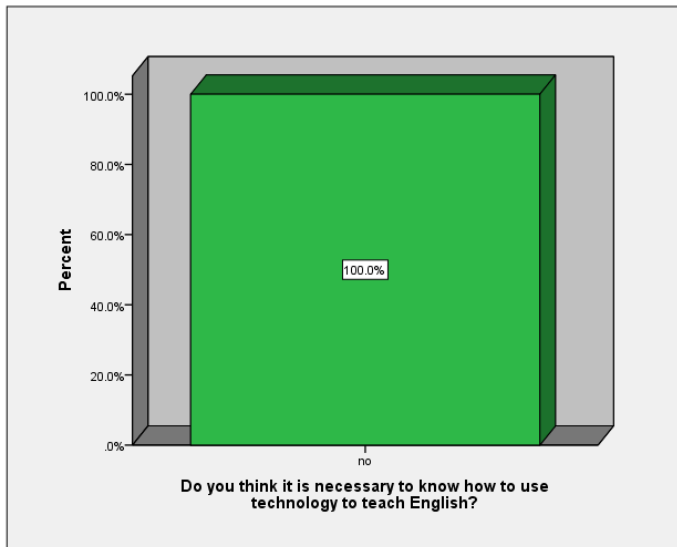
According to thisgraph, 100.0% of teachers think that it is not necessary to know how to use technology to teach English.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

graph 14. Use of technology in the English classroom
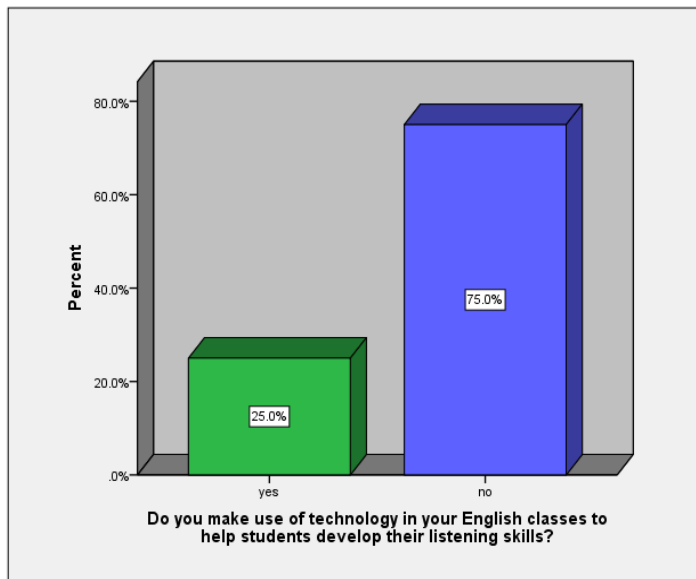
According to this graph, 75.0% of teachers answred that the use of technology in the English classroom did not help students to develop their listening skill; while the 25 percent of teachers stated that it helps them.
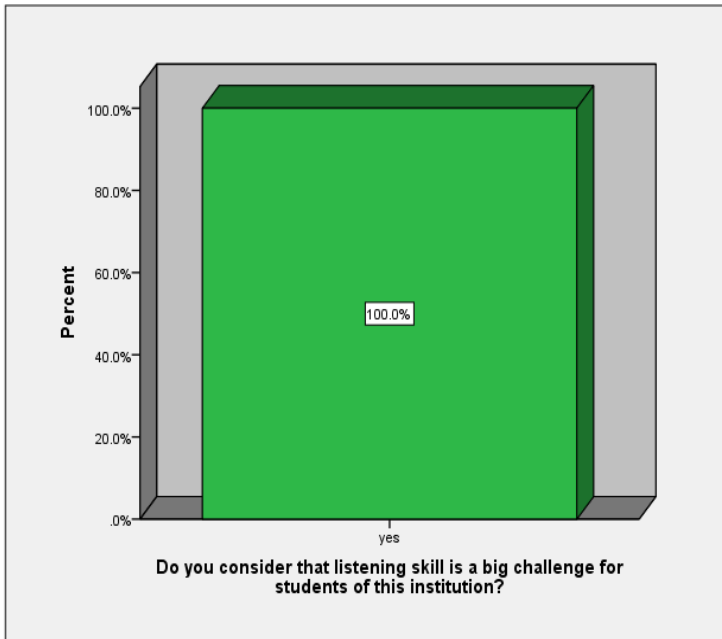
Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 15. Technological equipment used in class to develop listening skills
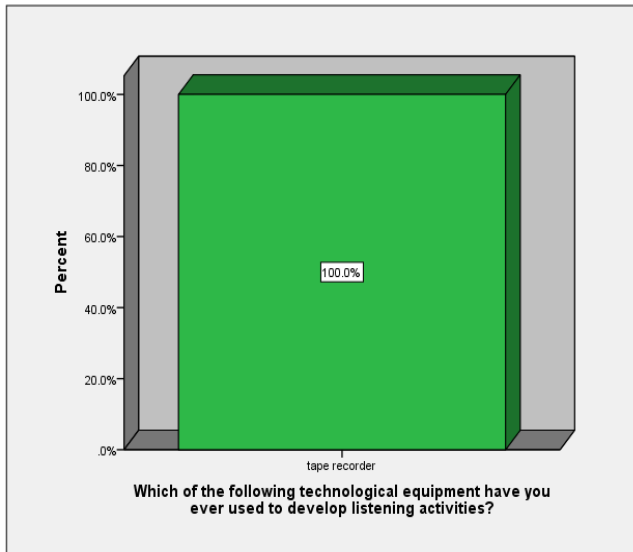
According to this graph, a 100.0% of teachers said that they have used tape recorders o develop listening activities in their English clases.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 16: available technology in the institution
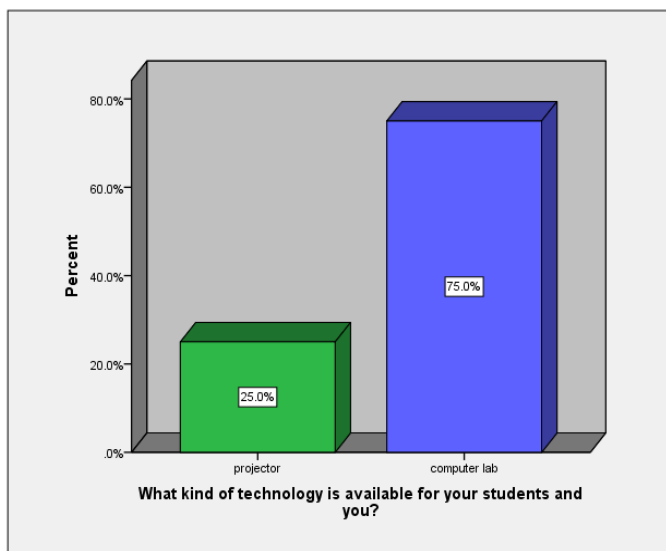
According to this graph, 75.0% of teachers answered that there is a computer lab available for English clases; while 25.0% of teachers said that they have acces to a projector.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

graph 17. Most effective technological tool
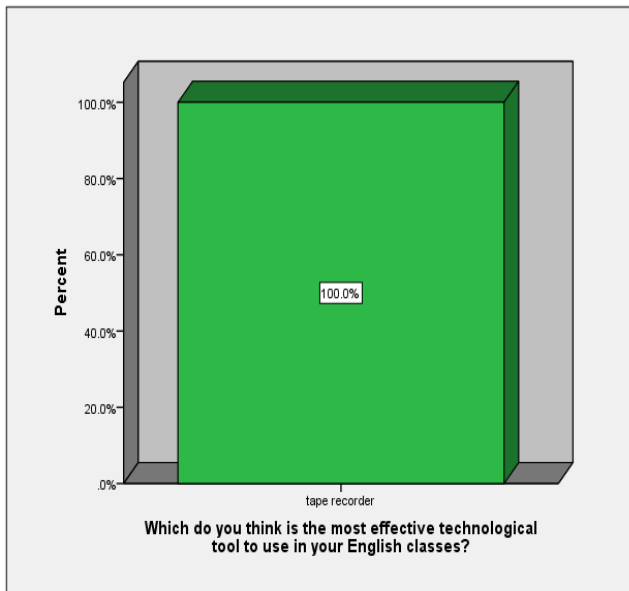
According to this graph,a 100.0% of teachers answered that the most effective tool to use in the classroom is the tape recorder.
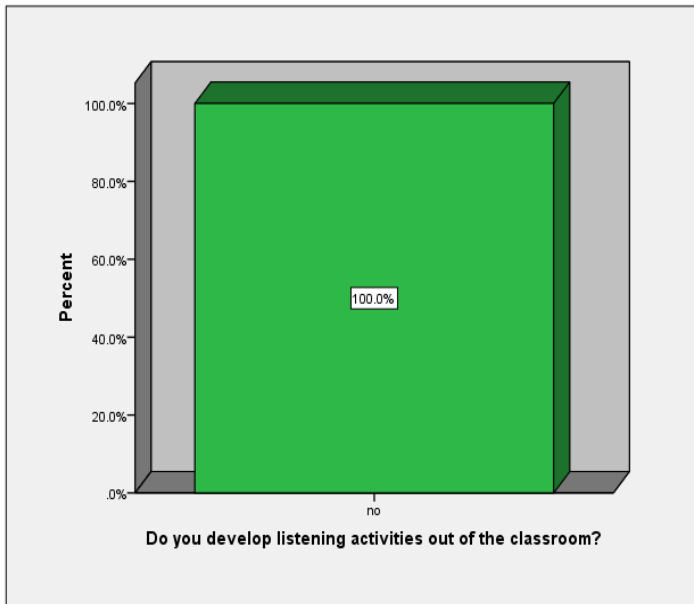
Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 18. Investigation on availability and software to improve listening skills
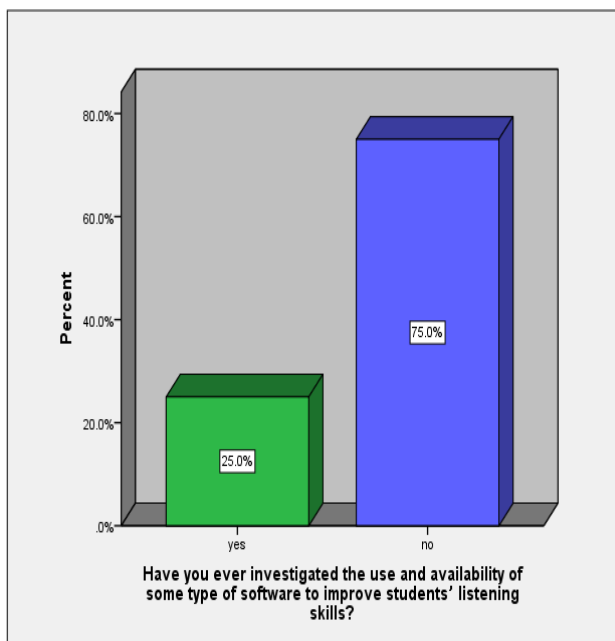
According to this graph, 75.0% of teachers said that they had investigated about availability and software to improve students' listening skill; while a 25.0% said that they had not.

Source: Questionnaire administered to English teachers of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 19. Use of techniques to develop listening activities
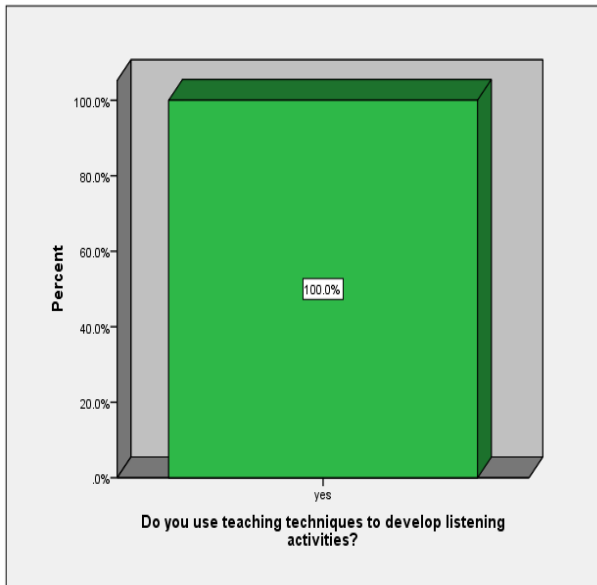
According to this graph, a 100.0% of teachers said that they use techniques to develop listening activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 20. Techniques to develop listening activities
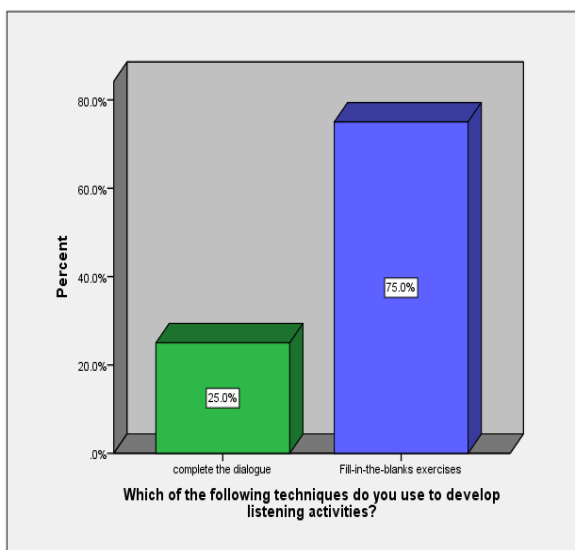
According to this graph, a 25.0% of teachers said that they use complete the dialogue exercisesto develop listening activities; while 75.0% 0f teachers said that they use fill-in-the-blanks exercises to develop listening activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

It was very important to make a general analysis of the graphics presented above with the purpose of stating what teachers said about the methods they used and

about using technological tools to develop the students' listening skills. It can be seen that they consider that technological tools are not essential to develop the listening skill, they are just used to using the old teachers' tool: the tape recorder. But, they said that the activities they develop the most are writing activities and they barely do a listening.

3.5.2 STUDENTS' QUESTIONNAIRE

After administering a questionnaire to teachers, it was necessary to administer a questionnaire to students in order to compare their answers about the activities that are developed in the English classes as well as the tools that teachers used to carry out the listening activities. It was also important to ask students about the importance that they gave to the English language, the English classes and the English listening activities. The questionnaire was administered to all the population involved in the experiment; having a total of 110 questionnaires. The sample was divided into two groups of 55 students but it was decided to elaboratea general analysis because this would not give an idea about how students were on English but just to know their opinion about the topic. Here, there are presented the results obtained with this questionnaire. This was analyzed with the IBM SPSS Statistics 20.

Graph 1. Gender of students of eleventh year of bachillerato General of Instituto Nacional de El Congo

According to this graphic, 56.36% of students belong to the feminine gender; while 43.63% of students are the masculine gender.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 2. Number of hours of English classes a week

¿Cuantas horas a la semana recibes clases de Inglés?
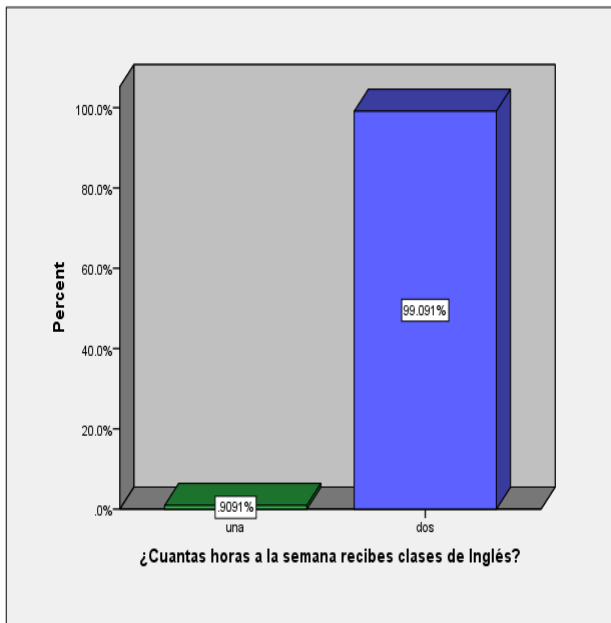
According to this graphic, .90% of students answered they receive one hour of English classes a week, and a 99.09% said they have two hours a week.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 3. Enough hours to teach English

¿Consideras que el tiempo es suficiente?
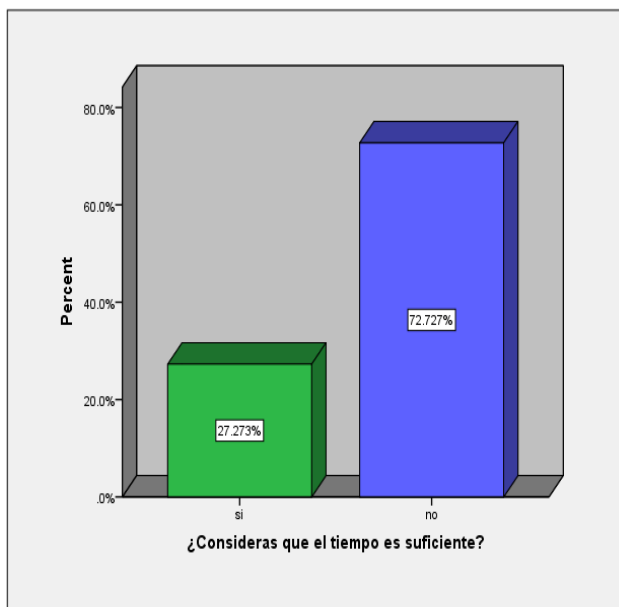
According to this graphic, the majority of students with a 27.27% consider that the hours of English classes a week is not enough, while a 72.72% of students consider that the time is enough.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo,

Graph 4. English classes outside this Institution
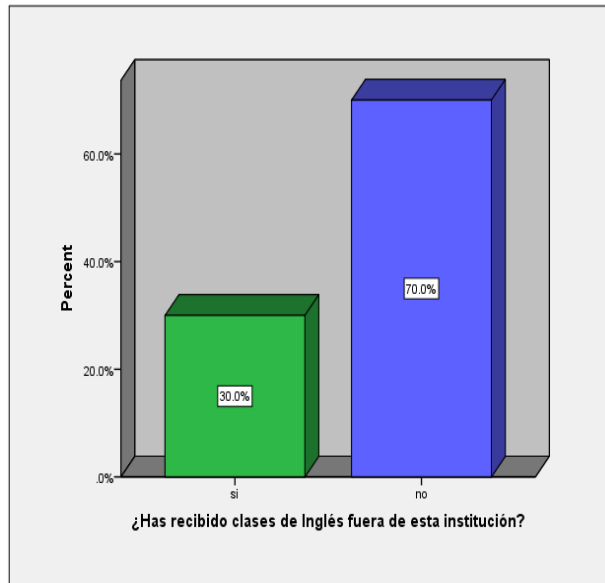
According to this graphic, the 30.0% of students stated they have taken English classes outside the Institution, while the 70.0% said they have never taken English classes outside.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph5. Importance of English
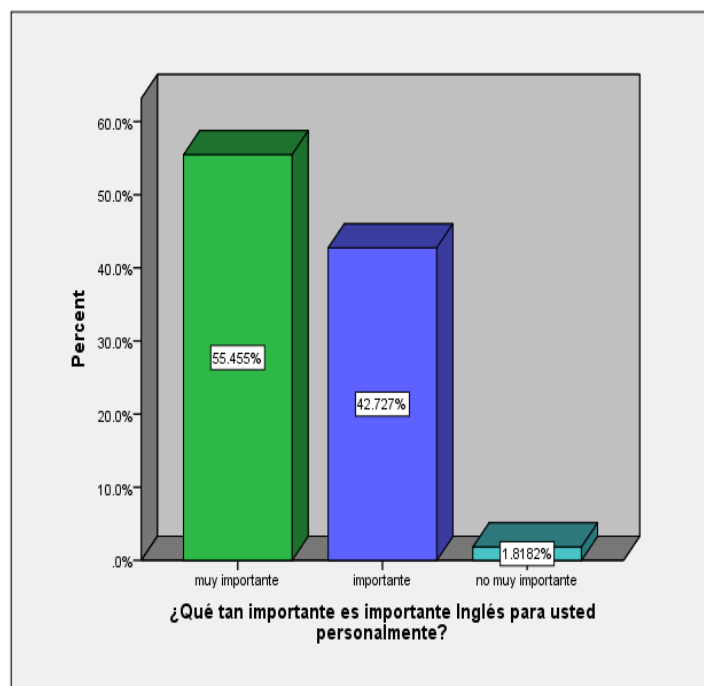
To this question, the 55.45% of students answered that English is very important for them; the 42.72% said that English is important, while only the 1.81% answered that English is not very important for them.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 6. Liking of English classes

According to this graphic, 29.09% of students did not like their English classes; while 70.90% stated they liked their English classes.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 7. Material used in classes
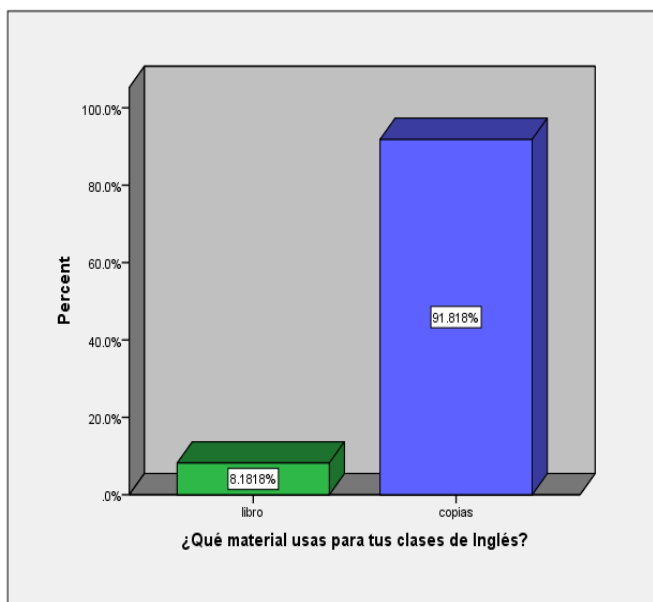
To this question, 8.18% of students answered that they used an English book for their classes, while 91.81% of them said their used copies.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 8. Most frequent activities
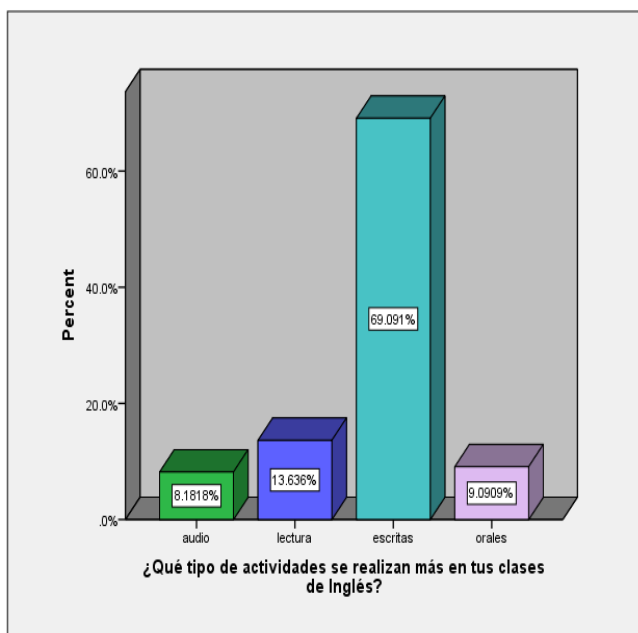
According to this graphic, an 8.18% of students answered that audio is the type of activity most carried out in their English classes, followed by a 13.63% of students that said reading, while 69.09% of them stated that the most developed activities are written activities, and a 9.09% said oral activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 9. Most difficult activities
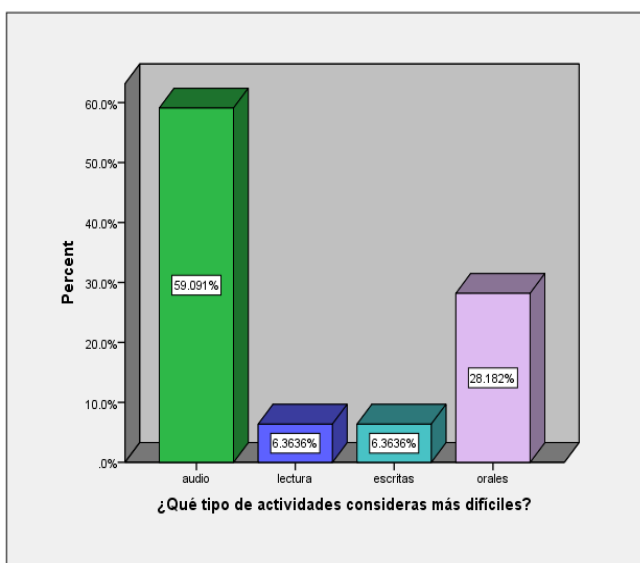
According to this graphic, 59.09% of students considered that the most difficult types of activities are audio activities; while 6.36% of students said that the most difficult is reading; similarly, 6.36% of them answered that written activities are the most difficult ones. And finally, 28.18 of students replied that for them the most difficult activities are the oral activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 10. Easiest activities
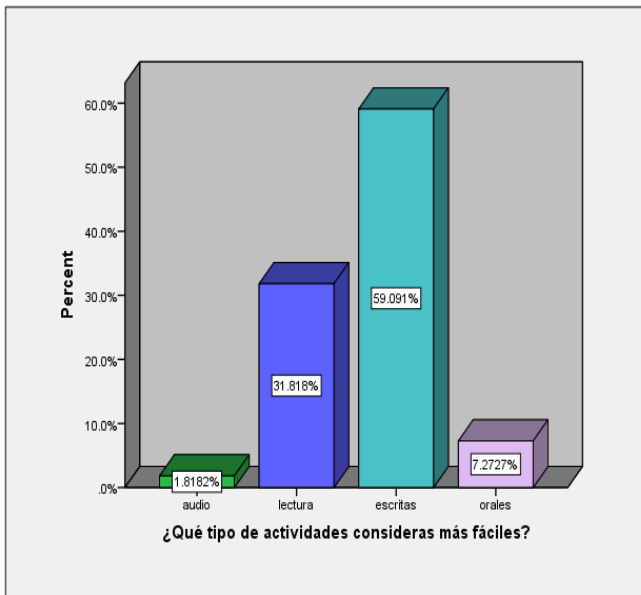
To this question, 1.81% of students said that the easiest activities are audio activities; 31.81% of students answered that the easiest for them are reading activities, while 59.09% of them replied that written activities are easiest ones; and finally, 7.27% of students stated that oral activities are the easiest English activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 11. Technological tool used by teacher to develop listening activities
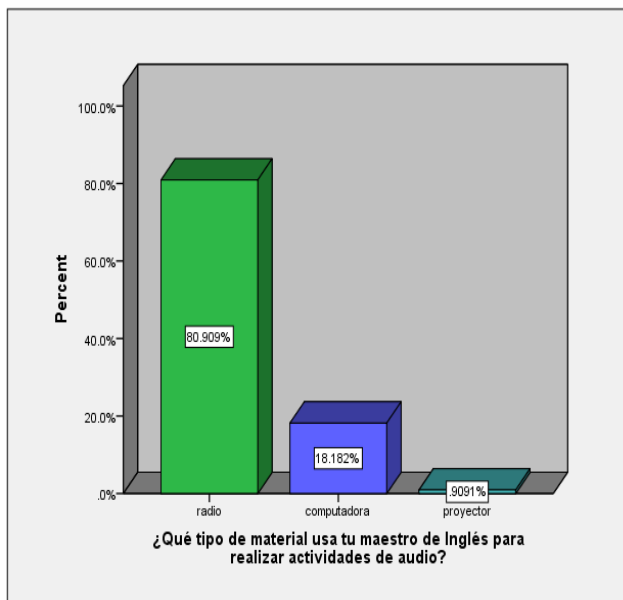
According to this graphic, 80.90% of students said that the technological tool that teachers used the most to develop listening activities is the radio; while 18.18% of students answered that computer is the most used tool; and finally, 0.90% of students replied that projector is the most used tool to develop listening activities.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 12. Frequency of the listening activities
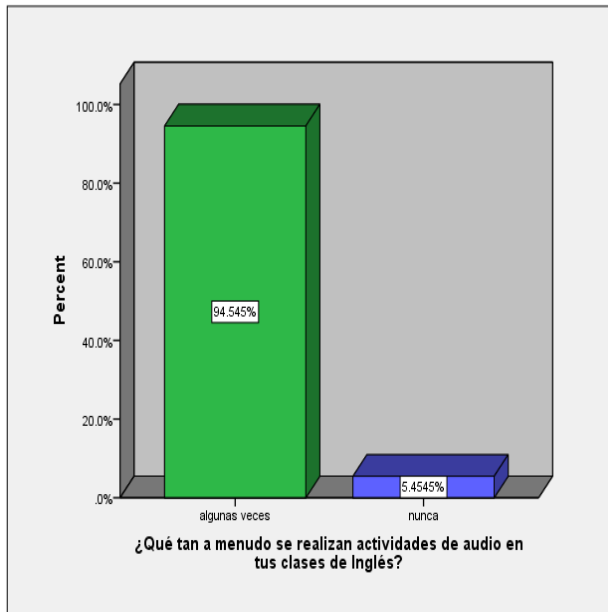
According to this graphic, 94.54% of students assured that listening activities are sometimes carried out in English classes; while 5.45% of students answered that listening activities are never carried out in their English classes.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 13. Type of listening activities
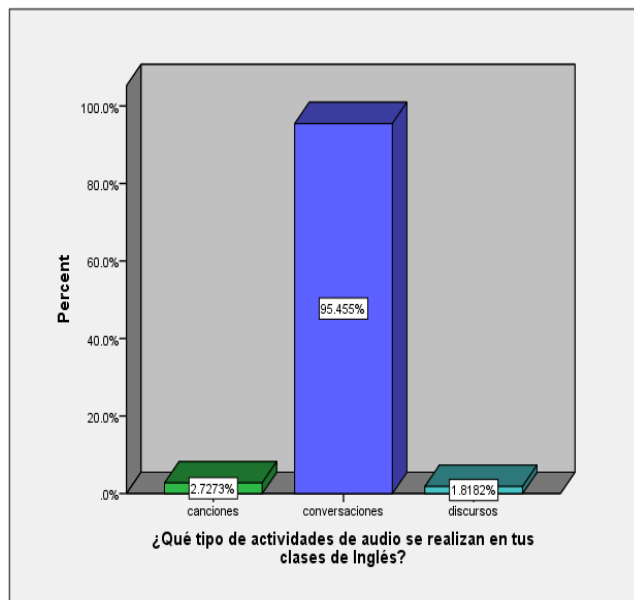
According to this graphic, 2.72% of students answered that songs are one of the listening activities that are developed in the English classes; followed by 95.45% of students replied that conversation; and finally, 1.81% of students said that speech is one of the listening activities developed in the English classes.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 14. Time to develop the listening activities
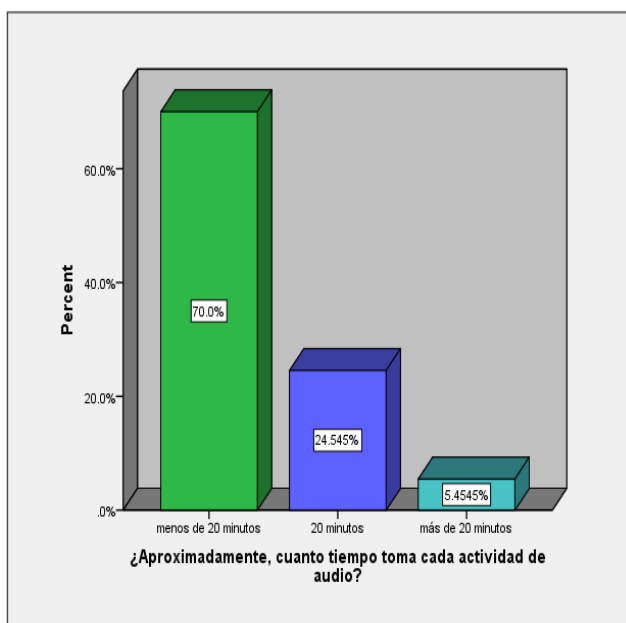
According to this graphic, 70.0% of students agreed that the listening activities lasted least than 20 minutes; followed by a 24.54% that answered that listening activities lasted 20 minutes; and finally, 5.45% of students said that listening activities lasted more than 20 minutes.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with

Graph 15. Enough time for a full understanding
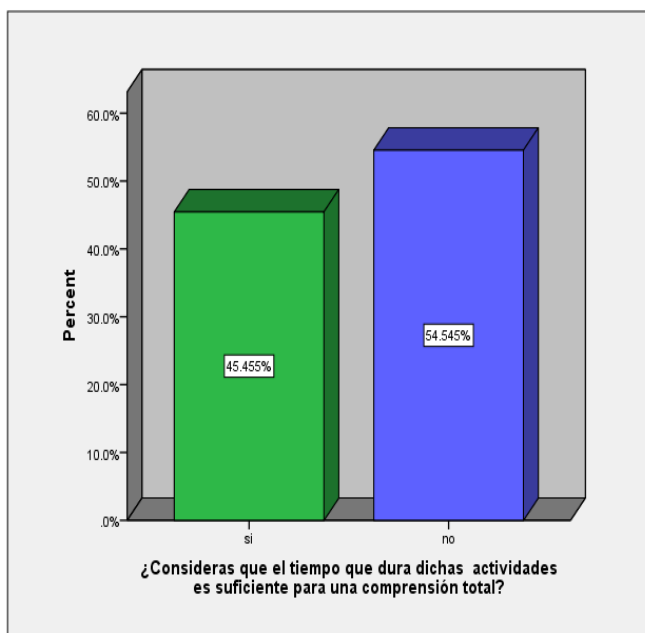
This graphic shows that 45.45% of students considered that the time taken by listening activities is enough for a full understanding; similarly, 54.54% of them said that the time is enough for a full understanding of the target language.
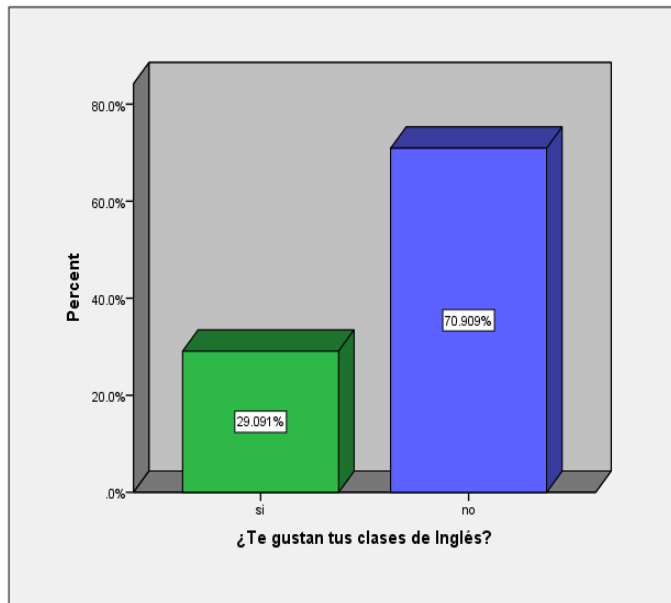
Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 16. Listening tests
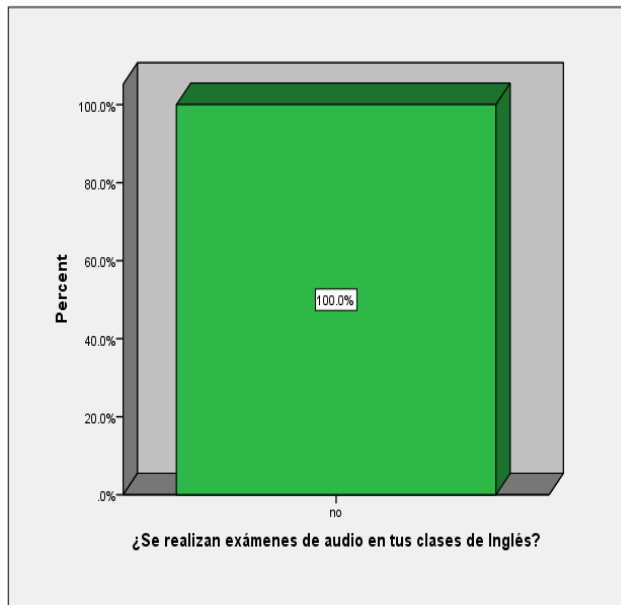
According to this graphic, 100% of students replied that they are not avaluated with listening exams.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 17. Importance of the English activities
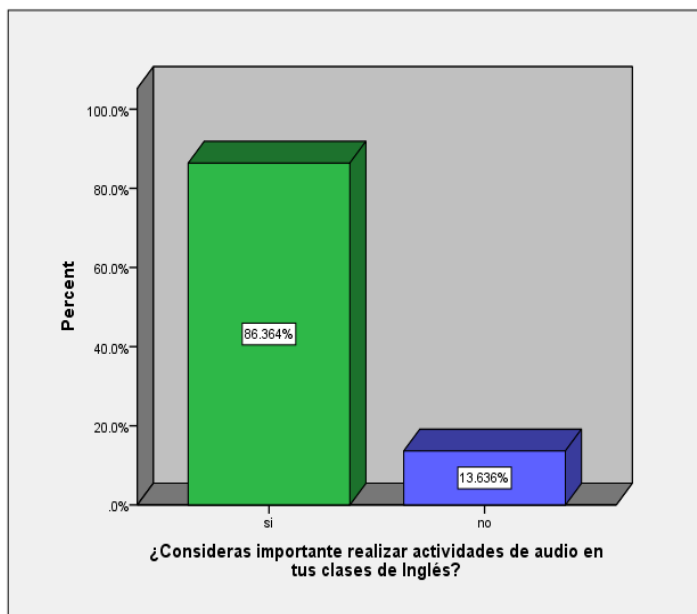
According to this graphic, 86.36% of students considered that it is important to incorporate listening activities in their English classes; while 13.63% of them replied that listening activities are not important.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

Graph 18. English listening activities outside the classroom
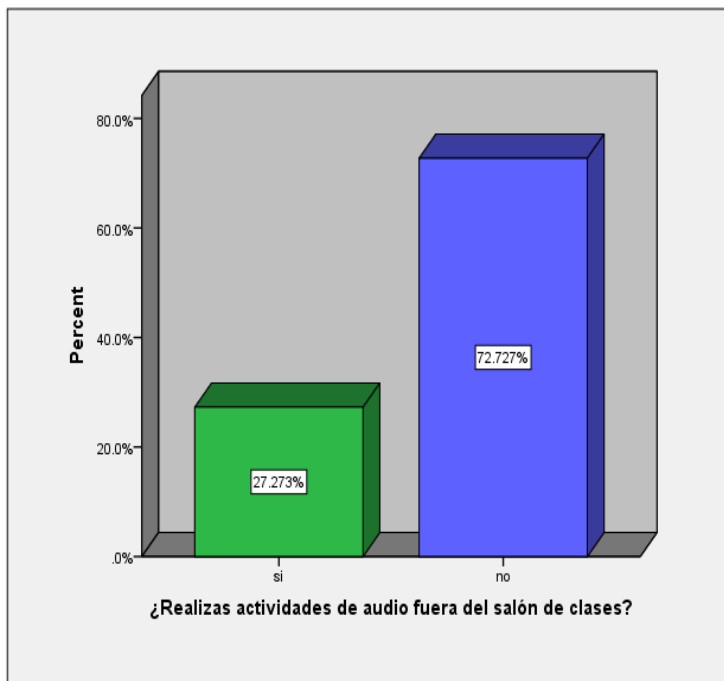
This graphic shows that a 27.27% percent of students develop listening activities outside the classroom; while a 72.72% replied they do not developed listening activities outside the classroom.

Source: Questionnaire administered to students of eleventh year of Bachillerato General of Instituto Nacional de El Congo, analyzed with SPSS program, version 20

To sum up, it is necessary to make a general analysis in order to have a general result of the questionnaires. As it can be read, most students considered that the class hours a week are not enough to the English classes as well as the time that the teacher assigns to listening activities is not enough to completely understand the language. Also students think that audio activities are the most difficult and written activities are the easiest. They said that listening activities are important because they help them understand the language better. They stated that they do not have any listening tests and that teachers do not use technological tools to develop the classes; they only use copies and sometimes books to develop the contents taught.

3.5.3 OBSERVATION GUIDE

After administering the questionnaires, the research team moved to the next step which was the non-participant observation phase. In this period, the team went to

the institution during two weeks, it means that they were present in 4 classes a week. The team decided to observe the classes of both groups, the control and the experimental one. Each researcher used a guide in every class with the purpose of having an order of aspects to be clear on what they were supposed to observe. The analysis was done weekly and divided into two groups, A and B. These groups were called A, the control group, and B the experimental one. Now, here is the analysis of the observation guides:

OBSERVATION ANALYSIS
GROUP A

WEEK 1:

The research group agreed to go Instituto Nacional de El Congo and to observe the English classes of the eleventh year of bachillerato general for a period of two weeks. The researchers decided to do observation since it was important to know the weaknesses and strengths that both groups had, as well as the techniques and methodologies the English teacher used to develop listening activities. Group A had two classes per week (45 minutes each). To gather the information, the research team used an observation guide which contained eight aspects to consider when taking notes. This observation guide was divided into two sections. The first section contained yes/no questions, and the second sections had open questions which were very useful for the observers to have clear and neat ideas of the aspects that were taken into account.

Therefore, here is the eight aspects that observers took into consideration when observing group A:

- **TIMING:**

The classes usually started at 9:35. The teacher arrived some minutes later to the classroom. He always took some minutes to check the attendance list, while some students arrived late to the classroom. The first day, after making sure all students were in the classroom, the teachers began the class at about 9:50 a.m. The

teacher introduced a new topic. He explained some grammar notes, wrote some examples and some definitions and translated them into Spanish. The explanation lasted about 20 minutes. Right after that, he asked students for more examples. He just asked them randomly without making sure all students had worked. The class finished 5 minutes before because he had some other things to do. The class finished at 10:15 a.m.

The second day was almost the same process. The teacher arrived 5 minutes later to the classroom. He checked attendance list and made some announcements. The class started at 10:54 a.m. The teacher continued with the same topic from the last class. He spent 15 minutes to make a review to check students' comprehension, and ask for some oral examples. After that, he assigned students a written activity. The students took more 10 minutes to do that task. Students were working on the activity when the bell rang at 10:20. And the class was finished.

- **STUDENTS' ATTITUDE**

Students showed an indifferent attitude. One of the main problems is the amount of students in each classroom. Some students at the back were talking and not paying attention to what the teacher said. When the teacher asked for some examples, just four students, the same students who were sitting in the front, answered. It can be said that students' attitude was disinterested.

- **ACTIVITIES**

During the first week, the activities were exactly the same. The teacher assigned mostly written activities. After explaining and reviewing the topic, he assigned students about 10 minutes to complete a written task. The tasks were to write sentences using the topic under study. Finally the teacher checked the tasks in a general form.

- **TEACHING METHODOLOGY**

The class was mostly**teacher-centered** because there was not too much interaction between the teacher and the students. Most of the time, students were

passive and seemed not to be involved in the class. Even though, there was some participation, it seemed that the rest of students were not paying attention to the class.

- **STUDENTS AND TEACHERS' INTERACTION**

At the beginning of the classes, it was always difficult for the teacher to call every one's attention. The teacher lacked of enthusiasm and most of the students seemed to be bored and tired. One of the main reasons was probably the weather. It was very hot and some students asked for permission to go out and to go to the bathroom. Though, the research team could notice that there were some students at the front of the class that were trying to pay attention. However, when they were asked, some of them did not answer correctly.

- **MATERIALS USED IN THE CLASS**

During the classes in the first week, the teacher used a handout, a notebook, markers and the board.

- **LISTENING ACTIVITIES**

The teacher never used listening activities in neither of the two classes during the first week of observation. He only developed written activities; and to check them, he used oral participation.

- **STUDENTS' PARTICIPATION**

  The research team could notice that just a few students participated in classes and they were always the same students. The rest of the class did not show interest in the class.

WEEK 2:

During the second week of observation, there was not a big change in the development of the classes. That week, the teacher started a new topic which was

"The First Type Conditional." And the research team could observe the following aspects:

- **TIMING:**

As usual, the classes started at 9:35. The first day, the teacher arrived very late to the classroom. So the class started at 9:50 a.m. He took about 5 minutes to check the material he was going to use. To start the class, the teacher wrote the topic on the board: First *Type Conditional*. And he started to explain the grammar notes; he spent 8 minutes for that explanation. And then, he asked for more examples. For the task of that day, he assigned students a hypothetical situation, and gave them 5 minutes to develop the task. The class finished 2 minutes before the bell rang. The second class of the week, the teacher arrived to the classroom at 9:40. The class started at about 9:52 after he had checked the attendance list. He continued developing the same topic. He checked the task students worked on the previous class. The observers noticed that the teacher spent 20 minutes checking the homework assignments. And after that, he spent the rest of the class in some announcements he had to say. The class finished at 10:20 a.m.

- **STUDENTS' ATTITUDE**

The attitude students showed was low as well as the previous week they were observed. The research team could notice that some students were talking among them while the teacher was explaining. Other students seemed careless about the subject matter.

- **ACTIVITIES**

During the second week, the teacher did not develop any different activity. The first day of class he assigned a written task, and in the second class, he continued working on the same activity he assigned the previous class. That task consisted on written some answers from the hypothetical situations he wrote. So it can be said that the teacher mostly based their classes on written activities.

- **TEACHING METHODOLOGY**

The method the teacher used was exactly the same he used the previous week, a teacher-centered class. He assigned the same type of activities and used the same methodology to check students' assignments. This type of methodology seems not to be totally useful because not all students got engage in the target language.

- **STUDENTS AND TEACHERS' INTERACTION**

Since there were 55 students it was always difficult for the teacher to get every student involved in the class. Since the beginning of each class, the observers could notice that it was difficult for the teacher to establish order in the classroom. Once most of the students paid attention, the teacher continued developing his class; however, the rapport between the teacher and students was not good. And since the class was mostly teacher-centered, there was not too much interaction between the teacher and the students.

- **MATERIALS USED IN THE CLASS**

The material that the teacher used for those classes was exactly the same during the two weeks of observation. He used the board, markers, and a notebook.

- **LISTENING ACTIVITIES**

The research could observe that there were not any listening activities during the second week either.

- **STUDENTS' PARTICIPATION**

 The students showed little interest in what the teacher explained. when the teacher asked for some other examples so that students answered voluntarily, just some students, the ones in the front only, started to pay more attention: but apparently, there were some students that did not understand, and just few students participated.

OBSERVATION ANALYSIS
GROUP B

WEEK 1:

During the first week of observation, the research team managed to go to the school and observe the two classes this group had in the week. It was important to observe this group because in that way the researchers could have an idea of how the classes were taught and the techniques as well as the methodology that teachers used in the institution. For carrying out the observation, the team used an observation guide in which they were able to answer and take notes about some aspects of the class. The guide consisted of two sections; the first section was a part with *yes/no questions*. The second part consisted of free aspects. Here, the guide contained general aspects in which the team could take notes of any relevant information or what they considered important for the research. Each member of the team filled a guide in order to have more information and to have different points of view. This would allow the team to eliminate any biased information that any person of the team would have.

To begin, the following analysis will be developed in 8 parts which have been taken from the 8 aspects that were evaluated in the observation guide.

- **TIMING**

The classes were supposed to start at 10:25. The bell rang exactly at that time, but the teacher arrived 5 minutes later to the classroom. Then, he started taking the list and this activity took about 8 minutes of the class due to the quantity of students the class had. The first day, the teacher took more time because he had some announcements for students. So, he took about 18 minutes from the class. Then, he started the class by writing on the board, the topic which at that time was "modals". He wrote some examples and asked students to copy. That took 15 minutes of the class. Then, he asked students if they had any doubt about the topic; students said they did not understand and the teacher wrote more examples and also wrote the meaning of each modal in Spanish. Then he

asked students to write an example on their own and the bell rang before students could complete the task. So it means that the first day of observation, the real time the class lasted was 27 minutes. The second day of class the time was exactly the same, but he was on time in the classroom. The problem was that since students knew the teacher was always late, they arrived late to the classroom and the teacher had to wait for them. After that, the teacher began taking the list and was the same time as the last class. Then, he asked students to work in pairs to read the example they had written the last class. He told them they had 15 minutes to do it. As we could notice, students were doing anything but what the teacher had asked them to do. The teacher left the classroom and said he was going to come back later. When he got back to the classroom, he started writing more examples on the board and asked students to copy. Then the bell rang and the class was over. The time given to English classes is not enough and if the teacher does not take advantage of the time, the class becomes veryuninteresting for students.

- **STUDENTS' ATTITUDE**

During the first week of classes, what could be noticed was that students did not enjoy their English classes. Their attitude towards the class was bad. They seemed to be bored and they took the time of the class to do some homework assignments from other subjects. They were there in the classroom because they were not allowed to be in another place. So, it can be said that during the first week of classes, the students' attitude was completely negative.

- **ACTIVITIES**

The activities that were carried out in the classroom were just writing activities. During the first week of observation, the research team could notice that there is no a variety of activities inside the classroom. As it was described before, the teachers focused his classes just on written activities making a remarkable point on grammar structures. He just developed activities in which students could show the knowledge they had on grammar.

- **TEACHING METHODOLOGY**

During the first week of observation, the team could notice that the methodology the teacher used is of old times. He just uses the board and the marker to teach the class. The class was passive because the only one speaking in the classroom was the teacher while the students were just focused on the task they were supposed to work on. It is important to point out that there was not any change in the teaching method he used.

- **STUDENTS AND TEACHERS' INTERACTION**

During the period of observation, it was noticeable that there was no interaction at all between students and the teacher because as it was stated before, the class was passive. The only interaction that the team was able to see was among students. Just one activity was carried out in order to generate interaction, but the problem was that there was no opportunity to complete the task and see how students did it.

- **MATERIALS USED IN THE CLASS**

The materials used in the classroom were just the board and the marker. There was no any difference in the classes of the first week. Students did not have any kind of extra material and the teacher just used a notebook in which he had the examples he was going to give during the class. Also, students just used their notebook and a pen.

- **LISTENING ACTIVITIES**

This part of the observation was really important for the research project because the team would be able to see how they were developed and the kind of audio materials the teacher used. But, unfortunately in was impossible to see and activity of this kind and it was impossible to recognize the methods and techniques been implemented in the classroom.

- **<u>STUDENTS' PARTICIPATION</u>**

In the first week, students did not have opportunity to participate because the teacher used the class time in a different way. It was supposed to be an activity in which students would give the examples the wrote but the class finished before they could do it.

WEEK 2:

The second week of observation did not change at all. Most of the activities that the team saw in the first week were the same of those of the second week. The only change was the topic. On the first week, the topic was "MODALS," and on the second week the topic was "THE FIRST CONDITIONAL TYPE."

- **<u>TIMING</u>**

The same problem of the first week was present on the second week. The teacher was not punctual in the classroom. His late arrival was a cause for the group to be out of control and it was really hard for the teacher to calm them down. After his arrival, he started taking the list again and missed a lot of time in it. Then, the first day he started to explain the topic and the time was not enough for him to finish. The second day, he continued with the explanation (after arriving late and taking the list) and then asked students to work on examples on their own. This time we could be able to listen to students but they had not understood the topic pretty well. The teacher took more time to explain again but the class was over.

- **<u>STUDENTS' ATTITUDE</u>**

During the secondweek of classes, what could be noticed was that students did not enjoy their English classes. Their attitude towards the class was bad. They seemed to be bored and they took the time of the class to do some homework assignments from other subjects. They were there in the classroom because they were not allowed to be in other place.

- **ACTIVITIES**

During the second week of observation, it was noticeable that the teacher pays special attention to written activities since that is the only kind of activities that the observers were able to see during the period of observation.

- **TEACHING METHODOLOGY**

The observation team could see that the methodology the teacher used during the second week was of old times. He did not use any kind of method that could allow the students to go from passive to active. In these classes, the teacher was the center and was the only active subject in the classroom. Students were there just to listen and to copy the class or the examples he wrote on the board.

- **STUDENTS AND TEACHERS' INTERACTION**

The observation team was not able to see any interaction between the teacher and the students. As it was mentioned before, the class was completely passive in which the only speaker seemed to be the teacher.

- **MATERIALS USED IN THE CLASS**

During the second week of observation, the material did not change. He used exactly the same material he used during the first week. The teacher only used the board, the marker and a notebook in which he had the examples he was going to give to students.

- **LISTENING ACTIVITIES**

As it was stated before, the activities that were developed in the class were just written activities. This made it impossible for the observers to see the way or the methods that the teacher used to develop this kind of activities.

- **STUDENTS' PARTICIPATION**

Any participation from students was present in the second week of observation. Students did not have the opportunity to show their knowledge.

3.5.4 PRE-TEST ANALYSIS

The first step was to evaluate the previous knowledge students had and how developed their listening skill was. It was very important to know this because in that way the research team would be able to look for listening activities that were according to the English level students had at that moment. The team considered that a pre-test would be the perfect tool to start with during the process of intervention given that during the observation, the researchers could not see how students were regarding to their listening skill since any listening activity was carried out. So, the pre-test would give them advantage to choose the activities that best fit in the English classes.

The pre-test was structured with only one part with supplementary questions. Students were played an audio about the *first type conditional,* which was the topic they were studying at that moment. Students were supposed to complete with the right answers. The audio was played four times. The first time, it was for students to know the audio and give them the opportunity to understand without looking at any word from the audio. The second time, students were given the test and were played the audio again. This time, they were supposed

to answer the questions according to what they heard in the audio. The third time was for students to make any change they considered appropriate and to check their answers. The fourth time was not planned, but students asked for it because it became really hard for them to answer. In the exact moment in which the audio began, students felt frustrated because it was very hard for them to understand. Even though, the team explained to them that it was not evaluated, some students were really worried because they could not understand what they were listening to. Their attitude began to change and they almost gave up on the test, even those who seemed to be willing to cooperate with the team. Some others just said that they could not do it and wrote that in test.

At the end the research team collected all the tests and took a time to ask students about their attitude. What students said was that they were not used to having that kind of activities and that they felt more comfortable when having written activities because they were easier for them. What students said about listening activities was proved when the research team grade the pre-tests. The grades the groups obtained were not good. They started from zero to 8.75. The mode was 1.25 which the grade most repeated in the control group as well as in the experimental. There were some good grades such as 7.5 and 8.75. These grades were obtained by some students who had previous knowledge of English.

Now, it is presented a record grades in which can be observed the grade both groups obtained in the first part of the intervention.

PRE-TEST GROUP "A" (control group)

N°	STUDENT	GRADE
1	Aguilar, Karen Lissette	5
2	Alvarado Cortez, Maria Victoria	1.25
3	Alvarado, Rene Rodrigo	3
4	Aquino, Ruben de Jesús	5.25
5	Argumedo López, Miguel Ángel	1.25
6	Ascencio Flores, Karla Maricela	3.75
7	Campos, Sandra Verónica	2.5
8	Carpio Rivera, Merlin Karina	1.25
9	Cea, Henry Salvador	5
10	Centeno Morán, Nancy Guadalupe	2.5
11	Chávez, Carolina Stephannie	1.25
12	Cornejo, Melissa Georgina	5.75
13	Echeverria Salinas, Daniela Francisca	6
14	Escalante, Oswaldo Alejandro	1.25
15	Estrada, Erick Fernando	3
16	Evora, Carlos alberto	1.25
17	Flores Moran, Kevin Daniel	2
18	Flores, José Miguel	3.75
19	Galdamez Reyes Keily Judith	6

20	Guerra, Yeimi Sarai	1.25
21	Guido, Bryan Ulises	2.5
22	Gutierrez, Melvin Miguel	4
23	Hernández Martínez, Cindy Beatriz	3
24	Hernández Zepeda, Julio Cesar	0
25	Hernández, Douglas Antonio	4
26	Hernández, Joseline Gabriela	2
27	Jiménez Salazar, Josué Daniel	5
28	López rosa, Darling Yudith	4.5
29	López, Zaira Marcela	1.25
30	Magaña, Sara Elizabeth	0
31	Martínez Cota , Allison Iliana	1.25
32	Martínez Zepeda, Bryan Eduardo	2.5
33	Mejía, Abraham José	3
34	Méndez Torres, Stefani Abigail	3.5
35	Menedez, Douglas Alexander	3
36	Menéndez figueroa, Karla Patricia	2
37	Merino, Griselda Abigail	3.75
38	Miranda Linares, Katherine Graciela	5
39	Miranda Linares, Leonel Enrique	2.5
40	Mojica Godoy, Andrea Marisol	2.5
41	Monterrosa López, Xiomara Abigail	1.25
42	Morales Fuentes, Natalia Abigail	2
43	Olmedo Landaverde, Patrick Ernesto	1.75
44	Osorio, Christian Vladimir	1.25
45	Paiz, Adriana Stefany	6
46	Peñate Flores, Stefany Clarissa	2.75
47	Peñate, Adriana Sofia	5
48	Rodriguez aguilar, Brenda Maricela	2.5
49	Rodriguez Hernández, Johanna Beatriz	3
50	Salguero Flores , Helio Iván	3
51	Salinas, Diana Abigail	1.25
52	Solís, Andrés Israel	3.5
53	Ulloa Santamaría, Allison Magaly	6
54	Umaña Colocho, Danelly Rachel	4
55	Zepeda, Hazel Lisbeth	5
	PROMEDIO GENERAL	3.01

PRE-TEST GROUP "B" (experimental group)

N°	STUDENT	GRADE
1	Alegria, Jenifer Cristina	5
2	Argumedo Salazar, Brenda Lisseth	1.25
3	Arteaga Argueta, Alejandro Ernesto	2.5
4	Avila, Kevin Alexander	6.25
5	Ayala Torres, Oscar Alexander	5
6	Calderon Vasquez, Mirna Raquel	3.75
7	Canales Lucero, Oscar Armando	1.25
8	Chamul Anaya, Zuleyma Beatriz	4.5
9	Chinchilla Cruz, Christian Alexis	7.75
10	Consuegra, Gloria	4
11	Cota Dueñas, Karla Judith	1.25
12	Flores Martinez, Alba Sarai	1.75
13	Galdamez Alfaro, Harris Gerardo	7.5
14	Garcia Carballo, Christian Armando	1.25
15	Garcia Diaz, Alexandra Yamileth	5
16	Godines, Jenniffer Beatriz	1.25
17	Gonzales, Monica Arely	3.75
18	Granados Ramirez, Victor Manuel	3.75
19	Grande Mojica, Jose Carlos	1.25
20	Guerra Mojica, Wendy Arely	4
21	Hernandez Cortez, Rodrigo Jose	2.5
22	Hernandez Martinez, Karla Jamileth	2.75
23	Iraheta Rosales, Mayra Katherine	5
24	Jaco Jordan, Roberto Carlos	1.25
25	Lemus Zavaleta, Raquel Elizabeth	2.75
26	Linares Rojas, Marvin Eduardo	5
27	Lopez Rodriguez, Adriana Vanessa	7.5
28	Lopez, Evelyn Jeanmillette	7.5
29	Lopez, Irving Oswaldo	1.25
30	Martinez Martinez, Karla Cecilia	1.5
31	Massin Perez, Marvin Geovanny	2.5
32	Massin, Katherinne Alejandra	2.5
33	Medina Sanchez, Oscar Mauricio	5
34	Mojica Guevara, Brenda Lucia	1.25
35	Montano Mendoza, Erick Alonso	5
36	Moran, Marvin Geovanny	1.25
37	Najarro Diaz, Yohana Abigail	3.75
38	Ortiz Godines, Omar Adolfo	5

39	Osorio, Amanda	2.5
40	Osorio, Zuleyma Jeanmillette	7.5
41	Palacios de Leon, Iliana Elizabeth	4
42	Perez Gomez, Vanessa Abigal	1.25
43	Perez Hernandez, Ercik Geovanni	2.5
44	Perez Mendoza, Jose Daniel	2.5
45	Pimentel Sanchez, Brenda Maria	5
46	Pineda Guevara, Daysi Carolina	1.25
47	Pleitez Cortez, Juan Carlos	5
48	Quijada Menendez, Vanesa Lissette	3.5
49	Ramirez, Sissy Allen	7.5
50	Ramos Lopez, Jose Otoniel	8.75
51	Rolin , Carlos Alfredo	1.25
52	Rolin Tejada, Karen Stefany	1.25
53	Sanchez, Emerson Oswaldo	1.25
54	Sanchez, Jose Isaias	1.25
55	Sifontes Valdez, Jose Ricardo	5
	PROMEDIO GENERAL	3.57

3.5.5 INTERVENTION PROCESS

After administering the pre-test, the research team started with a period of intervention in the experimental group. This period consisted on teaching classes in different ways each time, making use of a different methodology and materials. These classes imparted by the researchers were attached to the same topic the teacher taught to the control group. This is explained with the purpose of showing the difference between the way the regular classes were taught and the way the team implemented the techniques as well as showing the difference in the results.

TIMING

As the first aspect to change, the team considered to have students be aware of the importance to be on time in the classes. The team noticed during the period of observation that timing was a weak area in the group. Since they were used to the teacher's late arrivals, they did it also. So, the team decided to close the door after the bell rang. This strategy was used to take advantage of the class time. As it was explained in the observation analysis, the classes just lasted 45 minutes which the team considered that it was not enough to cover a lesson plan, but it was something impossible to change, so the only thing to do was to start on time to take advantage of the time allotted for the class. The first day, students found it strange to find the door closed and asked for permission to enter the class. The team firmly told that every time they had classes together, they must be on time because the door was going to be closed after the bell toll. The next time, students were on time and that did not change during the whole intervention period. Besides the time of the beginning of the classes, the team asked a student to take the list so that they would not waste any time on doing that and the second task that took so much time was successfully solved. Also, the team managed to divide the time of the activities perfectly giving the opportunity to students to participate actively in the development of the activities. Because of the time, the team managed to develop only two listening activities per class.

STUDENTS' ATTITUDE

During the first week of classes, what could be noticed was that students were reluctant to the classes. Since they did not enjoy the normal classes, they thought that the same method was going to be used by the researchers. They found the first activities hard and some of them did not want to be in the classroom. Their attitude was negative towards the first activity. The team explained that they would give them as much time as needed to complete the task and that made students feel released. The hardest part of the intervention was the first week because given that student did not know the research team, they were distant. But class after class, they were feeling confident and their desire to learn started to be noticed. Also what was noticed was that their results were getting better and better every time as well as their attitude. At the end of the process, they were thankful with the team and their attitude was positive thinking that learning English was not as hard as they thought.

ACTIVITIES

The English classes taught by the team were active and with great participation of students. The main aim of the team was to develop students' listening skill through a variety of audio and video materials but also they included written and oral activities in order to improve their language production. The team was aware that developing students' listening skills would make their oral and written skills improve at the same time. Two listening activities were carried out per class and students were given two tasks: a written and an oral task in order to see their improvement. These tasks were based on the listening activity previously developed. An example of the activities developed in the classes were:

The team used a podcast in which a story was told, but the team did not let the students to listen to the end. Instead, they were asked to write their own end to the story. After giving them some time to complete the task, some students shared their ideas and at the end the team played the podcast complete in order to see which was the end most likely to the one of the story.

TEACHING METHODOLOGY

The methodology used by team was completely different to the one the teacher was using. The team tried to include as many activities as possible in the classes in order to make different and productive classes. The team also included different materials and equipment to set apart the old materials: the board and the marker. The team managed to use different strategies in order to control the group and the activities.

STUDENTS AND TEACHERS' INTERACTION

At first, it was hard for the researchers to get connected with the students due to the unfamiliarity among them. The first classes were hard because students did not want to participate in the classes. This fact was happening because students did not want the team to listen to them in English since they were afraid and ashamed of using the target language in the activities. But with the time they started to feel confident of using the language and of asking the team about any doubt they had.

MATERIALS USED IN THE CLASS

During the process of intervention, the team used a lot of materials to develop the classes. The materials used in the classroom were mostly the projector, a laptop, speakers, and worksheets. To develop the activities the team used podcasts and videos in order to give students tasks to complete the worksheets. Also, the team developed classes in the English labs. In this classroom the team used on-line activities found in ESL online labs. Also, the vokies were used in this classroom in order to teach personalized classes to students or at least make them feel that.

LISTENING ACTIVITIES

The activities developed during the period of observation were mostly listening activities. They were based on the topics the teacher had already planned. The listening activities were obtained and downloaded from web sites in order to have the latest activities and also activities that were appealing for students. The team looked for interesting topics with the grammar structures under study.

STUDENTS' PARTICIPATION

In the first week, students did not want to participate in the activities. They worked but when the time of checking answers came, they would not volunteer to participate and the researchers had to choose. Sometimes, it was even difficult to make them participate after they were chosen; they would say that they had not finished or that they did not understand just for not participating. But, in the second week things started to change because they started to understand better the activities and that gave them the confidence to participate and share with the rest of the class their answers. At the end of the intervention, the level of participation was high and the researchers proved that students were motivate in the English classes. Moreover, there is a description on the other activities developed for determining the changes the students were achieving through the weeks; this goes as follows:

During this period, the research team intervened in the classes taking control of the experimental group. In this phase, the team taught during two months making use of different technological tools applied with some methods and teaching techniques with the purpose of developing the students' listening skill. The team decided to have an evaluated activity once a week in order to see the progress students were having week by week and to see which of the tools was the most effective. Now, it is presented a chart with the grades students got week by week.

n°	STUDENTS	INTERVENTION PROCESS GRADES								PROMEDIO
		LISTENING ACTIVITIES								
		L 1	L 2	L 3	L 4	L 5	L 6	L 7	L 8	
1	Alegria, Jenifer Cristina	4	5	5.4	6	6.1	5.5	7.2	7.5	**5.84**
2	Argumedo Salazar, Brenda Lisseth	2.7	4	4.4	4.5	5	5	6.1	6.9	**4.83**
3	Arteaga Argueta, Alejandro Ernesto	2.5	4	4.5	4.9	5	6.7	7	7	**5.2**
4	Avila, Kevin Alexander	6.3	6.6	6.5	7	7	7.1	7.5	8	**6.99**
5	Ayala Torres, Oscar Alexander	5	6	5.5	6.5	7	7	6	7	**6.25**
6	Calderon Vasquez, Mirna Raquel	4	5	5	6	6.5	7	7	7	**5.94**
7	Canales Lucero, Oscar Armando	3.5	4	4.8	5	5.1	6.5	6	6.5	**5.18**
8	Chamul Anaya, Zuleyma Beatriz	3.4	4	4.6	5	4.5	5	7	6.9	**5.05**

9	Chinchilla Cruz, Christian Alexis	4	4.5	5	5.1	6	6.5	6.3	7	**5.55**
10	Consuegra, Gloria	2.5	4	4.6	5.9	5.7	7	7	7	**5.46**
11	Cota Dueñas, Karla Judith	3	3	3.5	3	4.1	6	5	6.9	**4.31**
12	Flores Martinez, Alba Sarai	4	4	5.7	5.5	6	6	6.5	7.2	**5.61**
13	Galdamez Alfaro, Harris Gerardo	7.5	7.5	8.4	8	8.8	9	9	10	**8.53**
14	Garcia Carballo, Christian Armando	4.5	4	6	6.5	7	6.5	7	7.5	**6.13**
15	Garcia Diaz, Alexandra Yamileth	2.5	3	3.5	4	4	6	7	7	**4.63**
16	Godines, Jenniffer Beatriz	2.5	3	4	4	6	6.1	6.9	7	**4.94**
17	Gonzales, Monica Arely	3	5	5.2	5.7	6.6	6.7	7	7	**5.78**
18	Granados Ramirez, Victor Manuel	5	5	5.9	6.4	6	6.9	7	7	**6.15**
19	Grande Mojica, Jose Carlos	3	4	3.9	4.7	5.2	5.5	6.4	7	**4.96**
20	Guerra Mojica, Wendy Arely	6	6	6.7	6.2	6.9	7	7	7	**6.6**
21	Hernandez Cortez, Rodrigo Jose	3.8	4	4.8	5.6	6	6	6.3	7	**5.44**
22	Hernandez Martinez, Karla Jamileth	4	4	5	5.5	5.7	6	6.1	7	**5.41**
23	Iraheta Rosales, Mayra Katherine	5	6	6.5	6.4	6.9	7.4	8	8	**6.78**
24	Jaco Jordan, Roberto Carlos	5	6.2	6.3	6.4	6	6.5	7	7	**6.3**
25	Lemus Zavaleta, Raquel Elizabeth	4	4	4.5	5	5.7	7	7	7.1	**5.54**
26	Linares Rojas, Marvin Eduardo	5	5.5	5	6	6.5	7	7	7.5	**6.19**
27	Lopez Rodriguez, Adriana Vanessa	7.5	7.7	8.5	8	9	8.8	9	9	**8.44**
28	Lopez, Evelyn Jeanmillette	7.5	7.9	8	8	8	8.3	8.5	8.5	**8.09**
29	Lopez, Irving Oswaldo	4.5	5	5.5	6	6.5	6	7	8	**6.06**
30	Martinez Martinez, Karla Cecilia	2.5	4	3.5	4	5	5.5	6	6.8	**4.66**
31	Massin Perez, Marvin Geovanny	3.5	5	6.5	7	7	7.3	7.9	8	**6.53**
32	Massin, Katherinne Alejandra	3.8	4	4	5.4	5.5	5.9	6.5	6.9	**5.25**
33	Medina Sanchez, Oscar Mauricio	5	6.7	7	7	7.1	7.5	7.7	7.5	**6.93**
34	Mojica Guevara, Brenda Lucia	3.5	4	5	4.5	4.9	6.4	6.9	7.5	**5.34**
35	Montano Mendoza, Erick Alonso	5	5	5.3	5.9	6.5	7	7.3	7.7	**6.21**
36	Moran, Marvin Geovanny	5	5	6	7.8	7.7	8.1	8	8.5	**7.01**
37	Najarro Diaz, Yohana Abigail	4	4.9	6	5	7.1	7	7.4	7.8	**6.15**
38	Ortiz Godines, Omar Adolfo	4	5	7	7	7.5	7.2	7.4	7	**6.51**
39	Osorio, Amanda	3.4	3.9	5	5.9	6	6	6.1	6.7	**5.38**
40	Osorio, Zuleyma Jeanmillette	7.5	7.8	8.3	8	8.5	8.8	9	9	**8.36**
41	Palacios de Leon, Iliana Elizabeth	7	7	7	7.4	7.9	8	8	8	**7.54**
42	Perez Gomez, Vanessa Abigal	2.2	4	4	3.9	5.1	6.5	6.5	7	**4.9**
43	Perez Hernandez, Ercik Geovanni	3.5	4	4.5	6	6	6.3	6	6.9	**5.4**
44	Perez Mendoza, Jose Daniel	3.2	2.9	4	4.5	5	6	7	7.1	**4.96**
45	Pimentel Sanchez, Brenda Maria	5	5	6.7	7	7	7.7	7.9	8	**6.79**
46	Pineda Guevara, Daysi Carolina	4	6	6.5	5	6	7	7.5	7	**6.13**
47	Pleitez Cortez, Juan Carlos	5	5	6	6.3	6.6	6.5	6.9	7.4	**6.21**

48	Quijada Menendez, Vanesa Lissette	2.5	3	3.4	4	6	6	6	6.6	**4.69**
49	Ramirez, Sissy Allen	7.5	7.5	9	8	9	8.5	8	9	**8.31**
50	Ramos Lopez, Jose Otoniel	8.8	9	8.5	9.3	9.5	9	9	9.5	**9.08**
51	Rolin , Carlos Alfredo	4.3	5	6.5	7	7	8.5	7	7.5	**6.6**
52	Rolin Tejada, Karen Stefany	4.2	4	5	5	6.5	5.8	7	7	**5.56**
53	Sanchez, Emerson Oswaldo	3.2	4.5	4	5.5	6	6.5	6.5	6.5	**5.34**
54	Sanchez, Jose Isaias	3.5	4	5	5.5	6	6.5	7	7	**5.56**
55	Sifontes Valdez, Jose Ricardo	5.5	6	6.3	6.5	6.1	7	7	7	**6.43**
										6.07

During the process of intervention, the research team intervened in the group "B." the group developed some set of activities with the use of technology. Some of them were carried out in the English Lab of the institution and some others were developed in the classroom but with the use of equipment such as computers, projectors and tape recorders in the case of podcasts. These activities were related to the topics that the teacher's lesson plan proposed in order to have the same grammatical structures as the experimental group. It can be seen that the grades of the first activities were similar to that of the pre-test. This might have happened because of the attitude theyhad; since they were not used to having these kind of activities, they felt frustrated because they did not understand. But, with the activities that were implemented, they started to feel confident in their performance and the grades started to rise. At the end, it was noticeable how they had better not only in listening activities but also their written and oral production was much better as well their attitude towards English classes.

3.5.6 POST-TEST ANALYIS

After the intervention period, the team administered a post-test to both groups, the control and the treatment. This was with the purpose of making a comparison between the two grades of the two groups in order to see if the technological tools used in the intervention had any influence in the development of the students' listening skill and grades. The test was possible to administer because both groups were studying the same topic, the only thing that changed was that the institution teacher taught to the control group with the same method he had been using so far. Now it is presented a chart containing the grades both groups obtained in the post-test.

POST-TEST GROUP A

N°	STUDENT	POST-TEST
1	Aguilar, Karen Lissette	5
2	Alvarado Cortez, Maria Victoria	2
3	Alvarado, Rene Rodrigo	3.5
4	Aquino, Ruben de Jesús	5
5	Argumedo López, Miguel Ángel	3
6	Ascencio Flores, Karla Maricela	4
7	Campos, Sandra Verónica	2.35
8	Carpio Rivera, Merlin Karina	1.5
9	Cea, Henry Salvador	4.9
10	Centeno Morán, Nancy Guadalupe	3
11	Chávez, Carolina Stephannie	1.7
12	Cornejo, Melissa Georgina	5.7
13	Echeverria Salinas, Daniela Francisca	5.9
14	Escalante, Oswaldo Alejandro	2
15	Estrada, Erick Fernando	3.2
16	Evora, Carlos alberto	2.5
17	Flores Moran, Kevin Daniel	3
18	Flores, José Miguel	3.8
19	Galdamez Reyes Keily Judith	5.5
20	Guerra, Yeimi Sarai	3.2
21	Guido, Bryan Ulises	3

22	Gutierrez, Melvin Miguel	3.5
23	Hernández Martínez, Cindy Beatriz	2.7
24	Hernández Zepeda, Julio Cesar	1.3
25	Hernández, Douglas Antonio	4.1
26	Hernández, Joseline Gabriela	2.1
27	Jiménez Salazar, Josué Daniel	4.8
28	López rosa, Darling Yudith	5
29	López, Zaira Marcela	2
30	Magaña, Sara Elizabeth	25
31	Martínez Cota , Allison Iliana	2.2
32	Martínez Zepeda, Bryan Eduardo	3
33	Mejía, Abraham José	3
34	Méndez Torres, Stefani Abigail	3.6
35	Menedez, Douglas Alexander	4
36	Menéndez figueroa, Karla Patricia	3.5
37	Merino, Griselda Abigail	4.1
38	Miranda Linares, Katherine Graciela	4.8
39	Miranda Linares, Leonel Enrique	3
40	Mojica Godoy, Andrea Marisol	3.2
41	Monterrosa López, Xiomara Abigail	2.4
42	Morales Fuentes, Natalia Abigail	3
43	Olmedo Landaverde, Patrick Ernesto	2.2
44	Osorio, Christian Vladimir	21
45	Paiz, Adriana Stefany	5.9
46	Peñate Flores, Stefany Clarissa	3
47	Peñate, Adriana Sofia	5.1
48	Rodriguez aguilar, Brenda Maricela	3.6
49	Rodriguez Hernández, Johanna Beatriz	3.2
50	Salguero Flores , Helio Iván	4
51	Salinas, Diana Abigail	2.2
52	Solís, Andrés Israel	3.1
53	Ulloa Santamaría, Allison Magaly	6.5
54	Umaña Colocho, Vladimir Alberto	5.8
55	Zepeda, Hazel Lisbeth	6.7
PROMEDIO GENERAL		**4.30**

POST-TEST GROUP B

N°	STUDENT	POST-TEST
1	Alegria, Jenifer Cristina	7.5
2	Argumedo Salazar, Brenda Lisseth	5.5
3	Arteaga Argueta, Alejandro Ernesto	8.5
4	Avila, Kevin Alexander	8.5
5	Ayala Torres, Oscar Alexander	10
6	Calderon Vasquez, Mirna Raquel	8
7	Canales Lucero, Oscar Armando	8.75
8	Chamul Anaya, Zuleyma Beatriz	8
9	Chinchilla Cruz, Christian Alexis	8.5
10	Consuegra, Gloria	10
11	Cota Dueñas, Karla Judith	9
12	Flores Martinez, Alba Sarai	7.25
13	Galdamez Alfaro, Harris Gerardo	10
14	Garcia Carballo, Christian Armando	7.25
15	Garcia Diaz, Alexandra Yamileth	8.25
16	Godines, Jenniffer Beatriz	7
17	Gonzales, Monica Arely	8.75
18	Granados Ramirez, Victor Manuel	6.5
19	Grande Mojica, Jose Carlos	9
20	Guerra Mojica, Wendy Arely	8.75
21	Hernandez Cortez, Rodrigo Jose	10
22	Hernandez Martinez, Karla Jamileth	9
23	Iraheta Rosales, Mayra Katherine	10
24	Jaco Jordan, Roberto Carlos	8
25	Lemus Zavaleta, Raquel Elizabeth	8.5
26	Linares Rojas, Marvin Eduardo	8.5
27	Lopez Rodriguez, Adriana Vanessa	10
28	Lopez, Evelyn Jeanmillette	7.5
29	Lopez, Irving Oswaldo	9.5
30	Martinez Martinez, Karla Cecilia	9
31	Massin Perez, Marvin Geovanny	8
32	Massin, Katherinne Alejandra	7.5
33	Medina Sanchez, Oscar Mauricio	7
34	Mojica Guevara, Brenda Lucia	8.5
35	Montano Mendoza, Erick Alonso	7.5
36	Moran, Marvin Geovanny	10
37	Najarro Diaz, Yohana Abigail	8.5
38	Ortiz Godines, Omar Adolfo	7
39	Osorio, Amanda	8

40	Osorio, Zuleyma Jeanmillette	7.75
41	Palacios de Leon, Iliana Elizabeth	7
42	Perez Gomez, Vanessa Abigal	7.75
43	Perez Hernandez, Ercik Geovanni	9.5
44	Perez Mendoza, Jose Daniel	9
45	Pimentel Sanchez, Brenda Maria	7.25
46	Pineda Guevara, Daysi Carolina	7.75
47	Pleitez Cortez, Juan Carlos	10
48	Quijada Menendez, Vanesa Lissette	8.25
49	Ramirez, Sissy Allen	8.75
50	Ramos Lopez, Jose Otoniel	10
51	Rolin , Carlos Alfredo	8.25
52	Rolin Tejada, Karen Stefany	7.5
53	Sanchez, Emerson Oswaldo	8
54	Sanchez, Jose Isaias	7.25
55	Sifontes Valdez, Jose Ricardo	9.25
PROMEDIO GENERAL		8.37

3.5.7 GENERAL GRADES OF POST-TEST AND INTERVENTION PERIOD IN THE EXPERIMENTAL GROUP

It was necessary to have a general grade, because as teachers, the research team knows that just one test is not a prove of how a student has bettered in a period of time; instead, having a record of grades is a better way to check the progress that students have since the beginning of the project. So the group has decided to take the general grade as the final result of the intervention. Now, it is presented a chart in which the team shows a general grade. This is the sum of the evaluated activities students got in the two months of intervention and the post-test.

N°	STUDENT	G.G	POST-TEST	AVERAGE
1	Alegria, Jenifer Cristina	5.84	7.5	6.67
2	Argumedo Salazar, Brenda Lisseth	4.83	5.5	5.17
3	Arteaga Argueta, Alejandro Ernesto	5.2	8.5	6.85
4	Avila, Kevin Alexander	6.99	8.5	7.75
5	Ayala Torres, Oscar Alexander	6.25	10	8.13
6	Calderon Vasquez, Mirna Raquel	5.94	8	6.97
7	Canales Lucero, Oscar Armando	5.18	8.75	6.97
8	Chamul Anaya, Zuleyma Beatriz	5.5	8	6.75
9	Chinchilla Cruz, Christian Alexis	5.55	8.5	7.03
10	Consuegra, Gloria	5.46	10	7.73
11	Cota Dueñas, Karla Judith	4.31	9	6.66
12	Flores Martinez, Alba Sarai	5.61	7.25	6.43
13	Galdamez Alfaro, Harris Gerardo	8.53	10	9.27
14	Garcia Carballo, Christian Armando	6.13	7.25	6.69
15	Garcia Diaz, Alexandra Yamileth	4.63	8.25	6.44
16	Godines, Jenniffer Beatriz	4.94	7	5.97
17	Gonzales, Monica Arely	5.78	8.75	7.27
18	Granados Ramirez, Victor Manuel	6.15	6.5	6.33
19	Grande Mojica, Jose Carlos	4.96	9	6.98
20	Guerra Mojica, Wendy Arely	6.6	8.75	7.68
21	Hernandez Cortez, Rodrigo Jose	5.44	10	7.72
22	Hernandez Martinez, Karla Jamileth	6.41	9	7.71
23	Iraheta Rosales, Mayra Katherine	6.78	10	8.39
24	Jaco Jordan, Roberto Carlos	6.3	8	7.15
25	Lemus Zavaleta, Raquel Elizabeth	5.54	8.5	7.02
26	Linares Rojas, Marvin Eduardo	6.19	8.5	7.35
27	Lopez Rodriguez, Adriana Vanessa	8.44	10	9.22
28	Lopez, Evelyn Jeanmillette	8.09	7.5	7.8
29	Lopez, Irving Oswaldo	6.06	9.5	7.78
30	Martinez Martinez, Karla Cecilia	4.66	9	6.83

31	Massin Perez, Marvin Geovanny	6.53	8	7.27
32	Massin, Katherinne Alejandra	5.25	7.5	6.38
33	Medina Sanchez, Oscar Mauricio	6.93	7	6.97
34	Mojica Guevara, Brenda Lucia	5.34	8.5	6.92
35	Montano Mendoza, Erick Alonso	6.21	7.5	6.86
36	Moran, Marvin Geovanny	7.01	10	8.51
37	Najarro Diaz, Yohana Abigail	6.15	8.5	7.33
38	Ortiz Godines, Omar Adolfo	6.51	7	6.76
39	Osorio, Amanda	5.38	8	6.69
40	Osorio, Zuleyma Jeanmillette	8.36	7.75	8.06
41	Palacios de Leon, Iliana Elizabeth	7.54	7	7.27
42	Perez Gomez, Vanessa Abigal	4.9	7.75	6.33
43	Perez Hernandez, Ercik Geovanni	5.4	9.5	7.45
44	Perez Mendoza, Jose Daniel	4.96	9	6.98
45	Pimentel Sanchez, Brenda Maria	6.79	7.25	7.02
46	Pineda Guevara, Daysi Carolina	6.13	7.75	6.94
47	Pleitez Cortez, Juan Carlos	6.21	10	8.11
48	Quijada Menendez, Vanesa Lissette	4.69	8.25	6.47
49	Ramirez, Sissy Allen	8.31	8.75	8.53
50	Ramos Lopez, Jose Otoniel	9.08	10	9.54
51	Rolin , Carlos Alfredo	6.6	8.25	7.43
52	Rolin Tejada, Karen Stefany	5.56	7.5	6.53
53	Sanchez, Emerson Oswaldo	5.34	8	6.67
54	Sanchez, Jose Isaias	5.56	7.25	6.41
55	Sifontes Valdez, Jose Ricardo	6.43	9.25	7.84
	PROMEDIO GENERAL	6.10	8.37	7.24

As it can be observed, the research team decided to work with overall scores as a group. Students obtained a general grade of all the activities of 6.10; which means that students' grades increased 2.53 points since the pre-test, in which students got a grade of 3.57 points. The general grade that students got in the post- test was 8.37 points. With this grades, it is noticeable the increase since the general grades of all the activities in 2.27 points. At the end, the research team made an overall scorefrom the general activities and the post-test and the result was a grade of 7.24 point. This is grade the research team took into account to measure the improvement of students at the end of the intervention.

3.5.8 GENERAL COMPARISON BETWEEN THE PRE-TEST GROUP A AND GROUP B, AND POST-TEST GROUP A AND GROUP B

After analyzing all the groups' grades individually, it was important to make an analysis in which the two groups, the control and experimental groups, were included. This is the essence of the project because in this way, it can be proved that the intervention process was very useful for all the parts involved in the research project. To come up with this result, the research team created the following chart:

PRE-TEST		POST-TEST	
group A	group B	group A	group B
3.01	3.57	4.3	8.37
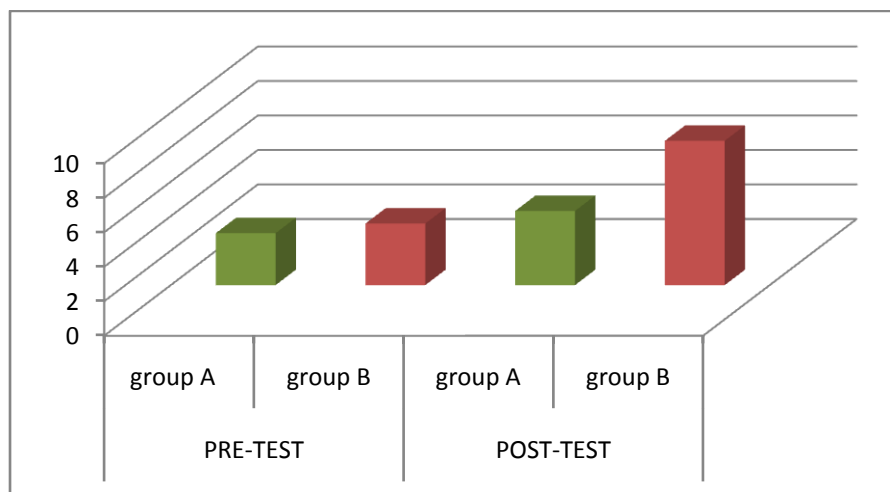
It is important to notice that the grades obtained by both groups in the pre-test were almost on the same level, they were around 3.01 points and 3.57 points; yet, the group B (the experimental group) got a higher grade than the group A (the control group) but the grades were not satisfactory. After the pre-test, the period of intervention with the experimental group took place to see the influence of the use of technological tools in the English classes to develop students' listening skills.

After that, a post-test was administered to both groups to see if the grades students from group A got were lower than the grades students from group B got. This would show if the intervention period had any effect on students from group B. The results obtained by students were completely different from the grades of the pre-test. Both groups got higher grades, but the increase that the group A had was just of 1.29 points; while the group B increased on 4.80 points. The difference between the grades both groups obtained was of 4.07 points being the experimental group higher than the control group.

3.6 MAIN FINDINGS

After having administered all the instruments for this project and having analyzed the results, the research team describes the main findings related with *the influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014.*In order to start this description it is necessary to answer the specific research questions that were closely related with the hypothesis stated since the beginning.

1. To mention the first important finding connected with the techniques that teachers in Instituto Nacional de El Congo are using in order to develop students English listening skill, the team found out that English teachers inInstituto NacionalEl Congo use only two instructive techniques to develop listening activities in their classes: Filling in the Blanks, and Dialogue Completion. (see graph 20). This finding shows that teachers are not using a variety of activities in their classes making them a routine (see graph19 and 20).Despite of what some teaching methods like the Audio-Lingual method propose as explained in chapter II, the use of variety of activities and techniques generates communicative competence In students, teachers from the Instituto Nacional de El Congo are using the same methods when they develop a listening activity and do not provide students with more activities to develop their listening skill. This lack of variety of activities is causing students to be completely unfamiliar with the language and to get frustrated when they have to deal with an activity of this type. This can be clearly seen in the answers students gave in the questionnaire that they were administered. They said that they barely have a listening activity in the classroom (see graph 32) and that when they have it the time is not enough (see graph 35). Also, students answered that they consider listening activities important (see graph 37). This was possible to observe as well during the non-participant observation that the research team did in the English classrooms (see annex E), any listening activity was present in the classes and therefore it was not

possible to see the techniques that teachers were using in their classes. This information helps with the testing of the first specific hypothesis that says:"

"Teachers of eleventh year of bachillerato general of Instituto Nacional de El Congo lack of variety of techniques to develop students' listening comprehension skill."

In the survey the research team administered to teachers, there were different techniques that a teacher can use in order to develop a productive listening activity, but they just said that they use two of them: complete the dialogue and fill-in-the-blanks exercises. It can be seen that the techniques that teachers barely use are not contributing in the development of the listening skill with the grades students got in the pre-test administered. Their grades were not satisfactory and it was easy to observe the unfamiliarity students had with this kind of activities. It was easy for the team to notice that the English classes at the Instituto Nacional de El Congo were not complete when it comes to the development of the four English macro-skills specially the listening skill through the observation carried out as the third step. So, it is stated that the hypothesis was proven to be true.

2. To establish the second finding related to the students' attitude towards listening activities with the inclusion of technological tools, it is of a great importance to mention that this inclusion was one of the main factors that helped students improve their grades during the process of intervention of the research team, and it was also the main tool the research team included to make their research project to be completely successful.

This finding came up with the progress of the intervention process. At the beginning, the research team could observe that students were reluctant to listening activities because they found them very difficult. This situation was happening because of the little attention that their teacher paidto listening activities. Students needed to have more motivation through things that they found appealing as it is explained by Ramos, 2010.

The Students' attitude was changing little by little with the use of the different technological tools as a way to catch their attention and at the same time as a way

of developing their listening skill. This change of attitude could also be evidenced when the team made use of technological tools to develop the listening skill. They were very keen to participate and respond to the teachers' questions without forcing them to do it. Besides, in every activity they showed that they were more interested in paying attention to the explanations of the contents in the class.   The upturn of the grades students were obtaining during the treatment process was just a sign on how these tools were helping not only in students' grades but also in students motivation to learn. Their grades and their willingness to learn in each class taught by the research team helped to prove that the second hypothesis the team had stated was true. The hypothesis says:

"The use of technological tools such as podcasts, vokies, tape recorders, internet and computers engages students in the learning of the English language."

The team asserts that the hypothesis is true because every time they instructed a class with the use different tools, it was noteworthy that students felt connected with the classes. The team could observe this with the levels of participation that were generated in every class and also with the quality of participation of students. At the beginning, when the team asked for volunteers to participate, nobody would raise their hands and the team had to act by choosing participants. This situation changed gradually with the classes. Students started to feel confident and fearless to participate. They asked the research team questions related with how to say something in English, how to translate specific phrases and expressions; and also they were more confident to freely give their opinion in the class when there was a chance to do it. This incremented the students' responsibility in showing up early to the classes and to hand in homework assignments on time.Each class was successful and different each time with better results from class to class. (See listening activities analysis with excel)

3. The third relevant finding revealed that the constant exposure to the language through listening activities helps students improve their language production.

This came up to answer the third specific question the team had established that said:

"Does the development of constant listening activities during an English class improve students' oral and written language production?"

As Saricoban says, through listening students are able to acquire larger portions of information and then produce it. This was proved because with the period of intervention, the research team could see how students progressed activity by activity (see data analysis: intervention period analysis).

Theory, as explained in chapter II, says that students need to be exposed as much as possible to real language, this helps them acquire not only the information but also the different sounds in English. Another advantage is that students learn to understand having the control of speed of the language. The problem is that the less students practice the language, the less chance they have to develop their listening skill.This finding contributed to prove the third hypothesis the team set. This hypothesis proposed:

"Carrying out constant listening activities improves students' oral and written language production."

When it is said language production, it means that students improved in both the written production and the oral production. It was possible to notice this during the period of intervention because as the classes were being developed, less mistakes were present in the written language of students and as their participation increased their spoken language was enhancing as well. This was important for the project because it could be proved that students from high school can get a good level of English even though their specialty is not English. This can happen only ifteachers use the adequate methods to teach and can decipher what students' needs are. Also it is important that the tools that a teacher uses are the correct for the kind of students he has. As it was stated in chapter II, nowadays, students are born on a digital era; it means that teachers now must know the different kind of technological tools in order to teach students in the way they find it natural to learn.

The development of this study was of great importance because it was demonstrated that teachers have infinite possibilities to teach with quality and that all they need is that passion for teaching to make students feel connected with the language. As this project proved, there are many tools and different ways to apply them in an English class that can make the classes different and successful for teachers as well as for students. The team was able to manage the different tools to teach the classes and to show how important they were in the development of the listening skill. Teachers from Instituto Nacional de El Congo have to take into account the findings of this research because it will give them different ideas on how to use the available resources to have more successful classes. As this experiment demonstrates, it was showed that the use of technological tools such as podcasts, vokies, tape recorders, internet and computers in the development of the students' listening skill really works and it would be very important for students and teachers if they made use of these tools in their English classes.

- **PROJECT**

PROJECT:

The use of technological tools in the English classes in order to develop students' listening comprehension skill.

NAME OF THE INSTITUTION

Instituto Nacional de El Congo

ADRESS:

Barrio San Francisco, Avenida Ceferino Mancía, El Congo, Santa Ana

NUMBER OF BENEFICIARIES:

5 Teachers

NUMBER OF PEOPLE INVOLVED

8 people

BUDGET:

MATERIAL	UNITS	UNIT PRICE	TOTAL
Papel bond	25 pages	$0.03	$0.75
Copies	5 handouts	$1.00	$5.00
Snacks	Sandwiches and soda	$1.50	$10.50
Total			$16.25

OBJECTIVE:

To train and motivate teachers of Instituto Nacional de El Congo to use different technological tools and equipment in their English classes in order to develop students' listening comprehension skill.

DESCRIPTION OF THE PROJECT:

During the development of this research project about: *The Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014,*the group decided to take action and make a proposal in order to train teachers from the institution on how to use the resources they have at hand. The team planned to go back to the school and show teachers the best ways that were found in the project to include technological tools and provide them with different activities in which these tools can be applied. The three aspects that the team plans to take into account for the training are the following:

1. Concerning to teaching by using techniques to develop students' listening comprehension skill, it is important for teachers to be informed about new techniques and methods that are developed with the purpose of helping teachers to use them and create a better environment in the classroom. In this way they can have a variety of techniques and methods to have different classes each time. The group will provide them some web pages containing updated information in which they can find these techniques.

2. Concerning students' attitude towards English when including technological tools, it is important to mention that nowadays all students are completely involved in technology, the role of teachers is to fit in that new era and to find the way to include technology in the classroom. The use of podcasts, vokies, internet, computers are a good way to motivate students to learn and to make them feel comfortable in the classroom, in this way their

attitude will be positive towards learning. The team will show teacher different on-line English labs that contain variety o topics as well as activities for students to word in the school English lab or in their houses.

3. Concerning with the use of constant listening activities in order to improve students language production, it would be very productive to include as many listening activities as possible in an English class because listening is considered to be an input skill, it means that with the development of this skill students are able to recognize and internalize the new language and then, they are able to produce it. The group will provide teachers different web sites in which they will be able to have some sort of podcasts, vokies, and videos that can be used in the classroom at least one per class in order to have students used to listening activities and help them to develop their listening skill.

ACTIVITIES TO DEVELOP:

During this training, the research team plans to develop some set of activities which teachers can make use in their classes. The team will show teachers how to use technological tools in order to develop students' listening skill and therefore the rest of skills.

1. Pre-listening: Teachers must be aware that they can create an environment before listening to the audio by asking students the information they know about the topic.
2. Listening: Then, they can play the podcast 2 or 3 times so that students have more opportunities to understand the listening.
3. Post-listening: At the end, teachers can give students many different tasks about the audio.

- **In classroom activities:**

Tape recorder: by making use of this tool, teachers can look for podcasts related to interesting and outstanding topics.

Example to be used in the training:

1. The team will ask teachers about unnatural experiences.
2. The team will play a podcast about an amazing experience with aliens.
3. The team will ask teachers to divide in pairs and recreate the scenario the have just listened to.

Computers and projectors: teachers can make use of these tools by looking for different interesting videos about the topic being studied.

1. The team will give teachers the topic of a movie and ask them what they think the movie is about.
2. The team will present a scene of the movie.
3. The team will ask teachers to write a paragraph about what they would change to the scene.

- **English lab**

Vokies: teachers can use this tool in order to develop a different and attractive class for students.

Example to be used in the training:

1. The team will previously create a voki.
2. The team will ask teachers to open voki home and open the latest avatar.
3. The team will ask teachers to listen to the class.
4. And the team will ask teachers what they understood about the class.

ESL on-line labs: teachers can use this tool by having some practices and tests with students.

Example to be used in the training:

1. The team will give teachers the link they have to open.
2. Teachers will work by watching the video the exercise presents.

3. The team will ask teachers to submit the exercise and tell the grades they got.

At the end, the team will give general conclusions about how the training was developed and will give some time for teacher to say what they think about implementing these techniques in their classes. Also, the team will give some time to answer any questions teachers can have about the training.

3.8 CONCLUSIONS

Once the data gathering process was completed and so the data analysis from the instruments used in the institution, having answered the research questions, tested the hypotheses and reached the main findings of the project; the research team involved in the study: The Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014 concluded.

- First, the team concluded that the techniques used by teachers from Instituto Nacional de El Congo are not good enough to develop the students' listening skill because they barely carry out a listening activity and when they do it the use just fill-in-the-blanks exercises and complete the dialogue. It means that there is no variety of activities to give the students more opportunities to learn and to acquire the language.

- Second, according to the pre-test administered to students from Instituto Nacional de El Congo, the level of comprehension of students was not satisfactory, it means that their listening skill was not developed in an effective way.

- Third, the process of intervention from the researchers was completely successful. The experimental group had a remarkable increase in the grades gotten in this period. The difference between the grades of the pre-test and the general grades obtained during the treatment was noticeable. In the end, after the post-test administered to both groups the control and the experimental group the difference between the grades showed how the students from the experimental group improved.

- Fourth, the inclusion of technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the students' English listening skill played a very important role in the process of this project. These tools helped to engage students in the English classes and because of their connection to English audio, the development of listening activities became easy and therefore the development of students' listening skill could take place.

- And finally, the use of constant listening activities by making use of technological tools helped students to better their language production. During the process of intervention, the researchers were able to see how different students' language was from class to class. All the activities evaluated and not evaluated showed an improvement of their written language as well as their oral production.

3.9 SUGGESTIONS

once having concluded the research project about The Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014, the team has decided to include some suggestions for the parts involved in the research with the purpose of helping them to better their English quality and their teaching style.

For the students in general:

- They should take some part of their time to study on their own by being exposed to real language.
- They should take advantage of the time they spend on the internet and watch English videos in order to train their ear.
- They should not frustrate when they are dealing with a listening activity, instead they should try hard and ask the teacher to repeat the audio as many times as needed.
- They should look for more ways to learn in case teachers' methodology is not working for them.
- They should propose teachers different activities which they consider would be useful for the class.

For teachers in general:

- They should read more about the techniques that have been created in order to have more material to use when creating their lesson plan.
- Teachers should learn to use some technological tools in order to include them in their English classes.
- Teachers should include classes in which they use technological tools in order to make students feel in a natural environment for them.

- Teachers should use as many listening activities as possible in their classes in order to help students develop their listening skill and better their language production.
- Teachers should be aware of any new tool that can help them to better their teaching quality as well as their students learning.

For researcher to further research:

- They should go deeper into the topic and find more information that can be useful for improving their research.
- They should include new tools that can help them to obtain better results.
- They should take more time to experiment so that they can see more improvement in students.
- They should look for more problems students face when doing a listening activity as well as some solutions to deal with them.
- They should encourage students to use the methods they apply in order to improve their listening skill.

CHAPTER IV:

TIMETABLE

TIME TABLE

No	ACTIVITIES	APRIL			MAY				JUNE					JULY				AUGUST				SEPTEMBER				
		2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5
1	Working on research profile		X		X	X																				
2	Meeting with tutor	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
3	Going to the school			X	X																					
4	Rewriting the research profile					X																				
5	Handing out the letter for permission to work on the school					X																				
6.	Presentation on the research profile							x																		
7.	Step 1.																									
	Recollecting data from teachers (survey)								x																	
	Analyzing data gathered from surveys of students and Teachers								x																	
8.	Step 2.																									

	Task																																
	Observation										x	x																					
9.	Step 3.																																
	Carrying out the pre-test to students												x																				
	Workshop/experiment														x	x	x	x	x	x	x	X											
	Carrying out the post-test to students																					X											
10.	Analyzing data																					x	X	X	X								
11.	Writing final report																				X	X	X	x	x	x	x	X					
12.	Oral presentation																																X

CHAPTER V:

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CHAPTER VI: ANNEXES

ANNEXA: TEACHERS' SURVEY

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGES DEPARTMENT
UNDERGRADUATE PROJECT

A SURVEY CARRIED OUT IN INSTITUTO NACIONAL DE EL CONGO ON TEACHERS'
PERCEPTIONS OF THE INFLUENCE OF USING TECHNOLOGICAL TOOLS IN ENGLISH
AS A FOREIGN LANGUAGE CLASSES TO DEVELOP THE LISTENING SKILL STUDENTS
OF THE ELEVENTH YEAR OF BACHILLERATO GENERAL.

GENDER   F ☐   M ☐

OBJECTIVE: to collect information related to the topic "*The Influence of using
technological tools and equipment such as podcasts, vokies, tape recorders,
internet and computers in the development of the listening skill of the students of
the eleventh year of Bachillerato general of Instituto Nacional de El Congo, in the
city of El Congo, Santa Ana, from May to July 2014.*"

DIRECTION: Answer the questions below regarding your own use of educational
technology for teaching English as a foreign language.

I.   GENERAL QUESTIONS

1. How many hours of English classes a week do students have?
   Once a week   ☐   twice a week   ☐
   three times a week ☐   more than three hours a week ☐

2. Do you consider that the time is enough for you to cover the syllabus?
   Yes ☐   No ☐

3. What type of sources do you use to design your syllabus?
   Books ☐   web sites ☐

II.   STUDENTS' ATTITUDE TOWARDS THE LANGUAGE

4. Do students actively participate in the English classes?
   Yes ☐   No ☐

5. Are students from your groups willing to learn English?

Yes ☐   No ☐

6. How is students' attitude at the time of starting their English class?

Enthusiastic ☐   Unconcerned ☐

Concerned ☐   Indifferent ☐

III.   ACTIVITIES IN THE CLASSROOM

7. What kind of activities do you develop the most in your classes?

Listening activities ☐   reading activities ☐

Writing activities ☐   speaking activities ☐

8. Do you consider that listening skill is a bigchallenge for students of this institution?

Yes ☐   No ☐

9. How often do you develop listening activities in your classes?

Always ☐   once a week ☐

Once a month ☐   never ☐

10. Do you develop listening activities out of the classroom?

Yes ☐   No ☐

11. Do you consider that the use of technological toolsis essential in the education field?

Yes ☐   No ☐

12. Do you think it is necessary to know how to use technology to teach English?

Yes ☐   No ☐

13. Do you make use of technology in your English classes to help students develop their listening skills?

Yes ☐   No ☐

14. Which of the following technological equipment have you ever used to develop listening activities?

Tape recorder ☐   Projector ☐

Computer ☐   All of the above ☐

15. What kind of technology is available for your students and you?

Tape recorder ☐   Overhead Projector ☐   TV ☐
Computer Lab access ☐   Internet access ☐ DD player ☐
Video recording ☐   microphone/speakers ☐

16. Which do you think is the most effective technological toolto use in your English classes?

Tape recorder ☐   Overhead Projector ☐   TV ☐
Computer Lab ☐   Internet access ☐ DVD player ☐
Video recording ☐   microphone/speakers ☐

17. Did you ever investigate the use and availability of some type of software to improve students' listening skills?

Yes ☐   No ☐

ANNEX B: ANALYSIS OF TEACHERS' SURVEYS

6 : p17   Visible: 20 of 20 Variables

	gender	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	
1	male	twice a week	yes	books	yes	yes	concerned	writing	yes	once a mo...	no	no	no	yes	tape recorder	p
2	male	twice a week	yes	books	no	yes	concerned	writing	yes	once a mo...	no	no	no	no	tape recorder	comp
3	male	twice a week	no	web sites	yes	yes	concerned	writing	yes	once a week	no	no	no	no	tape recorder	comp
4	male	twice a week	no	books	yes	no	indifferent	writing	yes	never	no	no	no	no	tape recorder	comp
5																

6 : p17   Visible: 20 of 20 Variables

	p13	p14	p15	p16	p17	p18	p19	var	var	var	var	var	var	var	var	var
1	yes	tape recorder	projector	tape recorder	yes	yes	Fill-in-the-b...									
2	no	tape recorder	computer lab	tape recorder	no	yes	Fill-in-the-b...									
3	no	tape recorder	computer lab	tape recorder	no	yes	Fill-in-the-b...									
4	no	tape recorder	computer lab	tape recorder	no	yes	complete t...									
5																

ANNEX C: STUDENTS' SURVEYS
UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIA Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
TRABAJO DE GRADUACION

ENCUESTA REALIZADA EN EL INSTITUTO NACIONAL DE EL CONGO SOBRE EL USO DE HERRAMIENTAS TECNOLOGICAS EN EL DESARROLLO DE ACTIVIDADES DE AUDIO EN LAS CLASES DE INGLES DE LOS ESTUDIANTES DE SEGUNDO AÑO, BACHILLERATO GENERAL.

GENERO   F ☐   M ☐

OBJETIVO: Recolectar información sobre las actividades de audio que se realizan en las clases de Inglés de los alumnos de segundo año del bachillerato general del Instituto Nacional de El Congo, al igual que la percepción y la actitud que los estudiantes tienen hacia dichas actividades.

INDICACIONES: Elija la opción que considere adecuada para las siguientes preguntas. En algunos casos será necesario especificar.

I. PREGUNTAS GENERALES

1. ¿Cuantas horas a la semana recibes clases de Inglés?

    ___ una   __ dos   __ más de dos

2. ¿Consideras que el tiempo es suficiente?
    _____ si   ___ no

3. ¿Has recibido clases de Inglés fuera de esta institución?
    _____ si   ___ no

II. ACTITUD DE LOS ESTUDIANTES HACIA EL IDIOMA

4. ¿Qué tan importante es importante Inglés para usted personalmente?
    ___ muy importante   ___importante   ____ no muy importante

5. ¿Te gustan tus clases de Inglés?
    _____ si   _____ no

III. ACTIVIDADES EN EL SALON DE CLASE

6. ¿Qué material usas para tus clases de Inglés?

   __ libro   ___ copias

7. ¿Qué tipo de actividades se realizan más en tus clases de Inglés?

   __audio   __lectura   __escritas
   __orales

8. ¿Qué tipo de actividades consideras más difíciles?

   __audio   __lectura   __escritas
   __orales

9. ¿Qué tipo de actividades consideras más fáciles?

   __audio   __lectura   __escritas
   __orales

10. ¿Qué tipo de material usa tu maestro de Inglés para realizar actividades de audio?

    __radio   __computadora   proyector_____

11. ¿Qué tan a menudo se realizan actividades de audio en tus clases de Inglés?

    __siempre   __algunas veces   __nunca

12. ¿Qué tipo de actividades de audio se realizan en tus clases de Inglés?

    ___canciones   ___conversaciones   ___discursos

13. ¿Aproximadamente, cuanto tiempo toma cada actividad de audio?

    _____ menos de 20 minutos   _____ 20 minutos   _____más de 20 minutos

14. ¿Consideras que el tiempo que dura dichas actividades es suficiente para una comprensión total?

    _____ si   _____ no

15. ¿Se realizan exámenes de audio en tus clases de Inglés?

    ___si   ___no

16. ¿Consideras importante realizar actividades de audio en tus clases de Inglés?

    ___si   ___no

17. ¿Realizas actividades de audio fuera del salón de clases?

    ___ Si   ___ no

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

ts 2.sav [DataSet1] - IBM SPSS Statistics Data Editor

File   Edit   View   Data   Transform   Analyze   Direct Marketing   Graphs   Utilities   Add-ons   Window   Help

Visible: 18 of 18 Variables

	género	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14
1	masculino	dos	no	si	importante	no	copias	lectura	orales	lectura	radio	algunas ve...	conversaci...	menos de ...	no
2	femenino	dos	no	no	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
3	femenino	dos	no	no	muy import...	no	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	menos de ...	no
4	femenino	dos	no	no	importante	no	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	menos de ...	no
5	masculino	dos	si	si	muy import...	no	copias	lectura	orales	escritas	radio	algunas ve...	conversaci...	20 minutos	no
6	masculino	dos	si	no	importante	no	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si
7	femenino	dos	no	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
8	femenino	dos	si	no	muy import...	no	copias	lectura	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
9	masculino	dos	no	si	importante	no	copias	lectura	orales	lectura	radio	algunas ve...	conversaci...	más de 20 ...	si
10	femenino	dos	si	no	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si
11	femenino	dos	no	si	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si
12	masculino	dos	no	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
13	femenino	dos	si	no	importante	no	copias	escritas	lectura	escritas	radio	algunas ve...	conversaci...	20 minutos	no
14	femenino	dos	no	si	muy import...	no	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	20 minutos	no
15	masculino	dos	no	no	muy import...	si	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si
16	femenino	dos	no	si	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
17	masculino	dos	si	no	importante	no	libro	lectura	escritas	audio	radio	algunas ve...	conversaci...	menos de ...	no
18	femenino	dos	no	no	importante	si	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	menos de ...	no
19	masculino	dos	si	si	importante	no	copias	lectura	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no
20	femenino	dos	no	si	muy import...	si	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no
21	masculino	dos	si	no	importante	no	copias	escritas	audio	orales	computadora	algunas ve...	conversaci...	más de 20 ...	si
22	masculino	dos	si	no	no muy im...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
23	femenino	dos	no	si	muy import...	no	libro	lectura	audio	audio	radio	algunas ve...	conversaci...	20 minutos	si

Data View   Variable View

IBM SPSS Statistics Processor is ready

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

ts 2.sav [DataSet1] - IBM SPSS Statistics Data Editor

File   Edit   View   Data   Transform   Analyze   Direct Marketing   Graphs   Utilities   Add-ons   Window   Help

42 : p12   1   Visible: 18 of 18 Variables

	género	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14
24	masculino	dos	no	si	muy import...	no	copias	escritas	lectura	lectura	computadora	algunas ve...	conversaci...	20 minutos	si
25	femenino	dos	no	no	muy import...	si	libro	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
26	femenino	dos	no	no	importante	si	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no
27	femenino	dos	si	no	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no
28	femenino	dos	no	si	muy import...	no	copias	orales	audio	escritas	computadora	algunas ve...	conversaci...	menos de ...	no
29	femenino	dos	si	no	muy import...	no	copias	escritas	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si
30	masculino	dos	si	no	importante	no	copias	escritas	lectura	lectura	computadora	algunas ve...	conversaci...	menos de ...	si
31	masculino	dos	no	no	importante	si	libro	lectura	orales	escritas	computadora	algunas ve...	conversaci...	menos de ...	si
32	masculino	dos	si	no	muy import...	si	copias	escritas	audio	escritas	computadora	nunca	conversaci...	menos de ...	si
33	femenino	dos	no	si	muy import...	no	libro	escritas	audio	orales	computadora	algunas ve...	conversaci...	menos de ...	no
34	masculino	dos	no	no	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	20 minutos	si
35	masculino	dos	no	si	muy import...	si	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	no
36	masculino	dos	no	no	importante	no	copias	escritas	orales	escritas	computadora	algunas ve...	canciones	menos de ...	no
37	masculino	dos	si	no	no muy im...	no	copias	escritas	lectura	escritas	radio	algunas ve...	conversaci...	menos de ...	si
38	femenino	dos	no	no	muy import...	si	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
39	femenino	dos	no	no	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
40	femenino	dos	si	no	muy import...	no	copias	escritas	audio	escritas	computadora	algunas ve...	conversaci...	20 minutos	si
41	femenino	dos	no	no	importante	si	copias	orales	audio	orales	radio	algunas ve...	discursos	menos de ...	si
42	femenino	dos	no	si	importante	no	copias	escritas	audio	lectura	computadora	algunas ve...	canciones	menos de ...	no
43	femenino	dos	si	no	muy import...	no	copias	escritas	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si
44	femenino	dos	no	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
45	masculino	dos	no	no	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
46	masculino	dos	no	no	muy import...	no	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	var	va
24	muy import...	no	copias	escritas	lectura	lectura	computadora	algunas ve...	conversaci...	20 minutos	si	no	si	no		
25	muy import...	si	libro	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	si		
26	importante	si	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	si		
27	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	si		
28	muy import...	no	copias	orales	audio	escritas	computadora	algunas ve...	conversaci...	menos de ...	no	no	si	si		
29	muy import...	no	copias	escritas	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si	no	si	si		
30	importante	no	copias	escritas	lectura	lectura	computadora	algunas ve...	conversaci...	menos de ...	si	no	si	no		
31	importante	si	libro	lectura	orales	escritas	computadora	algunas ve...	conversaci...	menos de ...	si	no	si	si		
32	muy import...	si	copias	escritas	audio	escritas	computadora	nunca	conversaci...	menos de ...	si	no	si	no		
33	muy import...	no	libro	escritas	audio	orales	computadora	algunas ve...	conversaci...	menos de ...	no	no	si	no		
34	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	20 minutos	si	no	no	no		
35	muy import...	si	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
36	importante	no	copias	escritas	orales	escritas	computadora	algunas ve...	canciones	menos de ...	no	no	si	no		
37	no muy im...	no	copias	escritas	lectura	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	no	no		
38	muy import...	si	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	si		
39	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
40	muy import...	no	copias	escritas	audio	escritas	computadora	algunas ve...	conversaci...	20 minutos	si	no	si	no		
41	importante	si	copias	orales	audio	orales	radio	algunas ve...	discursos	menos de ...	si	no	si	no		
42	importante	no	copias	escritas	audio	lectura	computadora	algunas ve...	canciones	menos de ...	no	no	si	si		
43	muy import...	no	copias	escritas	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
44	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	no	si		
45	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
46	muy import...	no	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		

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ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

SPSS Statistics Data Editor — ts 2.sav [DataSet1]

	género	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14
47	femenino	dos	no	no	importante	no	libro	escritas	orales	escritas	radio	nunca	canciones	menos de ...	si
48	femenino	dos	no	no	importante	si	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si
49	masculino	dos	no	no	importante	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no
50	masculino	dos	no	no	muy import...	si	libro	lectura	escritas	escritas	radio	nunca	conversaci...	20 minutos	si
51	masculino	dos	no	no	muy import...	no	copias	orales	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si
52	femenino	dos	no	no	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	si
53	masculino	dos	no	no	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
54	masculino	dos	no	si	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
55	femenino	dos	no	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
56	masculino	dos	no	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
57	femenino	dos	no	no	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
58	femenino	dos	si	si	importante	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si
59	masculino	dos	no	no	importante	no	copias	escritas	audio	escritas	radio	nunca	conversaci...	más de 20 ...	no
60	masculino	dos	no	no	muy import...	no	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no
61	femenino	dos	no	no	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no
62	masculino	dos	no	no	importante	no	copias	lectura	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si
63	masculino	dos	no	si	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	si
64	femenino	dos	no	si	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no
65	femenino	dos	no	no	importante	no	libro	escritas	lectura	escritas	radio	algunas ve...	conversaci...	20 minutos	no
66	femenino	dos	no	no	importante	si	libro	escritas	audio	lectura	computadora	algunas ve...	conversaci...	20 minutos	si
67	femenino	una	no	si	importante	no	copias	lectura	escritas	lectura	radio	algunas ve...	conversaci...	20 minutos	si
68	femenino	dos	si	si	muy import...	no	copias	escritas	orales	lectura	radio	algunas ve...	discursos	menos de ...	no
69	femenino	dos	no	si	muy import...	no	copias	lectura	lectura	escritas	computadora	algunas ve...	conversaci...	menos de ...	no

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

ts 2.sav [DataSet1] - IBM SPSS Statistics Data Editor

File   Edit   View   Data   Transform   Analyze   Direct Marketing   Graphs   Utilities   Add-ons   Window   Help

42 : p12   1   Visible: 18 of 18 Variables

	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	var	va
47	importante	no	libro	escritas	orales	escritas	radio	nunca	canciones	menos de ...	si	no	si	no		
48	importante	si	copias	escritas	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
49	importante	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	no	no		
50	muy import...	si	libro	lectura	escritas	escritas	radio	nunca	conversaci...	20 minutos	si	no	no	no		
51	muy import...	no	copias	orales	audio	orales	radio	algunas ve...	conversaci...	menos de ...	si	no	no	no		
52	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	si	no	no	no		
53	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
54	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	no	no		
55	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	no	no		
56	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
57	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
58	importante	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
59	importante	no	copias	escritas	audio	escritas	radio	nunca	conversaci...	más de 20 ...	no	no	si	no		
60	muy import...	no	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
61	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
62	importante	no	copias	lectura	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si	no	si	no		
63	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
64	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no	no	si	no		
65	importante	no	libro	escritas	lectura	escritas	radio	algunas ve...	conversaci...	20 minutos	no	no	no	si		
66	importante	si	libro	escritas	audio	lectura	computadora	algunas ve...	conversaci...	20 minutos	si	no	no	si		
67	importante	no	copias	lectura	escritas	lectura	radio	algunas ve...	conversaci...	20 minutos	si	no	si	no		
68	muy import...	no	copias	escritas	orales	lectura	radio	algunas ve...	discursos	menos de ...	no	no	si	si		
69	muy import...	no	copias	lectura	lectura	escritas	computadora	algunas ve...	conversaci...	menos de ...	no	no	si	no		

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

ts 2.sav [DataSet1] - IBM SPSS Statistics Data Editor

File   Edit   View   Data   Transform   Analyze   Direct Marketing   Graphs   Utilities   Add-ons   Window   Help

42 : p12   1   Visible: 18 of 18 Variables

	género	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	
70	masculino	dos	no	no	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	
71	femenino	dos	no	no	importante	no	copias	escritas	escritas	lectura	radio	algunas ve...	conversaci...	más de 20 ...	si	
72	masculino	dos	no	no	importante	si	copias	audio	orales	escritas	computadora	algunas ve...	conversaci...	menos de ...	no	
73	femenino	dos	no	si	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	
74	masculino	dos	no	no	importante	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	
75	masculino	dos	no	no	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	
76	femenino	dos	si	no	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	
77	femenino	dos	no	no	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	
78	femenino	dos	si	si	importante	no	copias	escritas	escritas	lectura	computadora	algunas ve...	conversaci...	20 minutos	si	
79	femenino	dos	no	si	muy import...	si	copias	audio	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no	
80	masculino	dos	no	no	importante	no	copias	orales	audio	escritas	computadora	algunas ve...	conversaci...	menos de ...	si	
81	femenino	dos	no	no	importante	no	copias	escritas	escritas	lectura	radio	algunas ve...	conversaci...	menos de ...	no	
82	masculino	dos	si	si	importante	no	copias	orales	escritas	orales	radio	algunas ve...	conversaci...	20 minutos	si	
83	masculino	dos	no	si	importante	si	copias	escritas	audio	orales	proyector	algunas ve...	conversaci...	menos de ...	no	
84	femenino	dos	si	no	importante	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	
85	femenino	dos	si	no	muy import...	si	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si	
86	femenino	dos	si	si	importante	no	copias	audio	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	
87	femenino	dos	si	no	muy import...	si	copias	audio	orales	escritas	radio	algunas ve...	conversaci...	20 minutos	si	
88	femenino	dos	no	no	muy import...	no	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	20 minutos	no	
89	masculino	dos	no	si	importante	si	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	20 minutos	si	
90	masculino	dos	no	si	muy import...	no	copias	orales	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si	
91	femenino	dos	no	no	importante	no	copias	audio	orales	lectura	computadora	algunas ve...	conversaci...	menos de ...	si	
92	masculino	dos	no	no	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no	

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	var	va
70	muy import...	si	copias	lectura	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
71	importante	no	copias	escritas	escritas	lectura	radio	algunas ve...	conversaci...	más de 20 ...	si	no	si	si		
72	importante	si	copias	audio	orales	escritas	computadora	algunas ve...	conversaci...	menos de ...	no	no	si	si		
73	muy import...	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
74	importante	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
75	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
76	muy import...	si	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
77	muy import...	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
78	importante	no	copias	escritas	escritas	lectura	computadora	algunas ve...	conversaci...	20 minutos	si	no	si	no		
79	muy import...	si	copias	audio	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no	no	si	no		
80	importante	no	copias	orales	audio	escritas	computadora	algunas ve...	conversaci...	menos de ...	si	no	si	no		
81	importante	no	copias	escritas	escritas	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
82	importante	no	copias	orales	escritas	orales	radio	algunas ve...	conversaci...	20 minutos	si	no	si	si		
83	importante	si	copias	escritas	audio	orales	proyector	algunas ve...	conversaci...	menos de ...	no	no	si	si		
84	importante	no	copias	escritas	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	no	no		
85	muy import...	si	copias	orales	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	si	no	si	no		
86	importante	no	copias	audio	audio	lectura	radio	algunas ve...	conversaci...	menos de ...	no	no	si	no		
87	muy import...	si	copias	audio	orales	escritas	radio	algunas ve...	conversaci...	20 minutos	si	no	si	no		
88	muy import...	no	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	20 minutos	no	no	si	no		
89	importante	si	copias	escritas	orales	lectura	radio	algunas ve...	conversaci...	20 minutos	si	no	si	si		
90	muy import...	no	copias	orales	orales	escritas	radio	algunas ve...	conversaci...	menos de ...	si	no	si	no		
91	importante	no	copias	audio	orales	lectura	computadora	algunas ve...	conversaci...	menos de ...	si	no	si	no		
92	importante	no	copias	escritas	audio	escritas	radio	algunas ve...	conversaci...	20 minutos	no	no	si	no		

133

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

	género	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14
93	femenino	dos	no	si	muy import…	no	copias	audio	audio	escritas	radio	algunas ve…	conversaci…	menos de …	no
94	masculino	dos	no	no	muy import…	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	20 minutos	no
95	masculino	dos	no	no	importante	no	copias	escritas	lectura	escritas	computadora	algunas ve…	conversaci…	más de 20 …	si
96	femenino	dos	no	no	importante	no	copias	escritas	orales	lectura	radio	algunas ve…	conversaci…	menos de …	si
97	femenino	dos	si	no	importante	no	copias	escritas	orales	lectura	radio	algunas ve…	conversaci…	menos de …	no
98	femenino	dos	si	no	muy import…	no	copias	audio	orales	lectura	radio	algunas ve…	conversaci…	menos de …	no
99	femenino	dos	si	si	importante	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si
100	masculino	dos	si	no	muy import…	no	copias	escritas	orales	escritas	computadora	nunca	conversaci…	menos de …	si
101	femenino	dos	no	no	importante	no	copias	audio	orales	escritas	radio	algunas ve…	conversaci…	20 minutos	no
102	masculino	dos	no	no	importante	no	copias	orales	audio	escritas	radio	algunas ve…	conversaci…	menos de …	no
103	masculino	dos	no	no	muy import…	no	copias	escritas	audio	lectura	radio	algunas ve…	conversaci…	menos de …	no
104	femenino	dos	no	no	muy import…	no	copias	audio	orales	escritas	radio	algunas ve…	conversaci…	menos de …	no
105	masculino	dos	no	no	muy import…	no	copias	escritas	orales	escritas	radio	algunas ve…	conversaci…	menos de …	si
106	femenino	dos	no	no	importante	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si
107	femenino	dos	no	si	muy import…	no	copias	escritas	orales	lectura	radio	nunca	conversaci…	menos de …	no
108	masculino	dos	no	no	muy import…	no	copias	escritas	audio	lectura	computadora	algunas ve…	conversaci…	más de 20 …	si
109	masculino	dos	si	si	muy import…	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si
110	femenino	dos	no	no	muy import…	no	copias	escritas	orales	escritas	computadora	algunas ve…	conversaci…	20 minutos	no
111															
112															
113															
114															
115															

ANNEX D: ANALYSIS OF STUDENTS' SURVEYS

SPSS Statistics Data Editor — ts 2.sav [DataSet1] — IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help

42 : p12   1   Visible: 18 of 18 Variables

	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	var	va
93	muy import…	no	copias	audio	audio	escritas	radio	algunas ve…	conversaci…	menos de …	no	no	si	no		
94	muy import…	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	20 minutos	no	no	no	no		
95	importante	no	copias	escritas	lectura	escritas	computadora	algunas ve…	conversaci…	más de 20 …	si	no	si	no		
96	importante	no	copias	escritas	orales	lectura	radio	algunas ve…	conversaci…	menos de …	si	no	si	no		
97	importante	no	copias	escritas	orales	lectura	radio	algunas ve…	conversaci…	menos de …	no	no	si	no		
98	muy import…	no	copias	audio	orales	lectura	radio	algunas ve…	conversaci…	menos de …	no	no	si	no		
99	importante	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si	no	si	no		
100	muy import…	no	copias	escritas	orales	escritas	computadora	nunca	conversaci…	menos de …	si	no	no	no		
101	importante	no	copias	audio	orales	escritas	radio	algunas ve…	conversaci…	20 minutos	no	no	si	no		
102	importante	no	copias	orales	audio	escritas	radio	algunas ve…	conversaci…	menos de …	no	no	si	no		
103	muy import…	no	copias	escritas	audio	lectura	radio	algunas ve…	conversaci…	menos de …	no	no	si	si		
104	muy import…	no	copias	audio	orales	escritas	radio	algunas ve…	conversaci…	menos de …	no	no	si	si		
105	muy import…	no	copias	escritas	orales	escritas	radio	algunas ve…	conversaci…	menos de …	si	no	si	si		
106	importante	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si	no	si	si		
107	muy import…	no	copias	escritas	orales	lectura	radio	nunca	conversaci…	menos de …	no	no	si	no		
108	muy import…	no	copias	escritas	audio	lectura	computadora	algunas ve…	conversaci…	más de 20 …	si	no	si	no		
109	muy import…	no	copias	escritas	audio	escritas	radio	algunas ve…	conversaci…	menos de …	si	no	si	si		
110	muy import…	no	copias	escritas	orales	escritas	computadora	algunas ve…	conversaci…	20 minutos	no	no	si	no		
111																
112																
113																
114																
115																

ANNEX E: OBSERVATION GUIDE

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGES DEPARTMENT
UNDERGRADUATE PROJECT

OBSERVATION GUIDE

Date: _____

OBJECTIVE: to gather information related to the topic "*The Influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014.*"

I.   **DIRECTION**: Answer the questions below regarding what you observe in the development of the English class.

1. Does the class start on time?
   Yes ☐

   No ☐

2. Do students present a good attitude towards the English class?
   Yes ☐

   No ☐

3. Does the teacher give clear explanations to students?
   Yes ☐

   No ☐

4. Does the teacher develop a variety of activities?
   Yes ☐

   No ☐

5. Does the teacher develop listening activities during the class?

Yes ☐

No ☐

6. Does the teacher use any kind of material to develop listening activities?

Yes ☐

No ☐

7. Does the teacher follow a lesson plan?

Yes ☐

No ☐

8. Are the students passive or active?

Yes ☐

No ☐

9. Do students participate voluntarily?

Yes ☐

No ☐

10. Are students able to complete their task when doing a listening activity?

Yes ☐

No ☐

11. Does the teacher use any kind of technological tools to develop a listening activity?

Yes ☐

No ☐

12. Do students listen actively and ask for clarifications when they do not understand?

Yes ☐

No ☐

II.   DIRECTIONS: take notes on the following aspects of the classes.

1. Timing:

_____
_____
_____
_____

2. Students' attitude::

_____
_____
_____
_____

3. Activities:

_____
_____
_____
_____

4. Teaching methodology:

_____
_____
_____
_____

5. Students and teacher interaction:

_____
_____
_____
_____

6. Materials used in the class:

_____
_____
_____
_____

7. Listening activities:

_____
_____
_____
_____

8. Students' participation

_____
_____
_____
_____

ANNEX F: PRE-TEST
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
GRADUATION PROJECT

INSTITUTO NACIONAL DE EL CONGO
SUBJECT: ENGLISH
TUTOR: HECTOR A. GARAY
ELEVENTH GRADE, SECOND LEVEL HIGH SCHOOL
NAME: _____
LISTENING COMPREHENSION TEST

Objective: To evaluate the listening comprehension skill of students of eleventh grade on the topic "First Type Conditional"
Direction: Listen to a short conversation and then answer the following questions:

1. What is the name of Johanna's friend?
_____

2. What does Johanna hate?
_____

3. What does Johanna ask to her friend?
_____

4. What does the teacher promise if they do their homework?
_____

5. What does Jerry offer to Johanna?
_____

6. What does the bus driver yield to the kids?
_____

7. What does Johanna's mother warn her?
_____

8. What does Johanna tell to herself?
_____

ANNEX G: FIRST EVALUATED ACTIVITY

UNIVERSITY OF EL SALVADOR

FOREIGN LANGUAGES DEPARTMENT

SCHOOL OF ARTS AND SCIENCE

THESIS PROJECT AT INSTITUTO NACIONAL DE EL CONGO, SANTA ANA

TEACHER: HECTOR A. GARAY

RESEARCH TEAM:

LILEANA GABRIELA HERNANDEZ

JESSICA BEATRIZ MORENO MENENDEZ

EDILBERTO ANTONIO ZALDAÑA CUELLAR

STUDENT:_____ GRADE:_____

DIRECTIONS: Watch the video carefully and choose the right answer.

Questions:

1. What question does the male interviewer ask several people?

○ What will you do if you win ten million dollars?

○ What would you do if you won ten million dollars?

○ What do you do if you won ten million dollars?

2. What does Richard say?

○ I'd a buy a flat – an apartment in New York

○ I buy a flat - an apartment in New York

○ I'd die in a flattened apartment in New York

3. What does Karen say?

○ I will invest part of it but I also travel.

○ I could invest part of it but I couldn't travel.

○ I would invest part of it but I'd also travel.

4. What does Sheri say?

○ I will give to Sheri and then some to my mom.

○ I would give it to charity and then I would give some to my mom.

○ I won't give it to charity and then I would get some from my mom.

5. What does the young boy Preston say?

○ I'd put it in the bank.

○ I put it in the bank.

○ I would putted in a bank.

6. What would Jim and Robin do with ten million dollars?

○ They'll possibly go to Paris and get drunk on wine.

○ They would go to France and eat doughnuts.

○ They'd probably go to Paris, eat a lot, and drink good wine.

ANNEX H: SECOND EVALUATED ACTIVITY

<div align="center">

UNIVERSITY OF EL SALVADOR

FOREIGN LANGUAGES DEPARTMENT

SCHOOL OF ARTS AND SCIENCE

THESIS PROJECT AT INSTITUTO NACIONAL DE EL CONGO, SANTA ANA

TEACHER: HECTOR A. GARAY

RESEARCH TEAM:

LILEANA GABRIELA HERNANDEZ

JESSICA BEATRIZ MORENO MENENDEZ

EDILBERTO ANTONIO ZALDAÑA CUELLAR

</div>

STUDENT:_____ GRADE:_____

DIRECTIONS: Read the following lyrics from the song *Photograph* by *Nickelback.* Listen to the songand circle the correct word.

Look at this **photograph / old graph**
every time I do it makes me laugh.
How did our eyes get so red,
and what the hell is on Joey's **head / hand**
And this is where I grew up,
I think the present owner fixed it up.
I never knew we ever went   **without / breath out**
the second floor was high for sneaking out.
And this is where I went to **school / scull**
most of the time had better things to do.
Criminal record says I **broke / drove** in twice,
I must have done it half a dozen times.
I wonder if it's too late,
should / shuld I go back and try to graduate.
Life's better now than it was back then,
if I was them I wouldn't **let / get** me in!
Oh oh oh... Oh God I!

(Chorus)
Every **memory / Gregory** of looking' out the back door,
I had the photo album spread out on my bedroom floor,
It's hard to say it, time to say it,
Good-bye good-bye.
Every memory of walkin' out the front door,
I found the photo of the **friend / trend** that I was looking for,
It's hard to say it, time to say it,
Good-bye good-bye.

We used to listen to the radio,
and sing along to every **song / son** we'd know.
We said someday we'd find out how it feels,

to sing to more than just the steering wheel.
Kim's the first girl I **kissed / list**
I was so nervous that I nearly missed.
She's had a couple of **kids / kinds** since then,
I haven't seen her since god knows when!
Oh oh oh... Oh God I!

(Chorus)
Every memory of looking' out the back **door / lord**
I had the photo album spread out on my bedroom **floor / core**
It's hard to say it, time to say it,
Good-bye good-bye.
Every memory of **walking / woke** out the front door,
I found the photo of the friend that I was looking for,
It's hard to say it, time to say it,
Good-bye good-bye.

(Bridge)
I miss that **town / clown**
I can't believe it,
So hard to **stay/ say**
So hard to leave it.

If I could relive those days,
I know the one thing that **would / should** never change.

(Chorus)
Every memory of looking' out the back door,
I had the photo album **spread / bed** out on my bedroom floor,
It's hard to say it, time to say it,
Good-bye good-bye.
Every memory of walking' out the front door,
I found the photo of the friend that I was looking for,
It's hard to say it, time to say it,
Good-bye good-bye.

Look at this photograph,
everytime I do it makes me laugh.
Everytime I do it makes me...

ANNEX I: POST-TEST
UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGES DEPARTMENT
SCHOOL OF ARTS AND SCIENCE
THESIS PROJECT AT INSTITUTO NACIONAL DE EL CONGO, SANTA ANA
TEACHER: HECTOR A. GARAY
RESEARC TEAM:
LILEANA GABRIELA HERNANDEZ
JESSICA BEATRIZ MORENO MENENDEZ
EDILBERTO ANTONIO ZALDAÑA CUELLAR

POST TEST

OBJECTIVE: to measure the improvement that students from Instituto Nacional de El Congo have had during the period of intervention of the research team in the project: *The influence of using technological tools and equipment such as podcasts, vokies, tape recorders, internet and computers in the development of the listening skill of the students of the eleventh year of bachillerato general of Instituto Nacional de El Congo, in the city of El Congo, Santa Ana, from May to July 2014.*

Part I
Directions: listen to the audio about a natural disaster. Then fill in the blanks the missing words.

Student:_____

The hurricane

Annies' _____ was destroyed by a hurricane. If Annie _____ known about the dangers, she would have left the city. If the _____ had warned the citizens, then many people _____ _____ been trapped in their _____ by flood waters. If the government had _____ to the warnings of environmentalist, the _____ would _____taken more precautions. If there _____ been better _____, the damage _____ have been so severe. If Annie _____ been warned, she would have gathered _____ supplies of food and _____. If the government _____ _____ buses and _____, then everyone _____ _____ _____ the area.

PART II: ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE VIDEO YOU SAW.

1. What do we love?_____

2. When do we use going to?_____

CONVERSATION 1:

3. Why is he packing?_____

4. Why is he going to travel?_____

CONVERSTION 2:

5. Why is he going to have dinner outside?_____

CONVERSATION 3:

6. Where is he going?_____

7. What is she not going to the party with him?_____

8. Where is she going?_____

9. Why is she going there?_____

CONVERSATION 4:

10. What is she going to cook?_____

ANNEX J: ESL LABS USED IN THE CLASSES

www.esl-lab.com/anniversary/anniversaryrd1.htm

2. Listening Exercises [Top]

Listen to the conversation by pressing the "Play Audio" button and answer the questions based on the information you hear. Press the "Final Score" button to check your quiz.

00:00   01:46

[What are these different audio choices?]
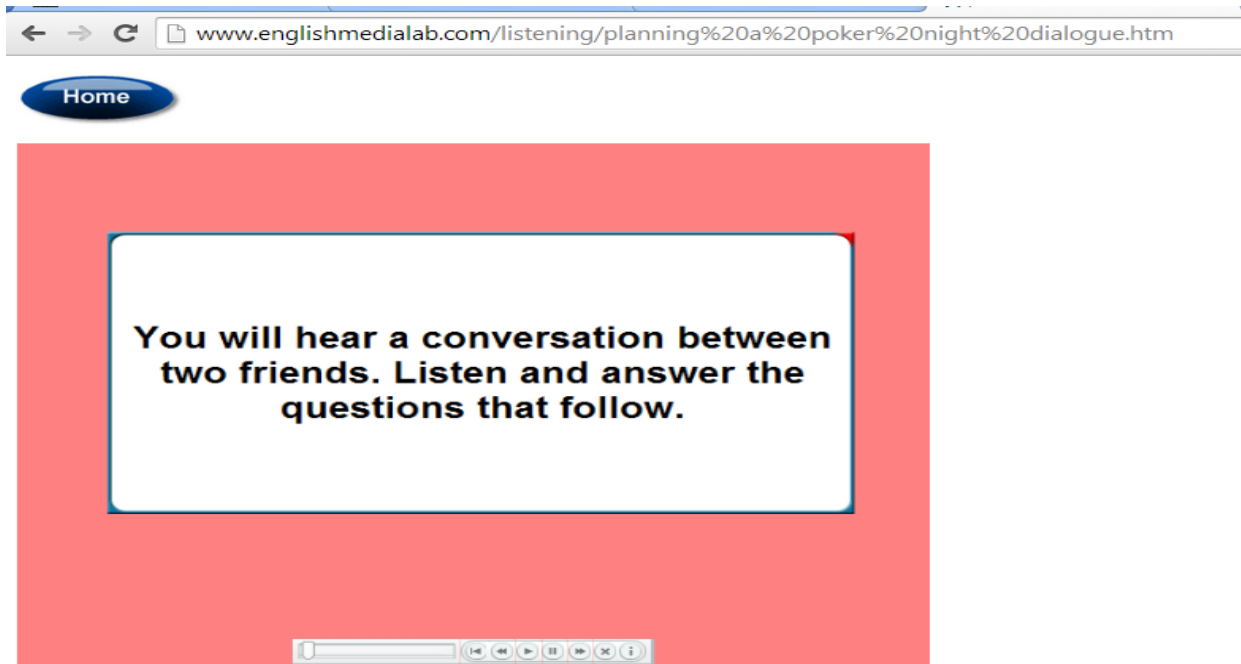
[Other Audio Options: Play RealMedia | Play Window Media]

1. What is the problem at the beginning of the conversation?
- A. The man forgot to buy his wife's favorite flowers.
- B. The man didn't remember their anniversary.
- C. The man didn't take his wife out last week.

2. Which sentence describes the wife's ideal vacation at the beginning of the conversation?
- A. a cruise to faraway exotic places
- B. a week alone at a hot springs resort
- C. comfortable days at high-class accommodations

3. Why does the woman want a new kitchen range?
- A. Her current stove isn't working properly.
- B. The kitchen stove burns the woman's meals.
- C. The kitchen range is too small for the family.

4. Why does the woman want more clothing?
- A. She needs smaller sizes because she has lost weight.
- B. She wants more comfortable clothing for the winter.
- C. She is tired of wearing old, used clothing.

5. What does the woman suggest doing before they plan their trip?
- A. talk with friends about the trip
- B. have a light lunch
- C. buy some travel books

_____

Final Score | Reset

Score = [   ]
Correct answers:
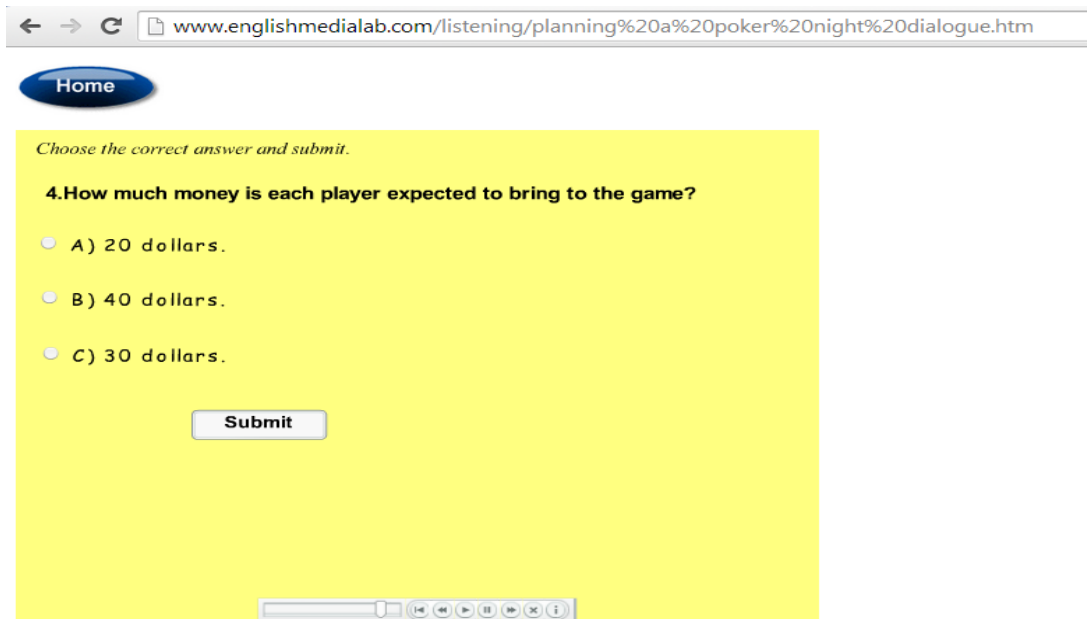
www.englishmedialab.com/listening/planning%20a%20poker%20night%20dialogue.htm

Home

You will hear a conversation between two friends. Listen and answer the questions that follow.

www.englishmedialab.com/listening/planning%20a%20poker%20night%20dialogue.htm

Home

Choose the correct answer and submit.

4. How much money is each player expected to bring to the game?

○ A) 20 dollars.

○ B) 40 dollars.
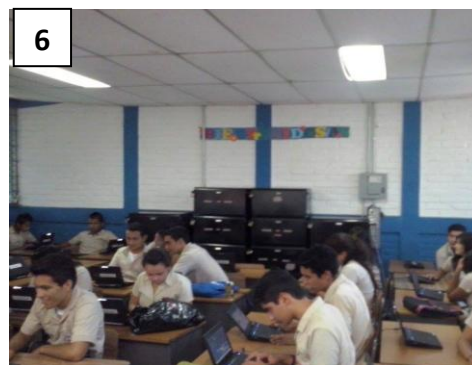
○ C) 30 dollars.

Submit

ANNEX K: VOKIES

ANNEX L:PICTURES

Observation period
Picture 1: students having a
normal class with their English
teachers
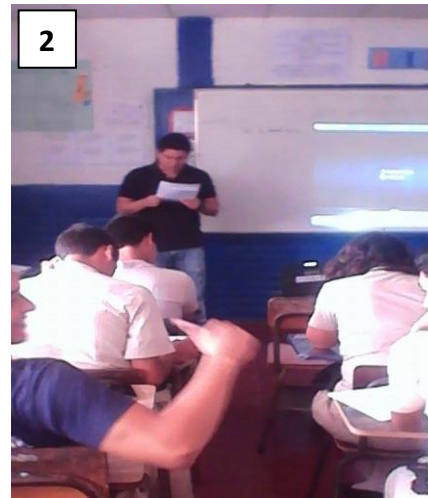
Intervention period
Picture 2: the research team working
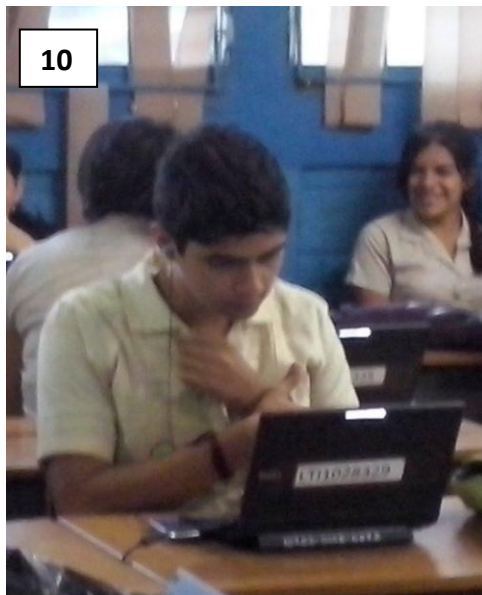with the LCD projector in the
classroom

Intervention period
Pictures 3, 4, 5 , 6: the research team developing a class using ESL on-line labs

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Intervention process
Picture 8 and 9: the research team giving instructions on how to work with a voki

Intervention process
Picture 10: students creating a voki

ANNEX M: LESSON PLAN

INSTITUTO NACIONAL DE EL CONGO

Topic: The second conditional
Duration: 45 minutes
Key content: hypothetical situations

Learning objectives	Specific objective	• Students will be able to write sentences and recognize the second conditional structures.	
	Grammar Structure	• Second conditional structures	
	Key Vocabulary	• things you would take to a desert island	
Presentation		• The teacher will introduce the second conditional structures to students by presenting a video that contains a very clear grammar explanation. • The teacher will write some examples to students. • The teacher will assign students to work on three examples on their own. • Check students' task.	10 Min
Practice	Pre-listening activity	• Teacher will ask students about what they would do if they were stuck in a desert island.	5 Min
	Listening activity	• Teacher will present a video of a person giving his opinion on what he would like to have if he was stuck in a desert island.(play the video three times)	15 Min
	Post-listening activity	• The teacher will ask students to work in pairs and write three things they would like to have if they were stuck in a desert island. • The teacher will discuss with the whole class the answers.	15 Min
Assessment		• Monitor students' performance as they develop the activities assigned. • Check the correct use of the structure and vocabulary given in the lesson • Check students' participation. • Check students' answers in each performance, as individual and as a group.	
Materials		Projector, computer, speakers, worksheets, board and markers.	
Bibliography		Teacher's syllabus, YouTube	

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