

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



UNDERGRADUATE WORK

**THE IMPLEMENTATION OF VIDEOS, PODCASTS AND AUDIOS TO ENHANCE
THE LISTENING SKILL OF NINTH GRADE STUDENTS AT CENTRO
ESCOLAR FRANCISCO IGNACIO CORDERO IN THE YEAR 2019**

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ABSTRACT

Researchers conducted the project “THE IMPLEMENTATION OF VIDEOS, PODCASTS AND AUDIOS TO ENHANCE THE LISTENING SKILL OF NINTH GRADE STUDENTS AT CENTRO ESCOLAR FRANCISCO IGNACIO CORDERO IN THE YEAR 2019”. This investigation provides meaningful and useful data about the chosen population studied with the purpose to show the results gathered during the project, the difficulties students faced. Also, it shows a deep analysis of the factors that make them have difficulties in the listening skill. Moreover, the research team explained in detail the different troubles that students have at the moment of comprehending any kind of podcasts, audios or videos. The data was collected during the diagnostic study carried out at the beginning of the project. The main objective of this research is to improve the listening skill in ninth grade section “A” student by using audios, videos and podcasts at Centro Escolar Francisco Ignacio Cordero. Besides researchers used a scenario analysis and a questionnaire, using the qualitative and quantitative paradigms, as tools to obtain the necessary data to test the indicators established in the Operationalization of the Variables at the beginning of the project. Finally, researchers used different instruments established in the plan of action to collect data which was organized in graphs and summary tables; this allowed the researchers made a deep analysis and interpretation of the results to drive solid conclusions of the chosen population, composed by a field sample of ninth grade section “A” student

INTRODUCTION

The present research project was based on the topic “The implementation of videos, podcasts and audios to enhance the listening skill of ninth grade students at Centro escolar Francisco Ignacio Cordero in the year 2019” The researchers aimed to do a detailed study in which they presented important and relevant information about the investigation.

The research study is divided in five chapters. Chapter I contains: The statement of the Problem which is a deep description of the problem. Besides, this chapter contains the justification of the problem in which the researchers expose the different reasons why it is important to study this problematic situation.

On the other hand, chapter II, named “State of Art”, comprises all the theory that supports the investigation, also contains a deep analysis related with the topic.

Chapter III include the methodological design in which the researchers establish the paradigm and the type of study that was carried out during the research study as well as the population that was studied and the way researchers approached the field of study. Also, the researchers include a planning phase of the study consisting on the activities that were carried out and for what purposes. In this phase, researchers explain the instruments that would be used and how the data would be organized, presented and analyzed in the next chapter.

Chapter IV incorporates Analysis and Interpretations. This chapter is divided in three phases. The research team was in charge of some interventions in which they taught some topics according to the teaching lesson, with the purpose of making them improve their abilities when listening to English conversations, audios, podcasts or videos. Also, the researchers analyzed in detail all the data gotten with the instruments during the interventions.

Finally, chapter V consists of Conclusions and Recommendations: here the researchers an explanation of the outcome of the project and how it affected the target population. Moreover, the investigators provided a series of recommendations for, teachers and students, future researchers

CHAPTER 1

STATEMENT OF THE PROBLEM

Every year, the English language is becoming more important in our society because it gives many opportunities all around the world to people who manage the language at least in 85%. English is important for socializing and entertainment as well as work. Unfortunately, in El Salvador, the English language does not receive the importance it deserves since in most of the public schools the English language is not being taught in the way it should be because in some schools students receive English classes 2 or 3 hours per week which is not enough to get the sufficient knowledge about the subject; that is one of the reason students reflects many deficiencies at the moment of learning the language. There are many other factors that affect the English learning process in public schools, such as the lack of preparation of the teachers, the low of interest of the students, the methodology that teachers use to develop the class may not be the appropriate for the student, and the time assigned for students to receive the English classes. The listening skill plays an important role not only in communication but also in interpersonal relationships; unfortunately, the listening is one of the most affected skills and even more in public schools in which they give low significance. Listening is probably more difficult than the other skills because students often recognize the written words more easily than they recognize the spoken words. It is also important to remark that listening skill can only be improved by hard work and repetition as it is the case in reading skill (Bostrom, 1990, Brody, 2004; Kutlu and Aslanolu, 2008)

1.1 Description of the problem

In English Department of Kanjuruhan University of Malang, it was carried out a research based in the improvement of the listening skill through podcasts. Students were drilled with recurrent listening tests. The design of this research was Action Research which involved repeated action phases, each consisting of planning, acting, observing, and reflecting. At the end of the investigation students better considerably, and felt encouraged in the classes. (Baehaqi, 2014).

Deborah (2006) in his investigation: improving how listening skills are taught in the EFL classroom, establishes some guidelines teachers should use in their EFL classrooms since

in Capeverdean classrooms showed deficiencies in listening skill. In his research, he focuses on the following aspects: an evaluation of how effectively listening skills are taught in the Capeverdean EFL classroom; a look at how teachers can turn teaching problems into positive solutions; how to improve teaching listening skills and materials and recommendations for best practices in teaching listening skills in the EFL classroom.

Reaching educational achievement is not probable for a student, who cannot comprehend what he listens to or reads, and who is not capable of expressing his ideas and feelings clearly and accurately through verbal or written communication (Ocak and Beydoan, 1999). Two ninth grades are imparted during the morning at Centro Escolar Ignacio Cordero located in Chalchuapa; both groups show problems at the moment of performing any task in English when the teacher asks them to do it. Based on the teacher's opinions, observations at the ninth grade, section "A" had lower results than section "B"; the research team took into consideration those grades to help ninth grade section "A", so that students improve one of the four macro skills: the listening skill.

By means of observation, it was discovered that the majority of students cannot understand the English classes or the basic commands said by the teacher; for example: what is your name? How are you? Where do you live? And so on. That is why students agreed that they need help with listening skill to be capable to at least understand and answer basic questions. Even when the teacher tried to make some dynamics and games to catch students' attention and help them understand what he was saying, students could not comprehend the teacher's ideas, and almost all the time, they were not motivated in participating in classes. It is important to mention that the teacher in charge of the group speaks English almost all the time and that may be the reason why students did not want to participate. Another factor is that the students only practice their writing skill, so they know how to write and maybe the meaning of the word, but they did not know the pronunciation; although some of them recognized some words like friend, some colors and greetings. A careful observation of College English teaching practice has found that the teaching of listening skill is still the weak link in the language teaching process. Through the systematic study of basic English teaching stages at certain levels of education it has been recognized that while students improve in the other English skills, their listening capabilities have been left behind. The key factor that has

been recognized in the preliminary studies is students' limited listening comprehension, Brown (2006). Furthermore, listening in another language is considered as a hard job, Richard (2008).

Moreover, students did not participate so often due to the same problem and when they did it, they were afraid to commit many mistakes. As Nguyen Ngoan stated in his article "listening to VOA: advantages, problems and solutions" the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents, so due to these factors, students' interest and encouragement in classes decrease.

In addition, there were 33 students in 9th grade, so it was very difficult to concentrate in students' single needs and since the amount of students was large. The research team focused on the listening skill to help ninth grade students improve it. But, how can students comprehend English language by using videos? Or how the implementation of audios or podcast improves students' pronunciation of the English language?

1.2. Baseline

Since the beginning of the year 2019, the researchers observed ninth grade, which was made of 33 students, section "A" students at Centro Escolar Francisco Ignacio Cordero in Chalchuapa to know the level they had in the English language. The researchers noticed they did not have the willingness to participate during the classes due the low level of vocabulary they manage. Although the teacher encouraged them to speak English in the classroom, students showed they are afraid to commit any mistake and as a result they did not like to get involve and participate in the class.

To state the problem, the research team got together to observed the corresponding classes during a month. The team started to collect the data on February 21st, 2019; the researchers had a reflection meeting with the students. During this meeting, 30 out of 33

students agreed, orally and in the written form, that the problem is real, and that they are willing to collaborate in the search for solutions to the problem.

The baseline of the problematic situation was defined by means of different resources. The researchers collected data using observations guides (appendix A). During these observations, it was discovered that 28 out of 33 students show deficiency in the listening skill since the teacher asks them questions and they did not understand what he said; therefore, they were not able to answer or do what the teacher demands.

Besides by means of asking questions orally to the teacher in charge (Appendix B) and administering a written questionnaire to students the researchers defined the problem (appendix C). During the interview to the teacher, researchers confirmed the low knowledge students had since the teacher explained the current situation and the majority of students only knew simple words or phrases, so they did not understand what he said in classes. In the questionnaire, the students were asked to sincerely express their feelings and attitudes towards the English subject. During these interviews and questionnaires, it was found that the students did not feel confident to participate in classes since they did not comprehend what the teacher says in the classes. Moreover, during their classes, they never listened to another voice out of the teacher's voice; in other words, they never listen to audios, songs or podcasts that can help them to develop their listening skill. By checking the questionnaire, they accepted to contribute during the development of the present action research process as this is going to benefit them in their English learning.

On February 28th, 2019, it was administered a scenario analysis (Appendix D) in which they reflected on the problem, and they had the opportunity to read, analyze and choose some alternatives that showed the scenario.

The scenario analysis was about Diego who was a teacher and Herlinda Chavez who was a student who never participated or understood what the teacher said in classes. From 33 students, 30 agreed that Herlinda is not interested on the subject or learning English. Also, 17 students agreed that Herlinda is lazy and she does not care the English language. For solving the problem 20 students agreed that the teacher has to implement different strategies in order

for Herlinda feels encouraged to learn English. In addition, 23 students accorded that Herlinda does not participate in class for fear that their classmates mock of her.

Therefore, for the development of the present action research study, all data gathered from the verbal and written information obtained from the students during the meetings in regards to the number of students who show a very low learning in English language will serve as the baseline. It was found out that such low learning is due to the lack of knowledge they gathered during the past years, the lack of interest in the subject or language, the lack of interest teachers can have when they impart their classes, and the fear that their classmates would make fun of them when they participate in the class.

In fact, the majority expressed that they did not feel motivated as there is not anything that pushes them to learn by themselves a new language.

1.3. Justification

Most of the times when people communicate with each other, they use and develop their active listening skill. Michigan State University Extension suggests that the active listening can help students speak more clearly and with the understanding in all aspects of the language itself. That is why the researchers will focus on the listening skill, so that ninth grade students section “A” out into practice the listening skill through the development of different activities such as audios, videos, and podcasts that will make students improve their English skills, specifically their listening skill. One more important aspect to mention is that the development of this study “The implementation of videos, podcasts and audios” was taking place at Centro Escolar Francisco Ignacio Cordero in the year 2019. Moreover, one of the purposes of the research team was to identify the main causes that make C.E.F.I.C students of ninth grade had many deficiencies in listening skill. Once these causes or factors were identified, a plan of action was carried out to solve such problem and implement the resources already mentioned above. This solution will be a great benefit not only for students of C.E.F.I.C of ninth grade, but also for the teacher whose goal is to guarantee, the students’ success in the development of their listening skill. So students will show more willingness to practice and improve this skill, and the problem of failing such subject because of its complexity and lack of practice that many students face.

This research was conducted by means of interviews, and observations. By observing different ninth grade section "A" classes, the research team collected data about this phenomenon. Also, researchers interviewed the teacher and some students who belong to ninth grade section "A" in order to find out more information.

Researchers made the decision to work on this project since they carried out a diagnostic study to ninth grade students, and they found out that students showed different problems at the moment of developing their listening skill.

Furthermore, this research will be very useful for teachers in Elementary school because they will acquire knowledge about how they can use videos, audios and podcasts during their classes in order to improve their students listening skill and make the classes more interesting.

1.4. Research question

Why do videos, podcasts and audios make students enhance the English listening skill inside the classroom?

1.5. Objectives

1.5.1. General Objective

To improve the listening skill in ninth grade section "A" students by using videos, podcasts, and audios at Centro Escolar Francisco Ignacio Cordero in 2019

1.5.2. Specific Objectives

- To make ninth grade students comprehend English language inside classes by using videos at Centro Escolar Francisco Ignacio Cordero in 2019
- To use podcasts to have students practice their listening skill in English classes at Centro Escolar Francisco Ignacio Cordero in 2019
- To implement the use of audios to make students get the correct pronunciation of the English language in ninth grade students from Centro Escolar Francisco Ignacio Cordero in 2019

1.6. Hypothesis of change

If ninth grade students, section “A” at Centro Escolar Francisco Ignacio Cordero are implementing videos, podcast, and audios promoted by the research team, they will enhance their listening skill in the year 2019.

CHAPTER II

STATE OF ART

Learning a new language is a complex time-intensive task that requires dedication, persistence, and hard work. That's why the researchers have decided to implement the importance of listening in the development of the communicative and cognitive skills. According to Pourhosein Gilakjani and Syedeh Masoumeh Ahmadi (2011) out the four main areas of communication skills, listening is the most important of all because we can communicate easier with people. Also, listening is purposeful and focused rather than accidental. As a result, it requires motivation and effort. Listening, at its best, is active, focused, concentrated attention for the purpose of understanding the meanings expressed by a speaker. Students do not always listen at their best, however, and later in this chapter we will examine some of the reasons why students still face difficulties when listening and some strategies for becoming more active critical listeners. Goss (1982) said that comprehension listeners try to construct a meaning when they get the information from the listening source.

However, in recent years, with the emphasis given in communication in language teaching, listening started to take its long deserved place in language programs (Richards, 2005)

Listening comprehension is the most difficult skill at learning a new language, in this case English language. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension process. Some of these problems are quality of recorded materials: it occurs when some audios do not have high quality; cultural differences: this happens when the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension; unfamiliar vocabulary and accent: students want to be able to understand basic conversations, native speakers and a lot of multimedia like DVDs and the internet; however, to develop this skill requires much practicing time. "Learning a language -like learning to dance ballet, weave carpets, or play the saxophone—takes time and practice. In general, it's safe to say that the more practice you get, the better you will become". (McCaughey, 2015) Learning how to be an effective listener has numerous advantages. First, effective listening can help you become a better student. Second, effective listening can help you become more effective in your interpersonal relationships. Third, effective listening can

lead others to perceive you as more intelligent. Lastly, effective listening can help you become a stronger public speaker.

2.1. Videos

Videos, in language learning, may mean the use of popular films on videos to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements.

2.1.1. Videos as a source in the classroom

Videos in the classroom are an excellent source for improving the English language, and in many cases students feel encouraged of doing something different in the English class.

Technology, in the process of second language acquisition, has always been a priority for both teachers and theoreticians. This paper reviews the current trends in using video-based language instruction in K-12 educational settings. Although, it has been demonstrated for many years that the use of video as an instructional medium provides unique learning qualities, it has not been entirely embraced by high school English as a Second Language (ESL) teachers. Furthermore, recent advancements of digital video (low cost equipment and editing software) and Web-based video sharing services provide remarkable possibilities for supporting a variety of learning activities in ESL classrooms. (McNulty, 2010)

A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002). In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension (Çakir, 2006)

Also, Çakir, (2006) states language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

2.1.3. Techniques for video implementation

It seems to be easy to implement videos in the classroom, but to do this it is important to apply some techniques in order to have good results. Canning & Wallace (2000) suggest that F/SL educators must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid, there are some techniques that should be benefited by both teachers and learners:

2.1.4. Active viewing

It increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension, students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

2.1.5.Reproduction activity

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English even though it is challenging and confusing since some mistakes can be made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

2.1.6. Dubbing activity

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

2.1.7. Motivation students through videos

We all know that students can learn a lot more from the visual material, so it is a great way to start changing teaching approach with some educational videos. There are many ways in which students can boost not just their motivation for learning through visual and video materials, but also their own motivation for teaching. If teachers feel that their lessons have become stuck in a rut, and that your teaching could use a new approach, then this is a great way to start using technology and introducing some changes. There are many educational videos that teachers can find, the resources are absolutely limitless, but teachers can also make their own. (Layton, 2018)

The effect of games on learning is very important because students can acquire new vocabulary, they can improve their pronunciation and improve their listening skill. Videos have this effect of motivating students in any activity. Today, videos are being used in language courses to maximize motivation and minimize anxiety in learners.

2.1.8. Activities through video

There are many activities that teachers can develop in the classroom using videos in order to motivate students and make them practice their listening skill. The article “classroom activities through videos” explains some activities which are very useful like the following:

This first activity is very simple, but it is very useful and efficient for students. After teaching a lesson, teachers should find a video clip that fits the subject matter that the teachers need. Videos should only be 2 or 3 minutes and can vary in subject matter. Give each student a questionnaire filled with questions related to the video; although questions should be specific to each different conversational clip.

Another activity is similar to the previous one, but instead of having students fill out a questionnaire after watching the video, they should instead practice predicting what will come next after the brief conversation.

Besides, teachers can give students time in class to research the internet for videos and instruct them to pick two to three of their favorites and take notes about them. This can be done individually or in groups of two or three. Have students write brief scripts as if they were the newscasters reporting on the news and then have them perform their work in front of the class.

2.1.9. Video as a learning tool

Video is also a popular tool used to engage learners and enhance a learning experience. Anyone with a digital camera, webcam, tablet or smartphone can now create and edit a movie. YouTube statistics highlight the widespread use of video online, with more than 4 billion hours of video watched each month and 72 hours of video being uploaded every minute (YouTube 2013, statistics). Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. There are many ways to exploit video in order to create motivating, memorable and inclusive learning experiences.

Özgen (2008) examined the impacts of captioned authentic videos on listening comprehension. The results obtained from this study represented that those learners who watch the videos with captions scored significantly higher than the ones watching the videos without captioning. A study was carried out by Hayati & Mohmedi, (2011) towards the effect of videos with subtitles on listening comprehension. The researchers identified three groups: L1 subtitled group, L2 subtitled group, and without subtitle group. The results revealed that the group with English subtitles outperformed the other groups.

2.2. Podcasts

The term podcast is a combination of the terms pod (i.e., from the Apple iPod) and broadcast (Oxford Advanced Learner's Dictionary, 2007). Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty & Walch, 2006).

Podcasts are an excellent way to develop the listening skill. They are audio files that can be streamed or downloaded from the internet to your smart phone or computer, and usually come as part of series. Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills, especially in developing learners' speaking and listening skills (Ashton-Hay & Brookes, 2011; O'Bryan & Hegelheimer, 2007).

2.2.1. Participation in class through podcasts

According to a web page named improve podcasting, one benefit of using podcasts in the classroom is that students are more interested since they do not have to listen to the teacher or write something, and in some way is funnier to have something new to do. "(...) it also provides the teacher with a means to teach in a different style. This change can often spark new ideas, new interest and a new found passion.

"Because of the casual tone of podcasts, the contemporary topics, or both, students have the feeling of participating in a conversation rather than having adults reading or talking at them. Students feel like they're doing something special, new, and fresh which is inherently exciting". (Godsey, 2018)

Many types of podcasts are found on the Internet such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts.

2.2.2. Kind of podcasts

A) Television podcast

This kind of podcast is based on the different TV programs that exist. People narrate stories or explain what the shows, series or movies are about. Sometimes, people say their opinion about the program. According to the web page player FM (2018), there are many series that have had a big acceptance, and there are more people who download or play this kind of podcasts.

B) Radio podcasts

These podcasts are audios or speech related with different topics like news, arts, comedy, politics, drama and others. Many people subscribe to these programs, and they can access to any speech. “Radio podcasts try to appeal to a more niche audience, due to their focus on individual topics” (Shenton, 2018).

C) Classroom podcast

They are a very useful tool for the teacher since they can use them in different ways, but almost all the time they are recorded by the teacher. Teachers can create one if a student is absent for a week, and they need to find a way to catch him up with the rest of the class. They want to infuse more technology into the classroom instruction using simple and accessible tools.

The web page Brightubeducation recommends in its article “How to Use Podcasting in Your Classroom: Podcast Lesson Ideas and Tips” some possible ways to use podcasting in the classroom:

The first one recommends creating a podcast in which teachers record a word teaching its pronunciation, spelling of the word, meaning of the word and more.

The second recommendation is a class report in which teachers can create a summary of class activities for students. Alternatively, students may work in groups to take turns in creating reports or summaries of what they have learned and/or what they did in class.

Students’ interviews are a tip based on creating podcasts to record interviews. Students can choose to record each other, their family members or significant individuals. With classroom podcast, it is evident that students can participate not only listening but also creating their own recordings, so it is useful to practice their pronunciation.

As consequence, classroom podcasts are the most appropriate tool to use in the classroom because they can be useful for students to participate in classes and outside activities; television and radio podcasts are useful classroom activities since students can listen the podcast in the classroom and practice with a worksheet

2.2.3. Teacher's creativity using podcasts

According to web site named teaching village, using listening activities, emotions are very present in the movement, suspense, and laughter they produce. These activities also promote an engaging atmosphere that sparks creativity, enhances attention, and activates students' memory. They present alternatives to include pronunciation, intonation, and imagination through listening in classes. These guidelines can be used with recorded stories, movies, and even with songs. (Uribe, 2012)

- 1. Stop and repeat:** The teacher plays the CD or the movie and suddenly pauses it. Then students have to repeat the last sentence that was said. The teacher can mix easy sentences with longer ones. The fact that the story can stop at any moment makes students be very concentrated. One variation is letting students also be the ones who pause for their peers to say the last sentence.
- 2. Listen and mime:** In this dynamic exercise students stand up and mime the listening. This involves acting moods, places, movements, and anything else that they hear. Students can be divided by characters, places, or any other way the teachers choose. It is better to have it as a follow up once students have already read or heard the text.
- 3. Guided imagery:** Students listen to a passage with their eyes closed for 3-5 minutes. After listening, students open their eyes and share what they "saw" having some questions as a guideline. Let's say there is a situation in which the princess finds the prince in the castle library. Some guiding questions could be: What was the prince wearing? What did the princess look like? Were there curtains in the library? What kind of furniture did you see? The catch here is that all these pieces of information were never mentioned in the listening, and every student will report something different. Discussing the danger of stereotypes can be done in case many students come up with the same answer.

2.2.4. Second Language Acquisition through Podcasts

There are several approaches and theories of second and foreign language acquisition that have had enormous impact on learning a language. Podcasting does not prescribe any approach or method of language learning, rather, as a tool it can be used to integrate theories

and methods of SLA into practices. Constructivist view of learning infers that learning is an active process and individual constructs knowledge through observation, interpretation and exploration (Cooper, 1993). “Podcasts offer to language learners samples of real language and authentic materials” (Thorne & Payne, 2005), So many podcasts contain a worksheet in which students can practice. Most of the podcasts found on the internet are considered real and authentic since many people want to create their own programs or blog and this is a way they can be recognized.

“Podcasts provide teachers the possibilities of facilitating language learning and also challenge the traditional teaching and learning methods” (Masudul & Hoon, 2013, pág. 113). “Traditional classrooms do not give more importance to listening activities (...) Podcasts can be used as supporting materials along with the course materials to develop students’ proficiency in English” (Lee & Chan, 2007, pág. 201).

There have been some investigations in which the principal objective is to improve students listening skill. The investigators decided to know the impact of podcast. The following information shows some of these investigations.

Ashraf, Noroozi and Salami (2011) also investigated the effect of listening to podcasts on the listening skill of some Iranian EFL sophomores. Data were collected through various means: pre- and post-tests, interview, and students’ reflective diaries. The findings of the study showed that participants in the experimental group who used podcasts for their listening activities outperformed the ones in the control group. The researchers documented positive attitudes of the participants who used podcasts for listening, and concluded that podcast can be used to improve the listening skill of ESL learners. (pág. 10-12).

Istanto (2011) designed five podcast units as supplementary materials to develop learners’ listening skills and grammar knowledge. A questionnaire was administered at the end of the semester to 20 undergraduate students who learned Indonesian as a foreign language. The result indicated that the application of podcast enhanced students’ listening skills and grammar knowledge as well as knowledge of the culture of the target community.

Hence, podcasting is a novel technology with huge potentials in improving students’ listening skills.

Podcast can encourage students to learn a new language, and feel confident during the process of acquisition of the language. Participants of Li's (2010) study stated that they enjoyed listening to podcasts and showed willingness towards this new technology in developing their language skills.

2.2.5. Podcast for Developing Listening Skills

Some investigations argue that the implementation of podcasts in the classroom has a big impact, and students are able to increase their knowledge in a foreign language, specially listening skill. Hasan and Hoon (2013) pointed out that the application of computer and the integration of podcast in learning and teaching English —can improve academic performance, enhance motivation, and promote learning (p. 132).

Heaton (1975) opined in his book *Writing English Language Tests* that in a country where native-speakers are not available, recordings by native speakers can be considered perfect models of the spoken language (p. 58). However, at the same time one needs to count that when students get to listen to their teacher talking about real issues, they get more motivated and interested in listening. (Barua, 2008) Therefore, a podcast, spoken by a non-native speaker can encourage students to listen and develop their listening skills. This scenario can be modified with the help of podcast since vocabulary learning has been excelled through podcasting (Hasan & Hoon, 2013). McBraid's (2009) article, "Podcasts and Second Language Learning" suggested that learners need to be encouraged to listen for words that they frequently hear in podcasts and then try to look for those in dictionaries or in Google (pág. 25). So that, it is important that teachers encourage students to learn new vocabulary before practicing with podcasts.

2.3. Audios

According to *Academica*, journal of multidisciplinary studies, people overlook the role of listening, while overemphasizing the role of reading and writing in learning. Listening is one of the indispensable abilities in language. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult.

Listening is important because listening helps students lay the foundations of speaking and writing. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences. Although there is an increasing recognition of importance of listening, there are still many problems for teaching listening to second language learners in the classrooms. For example, many Chinese teachers seem to rely too much on textbooks and overlook the interaction with students. The class is full of teacher-lecturing and group discussions are rare (Jack, 2013). Besides, it is well known that most of teachers have as their first tool to develop class audios they have in CDs, USBs or audios they have found on internet so that students can have some practices and reinforce their listening skill. Dr. Mark Ross, from the University of Connecticut states that "Hearing is the primary channel for learning. The more children hear, the better they learn." that's why researchers have as primary goals to develop activities that include audios, videos or podcasts because all students benefit from audios played in the classroom. It is important to mention that children who cannot hear and understand clearly what they are being asked and told, often lack the confidence to participate in classroom discussion or when there is an activity that involves the listening skill. Audios can easily be created with many desktop tools and small digital recording devices such as smartphones.

When doing informal observation, researchers realized that students sometimes get tired of hearing their teacher because they think they need something else that motivates them more; they need variety. Fortunately, there are numerous audio resources that teachers can use in class depending on the technical capacity of the classroom (some teachers still lack basic technology in their classrooms). With some diverse audio content, the classroom could be more engaging for more of the students.

Audiobooks support literature study and motivate kids to enjoy literature, and they help develop reading skills such as comprehension, fluency, and vocabulary. Recorded books can be used anytime by ESL students or others who struggle with print text, or who need help accessing the book in order to keep up with the class. Using audio lets them take personal control of their study and repeat material as often as they like. Also try using audio for students who want or need to read more difficult books, but struggle with comprehension—recorded books can help bridge the gap.

In addition to being more interesting, hearing a span of English voices and accents will better prepare students for real life situations. Since English is so widely studied and spoken by people all over the globe, no two English speakers sound alike. The exposure to various audio sources will get your students more comfortable hearing these assorted accents.

2.3.1. Teachers' methodology

Teacher's methodology is important to have a good environment in classes because the methodology establishes how much the students learn. The audio lingual method is a good strategy that can be used.

The audio lingual method is an approach that is emphasized by the vocabulary and it is trained by the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. (1) Dialogs memorization: Students memorize an opening dialog using mimicry and applied role playing. (2) Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. (3) Repetition drill: Students repeat teacher's model as quickly and accurately as possible. (4) Chain drill: Students ask and answer each other one by one in a circular chain around the classroom. (5) Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place. (6) Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line. (7) Transformation drill.: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. (8) Question and Answer drill :Students should answer or ask questions very quickly. (9) Use Minimal Pairs Analysis: teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words. (10) Complete the dialog: Selected words are erased from a line in the dialog-students must find and insert.

There are three most common techniques that are used by the teacher to teach speaking through Audio Lingual Method, such as dialog memorization, repetition drill and complete the dialog. The effectiveness of the technique are improved by the speaking ability of the students, the performance index can be tested, the authenticity of the dialog or the text is important. However, the attainment is demanded on both aspect; teacher and students.

2.3.2. Selection of audios according the level

According to Nacino-Brown, Oke and Brown (1985), for effective teaching to take place, a good method must be adopted by a teacher. Teachers employ a variety of teaching strategies and methods to ensure that learners have equal opportunities to learn. It must however be stated that teaching methodology in education is not a new concept in the teaching and learning process.

Providing interactive multimedia during English classes is a key strategy that contributes to students' learning. Kochhar (2004) observes that more recently technology has been successfully introduced in the field of education to make education more productive and more individual. The most outstanding development in modern education is the increase in the use of supplementary devices by which the teacher through the use of one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretation and appreciation, increase knowledge, rouses interest and even evokes worthy emotions and enriches the imagination of students; (Kochhar 2004)

According to (Oliver et al. 2012), Utilizing audio and video to support learning is now more accessible than ever, especially for learners' off-campus, with 9 out of 10 staff and students at Deakin saying they have high-speed and reliable internet access at home.

Using audios and videos with students can support their learning English process in the following ways:

- provides diverse teaching techniques for learning
- gives the teacher a voice – this can reduce the feeling of isolation for cloud based students, but also helps located students feel connected
- can be used to simplify and explain complex problems

- can allow students to access the learning materials as often as required
- allows students to learn at their own pace, with instant playback, rewind and pause
- reduces frequently asked questions from students
- can be re-used.

a) Audio as a learning tool

Audios have evolved through the time since 1970. At that time audiocassettes were the source of listening to audios, but nowadays, digital audios have become one of the technologies used to learn a new language. Audios have come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with your students and providing up-to-date content, interviews, discussions or lecture materials. Middleton (2013) highlights that audio has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. According to Nacino-Brown, Oke and Brown (1985), for effective teaching to take place, a good method must be adopted by a teacher. Teachers employ a variety of teaching strategies and methods to ensure that learners have equal opportunities to learn. It must however be stated that teaching methodology in education is not a new concept in the teaching and learning process.

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Type of audio	Examples
Unit podcasts	weekly updates relating to teaching events key dates, current issues
Interviews with subject matter experts	can be listened to and used as primary sources of information or smaller and incidental uses
Recording feedback for students	either to supplement written feedback or as a replacement
Recording feedback for students	used as part of a learner activity or to record evidence
Recordings of public lectures	can be repurposed and used for different contexts and subjects
Live online discussions	between two or more people

b) Using audios in assessments

Audios can not only support language content but also out classroom tasks. Audios can be used to support assessments by: providing clear and concise instructions on an assessment task; outlining expectations and marking guidelines; help to address common mistakes; and provide valuable feedback on completion of a task. Using audios in this manner can help personalize an assignment task and engage learners, and once you have the hang of the technology can even be quicker than providing traditional written feedback.

2.3.3. Encouragement during classes

The web page Busy teacher recommends in its article “Simple ways to encourage students” some possible ways to make students feel motivated in classes:

Students need encouragement. It is natural for any and all ESL students to struggle in their English studies at one point or another and the struggle often has nothing whatsoever to do with test scores. When a person is trying to learn a foreign language, and particularly if they are studying overseas, immersion in English can get overwhelming. If left unchecked, this feeling of frustration can have damaging effects on students’ psyches as well as their academic performance, but frustration does not have to be the victor. When students are hitting that discouragement roadblock, the teacher can help clear the way.

a) Ways to encourage

Set Realistic activities that they can do

Students do not have to be optimists to set unrealistic goals and expectations for themselves. No one can become fluent after only one semester studying English. And when those same students fail to meet those out of the water goals, they get discouraged. Sometimes the best thing for students is for you to be a voice of reason. Help them understand what realistic progress looks like, and work with them to set goals that are challenging but still reachable.

Let Your Own Excitement Come Through

Excitement is contagious, and showing your students that you are happy to be with them and guide them on their English journey will make a difference in how they view the teacher's class. The teacher can be energetic, be creative, have fun, and let students see those positive feelings on a daily basis. When they see how excited teachers are to be teaching English to them, they will be more excited to learn it from them.

Vary Teaching Methods

Little in the classroom is worse than doing the same thing day after day. When teachers vary what they do in class, they will find that students are more engaged and more excited to participate. Teachers can try to include visual activities and oral activities. They can use music and hands on activities on a regular basis.

Get Out of the Book

Text books are great, and getting out of them every once in a while is even greater. Teachers should keep students encouraged to use the English they are learning by giving them credit for things they do outside the classroom. Teachers can ask students to share when they strike up a conversation with a stranger, successfully give directions to a cab driver, read and fill out applications written in English as well as any of a number of other activities. (Verner, 2017)

2.3.4. Students understanding

During many years the English language has been taught of many ways, and one of the most important aspects to take into account for a student to learn a new language and get accustomed is the listening skill. Most of students want to be able to understand what people are saying to them in English, either face to face, on the TV or on the radio. Listening is good for student's pronunciation too because the more they hear and understand English, the more they absorb appropriate pitch and intonation, stress sounds of both individual words and those which blend together in connected speech. Students can develop this skill in some ways such as listening to songs, podcasts and even watch videos. Students need to be able to listen to a variety of things in a number of different ways. That is why researchers implement three

specific areas already mentioned for students to be exposed to diverse environments; they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning.

Besides, students need to be able to listen for specific information such as time, platform, numbers, etc. and sometimes more general information. The job of teachers is to help students become accustomed to listen to any type of listening. However, most of the time, it is really hard for students to understand a word when listening any type of audio.

According to Jeremy Harmer, the more they listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately. One of the main tasks for researchers is to use as much listening as possible during classes and to encourage students to listen to as much English as they can outside the classroom. One of the suggestions that is made to students for them to get accustomed to the English language is listening to music because songs are very useful when learning a vocabulary. Moreover, music may be engaging and the same time funny for students. Students can find different tasks such as filling in blanks in song lyrics, rearrangement lines or verse, or listening to songs and say what mood or message they convey.

2.3.5. Listening to songs

Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences. Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities. Wallace et.al (2004) states that experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful (Hidayat, 2013).

Fonseca-Mora et al. (2011) defines that "Music is rhythm, a reflection of our physiological life. Music is also melody, sequence of sounds, which is associated with our emotional life." (p. 102). As a universal icon, songs have a great reputation. Lieb (2008) points out that songs can reduce one's pressure and create a relaxed atmosphere. Not only kids, but also adults love songs. Wang (2008) summarized the three main features of pop songs: songs that are highly motivating, songs that contain linguistic information, and songs that contain historical and cultural knowledge. Liao (2006) and Jiang (2004) claim that English songs have

beautiful melodies and the lyrics are easy to imitate and memorize. Students link their lives to the song since many songs' lyrics reflect students' emotions. For example, John Denver's "Take Me Home, Country Road." influences generation after generation.

Many writers infer that English songs have the great effect on listening comprehension. Lems (2001) Rapport (2005) Farrug (2008) put that English songs can improve comprehension skills, increase vocabulary and create fun. English songs provide authentic materials and contain various universal themes. (Eg: love, friendship, dream, and joy). English songs also promote an active atmosphere. Music has the greatest potential in ESL classrooms since music has related closely to language (Lieb, 2008). Teachers can prepare more examples to practice students' pronunciation and vocabulary. Of course, just listening to a song is not the teachers' aim; it would be preferred for teachers to create practical and relational activities. For this song is to bring students joy, to help them practice their pronunciation, to learn the vocabulary and some cultural knowledge.

a) Listening English Song Can Improve the Pronunciation

Pronunciation is a way in which a language or a particular word or sound is spoken. In listening English song, listener can improve the pronunciation because while learning English song, the native speaker will say the correct pronunciations and the listener can learn the correct pronunciation from it. Listener can distinguish the word that has barely same pronunciation, but actually it is different. Listening English song can improve the pronunciation of words in English language. The way to improve the pronunciation is when listening to English song; students can imitate the pronunciation of the word of English that is said in the song. So, people who listen to English song can improve pronunciation by listening and repeating the lyrics from the song. The other way to learn pronunciation from listening English song is the listener rewrites the lyrics from the song, after that the listener searches the right pronunciation of the word.

CHAPTER III METHODOLOGICAL DESIGN

The study called “The implementation of videos, podcasts and audios to enhance the listening skill of ninth grade students at Centro escolar Francisco Ignacio Cordero in the year 2019” was conducted in an orderly manner. First, the paradigm and design was described; then, the sampling procedure was set. After that, the preliminary phase, execution phase, timeline and budget are thoroughly stated in this chapter.

4.1. Paradigm and type of study

The researchers conducted an Action Research study because it was designed to solve a problem in a group or specific class; it is important to mention that researchers were part of the study since they were the ones who guided the target population to provoke a change in the students of ninth grade section “A” at Centro Escolar Francisco Ignacio Cordero. The paradigm for this study is a mix method study since the main objective was to describe and to know the number of students that face this problem. This action research allowed investigating and practicing to coexist and co-work simultaneously in problem solving. With this research the researchers mandated to address and resolve different types of disputes by using various negotiation models and techniques to thoroughly understand and study the underlying foundations of these problems. The research team studied ninth grade students at Francisco Ignacio Cordero School in Chalchuapa to guide, support and find possible solutions to the problem stated.

4.1.2. Type of study

The type of study in the research project is a collaborative research because this action research project involves more than one person in the implementation of the new program. In this research a group of students were tested and the results were analyzed by the researchers. This type of research offers the collaboration of many people, in this case the researchers and ninth grade students working jointly to solve the problem, as well the tutor was part of the study since he provided the topics the students study during the academic year.

4.2. Sampling procedure

During the first week of classes of the current year, researchers decided to investigate what was the most appropriate class to take as population at Centro Escolar Ignacio Cordero which is located in Chalchuapa. Researchers discovered that there were two ninth grades in the morning section “A” and “B”. Researchers realized that the ninth grade section “A” showed many deficiencies in the listening skill. The average is 32 students and 1 teacher in the section “A”

The researchers decided to focus in the section “A” students from the morning because they have certain aspects that researchers considered necessary to study. Moreover, the research team used purposive sampling. Thus, 32 students were taken into account in the sampling to be studied in this research project during the year 2019 at Centro Escolar Francisco Ignacio Cordero. In this sampling there were not taken into account gender, failure of subjects, and age.

4.3. Preliminary phase

In the preliminary phase of the study, the research team approached the appropriate field of the study, conducted observations (appendix A) and a reflection (appendix C) which was useful to later define the problem and establish the baseline. Moreover, it was intended to cover the basics of designing and implementing the study.

4.3.1. Approaching the field of the study

To carry out this research project, the researchers asked for permission to the principal of the school as well as the teacher in charge of the group that was studied. Moreover, researchers explained to the students what the project was about and tell them the ethical aspects that the researchers were going to take into account. Besides, the researchers observed this group for two weeks in order to analyze the impact of the phenomenon during their English classes. During the diagnosis, researchers interviewed some students that were willing to collaborate. Also, they addressed some questionnaires and a scenario analysis to establish the baseline.

4.3.2. Diagnostic study

The diagnostic study was carried out in February 2019 at Centro Escolar Francisco Ignacio Cordero. During the diagnosis one group of ninth grade students was observed using an observation guide (appendix A), that was designed by the research team, and the teacher was asked for collaboration making his students to perform different Listening Activities.

4.3.3. Definition of the problem

The fact is that most ninth grade students present difficulties on the process of understanding the English conversations, basic commands in classes and instructions. By means of observation, researchers could notice that when the teacher said the directions in English related with the class, students showed that they did not comprehend anything, and the teacher had to speak in Spanish. However, students did not realize the magnitude of this problem since some of the students stated that they do not study English outside the classroom and even they did not pay attention in classes, and that is why they present difficulties applying the knowledge learned in the class. On the other hand, the teacher in charge of the group stated that students face this problem due to the poor practice they have and the unwillingness to improve their listening skill. Besides, the researchers by reflecting with the participants about the issue could establish a baseline which helped the research team to provide a broad and concise explanation about the problematic. All this information helped the researchers to provide a solid definition of the problem.

4.4. Planning phase

The researchers conducted several observations in order to identify and establish the problematic to conduct the study. After this, researchers needed to understand the phenomenon of study in a deep manner, so they created the literature review by consulting some authors, thesis works and web sites to collect important information about the phenomenon of study. The information was collected to create the State of Art and the Operationalization of the Variables with their respective indicators that were used to create the Data Collection Instruments. Besides, the researchers used the Validation for assuring the well construction of the instruments, and these are described further.

4.4.1. Literature review

To create the State of Art, researchers took information from books, one thesis, some websites, and dictionaries; however, researchers used only the information that was appropriate for the study. The chosen information was carefully read by the research team to build a good State of Art. First, the research team took into account the meaning of Listening and how important it is in learning a new language. Second, the research team took information about videos, how they improve students' language and how they improve students' knowledge. Third, the research team defined Podcasts and the importance of using it. And last, the research team took into account Audios. All this information gathered served the investigators to form the content of the State of Art.

4.4.2. Operationalization of the variables

To operationalize the variables, the research team took all the indicators they needed to develop the research. The indicators of the hypothesis for this project were taken out from the specific objectives and the suggestions that students said during reflection meetings. The variables were carefully analyzed to verify that they could be measured and observed. In the operationalization of the variables, the research team included the population to be studied as well as some of the tools they needed in order to obtain the necessary data for the research project.

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	HYPOTHESIS OF CHANGE	UNITS OF ANALYSIS	VARIABLES	DEFINITION OF THE VARIABLE	INDICATORS	INSTRUMENT	TIME
To improve the listening skill in ninth grade section "A" students by using audios, videos and podcasts at Centro Escolar Francisco Ignacio Cordero in 2019	To make ninth grade students comprehend English language inside classes by using videos at Centro Escolar Francisco Ignacio Cordero in 2019	If ninth grade students, sections "A" at Centro Escolar Francisco Ignacio Cordero are implementing videos, podcast, and audios promoted by the research team, they will enhance their listening skill in the year 2019.	Ninth grade section "A" students Ninth grade section A teacher	INDEPENDENT VARIABLE The implementation of videos, podcasts and audios	Videos in language learning mean the use of popular film on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. Meanwhile, podcasts are Series of digital audio and video recordings uploaded on the web. Lastly, Sounds or voices that can be easily created with many desktop tools and small digital recording	- videos as a source in the classroom -Videos teacher's role -Techniques for videos implementation -Students' Motivation students through videos -Activities through videos	Questionnaire Observation guide	1 hour
	To use podcasts to have students practice their listening skill in English classes at Centro Escolar Francisco Ignacio Cordero in 2019					- participation level in class using podcasts -teacher's creativity -Second language acquisition through podcasts -Podcast for developing	Questionnaire Observation guide	1 hour

					devices such as smartphones	listening skill		
	To implement the use of audios to make students get the correct pronunciation of the English language in ninth grade students from Centro Escolar Francisco Ignacio Cordero in 2019					<ul style="list-style-type: none"> - Teacher's methodology -selection of audios according the level - Encouragement during classes -Students understanding -Listening to songs 	Questionnaire Observation guide	1 hour
				DEPENDENT VARIABLE Enhancement of students Listening skill enhancing	Being able to communicate effectively and create deeper connections with others.	-Strategies to enhance the listening skill	Questionnaire Observation guide	1 hour

4.3. Data collection instruments

For the data collection instruments, the research team took aim of the operationalization of the variables. The research team created a set of questions that helped them to create observation (appendix S, U and W) and questionnaires (T, V and X) guides that carried out in the different action phases. The team administered an observations guide for the action phases as well as questionnaires for the evaluations of each phase.

4.4.4. Validation of data collection instruments

The research tool used in the study was validated by research team since they are experts and professionals in the field of the English Language. To validate this tool, the researchers used a validation page (Appendix Y) in which the expert offered suggestion and recommendations that the tool needed and all of them agreed of the necessary changes.

4.4.5. Validity and Reliability

The researchers assured validity based on three criteria which are Interpretative Hermeneutics Validity, Baseline Validity, and Triangulation. Interpretative Hermeneutics Validity consists on the interpretation of the different reflection stages that take place with the group of researchers and the participants of the research. Also, Baseline Validity helped researchers to analyze and compare data gotten since researchers approached the field of the study until the investigators got the concluding results of the study. Finally, Researchers used Triangulation Validity in order to contrast the data gotten from all types of instruments to provide a deep and accurate analysis of the final results. The next step is Reliability which deals with the administration process and the consistency of the instruments. The most important aim to this face is to assure reliability. Finally, the researchers were careful when choosing the number of items per each instrument in order not to lead to factors that affect reliability or any influence of seeking certain results.

4.4.6. Ethical aspects

When conducting a research investigation, it is important to establish ethical aspects, which will help get reliable data, so the research team adopted some codes related to research ethics. These rules were listed as follows:

Honesty: The research team compromised themselves to report honestly all data and results of the investigation.

Objectivity: The research team compromised themselves to avoid bias and place personal interests that might affect the research.

Openness: The research team agreed to be open to criticism and new ideas and also share data, results, or ideas.

Plagiarism: The research team made the compromise to avoid using or closely imitating the language and thoughts of another author without authorization.

Social responsibility: The research team compromised themselves to promote social good with their results.

4.5. Plan of action

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESEARCHER IN CHARGE	DATA GATHERING ACTIVITY	RESEARCH TOOL	TIMELINE BEGINNING/ ENDING
To have students comprehend the importance of videos during classes	playing a video about prepositions of place so that Ss understand more about the topic and know how to use them	<ul style="list-style-type: none"> -Lesson plan -photocopies -pens -board -Markers -LCD proyector 	<ul style="list-style-type: none"> -Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo 	<ul style="list-style-type: none"> -Observing if students pay attention to the video -Observing Student's behavior -Observing if students participate in the activities 	- Observation guide	Phase 1 Intervention 1 Thursday, May 2nd, 2019 Ninth grade students
To have students comprehend the importance of videos during classes	Playing a video so that Ss understand the ordinal numbers and listen their correct	<ul style="list-style-type: none"> -LCD Projector -computer -speaker 	-Gabriela Priscila Arévalo Gutiérrez	-Observing if students pay attention to the video	.Observation guide	Intervention 2 Friday, May 3rd, 2019

	pronunciation	-board -markers -worksheets	-Welter Vladimir Trujillo Martínez -Wilber Eduardo Chávez Vides	-Observing if students participate in the activities		Ninth grade students
To motivate students to use videos to learn and understand English better	playing a video so that Ss know how to give directions correctly	--LCD Projector -computer -speaker -board -markers -worksheets	-Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo	-Observing if students pay attention to the video -Observing if students participate in the activities	-Observation guide	Intervention 3 Thursday, May 9th 2019 ninth grade students

<p>To motivate students to use videos to learn and understand English better</p>	<p>playing a video so that Ss learn how to place correctly the possessive case</p>	<p>-LCD Projector -computer -speaker -board -markers -worksheets</p>	<p>-Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo</p>	<p>-Observing if students pay attention to the video -Observing if students participate in the activities</p>	<p>-Observation guide</p>	<p>Intervention 4 Thursday, May 16th 2019 Ninth grade students</p>
<p>To conduct a reflection meeting so that students evaluate the performance of the researchers.</p>	<p>passing a questionnaire and make a reflecting meeting about the previous classes to see if the videos were useful for the Ss</p>	<p>-photocopies</p>	<p>-Gabriela Priscila Arévalo Gutiérrez -Welter Vladimir Trujillo Martínez -Wilber Eduardo Chávez Vides</p>	<p>-Observing the behavior of students toward the reflection.</p>	<p>A questionnaire based on the reflection meeting</p>	<p>Intervention 5 Friday, May 17th 2019 Ninth grade students</p>

To have students comprehend the importance of podcasts during classes	playing a podcast so that students practice how to locate directions listening a podcast	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<p>-Fátima Leticia Vividor Ruano</p> <p>-Caren Stephanie Virula de Erazo</p>	<ul style="list-style-type: none"> -Observing if students pay attention to the podcast -Observing if students participate in the activities 	Observation guide	<p>Phase 2</p> <p>Intervention 6</p> <p>Thursday, May 23rd 2019</p> <p>Ninth grade students</p>
To have students comprehend the importance of podcasts during classes	Playing a podcast so that students practice the simple present tense.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<p>- Gabriela Priscila Arévalo Gutiérrez</p> <p>-Welter Vladimir Trujillo Martínez</p> <p>-Wilber Eduardo Chávez Vides</p>	<ul style="list-style-type: none"> -Observing if students pay attention to the podcast -Observing if students participate in the activities 	-Observation guide	<p>Intervention 7</p> <p>Friday, May 24th 2019</p> <p>Ninth grade students</p>

To have students comprehend the importance of podcasts during classes	Playing a podcast about festivities so that Ss practice the simple present and have them practice.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<ul style="list-style-type: none"> - Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo 	<ul style="list-style-type: none"> -Observing if students pay attention to the podcast -Observing if students participate in the activities 	-Observation guide	<p>Intervention 8</p> <p>Thursday, May 30th, 2019</p> <p>Ninth grade students</p>
To make students practice podcasts during classes	Playing a podcast related to food so that Ss practice and see if they have understood the podcast.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<ul style="list-style-type: none"> - Gabriela Priscila Arévalo Gutiérrez -Welter Vladimir Trujillo Martinez -Wilber Eduardo Chávez Vides 	<ul style="list-style-type: none"> -Observing if students pay attention to the podcast -Observing if students participate in the activities 	-Observation guide	<p>Intervention 9</p> <p>Friday, May 31st, 2019</p> <p>Ninth grade students</p>

To make students practice podcasts during classes	Playing a podcast about the simple past and have a practice about it.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<ul style="list-style-type: none"> - Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo 	<ul style="list-style-type: none"> -Observing if students pay attention to the audio -Observing if students participate in the activities 	-Observation guide	<p>Intervention 10</p> <p>Thursday, June 6th, 2019</p> <p>Ninth grade students</p>
To make students practice podcasts during classes.	playing a podcast about regular verbs in the simple past tense and have them answer some questions.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<ul style="list-style-type: none"> - Gabriela Priscila Arévalo Gutiérrez -Welter Vladimir Trujillo Martínez -Wilber Eduardo Chávez Vides 	<ul style="list-style-type: none"> -Observing if students pay attention to the podcast -Observing if students participate in the activities 	-Observation guide	<p>Intervention 11</p> <p>Friday, June 7th, 2019</p> <p>Ninth grade students</p>

To know if students learnt with podcasts during the given classes	Playing a podcast about the irregular verbs in the simple past and have them practice	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<ul style="list-style-type: none"> - Fátima Leticia Vividor Ruano -Caren Stephanie Virula de Erazo 	<ul style="list-style-type: none"> -Observing if students pay attention to the audio -Observing if students participate in the activities 	Observation guide	<p>Intervention 12</p> <p>Thursday, June 13th 2019</p> <p>Ninth grade students</p>
To conduct a reflection meeting so that students evaluate the performance of the researchers.	passing a questionnaire and make a reflecting meeting about the previous classes to see if the podcasts were useful for the Ss	-photocopies	<ul style="list-style-type: none"> -Gabriela Priscila Arévalo Gutiérrez -Welter Vladimir Trujillo Martínez -Wilber Eduardo Chávez Vides 	-Observing the behavior of students toward the reflection	A questionnaire based on the reflection meeting	<p>Intervention 13</p> <p>Friday, June 14th, 2019</p> <p>Ninth grade students</p>

To implement audios in classes for students to understand better the English language	playing an audio (song) to explain Ss how to use correctly the “use to” in the negative, interrogative and affirmative form	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<p>-Fátima Leticia Vividor Ruano</p> <p>-Caren Stephanie Virula de Erazo</p>	<ul style="list-style-type: none"> -Observing if students pay attention to the audio -Observing if students participate in the activities 	-Observation guide	<p>Phase 3</p> <p>Intervention 14</p> <p>Thursday, June 20th, 2019</p> <p>Ninth grade students</p>
To implement audios in classes for students to understand better the English language	Playing an audio (song) to show Ss the correct use of comparative adjectives.	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<p>-Gabriela Priscila Arévalo Gutiérrez</p> <p>-Welter Vladimir Trujillo Martínez</p> <p>-Wilber Eduardo Chávez Vides</p>	<ul style="list-style-type: none"> -Observing if students pay attention to the audio -Observing if students participate in the activities 	-Observation guide	<p>Intervention 13</p> <p>Friday, June 21st 2019</p> <p>Ninth grade students</p>

<p>To implement audios in classes to make students comprehend complex topics</p>	<p>playing an audio to make students practice the topic superlative adjectives to see if they understand how to use it.</p>	<ul style="list-style-type: none"> -Lesson plan -Computer -Speaker -Board -Markers -Worksheets 	<p>-Fátima Leticia Vividor Ruano</p> <p>-Caren Stephanie Virula de Erazo</p>	<p>-Observing if students pay attention to the audio</p> <p>-Observing if students participate in the activities</p>	<p>-Observation guide</p>	<p>Intervention 14</p> <p>Thursday, June 27, 2019</p> <p>Ninth grade students</p>
<p>To conduct a reflection meeting so that students evaluate the performance of the researchers.</p>	<p>Passing a questionnaire about, and make them reflect on the progress during audios' intervention so that researchers can see if Students have made improvements.</p>	<p>-photocopies</p>	<p>-Gabriela Priscila Arévalo Gutiérrez</p> <p>-Welter Vladimir Trujillo Martínez</p> <p>-Wilber Eduardo Chávez Vides</p>	<p>-Observing the behavior of students toward the reflection.</p>	<p>A questionnaire based on the reflection meeting</p>	<p>Intervention 17</p> <p>Friday, June 28th, 2019</p> <p>Ninth grade students</p>

4.6. Execution phase

This phase contains subtitles: the data collection procedures, which states in details how the research team collected the data. Also the data processing that organizes the data collected, and the last, but not least important subtitled, is the data analysis and interpretation that describes how the researchers analyzed and interpreted the data.

4.6.1. Data collection procedures

During this phase, the research team administered the data collection instruments to the target population. These instruments were authorized by the principal of the school and the teacher in charge of the English group to investigate.

4.6.2. Data processing

In this stage, the researchers sorted the data by classifying the questions of the interviews according to the objectives, and variables; then, they did the same with the observation guide. Also, the researchers checked if there was any anomaly that they needed to fix. Moreover, the researchers used Microsoft Word software to organize the results of the information that they obtained.

4.6.3. Data analysis and interpretation

When the data collected was processed by means of statistical methods, the research team analyzed them in order to get the necessary information to verify the objectives and the hypothesis established at the beginning of the research project. Once the results are obtained, the research team provided the interpretation, the conclusions and some recommendations addressed to teachers, students and future researchers. After having finished the analysis and interpretation, the research team observed if the objectives were achieved.

4.7. Timeline

The research team included a timeline for the investigation to evaluate the feasibility of the project and not to underestimate the time that they had for the investigation. In the timeline, the research team included the following activities: protocol revision, approaching the field of study, diagnostic study, operationalization of variables, data collection

4.7. Budget

The research team included a budget with the details of all the expenses of the project so that the project was feasible. In the budget, the research team included the supplies they needed during the investigation and the services that helped them to carry out the investigation.

4.7.1 Supplies

The investigation requires supplies to conduct the research. In this budget, the research team included the supplies they need as sheets of paper, pens, erasers, ink, etc.

Table 2: Budget showing the type and name of supplies, the cost per item, the number of item, and the total cost

Type of item	Name	Total
Office supplies	ream of bond paper	\$20.00
	pens	\$0.60
	ink	\$6.00
	Box of staples	\$1.80
	folders	\$0.60
	fasteners	\$0.40
	Total: 49.4	

4.7.2. Services

The investigation required a few services, so that the research team will carry out the project. In the budget for services, the research team included photocopies, Internet use, food, and transportation. Because three of the investigators live in other cities, they have to commute every day from their houses to Santa Ana and Chalchuapa.

Table 3: Budget showing the name of service, the cost, and the total cost

Services	Name	Cost
Services	Photocopies	\$80.00
	Internet use	\$50.00
	Food	\$65.00
	Transportation	\$75.00
total		270.00

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

FIRST PHASE OF ACTION

To learn English has become a very important fact nowadays since English is the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. However, in our country this is not as important as in other countries, that is why high junior students face problems learning English; thus it is minimum the numbers of students who try give special interest to the language.

During the preliminary phase of this action investigation, the research team discovered that ninth grade students of Centro Escolar Francisco Ignacio Cordero had deficiencies in the English language since they did not pay attention and talk too much in class, so that the interest in the class was so minimal. These previous actions affected their knowledge about the class. So that the researchers established the baseline in order to confirm the problem.

Based on this situation, the research team carried out this investigation with the purpose of improving the listening skill in ninth grade section “A” students by using audios, videos and podcasts at Centro Escolar Francisco Ignacio Cordero in 2019.

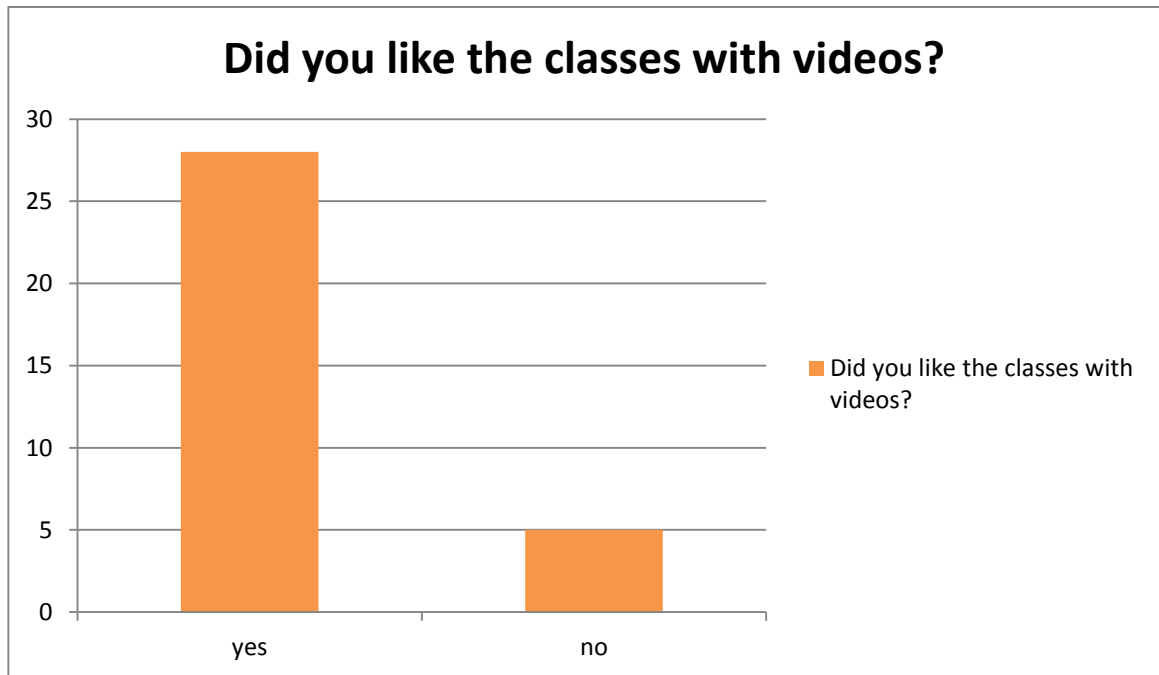
In order to achieve the general objective, the researchers established three specific objectives which are: 1) to make ninth grade students comprehend English language inside classes by using videos. 2) To use podcasts to have students practice their listening skill in English classes. 3) To implement the use of audios to make students get the correct pronunciation of the English language in ninth grade students.

In order to reach the specific objectives, the research team collected data by means of using the following data collection instruments: observation guides for students, class discussions (in order to reflect), and questionnaires. All those instruments were designed based on the operationalization of the variables.

4.1. Videos as a source in the classroom

Videos in classes are a good tool to encourage students to pay attention and make them to change the routine. In this way students participate and feel involved in something different.

Graph 1:



Source: Researchers' findings

According with the last graph 28 out of 33 the target population agreed that the use of videos in classes is effective since the majority of students pay attention and ask questions related with the videos. The use of videos in the classroom makes the teachers to change the common methodology and apply something new in a public school. For students, this is innovative so that, they became interested and learnt more. Many of them argued that the classes are funnier than before. However, 5 out of 33 students found the classes boring, but the principal reason is due to the learning of a new language is not a skill they can develop easily.

Table 1:

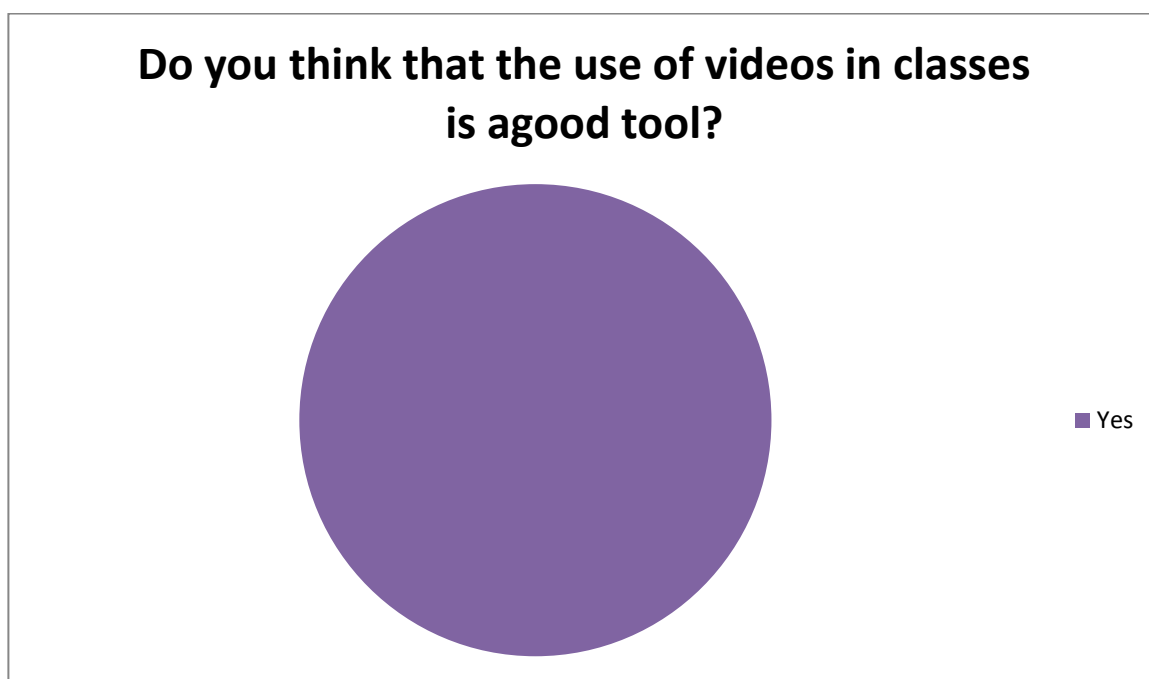
FIRST PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Did you like the videos in classes?	<p>YES “Because videos help us to pronounce better and to write in English”</p> <p>YES “Because with videos we learn more and the classes are funnier ”</p> <p>NO “Because videos do not have subtitles in Spanish and I do not understand English ”</p> <p>NO “Because the videos were too boring”</p> <p>YES, because i can learn more with videos</p>	<p>The researchers observed that students were more attentive in classes due to the innovation of using videos since this is not common in public schools. Students asked more and they were quiet in classes. This did not happen in previous classes.</p> <p>The researchers observed that students were more eager to participate and they were taking notes and they showed that the topic was understood in a better way. However there were more students that disliked the videos since their contents were in English and they considered that English videos are too difficult for their level.</p>

The research team was able to observe how the videos work in classes with ninth grade students. The research team agreed that implement this activity in classes makes students to pay attention and work in classes. Some of the population considered that it was worthy and the rest did not consider it was useful. One of the positive comments that research team got how attention increased using videos in classes. For example, “Because with videos we learn more and the classes are funnier”. During observations, students took notes and worked in the exercises, so students were interested in the classes. On the other hand, there were some

students who disagreed with the activity and they said: “the videos were too boring” or “I did not understand the videos”. No matter how many students considered it was not useful, the research team concluded that it showed a difference with the last classes with the teacher the charge; since with the use of videos they were in silence and working.

4.1.1. Effectiveness of videos

Graph 2:



Source: Researchers' findings

According to the information of the graph 2, all the target population agreed that the use of videos in the classroom is really important in the development of classes because students pay more attention, they participated more and it is a new method that teachers can use to make their classes more attractive. Besides, the use of videos motivated students to learn more vocabulary and pronunciation. In other words, the research team agreed that the use of videos in classes is a positive tool in a public school.

Table 2:

FIRST PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Do you think that using Videos in classes are a good tool? YES - NO Why?	<p>YES, “because with videos I can learn more and videos are a good tool for English classes”</p> <p>YES, “because there are many words that we cannot write and in the videos explain how to write them”.</p> <p>YES, “because we can pay more attention”</p> <p>YES, “because the class is funnier and we can learn more”</p>	<p>It was observed that students liked this kind of classes since they paid attention and they did what the researchers asked them to do.</p> <p>The researchers observed that students acquired more vocabulary through the videos and they learn to pronounce words correctly.</p> <p>Students interact each other when watching videos in classes.</p>

Source: Researchers’ findings

The researchers could observe that the use of videos in classes was effective with ninth grade students because they participated more doing the activities that the researchers assigned, they understood English in a better way and they said that with the use of videos they feel more motivated to learn English. Besides, some of the students had positive opinions about the use of videos in classes. For example, “because the class is funnier and we can learn more” the research team considered this very important because they noticed that students were more involved in the class since this method was not common in their English classes. The research team concluded that ninth grade students worked more and paid more attention with the use of videos.

4.2. Videos teacher's role

Teachers play vital roles in the lives of the students in their classrooms. The most common role a teacher plays in the classroom is to teach knowledge to children. In English there are different ways in which teachers can teach to their students. For example, using videos is a good method to catch students' attention. All the target population agreed that the role of researchers in the development of classes with videos was effective because students could understand the topics that researchers explained and they could develop the exercises assigned.

Table 3:

FIRST PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
How did the researchers lead the videos' activities?	<p>“They led it very well even though sometimes they speak in English and I do not understand them, but they are excellent to teach”</p> <p>“well, they explain the things well and if we do not understand, they explain us”</p> <p>“very well because they explained all we did not understand”</p> <p>“They led it well. I liked how they taught”</p>	<p>The research team applied activities to develop the classes, and students were more enthusiastic when watching the videos. It was noticeable, because students tried to do the exercises that the research team gave them; however, if students did not comprehend very well what to do, the research team helped them.</p>

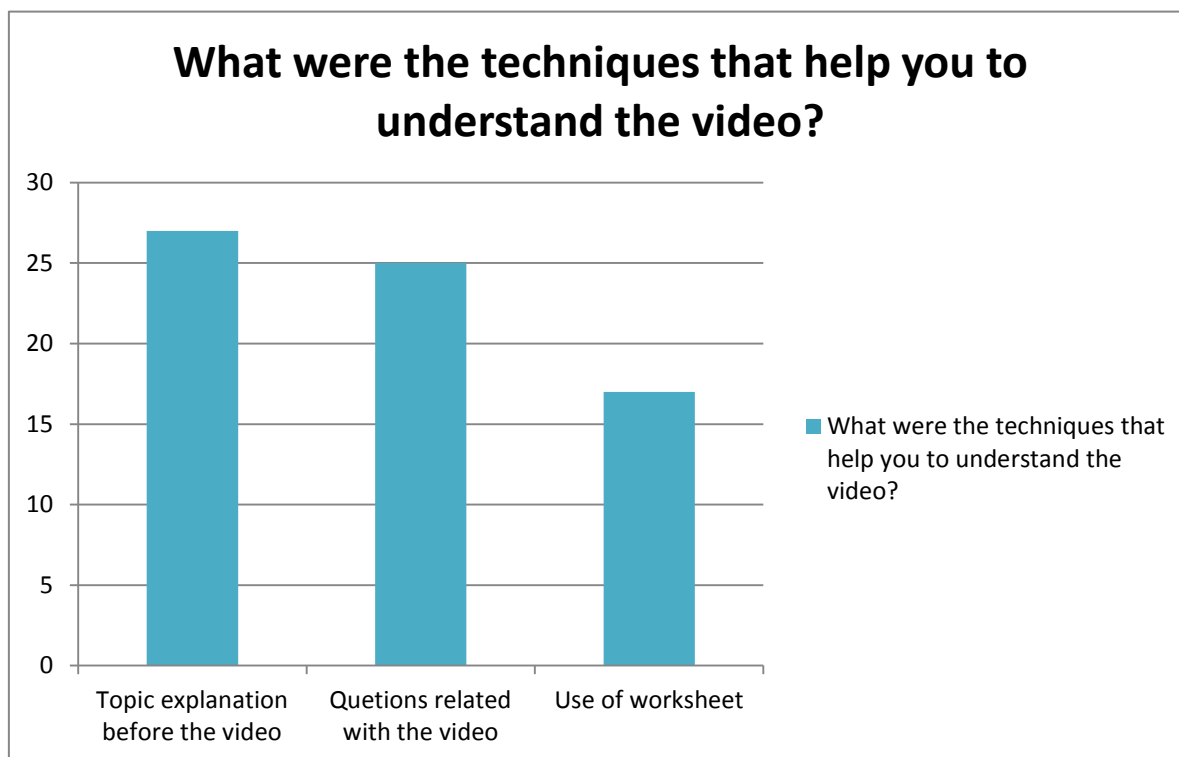
Source: Researchers' findings

Researchers could observe that ninth grade students were more attentive in the development of videos classes. It was because videos were interesting for them since videos are a different way to learn English and this method is not used frequently. Students were able to pay more attention, they listened all the instructions and activities that the videos had and they developed all the exercises. Sometimes, students did not understand but they asked the researchers for the explanation. Some of the opinions that students had about the researchers were “well, they explain the things well and if we do not understand, they explain us”. And “They led it very well even though sometimes they speak in English and I do not understand them, but they are excellent to teach”. The researchers concluded that video’s teacher role is important in the motivation and participation of students.

4.3 Techniques for videos implementation

During the first phase of action, researchers develop one of the main branches of the investigation, the implementation of videos. As mentioned in chapter II, Videos in the classroom are an excellent source for improving the English language, and in many cases students feel encouraged of doing something different in the English class. It seems to be easy to implement videos in the classroom, to do this, the research team took into account important techniques so that students could feel comfortable during the interventions. Canning & Wallace (2000) suggests that as F/SL educators we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid there are some techniques that should be benefited by both teacher and learner.

Graph 3:



Source: Researchers' findings

Note: the sum is more than 33 students because it was multiple choice answers.

Regarding the question above, researchers consider important to have students choose three options that describes which technique helped them the most to comprehend the content studied in classes when implementing videos. In the first option that is: topic explanation before playing the video, 27 students agreed that they felt more capable to understand the vocabulary used in the video classes because researchers had already explained the topic and used the vocabulary.

In the second option that is questions related with the videos, 25 students out of 33 stated that they felt they understood more the video class when researchers asked them during the class. For example, at the beginning of the class, researchers asked questions related to the topic they had studied in previous classes so that they know what the video is going to be about.

The last option that is use of worksheet, 17 students out of 33 said that using worksheets in the video classes was helpful for them because they paid more attention to the listening part to see if they were following correctly the audio. It was easier for them to understand the vocabulary because they could read they knew words as well.

4.4. Students 'motivation through videos

Videos are being used in language courses to maximize motivation and minimize anxiety in learners, so during the interventions, the researchers developed activities with videos to motivate students, so these activities were created to improve students' learning. Also, students could participate to enhance their vocabulary. The research team included one question (5) in Appendix "S" to know how students were motivated during the activities with videos.

Graph 4:



Source: Researchers' findings

In this question, researchers could notice that 25 of 33 students felt motivated when researchers implemented videos during classes. However, 8 of 33 students did not feel motivated, so it made researchers to apply new activities in which all the students could feel

motivated. As the majority of students felt motivated in classes, the research team could feel a good environment in which students developed the activities. As motivation is essential in students' learning, the research team played videos that were interesting for students.

Table 4:

FIRST PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
<p>Did you feel motivated to participate in classes using videos? Why?</p>	<p>“because I understand things better and how to do them”</p> <p>“because I feel confident”</p> <p>“because with videos, the classes are more dynamic and I understand better”</p> <p>“because I can learn how to pronounce the words”</p> <p>“because I feel motivated to participate”</p>	<p>Implementing videos in classes motivated students because the researchers could notice that students were eager to participate during the videos. Also, students could listen to the words exactly as native speakers pronounce them, and it helped</p>

Source: Researchers' findings

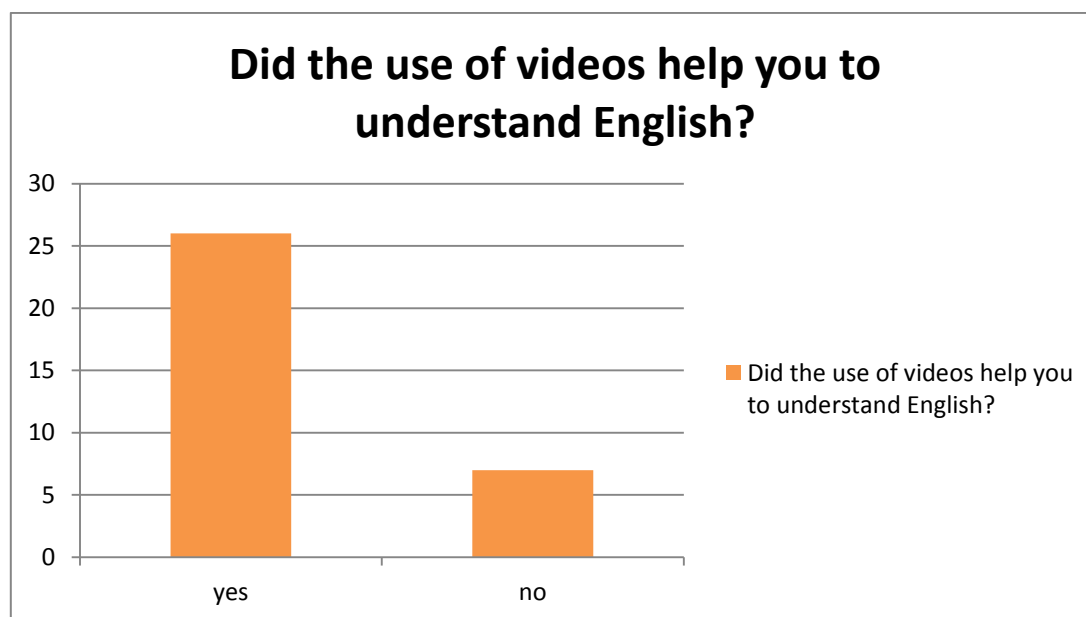
During the interventions, it was noticeable the students' motivation when the research team played videos in classes, and it made students to participate. Also, watching videos, students could listen to the words exactly as native speakers do, but in some cases students did not feel motivated because it was difficult to understand, and it made them confuse at the moment of participate, but the research team helped them when there were mistakes. Even though students mademistakes when they were listening and watching the videos, it motivates

them to learn because during the interventions, some students asked the pronunciation of words when they did not know how to pronounce.

4.4.1. English language comprehension

Language comprehension is an important aspect of day to day functioning in children. The ability to comprehend new information is a critical concept in language learning, all students have the ability to understand different topics in different ways. Students acquire language in a predictable order, starting with the most basic then increasing in complexity as they understand more and more language elements. There are different ways in which students can learn a new language. For example, videos, which are tools that teachers can use in their classes in order to make their classes more attractive. Students can learn more with videos because if they want to learn a new language they are going to find how to pronounce different words and how to write them. So, it is necessary for teachers to implement different ways to develop their classes in order to get students' attention and students' comprehension.

Graph 5:



Source: Researchers' findings

Based on graph 5, 26 out of 33 ninth grade students were able to understand the classes that the researchers gave them. The researchers used videos which was a tool very effective in the students learning process. The team observed that the students were very attentive to the classes because for students videos were a new method to learn a new language. Besides, students argued that videos were funnier than normal classes because they could listen the pronunciation of different words and the correct writing. However, 7 students alleged that they did not understand anything using videos, but the principal reason is due that they did not pay attention and talked too much.

Table 5:

FIRST PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Did the use of videos help you to understand better the language?	<p>“Yes, because through videos I can learn more”</p> <p>“Yes, because the explanation is better”</p> <p>“Yes, because we can know the pronunciation and the correct writing”</p> <p>“No, because there are words that I cannot understand”</p>	The researchers noticed that students paid more attention with the use of videos during classes. Students participated more and they did all the exercises assigned by the researchers. So, the use of videos was helpful for students to understand better English language.

Source: Researchers' findings

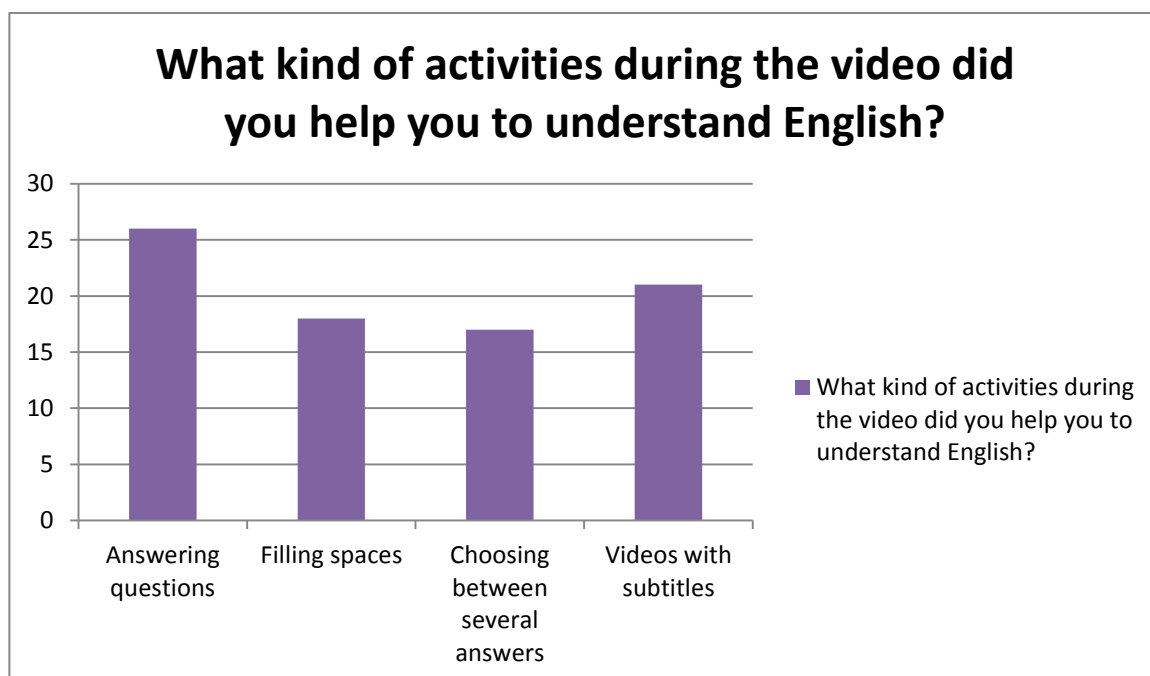
In the last table, it is shown that students agreed that videos helped to understand English language. They were able to make the exercises that the researchers assigned. On the other hand, there were some students that did not understand anything even if teachers played

the video many times. Videos are being widely used in classrooms for supporting teachers' curriculum and helping students learn the material faster than ever. There are many teachers in schools who have effectively used videos during their classes. The researchers have found video learning very effective and teachers consider the use of videos in classes better than teaching students through traditional textbooks.

4.5. Activities through videos

When teachers use videos in classes, they also implement some activities to know if students comprehend the content. There are many activities that can be applied with videos. The research team decided to use 4 activities which are: Asking questions related with the videos, filling spaces, choosing one answer between several, and videos with subtitles.

Graph 6:



Source: Researchers' findings

In graph 6, it is shown which activities help students to understand more the English language. For ninth grade students, answering questions related with the videos was the most useful activity since 26 out of 33 students marked that answer. During the classes the researchers observed that students paid attention to the videos, so at the end the videos, they

could answer the questions; However Students answered in Spanish, and some of them only spoke some English words. In some cases students had to create sentences that the video demanded and the majority of them worked on it.

21 out of 33 students preferred videos with subtitles since they could listen the English language. Students argued that they felt more comfortable with that kind of videos, but they had some problems with the meaning of certain words. The researchers noticed that students understood in a better way how to make the exercise; in that case, some students answered the questions that the video demanded because they can read the questions and paid careful attention when the answers was said.

Filling spaces activity had a considerably acceptance since 18 out of 33 students agreed that this activity helped them to understand the video. Students were able to focus on specific word to fill the space; although some students had difficulties to fill the space because they did not know the meaning of the word or they could not understand how to write a specific word.

Choosing between several answers had the least acceptance. 17 out of 33 agreed that was the most difficult activity. Students considered that they got confused with it since they had several options and they were resembled. Students committed the mistake of choosing the incorrect one. Researchers found that this kind of activity could be difficult for them because they needed to analyze the question instead of listening something alike. The principal issue is that students even have problems analyzing in Spanish, so that they need more practice in this activity.

Applying this activities helped students to learn more vocabulary and understand when the teacher in charge speaks in English.

Using videos during classes is a successful strategy to make students understand English in a better way because they listen to the correct pronunciation of words and learn new vocabulary through images they watch since they relate the dialogues with the video. The research team could observe this attitude on ninth grade students section A of Centro Escolar Francisco Ignacio Cordero. It was observed that during the first phase students improved their listening skill because their participation increased; they caught instructions more than before,

and some of them expressed that videos allowed them developed not only their listening skill but also their writing skill due to the subtitles the videos have. Even though there were some difficulties because of the quality of speakers, the research team could reach the results they expected at the beginning of the project.

SECOND PHASE OF ACTION

Multimedia has developed rapidly and recently changed the classroom methodology in schools. Nowadays teachers face a big challenge to create a dynamic atmosphere and bring a new world in the classroom activities. Technological phase of learning is needed as part of English learning styles to change the traditional language. It is important that teachers use different methods to develop their classes including technology, it will help to improve student's attention and to improve students' skills.

4.6. Participation level in class using podcasts

During the second phase of action, researchers implemented podcast that contributed a lot to the research team to know more about the problematic, to see if students really comprehend the English language. The term "podcasting" is an amalgamate of "iPod" and "Broadcasting" and has been defined as a type of digital media consisting of an episodic series of audio, video, PDF or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Podcasting is a type of radio show which allows access to periodic information through downloads on portable devices. It is easy to create and view a podcast and all an individual requires is a computer, internet connection and a recording device.

Table 6:

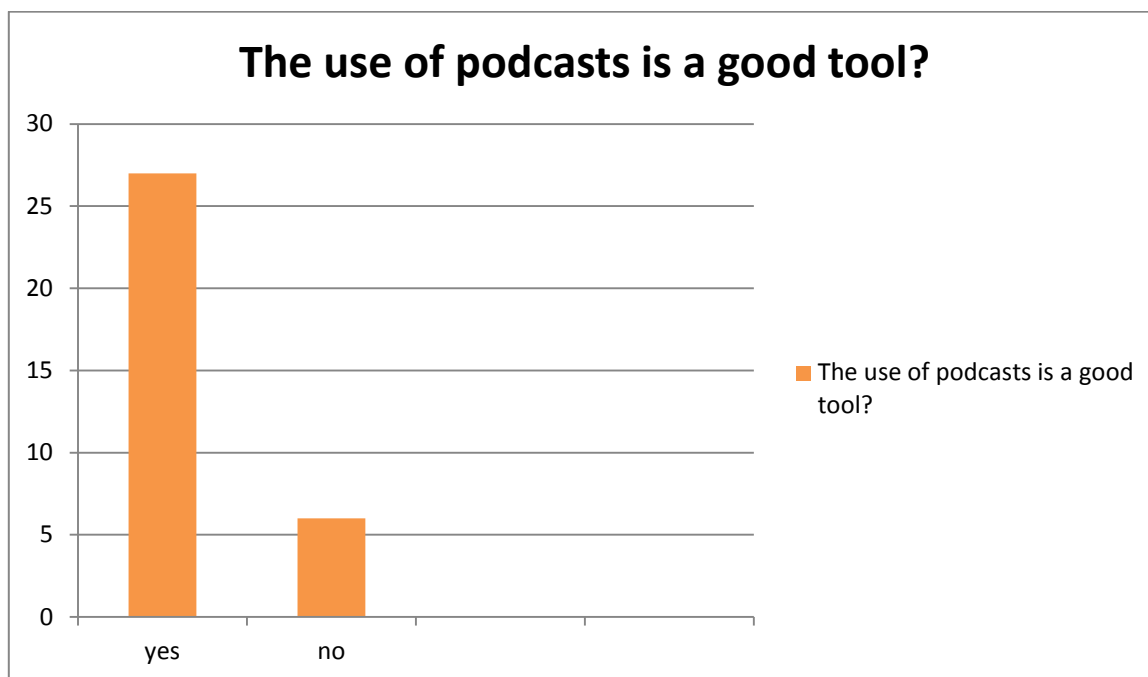
SECOND PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Did you participate in classes?	<p>“I did not participate too much because i felt ashamed”</p> <p>“I really liked to participate when the teacher used podcasts”</p> <p>“I did not like to participate because I did not understand anything”</p>	<p>Researchers noticed that students participated more in the classes.</p> <p>Students that were shy at the beginning, now participate more.</p> <p>When researchers asked any question, students always participate.</p>

Source: Researchers' findings

As it is shown in the table above, students were asked if they participated in classes when playing podcasts and some of them stated that they felt comfortable to participate because researchers were willing to help when they had any doubt about the vocabulary used. Students also commented that they understood more the classes when researchers used podcasts or videos. In fact, most of students agreed that they feel free to raise their hand to add any comment about the class or to ask anything related to the class.

6.1 Podcast effectiveness in classes

Based in some investigations, the implementation of podcasts in English classes is very important because students can learn new vocabulary, pronunciation and how to write different words. Besides, students feel more motivated to participate in different activities.

Graph 7:

Source: Researchers' findings

In graph 7, it is shown that 27 of 33 students considered that podcasts were a good tool for learning English because students could learn pronunciation and how to write different words. However, 6 out of 33 students did not understand the English after practicing with podcasts. The research team developed podcasts which were easy for students but there were some students who did not understand the podcasts. The use of podcasts is an effective tool for students' learning if they want to increase their understanding or develop their listening skill; however in public schools students learn only the basics to make activities or exams. Besides, during this phase students could participate and they developed the exercises in a correct way. The researchers agreed that the use of podcast is effective, but it is important to look for podcasts they can understand.

Table 7:

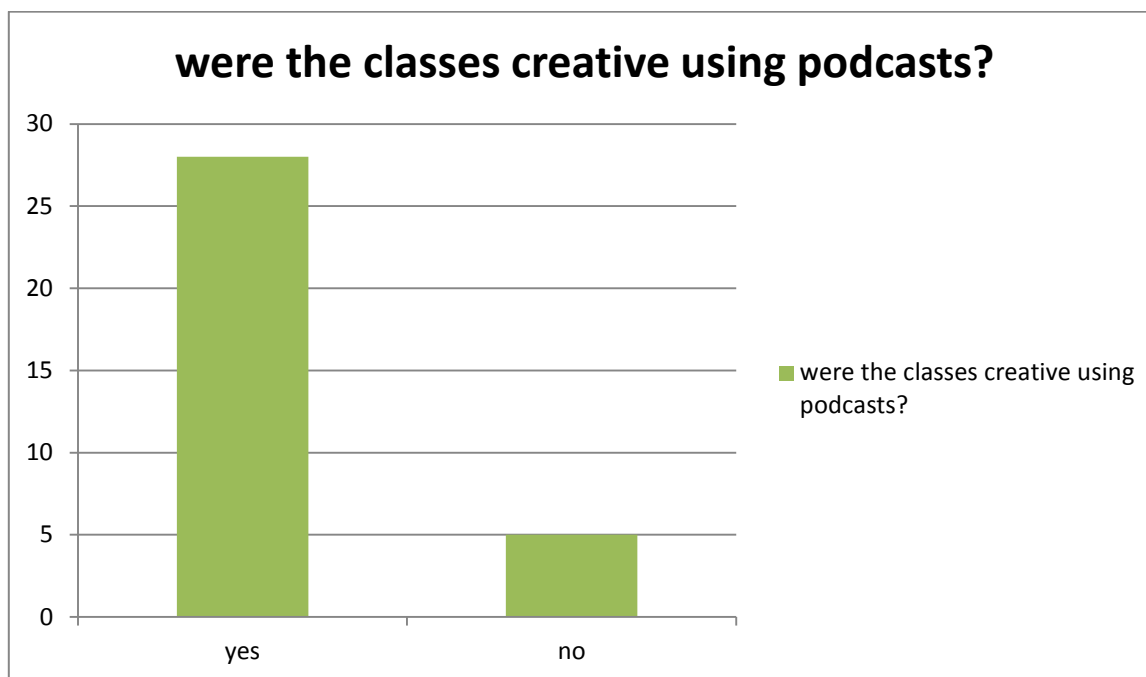
SECOND PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
How would you describe the classes with activities through podcast?	<p>“Classes were very interesting and I learned new vocabulary”</p> <p>“Classes were boring because I could not learn anything”</p> <p>“Classes were good because I could learn more and the researchers developed different activities.”</p>	<p>The research team could notice that the majority of students understood classes in a better way.</p> <p>The majority of students were able to develop and answer the exercises.</p> <p>Some students did not pay attention to the podcasts classes because for them the class was boring.</p>

Source: Researchers' findings

During the implementation of podcasts in English classes, it was noticed that ninth grade students were more attentive and they participated more. The use of podcasts is an effective tool because through this, students can acquire new knowledge about English language. Besides, the use of podcasts help students to feel motivated to participate in classes because podcasts became interesting and funny for them; they could be out of the routine and did not make only writing activities.

4.7. Teachers creativity

After having developed the second phase, the research team carried out the reflection meeting in which the students were asked about the creativity of using different strategies such as podcasts during English classes in order to make them more interesting.

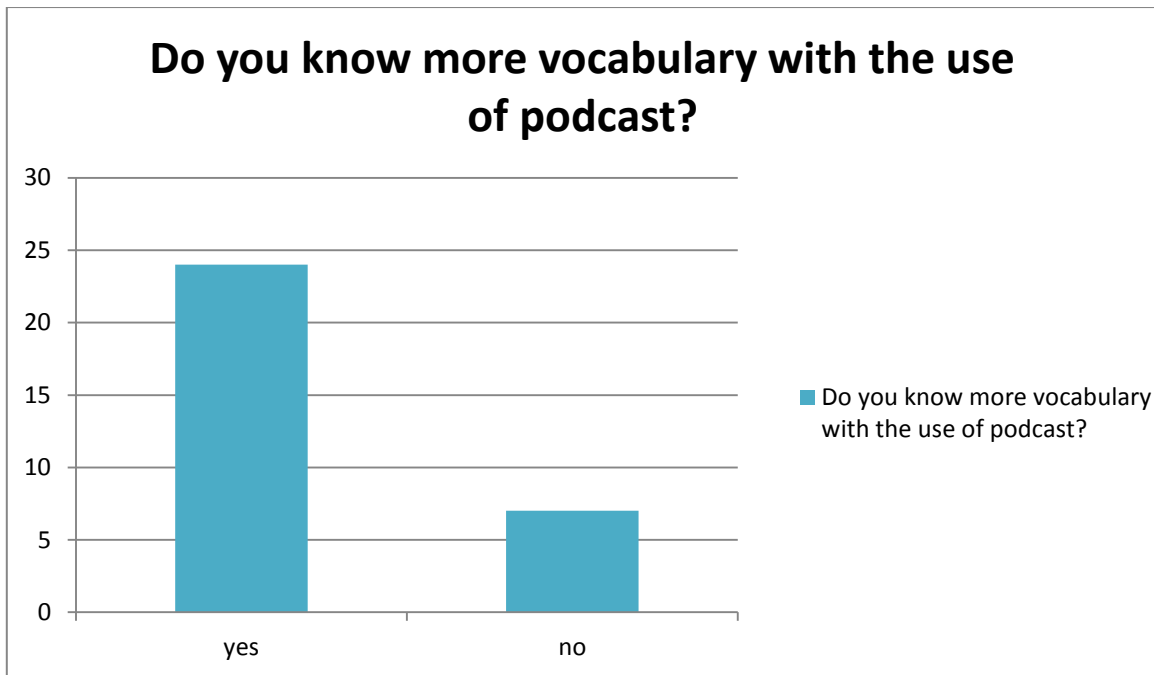
Graph 8:

Source: Researchers' findings

As it is shown in the graph above, 28 percent of students agreed that podcasts make the classes more creative and the contents tend to be more interesting. Also teachers could realize that podcasts caught students' attention since the very beginning of the implementation. However a 5 percent of students considered that podcasts were not as effective as they expected.

4.8. Second language acquisition through podcasts

In this phase, students were exposed to different types of podcasts in which they could practice what the research team taught, so the research team provided vocabulary to students. Podcasts provide teachers the possibilities of facilitating language learning and also challenge the traditional teaching and learning methods. Besides, Podcasts can be used as supporting materials along with the course materials to develop students' proficiency in English.

Graph 9:

Source: Researchers' findings

This graph shows that 24 out of 33 students answered "Yes" in the question number 5 of the Appendix "U" so they learned more vocabulary during the second phase; meanwhile, 9 out of 33 students answered "No", and it gave the research team to work more for students to acquire more vocabulary. In the next phase, the research team considered that students needed to get more vocabulary because some words that are common, they did not know the translation; however, the research team noticed that even though students get more vocabulary, they already know the words; that's why, some students did not learn more vocabulary.

Table 8:

SECOND PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Do you know more vocabulary with the use of podcasts?	<p>“yes, because I have learned to talk in English”</p> <p>“Yes, now I can pronounce many new words”</p> <p>“No, because even I pay much attention, I don’t understand”</p>	<p>was observed during the second phase that students of ninth grade showed interest at the moment of playing the podcasts, and students were asking the meaning of some words when they did not know the translation of them. Students paid attention when the research team played the podcasts.</p> <p>.</p>

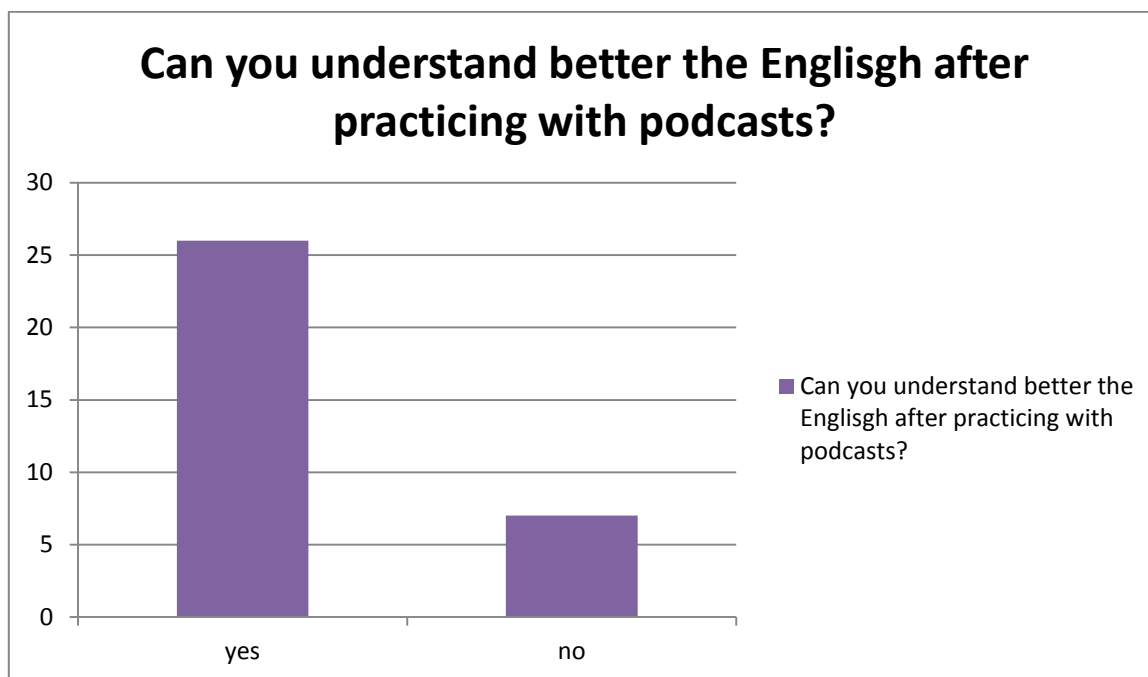
Source: Researchers’ findings

As acquiring new vocabulary is really important when learning a new language, the research team made question 5 of appendix “U” to students to answer according to the interventions of podcasts that the research team did during the second phase. Students listened to some podcasts in which they could get more vocabulary. Learning more vocabulary was important for students because the more vocabulary they get, the better they will speak. It is important that students get more vocabulary and practicing what they already know because it will help them enhance their English skills.

4.9. Podcast for developing listening skill

Some investigations argue that the implementation of podcasts in the classroom has a big impact, and students are able to increase their knowledge in a foreign language, specially listening skill, so that the researchers used podcasts in classes to know if they are effective.

Graph 10:



Source: Researchers' findings

In graph 10, it is shown that 26 out of 33 students considered that they understood better the English after practicing with podcasts. However, 6 out of 33 students did not understand the English after practicing. The researchers looked for podcasts students could comprehend, but students still faced problems understanding the whole podcast. During the use of podcasts, it was noticed students worked in their worksheets and the majority of them filled it that is why students understood what to do during podcasts and they had a context in which they could guide. The research team agreed that students suffered a change after the use of podcasts since the majority completed the worksheets and almost without mistakes.

Table 9:

SECOND PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Can you understand better the English after practicing with podcasts?	<p>“yes, a little bit more”</p> <p>“Yes, I understand some words and before any”</p> <p>“not so much”</p> <p>“Yes, now I can give direction if someone ask me”</p> <p>“Yes, there are some words that I did not understand but now I can”</p>	<p>The researchers noticed that students work more and they comprehend more after the use of podcasts.</p> <p>There were some students that did not pay attention and talked too much in classes.</p> <p>Some students answered the questions related with the podcasts.</p> <p>Some students hesitated in their answers.</p>

Source: Researchers' findings

During this phase, students learned more vocabulary and the basics of the past tense. The majority argued that they understand more the English. Now, they know how to use some verbs in the past tense and at the same time comprehend the verbs when they listen a conversation. On the other hand, they have some problems identifying some words especially when they had to write a specific word. All the same, there were some students that argued that they did not see any change in their understanding of the English. The research team agreed that those students did not pay attention in classes, and they did not pay any interest. Although, at the end of the second phase, the majority of the students were interested in the classes and asked questions to understand better the tasks. The researchers conclude that they improved considerably their listening skill since they could complete the worksheet with a minimum help.

In the beginning of the reflection, it was observed that students were less afraid of participating than before, since they had a little experience with videos since they; so the research team started applying podcasts. During this phase, podcasts were a successful tool to

use for improving listening skill. The research team could observe that English became less complicated for the majority of students because they participated more and they expressed that they could get more vocabulary.

THIRD PHASE OF ACTION

During the third phase, the research team applied the third variable of the investigation in which audios were played to ninth grade students at Centro Escolar Francisco Ignacio Cordero in Chalchuapa in the year 2019. The research team provided some activities to students to enhance their listening skill; therefore, ninth grade students were exposed to listen to songs for filling the blanks.

4.10. Teachers' methodology

It is important for teachers to have good strategies to teach English in public schools since students consider that the English subject is not as important as others. Besides, a good methodology makes students feel motivated and pay attention in classes; so that students learn more. So during the third phase the researchers decided to ask about the methodology that teachers use in classes. In the following table it is shown the results of the first question.

Table 10:

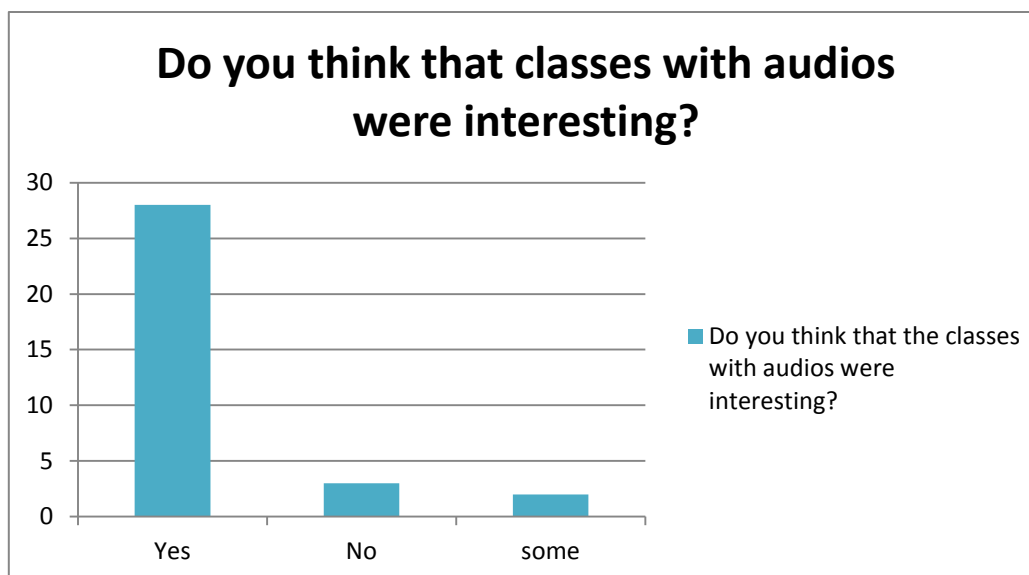
THIRD PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
How would you describe the classes with audios?	<p>"I consider that with these classes I could learn more"</p> <p>"It helped with my English and I had fun."</p> <p>"I learnt more and I think it is better than normal classes"</p> <p>"It is nice since I can listen the pronunciation"</p>	<p>Students were motivated to participate and asked questions.</p> <p>Students listened to the audios attentively.</p> <p>At the beginning of the classes, some students at the back did not work.</p> <p>Students ask the meaning of the words.</p>

Source: Researchers' findings

In the last table, it can be read some students' comments in which they expressed how they describe the classes. The majority of students coincided that the classes with audios were interesting and teachers made them pay attention. Besides, some students argued that the classes were creative since in some opportunities, they could listen to songs that liked too much. Others students learned to identify the words when they listen them through audios. Almost all students worked in the worksheets and asked questions each other. Despite that a few students did not understand what they had to do; however, they tried hard to complete the exercises. Some of them argued that they are not good at English or they simply do not like English thence any class was helpful for them even if they were creative.

4.10. 1. Students' interest in audios

Most of the time, it is really hard to keep students focus on classes; that is why, researchers implemented different activities so that students realized how important to learn English is. During the third phase, students comprehended why Listening is important as well as students comprehended that listening helps them in the speaking and writing skill. When listening to English songs, the students got familiar to listen to unfamiliar vocabulary. English songs can improve the ability to listen because through listening to English song, someone wants to know the content of the song. So, when listening to the song, someone does not only listen, but also wants to know its contents and with a sense of curiosity that, then someone who listening to English song will try to find the meaning of vocabulary words in the song.

Graph 11**Source: Researchers' findings**

The table above expresses the results of the questionnaire administered to the ninth grade students, and it was stated that the majority of them had a positive experience with the audios played in classes. Some of them said that they were motivated to learn English because through songs they realized that they could learn easier vocabulary and pronunciation. Another essential aspect to mention is that they were exposed to songs they already had listened to, so they felt comfortable in the environment and paid more attention.

Table 11:

THIRD PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Do you think that the classes with audios were interested?	<p>“The classes were nice and when they played audios and gave us pieces of paper to complete the exercises.”</p> <p>“I think the classes were interesting because they teachers were creative and that was awesome”.</p> <p>“I really liked the songs they played in classes because I also learned pronunciation”.</p>	<p>Students were really focused during classes when researchers played audios.</p> <p>Students asked for the new vocabulary in songs.</p> <p>Students showed interest and also made improvements in their English skills.</p> <p>Most of the students stated that they enjoyed the third phase because researchers played songs they liked.</p>

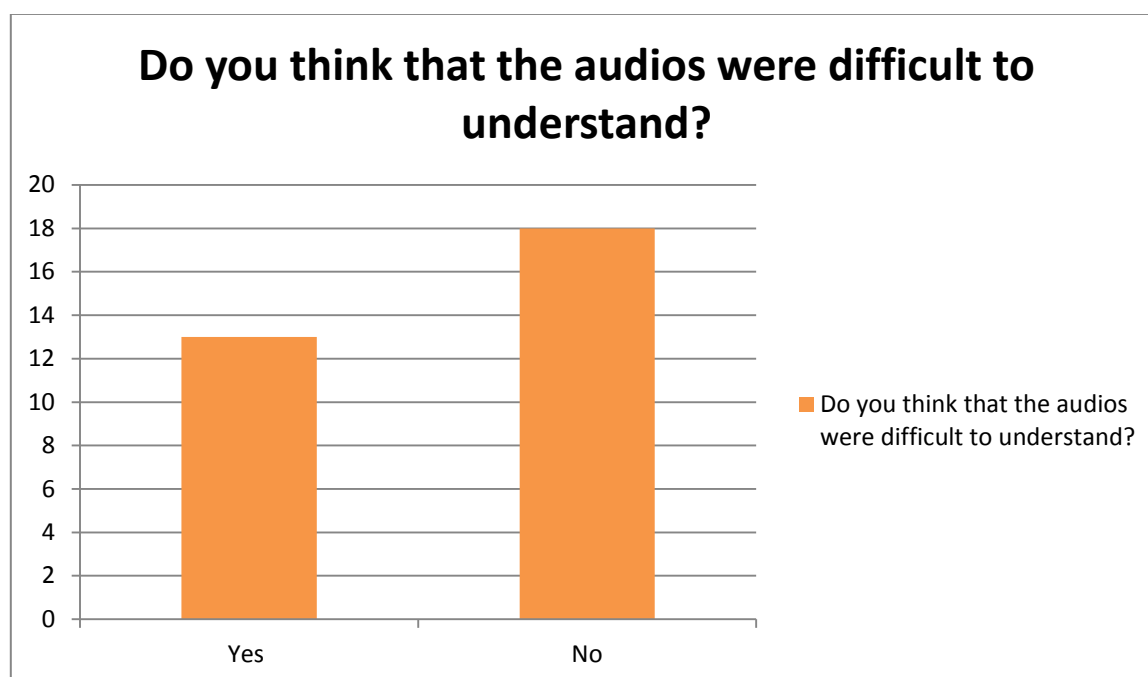
Source: Researchers' findings

During the third phase of action, students were exposed to different songs in different classes and According to (Oliver et al. 2012), Utilizing audio to support learning is now more accessible than ever, especially for learners' off-campus, with 9 out of 10 staff and students at Deakin saying they have high-speed and reliable Internet access at home. Moreover, the researchers realized that most of the students agreed that the audios and songs caught their whole attention. In fact, at the end of the phase, students showed improvement and more interest in the subject.

4.11. Selection of audios according the level

When teaching EFL students, teacher must know the students' level; that's why, the teacher should know what to teach for all the students understand in the same way. According to Nacino-Brown, Oke and Brown (1985), for effective teaching to take place, a good method must be adopted by a teacher. Teachers employ a variety of teaching strategies and methods to ensure that learners have equal opportunities to learn. It must however be stated that teaching methodology in education is not a new concept in the teaching and learning process.

Graph 12



Source: Researchers' findings

This graph shows that 13 out of 31 students said that they felt the practices difficult, so it means that these students could not understand very well the audios provided for the research team; meanwhile, 18 out of 31 students said that they felt the practices not difficult to understand. Even though 18 students did not feel the practices difficult, the research team noticed that some students had difficulties when listening the audios. The majority of these students had problems understanding the audio due to the lack of attention during the

explanation of the class, so that when they have to put into practice the topic explained, they did not know what to do. On the other hand, the majority paid attention to the class, so they worked in the audios' practices almost without difficulties. The principal problem they faced was they did not know the pronunciation of a certain word, so they could not complete the exercise or fill a song.

Table 12:

THIRD PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Do you think that the audios were difficult to understand? Why?	<p>“no because it is easy to pronounce some words”</p> <p>“Yes because the audios are in English and they are not very understandable”</p> <p>“No, at the beginning it was difficult, but later it became easier ”</p>	<p>It was noticeable in the interventions that the students were not eager to finish the practices that the research team gave them.</p> <p>Sometimes, students were confused because of the pronunciation of the words.</p>

Source: Researchers' findings

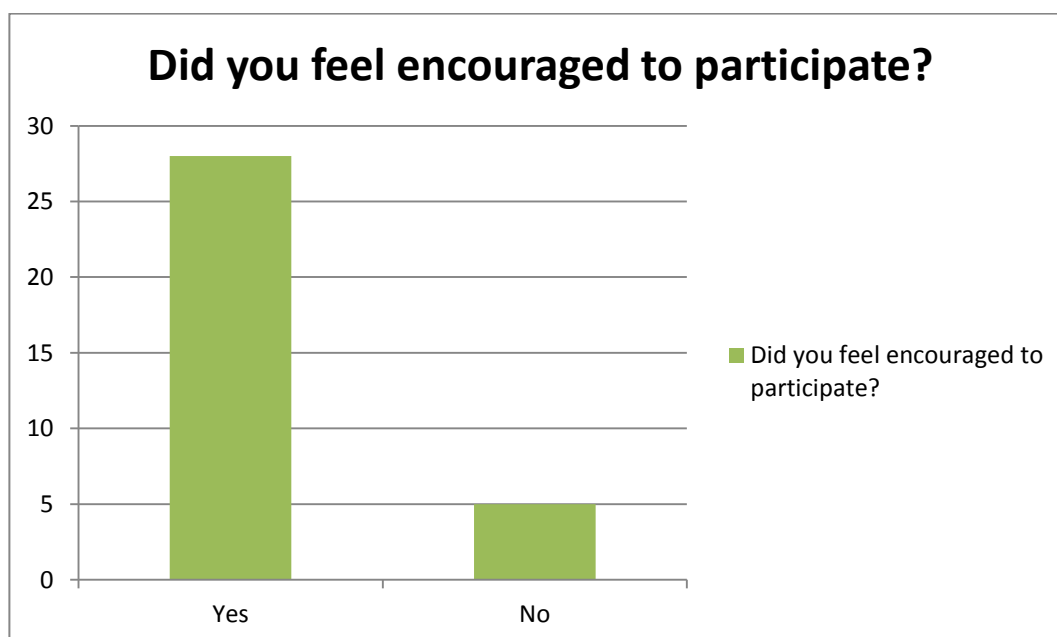
It was noticed during the third phase that the students had difficulties when the research team applied the audios in classes; moreover, the students could understand some words which the practices given. At the beginning of this phase, the research team realized that students had difficulties because people who talked in the audios spoke fast, and in some cases the audios

were not so clear for students; thence, the researchers decided to look for appropriate audios. Moreover, some students had English classes in other places, and it helps them to understand the audios better; then, according to the levels of students, the research team applied audios in which students had the same difficulties. Even though some students finished the practices earlier than others, some students were who never take English classes.

4.12. Encouragement during classes

Students constantly complain about the difficulty they have comprehending spoken English. It seems teachers do not often provide them with different strategies to encourage students to participate more during classes. The role of teachers and the methodology that they use during classes is very important because through this students will feel motivated to participate doing the activities and exercises assigned by teachers. Sometimes, teachers use the same methodology with all students for that reason students feel that classes are not interested and they are not eager to participate. It is important for teachers to look for new strategies like videos and audios to teach different topics especially to young students because this is going to catch students' attention and they are going to participate more.

Graph 13



Source: Researchers' findings

According to the graph number 13, 28 of 33 students felt encourage to participate more during classes because they considered that audios helped to feel motivated and participate in front of the classroom. On the other hand, 5 of 33 students did not feel encourage to participate because they considered classes boring.

Table 13:

THIRD PHASE OF ACTION		
CATEGORY	STUDENTS	OBSERVATION
Did you feel encourage to participate with the use of audios during classes?	<p>“Yes, because we could understand better the topics”</p> <p>“Yes, because classes were very interesting and it motivated me to participate”</p> <p>“No, because audios were boring for me and i did not want to participate.”</p>	<p>Students participate actively during classes.</p> <p>The majority of students paid special attention in audio’s classes.</p> <p>Some students did not participate because they considered that classes were boring.</p>

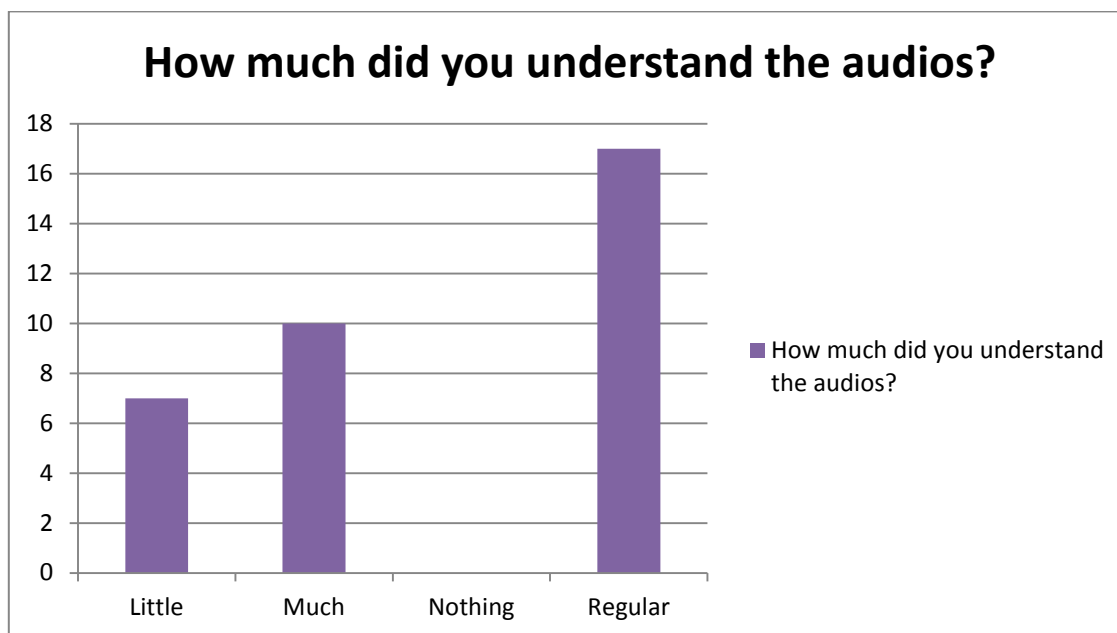
Source: Researchers’ findings

In this table, there are some opinions of ninth grade students .The majority of students were paying attention in classes because they considered that classes were interesting and funny. Some of them expressed that they could understand better the topics assigned for

teachers and they felt motivated to pass to the front to answer the questions the teachers asked. Besides; students said that audios were a new tool for learning English. Another group of students said that they did not participate in class because they were afraid of making mistakes and other opinion was: "I did not feel motivated because audios were boring for me and I did not want to participate". So, students considered that classes with audios were helpful for them because they could understand different topics, the pronunciation and how to write different words.

4.13. Students understanding

Listening is the main ability to accurately to receive and interpret messages. Without the ability of listening effectively, messages can be misunderstood. Since communication and technology competence is important 21st century skills, learners should be exposed to listening skills using no less than multimedia. The reasons to use audios in English learning classroom are that students can open their ears to a new language making them be ready for acquiring vocabulary.

Graph 14:**Source: Researchers' findings**

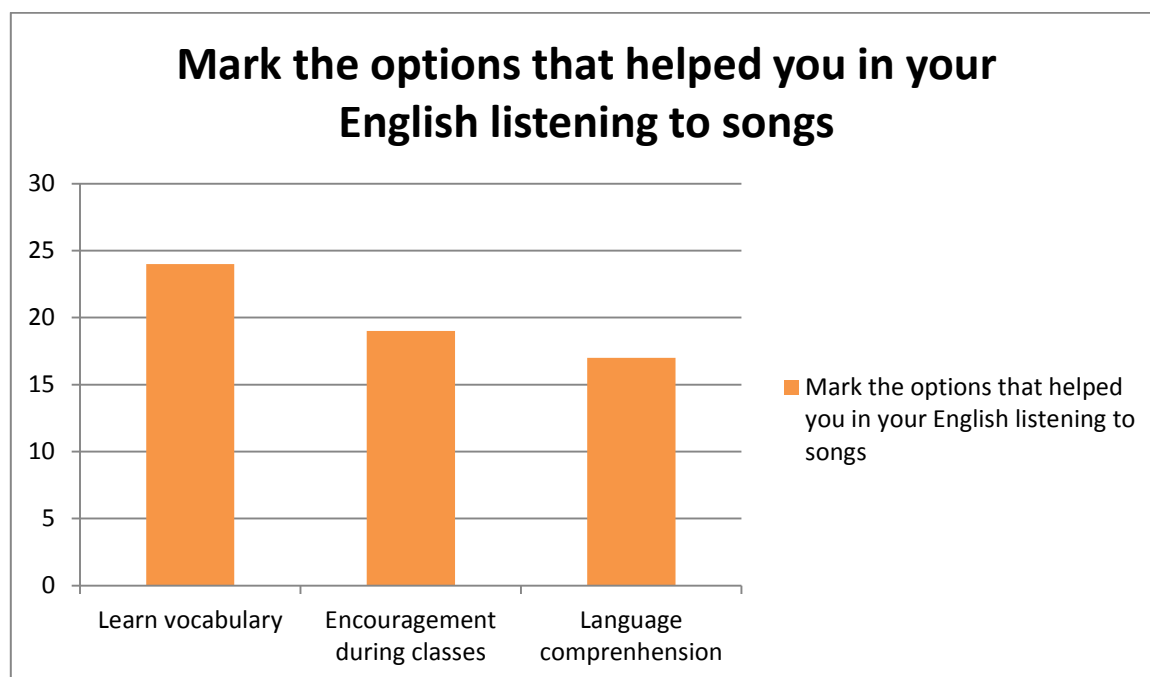
Since the beginning of the intervention, students expressed how difficult English was for them, and because of the lack of resources, they were not accustomed to using audios; however, during the classes they did their best in order to get the main ideas in the audios. The graph above shows the level of understanding students get during the third phase of the intervention. It indicates that 17 out of 34 students agreed that their comprehension of audios was regular, 10 students expressed that it was much; and 7 said it was little

4.14. Listening to songs

One the biggest challenges when working with teenagers is that most of the time they are mischievous or get easily bored in classes and teachers have to know how to control those situations; and as mentioned in the second chapter, one of the ways researchers found to deal with them is playing songs after a little explanation about the topic studied so that students feel related to the class. Also, when teaching English to ninth grade students, another challenge was to maintain learners' interest throughout the interventions. Consequently, researchers had to be very creative in the songs they played in the classes. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one

of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

Graph 15:



Source: Researchers' findings

As mentioned above, students were exposed to classes in which they were able to listen to songs and to develop different activities that research team created for them. Students were asked to choose different options, the one they developed the most during the interventions. Some of them stated that they were able to develop at a little bit the three options they had in the question. 24 students out of 32 said that they learn a lot with the songs and also they felt more interested in the class. Moreover, 18 students out of 32 said that they felt even more eager to learn English when the research team's classes. Indeed, the research team realized that at the end of the interventions, the majority of students showed improvement in their listening skill also students showed more interest in classes.

The reflection about audios was not so difficult for researchers because some of the ninth grade students were able to participate and listen to the audios that the researchers implemented in classes. Some of them expressed that they understood some of the audios that

the researchers implemented because they already know the pronunciation of some words. On the other hand, there were a group of students who did not understand the audios in a perfect manner they explained that audios were difficult and they did not know some words. The majority of students considered that audios were a good tool for learning a new language and they felt motivated to participate more during classes, they did some exercises in front of their classmates and they learned new vocabulary. It was a challenge for the researchers but at the end they achieved their objective. The majority of ninth grade students were interested in learning English through audios, they felt motivated to participate more and they asked some questions to the researchers without fear of being wrong. Audios were an effective tool to enhance the listening skill in ninth grade students.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

After having executed the research project “The implementation of videos, podcasts and audios to enhance the listening skill of ninth grade students at Centro Escolar Francisco Ignacio Cordero in the year 2019”, the research team has built the following conclusions and recommendations.

5.1. Conclusions

At Centro Escolar Francisco Ignacio Cordero, located in Chalchuapa, specifically ninth grade section “A”, students were exposed to different type of interventions in which researchers applied videos, podcasts and audios so that students could improve their listening skill. In the different classes, researchers evaluated the behavior of students and their English knowledge, more specifically the listening skill. It is vital to mention that the group was in fact composed of 34 students and the majority of them presented a little knowledge about the subject. And the fact that not all the group was conscious about the importance of the English language made it even more difficult. It was a big challenge for the research team to make students get interested in the subject. During the process, students presented important changes such as the interest in classes, some of them started asking more about the techniques (videos, podcasts and audios) used in the classes and that was important for the research team. The hard job of researchers showed positive results at the end of the interventions. Moreover, students stated that they want to continue learning the Language.

5.1.2

The general objective of the research project was to improve the listening skill in ninth grade section “A” students by using audios, videos and podcasts at Centro Escolar Francisco Ignacio Cordero in 2019. The research team realized that the most students listen to in English, the most they acquire the language. For that reason, students could enhance their listening skills listening audios and podcasts, and watching videos in Foreign Language.

5.1.3

To make ninth grade students comprehend English language inside classes by using videos at Centro Escolar Francisco Ignacio Cordero in 2019. The researchers concluded that the use of videos helped ninth grade students to enhance their listening skill. Besides, they understood different topics through the use of videos. Videos were an effective tool for students to comprehend English language. Students were able to participate and develop the different activities and exercises in front of the classroom. Students expressed that the use of videos made them to feel more motivated to participate in classes.

5.1.4

The second specific objective was to use podcasts to have students practice their listening skill in English classes at Centro Escolar Francisco Ignacio Cordero in 2019. The research team concluded that to reach this objective did not present any difficulty since podcasts are now available covering almost any topic someone can think of. There are different series, covering topics like science, films, history, teaching, language, and storytelling. So the research team coupled the podcasts according the syllabus for 9th grade. Students were able to practice with podcasts and to learn to identify some words when they are pronounced. Although the researchers could notice that during this phase, students were less motivated than videos phase. In closing, to practice with podcasts is helpful to learn vocabulary, and develop the listening skill, but it is very important to catch students' attention with a creative class and not only to play the podcast.

5.1.5

To implement the use of audios to make students get the correct pronunciation of the English language in ninth grade students from Centro Escolar Francisco Ignacio Cordero in 2019. The research team agreed that using audios such as songs is, in fact, a great strategy for students to get more interest in English classes. Through songs and audio conversations, the research team realized that students improved not only their listening skill but also their pronunciation. Moreover, students stated that the classes were more dynamic and that made them be more interested in the subject, also the creativity of researchers made easier the

process of the intervention. Indeed, researchers got to the conclusion that students showed improvement in their listening skills as well as more interest in the language.

5.1.6

The answer for the research questions: How can students be encouraged to work with videos in classes? Why does the use of audios help students to better the pronunciation? Why does the practice with podcast help students to improve their listening skill? was that teachers must apply different methodologies in which the listening skill has to be enhanced in students. So to listen and to watch videos help students to understand and to pronounce English better. If students were exposed to listening practices all the time, they would not have problems in comprehension because the most the students listen to in English, the most they will enhance their listening skill.

5.1.7

If ninth grade section “A” students take advantage of the following resources: videos, podcast, and audios promoted by the research team, they will enhance their listening skill at Centro Escolar Francisco Ignacio Cordero in the year 2019. Besides, ninth grade section “A” students will comprehend better the foreign language when watching videos, listening podcasts and audios.

5.2 Recommendations

It is imperative that after carrying out this investigation, the research team gives some pieces of advice which future researchers may use in the future to understand the phenomenon students face in junior high school and in that way got to know more about their needs in the classroom and to verify that the equipment is the appropriate one to use inside the classroom. Moreover, researchers gave some recommendations for students, future researchers, and teachers based on the results obtained with the different phases.

Thus, the recommendations are directed to students to help them be aware about the importance of the listening skill so that they can understand the English Language. Future researchers can find worthy tools to base their investigations in the information presented above; that is why, recommendations will be helpful to develop an investigation in a better

way so that students get as much benefit as possible. Finally, recommendations are directed also to teachers so that they can put into practice all the necessary techniques for students got accustomed to the language itself.

To Students and teacher

- ❖ Students should pay carefully attention when listening audios podcasts and videos, so in that way, they will be able to develop faster their Listening Skill in that way, they will get more vocabulary. On the other hand, it is recommendable for teachers to use audio conversation because it helps students relate words with context, and in that way, they know what the conversations are about. One more important recommendation is that teachers should look for videos that are interesting for students, and students can feel motivated. Finally, teachers should implement podcast in classes and make students practice, so they can test their abilities in listening.

To Future Researchers:

- ❖ Researchers should address a pretest to students to know the difficulties they have in English classes.
- ❖ Researchers should conduct a posttest to verify student's improvement inside the classroom.
- ❖ Researchers should evaluate the tools that they are going to use in order to improve the different skills in students.
- ❖ Researchers should be conscious about the different problems students face in English classes, especially with listening activities.
- ❖ It is important that future researchers apply a methodology according to the level of students in order to make them practice more.
- ❖ Researchers should be aware of the problems they may face with the equipment (speakers, computers, LCD) they are going to use.

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APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



OBSERVATION GUIDE

Objective: To obtain data about how junior high school students are taught in English classes

DATE: _____ RESEARCHER: _____

Generalities

Quantity of students in the classroom

Less than 15 15-20 20-25 More than 25

Criteria	Yes	No
The teacher encourages all students to participate in class		
The teacher encourages students to learn new vocabulary		
The teacher uses readings to teach vocabulary		
The teacher speaks in English in his or her classes		
The teacher uses technical resources (computers, LCD projector, MP3 player, cellphones, etc)		
The teacher encourages their students to repeat the words in English		
The teacher encourages their students to pronounce the words as they are.		
The teacher gives feedback		
The teacher allows students use cellphones for translating		
Comment		

APPENDIX B
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
INTERVIEW TO THE TEACHER



Objective: To obtain data about how junior high school students are taught in English classes

1. Do you consider ninth grade students recognize English words?
2. Do you use videos, podcast or audios in your classes?
3. How many students do know the Basic English?
4. How many students do participate in your classes?
5. Do you consider that the number of students affects the learning?

APPENDIX C
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



QUESTIONNAIRE GUIDE:

Objective: To obtain data about how junior high school students feel during the English class

NOTE: LA INFORMACIÓN ES CONFIDENCIAL Y ANÓNIMA. SIÉNTETE LIBRE DE RESPONDER HONESTAMENTE.

QUESTIONNAIRE

INDICACION: Marca con una X tu respuesta

1. ¿Te gusta la clase de inglés?

Mucho ☺_____ poco _____ nada_____

2. ¿Consideras que aprendes nuevo vocabulario en cada clase de inglés?

Si _____ no _____ a veces _____

3. ¿Podrías entender una conversación en inglés a través de un audio?

Si _____ no _____

4. ¿Tomas tu tiempo para estudiar la materia de inglés?

Si _____ no _____

5. ¿Usas recursos tecnológicos (computadora, celular, apps...) para estudiar inglés?

Si _____ no _____ cuales: _____

6. ¿Tienes buenas notas en la materia de inglés?

9/10 _____ 8/7 _____ 6/5 _____ menos _____

7. ¿Te gustaría aprender inglés a un nivel más avanzado?

Si _____ no _____

8. ¿Qué temas en inglés consideras que comprendes bien?

9. ¿Entiendes cuando el/ la profesor/a habla en inglés?

Mucho 😊 _____ poco _____ nada _____

10. ¿Qué es lo que más te dificulta del inglés?

La escritura _____ La pronunciación _____ Hablarlo _____ Comprender

lo que la otra persona dice _____ Otros _____

¡GRACIAS POR TU AYUDA!

APPENDIX D SCENARIO ANALYSIS

Diego Sánchez es el maestro de inglés de la escuela Loma Larga. Él da sus clases con normalidad. Él habla en inglés y español en sus clases e incentiva a sus estudiantes a participar; sin embargo, no todos sus estudiantes lo hacen. Herlinda Chávez es una de sus alumnas. Herlinda nunca contesta a las preguntas hechas en clase y se rehúsa a intentarlo ya que el maestro le hace preguntas en inglés.

En una de sus clases, el maestro decidió usar una canción en inglés para motivar a los estudiantes a resolver un ejercicio en el cual ellos debían escribir el adjetivo que escuchaban en la canción. La mayoría terminó la actividad unos casi sin errores pero Herlinda ni siquiera quiso intentarlo.

El maestro optó por realizar una presentación en inglés acerca de la familia. Los estudiantes pasarían al frente y describirían a su familia. Todos los estudiantes estaban entusiasmados con la actividad excepto Herlinda, quien decidió no hacer la actividad.

Al final del día, el maestro Diego se acercó a Herlinda y le preguntó acerca de su desempeño. Sin contestar, Herlinda le dió la espalda y se fue a su casa. El maestro Diego abrumado y conteniendo su enojo pensó en cómo podría manejar la situación.

Puntos que dan la razón al maestro Diego

Indicación: marca con una X con los puntos que estás de acuerdo

1. Herlinda no le pone interés a la materia de inglés
2. A Herlinda no le interesa aprender inglés
3. Herlinda es demasiado acomodada

Como solucionar el problema

1. El maestro debe hablar personalmente con Herlinda.
2. El maestro debe implementar diferentes estrategias para llamar la atención de Herlinda.
3. El maestro debe involucrar a los padres de Herlinda para que ellos la motiven a estudiar y esforzarse.
4. El maestro debe promover actividades que sean de interés a sus estudiantes y motiven al aprendizaje

Puntos que dan razón a Herlinda

1. El maestro Diego no explica bien la clase.

2. Los métodos que utiliza el maestro para desarrollar la clase son antiguos y aburridos.
3. El maestro habla mucho en inglés y Herlinda no entiende qué hacer.
4. Herlinda piensa que si participa, otros se burlaran de ella

APPENDIX E
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH **NINTH GRADE "A"**
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: May 2nd, 2019
Lesson 1



Lesson Unit: 2 The neighborhood

Topic: Possessive case

Target Content: places in a neighborhood, giving directions, read a map

target structure: prepositions of place, ordinal numbers, possessive case, imperatives, adverbs of location

Objectives:

By engaging in different communicative tasks, swbat:
 Use correctly the possessive case

Materials: markers, board, eraser, and photocopies,

Time: 20 min	<ul style="list-style-type: none"> • The teacher will use a ball and a box to explain the prepositions. • Students will repeat the prepositions then they will repeat the sentences • The teacher will write the prepositions on the board so that students write them
20 min	<p>Listening Activity:</p> <ul style="list-style-type: none"> • The teacher will play a video in which students will learn more about the preposition of place • The teacher will ask the students which were the prepositions mentioned on the video. • They will do the practice at the end of the video • The teacher will ask some students to say what they have done

APPENDIX F
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH **NINTH GRADE "A"**
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: May 3rd, 2019
Lesson 2



Lesson Unit: 2 The neighborhood

Topic: Ordinal numbers

Target Content: places in a neighborhood, giving directions, read a map

target structure: prepositions of place, ordinal numbers, possessive case, imperatives, adverbs of location

Objectives:

By engaging in different communicative tasks, swbat:
 To understand the ordinal number when it is spoken

Materials: markers, board, eraser, and photocopies,

Time: 20
min

- The teacher will explain the use of the ordinal numbers and how to pronounce them especially the sound /θ/
- The teacher will ask students to repeat after him/her some ordinal numbers

20 min	<p>Listening Activity:</p> <ul style="list-style-type: none">• The teacher will play a video in which students will learn more about the ordinal numbers• The video contains some practices like questions to answer• Ask students to write important and memorable dates and then pronounce them in front of the class <p>VOCABULARY:</p> <p>Relatives, floor, won, prize, how many, date,</p> <p>Homework:</p> <p>write in a separate sheet of paper directions using ordinal numbers.</p>
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APPENDIX G
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH **NINTH GRADE "A"**
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: May 9th, 2019
Lesson 3



Lesson Unit: 2 The neighborhood

Topic: Locations

Target Content: places in a neighborhood, giving directions, read a map

target structure: prepositions of place, ordinal numbers, possessive case, imperatives, adverbs of location

Objectives:
 By engaging in different communicative tasks, swbat:
 Follow oral directions and give them.

Materials: markers, board, eraser, and photocopies,

Time: 20 min	<ul style="list-style-type: none"> • The teacher will explain how to give directions and what vocabulary it is used to do it. • The teacher will ask students to repeat after him/her the vocabulary. <p>Listening Activity:</p> <ul style="list-style-type: none"> • The teacher will play a video that shows how to give directions • The video contains some practices like questions to answer
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20 min	<ul style="list-style-type: none">• Ask students to write important and memorable dates and then pronounce them in front of the class <p>VOCABULARY:</p> <p>go straight, turn left, turn right, go past, cross, go along, around the corner, between, behind, turn back / go back, go over, go through, go up,</p> <p>Excuse me, where is the...?</p> <p>Excuse me, how do I get to...?</p> <p>Excuse me; is there a _____ near here?</p> <p>How do I get to...?</p> <p>What's the way to...?</p> <p>Where is _____ located?</p> <p>Homework:</p> <p>Look for the meaning of the today's vocabulary</p>
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APPENDIX H
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH **NINTH GRADE "A"**
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: May 16th, 2019
Lesson 4



Lesson Unit: 2 The neighborhood

Topic: Possessive case

Target Content: places in a neighborhood, giving directions, read a map

target structure: prepositions of place, ordinal numbers, possessive case, imperatives, adverbs of location

Objectives:

By engaging in different communicative tasks, swbat:
 Use correctly the possessive case

Materials: markers, board, eraser, and photocopies,

Time: 20
min

- The teacher will explain the usage of possessive case.

The possessive case shows ownership. With the addition of 's (or sometimes just the apostrophe), a noun can change from a simple person, place, or thing to a person, place, or thing that owns something. There are a few different ways to form the possessive of a noun.

If the noun doesn't end with an s, add 's to the end of the noun. See the following

20 min	<p><i>examples:</i></p> <p><i>This is Mary and her dog. The dog is Mary's pet; Mary is not the dog's pet.</i></p> <p><i>This thick curtain is capable of shutting out the summer sun's heat and light.</i></p> <p><i>If a proper name ends with an s, you can add just the apostrophe or an apostrophe and an s. See the examples below for an illustration of this type of possessive noun</i></p> <p><i>But when you have a plural noun that ends in s, add just the apostrophe. This is also true when you have a proper noun that's plural.</i></p> <p><i>If the possessor is a building, an object, or a piece of furniture, you don't need to add an apostrophe to show possession. See the examples below for reference:</i></p> <p><i>The maid cleaned the hotel's room.</i></p>
20 min	<p>Listening Activity:</p> <ul style="list-style-type: none">• The teacher will play a video in which students will comprehend better the topic.• The students will practice in some exercise from the video• The teacher will ask to any student for the answer.

APPENDIX I
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH **NINTH GRADE "A"**
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: May 23rd 2019
Lesson 5



Lesson Unit: 2 The neighborhood

Topic: The imperatives

Target Content: places in a neighborhood, giving directions, read a map

target structure: prepositions of place, ordinal numbers, possessive case, imperatives, adverbs of location

Objectives:

By engaging in different communicative tasks, swbat:
 Use the imperative correctly.

Materials: markers, board, eraser, and photocopies,

Warn up:

The teacher will write some verbs in the board and then he/she will do little mimic for students to understand de meaning.

The teacher will erase the board.

Later, he/she will say the verb and students have to make the mimic for the imperative said.

The student who does something different will have a penance.

- The teacher will explain the usage of imperatives and how to give directions

Listening Activity:

- The teacher will play a podcast and give a worksheet to complete the exercise
- The students have to locate the places said in the podcast
- The teacher will ask to any student for the answer.

EXERCISE:

Podcast exercise:

Listen carefully and write what is the place mentioned:



A: _____

B: _____

C: _____

D: _____

SCRIPT:**A.**

Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.

B.

Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

C.

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

D.

Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>

APPENDIX J
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English *ninth grade*
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 24/05/2019
Lesson 6



Lesson Unit: 3 My hometown

Topic: Simple Present

Target Content: giving directions, festivities, hometown history

target structure: Simple present, Past of be in all forms

Objectives:

By engaging in different communicative tasks, swbat:
 To understand the simple present in all forms

Materials: markers, board, eraser, and photocopies, speakers

Time: 20
min

Warn up: The teacher will give a dice to the students and he or she is going to play music. Then, the students have to pass it to their classmates and when the music stops the person who has the dice have to answer some questions

- The teacher will explain how to use the simple present tense
- The teacher will provide some exercises to his or her students about the simple present tense

Listening Activity:

- The teacher will play a podcast that shows an example using the simple present tense
- Ask students to write a short paragraph about their life using the

20 min	<p style="text-align: center;">simple present tense</p> <p>Audio:</p> <p>Aimee: So Todd, tell me about yourself. What do you do?</p> <p>Todd: Well, I am a teacher. I live in Japan, and I work at university. I teach English.</p> <p>Aimee: Nice. When do you start your day?</p> <p>Todd: I get up very early, around six, and I get to work at seven. I have my first class at eight-thirty. I don't get home until night usually.</p> <p>Aimee: And what do you do for fun?</p> <p>Todd: In my free time I go hiking. I like nature so I go to the mountains. I don't have much free time though, so I don't go hiking often.</p>
20 min	<p>Aimee: Where do you live?</p> <p>Todd: I live in a small house. I live alone. I do not have many things in my house. I rarely spend time at my house.</p> <p>Aimee: Why not?</p> <p>Todd: Well, at night I go to the gym or I play sports, but I clean my house on Sunday, so I'm home then.</p> <p>Aimee: Do you cook?</p> <p>Todd: No, I don't cook much. So I buy my dinner every night.</p> <p>Aimee: And how do you get around?</p> <p>Todd: I have an old car. I drive it a lot. I drive it to the mountains of the lake. I like my car, but I drive slowly.</p> <p>Aimee: Really?</p>

Todd: Yeah, so people get mad at me on the road.

Aimee: Oh, no!

Todd: I don't care though. I want to take my time when I drive.

Aimee: That's safe. So Todd, you live in Japan, who visits you sometimes?

Todd: Well, I have a family in America and I see them once a year, but I go to America. They don't come here.

Aimee: When do you visit them?

Todd: I visit them every summer when the weather is nice. I don't go home in winter though. It is too cold.

Aimee: Nice.

<http://soundgrammar.com/learn/L2-CEFR-A1/L2-02-Simple%20Present.htm>

Homework:

Write 10 sentences using the simple present tense

APPENDIX K
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English *ninth grade*
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 30/05/2019
Lesson 7



Lesson Unit: 3 My hometown

Topic: Festivities

Target Content: talking about festivities in our town

target structure: simple present

Objectives:

By engaging in different communicative tasks, swbat:
 To talk about festivities using the simple present tense and the past of be in all forms

Materials: markers, board, eraser, and photocopies, speakers

Time: 20
min

- The teacher will read a dialogue to his or her students
- The teacher will ask students to repeat after him/her the vocabulary.

Listening Activity:

- The teacher will play a podcast that talks about festivities
- Ask students to write important festivities that they have in their town

20 min	VOCABULARY: Holydays, vacations, festivals, carnival, Christmas, Easter day, Mother´s day, <ol style="list-style-type: none">1. baby shower2. barbecue / cookout3. birthday party4. dance5. family get-together6. going-away party7. feast8. fireworks display9. funeral10. graduation11. parade12. picnic13. potluck dinner14. reception15. wedding16. welcome party
20 min	<p>https://www.esl-lab.com/vocabulary-lessons/celebrations/</p> <p>Homework:</p> <p>Look for the meaning of the today´s vocabulary</p>

APPENDIX L

UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 DEPARTMENT OF FOREIGN LANGUAGES
 SUBJECT: English ninth grade
 COOPERATING TEACHER'S NAME: Heber Quintanilla
 DATE: 31/05/2019 TIME: 45 min Lesson 8



Lesson Unit: 3 My hometown

Topic: Local food

Target Content: Simple present

target structure: Simple present, past of be in all forms

Objectives:

By engaging in different communicative tasks, swbat:
 To describe the local food they have in their town

Materials: markers, speakers, board, eraser,

15 min	<ul style="list-style-type: none"> • The teacher will discuss with his or her students about the local food they have in their town • The teacher will provide a vocabulary related with the podcast and ask students to repeat after her/him <p style="text-align: center;">Listening Activity:</p> <ul style="list-style-type: none"> • The teacher will play a podcast related to food • The students will practice in some exercise from the audio • The teacher will ask to any student for the answer.
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20 min	<p>Worksheet</p> <p>Direction: write in the space the word you listen.</p> <p>A: What do you feel like eating this morning?</p> <p>B: I usually just have a bowl of _____.</p> <p>A: The most important _____ of the day is _____.</p> <p>B: Yeah, but I don't usually have time to eat a big _____.</p> <p>A: You can always make an easy breakfast.</p> <p>B: What do you make?</p> <p>A: All I make is _____, _____, and some _____.</p> <p>B: That sounds pretty good.</p> <p>A: I like it, and it's a fast _____.</p> <p>B: That is a very quick _____ to make.</p> <p>A: I can make it for you if you like.</p> <p>B: _____ and _____ sounds good to me.</p>
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APPENDIX M
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English *ninth grade*
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 06/06/2019 TIME: 45 min
Lesson 9



Lesson Unit: 3 My hometown

Topic: Past of be in all forms

Target Content: Talking about childhood memories

target structure: use of simple past

Objectives:

By engaging in different communicative tasks, swbat:
 To understand the correct use of the simple past tense

Materials: markers, board, eraser, and photocopies, speakers

15 min

Warm up:

The teacher is going to write a number on his or her book and the student who say the number the teacher has is going to pass to the front and write some sentences that the teacher is going to give them

- The teacher will explain the correct use of the simple past tense
- The teacher is going to provide some examples about the simple past tense

Listening Activity:

- The teacher will play an audio based on the simple past tense
- Ask students to write important and memorable moments

Activity: Students have to change the verb in parenthesis into the past form while listening the podcast.

WORKSHEET:

20 min

1. Last year I (go) to England on holiday.
2. It (be) fantastic.
3. I (visit) lots of interesting places. I (be) with two friends of mine .
4. In the mornings we (walk) in the streets of London.
5. In the evenings we (go) to pubs.
6. The weather (be) strangely fine.
7. It (not / rain) a lot.
8. But we (see) some beautiful rainbows.
9. Where (spend / you) your last holiday?

APPENDIX N
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English *ninth grade*
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 07/06/2019
Lesson 10



Lesson Unit: 2 The neighborhood

Topic: Past form of regular verbs

Target Content: Tourist attractions, Festivities, Local/regional food, Hometown history

target structure: Simple present in all forms, Past of be in all forms, Simple past: regular and irregular verbs in all forms, Used to

Objectives:

By engaging in different communicative tasks, swbat:
 Talk about past events

Materials: markers, board, eraser, and photocopies, recorder.

15 min

Warm up:

Students will have two minutes to write as much verbs as they know, the student who has more verbs will win a candy

- The teacher will explain the rules of regular verbs
- The teacher will provide some examples and some exercises so that students can understand the topic better.

Listening Activity:

- The teacher will play a podcast about regular verbs
<https://learnenglishteens.britishcouncil.org/grammar/beginner->

20 min	<p style="text-align: center;">grammar/past-simple-regular-verbs#sidr-0</p> <ul style="list-style-type: none"> • Students will answer the following practice <p>WORKSHEET</p> <p>PRACTICE OF PAST FORM OF REGULAR VERBS</p> <p>Direction: write the verb on the correct space</p> <p>Playedcarried stopped I _____ at a zebra crossing. We _____ on with the test. We _____ tennis every day in August.</p> <p>Direction: after listening the podcasts underline the correct answer</p> <ol style="list-style-type: none"> 1) What were they talking about? <ol style="list-style-type: none"> a) about a driving test b) about an exam at the university c) about a time in a restaurant 2) What happened during the test? <ol style="list-style-type: none"> a) the man lost his wallet b) the man crushed the car c) the man hit a cat 3) Why was the man disappointed? <ol style="list-style-type: none"> a)because he did not eat too much b) because his friend failed the test c) because he wanted to go out <p>Write the past form of the following verbs start kill jump agree like escape</p> <ul style="list-style-type: none"> • Students will say their answers
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APPENDIX O
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English ninth grade
COOPERATING TEACHER'S NAME: Hever Quintanilla
DATE: 13/06/2019 TIME: 45 min



Lesson 11

Lesson Unit: my hometown

Topic: simple past irregular verbs

Target Content: Tourist attractions, Festivities, Local/regional food, Hometown history

target structure: Past of be in all forms

Objectives:By engaging in different communicative tasks, swbat:

Use irregular verbs in the simple past tense.

Materials: markers, board, eraser, and photocopies

15 min	<ul style="list-style-type: none"> • The teacher will explain the use of the simple past of irregular verbs. • He/she will give a list the most common verbs. <p>Listening Activity:</p>
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20 min	<ul style="list-style-type: none"> The teacher will play a podcast in which students will have to identify different irregular verbs in the simple past tense and fill in the blanks. <p>Conversation 1</p> <p>Man: What <u>did</u> you do yesterday? Woman: Nothing much. I just stayed at home and cleaned the house. Man: How boring! Woman: Yeah, it <u>was</u>. And you? What did you do? Man: I <u>drove</u> to the mountains and went hiking. Woman: That sounds fun! Man: It <u>was</u>. I <u>had</u> a great time.</p>
20 min	<p>Conversation 2</p> <p>Man: <u>Did</u> you do anything this weekend? Woman: I <u>did</u>. I <u>took</u> the train to the city and <u>met</u> my friend. Man: Oh, yeah! What <u>did</u> you do? Woman: We <u>had</u> lunch and did some shopping. Man: Did you buy anything? Woman: No, I <u>didn't</u>. I just went window shopping. I'm trying to save money. Man: Me too!</p> <p>Conversation 3</p> <p>Man: How <u>was</u> your day? Woman: Terrible. I <u>was</u> so busy. Man: Oh, that's too bad. Woman: Yeah, we <u>were</u> so busy at lunch. One person called in sick so we were short-staffed. Man: That's not good. How <u>did</u> you manage? Woman: The came in and helped us.</p> <p>Conversation 4</p> <p>Man: Did you talk to Bob? Woman: I did. He said he was sorry. Man: What did he say? Woman: He said he didn't mean to get mad at you. Man: Well, he did. He made me cry. Woman: I know. But he is really sorry about it</p>

APPENDIX P
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English ninth grade
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 20 /06/2019 TIME: 45 min
Lesson 12



Lesson Unit: 3 My Hometown

Topic: Used to

Target Content: Tourist attractions, Festivities, Local/regional food, Hometown history

target structure: Simple present in all forms, regular and irregular verbs in all forms, Used to

Objectives:
 By engaging in different communicative tasks, swbat:
 Talk about past habits

Materials: markers, board, eraser, and photocopies

15 min	The teacher will explain the use of used to in affirmative, negative and interrogative form. He/she will provide some examples
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20 min	<p>Listening Activity:</p> <ul style="list-style-type: none"> • The teacher will play a song • The students will fill in the blanks with the structure • The teacher will check students' answers <p>WORKSHEET:</p> <p>Direction: Fill the blank with the missing phrase you listen.</p> <p>You _____ talk to me like (used to) I was the only one around You _____ me (used to lean on) The only other choice was falling down You _____ with me like (used to walk) We had nowhere we needed to go Nice and slow To no place in particular</p>
20 min	<p>We _____ this figured out (used to have) We used to breathe without a doubt When nights were clear, you were the first star that I'd see We _____ this under control (used to have) We never thought we used to know At least there's you And at least there's me Can _____ this back (we get) Can we get this back To how it used to be?</p> <p>I _____ for you when (used to reach) I got lost along the way I used to listen You always had the just right thing to say I _____ you (used to follow) Never really cared where we would go Fast or slow To anywhere at all</p> <p>We _____ figured out (used to have this) We used to breathe without a doubt The nights were clear for the first time that I'd see We used to have this under control</p>

We never thought we _____ (used to know)

At least there's you

And at least there's me

Can we get this back

Can we get this back

To how it _____ (used to be?)

I look around me

And I want you to be there

'Cause I miss the things that we shared

Look around you

It's empty, and you're sad

'Cause you miss the love that we had

You used to talk to me like

I was the only one around

The only one around

We used to have this figured out

We used to breathe without a doubt

The nights were clear for the first time that I'd see

We used to have this under control

We never thought we used to know

At least there's you

And at least there's me

Can we get this back

Can we get this back

To how it used to be? Yeah

To how it used to be

To how it _____, yeah (used to be)

To how it used to be

To how it used to be

<https://www.youtube.com/watch?v=pTr1W0VurKM>

APPENDIX Q
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: English *ninth grade*
COOPERATING TEACHER'S NAME: Ever Quintanilla
DATE: 21/06/2019 TIME: 45 min
Lesson 13



Lesson Unit: 4 It's on sale

Topic: Adjectives

Target Content: Food, Shopping, Numbers from 1000 to 1,000,000, Prices up to \$1,000,000.00

target structure: Connectors, Comparative degree of adjectives: equality, inferiority, superiority, Superlative of adjectives: inferiority and superiority

Objectives:
 By engaging in different communicative tasks, swbat:

Materials: markers, board, eraser, and photocopies,

15 min	<ul style="list-style-type: none"> • The teacher will explain the comparative adjectives of equality <p style="margin-left: 20px;">Listening Activity:</p> <ul style="list-style-type: none"> • The teacher will play a song https://www.youtube.com/watch?v=V2AshX3tfHU • The students will fill in the blanks with the structure • The teacher will check students' answers <p>Lyrics:</p>
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Everything all Once

Lenka

20 min

_____ a fox, as strong as an ox (As sly as)
 _____ a hare, as brave as a bear (As fast as)
 _____ a bird, as neat as a word (As free as)
 _____ a mouse, as big as a house(As quiet as)

All I wanna be, all I wanna be, oh
 All I wanna be is everything

_____ a wolf, as sharp as a tooth(As mean as)
 _____ a bite, as dark as the night(As deep as)
 _____ a song, as right as a wrong(As sweet as)
 _____ a road, as ugly as a toad(As long as)

20 min

_____ a picture hanging from a fixture (As pretty as)
 Strong like a family, _____ I wanna be(strong as)
 Bright as day, _____ play(as light as)
 _____ nails, as grand as a whale(As hard as)

All I wanna be, all I wanna be, oh
 All I wanna be is everything

_____ the sun, as silly as fun(As warm as)
 _____ a tree, as scary as the sea (As cool as)
 _____ fire, cold as ice(As hot as)
 _____ sugar and everything nice(Sweet as)

As old as time, as straight as a line
 As royal as a queen, as buzzed as a bee
 Stealth as a tiger, smooth as a glider
 Pure as a melody, pure as I wanna be

All I wanna be, all I wanna be, oh
 All I wanna be is everything at once

APPENDIX R
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH NINTH GRADE "A"
COOPERATING TEACHER'S NAME: Heber Quintanilla
DATE: 27/06/2019 TIME: 45 min
Lesson 14



Lesson Unit: 4IT'S ON SALE!

Topic: Superlative of adjectives: inferiority and superiority

Target Content: food, shopping, prices

target structure:Connectors, **Comparative degree of adjectives:** equality, inferiority, superiority, **Superlative of adjectives:** inferiority and superiority

Objectives:

By engaging in different communicative tasks, swbat:

- Recognize how to use the superlative of adjectives.

Materials: markers, board, eraser, and photocopies, audio

15 min

- The teacher will explain the topic Superlative of adjectives: inferiority and superiority and will show some examples on the board

For comparisons in larger groups, you must use the superlative. The superlative designates extremes: the best, the first, the worst, the last, etc.

a) Short adjectives: THE + adj -EST

Tom is the tallest boy of the school.

b) Long adjectives:

THE MOST + adjective

This is the most pleasant place on Earth!

Short & long adjectives:

THE LEAST + adjective

This is the least interesting movie of the year!

LISTENING ACTIVITY:

- The teacher will play an audio in which students will fill the space with the adjective in superiority form they listen.

20 min

SUPERLATIVE WORKSHEET

1. She makes _____ lasagna.
2. January is _____ month of the year.
3. That's _____ hotel in the city.
4. Jacob has _____ apartment I've ever seen.
5. What's _____ day of the week for traveling?
6. Everyone says that's _____ highway to drive on at night.
7. _____ way to get to Chicago is by train.
8. He's _____ liar.
9. What's _____ movie you've ever seen?
10. Who makes _____ money in your household?

APPENDIX S
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



OBSERVATION GUIDE FOR INTERVENTIONS (VIDEOS USAGE)

Objective: To observe students' behavior during the first phase of action

DATE:

RESEARCHER: _____

Criteria	Yes	No
Students are more attentive in class		
Students' participation increases		
Students follow the teacher's instructions		
Students answer the videos' questions		
Students feel comfortable during the intervention		
The content's development becomes easier		
The students complete all the activity		

Comments:

APPENDIX T
UNIVERSITY OF EL SALVADOR
WESTERN MULDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

CUESTIONARIO DE REFLEXIÓN DE LA PRIMERA FASE DIRIGIDO A LOS ESTUDIANTES DE NOVENO GRADO DEL CENTRO ESCOLAR FRANCISCO IGNACIO CORDERO

Objetivo: Hacer reflexionar a los estudiantes de noveno grado cerca del uso de videos en clases.

INDICACIÓN: Responder honestamente las siguientes preguntas.

1. ¿Te gustaron las clases con videos? Si No Por qué?

2. ¿Consideras que el uso de videos en clase es una buena herramienta?

Si No Por qué?

3. ¿Cómo dirigieron la actividad los teachers a cargo?

4. Marca las técnicas usadas durante los videos que te ayudaron a comprender mejor el contenido

Explicación del tema antes del video

El teacher a cargo le pregunta sobre que trata el video o que comprendió

Hoja de trabajo para llenar durante el video

5. ¿Con el uso de videos en clase se siente motivado a participar? Si
¿Por qué?

6. ¿El uso de videos le ha ayudado a comprender mejor el inglés?

Si No

7. ¿Qué clase de actividades durante un video considera que le ayuda a entender el idioma inglés?

Responder preguntas o hacer ejercicios acerca del video

Llenar espacios

Elegir entre varias respuestas

Videos con subtítulos

8. ¿Qué recomendaciones le daría al grupo de investigación cuando usan videos?

APPENDIX U
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

OBSERVATION GUIDE FOR INTERVENTIONS (PODCASTS USAGE)

Objective: To observe students' behavior during the second phase of action

DATE: _____ RESEARCHER: _____

Criteria	Yes	No
Students are more attentive in class.		
Students' level participation increases.		
Students are interested in the class.		
Students learn new vocabulary.		
Students understand the podcast.		
The students completed all the activity.		
Students hesitate in the answers		

Comments:

APPENDIX V
UNIVERSITY OF EL SALVADOR
WESTERN MULDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

CUESTIONARIO DE REFLEXIÓN DE LA SEGUNDA FASE DIRIGIDO A LOS
ESTUDIANTES DE NOVENO GRADO DEL CENTRO ESCOLAR FRANCISCO
IGNACIO CORDERO

Objetivo: Hacer reflexionar a los estudiantes de noveno grado acerca del uso de podcasts

INDICACIÓN: Responder honestamente las siguientes preguntas.

1. ¿Cómo describiría las clases con actividades a través de podcasts?

2. ¿Considera que el uso de podcasts en clase es una buena herramienta?

Si No Por qué?

3. ¿Participó más en clases? Si No por qué?

4. Según su opinión ¿las clases fueron creativas al usar podcasts?

Si No

5. ¿Ha adquirido más vocabulario con el uso de podcasts?

6. ¿Puedes comprender más el idioma Inglés ahora después de tener experiencia escuchando podcasts?

7. ¿Qué recomendaciones le daría al grupo para cuando se trabaje con Podcasts?

APPENDIX W
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

OBSERVATION GUIDE FOR INTERVENTIONS (AUDIOS USAGE)

Objective: To observe students' behavior during the third phase of action

DATE: _____ RESEARCHER: _____

Criteria	Yes	No
Students like the methodology.		
Students' level participation increases.		
Students understand the audio.		
Students seem to be motivated.		
Students like the song. (if is the case)		
The students completed all the activity.		
Students pay attention.		

Comments:

APPENDIX X
UNIVERSITY OF EL SALVADOR
WESTERN MULDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

CUESTIONARIO DE REFLEXIÓN DE LA TERCERA FASE DIRIGIDO A LOS ESTUDIANTES DE NOVENO GRADO DEL CENTRO ESCOLAR FRANCISCO IGNACIO CORDERO

Objetivo: Hacer reflexionar a los estudiantes de noveno grado acerca del uso de podcasts

INDICACIÓN: Responder honestamente las siguientes preguntas.

1 ¿Cómo describiría las clases con actividades a través de audios?

2 ¿le parecieron interesantes las clases cuando los teachers usaron audios?

Si No Algunas Describe cuales:

3 ¿Considera que los audios reproducidos en clase son difíciles? Sí No

¿Por qué?

4. ¿Con el uso de audios se sintió motivado a participar? Si No
¿Por qué?

5. ¿Qué tanto entendió los audios

Poco Mucho Nada Regular

6. Marque las opciones que ayudan las canciones en Inglés en clases:

Aprender vocabulario

Motivación en clases

Comprensión del idioma

Otro: _____

7. ¿Qué recomendaciones le daría al grupo para cuando se trabaja con audios?

APPENDIX Y
UNIVERSITY OF EL SALVADOR
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VALIDATION PAGE

Direction: This tool asks for your evaluation of the questionnaire to be used in our investigation. You are requested to give your honest assessment using the criteria stated below; please check only one from the selection.

Scale	Interpretation	Description
1	Very high valid	The questionnaire can provide unbiased data for the investigation, allowing 0-5% error
2	High valid	The questionnaire can provide unbiased data for the investigation, allowing 8-10% error
3	Valid	The questionnaire can provide unbiased data for the investigation, allowing 11-15% error
4	Less valid	The questionnaire can provide unbiased data for the investigation, allowing 16-20% error
5	Not valid	The questionnaire can provide unbiased data for the investigation, allowing 21-25% error

Validators' Questionnaire Assessment

Idicators	Rating				
The indicators in the questionnaire consistently and accurately measure each variables of the investigation.					
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure					
The questionnaire has the capability to measure items of variables within a given time frame					
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subject under study					
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity					
Quick and complete data can be generated by the questionnaire within the time frame					