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"WLINGUA APP AND THE LISTENING SKILL"

AUTHOR: Lorena Paola Tasgacho Condo

TUTOR: Phd. Veronica Elizabeth Chicaiza Redín

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SUPERVISOR APPROVAL

I, Ph.D. Verónica Elizabeth Chicaiza Redín, holder of the I.D No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: **“Wlingua app and the listening skill”** investigated by Miss. Lorena Paola Tasgacho Condo with I.D No. 1804430575, confirms that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

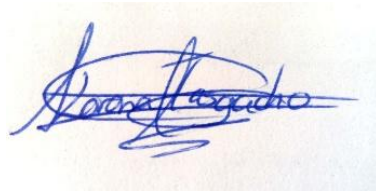


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I declare this undergraduate dissertation entitled “**Wlingua app and the listening skill**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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Lorena Paola Tasgacho Condo
I.D 1804430575

AUTHOR

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I.D 1804430575

AUTHOR

DEDICATION

God for allowing me to be here and realize my dream, also for giving me the strengths to never give up, my mom as the main pillar in my life, because she always supports me in any situation and thanks for being my confidant and for giving me some various advice to achieve my goals.

Lorena.

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First of all, I thank God for giving me the second chance to live and fulfill my dreams, as well as my parents who have supported me but especially to my mom because she is always with me and she encourages me to achieve my goals. To my brothers, for their moral support to achieve my principal goal that is to be an English teacher and my little nephew that with his occurrences always made me smile.

To my teachers, for their teachings and transmit their knowledge to me, but especially to their advice to never give me up and achieve my goal.

Lorena

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Author: Lorena Paola Tasgacho Condo

Tutor: PhD. Verónica Elizabeth Chicaiza Redín

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"WLINGUA APP AND THE LISTENING SKILL"

Lorena Paola Tasgacho Condo

Universidad Técnica de Ambato

lore.tasgacho@gmail.com

PhD. Verónica Elizabeth Chicaiza Redín

Universidad Técnica de Ambato

ve.chicaiza@uta.edu.ec

ABSTRACT

Wlingua App is an innovative tool that helps English Language Students understanding and learning the language processes in current times to explore the EFL education, this study presents how this App contributes to the development of the listening skills in an EFL setting. This quali-quantitative action research was carried out at Charlotte English School of Ambato, with elementary students. Pedagogical interventions involved all students (15) by applying a pre and post-test Preliminary English Test by Cambridge which assesses the listening skill (PET). The goal was to analyze how the listening skill was improved through the implementation of Wlingua App. The findings show that students established interactions with the source of information provided by the tool that enabled them to create and disclose new meanings. The results also proved that the App improves and fosters their learning process with different activities that the tool contains.

Keywords: English Language Students, Listening Skill, PET Listening, Wlingua App

CHAPTER I THEORETICAL FRAMEWORK

1.1 INVESTIGATIVE BACKGROUND

Nowadays, there are a couple of decisions to have the alternative to consider oral ability. Regardless, there are still obstacles that check legitimate improvement for the advancement and improvement of each person around there. The issue of the low degree of oral expertise has wound up being one of the evaluation subjects for a couple of decades and considered as one of the fundamental factors in second or unknown dialect verifying.

At Facultad de Ciencias y Educación de la Universidad Distrital, Bogotá, Colombia there is an exploration that is identified with the point to be examined. Video-Mediated Listening provides exercises by introducing multiliteracies in EFL training (Losada & Suaza, 2018). The research was to break down how the development of importance was created through the usage of video-intervened listening exercises under a multiliteracies approach.

The research indicates students built up cooperation with various wellsprings of data gave by the recordings that empowered them to make and uncover new implications got from their changed translations. Moreover, the outcomes additionally shed light on how video-interceded listening exercises encourage learners' understandings of their own learning forms. As this research worked, the writer is proposing an App to help students to improve their listening skills.

Undivided attention is the absolute most significant supporter of compelling correspondence by supervisors. Other significant aptitudes for compelling correspondence included criticism and the capacity to manage impedance (Longweni & Kroon, 2018). Their examination's essential goal was to decide the adequacy of supervisors' listening and criticism aptitudes and their capacity to manage impedance during the listening and input periods of the correspondence procedure as saw by subordinates with differing instructive foundations. The point was to improve supervisors' correspondence with their subordinates.

Administrators should know that their correspondence abilities were critical to their business' prosperity. Moreover, their subordinates' view of the adequacy of their correspondence shifts as per changing instructive levels. Consequently, supervisors were encouraged to intentionally try more noteworthy endeavors in their correspondence with subordinates with lower capabilities. Taking everything into account, their exploration made directors increasingly learned about potential difficulties they may experience during the correspondence procedure regarding listening abilities, input aptitudes and penchant to manage obstruction. The relation among this research and what the writer is trying to solve is that feedback is important to help students to manage and develop the listening skill by applying different methods and techniques.

Listening understanding has stayed as a less-contemplated aptitude. In this unique circumstance, new advancements were viewed as powerful apparatuses in its training and improvement (Zapata & Cabrera, 2015). Along these lines, it had been seen that dialects which appeared to have a harder access, like Portuguese, are as of now instructed and learnt through these advances.

The point of this work was to decide the improvement of listening appreciation in Portuguese as an unknown dialect on Spanish-talking students via bringing out helpful errands using video online journals, discussions and video correspondence. In particular, the handling and comprehension of express and verifiable data. The acquired outcomes affirm that the utilization of innovation animates and benefits the improvement of listening perception, in examination with the most conventional type of training of this ability. The activities that the researcher used to improve students' listening skills prove that it is essential in the educational field, for this reason the writer is proposed to used and apply the Wlingua app inside the classroom to improve students' listening skill.

In Chile there is an examination that is like the ebb and flow research to be explored as (Cárcamo Morales, 2018) mingled with his subject: "Tipos de comprensión auditiva desarrollados en el texto chileno para inglés como lengua extranjera: Inglés Global" where he detailed the outcomes and impressions of an investigation of the EFL reading material gave by the Ministry of Education of Chile to every single eleventh grader in broad daylight and sponsored schools. The target of this article was to recognize the type(s) of perception created in the listening cognizance segment.

As it was presented this background information helps to develop the current research and at the same time the findings are the prove that listening skill is one important aspect of the English Language for this reason the commitment of developing the theme Wlingua app and Listening Skill.

1.1.1 Wlingua

Wlingua is an application for multi-devices. It is a course that helps the users to practice English. The course encompasses levels from A1 to B2, each level is conforming by 15 lessons and each lesson is subdivided into 10 lessons that in total have 600 lessons.

Wlingua is an application that enables students to be acquainted with any language and let to learn English in any situation, whenever, anyplace (Eraña, 2019). Students will learn at their very own pace with the English course App and with the top-notch content.

Wlingua can offer students.

Wlingua works with 420 exercises, they spread all the substances each capable speaker of English has to know. The exercises were made to be simple and reasonable with a suitable degree of trouble for every student (Martinez & Urbano, 2018). It will be available at anyplace: iPhone, iPad, Android, Amazon, Windows 8 and in your program.

In the course, two philosophies are for the most part utilized: Spaced Repetition and Progressive Exposure. Separated redundancy comprises in looking into what has been realized at expanding interims (Figueroba, 2017). Along these lines, the learning procedure is accomplished. The Progressive Exposure comprises of the organizing of the substance, so that the learning is dynamic, without bounces.

The jargon is a critical territory while learning dialects. In this course, understudies have more than 9.000 words. They will get familiar with their importance, elocution, and utilization.

The course is separated into 4 levels: A1, A2, B1, and B2, and it is what could be compared to considering 3 years in a language foundation (Eraña, 2019). Since it is an online course understudies can finish it in less time, at their very own pace.

Learners will feel they find out increasingly more English consistently. They will perceive how the course materials are adjusted to their degree of information and how they improve in each new exercise (BBC, 2015). The study process is optimized to make the most of your time. Learn new vocabulary easily thanks to spaced reviews (vocabulary review at increasing intervals).

Wlingua, is one of the best apps for learning English because it unites what is learning a language plus what is playing through the application. It has been proven that one of the best ways to educate a person is through play and that is what it is all about, offering the possibility of learning by playing.

It has all kinds of vocabulary, pronunciation, listening, verbs and phrase composition exercises, and if it completes anything, it is a free application (Ramirez, 2015). So, learners have no excuse for not learning English if they have the time for it.

Apart from being able to learn English, also offers the possibility of learning other languages. It has everything you need for learning with a large selection of interactive courses, oral, listening and writing exercises (Bhat, 2020). These are essential if one wants to access the TOEFL tests, at least to get started a little before moving on to how hard that test can be.

Wlingua has the basics so that one can start in English, and that in practice leads students to have to choose one of those mentioned in this entry (Ramirez, 2015). It has fun games another great alternative to face English.

1.1.2 Listening Skill

Listening Skill

Listening is the ability to accurately get and disentangle messages in the correspondence methodology (Armstrong & Franca, 2019). Listening is essential to all feasible correspondence. Without the ability to listen effectively, messages are viably misinterpreted. In this manner, correspondence isolates and the sender of the message can

without quite a bit of a stretch become baffled or disturbed. On the off chance that there are one correspondence capacity individuals should intend to expert, by then listening is it.

Listening is critical to the point that many top businesses give listening aptitudes preparing to their representatives. This is not astounding when you consider that great listening aptitudes can prompt better consumer loyalty, more prominent efficiency with fewer slip-ups, and expanded sharing of data that this can prompt increasingly inventive and imaginative work. (SkillsYouNeed, 2020).

Listening is a functioning procedure of correspondence. It tends to be portrayed as follows.

(Input... Processing...Output)

By input, (Thao & Tham, 2020) implies the word verbally communicated by the speaker. Output infers people's response. People prepared the contribution before listening to the output.

The data could be set up in the accompanying manners:

- Bottom-up processing - In this way, the audience depends entirely on the approaching contribution to the importance of the message (Perez, Sanchez, & Gonzales, 2020).
- Top-down processing – In a top-down way, the audience depends on their experience information for understanding the message (ARSITA, 2020). In this way, the input is not the main wellspring of importance.

However, great listeners realize when to utilize which kind of processing and when to utilize both sorts of processing. Typically, the decision relies upon the learners' motivation to listening, their commonality with the subject and their background knowledge.

Sorts of Listening

Active Listening: - Active Listening is a correspondence technique that needs the student to input what he hears to the speaker by re-expressing or rewording what he has heard in his very own words to affirm what he has heard to affirm the comprehension of the two gatherings (SkillsYouNeed, 2020). Active listening contains the interpretation of non-verbal communication or concentrating on an option that is other than words. Active Listening encompasses two sorts as follows:

1. Listening Comprehension. - One's ability to listen and comprehend spoken language of multiple utterances and oral texts (Kim, 2016)
2. Listening with a Purpose. - To boost listening comprehension, of course. The ultimate goal is to help students understand native English speakers, not only for the mere purpose of comprehension, but also so they may respond accordingly and interact with others (Pesce, 2015). Without listening comprehension, there can be no conversation, no communication.

Now listening comprehension involves a lot more than simply understanding the vocabulary and expressions used. Students must also be able to understand the speaker's accent and grasp his or her meaning and intention. So, it is clear to see that in the ESL classroom learners simply do not listen for the sake of listening. They listen with a purpose.

Empathic Listening: - Empathic listening is likewise called dynamic or intelligent listening. It is a method for listening and reacting to someone else that improves shared comprehension and trust (SkillsYouNeed, 2020). It is fundamental expertise for outsiders and disputants empowers the listeners to get precisely reaction. The reaction is a necessary piece of the listening procedure and can be basic to the achievement of exchange information.

Critical Listening: - The ability to listen critically is basic in a majority rule government (SkillsYouNeed, 2020). There is no place you can go where critical listening is immaterial whether at work, in the network, at administration clubs, in the spot of love or the family. Government officials, the media, sales rep, and our very own budgetary, passionate, scholarly, physical and otherworldly expect us to put a premium on critical listening and the reasoning that goes with it.

Casual Listening: - Many occasions people listen to a person or thing with no specific reason. On such occasions, people frequently do not hear them out with a lot of focus, except if they hear something which interests them (SkillsYouNeed, 2020). This sort of listening is frequently found in a social setting when they interact with others.

Focused Listening: - It is 'Intensive Listening' for data or for executing business. The listeners are mindful and focus on what the speaker is stating. SkillsYouNeed, (2020).

The listener as Critic: - True analysis is an assessment that shows the speaker is a reliable image of what's more, to contrast it and the ideal he may achieve.

In the book A Course in Communication Skills by (Dutt, 2008) cited by (Sasikumar, 2015) suggested the following communication devices help learners to master the listening skill is a great way as follows:

What are the precautionary measures while listening to the verbal messages?

- 1) Avoid making quick presumptions.
- 2) Paying exceptional regard for the planned implications when the speaker uses words depicting solid feelings.
- 3) Be aware of the ways by language control.
- 4) Hear with the speaker's ear interface of you.
- 5) Be aware of the effect of non-verbal messages.

How our conduct and signal pose is while Listening:

Relaxing looks – relax physically.

Maintain eye to eye connection.

Get the focal thought.

Take notes just on central matters.

Learn to see condensed structures you note.

The listener should center upon what is being said and not upon how it is said.

What are the degrees of listening skills?

There are various kinds of listening that are regularly introduced as levels of listening

1. Passive/not listening
2. Pretend to listen
3. Biased project listening
4. Misunderstood listening
5. Mindful listening
6. Active listening
7. Empathic listening
8. Facilitative Listening

What are the obstructions and breakdowns in listening Skill?

Physically barriers to proficient listening are vanishing but the mental obstructions remain. People get words. People take sentence literary. People would prefer not to strain out psyches to listen to what is not being said. Implications are not in the language (CHAUHAN, 2018). Which means that meaning is in itself and the individuals. People need acknowledgment, consideration, mindful and common trust. However, the author stated that there are some barriers and bad habits which influence listening as follows:

Obstructions and breakdowns in listening skill:

1. Individuals need mental space just as quantitative and subjective.
2. Short circuits in communication
3. The tendency to judge and assess.
4. Build up a delicate capacity to observe cautiously.

What are terrible listening habits:

- A. Calling the subject uninteresting.
- B. Criticizing the speaker's conveyance.
- C. Getting over-animated by some point in the discourse.
- D. Listening just for facts.
- E. Faking regard for the speaker.

- F. Attempting to outline everything.
- G. Enduring or making interruptions.
- H. Letting feeling a chance to loaded words toss us off-key with the speaker.

Some particular proposals for listening improvement:

- I. Be mentally and physically arranged to listen in the class
- II. Act as you might suspect great audience members ought to carry on
- III. Focusing the entirety of your physical just as mental energy on listening
- IV. Maintain a strategic distance from interference while speaker talking in the class
- V. Be adaptable in your perspectives
- VI. Work on listening to troublesome interpretive materials
- VII. Create propensities to great listening just as difficult listening

What are Listening Materials:

There are three principle sorts of listening materials that teachers can use for the listening exercises and during teaching learners in the class as Chauhan (2018) suggests in the following chart.

- 1. Authentic materials
- 2. Recorded materials
- 3. Live materials

Table 1: Materials

	ADVANTAGE	DISADVANTAGE
A. Authentic	Real-life listening	Cannot be graded
	Challenge for advanced learners It is not artificial English	Too difficult for a certain level perhaps in middle school Speech can be too rambling

B. Recorded	Learners can stop reply it many times Learners can use it independently More than one voice, accent	Speech can be too rambling Technical problems occur Quality of cassette recorder
	Learner concentrate on listening	
C. Live	The teacher can grade according to the learners' level	Cannot be repeated
	The teacher can slow down or accelerate the pace It is closer to real-life	

Author: Adapted for Tasgacho, L. (2019)
Source: Chauhan, (2018)

1.2 OBJECTIVES

1.2.1 GENERAL OBJECTIVE

- To analyze how Wlingua app improves the Listening Skill of students from Elementary Level at Charlotte English School.

1.2.2 SPECIFIC OBJECTIVES

- To identify students' listening comprehension have through PET test in order to incorporate the use of Wlingua app in students from Elementary Level at Charlotte English School.
- To apply the pedagogical interventions through the Wlingua app.
- To demonstrate the effectiveness of the use of Wlingua app to establish interaction in students.

CHAPTER II

METHODOLOGY

2.1 METHODS

Research approach

2.1.1 Quantitative Approach

The present research is suggesting the picked perspective in the philosophical foundation. It is quantitative because it is a data collection technique that is used to solve the problem to be investigated by using measurements or numbering. Experiments can provide specific results on the cause and effect relationship of several independent factors that are related to the problem. So, in the current research was applied the PET rubric as the data recollection tool to measure how Wlingua app improve The Listening Skill of the students from Elementary Level at Charlotte English School.

To prove the hypothesis, the researcher applied a pre and post-test to grade students listening skills by using an International exam by Cambridge which is the PET mainly the listening section.

2.2 Basic mode of investigation

2.2.1 Field Research

This current research is of field examine considering it delineates information of the certified condition and situation (Herrera, Medina, & Naranjo, 2004). In this assessment, the information that will be delineated is concentrating on get-together the data have been gained direct from understudies from Elementary Level at Charlotte English School, to choose the feasibility of utilizing Wlingua App to help understudies with improving their Listening Skill.

This field research helped during the elaboration of this investigation because here there is the opportunity to check the problem, procedures, and solution that the researchers are going to provide by using different methodologies to excel learners listening skills by using an innovative app.

2.2.2 Bibliographic research

This exploration implies as any assessment anticipating that information should be collected from appropriated materials about the elements of the subject (Herrera, Medina, & Naranjo, 2004). For this circumstance, Wlingua application and The Listening Skills in books, journals, articles, and so on.

This research provides to the writer of this investigation the necessary tools of information that is inside of books or on the internet to fulfill the objective which is that learners improve their listening skill by using the Wlingua App.

2.3 Level or type of investigation

2.3.1 Experimental Research

Experimental research is research conducted with a scientific approach using two sets of variables. The first set acts as a constant, which you use to measure the differences of the second set (Bhat, 2020)

This research was experimental because the researcher wants to prove that if the Wlingua App will have a great impact on students and at the same time to show the results to confirm the desired hypothesis by applying the App to develop the listening skills. A pre and posttest was used to check their improvement taking into account the PET exam from Cambridge mainly the listening section.

2.4 Population

The population were 15 elementary (A1) students from Charlotte English School, as the population was no big, the researcher decided to work with the whole universe. First, the students were in an introductory period for about two weeks in the laboratory of the institution, after that, students started their classes and in each class they dedicated for about 20 minutes at the use of the Wlingua app during one month and a half. As the rubric was validated by Cambridge experts, the researcher used the Listening section of the

Preliminary English Test Rubric to assess students' answers with the following aspects: ability to focus, general understanding, listening for details, and accuracy of answers.

2.5 Hypothesis

2.5.1 Null Hypothesis

- The Wlingua app does not improve the Listening Skill of the students from Elementary Level at Charlotte English School.

2.5.2 Alternative Hypothesis

- The Wlingua improves the listening Skill of the students from Elementary Level at Charlotte English School.

2.6 Cambridge PET Exam

The Cambridge English: Preliminary test, otherwise called the PET test, is intended for understudies with transitional English. Like the entirety of the Cambridge English tests, the PET Exam is a breeze through/bomb test, and for the individuals who pass, it conveys an authentication that doesn't terminate (Exam, 2020). The PET test can be either a paper-based test or a PC based test. In the two forms, the PET keeps going 140 minutes altogether.

Test structure

The PET test tests each of the four aptitudes: tuning in, perusing, composing, and talking. It is organized as follows:

Section 1 (an hour and a half) – The main segment of the PET Exam tests understanding appreciation and composing capacity simultaneously. It is partitioned into 8 subsections with an aggregate of 42 inquiries. The initial 5 subsections center around understanding cognizance and the keep going 3 spotlights on composing aptitudes (Exam, 2020). There

are numerous decision and fill-in-the-clear inquiries, yet additionally two composing prompts (a postcard and either a letter or a story).

Section 2 (30 minutes of accounts + 6 minutes extra to move answers to the appropriate response sheet) – The second segment of the PET test listening appreciation. Learners hear each recording twice and must answer inquiries concerning the account (Exam, 2020). There is an aggregate of 25 inquiries in this part, every value 1 point. The inquiry types are different decisions, fill-in-the-clear, and valid/bogus.

Section 3 (10 to 12 minutes) – The last area of the PET test tests talking capacity. Understudies are placed into sets and requested to have a discussion with an analyst and afterward with one another. There is a subsequent inspector tuning in. The talking test begins with the inspector posing inquiries about every understudy (Exam, 2020). The inspector at that point presents a circumstance and the understudies talk about potential arrangements. At long last, the inspector gives the understudies an image and the understudies portray and examine it. The talking test might be given on an alternate day from the initial two pieces of the PET Exam, contingent upon the test community's planning.

Scoring

From 2016, all Cambridge English Exams are accounted for utilizing a similar scoring scale. Lower-level tests can convey scores on a lower scope of the scale and increasingly troublesome tests can convey scores higher on a similar scale. Before, the PET had its own scoring scale, so PET grades preceding 2016 must be changed over to the new scale so as to be thought about.

Scores on the PET Exam today extend from 120 to 170. A score of 140 or above is viewed as a "pass" and understudies with that score will get the PET Exam authentication, which compares to a level B1 in English on the CEFR. Understudies scoring 160 or above on the PET Exam will get a Cambridge Preliminary English Test declaration for level B2.

As on the KET test, the initial segment of the PET Exam is worth half of the all-out the score, and the second and third pieces of the PET Exam are every value 25% of the

absolute score. Every understudy gets his PET outcomes separated by the three pieces of the test, just as a general outcome and the relating CEFR level. On the off chance that the understudy got a passing score on the PET, he will likewise get a PET test testament which is legitimate for eternity.

The following test in the Cambridge Exam suite is known as the Cambridge First Certificate. Taking the free Cambridge situation test can assist you with choosing which of the Cambridge tests is the correct one for your present degree of English.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis of the results

3.1.1 Interpretation of the data

3.1.1.1 Final Results

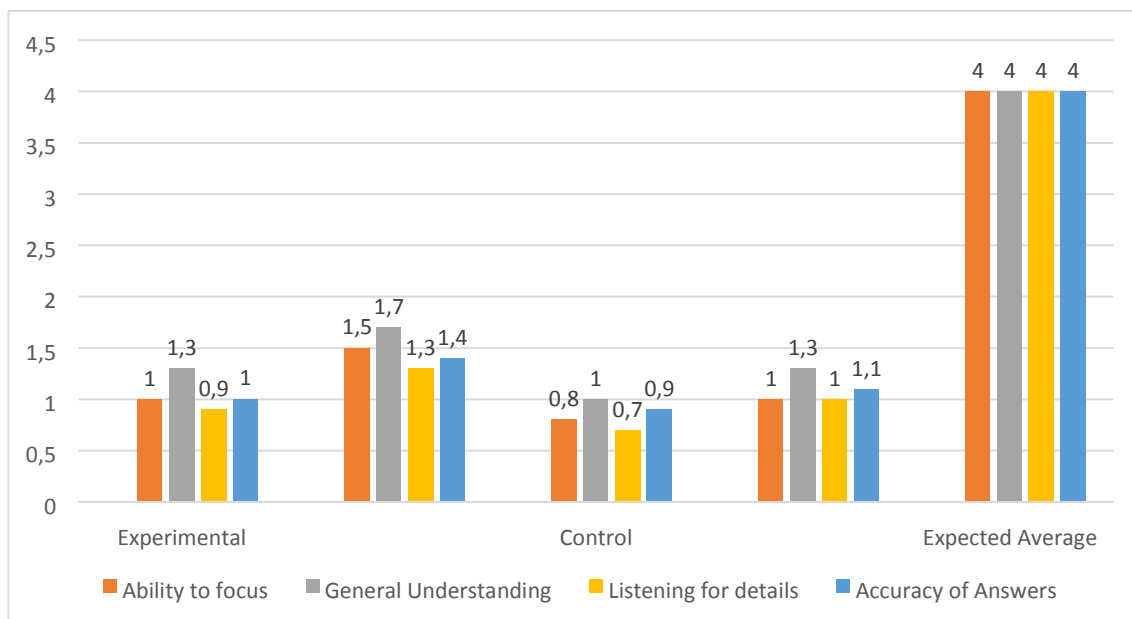
Table 2: Students Pre and Post-test

	Group 1(Experimental)		Group 2 (Control)		Expected Average
	Pre- test	Post-test	Pre- test	Post-test	
Ability to focus	1,0	1,5	0,8	1,0	4
General Understanding	1,3	1,7	1,0	1,3	4
Listening for details	0,9	1,3	0,7	1,0	4
Accuracy of Answers	1,0	1,4	0,9	1,1	4

Source: Pre-test and Post-test

Author: Tasgacho, L. (2019)

Figure 1: Students Pre and Post-test



Source: Pre-test and Post-test

Author: Tasgacho, L. (2019)

Analysis and Interpretation

Figure 1 shows the final scores of the exploratory research in each of the criteria considered in the Listening Skill. In the two groups, four perspectives were applied to check how the scores were changed and the outcomes appear as follows:

Experimental group got in the ability to focus from 1,0 to 1,5. Assessing their general Understanding the results were from 1,3 to 1,7. In listening for details the results were from 0,9 to 1,3 and finally, Accuracy, the results were from 1,0 to 1,4. The Control group was additionally surveyed under similar criteria; on the other hand, their enhancement is constrained. The score differed in their ability to focus from 0,8 to 1. While in general Understanding the results were from 1,0 to 1,3. In the same way, in listening for details the results were from 0,7 to 1. Finally, Accuracy showed the results were from 0,9 to 1,1. As showed by this data, it is very seen that there is an upgrade in the connection of the last scores of the pre and post-tests in the Experimental Group after the utilization of Wlingua App to improve the Listening Skill. While the results were not incredible as anyone might expect in the Control Group on account of the truth students didn't work with these methods in their listening execution. As it is observed the scores in both pre and post-test from the two social events of the examination were incredible in the exploratory gathering while the benchmark group requires more assistance to expert their Listening Skill. The inspiration driving this investigation was to improve the Listening Skill through the execution and use of the Wlingua App. Regardless, this social event of students didn't work with this system, so therefore, it is fitting to utilize the techniques, strategies, methodologies, and activities that help their listening aptitude and their ability to comprehend what is spoken.

Final Pre and Post-test Scores of the Control Group

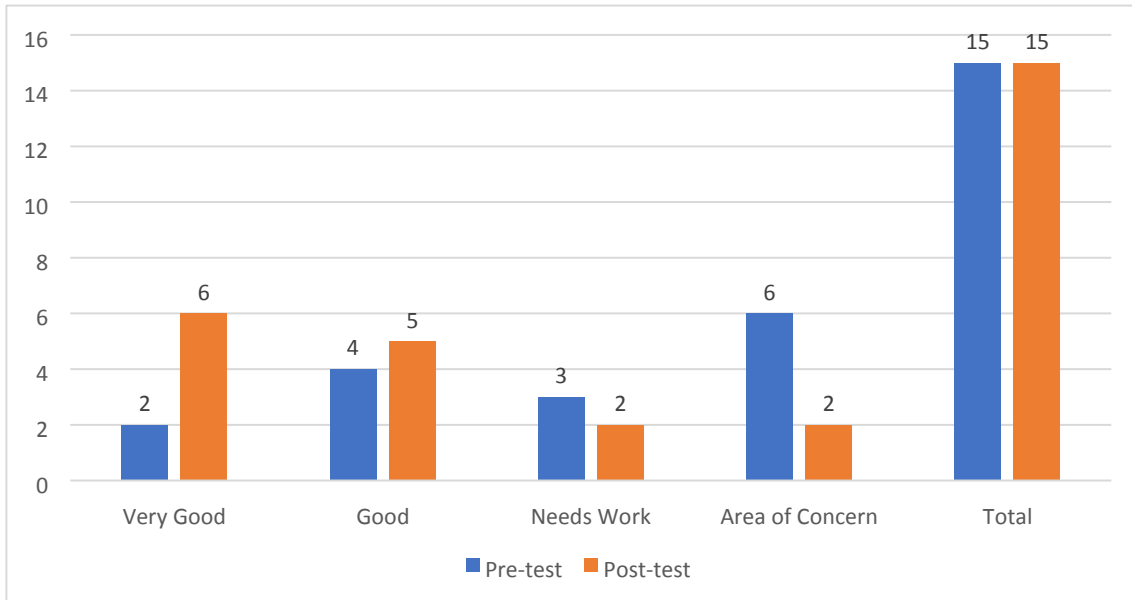
Table 3: Results

Results	Excellent	Good	Fair	Poor	Total
Pre-test	2	4	3	6	15
Post-test	6	5	2	2	15

Source: Pre-test and Post-test

Author: Tasgacho, L. (2019)

Figure 2: Results



Source: Pre-test and Post-test

Author: Tasgacho, L. (2019)

Analysis and Interpretation

The results from Figure 2 exhibit a relationship between the four choices: awesome, great, needs work, and territory of concern and they demonstrated that there was an incredible development in the last scores of the test gotten by the understudies. We can see that the strategies used in the study hall worked splendidly that is the motivation behind why in the pre-test 6 understudies got awful evaluations and once the App was applied inside the study hall only 2 got terrible evaluations. It infers that the utilization of the Wlingua App functioned admirably with the gathering. The subsequent part exhibits and shows that there was an extraordinary extension in the last scores gotten by the understudies where we can see that the methodology used in the study hall worked. The third part exhibits and shows that there was a little development in the last scores procured by the understudies where we can see that the frameworks used in the study hall worked well. The fourth part exhibits and shows that there was a serious distinction in the last scores obtained by the understudies. We can see that the techniques used in the study hall worked very well that is the reason 2 of them were excellent in the pre-test, however toward the end 6 of them

gained this evaluation. The essential purpose behind this investigation was to overhaul the Listening Skill of understudies that is the explanation the assessment of the pre-test and post-test shows that after the use of Wlingua App their execution improved on account of the endeavors that were considered in each class helped them to tune in and understand what is spoken, obviously, the ideal evaluation for every one of them (awesome) was not accomplished, but instead, the techniques and activities used in the study hall helped them and with more practice, they will fulfill the objective.

3.2 Discussion of the results

The study of factors such as Wlingua and listening skills in a workplace allows diagnoses of the educational situation of its participants to be generated, information that, if well used by the institution, would help in the implementation of strategies and tools aimed at improving the educational environment, considering that technologies play a fundamental role in achieving the institution's goals.

The findings found in the present study of the application of Wlingua and the listening skills in students of the Charlotte English School, suppose that this educational establishment is successful in achieving its organizational objectives, since most teachers and students were found satisfied with the final results.

In relation to the application of technology within the classroom, and as previously stated, it is evident that the majority of teachers and students of the institution are satisfied because the students' improvement is evident in each category as follow: Ability to focus was got an improvement of 0,5% in the final test, the same happened with General Understanding, Listening for details, and Accuracy of Answers with 0,4%

That is why the authors accepted the Alternative Hypotesis that stated Wlingua App improves the Listening Skill of the studetns from Elementary Level at Charlotte English School.

3.3 Verification of hypothesis

Table 4: Ranges

Ranges

	N	Average range	Sum of ranges
Negatives ranges	2 ^a	3,00	6,00
Positives ranges	12 ^b	8,25	99,00
Draws	6 ^c		
Total	20		

- a. Post-test <Pretest
- b. Post-test >Pretest
- c. Post-test =Pretest

Source: Hypothesis Verification
Author: Tasgacho, L. (2019)

In the measurements table, it may be seen that the positive ranges in Listening Skill were better and furthermore shows that there are sure ranges, that is, the post-test it is more noteworthy than the pre-test, taking into account that Wlingua App improves the Listening Skill of students from Elementary Level at Charlotte English School.

Tabla 5: Statistics

Statistics of contrast^a

	Post-test - Pretest
Z	-2,940 ^b
Sig. asintót. (bilateral)	,003

- a. Wilcoxon signed signtest
- b. Based on negative ranges.

Source: Hypothesis Verification
Author: Tasgacho, L. (2019)

In the test, for example, the Wilcoxon marked position test was utilized were demonstrated a circulation that emerges from the issue of assessing the mean of an ordinarily dispersed populace when the example size is little. For parametric derivation at any rate one interim scale is required, this implies the information must have a request and an interim numbering. As such, the information can be classified since there are numbers with which to perform measurable figurings., it very well may be indicated that when P is gotten with an estimation of 0 (reciprocal), and this is under 0.05, the invalid speculation is dismissed, so the elective theory is acknowledged, therefore, the alternate hypothesis is accepted that is, the Wlingua App improves the listening Skill of the students from Elementary Level at Charlotte English School.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The Wlingua App used inside the classroom was uniform and standardize. In addition, the app helps students with a range of vocabulary to develop their listening skill.
- The Wlingua App was favorable, which means that it highlighted the relationship between contents of the student's book and the app. It was of vital importance in students learning process because according to the topics from the book students could search and practice the vocabulary in the app.
- An effective evaluation by using the Wlingua App proved the efficiency and the degree of commitment in the working groups which represented a high degree of joint organization inside the classroom.

4.2 Recommendations

After the execution and application of the Wlingua App, the following proposals are set for further investigations:

- The application of Wlingua App is recommended as a method of instruction within the classroom in which the improvement is clearly and effectively reflected, with a range of vocabulary as well as the use of native speakers' recordings as strategies to increase students' listening skills.
- The Wlingua App is recommended due to it emphasizes cooperative teaching and learning processes that prove the efficiency and the degree of commitment in the working groups which represented a high degree of joint organization inside the classroom.

- The Wlingua App is recommended as a feasible alternative among several apps because it adapted to the needs of the project. This choice generated changes in the project's roadmap, as well as in the number of its executors, its role and hierarchy helped to improve students' listening skills such as receiving, understanding, evaluating, remembering, and responding.

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ANNEXES

Cambridge PET Listening Test




? PET Listening, part 1

In part 1 of the Preliminary English Test (PET) you listen to seven short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.

There are seven questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.



1. What will the weather be like at the weekend?

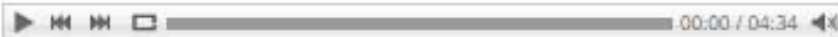
A  B  C 

Show script Score: 0/0

In part 2 of the Preliminary English Test (PET) you listen to a longer recording and answer 6 multiple choice questions. You can listen to the audio twice.

? Cambridge English: Preliminary (PET) Listening, part 2

You will hear a radio interview with the manager of a summer activity course. For each question, choose the correct answer.



- 1 This year, the course will run for...
 - A six weeks.
 - B seven weeks.
 - C eight weeks.

- 2 The problem last year was that...
 - A few people wanted to attend.
 - B there were too few workers.
 - C there was nothing to do on rainy days.

- 3 This, year, for the first time, children will...
 - A do creative activities.
 - B do new outdoor sports.
 - C organise events.

- 4 Molly doesn't think children will come for six weeks because...
 - A it's too expensive.
 - B they will do the same activities again and again.
 - C their parents will want to spend time with them.

- 5 The course isn't open to teenagers because...
 - A Molly thinks they aren't interested in the activities which are available.
 - B Molly thinks they should spend time with young people of a similar age.
 - C: Molly's staff think that teenagers are difficult to please.

- 6 It's important that parents of children attending the course...
 - A: pay the full amount immediately.
 - B: choose the activities the child wants to do when they apply.
 - C: inform Molly about any food the child cannot eat.

This free PET Listening Practice Test helps with the third part of the listening exam. This is a longer monologue. While you listen you need to complete some notes. There are six gaps to complete. You can listen to the audio twice.

? PET Listening, part 3

You will hear a radio announcer giving details about a local Motor Show. For each question, fill in the missing information in the spaces. Write no more than three words and/or a number.



Eastbrook Motor Show

Date:	<input type="text"/>	
Location:	<input type="text"/>	Show Ground
Displays:	Old cars and buses	
	Cars of the <input type="text"/>	
Famous People:	Jack Tyler from the Television Show	
	<input type="text"/>	
	Top Racing Driver Michael Boreman	
For Ladies:	Stalls selling gifts, jewellery and clothes	
	Competition - Guess the number of	
	<input type="text"/>	in the car
Price of Family Ticket:	£ <input type="text"/>	

? PET Listening, part 4

In part 4 of the PET Listening paper you listen to a longer recording and answer 6 True/False questions. You can listen to the audio twice.

Look at the six questions for this part. You will hear a man called Steve and a woman called Caroline talking about summer jobs. Decide if each sentence is correct or incorrect. If it is correct, select Yes. If it is not correct, select No.



1 Steve hasn't arranged any work for the summer yet.

- Yes
- Do not

2 Caroline's work will allow her to have free time during the day.

- Yes
- Do not

3 Caroline's work will be located in a city.

- Yes
- Do not

4 Caroline found out about the job from the internet.

- Yes
- Do not

5 Caroline says that work at music festivals is badly paid.

- Yes
- Do not

6 Caroline does not have to pay for her accommodation.

- Yes
- Do not

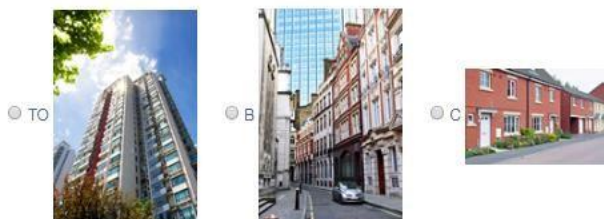
? PET Listening test 2, part 1

In part 1 of the Preliminary English Test (PET) you listen to seven short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.

Listen to seven short conversations about people's homes. Match the picture to the conversation.



one:



7 Cambridge Preliminary (PET) Listening test 2, part 2

In part 2 of the Preliminary English Test (PET) you listen to a longer recording and answer 6 multiple choice questions. You can listen to the audio twice.

Listen to Adam talking to Carol about his day. Choose the correct answer.



1 Adam went to bed late because...

- a. he was fixing his computer.
- b. he didn't feel tired.
- c. his son felt sick.

2 Adam's son returned to bed at...

- a. four o'clock a.m.
- b. six o'clock a.m.
- c. a quarter to seven a.m.

3 At ten to eight,

- a. Adam's alarm clock went off.
- b. Adam got up.
- c. Adam left home.

4 In the morning, Adam didn't have time to...

- a. wash.
- b. have breakfast.
- c. buy petrol.

5 Adam borrowed money to buy...

- a. a bus ticket.
- b. lunch.
- c. Petrol.

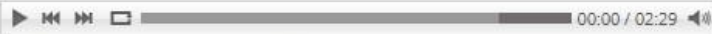
6 This evening, Adam will...

- a. relax and watch TV.
- b. spend time with his family.
- c. be very busy.

? Cambridge Preliminary (PET) Listening test 2, part 3

This free PET Listening Practice Test helps with the third part of the listening exam. This is a longer recording. While you listen you need to complete some notes. There are six gaps to complete. You can listen to the audio twice.

A man needs to buy a part for his car. He calls a company to order the part. Listen and complete the details in the order form.



Forename:	All
Surname:	<input type="text"/>
Postcode:	<input type="text"/>
Postal address:	27 Park Hill Road, Nutley
Part Required:	Inside Light
Make:	<input type="text"/>
Model:	Spirit
Year:	<input type="text"/>
Cost Including Tax and Postage:	£ 35.76
Card Number:	<input type="text"/>
Expiry Date:	06/19
Security Code:	<input type="text"/>

? Cambridge Preliminary (PET) Listening test 2, part 4

In part 4 of the PET Listening paper you listen to a longer recording and answer 6 True/False questions. You can listen to the audio twice.

Listen to Kevin and Maria. They are talking about Maria and her sister, Catherine. Choose true or false.

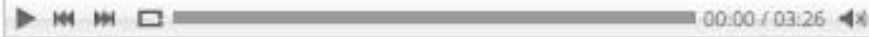


- 1 Maria has brown, curly hair.
 true
 false
- 2 Maria and Catherine have the same colour eyes.
 true
 false
- 3 Catherine's nose and mouth look like Maria's.
 true
 false
- 4 Catherine is taller than Maria.
 true
 false
- 5 Maria isn't as outgoing as Catherine.
 true
 false
- 6 Both Catherine and Maria are independent.
 true
 false

? Cambridge Preliminary (PET) Listening test 2, part 2

In part 2 of the Preliminary English Test (PET) you listen to a longer recording and answer 8 multiple choice questions. You can listen to the audio twice.

Listen to a conversation about a job. Choose the correct answer.



- 1 The man and woman are talking about a ...
 - full-time, temporary job.
 - full-time, permanent job
 - part-time, temporary job

- 2 How many welfare officers will look after the students this summer?
 - three
 - four
 - six

- 3 Most of the students come from
 - the Far East.
 - the Middle East
 - Eastern Europe

- 4 The welfare officers need to...
 - know a foreign language
 - be from the local area.
 - spend long hours with people.

- 5 Welfare officers will have to work...
 - both Saturday and Sunday on some weekends.
 - on Saturday or Sunday, on alternate weekends.
 - on the same day, Saturday or Sunday, every weekend.

- 6 On weekdays, officers will work...
 - either during the morning and afternoon, or the afternoon and evening.
 - from the morning to the evening, three days a week.
 - every morning and every evening, until ten or eleven o'clock.

Annex 1: Pet Listening Test

Author: Adapted for Tasgacho, L. (2019)

Source: Cambridge Pet Listening Test

Cambridge PET Listening Test Rubric

	Area of concern 1 pts	Needs work 2 pts	Good 3 pts	Very good 4 pts
Ability to focus.	Area of concern The student was not able to concentrate on the listening task and was easily distracted and inattentive.	Needs work The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	Good The student was mostly attentive and usually able to listen with good concentration.	Very good The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding.	Area of concern Student did not understand enough vocabulary or information to answer the questions.	Needs work While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	Good The student showed a good general understanding of the vocabulary and information, with most questions completed.	Very good The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details.	Area of concern Student was unable to grasp specific details when listening, and did not include them in the answers.	Needs work Although the student showed a limited ability to listen for details, specific information was occasionally included.	Good The student was able to include most specific information and details in his/her answers.	Very good The student included all the specific information and details in his/her answers.
Accuracy of answers.	Area of concern The student's answers were mostly left out or unrelated to the information given.	Needs work The student included a small amount of information, however, a lot was left out or was not accurate.	Good Answers were mostly accurate and related to the information given, with a only a few errors.	Very good The content was always accurate and related to the information given.

Annex 2: Pet Listening Rubric

Author: Adapted for Tasgacho, L. (2019)

Source: Scribd Listening Comprehension Rubric

Fotographs



Annex 4: Photographs

Author: Tasgacho, L. (2019)

Source: Charlotte English School (2019)

Urkund Analysis Result

Analysed Document: Tasgacho_Lorena_TesisFinal.docx (D67706723)
Submitted: 4/7/2020 1:19:00 AM
Submitted By: lore.tasgacho@gmail.com
Significance: 7 %

Sources included in the report:

<https://repositorio.uta.edu.ec/jspui/bitstream/123456789/30445/1/1204143935-Ramos%20Corrales%20Juan%20Gabriel.pdf>

Instances where selected sources appear:

14

Charlotte English School

LESSON PLAN

SCHEDULE: Afternoon

SUBJECT: ENGLISH

TOPIC/UNITS: Unit 4 Food and Restaurants

LEVEL: Elementary

PERIODS: 5 **WEEK:** First

TEACHER: Lcda. Lorena Tasgacho

SCHOOL YEAR 2019-20

TERM: First

DEPARTMENT: FOREIGN LANGUAGE

Group: Elementary		Date: October 2019	Time: 5 hours	No. of students: 15 Students
Recent topic work: Ss have identified the use of adjectives to be categorized in comparative and superlative forms.		Recent Language work: Ss have described some places using comparative and superlative adjectives.		
Aims:(What we hope our Ss to achieve). Ss will be able to learn how to order a meal in a restaurant as well as discuss menu options.				
Objectives <ol style="list-style-type: none"> 1. Ss will use common words and expressions for describing food and drinks. 2. Ss will practice with words that can be count nouns and non-count nouns. 3. Ss will communicate with a waiter or waitress to order food. 4. Ss will use adjectives to describe healthfulness food 5. Ss will perform a role play “At Restaurant”. 				
Assessment: Pop quiz, asking-and-answering questions, class activities and homework.				
Materials: Student books, teacher’s book,Cds, worksheets and videos.				
Timing	Teacher activity	Student activity		Success Indicators
5 hours	<ol style="list-style-type: none"> 1. Warm up. (Give students a list of words containing different sorts of food to make a sentence). 2. Make students listen to the conversation section about what each person order. 3. Explain students about the –er occupations ending to be familiar with them. 4. Ask them to look at the pictures of the restaurant and describe the people’s roles 5. Choose two students to read the dialog in order to practice the reading skill. 6. Explain the grammar section about using “there is and there are plus count and non-count nouns” 	<ol style="list-style-type: none"> 1. Students will be asked to create sentences about food 2. Write the right answer about what occupation each person does. 3. Understand the –er occupations ending to be familiar with them. 4. They will be able to describe the pictures of food 5. Students will read the dialog in order to practice the reading skill. 6. Write sentences by using there is and there are 7. Share their conversations with the class. 8. Complete the sentences given in the book on the comprehension section. 9. Share what they wrote. 		<p>Students can use common words and expressions for describing food and drinks.</p> <p>Students can practice with words that can be count nouns and non-count nouns.</p> <p>Students can communicate with a waiter or waitress to order food.</p>

	<p>7. Ask them to create a similar conversation in pairs using the prompt.</p> <p>8. Individually, ask them to complete the sentences given in the book on the comprehension section.</p> <p>9. Check students' answers by asking them to share what they wrote.</p> <p>10. Give students several dishes to be categorized in the areas of health and unhealth.</p> <p>11. Tell them to use the Wlingua App to complete the exercises.</p> <p>12. Ask students to read a nutrition website and pay attention to the idioms in order to complete the activity.</p> <p>13. At the end, form groups of five Ss to perform a presentation about ordering food</p>	<p>10. Answer and write in their notebook the several dishes to be categorized in the areas of health and unhealth.</p> <p>11. Make them listen to the audio carefully and answer what they understood from it to complete the information.</p> <p>12. Students will use the Wlingua App to complete the exercises.</p> <p>13. Ss will perform a presentation.</p>	<p>Students can use adjectives to describe healthfulness food</p> <p>Students can perform a role play "At Restaurant".</p>
<p>• Homework/Further work: Ss will listen the track on the web and complete the exercises https://www.linguahouse.com/es/esl-lesson-plans/general-english/at-the-restaurant</p>			

Lcda. Lorena Tasgacho
TEACHER

Lcda. Virginia Ceballos
ACADEMIC DIRECTOR

Charlotte English School

LESSON PLAN

LEVEL: Elementary

SCHOOL YEAR 2019-20

SCHEDULE: Afternoon

PERIODS: 5 **WEEK:** Second

TERM: First

DEPARTMENT: FOREIGN LANGUAGE

SUBJECT: ENGLISH

TEACHER: Lcda. Lorena Tasgacho

TOPIC/UNITS: Unit 5 Technology and You

Group: Elementary	Date: October 2019	Time: 5 hours	No. of students: 15 Students
Recent topic work: Ss have identified the use of adjectives to describe food		Recent Language work: Ss have described food by using there is and there are	
Aims:(What we hope our Ss to achieve). Ss will learn how AI technology (aka artificial intelligence) is being used in our everyday lives			
Objectives			
<ol style="list-style-type: none"> 1. Ss will talk about some basics concerning artificial intelligence. 2. Ss will express sympathy for a problem 3. Ss will complain when things do not work 4. Ss will describe features of products 5. Ss will recommend a brand or model of technology in a Tv show 			
Assessment: Pop quiz, asking-and-answering questions, class activities and homework.			
Materials: Student books, teacher’s book,Cds, worksheets and videos.			
Timing	Teacher activity	Student activity	Success Indicators
5 hours	<ol style="list-style-type: none"> 1. Warm up. (Play Who’s got what). 2. Make students listen to a research based on the topic Apps how our brains react 3. Ask them to listen for details. 4. Choose two students to read the dialog in order to practice the reading skill. 5. Explain the grammar section about using “present continuous” to form statements and questions. 6. Ask them to create a similar conversation in pairs using “electronic devices they use” 7. Individually, ask them to complete the sentences given in the book on the 	<ol style="list-style-type: none"> 1. Students will play Who’s got what to activate their prior knowledge 2. Ss take note about the listening section 3. Ss complete the exercise provided by the teacher 4. Ss practice the speaking section 5. Ss write sentences and questions with present continuous 6. Write a conversation following the prompt 7. Ss complete the exercise that is in the book 8. Ss share their ideas about their household appliances 9. Ss use the Wlingua App to classify the gadgets they use 	<p>Ss can talk about some basics concerning artificial intelligence.</p> <p>Ss can express sympathy for a problem</p> <p>Ss can complain when things do not work</p> <p>Ss can describe features of products</p>

<p>comprehension section.</p> <p>8. Check students' answers by asking them to share what they wrote.</p> <p>9. Ask Ss to explain their household appliances and machines they have</p> <p>10. Tell them to use the Wlingua App to classify the gadgets they use everyday</p> <p>12. Tell them read the newspaper advertisement and choose one product that like.</p> <p>13. At the end, Ss will perform a Tv show that sells products online.</p>	<p>10. Ss will read a newspaper advertisement</p> <p>11. Make them listen to the audio carefully and answer what they understood from it to complete the information.</p> <p>12. Ss perform a Tv show</p>	<p>Ss can recommend a brand or model of technology in a short speech</p>
<p>• Homework/Further work: Ss will take notes about the listening section https://www.linguahouse.com/es/esl-lesson-plans/business-english/technology-work-buddies</p>		

Lcda. Lorena Tasgacho
TEACHER

Lcda. Virginia Ceballos
ACADEMIC DIRECTOR

Charlotte English School

LESSON PLAN

LEVEL: Elementary

SCHOOL YEAR 2019-20

SCHEDULE: Afternoon

PERIODS: 5

WEEK: Third

TERM: First

DEPARTMENT: FOREIGN LANGUAGE

SUBJECT: ENGLISH

TEACHER: Lcda. Lorena Tasgacho

TOPIC/UNITS: Unit 6 Staying Shape

Group: Elementary		Date: October 2019	Time: 5 hours	No. of students: 15 Students
Recent topic work: Ss have talk about technology and how it works		Recent Language work: Ss have practice the present continuous to describe features of products		
Aims:(What we hope our Ss to achieve). Ss will be able to discuss fitness and eating habits				
Objectives 1. Students will be able to describe three different types of exercise. 2. Students will be able to describe why each type of exercise is good for the body. 3. Students will be able to explain how to develop an effective personal exercise plan.				
Assessment: Pop quiz, asking-and-answering questions, class activities and homework.				
Materials: Student books, teacher’s book,Cds, worksheets and videos.				
Timing	Teacher activity	Student activity		Success Indicators
5 hours	1. Warm up. (Teacher let students dace Asereje to reduce their stress). 2. Make students listen to the conversation section about what each person does. 3. Ask them to look at the pictures of exercises and describe them. 4. Choose two students to read the dialog in order to practice the reading skill. 5. Explain the grammar section about using “can and have to” for describing routines. 6. Ask them to create a similar conversation in pairs using “can and have to” to talk about habitual activities. 7. Individually, ask them to complete the sentences given in the book on the comprehension section. 8. Check students’ answers by asking them to share what they wrote. 9. Tell them to listen for details to complete the information. 10. Tell them to use the Wlingua App to complete the exercises	1. Students will dance the song provided by the teacher 2. Ss will listen the conversation 3. Ss will describe the exercises that are on the pictures 4. Ss will read the dialog 5. Ss will describe routines by using can and have to 6. Ss will create a conversation following the prompt 7. Ss will complete the activity that is on the book 8. Ss will listen a track to complete the exercises 9. Ss will use the Wlingua App to complete the exercises 10. Ss will complete the fitness survey 11. Ss will explain how to develop and effective exercise plan to be healthy		Students can be able to describe three different types of exercise. Students can be able to describe why each type of exercise is good for the body. Students can be able to explain how to develop an effective personal exercise plan.

	11. Ask students to complete the fitness survey to check how health they are 12. At the end, Ss explain how to develop an effective exercise plan		
<ul style="list-style-type: none">• Homework/Further work: Ss will record themselves by practicing and explaining any exercise.			

Lcda. Lorena Tasgacho
TEACHER

Lcda. Virginia Ceballos
ACADEMIC DIRECTOR

Charlotte English School

LESSON PLAN

LEVEL: Elementary

SCHOOL YEAR 2019-20

SCHEDULE: Afternoon

PERIODS: 5 **WEEK:** Fourth

TERM: First

DEPARTMENT: FOREIGN LANGUAGE

SUBJECT: ENGLISH

TEACHER: Lcda. Lorena Tasgacho

TOPIC/UNITS: Unit 7 On Vacation

Group: Elementary	Date: October 2019	Time: 5 hours	No. of students: 15 Students
Recent topic work: Ss have discuss fitness and eating habits to be healthy		Recent Language work: Ss have use can and have to, to talk about habitual activities	
Aims:(What we hope our Ss to achieve). Ss will be able to use information from Internet sites, brochures, or advertisements to plan a vacation using a set amount of starting money.			
Objectives			
<ol style="list-style-type: none"> 1. Ss will great someone arriving from a trip 2. Ss will ask about someone’s vacation 3. Ss will discuss vacation preferences 4. Ss will describe good and vacation experiences 5. Ss will create an advertisement to promote any place to stay on vacation. 			
Assessment: Pop quiz, asking-and-answering questions, class activities and homework.			
Materials: Student books, teacher’s book,Cds, worksheets and videos.			
Timing	Teacher activity	Student activity	Success Indicators
5 hours	<ol style="list-style-type: none"> 1. Warm up. Once students are seated, ask the following questions: Who needs a break from school? And, where would you want to go if you had \$???? 2. Ask students what expenses would be involved? List answers on the board. 3. Tell students they will now plan a trip for their vacations. 4. Teacher will share a simple personal experience and the costs involved, stressing the importance of planning ahead of time. 5. Begin listing further, other expenses on the board students will have to consider. 6. “Give” students the amount of money they have to use. Tell them they are restricted to renting a car only for transportation. 	<ol style="list-style-type: none"> 1. Students will share their responses. 2. Ss will plan their trips for their vacation 3. Ss will take note about teacher’s experience with vacation 4. Ss will receive some money for transportation 5. Ss will work with two more people 6. Ss will use the Wlingua App and extra websites to search possible expenses fir hotels 7. Ss must consider hidden expenses such as tips, fees 8. Ss will share the location they chose 	<p>Ss can great someone arriving from a trip</p> <p>Ss can ask about someone’s vacation</p> <p>Ss can discuss vacation preferences</p> <p>Ss can describe good and vacation experiences</p>

<p>7. Tell them they cannot go alone; they must have two other people with them and must account for their expenses as well.</p> <p>8. Allow students access to their Wlingua App and websites for researching costs or distribute handouts/lists of possible expenses for hotels, rental cars, etc.</p> <p>9. Remind students of hidden expenses such as tips, fees, etc.</p> <p>10. Once completed, let students share the vacation they chose, details of expenses, highest cost item, changes they made due to costs, and other information.</p> <p>12. Students write a short summary of their trip and the costs involved to persuade someone else to visit the same location.</p> <p>13. Ask students what their biggest surprise was about the planning, and something they didn't think of during the planning and budgeting of the vacation. Allow students to share and give an example from personal experience.</p> <p>14. At the end, Ss will create an advertisement to promote any place to stay on vacation.</p>	<p>9. Ss will write a short summary</p> <p>10. Ss will share how they feel about planning a trip</p> <p>11. Ss will create an advertisement to promote any place to stay on vacation</p>	<p>Ss can create an advertisement to promote any place to stay on vacation.</p>
<ul style="list-style-type: none"> • Homework/Further work: Ss will design a brochure to visit on further holidays. 		

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TEACHER

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ACADEMIC DIRECTOR

Charlotte English School

LESSON PLAN

LEVEL: Elementary

SCHOOL YEAR 2019-20

SCHEDULE: Afternoon

PERIODS: 5

WEEK: Fifth

TERM: First

DEPARTMENT: FOREIGN LANGUAGE

SUBJECT: ENGLISH

TEACHER: Lcda. Lorena Tasgacho

TOPIC/UNITS: Unit 8 Shopping for Clothes

Group: Elementary	Date: October 2019	Time: 5 Hours	No. of students: 15 Students
Recent topic work: Ss have discussed vacation preferences to stay		Recent Language work: Ss have described good and bad vacation experiences	
Aims:(What we hope our Ss to achieve). Ss will be able to use formal and appropriate language for buying clothes			
Objectives			
<ol style="list-style-type: none"> 1. Ss will shop and pay for clothes 2. Ss will ask for a different size and color 3. Ss will navigate a mall or department store 4. Ss will design a shopping mall and present what stores are there 			
Assessment: Pop quiz, asking-and-answering questions, class activities and homework.			
Materials: Student books, teacher’s book,Cds, worksheets and videos.			
Timing	Teacher activity	Student activity	Success Indicators
5 hours	<ol style="list-style-type: none"> 1. Warm up. Teacher asks students if there is a shopping mall (or shopping centre) in their town or area. Do they go there often? What shops are there? Make a list of the shops on the board. 2. Tell students they are going to design a shopping mall. 3. Teacher hands out copies of the worksheet. Ask students to find the following: the main entrance, a second entrance, escalators, stairs, elevators, ATM (cash machine), phone and toilets. 4. Divide the class into 2 groups. 5. Each group takes a piece of paper with a letter A-L written on it. The letter they take is the space they have for their shop in the mall in the map on the worksheet. 6. Teacher asks students to build their shops around the classroom using desks and 	<ol style="list-style-type: none"> 1. Ss answer the questions 2. Ss complete the worksheet 3. Each group decides a first choice, a second choice and a third choice for the kind of shop they would like to open in the mall. Students present their choices to the class. 4. If two groups want to open the same kind of shop, one group should go for the second or third choice on their list. 5. Ss follow the instructions on the worksheet: they choose a name for their shop, list the stock, design the window display and design the interior and layout. 6. Ss could then make a wall display of the class shopping mall. 	<p>Ss can shop and pay for clothes</p> <p>Ss can ask for a different size and color</p> <p>Ss can navigate a mall or department store</p> <p>Ss can design a shopping mall and present what stores are there</p>

	chairs and write the name of the shop on card. 7. Teacher explain that half of the students are shop assistants; the others make a list of 12 things they want to buy. 8. Teacher let students to use their Wlingua App as a conversation guide to buy.	7. Ss prepare to buy and sell their products	
<ul style="list-style-type: none"> • Homework/Further work: Ss will record themselves buying any product at a mall 			

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TEACHER

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