CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS
6.1 THEORETICAL CONCLUSIONS

After gathering, analyzing and interpreting the results of the instruments used for the investigation, the researchers drew the following conclusions:

- The teachers in charge of Intensive Basic English I and II were willing to conduct the lab sessions in the most efficient manner, taking advantage of the resources that the university provides.
- UFG has established a schedule for all groups to have one lab session every week, allowing the teachers to attend to the lab sessions in an organized way.
- Some of the teachers have not been given specific material to use during the lab sessions.
- Teachers had to search for the appropriate activities to be carried out at the lab.
- Most of the time the activities were related to the structures studied in the course book.
- Teachers took advantage of the technology available to reinforce weak areas detected in class.
- Teachers do not have enough time to get ready for the lab sessions so frequently.
- The organization and frequency of the lab sessions has improved compared to the last semester in which the researchers were in classes at UFG. However, according to the students enrolled in Intensive Basic English I and II, the time they spend at the lab is still not enough.
- The equipment available at the lab is frequently not in good working conditions.
- None of the teachers use DVD during the lab sessions.
- The majority of the teachers were trained on how to use the equipment at the lab. UFG made trainings to satisfy this need.
A small percentage of the teachers interviewed did not receive such training.

6.2 RECOMMENDATIONS

TO THE UNIVERSITY

- Make the training mandatory for all teachers.
- UFG must have a technician available near the laboratories at all times.
- Propose the implementation of this manual during the lab sessions of Intensive Basic English I and II.
- Provide software which can facilitate the speaking activities during the lab practice sessions.

TO THE ENGLISH DEPARTMENT

- Select course books which include videos in DVD format and the corresponding teachers’ guides to facilitate the development of the listening and speaking skills.
- Provide the teachers with the DVDs and teachers’ guides selected in advance.
- Provide the teachers with this manual so that they can implement the use of it and therefore improve their performance and the students learning process.

TO THE TEACHERS

- Take advantage of the existence of this manual to reduce the amount of preparation time and have more successful lab session.
- Use the lab sessions more to develop and reinforce the students’ listening and speaking skills through communicative activities.
- Watch the DVDs provided by the English department during the lab
sessions to take better advantage of the technology available at the lab.

- Give each one of the students enrolled in Intensive Basic English I and II a copy of the CD to encourage them to use it at home for self learning.

**TO THE STUDENTS**

- Take advantage of the material that the teacher provides for the lab sessions, since this will help the students improve their listening and speaking skills.

- Try to attend every lab session to take advantage of the technology provided by UFG.

- Show responsibility in every activity assigned by the teachers.
PROPOSAL
UNIVERSIDAD FRANCISCO GAVIDIA
FACULTAD DE CIENCIAS SOCIALES

PROPOSAL:
MANUAL FOR THE LAB PRACTICE OF INTENSIVE BASIC ENGLISH I AND II

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SAN SALVADOR, OCTUBER 2008
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INTRODUCTION

After carrying out this investigation project, the researchers have realized the importance of giving the students enough listening and pronunciation practice so that their skills can be improved. It has also become evident that students learn in different ways and at a different pace, which sometimes makes it difficult for the teacher to help each student as an individual in class.

Having computers available at the university can help reduce this situation since students can practice at their own pace and repeat the exercises as many times as they wish without interrupting the other classmates.

Since there is not so much material available for the teachers to provide extra listening and pronunciation practice for the students at the lab, the researchers have got to the conclusion that a manual for the lab sessions would be very useful, for both the teachers and the students.

Therefore, the proposal of this investigation project is a manual for the lab practice of Intensive Basic English I as well as one for Intensive Basic English II. Both manuals have been created in Power Point and have been recorded into CDs that run automatically. Both CDs have been enclosed to this thesis.
1.1 OBJECTIVE OF THE MANUAL

The objective of the manuals is to provide extra listening, pronunciation and vocabulary practice for the students enrolled in Intensive Basic English I and II. To achieve this goal, the manuals are composed of 12 units each, which correspond to the 12 units of the Student Book which was in use for these subjects at the time of the creation of the manuals.

1.2 DESCRIPTION OF THE MANUAL

Each one of the units in both manuals contains a list of key vocabulary and useful expressions which students can use to get pronunciation practice by clicking over each one of the words. The key vocabulary list also includes a link to an online dictionary with the objective of simplifying the search of new vocabulary.

The extra listening practice exercises have been created using a program called Hot Potatoes which has been designed specially for teachers to create cloze exercises, and multiple choice quizzes in HTML format, which open with the program Windows Internet Explorer even if there is no internet access. Each unit of the manual contains one or two slides containing actions buttons with hyperlinks to these extra listening practice exercises. Since they do not require internet connections, these exercises can be useful when the internet service is not working properly at the lab. The volume of these files created in Hot Potatoes has been established to a level that is considered adequate for the students to use the headphones at the lab.

Likewise, some websites related to the topics considered in each unit and containing listening or vocabulary exercises have been carefully selected and included in the manuals. In the power point presentations, students will find the slides with action buttons with hyperlinks to those websites.

Since the web is constantly changing, it is advisable for the teachers to check the links before using them in the lab sessions to ensure that they are still available.

With the objective of encouraging students to use the language, and taking into
consideration that they are quite young, several songs have been included, modern and oldies, using cloze exercises to complete the lyrics or using the video to sing along with it.

Besides all this features, the manual for Intensive Basic English I also contains *Suggested Speaking Activities* which can be carried out in the classroom.

The original objective of this section of the manual was to provide extra speaking practice at the lab, but since there is no software available to connect the computer to one another to perform the speaking exercises, the original idea had to be changed.

Hence, the researchers recommend the English Department of the UFG to install software with which these and other speaking activities can be developed at the lab to take advantage of technology in this area as well.

The manuals also contain a list of extra websites that has been organized by units and by structures, to provide the teacher with extra online sources.

### 1.3 HOW TO USE THE MANUAL

This thesis includes the CDs containing the manuals for Intensive Basic English I and II, that is two CDs, one per subject.

The manuals have been created to be used during the lab sessions. Therefore, computers with headphones and internet connection are needed. However, the use of the internet is optional to the teacher, which means that if the internet it not available at a certain moment, the manuals are still useful to carry out listening, vocabulary and pronunciation practice.

Intensive Basic English I and II were assigned one hour of lab practice per week at the time of the elaboration of the manuals. Therefore, each unit of the manual includes enough exercises and practice for average students to cover in three or four sessions.

The idea behind the manuals is to encourage the students to develop self study skills. Hence, these manuals allow the teachers more time to work with slow learners who
might need help, while the other students practice on their own.

Students should be encouraged to do the exercises as many times as they consider necessary to develop and improve their listening and pronunciation skills.

For those fast learners, the teacher’s introduction to the manual includes a list of extra websites that can be provided to these students in case they still want more practice after finishing the exercises in the unit of the manual.

To implement the use of these manuals, the researchers suggest that a copy of the CDs is given to the students at the beginning of the semester. The CDs could be collected at the end to have them available for next semester.

1.4 MANUAL TO USE THE CD WITH EXTRA INFORMATION FOR INTENSIVE BASIC ENGLISH I AND II

OBJECTIVE OF THE MANUAL

The objective of this manual is to provide you with extra listening exercises, as well as pronunciation practice while you are enrolled in Intensive Basic English I to improve your listening, speaking and pronunciation skills.

The manual is presented recorded on a CD to be used in the lab sessions of Intensive Basic English I and II.
INSTRUCTIONS FOR THE MANUAL

The software requirements to use this manual are:

- Windows 2000, XP or any other newer version.
- Windows Media Player (in case the player is not configured set in advance)
- Internet Explorer 6+, Mozilla 1.2+, Phoenix, Safari and other browsers.

When opening the CD, you will find two files. Open the icon:

which opens the index of the corresponding manual.

Each manual is made up of 12 units corresponding to the units to be studied in class during the whole semester for each one of the subjects.
Each unit contains a list of key vocabulary with which you can practice pronunciation by clicking over the words.

Besides the vocabulary list, a list of useful expression has also been included with the same purpose.
Each unit contains a section called “Listening Practice”. This section is made up of one of two slides which contain three or four action buttons to hyperlinks.

These hyperlinks consist of different kinds of listening exercises which have been created in a HTML format. You will be able to open these windows and listen to the recording in the Windows Media Player or the Real Player which will open automatically. These files have been created with a program called Hot Potatoes.

Most of the computers at the lab have the Activex code activated. This can cause some difficulties when trying to open those HTML files. However, the Activex code can easily be deactivated. All that needs to be done is right clicking the yellow bar that appears below the menu bar on the navigator. A menu will be displayed, and the option Allow Blocked Content must be select. If you find this difficult, you can ask the technician for help.
After the “Listening Practice” section, comes the “Online Practice” section. This contains action buttons to websites that have been selected for students to have more listening, spelling or vocabulary practice.

If you are in need of more online practice, a list of extra websites that have been selected to have more practice on the topics related to each unit follows.

**INTENSIVE BASIC ENGLISH I**

UNIT 1:

Personal pronouns:


Possessive adjectives:

http://a4esl.org/q/f/z/zz18mdf.htm

UNIT 3:

Identifying adjectives in sentences and the nouns they describe.

http://www.dowlingcentral.com/MrsD/quizzes/grammar/identifyingadjectives.htm
Practice the opposite of adjectives completing a crossword puzzle

Look for the opposite of the adjectives given in a word search exercise.

UNIT 5: Practice Vocabulary with pictures
Fruits
http://www.englisch-hilfen.de/en/exercises/food_drinks/fruit_picture.htm

Vegetables

Practice spelling of vocabulary
http://web2.uvcs.uvic.ca/elc/studyzone/200/food/FOODTEST.HTM
http://www.xtec.es/~ihidalgo/food/food.html
http://www.xtec.es/~ihidalgo/numbers/numpuz.html
http://www.kas-wenden.de/nexercise/Englisch/free_exercises/FRUIT/FRUIT1.HTM
http://www.juntadeandalucia.es/averroes/ceip_san_tesifon/recursos/ingles/act_interactivas/cuestionario2/food_3_1/food_3_1.htm

UNIT 7
http://www.mcedservices.com/Prepex/quiz5/Qz5-1Q01.htm
http://www.mcedservices.com/Prepex/quiz5/Qz5-2Q01.htm
http://www.mcedservices.com/Prepex/quiz5/Qz5-3Q01.htm
http://www.mcedservices.com/Prepex/quiz7/Qz7-1Q01.htm
http://www.mcedservices.com/Prepex/quiz7/Qz7-2Q01.htm
http://www.mcedservices.com/Prepex/quiz7/Qz7-3Q01.htm
Click on the link and drag the appropriate word to the corresponding preposition box.
http://www.learnenglish.org.uk/words/activities/prepositions_time.html

Click on the link to watch a video on how to use the prepositions of time.
http://www.youtube.com/watch?v=GinSHimuLAo
http://www.lang.ltsn.ac.uk/materialsbank(mb061/7/9c.htm
http://www.esoeonline.org/main-index/index-
exercises/grammarexs/elem/elementimepreps2.htm
http://www.esoeonline.org/main-index/index-
exercises/grammarexs/elem/elementimepreps.htm
http://www.esoeonline.org/main-index/index-
exercises/grammarexs/elem/prepositions1e.htm
http://www.harcourtschool.com/activity/con_math/g03c05.html

Click on the link to listen repeat the time.
http://www.xtec.es/aulanet/ud/angles/study/time.html

Listen to the time by clicking the "PLAY" link and choose the answer. Press the "Final Score" button at the bottom of the page to score your quiz.
http://www.esl-lab.com/time.htm

Click on the link and follow the instructions to do the audio cardinal numbers Exercices

Click on the link and choose the letter of the phrase on the right that matches the number on the left.
http://www.fi.edu/time/Journey/JustInTime/telltime4.htm
UNIT 8

Click on each link and read the instructions to do the ordinal numbers exercises.
http://pagesperso-orange.fr/michel.barbot/hotpot/fig_numbers/ord1.htm
http://www.real-english.com/reo/8-b/8b-1.htm
http://www.members.iinet.net.au/~adelegc/vocab/ordinals/ordinal_numbers_1.html
http://www.manythings.org/wbg/numbers-jw.html

Click on the link to listen to the audio about months of the year and ordinal numbers.
http://www.esl-lab.com/eslbasic/calendar-1.htm

Practice the month of the year by playing a memory card game
http://www.madridteacher.com/Activities/Snap-months/F_Memory_Months.htm

Put the month of the year in order
http://www.madridteacher.com/Activities/Files/ordering-months.htm

Listen and answer the questions
http://www.esl-lab.com/eslbasic/calendar-1.htm#list

Click on the link to practice the dates of the appointments
http://english-zone.com/grammar/appointments01.html

Click on the link to choose a Video about the date, days and ordinal numbers then do the nine exercises that are on the upper right corner.
http://www.real-english.com/reo/8-d/unit8d.html

Our Family Roots
http://www.esl-lab.com/roots/rootsrd1.htm
http://www.youtube.com/watch?v=edXQ39BdpCk

UNIT 9
Click on the links to do Wh- questions exercises
http://a4esl.org/q/h/9704/dg-wh.html
http://a4esl.org/q/h/vm/queswor.html
http://english.baladre.org/sedaviwebfront/whqueschoice.htm

Click on each link to do the frequency adverbs exercises.
http://www.oup.com/elt/global/products/naturalenglish/elem/a_grammar/unit04/ne_elem_grammar04_1/
http://www.english.baladre.org/sedaviwebfront/presimfreq.htm
http://www.carmenlu.com/first/grammar/frequency1.html
http://esl.lbcc.cc.ca.us/eesllessons/adverbfreq/adfreqz.htm
http://www.johnsesl.com/scrambledtxt/adverbs/

Frequency adverbs audio
http://www.eslgold.net/grammar/frequency_adverbs.html

Click on the link then follow the instructions to do the exercises
http://www.englishspace.ort.org/esdemo/startdemo_5.htm

UNIT 10
House’s description
http://www.elllo.org/english/0151/Q152-Clare-House.htm
Describing home

Renting apartment vocabulary (use dictionary)
http://www.esl-lab.com/vocab/v-rent-apartment.htm

New house
Click on each link to listen and practice the pronunciation of the vocabulary.

House’s objects
The bedroom objects
http://www.languageguide.org/im/home/bedroom/eng/

The kitchen objects
http://www.languageguide.org/im/kitchen/eng/
http://www.languageguide.org/im/kitchen/eng/index2.jsp

Dinning room objects
http://www.languageguide.org/im/dining/eng/

Bathroom’s objects
http://www.languageguide.org/im/bathroom/eng/
http://www.languageguide.org/im/bathroom/eng/index2.jsp

UNIT 11
http://www.eslvideo.com/quiz_begin.php?id=675

Shopping and prices
http://www.esl-lab.com/eslbasic/shopping-prices-1.htm#list
Clothing shopping
http://fog.ccsf.cc.ca.us/~lfried/call/clothesshopping.html

Shopping for clothes
http://www.5minuteenglish.com/feb26.htm

Clothing styles
http://www.esl-lab.com/clothing/clothingrd1.htm#list

Shopping for the day
http://www.esl-lab.com/shop1/shoprd1.htm#list

At the shoe store
http://fog.ccsf.edu/~lfried/call/shoestoreconv.html

Click on the link to listen women’s clothing. Then point to each item with the mouse and repeat the pronunciation.
http://www.languageguide.org/im/clothes_women/eng/

Click on the link to listen women’s clothing. Then point to each item with the mouse and repeat the pronunciation.
http://www.languageguide.org/im/clothes_men/eng/

Click on the link to listen the vocabulary’s clothes exercises.

Click on the link then drag the appropriate word to the concerning picture’s clothes.
http://www.eflnet.com/vocab/dictionary/clothing_quiz1.php

Click on the link then choose the answer that best matches the picture.
Access to this site then click on the picture that best matches the word.

Access to this link and click to hear the word then click on the picture
That best matches the word.

Click on the link to view a video about going shopping.
Then answer the questions which are below the video.
Questions with do and does.
http://www.eslvideo.com/quiz_begin.php?id=661

UNIT 12
Job Options

Cool Jobs
http://www.elllo.org/english/0701/Q749-Tim-DreamJob.html

Business Travel
http://www.elllo.org/english/0651/Q700-Lisa-Travel.html

Radio Job
http://www.elllo.org/english/0001/Q026-Annili-Teacher.htm

The Odd Job
http://www.elllo.org/english/0651/Q678-Jeff-Kibutz.html

High Flying Job
http://www.elllo.org/english/0601/Q615-Shaun-Pilot.html
First Job
http://www.elllo.org/english/0101/Q113-Roe-Job.htm

Dream Job

INTENSIVE BASIC ENGLISH II
Unit 1
New Friends New Faces

Forming the Simple Present Tense
http://a4esl.org/q/h/lb/psv.html
http://www.eslgold.com/grammar/simple_present.html

Unit 2
Express Yourself!

Practice The Present Continuous Tense.
http://www.eclecticenglish.com/grammar/PresentContinuous1F.html

Practice Pronunciation.
http://www.madridteacher.com/Grammar/present-continous-activities.htm

Unit 3
Let’s Go Shopping

Fruit Market.
http://www.genkienglish.net/fruitmarket.htm
Count and Non-Count Nouns
http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/count1.htm

Exercises on some / any

Dictation
Fruit and Vegetables

Unit 4
Places In The City

Exercise on Asking and Giving Directions

Hangman Game – Topic “Directions”

Unit 7
Weather and Vacations

Seasons

Vacation Plans
Weather
http://es.youtube.com/watch?v=PSGbkLBOvKo
Hangman - The Weather
http://englishcafe.co.uk/index.asp?mainID=2&subID=3&linkID=6

Weather Reports
http://www.englishclub.com/speaking/weather-report.htm

Weather Vocabulary Quiz
http://www.englishclub.com/speaking/weather-vocabulary-quiz.htm
http://www.englishclub.com/speaking/weather-vocabulary.htm

Unit 6
Hobbies

Frequency Adverbs Multiple Choice
http://esl.lbcc.cc.ca.us/eesllessons/adverbfreq/adfreqz.htm
http://www.carmenlu.com/first/grammar/frequency1_1.html

Unit 7
Plans and Dreams

Vacation Plans
http://www.esl-lab.com/trip1/trip1.htm

Unit 8
Heroes

Superman: Pilot Episode
http://www.lingual.net/lingualproductitems/details.php

Shrek II (2)
http://www.learnenglishfeelgood.com/eslvideo/esl_movieclip15.html
Unit 9
Sweet Dreams

Dream Job
http://www.elllo.org/english/0651/T679-Jeff-DreamJob.htm

Future Kids

A Woman’s Life
http://www.elllo.org/english/0851/T898-Paul-Women.htm

A Man’s Life
http://www.elllo.org/english/0851/T897-Paul-Men.htm

His Wedding
http://www.elllo.org/english/0801/T849-His-Wedding.htm

Dream Home

Unit 10
Health

Health

Diabetes
http://www.elllo.org/english/0751/T788-Mike-Diabetes.htm
Unit 11
Special Talents

Soccer vs. Baseball
http://www.elllo.org/english/0451/494-Steve-Soccer.htm

Actor's Fear
http://www.elllo.org/english/0501/531-Eucharia-Drama.html

Music Man

Unit 12
Movies

Making a Film

Best American TV Show
http://www.elllo.org/english/0651/T673-Ken-Simpsons.htm

Movies, Romance, and Dinosaurs

Favorite Movie

Movie Fan
Movies


English Movie Trailers

http://www.elllo.org/english/0451/496-Andy-Trailers.htm