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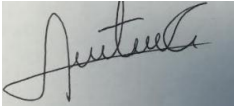
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1.	_____	Listening comprehension skill	6.	_____	_____
2.	_____	Listening sub-skills	7.	_____	_____
3.	_____	Virtual learning environment	8.	_____	_____
4.	_____	Motivation	9.	_____	_____
5.	_____	Communicative competence	10.	_____	_____

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Este reporte investigativo da cuenta de un estudio realizado en el colegio Aspaen Gimnasio La Fragua. Sus objetivos principales fueron analizar cuales habilidades de comprensión de escucha fueron mejorados con el uso de un ambiente de aprendizaje virtual, y evaluar el impacto del uso de VLEs en clase para que los estudiantes mejoren su habilidad de escucha. Se siguió una metodología cualitativa descriptiva mediante observaciones de clases, encuestas, entrevistas semi-estructuradas y el diario del profesor. Igualmente, se hizo un análisis cualitativo descriptivo de los resultados para conocer del desarrollo de la competencia comunicativa de los estudiantes y los efectos de la propuesta en su motivación. Se encontró que el uso de un VLE fue motivante y un factor



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importante para que los estudiantes desarrollaran algunas de sus habilidades de escucha.

#### ABSTRACT: (Máximo 250 palabras)

This research report is an account of a study carried out at Aspaen Gimnasio La Fragua School. Its main purposes were to analyze what listening comprehension skills were improved with the use of a virtual learning environment, and to assess the impact of the use of the VLEs in class for students to improve their listening skill. An action-research methodology was followed by means of lesson observations, surveys, semi-structured interviews and the teacher's diary. A qualitative-descriptive data analysis of the results was also undertaken to become acquainted of the development of students' communicative competence and the effects of the proposal on their motivation. The use of a VLE was found to be motivating and an important factor for students to develop some of their listening skills.

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The Development of Listening Comprehension Skills through VLEs for Second Graders  
in Aspaen Gimnasio La Fragua School

Arthur Tovar Cruz

Master thesis presented as a partial requirement to obtain the degree of Magister in  
English Didactics

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### **Dedication**

*First of all, this dissertation is dedicated to God who gave me the capacity to fulfill the purposes of this research study. Secondly, this is dedicated to my parents Carlos A. Tovar Guzmán and Gladys Cruz Avilés who have always motivated me during my studies. It is their great support what allowed me to achieve relevant goals in my life. Finally, this is also dedicated to my sister Nataly Tovar Cruz who has shown me that pleasure is found in the way we improve our knowledge and encouraged me to go beyond of what is known.*

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I would also like to thank the experts who observed the lessons and the school community that allowed me to investigate the chosen population using resources from the school: Angie Katerine Urazán Cuéllar, Kevin Guzmán, Lázaro Tierradentro Andrade, Élder Álvarez Pinto and Jonh Ricardo Madero Cubillos. Without their collaboration, the whole research study could not have been opportunely conducted.



## Table of Contents

	Page
Introduction.....	10
Chapter I. Research problem.....	12
Statement of the problem.....	12
Related studies.....	14
Setting and rationale.....	18
Research question.....	20
Research objectives.....	21
Chapter II. Literature review.....	22
Communicative competence.....	22
Listening.....	24
Listening sub-skills.....	26
Virtual learning environments.....	27
Schoology.....	33
Motivation.....	34
Chapter III. Methodological design.....	37
Research approach and type of study.....	37
Participants.....	38
Instruments and data collection procedure.....	39
Survey.....	39
Observation.....	40

Semi-structured interview.....	40
Teacher’s diary.....	41
Procedure.....	41
Instructional design.....	42
Chapter IV. Data analysis and findings.....	48
Data analysis.....	48
Findings.....	49
Listening skills.....	49
Motivation.....	56
Other considerations.....	59
Chapter V. Conclusions and pedagogical implications.....	63
References.....	67
Appendix A. Survey results.....	73
Appendix B. Informed consent forms.....	75
Appendix C. Field notes.....	86
Appendix D. Interviews to students.....	91
Appendix E. Class reflection journal.....	101
Appendix F. Pedagogical intervention plan.....	105

## List of figures

	Page
Figure 1. Components of Language Competence.....	23
Figure 2. Students' interest in language learning.....	50

## List of tables

	Page
Table 1. Pedagogical interventions time table.....	42
Table 2. Pedagogical intervention concepts, objectives, and assessment.....	43
Table 3. Lesson plan sample.....	46
Table 4. Development of listening.....	51

## List of pictures

	Page
Picture 1. The school location.....	18
Picture 2. The school location.....	18
Picture 3. Screenshot of the VLE.....	52
Picture 4. Types of questions for global understanding and details.....	53
Picture 5. Predicting information exercise.....	54
Picture 6. Listening for details exercise.....	55
Picture 7. Student message to the teacher.....	57

### **Abstract**

This research report is an account of a study carried out at Aspaen Gimnasio La Fragua School. Its main purposes were to analyze what listening comprehension skills were improved with the use of a virtual learning environment, and to assess the impact of the use of the VLEs in class for students to improve their listening skill. An action-research methodology was followed by means of lesson observations, surveys, semi-structured interviews and the teacher's diary. A qualitative-descriptive data analysis of the results was also undertaken to become acquainted of the development of students' communicative competence and the effects of the proposal on their motivation. The use of a VLE was found to be motivating and an important factor for students to develop some of their listening skills.

**Keywords:** Listening comprehension skill, listening sub-skills, virtual learning environments, motivation, communicative competence

### **Introduction**

Learning a second or foreign language has become a necessity within developing countries. Colombia is one of those developing countries in which the interest in learning English has dramatically increased on the last decades due to powerful events such the globalization phenomenon, and the global internet usage and rapid growth of the technological tools that are now easily acquired by users. In 1994, the National Constitution of Colombia established in its Article 21 that all citizens should acquire elements to read and orally interact in at least a foreign language in primary school. Then, in 2013 the National Law of Bilingualism (1561) stated that it is the communicative competence in a foreign language what should be emphasized.

More recently, the National Ministry of Education launched a bilingualism plan called Colombia Very Well 2015-2025 to make our citizens develop language competence in at least a B1 level according to the Common European Framework of Reference for Languages by the time they have coursed eleventh grade in high schools. For elementary school graders, the goal is to achieve an A1 level.

Furthermore, the use of Technologies of Information and Communication (TIC) has impacted several spheres of knowledge, and one of the most benefited fields is Education. The possibility to enhance teaching and learning practices through the use of technological devices and the diverse tools offered by the Internet is attainable nowadays, and teachers in Colombia have been demanded by both the Colombian Ministry of Education and Ministry of Information and Communication of Technologies to embrace and get involved in the exploration of technologies in order to provide students with high-quality experiences that allow them to become competent in a globalized world.

Thus, in response to worldwide policies established by the governments, the nation-wide instructions provided by the Colombian government, and the local needs of the institution where this research project, this study was aimed at exploring the use of a Virtual Learning Environment (VLE) to develop listening skills in elementary students. It was developed at Aspaen Gimnasio La Fragua school, which is located in Neiva - Colombia, with nine elementary second grade students.

This paper is divided in five chapters, which present all the information gathered during the research study. The first chapter will provide an organized presentation of the problem and the research questions that emerged from it, and then studies that had been presented in the same field in other contexts will be put on view to contrast the perspectives in this research study with others. Furthermore, the literature review with the main tenets and constructs that were selected to support this project such the communicative competence, the major listening skills and subsequent skills second graders should develop, and the characteristics of the VLE chosen to develop this project will be outlined in the second chapter. Additionally, the methodological design and the research mechanics will be explained as well as the pedagogical-instructional design in the third chapter. Then, the fourth chapter will lend support to a qualitative description of the findings and is made so to continue with the discussion section. Finally, the main conclusions and pedagogical implications are presented as the final chapter.



## Chapter I

### Research Problem

#### Statement of the Problem

As graduated English teachers, we are expected to be capable of analyzing our school context and proposing different strategies to positively transform the varied situations we face in our workplace. These situations can be either positive or negative. One of the perceived negative circumstances that emerged within the English language classroom was the difficulty to make students develop listening skills. After analyzing the classes, it was evident that these constraints were related to the materials and the strategies that were presented to children during the first years of school.

To tackle the found constraints, students' English target level was identified after examining the institutional educative project of the school. Then, systematic class-observations were carried out *in situ*, and a survey was implemented as a needs analysis instrument to gather data from the participants. Findings showed that there was lack of motivation evident not only in students' facial expressions when exposed to exercises to develop listening skills, but in their poor participation and engagement in the activity. For example, the recordings usually found in the CD-ROM of the book and played in the classroom to complete book activities were perceived as dull to them after some time.

Nonetheless, they got distracted easily and their lack of concentration did not help them to complete the exercise, neither answer correctly the comprehension questions or the fill-in-the-gaps exercises. Therefore, the main problem to work on was the lack of exposure to strategic input in listening that motivated students. More authentic-like

material with a more evolving environment was what the research participants were missing from what could be observed in the classroom.

Regarding students' listening skill integrated with the use of the Internet, the survey results demonstrated that it was difficult for students to understand videos in English and to follow audios of short stories (see Appendix A). On the other hand, students showed to have great interest and willingness to learn English with the help of media. Being the problem identified, the idea to include more interesting material such as VLEs for the development of listening sub-skills came up. Thus, another problem could be identified: Aspaen Gimnasio La Fragua school did not provide a computer lab for English teaching. The only computer lab available in the school was for ICTs classes. Therefore, students' specific listening sub-skills needed to be identified in order for the teacher to use the computer laboratory in an efficient manner.

After examining the educative institutional project of the school, some listening sub-skills established by the CEFR were found as the most appropriate to be developed by the selected participants. These listening sub-skills were not chosen to be directly introduced to the participants but were the target goal to be reviewed after implementing the research intervention and finding the lack of motivation in students to develop those listening sub-skills with the regular methodologies and activities. These listening comprehension sub-skills are the following: a) listening for details, b) deducing meaning from context, c) listening for gist and global understanding and d) predicting information.

Thus, the research problem identified was the lack of opportunities for second graders to improve their listening skills through the exposure to different sources in Aspaen Gimnasio La Fragua school.

The literature review has created a strong basis when developing this research project. Authors such Bachman (1990), Young (1992), Brown (1995, 2001), Nunan (1998), Barani (2011), Nachoua (2012), Liu & Zhang (2012), Loureiro & Bettencourt, Insuasty (2015), El-Hmoudova (2015), Ruismäki et al (2015), Yangin (2015) and Prasangani (2015) helped building the theoretical background.

### **Related Studies**

This section will present a series of related studies in which the development of listening skills was sought. Research studies related to foreign language learning and the use of Virtual Learning Environments to improve listening skills are not frequently found in databases or the Internet, since technologies have been recently introduced in the educational field. Not all schools count with Internet connection or well-prepared teachers who are capable of using technological devices or online tools. This fact reduces the possibilities to obtain recent information on this particular field of research, but still, it provides the gap to begin this particular research path. Now, we will present some studies related to the listening skills development.

A research study in using digital stories to improve listening comprehension with Spanish young learners of English was conducted by Ramirez & Alonso (2007). In six state schools in Madrid, the effects that digital stories may have on the understanding of spoken English by the participants were examined with the objective of investigating whether internet-based technology could improve listening comprehension in English as a Foreign Language. The methodologies used by the authors included choosing two courses of a state school and then teaching English differently, one with the course-book

known as the control group, and the other with digital stories known as the experimental group, while doing classroom observation and working on the teacher's diary. After that being done, a statistical hypothesis test was applied in the courses to compare the performance and development. The findings demonstrated that the experimental group certainly improved their listening comprehension skills. With this in mind, Ramirez's & Alonso's (2007) research study helped me shaped my research proposal by highlighting the little implementation that Internet-based technologies have had in Foreign Language Teaching and the positive impact that virtual tools can have on young foreign language learners.

Another research study was done on computer-assisted language learning (CALL) for improving students' listening skill by Nachoua (2012). At Mohamed Kheider University, the use of CALL as an effective tool to improve students' motivation towards active listening was studied. The researcher divided thirty university students into two groups, teaching one group with a set of activities using different methods, known as the control group, and the other group with CALL, known as the experimental group, while applying pre-tests and posttests to contrast students' outcomes. After that being done, a statistical hypothesis test was applied in the two groups employing statistical software known as "STATISTICA". In the findings, Nachoua (2012) reported enhancement in students' motivation and improvements in their performance with the use of computer assisted language learning in teaching English as a foreign language, for the experimental group (p. 1156). Taking that into account, Nachoua's (2012) research study provided strong evidence to my research proposal by presenting the effectiveness that CALL has on students' motivation towards listening development.

All the previous studies enlightened us over the importance of listening skills development. Now, we will present some studies related to the benefits found in the use of virtual learning environments within the context of foreign language teaching and learning.

A research study in developing English learning skills in a Blackboard virtual environment was conducted by El-Hmoudova (2015). At the University of Hradec Kralove Although, researchers did not focus the attention on listening, the main goal had to do with implementing new relevant study materials into the professional English language course in BB (Blackboard Virtual Environment) with the aim to enable students to become more involved, effective and efficient foreign language learners. One of the main conclusions of this study was that by using a virtual learning environment such a Blackboard, the participants were exposed to different types of instructions and materials, which allowed them to develop the four dimensions of learning styles. Bearing the findings in mind, El-Hmoudova's (2015) research study contributed to my proposal by demonstrating that ICTs provide diverse sources which bring potential to foreign language learners.

Similarly, a study on foreign language learning through virtual communities was conducted by Liu & Zhang (2012). The results showed that virtual learning environments provided the community of participants with opportunities to interact with each other in a new level of a social network service that allowed users to learn. Thus, Liu's & Zhang's (2012) research study enlightened my proposal by showing evidence in the presence of interaction as a social network in virtual learning environments. The interaction among students may bring new opportunities for developing self-confidence and social skills.

Another related research study on the use of virtual environments as an extended classroom conducted by Loureiro & Bettencourt (2014) contributed to our understanding of VLEs as tools to increase the levels of motivation in foreign language learners. The main objective of this study was to identify the variables that may influence knowledge shared in learning contexts using virtual environments, with the aim of contributing to the improvement of learning situations using the online tools. The authors found that virtual environments learners tend to feel more confident, open, participatory, creative, understanding and seem to participate in training sessions because they are indeed interested in learning (p. 97). Hence, Loureiro's & Bettencourt's (2014) research study provided support to my proposal by indicating the interest caused by virtual learning environments in learners. Indeed, students feel more motivated when working with different resources to the common used in the classroom. In this case, learners have the advantage of being acknowledge of computer and Internet management.

A final example of a research study related to the use of VLEs for language learning took place in Chocó, Colombia. Moreno (2011) developed a pedagogical intervention on multimedia as an autonomous learning tool of English vocabulary with children at University of Chocó - Colombia. This research study was aimed at determining the degree of effectiveness of multimedia technology as a tool for independent learning of English vocabulary. From the findings, Moreno (2011) concluded that multimedia was an effective tool to develop autonomous learning in foreign language students. With the findings in mind, Moreno's (2011) research study provided striking features of multimedia as a Foreign Language learning tool to my proposal. Therefore, virtual learning environment could develop language skills, and

social skills as well as create an autonomous learning tool in students for the forthcoming language challenges.

At a local level, Salazar and Durán (2012) conducted a research study on the use of ICTs for English language teaching and learning in public schools in Neiva. From the data gathered, it could be concluded that despite the availability of computer laboratories in the institutions, foreign language teachers do not have constant or any access to them which have created a culture of offering lessons with poor listening practice. The lack of listening assessment in the national tests was also found to be a factor that influenced teachers' decision for not paying enough attention to listening development in the English language classroom.

### **Setting and Rationale**

Neiva is the capital city located in the north part of the Huila Department. It has many private and public schools, where one of them, is Aspaen Gimnasio La Fragua school, the main context for this research study.



Pictures 1 and 2. The school location

Pictures 1 and 2 show where Aspaen Gimnasio La Fragua is located. It is 4 kms away from the urban area, heading to the south of the Department. This location works for primary students and secondary students. There is a total amount of 386 students, divided from first grade to eleventh grade. The school is well known for being one of the three “Aspaen” Schools in Neiva. There are no neighbors surrounding the school, but a couple of farms are completing the landscape nearby. The school follows a religious philosophy known as Opus Dei. Students spend most of the day at school, doing different activities related to personal and academic growth. Furthermore, it is important to mention that is a single-sex school, which means female students or teachers are not part of it.

Being listening the targeted skill for this research study, the main contribution I expect to do is to open new alternatives in terms of teaching strategies with the help of virtual learning environments. Therefore, my research study helps me to grow professionally as a teacher and researcher by bringing new perspectives of listening sub-skills development to the students. In addition to that, being observed by another person who can identify the problems in the classroom, giving me the opportunity to reflect upon, is another advantage of high significance to my profession. Furthermore, another meaningful reflective tool to be considered throughout this research study is the teacher diary that enhances my research practices by allowing me to rate myself and to identify my own difficulties.

On top of that, this research study can contribute to Colegio Aspaen Gimnasio La Fragua, by providing new teaching methodologies to the curriculum and promoting the use of ICT in teaching English as a foreign language. In other words, improvements in



the school education system would be made. For instance, being the computer lab a problem identified in this research study, a solution to this is that the English teachers who work at the school obtain the resources such as computers to implement interacting activities that could create more meaningful learning for the students. Furthermore, this research study would develop schoolteachers' willingness to make new changes in their practices and to continue their professional learning.

Apart from the possible benefits that can be favorable to the school, this research study can greatly supply Colombian EFL teachers with new findings in the field of listening sub-skills development with the use of a VLE, which can be contrasted with other studies related to language teaching with the help of ICTs. Additionally, participants' perceptions can be taken into consideration to propose further investigation leading to the particular description of new strategies and possible means to overcome obstacles in listening sub-skills teaching or other language skills. One local instance could be the improvement of the quality of the program 'HUILA ONE WAY', which has the purpose of training and advising EFL in-service teachers in Huila, Colombia. What is more, this research study would start giving documentation on an educational matter that has not been much investigated in Colombia, bringing new contextualized teaching proposals to future generations of EFL teachers.

### **Research Question**

This research paper intends to analyze if having contact with diverse materials in a virtual learning environment may help in the process of developing listening skills. From this perspective, the question to be answered with the research problem is: What

listening comprehension skills are improved through VLEs by second graders at Aspaen Gimnasio La Fragua school?

At the same time, some sub questions of importance when developing this research study are: a) what strategies are effective to improve listening comprehension through VLEs? b) How can the use of VLEs in class help to motivate students to improve their listening skill?

## **Objectives**

### **Main objective**

To develop the listening comprehension skills in second graders of Aspaen Gimnasio La Fragua school through the use of Schoology (a virtual learning environment).

### **Specific objectives**

- To identify the listening comprehension sub-skills developed by second graders at Aspaen Gimnasio La Fragua school through the use of Schoology.
- To assess the effect of the use of the virtual learning environment Schoology on students' motivation.
- To determine the teaching technological strategies developed by the teacher while using Schoology.

## **Chapter II**

### **Literature Review**

In the light of the theories that support this research study, I will now introduce the general concept of communicative competence followed by the listening skills and its sub-skills. Moreover, I will present the understanding of virtual learning environments and the main characteristics of Schoology. Next, some theories on motivation will be examined in order to give a wide perspective of the main constructs that answer the research question provided.

#### **Communicative Competence**

The term communication has been widely discussed by multiple authors and some of them have come to the conclusion that to communicate a message, a person must be communicative competent. In other words, a person who is able to understand and produce messages, which are not only grammatically correct but appropriate to the context. Insuasty (2015) states that “having a communicative competence means to know when to (or not to) speak, what to say, at whom, where and how to do it” (p. 17). That is to say, a person who acquires the knowledge of communication should use the language correctly, but also appropriately depending on the setting.

According to Bachman (1990), the language competence comprises four sub-competences: Grammatical, textual, illocutionary, and sociolinguistic. Each one is explained as follows:

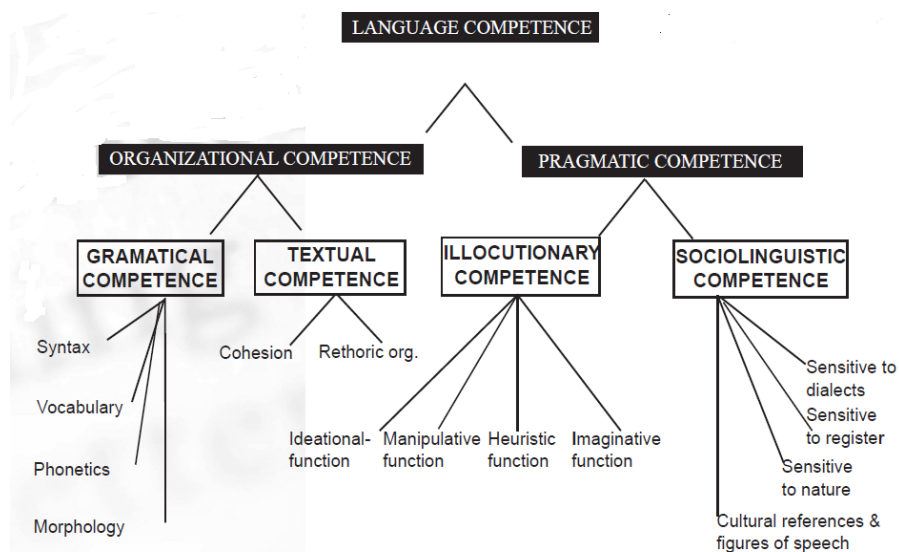


Figure 1. Bachman (1990). Components of language competence

The organizational competence is concerned with the ability to control the structure of language (grammatical competence) and with the knowledge of the conventions for joining utterances together to form a text, according to rules of cohesion and rhetorical organization (textual competence). On the other hand, the pragmatic competence has to do with the ability to control the functional features of language (illocutionary competence) and the sensitivity to the conventions of language use in context (sociolinguistic competence).

The above competencies should be integrated in order to develop the communicative competence. I believe that a person cannot just be really good at using the proper grammar patterns and not at understanding the social contexts, in which those should be used, otherwise his/her communicative competence would fail and communication might be affected. In the classroom, despite this research project aims at developing the listening skills, students will get plenty of opportunities to develop their communicative competence in an integral way. The following section of this paper will

present the listening skills and sub-skills that are not only part of the communicative competence, but the key for my students to develop it fully.

### **Listening**

Brown (1995) states that “listening is a process by which listeners construct ‘shared mutual beliefs’ rather than ‘shared mutual knowledge’” (p. 219) Hence, listening can be considered as one of the most important skills when acquiring a new language, whether it is learned as a foreign language or as a second language. Several studies from Nunan (1998), Young (1992) and Barani (2011) have been conducted in the field of listening and technology in education. To begin with, choosing listening is an important issue since it is the skill through which human beings acquire a language as naturally as possible. I am in agreement with Nunan (1998) when he asserts that “listening is the basic skill in language learning” (p. 1).

Without listening skill, learners cannot learn to communicate effectively. In fact over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Even theorists of teaching English to children give a strong emphasis on listening when facing that stage of human language acquisition. Another reason for choosing listening is that, as every human being acquired their native languages through listening, we noticed in our students their fear when experiencing listening stages in English lessons. Following Yousofi’s, Sa’eedian’s and Khaledi’s (2014) idea, most of the studies conducted previously substantiate the positive significant impact of cultural knowledge on listening comprehension and show that the more knowledge one has about the target culture, the more and better the student comprehends what the L2 speakers of that specific language say.

After interviewing several authors, Young (1992) develops the claim that Krashen maintains “although speaking is often cited as the most anxiety provoking skill, listening comprehension may also lead to high levels of anxiety, particularly when the text is incomprehensible to the listener due to such reasons as proficiency in L2” (p. 168). This is why, feeling the necessity of giving our students the opportunity of developing listening in a very positive way, and knowing of their strong like of technology, virtual learning environments come up as a possible solution to this important matter.

When beginning to blend the teaching of a foreign language and the use of technology, we need to take into account the culture of using the properly meanings when understanding listening materials. As Harputlu & Ceylan (2014) state, “learners who use translation may be unsuccessful in listening skill because the first language may interfere with the process of listening” (p. 130). Besides, the learners who have a high level of anxiety and a lack of confidence may be unsuccessful in listening skill. This study also indicates that there is a significantly positive correlation between listening proficiency and extrinsic motivation.

At the same time, receptive skills (reading and listening) can be slightly improved hand-in-hand, since the importance of developing skills in a complementary manner, will allow the students to face the foreign language in a better way, as El-Hmoudova (2015) mentions in one of his articles. The main objective of assessing reading and listening is to check whether students are prepared to function successfully in real-life reading and listening situations (instructions, interviews, conversations, etc.). A lot of testing methods – techniques used in assessing reading can be adapted to assess listening as well, although cognitive demand has to be taken in account. Following this idea, there is a

strong need of using different methodologies to maximize students' listening comprehension, since in regular and normal environments, the affective filter might end up being harmful for their learning process, as Asoodeh (1993) Kolich (1985) Siribodhi (1995) reported in their findings, students who were taught foreign languages through CALL programs gave better results than those taught using traditional programs.

### **Listening Sub-skills**

One of the authors that classified the listening sub-skills was Brown (2001). For him, the sub-skills are the following: Retain chunks of language in short-term memory; discriminate between the distinctive sounds of English; recognize reduced forms of words, process speech at different rates of delivery, process speech containing pauses, errors, corrections, and other performance variables; Recognize grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms; recognize cohesive devices in spoken discourse; recognize the communicative functions of utterances, according to situations, participants, and goals; from events, ideas, etc. described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning; develop means of retaining information.

An aspect to clarify related to the listening skill is that language sub-skills are of great importance when developing this research study. By following the educative institutional project of the school where this research was done, some listening sub-skills established by the CEFR were the main focus for the selected participants as it was

expected by the institution. These listening sub-skills were not chosen to be directly introduced to the participants but were the target goal to be reviewed after implementing the research interventions. These listening comprehension sub-skills are the following: a) listening for details, b) deducing meaning from context, c) listening for gist and global understanding and d) predicting information. Taking that into account, participants are empowered to develop further their English listening sub-skills using the benefits that VLEs bring us.

Brown (2001) also enlightened us in the use of the following principles for designing listening techniques:

- “• Use techniques that are intrinsically motivating
- Use authentic language and contexts
- Carefully consider the form of listeners’ responses
- Encourage the development of listening strategies
- Include bottom-up and top-down listening techniques” (p. 258).

Even though the aim of this research study is to develop students’ listening skills, I intend to serve myself from the technologies that are available at school, and at the same time, the virtual learning environments as a motivating tool for students. Thus, the following section contains the main benefits of using virtual learning environments and the precise characteristics of Schoology, the VLE I chose for developing the activities with the participants of this research project.

### **Virtual Learning Environments**

The use of technology has given our society a very strong support when teaching a language, since it allows us to get access to authentic material and experience the target



language at first hand. A research study conducted by Barani (2011), Brinton and Holten (1997) is cited with the following statement:

“Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students’ process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities” (p. 4060).

Hence, students feel engaged when facing contextualized activities in which the target language (L2) provides elements for understanding in relation to the mother tongue (L1). Brinton & Holten (1997) in Barani’s (2001) research study states, “media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context” (p. 4060). Therefore, students are eager to interact with the new language when real world comes to them in a single classroom. At this point, we have developed a strong interest in the importance of listening in the classroom and the use of virtual learning environments. Complementing this view of using technology for language learning improvement, Nachuo (2012) claims that, “effective second language learning is the one which lets the learner use his language in his daily life in proportion to his needs. Research and practice suggest that network-based technology and CALL can contribute” (p. 1151).

Therefore, CALL can be used to get learners exposed to the second language, motivating them to be more participative in the process. Furthermore, the components and system of the VLE used in our research study can greatly bring benefits to the students. Loureiro & Bettencourt (2014) stand for this renewing idea when mentioning:

“A virtual learning environment (VLE) has specific characteristics such as the fact that they are information and socialization places, and where students are not only active but also actors, are not restricted to distance education and integrate multiple tools, complement the physical space of the classroom and are represented explicitly. A VLE is then a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process” (p. 98).

For that reason it is reasonable to think that not only do virtual learning environments improve learner's target language but also develop social skills. That is why VLEs are worldwide tools that have become interesting for many studies, in order to take the best advantage possible when trying to improve students' language learning process.

Liu & Zhang (2012) mentioned the following fact that:

“Learners participating in virtual learning communities can be transformed from passive receivers of authentic materials to engaged authors of their own second language (L2) artifacts. Such practice provides L2 learners with a safe and motivating environment in which they can enhance their perceived self-efficacy” (p. 737). From this view, the resources used in activities with L2 students can be turned into material that they are acknowledged of, making the online environment user-friendlier.

Thus, the use of VLEs has some advantages since students feel attracted to the use of technology nowadays. In so doing, students will be able to work on themselves when finding the gist of education, which is a desire of improving knowledge step by step, as Ruismäki et al (2015) state, “it is obvious that technology-rich learning environments are excellent platforms for improving and studying learning. In other words, they provide

places to learn, teach and dynamically collect data about the learning process” (p. 970). Hence, online learning environments should be considered when finding strategies to satisfy students’ needs, implementing appealing tools.

Another advantage of using VLE has to do with the systematic organization the teacher and the student get access to. Liu & Zhang (2012) point out some positive features related to this organization:

“In a formal distance learning environment the educational material is well organized:

- (I) The courses are structured in a pre requisite order, from the fundamental to the most complicated.
- (II) The educational material is composed of learning objects. Many learning objects form a course and many courses form a curriculum. Among the various courses there is no (or minimal) overlap.
- (III) The educational material is usually managed by a learning management system” (p. 738).

Taking those positive aspects into account, effective virtual learning environments can be highlighted by having an organized management system that facilitates the learning process in students.

Ruismäki et al (2015) cite McGhee and Kuzma (2003) with the claim that also “studies have shown that learning environments that are equipped with proper technology can allow teachers and students to adopt new behaviors and responsibilities consistent with the realities of a rapidly changing technological society” (p. 969). A similar idea was developed by Loureiro & Bettencourt (2014) when stating that “in virtual environments

learners tend to feel more confident, open, participatory, creative, understanding and seem to participate in training sessions because they are indeed interested in learning” (p. 97). On account of the fact that the classroom needs to be supplied with computers and good internet connection brings up the challenge to the school in order to provide better learning opportunities to the students. Incidentally, the big impact that VLEs cause in learner’s mind cannot be put aside. Indeed, VLEs do not only improve learners’ target language but also themselves in terms of socialization and integration.

Also, Loureiro & Bettencourt (2014) reinforce their positive idea about VLE by developing the following claim:

“Learning is not confined to the classroom; it takes place in the diversity and variety of situations experienced throughout life in a sustained and continuous manner. The web is more than a simple information search and social contact feature, it is also a learning tool that allows other ways to build and share knowledge” (p. 98). Bearing that concept of learning in mind, we can take a great advantage of the web by using resources such as virtual learning environments, which can create more meaning learning in students at some point.

Furthermore, a research study done by Loureiro & Bettencourt (2014) points out some positive aspects related to the use of Virtual Learning Environments:

“There are three aspects that define the social online educational environments: (I) the ability to collaborate with others both synchronously and asynchronously; (II) the ability to create a personal profile built just around the specialties and interests and educational curriculum, making it easier to find other people, resources, events and discussions around the same interests; (III) the ability to more easily find, organize,

manage, and share information and content” (p. 98). Being technology in the stage of Web 2.0, VLE belong to this stage where interaction between student and technology has increased in terms of handling information for improvement of language learning according to particular needs. With that in mind, I can say that VLEs can easily break learners’ shyness because of the interaction experienced with material, other students or the teacher.

In the same way, the same research from Loureiro & Bettencourt (2014) focuses special attention on some key factors represented through benefits in the following manner:

“Web 2.0 tools and virtual worlds bring many benefits to students in terms of learning, which may be summarized down into:

- Participative learning through encouraging participation in the creation and editing of content
- Collaborative learning, provided by the collaborative construction of knowledge where the information shared by each individual can be recombined to create new forms, concepts, ideas, mash-ups and services;
- Autonomous learning in order to share, communicate and find information on learning communities;
- Ability to communicate and interact, creating richer opportunities through socialization and integration into learning communities;
- Lifelong learning, by the development of digital skills and joining the wisdom of the crowds” (p. 99).

For all those benefits mentioned, teachers should take VLEs into consideration when planning their lessons, knowing that online environments are definitely part of today's students' context. Thus, students feel confident to use that resource for learning and might perform slightly better as they were using different materials in the classroom.

### **Schoology**

This VLE is now being used by many educators due to its easiness and free management system. The webpage link that directs you to the platform is [www.schoology.com](http://www.schoology.com). On the platform, teachers as well as students are able to create their profiles and choose their learning preferences. One can even upload a profile picture too. Although, what most catches teachers' attention is the structure for creating private teaching groups with a unique code. Different types of activities can be easily designed. This advantage gives teachers the tools to prepare less time consuming workshops and to assess students with a more personalized feedback. Indeed, Schoology provides teachers with a variety of teaching tools that make learning more interesting and meaningful to students. Furthermore, Schoology does not only bring teaching and learning facilities to both users but also requires collaboration, participation and communication skills from the students and the teacher.

This feature ranks Schoology as a catchy VLE to be implemented with the purpose of improving L2 learning and creating interest in those students who are 'tired' of the same methodologies in the classroom. As stated by Stanerson (2014), a teacher in one of Minnetonka public schools, interviewed during a case study done by Schoology in Minneapolis, "For our students, Schoology is an extension of their classes. It's really

made communication and learning a fluid, seamless process” (p. 1). Having that in mind, we can see that students are able to identify a new different tool in their classes, which can encourage them to reach personal learning goals. Hence, this research project aims to link listening-sub skills development with an online resource such as Schoology that can make the participants feel and think differently from what they experience in the classroom.

### **Motivation**

A critical factor when developing this research study is paying closer attention to students’ motivation when improving listening through the use of technology (Schoology). Let us begin by saying that we follow the idea of Yangin (2015), who develops the claim presented below:

“Self-efficacy is defined as the belief in one’s capabilities to carry out, organize and perform a task successfully. Motivation consists of the internal and external factors that stimulate the desire to attain a goal. Both are the driving forces that make people pursue a goal and overcome obstacles because people with higher self-efficacy and motivation do their best and do not easily give up when confronted with difficulties” (p. 472). It is highly important to make our students aware of the facility to get in touch with authentic material and real L2 language through the use of this VLE, so they can intrinsically push themselves towards the objective of developing the listening comprehension skills through the use Schoology.

Students’ motivation is strongly related to the meaningful use they can give to the new knowledge they are acquiring. For instance, Prasangani (2015) states the following:

“Second language (L2) motivation was studied systematically by the Gardner (1985) in the Canadian context where there was no globalization influence. His theory of L2 motivation based on the belief of L2 learning as a social psychological experiment, because students are confronted with products of another cultural community and their reaction to this situation can be interest and enthusiasm, boredom, or frustration (R.C. Gardner, 1983)” (p. 796).

This meaningful use is strongly related to a personal performance in a contextualized situation, a key element that students will find enough to focus their effort in improving this listening skill. The same author (Prasangani, 2015, p. 797) paid closer attention to the statement by taking Islam, Lamb and Chambers (2013) into consideration, “English as a global communication medium, when learners realized the significance of it to represent their country in front of the world for the good, because good image is essential for the developing world to get the support from other countries.” We can now understand how students feel when facing situations in which they need to put into practice what they have learned. They will focus their effort on feeling competent towards English in terms of understanding the L2, and giving a proper answer depending on the type of situation: formal or informal, academic or non-academic context.

The importance of a perfect balance between L2 learning and technology is provided by El-Hmoudova (2015), who puts forward the claim that “to achieve effective foreign language learning within the cyber learning environment means to balance instructional methods, structuring the teaching and learning environment so that all learning styles are simultaneously, or at least sequentially accommodated” (p. 1620). The available evidence seems to suggest that the same author stands for the idea of learning



styles, clarifying that “each individual has a natural inclination toward learning of some kind and, that if that preference can be identified, teaching and learning experiences can be provided to learn more effectively” (p. 1619).

### **Chapter III**

#### **Methodological Design**

This research study was conducted with second graders at Aspaen Gimnasio La Fragua school. The research methodology was developed from a qualitative action research perspective, which entailed the use of research instruments such interviews, observations, teacher's diary, and surveys. This research study intended to develop the listening comprehension skills in second graders of Aspaen Gimnasio La Fragua school through the use of Schoology (a virtual learning environment).

#### **Research Approach and Type of Study**

This research project follows a qualitative action research method as result of all participants and teacher being part of the research practices. Action research takes a cyclical process since a research problem will never fully meet all the goals and expectations from the researchers. Therefore, further research problems will emerge from the findings of early research studies with the purpose of continuing the investigation and possible implementation of improvements.

Furthermore, action research is considered to be critically reflective. That means, researchers need to take into consideration what has previously been done for the problem being studied in order to conduct new research using different methods. That is why action research does not end. Meyer (2000) clearly points out the benefits that action research brings, "action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development or implementation activities" (p. 178) Bearing this in mind, both the teacher researcher and the participants performing this

research project will receive benefits from taking part of the implementations done during the research.

### **Participants**

The selected group is second grade, with a total number of nine students. Being underaged, I assigned an access code to the participants enrolled on Schoology in this investigation to protect their identities (See Appendix B). All the same, authorization was asked to the school directors and their parents. During the diagnostic stage a survey was applied to these students and the analysis of the instrument results showed that the participants were used to work with technological tools are eager to use the Internet as a method to learn English in all skills. Besides that, students are interested in listening to information of their interest in the foreign language. Their needs and the researcher proximity to them made it convenient to choose them as the selected group for this research study.

Being the teacher of these students, I found myself immersed in constant self-reflection about my role as their teacher and I got to the conclusion that it was worthy to try different methods to make them improve their listening skills. This participation takes "the researcher is the instrument" notion (Patton, 2001, p. 14). In Patton's (2001) notion there is support to the idea of the qualitative researcher being involved in the process before and after any change occurs in the classroom. I realized that the school only provided my students with the opportunity to listen to non-authentic materials, understood as the ones designed for teaching, and to audios that were recorded in a studio as part of a complement material for their students' book.

Therefore, taking into account the survey results I decided to cooperate with their motivation and bring them to the laboratory, which was not firstly intended for English classes, and introduced them to Schoology.

### **Instruments and Data Collection Procedure**

Four instruments were designed and used with the population to collect data during this research study. First of all, a survey was applied to the students as a way to know the lack on students' listening comprehension skills. Those surveys were used like needs analysis for later actions in the virtual learning environment Schoology. In addition to that, 10% of students had open semi-structured interviews after a virtual activity was assigned as homework for research purposes. Last but not least, four field notes were taken with the idea of reflecting upon the lessons' results. These field notes were written down while the lesson was being developed. That was done with the purpose of having a detailed record of what happened during the lesson and what could be done to empower learners with the sources and the VLE. Different perspectives were taken into account during the process to obtain data since the research instruments and techniques were applied by different researchers. All the same, once the information was gathered both the researcher and his tutor analyzed and triangulated the data so to come with the final conclusions of this paper.

### **Survey**

This method of data collection is a quite efficient method to obtain general information from the participants. According to Frechtling (2010) "surveys are a very popular form of data collection, especially when gathering information from large

groups, where standardization is important. Surveys can be constructed in many ways, but they always consist of two components: questions and responses.” (p. 58). This instrument was used to gather information from the participants and establish their needs, their attitude towards the use of technologies in the English classes, and their attitude towards the English class in general (See Appendix A).

### **Observation**

This method was implemented in the research project to keep the record of relevant events of the interventions (See Appendix C). According to Frechtling (2010), observation is a method “...by which an individual or individuals gather firsthand data on the interventions, processes, or behaviors being studied. They provide evaluators with an opportunity to collect data on a wide range of behaviors, to capture a great variety of interactions, and to openly explore the evaluation topic.” (p. 66). Keeping detailed field notes was the key to retrieve the situations brought by the research problem being studied. The observers paid attention to students’ motivation, the activities in which they were involved, and the listening skills they developed while participating in those activities, among other aspects of the class. In brief, note-taking is a quite common action by researchers who want to evidence crucial features that could be brought back into context to contrast what was being studied with the findings.

### **Semi - structured Interview**

Having in mind the type of research being implemented in this project, it is valid to apply interviews to the participants in order to hear their voices and to provide researchers comparable qualitative data. Manson (2002) states that, “researchers need to

be able to ensure that the interview interaction actually does generate relevant data, which means simultaneously orchestrating the intellectual and social dynamics of the situation” (p.67). Being that case, a semi-structured interview (See Appendix D) was recorded to later transcribe the tapes for analysis due to the fact that the questions were opened and the answers needed to be taken exactly as the interviewees said it. The questions of the interview were written down with the purpose of knowing specifically what to ask the participants in order to obtain their opinions; nevertheless, the order in which they were asked was not rigorous since the population was second graders.

### **Teacher’s Diary**

The teacher perspective was crucial to the understanding of his personal perception of students’ listening skills development and motivation. Frechtling (2010) classifies the teacher diary as a personal document in which accounts of events are told from the first-person point of view. She affirms that “personal documents can help the evaluator understand how the participant sees the world and what she or he wants to communicate to an audience.” (Frechtling, 2010, p. 70). Then, it was necessary for the teacher to communicate his point of view by briefly and freely writing a short reflection after each intervention (See Appendix E).

### **Procedure**

After being acknowledged of students’ available time in the school, five lesson plans were programmed for the interventions. These lesson plans were designing by following content and school’s expectations of second graders in the fourth term, found in the Educative Institutional Project which is actually based on what is stated in the

CEFR, and bearing in mind what listening comprehension skills could be developed. All five lesson plans were successfully applied as they were scheduled but one of them was developed by a different teacher who does not directly take part of the research study with the purpose of being taken as the piloting lesson. Table 1 is presented with the dates when the interventions were done.

WEEKS	MONTHS	
	OCTOBER	NOVEMBER
FIRST WEEK	1st intervention October 1st, 2015	4th intervention November 4th, 2015
SECOND WEEK		
THIRD WEEK	2nd intervention October 21st, 2015	5th intervention November 11th, 2015
FOURTH WEEK	3rd intervention October 28th, 2015	

Table. 1 Pedagogical interventions timetable

Hence, different types of workshops were designed on Schoology, taking into account local action-oriented strategies. Thus, songs, Youtube videos and online recordings were used to conduct activities, in which, students were asked to answer comprehension questions as well as completing tasks such matching exercises, multiple-choice questions, true or false questions and open questions. Also, some workshops guided students with instructions to complete online tasks on other websites.

### **Instructional Design**

In this section I will describe the proposed and applied pedagogical intervention that helped answer the research questions of this study. Bearing in mind that this action research study was aimed at developing the listening skills in second graders, a five-

session intervention was designed, applied and assessed (See Appendix F). The purpose of these lessons was to enhance the students' listening skills by proposing motivating and engaging activities in which they would use the VLE Schoology.

To design the lessons I design a form in which I followed the principles of Lowe (2001) who considers seven steps to plan a course unit: identify students' needs and create a students' profile, determine the topic, set the goal, write appropriate objectives, plan the activities, select the materials, determine how to assess students' learning and progress during the process.

In identifying the needs of the students, a survey was conducted and it helped me determined the goal and the objectives of this research study. I created my students' profile, which is presented in the participants section of this paper. Then, I selected the topics (related to the established the objectives, and what my students would be able to do after the lesson in terms of assessment (See Table below). Although the topics were proposed in the school's academic program I modified the presentation manner by introducing them to students through the use of Schoology by offering them different activities which they found meaningful and engaging.

*Lesson Concept 1: Circulatory system*

<i>Objectives</i>	<i>Assessments</i>
1. To recall vocabulary reviewed in previous classes 2. To identify the functions of the circulatory system. 3. To interpret native speakers of the language giving specific information. 4. To practice what was learnt in online tests.	1. Matching information of the circulatory system. 2. Identifying internal organs' functions. 3. Presenting information gathered from media.

*Lesson Concept 2: Planned actions*

<i>Objectives</i>	<i>Assessments</i>
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<ol style="list-style-type: none"> <li>1. To recognize actions being done at the moment by a person. (Mr. Beans' video)</li> <li>2. To describe the situation presented in the video (Mr. Beans' video).</li> <li>3. To predict what will happen to a person after living a number of events. (Mr. Beans' video)</li> <li>4. To recognize information presented in a video. (Present continuous for future video)</li> <li>5. To create a planned calendar for the basketball player. (Present continuous for future video)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying specific information said in a video</li> <li>2. Presenting information gathered from an audio in written form.</li> <li>3. Summarizing in students' words what they understood from media.</li> </ol>
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*Lesson Concept 3: Planned Actions*

<i>Objectives</i>	<i>Assessments</i>
<ol style="list-style-type: none"> <li>1. To remember context vocabulary from previous lessons.</li> <li>2. To recognize daily leisure activities.</li> <li>3. To infer information from a daily conversation.</li> <li>4. To apply the vocabulary learned through online exercises</li> </ol>	<ol style="list-style-type: none"> <li>1. Matching information related to days of the week and daily activities.</li> <li>2. Identifying planned actions for future events.</li> <li>3. Giving information from online exercises.</li> </ol>

*Lesson Concept 4: Big and little*

<i>Objectives</i>	<i>Assessments</i>
<ol style="list-style-type: none"> <li>1. To label big and small objects.</li> <li>2. To contrast the size differences between animals and objects.</li> <li>3. To demonstrate knowledge on size.</li> <li>4. To design an online coloured drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the size of animals and objects by looking at pictures.</li> <li>2. Describing the size of animals and objects.</li> <li>3. Presenting coloured drawings by following oral instructions.</li> </ol>

*Lesson Concept 5: Big and little*

<i>Objectives</i>	<i>Assessments</i>
<ol style="list-style-type: none"> <li>1. To reinforce vocabulary related to adjectives</li> <li>2. To related adjectives to people, animals and objects</li> <li>3. To validate the learning of prior</li> </ol>	<ol style="list-style-type: none"> <li>1. Categorizing people, animals and objects with the use of adjectives</li> <li>2. Relating information presented with the learned adjectives.</li> <li>3. Completing exercises related to people,</li> </ol>

vocabulary to the new one	animals, and objects.
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Table 2. Pedagogical intervention concept, objectives, and assessment

I want to make clear now, that I wanted the lessons to be meaningful for my students because I believe in Novak's (2012) concept in which he states that "knowledge stored in our brain consists of networks of concepts and propositions. As meaningful learning proceeds, new concept meanings are integrated into our cognitive structure to a greater or lesser extent, depending on how much effort we make to seek this integration, and on the quantity and quality of our existing, relevant cognitive structure. If we learn strictly by rote, essentially no integration of new concept meanings occurs, and existing cognitive structure is not elaborated or reconstructed."(p.86). Concepts like the circulatory system or big and little were easier to learn for students at this age since they were familiarized with them in their mother tongue. Activities for activating prior knowledge were planned in each lesson.

After topics and objectives were set, I selected the materials a varied sources, especially songs and videos from YouTube. I wanted to take materials that appeared more attractive and fun to my students since the materials they used were the proposed by their coursebook, and I had already found through observations, they did not pay enough attention to them causing distraction and failure in some exercises. Even though there are authentic materials on the Internet, I was eager to try with some non-authentic videos. Nunan (1988, p.4) defines authentic materials as "those which have been produced for purposes other than to teach language"; but, videos such Mr. Bean's present continuous and the others I chose were precisely made for teaching English. Despite not being

considered authentic materials, these differed from the ones they usually heard in the classroom, and the activities, which they had to solve within the VLE Schoology, were a complete successful novelty for students.

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: October 1st, 2015  
Grade: Second  
Teaching Time: 50 minutes

*Lesson Concept: Circulatory system*

<i>Objectives</i>	<i>Assessments</i>
1. To recall vocabulary reviewed in previous classes 2. To identify the functions of the circulatory system. 3. To interpret native speakers of the language giving specific information. 4. To practice what was learnt in online tests.	1. Matching information of the circulatory system. 2. Identifying internal organs' functions. 3. Presenting information gathered from media.

*Materials:* Laptops, Internet connection, do the circulation song (<https://www.youtube.com/watch?v=5tTkxYeNF9Q>) and human body systems video (<https://www.youtube.com/watch?v=nnjmrrQ6x0s>).

*Anticipatory Set:* Recognizing internal organs.

*Activating Prior Knowledge:* Singing a song altogether while identifying the description of the circulatory system on the lyrics of the song.

*Procedure:*

1. Divide the class into small groups and assign them a computer.
2. Elicit vocabulary related to the circulatory system.
3. Guide students to log in Schoology.
4. Guide students to go to the song link. Then, teach them how to play the song while following the lyrics.
5. After that, students must be guided to start the main activity.
6. Explain the activity. (What they have to do and how they have to do it)
7. Allow the students to watch the video calmly and answer what is being asked.
8. Share students insights after everyone is finished.
9. Repeat the song once again if students enjoyed it and there is time for it.

*Closure:* Let students know the answers of the test the information said during the video (while showing the video).

*Additional Concept Related Activity:* None

Table 3. Lesson plan sample

Assessment, on the other hand, was also planned according to what the school expects children to achieve by the end of school year. Aspaen Gimnasio La Fragua school expects, as stated by the Common European Framework of Reference (CEFR), “second graders can understand everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type” (p. 24) Also, the student is able to interact in a simple way as the other person talks slowly and clearly, according to the school’s expectations.

Hence, second graders were expected to achieve an A1 level of English according to the CEFR. Bearing this in mind, students should have been able to “follow speech

which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning” (CEFR, Listening: Overall listening comprehension); in the same way, school expects from students to listen for global understanding, which highly related to the previous CEFR objective. Therefore, objectives and assessment, as well as activities were based on the CEFR.

## **Chapter IV**

### **Data Analysis and Findings**

This research study intended to develop the listening comprehension skills in nine students of second grade at Aspaen Gimnasio La Fragua school through the use of Schoology. In the following sections the data analysis procedure and the findings will be presented.

#### **Data Analysis**

The data collected for research study was obtained from the instruments presented above. Therefore classes were observed, students were interviewed, surveys were applied, and the teacher completed a diary. Then, data was coded and triangulated by means color-coding. The triangulation by data source method was used. According to Miles and Huberman (1994) this method collects data from different persons, times, or places. Thus, different sources of information were taken into account in order to confirm findings across participants and instruments, avoiding bias in the finding and significantly enhancing this research study credibility. Then, common patterns were coded and organized into two categories (listening skills, and students' motivation) and several emerging sub-categories.

Additionally, it is crucial to highlight that the pedagogical intervention was completed by following the four stages proposed by Kemmis and McTaggart (1998): planning, acting, observing, and reflecting. After the first intervention, the proposal was assessed and slight changes were considered in the following interventions, that is why, despite five lesson-plans were carried out, only four were considered for analysis. We will now present the findings, product of the pedagogical intervention.

Four lessons were observed to analyze how the use of Schoology and the activities delivered through it could impact students' motivation and the development of their listening skills. The lesson observers completed field notes after each intervention; all the same, the teacher completed a diary. After the second pedagogical intervention, students were interviewed to know their perception on the use of Schoology in their English lessons.

### **Findings**

As previously explained and attending the main objectives of this research studies, I have organized the findings into three sections: listening skills, motivation, and other considerations.

#### **Listening Skills**

After triangulating the data obtained from the research instruments, five listening sub-skills were identified to be improved through VLEs by second graders at Aspaen Gimnasio La Fragua school: listening for gist, listening for details, deducing meaning from context, predicting information and listening for global understanding. Those improvements were done with the help of effective strategies that motivated students to participate actively in the different activities planned. One clear instance of the effective strategies applied was the use of catchy material such as videos with outstanding images that were interesting to the student's eye, stimulating what was being said by the speaker (s) with visuals. As expressed by Brown (2001), teachers need to appeal to listeners' personal interests and goals. Since background information (schemata) is an important factor in listening, teachers need to take into full account the experiences, goals, and

abilities of the students as they design lessons (p. 258). That is why this research study considered using VLEs as a technique to encourage students improve their listening comprehension sub-skills. Students' interests in language learning resources are graphically demonstrated in the following graph, which is part of the survey results:

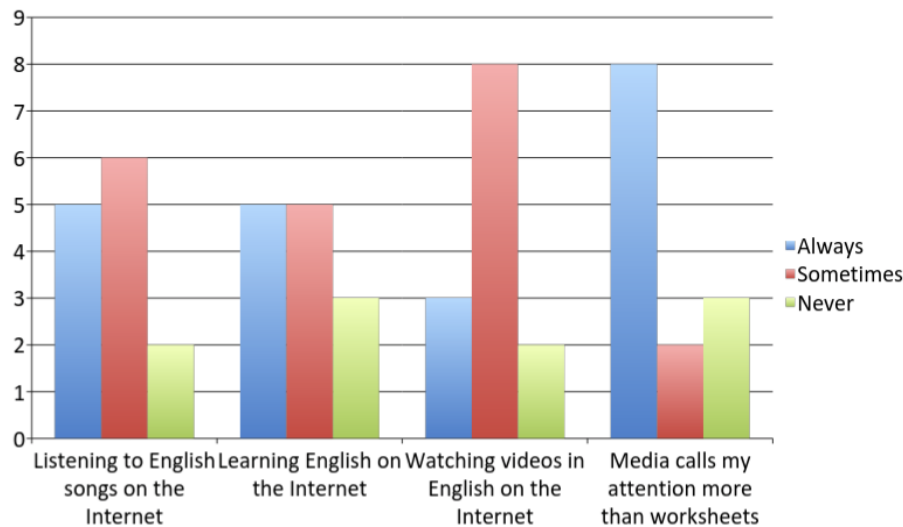


Figure 2. Students' interest in language learning

Figure 2 clearly presents the fact that most of students agree that learning English is more motivating on the Internet than on other way. It can be seen that, 61.5% of the students agree that media calls their attention more than worksheets. These preliminary results gave us a belief to think about implementing VLEs in the English learning strategies for second graders at Aspaen Gimnasio La Fragua school.

Among the results found in the observations, two of the students' sub-skills most commonly used were listening for details and listening for global understanding. They were developed specifically when students were exposed to instructions given by the teacher and when they were asked to watch videos or songs, or to share their first

impression over the activities proposed in Schoology. This could be perceived in the following excerpt:

“After watching the second video, students were asked to answer multiple-choice questions to check their global understanding. Most of them answered correctly”. (See Appendix C).

According to the Common European Framework, only students with an A1 level of competence in the language can develop this skill which allows them to “can understand instructions addressed carefully and slowly to him/her and follow short, simple directions ” (CEF, p. 67). The other skills were developed in a slightly lower manner.

After coding and analyzing the data obtained from the research instruments, it was possible to classify all the information into two main categories, listening sub-skills and motivation, which respond to the objectives proposed for this research study, at the same time, some relevant teaching strategies were prominent during the research study and need to be highlighted as an emerging solution to the problem found. The following table will graphically explain the listening sub-skills, which were evidenced during the four lessons, planned with the participants:

<b>Listening sub-skills</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
Listening for gist		I		
Listening for details	I	II	II	II
Deducing meaning from context		I		
Predicting information		I		
Listening for global understanding	I		I	II



Table 4. Development of listening sub-skills

Table 4 shows the listening sub-skills, which were planned following the school curriculum for second graders. Also, it is demonstrated by an “T”, the amount of times the listening sub-skills were being developed on Schoology through the activities mentioned before by the participants.


In the first lesson applied, participants were asked to identify specific information from a video in order to complete a series of activities that required students to understand what the whole video was about while gathering relevant information that was going to be questioned afterwards. The following pictures (3 and 4) illustrate the type of questions made for students to develop listening sub-skills such as listening for details and listening for global understanding:

[Show instructions](#) Questions 1-6 of 6 | Page 1 of 1

Welcome to this activity, second A. Follow the instructions and complete the activity:

Watch the **circulatory system** (1:30 - 2:45) in the video and complete the different exercises below

Human Body Systems: The 11 Champions (Old Video) ➔



**Question 1** (10 points)

Match the information said in the video

Column A	Column B
1. ___ Blood	a. have veins, arteries and capillaries.
2. ___ Heart	b. is red, not blue.
3. ___ Hearts	c. carries oxygen and nutrients that the body needs.

Picture 3. Screenshot of the VLE

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**Question 5** (10 points)

Is the circulatory system important in your body?

---

**Question 6** (10 points)

Do your veins and arteries carry water?

Picture 4. Types of questions for global understanding and details

From the observation done during the lesson, it was found that students certainly developed the listening sub-skills planned by following the instructions of the activities and completing the tasks. Thus, students were able to match specific information from the video developing listening for details and, to answer questions developing listening for global understanding. It is important to mention that some students shared their comprehension of the videos at the end of the lesson. That shows that students did not only develop listening sub-skills but also were also to develop speaking.


In the second lesson applied, participants could develop more listening-sub-skills by doing two oriented activities planned in the lesson. Lesson observation reported that there were other listening sub-skills, which were developed by the participants during the lesson but not planned to be. In this case, students were intrinsically motivated and paid full attention to the instructions of the tasks.

Students were initially asked to understand what the videos were about, to identify and to predict some actions, developing listening for global understanding, listening for details and predicting information. However, students felt the necessity to watch the videos several times as a solution to the high levels of anxiety of completing the activities. From this point of view, students deduced meaning from context and listened for gist. The following pictures illustrate the activities planned for the students to develop listening sub-skills such as listening for global understanding, listening for details and predicting information:

**Mr bean's day and future actions**

Hello dear students,  
Please watch the video and identify the actions done by mr Bean.


PRESENT PROGRESSIVE WITH MR BEAN



After that, predict the actions that you think mr Bean will do in the future.  
Example: Tomorrow, mr bean is having breakfast in the hospital. He is not listening to the construction. He is...

Picture 5. Predicting information exercise

**Planned calendar**



1. Answer these questions as commentaries:

1.1 What is the basketball player doing?  
He is \_\_\_\_\_ all the games.

1.2 What is the reporter doing?  
He is \_\_\_\_\_ all the games

2. Now, plan a calendar for the basketball player  
Example: On Monday, he is studying English.  
On Tuesday,  
On Wednesday,  
On Thursday,  
On Friday,  
On Saturday,  
On Sunday,

Picture 6. Listening for details exercise

One more time, the material used was found appealing for the participants. Lesson observer reports high levels of concentration and motivation from the students by repeating the videos. I as the teacher researcher provided students help with techniques to develop the activities and common issues on Schoology. Brown (2001) suggests that “most foreign language students are simply not aware of how to listen. One of our jobs is to equip them with listening strategies that extend beyond the classroom” (p. 259). From the teacher’s diary, it was reported that “the use of Schoology with the intention of giving students a different method to teach such a complex language skill motivated students completely” (See Appendix E).

**Motivation**

Aside from the listening skills they developed, it was also evident in the observations that they found working in Schoology a motivating source to learn and interact with the teacher and their classmates. One participant interviewed expressed the following:

“We can work materials technologically” (See Appendix D).

Hence, a VLE such Schoology, can create a positive impact in students’ interest towards learning a second or foreign language due to the motivation that the use of technological devices and Internet can develop in the students. As mentioned by Dave (2014), a teacher in one of Minnetonka public schools, interviewed during a case study done by Schoology in Minneapolis, “Schoology is an amazing product which I believe is a game changer for education”(p. 1) In other words, it can be said that Schoology positively turns what might be boring for students into activities that catches students’ attention, generating intrinsic motivation in students.

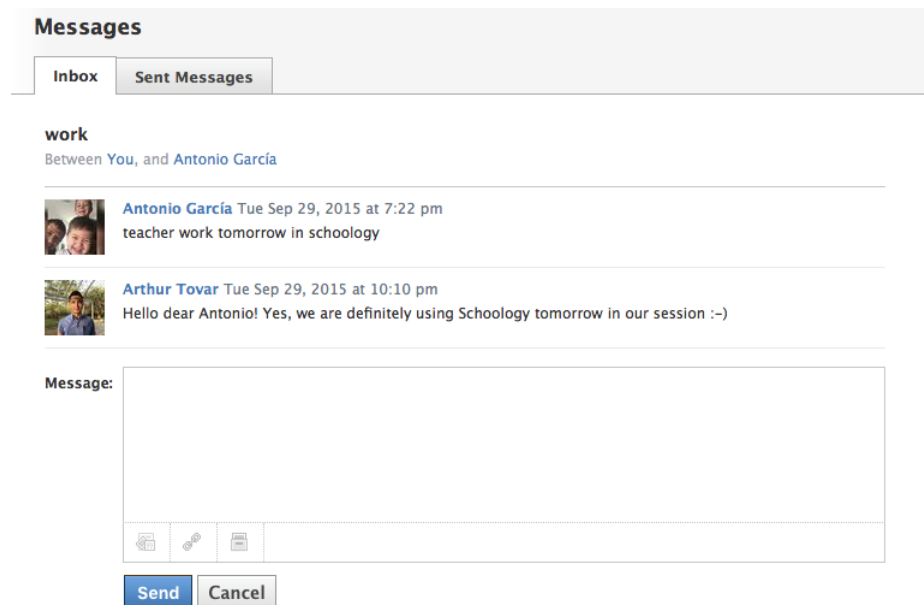
One of the specific interests of this research study was to create intrinsic motivation in the participants. Hence, students found a purpose of evolving themselves in a learning process, using online resources. One of the most striking features of L2 learning is that one somehow needs motivation for accomplishing any goal in the targeted language. As stated by Dörnyei (1998), “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 117). In this case, students felt curious towards English learning and VLE usage, which

could make them interested to study in the long-term without being asked to complete instructed activities.

From the teacher's diary, striking findings were reported. When Schoology was firstly introduced to the participants, they found it very interesting and started asking lots of questions related to the website. Therefore, students felt highly motivated to use Schoology in their English lessons and, at the same time, to communicate with the teacher and classmates as written in the teacher's words:

“To my surprise, one student sent me a message on Schoology the same day we created the accounts in the classroom.” (See Appendix E)

The following picture better represents how some students developed the communicative competence as a significant achievement:



Picture 7. Student message to the teacher

That action from the student shows that technological tools such VLEs can be of great opportunity to promote communication in the foreign language. In the light of this, Schoology can be considered as a potential communicative environment that was used to

teach the lessons planned focused on students' interest and necessity and not on a study of a set of grammatical rules. With this in mind, participants had some form of exposure to the target language, as native speakers would normally do on their daily basis.

In Nachoua's (2012) research study, Davis (2002) was cited with the claim that "CALL is perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement, assessment of material to be learned, usually including a substantial interactive element" (p. 1151) With this in mind, it is important that students feel engaged with the VLE. One participant interviewed described Schoology as an user-friendly VLE by stating that it was not difficult for him to use Schoology when completing the assigned tasks (See Appendix D). Furthermore, the same participant interviewed agreed on the fact that the activities planned on Schoology definitely helped him to improve his listening skills in the foreign language (See Appendix D). The previous testimonies illustrate that the use of a VLE in the development of listening comprehension skills enhanced the participants' motivation and therefore, their performance on listening was confirmed.

Moreover, motivating behaviors in the classroom confirm students' willingness to use Schoology for educational purposes. The following statement demonstrates what has been previously said:

"Students loved when the day came to go to the computer lab. When I entered the classroom, they always reminded that they were going to work on Schoology that day" (Teacher's diary, see Appendix E).

With this in mind, we can say participants reported a positive change in their listening comprehension sub-skills development by switching the common and dull

strategy of using recordings from the coursebook with motivating and interesting tools for students. As it was reported in the teacher's diary:

“These students were born with technological devices and can use them without much trouble, which facilitates and makes more fun their learning process” (See Appendix E).

The previous fragment opens up the idea to consider that the technological strategies used by the teacher, were determinant and had strong influence in the success in the use of a VLE, to encourage students in the learning process of an anxiety provoking language skill such as listening.

### **Other Considerations**

By being the conductor of this research study, one needed to be acknowledged of the possible problems that could be faced. Therefore, the first lesson was developed as a piloting practice in order to guide students and to provide step-by-step instructions to the participants, explaining each tool that Schoology provides. This action made Schoology user-friendlier to the participants even though they were used to technological devices and the Internet. Liu and Zhang (2012) state that “today the internet is used by millions of people as an interminable pool of knowledge, as a huge encyclopedia” (p. 739). In the light of the benefits brought by the Internet, a VLE such as Schoology was absolutely appropriate to link students' intelligence with new resources to teach listening.

As a consequence of guiding students initially, their interest grew, leading them to explore the website further at home. Impressively, some of the participants completed their profile on Schoology by uploading their profile picture and writing a short autobiography. In a blink of an eye, students were aware of the mechanism of the VLE



and could follow commands without difficulty. By virtue of students' quick learning and adaptation, exercises based on Youtube videos and recordings were applied, requiring students to gather particular information from the speaker (s). Activities on Schoology were planned according to their foreign language level and reality.

Despite participants' website familiarization, passwords of some accounts were sometimes forgotten. Therefore, students were told to work in pairs as a solution to motivate and interest students. Thus, each student would develop an individual task, demanding particular listening comprehension sub-skills. All of those quick fixes could be performed thanks to the students' technological knowledge which played an important role throughout the research study.

In fact, participants' ability contributed to the development and improvement of their listening comprehension sub-skills. As stated by Loureiro and Bettencourt (2014) in their research study on the use of virtual learning environments, "students are not only active but also actors" (p. 98), making the teacher take the role of a facilitator. It was therefore beneficial for students to be acknowledged of computer and Internet usage. Actually, participants' background knowledge positively affected their engagement in Schoology.

In addition to the listening comprehension sub-skills development, particular content based on the syllabus for second graders was successfully taught. Participants expressed to be more stimulated with images that represented what was being said in the foreign language. In this form, students learnt what was written on the course-book creatively. One participant interviewed stated the following:

“Pues...A mi me gustó en la parte principal cuando ya definían...los arterias del...donde enviaban la sangre del corazón.”

“Well, I liked the main part when they defined... the arteries of... where blood was sent to the heart” (My own translation) (See Appendix D).

From the participant’s statement, we can tell that lessons with the use of a VLE provided students meaningful learning. What is more, one participant suggested to the class expanding the main topic by proposing an activity about a sub-topic. The following interviewee's answer demonstrates the high level of engagement and motivation:

“Del sistema respiratorio.”

“About the respiratory system” (My own translation) (See Appendix D).

Bearing participants’ reaction in mind, we can say that students were capable of learning the content taught while developing their listening skill at the same time. Therefore, engaging learners in the virtual learning environment brought significant benefits to the students and the teacher. Indeed, Schoology worked as a potential tool that presented authentic material to the participants, which increased their willingness to learn.

Besides the previous findings, this research study also found that vocabulary was strongly fostered by the use of activities related to listening on Schoology. According to one participant interviewed:

“Ahí puedes encontrar nuevas palabras y puedes ir aprendiendo cuáles son las palabras que aprendes.”

“Well... Because you can find new words there and you can learn those new words” (My own translation) (See Appendix D).

Clearly, Schoology did not only contribute to encourage students in their foreign language learning process but also in more language skills. At this point, we can notice the big impact that a VLE created in young learners by challenging them to complete specific tasks related to the listening skill while improving in other aspects unintentionally.

## Chapter V

### Conclusions and Pedagogical Implications

This research study has gathered positive results focused on the main and specific objectives of it by responding to the questions emerged from the observations and surveys applied at the beginning. As planned and fostered, participants successfully developed the listening comprehension skills proposed by the Common European Framework of Reference for Languages as it was expected by the school's curriculum. Therefore, listening for details and listening for global understanding were the listening comprehension skills mostly developed by the participants while still developing others such as listening for gist, deducing meaning from context and predicting information in a slightly lower manner.

Furthermore, we took into consideration some of the strategies used to decide which were more effective and therefore, engaged students to focus in the assigned tasks while developing listening comprehension sub-skills. From the findings, we identified that authentic material in attractive videos called students' attention. Hence, YouTube videos were used with the purpose of illustrating what was said orally. As a result, participants reported a positive change in their English classes in listening comprehension development.

From the survey results, we found out that listening was certainly a skill that provoked misunderstandings in students due to the fact that it was difficult for students to achieve their expected outcomes presented by the Common Framework of Reference. In this sense, a positive change in materials for the development of listening comprehension sub-skills in second graders at Aspaen Gimnasio La Fragua was needed. El-Hmoudova

(2005) asserts by stating that “the power of technology has caused fundamental changes in all aspects of our lives, including education process” (p. 1618). Thanks to the idea brought, virtual learning environments were properly considered for providing different and more appealing resources to the students.

Schoology was chosen because of its easiness to be used. Participants received the first lesson as an instructional practice. In a short time, students were acknowledged enough to explore the website by themselves. Soon after that, participants expressed that the use of Schoology in the English class actually motivated them to develop their listening comprehension skills because it was not what they were used to do in the classroom when developing listening sub-skills. Learners found Schoology a little bit as a social network to interact with their teacher through private messaging and with their classmates by sharing answers to questions as commentaries when they were able to do so. Consequently, students became more interested in performing activities on the VLE than in the classroom by listening to the CD of the course-book. Effectively, participants started developing other language skills such as speaking with the purpose of sharing their ideas and thoughts with the others about particular videos, exercises or the website itself. By virtue of the VLE, participants followed commands and experienced repetition, interaction and communication, giving students a different perspective to acquire the language with authentic materials. As expressed by Loureiro and Bettencourt (2014), “the web is more than a simple information search and social contact feature, it is also a learning tool that allows other ways to build and share knowledge” (p. 98).

Nevertheless, there are a series of implications that emerged from the use of computers, Internet and computer lab at the school. Firstly, despite the fact that the

participants were considered to be well acknowledged of the use of computers, a few implications were presented during the research study. One instance could be the problems faced by some students when typing letters using upper and lower cases and symbols used in e-mails such as '@'. The mentioned constraints might have occurred because students were not used to the keyboard of the computers. Apart from that, students did not present many complications. On the contrary, participants could follow commands by opening webpages, going to specific links on Schoology and act in accordance with written or oral instructions.

On top of that, another implication to be considered is the World Wide Web which, can be really dangerous for a young learner such a second grader and therefore, guidance and vigilance need to be provided by the teacher all the time in order to take advantage of the online resources. Risks when using the Internet arise when children as the participants are sophisticated. It is not senseless to say that today's children can easily employ technological devices such laptops, iPads, smartphones that enrich their capacity to use technology. Additionally, the idea that children gain public or private Internet access in most of the places they visit on their regular basis, leads us to believe that children might be exposed to websites or applications with no educational purposes. Bearing that certainty in mind, the teacher needs to take the role of an active observant in the computer lab and on the website. Speaking of the VLE, possible include bullying and the wrong use of data presented in media. Hence, the teacher needs to plan all the activities by taking the students' context and knowledge into account.

One more implication presented in this research study was the computer lab where the pedagogical interventions took place. On one side, the computer lab was not at

English teachers' disposal. Therefore, a letter asking for permission to the school was sent in order to have the materials available for the participants. Given the permission, the computer lab was programmed to be used by second graders under their schedule. On the other side, school events interrupted the pedagogical interventions, placing some exercises of the activities in hold. Besides, Internet connection in the computer lab was an on going issue due to the slow network, which impeded the good development of the activities planned for the lesson.

Essentially, this research study provided an idea on how today's learners should be taught in order to have a positive outcome. Planning teaching lessons depends on the situation and the context of the learners. Incidentally, the use of virtual learning environments were taken into consideration to teach students from the twenty-first century with an integrated methodology supported with modern language teaching strategies. Loureiro and Bettencourt (2014) claim that teachers have the need to change teaching strategies in order to address the learning needs of students in the digital age, developing and enhancing their skills" (p. 98). Hence, teachers should provide activities that create interest and motivation enough in students in order to obtain meaningful learning, contributing to the effective listening comprehension sub-skills development.

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Appendices

Appendix A. Survey results

FIGURE 1

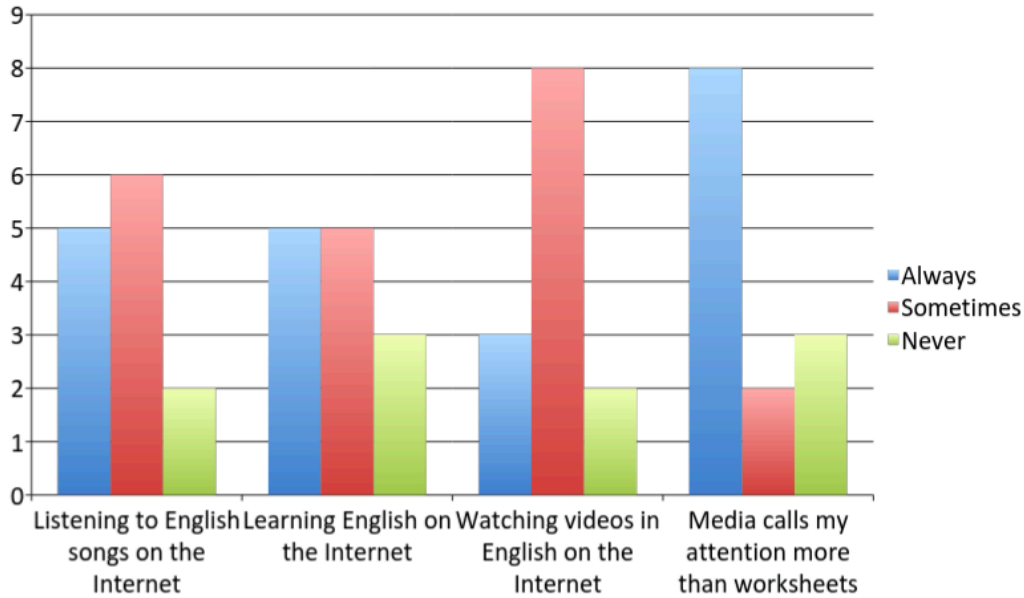
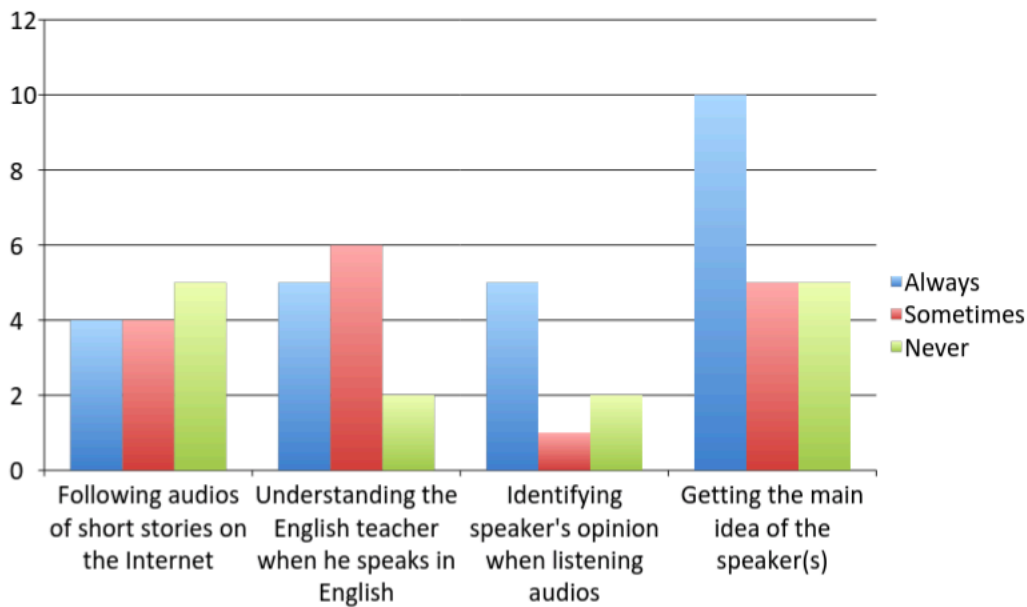
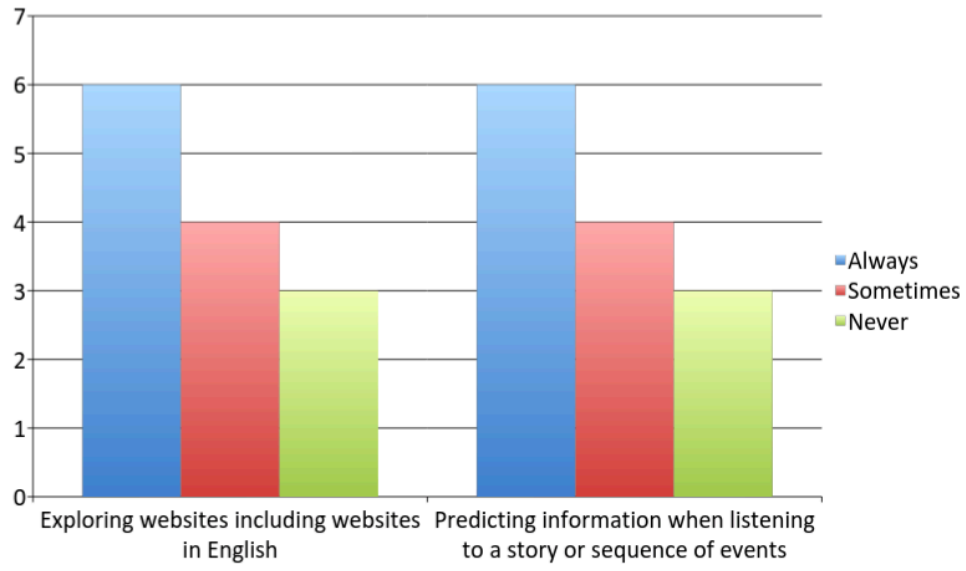


FIGURE 2



**FIGURE 3**



## Appendix B. Informed consent form

Universidad Surcolombiana  
Facultad de Educación  
Maestría en Didáctica del Inglés  
Carta de consentimiento informado

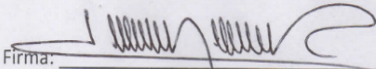
Título del proyecto de investigación: The development of listening comprehension skills through VLEs for second graders in Aspaen Gimnasio La Fragua School.

Yo, Arthur Tovar Cruz, estudiante de la Maestría en Didáctica del Inglés, me encuentro realizando una investigación como requisito de grado. El objetivo principal de la investigación es desarrollar las habilidades de comprensión de escucha en los estudiantes de segundo grado del Colegio Aspaen Gimnasio La Fragua a través del uso de Schoology.

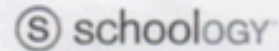
Para el desarrollo de este estudio se requiere el uso del nombre de Aspaen Gimnasio La Fragua en documentos de tipo académico.

De igual forma, materiales y documentos del colegio tales como libros, documento PEI, computadores portátiles y currículo del grado segundo serán empleados durante el progreso de la investigación.

Consentimiento informado por parte del señor rector Lázaro Tierradentro Andrade.

Firma:   
Fecha: 16-09-2015





### SCHOOLLOGY TEACHER NOTICE AND VERIFICATION

In order to complete your registration and activate your Schoolology teacher's account, we need to confirm that you are a teacher and that you understand that you have certain responsibilities as a teacher using the Schoolology platform.

In particular, by signing and submitting this form, you acknowledge and agree that:

- You are a teacher employed at an educational institution and at least 18 years of age.
- You or your school will provide notice and obtain verifiable parental consent from parents of children under the age of 13 before allowing those students to access Schoolology.
- You must exercise care with respect to your Schoolology access code, ensuring that you keep it private and do not give it to anyone else.
- Allowing your students to access third-party apps through the App Center may mean that different privacy practices apply and you should consider the privacy policies of the third-party apps before deciding to permit your students to use them.
- If you determine that a student under the age of 13 has provided personal information to Schoolology or a third-party app available in the App Center without proper parental consent, you must contact us promptly at [help@schoolology.com](mailto:help@schoolology.com).
- You have read, understand, and will abide by the Schoolology Privacy Policy & Terms of Use, available at <https://www.schoolology.com/privacy.php>.

Name:


Arthur Tovar Cruz

Signature:




*Arthur Cruz*

Date:

September 18<sup>th</sup>, 2015



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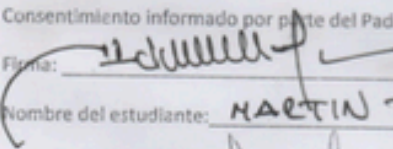
MAESTRÍA EN DIACICA DEL INGLES  
CARTA DE CONSENTIMIENTO INFORMADO  
TITULO DEL PROYECTO: THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS USING VLE

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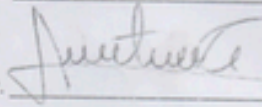
Para el desarrollo de este estudio se requiere la participación de su hijo mediante respuestas a cuestionarios, encuestas y análisis de actividades en línea.

La participación de su hijo es voluntaria y si desea retirarse no tendrá consecuencias de ninguna naturaleza. El informe final de la investigación no hará referencia a los nombres de los estudiantes ni a ninguna característica que los identifique. La información recolectada y los análisis correspondientes solamente se utilizarán para responder los objetivos del proyecto. Copia del informe final reposará en la Institución, la cual ha sido informada sobre el desarrollo del proyecto.


Consentimiento informado por parte del Padre de familia.

Firma:  Fecha: \_\_\_\_\_




Nombre del estudiante: MARTIN TH. ROA RUCI

Firma del investigador: 

AV. Pastrana Borrero - Cra 1a. PBX: 8754753 FAX: 8758890 - 8759124  
Edificio Administrativo Cra. 5 No. 23 - 40 PBX: 8753686  
Línea Gratuita Nacional: 018000968722  
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Consentimiento informado por parte del Padre de familia.

Firma: Mara M. J. Fecha: 13-10/2015


Nombre del estudiante: Antonio García Gómez

Firma del investigador: Juvenal

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Consentimiento informado por parte del Padre de familia.

Firma: [Signature] Fecha: oct 13


Nombre del estudiante: Luis Enrique Vargas Aroca

Firma del investigador: [Signature]

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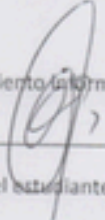
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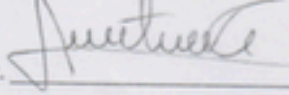
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Consentimiento informado por parte del Padre de familia.

Firma:  Fecha: 2015-10-13




Nombre del estudiante: Juan Esteban Abebe Sánchez

Firma del investigador: 

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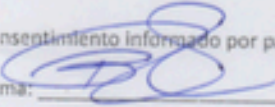
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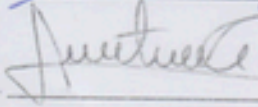
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Consentimiento informado por parte del Padre de familia.

Firma:  Fecha: 13-04-2015


Nombre del estudiante: David Santiago Gonzalez Ardelez

Firma del investigador: 

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Consentimiento informado por parte del Padre de familia.

Firma: Manuel de Ortiz C Fecha: \_\_\_\_\_




Nombre del estudiante: Jorge Alejandro Carvajal

Firma del investigador: [Firma]

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Consentimiento informado por parte del Padre o familia.


Firma: Juan Sebastián Rodríguez Fecha: 13-10-15

Nombre del estudiante: Juan Sebastián Rodríguez




Firma del Investigador: Arthur Tovar Cruz

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Consentimiento informado por parte del Padre de familia.

Firma: \_\_\_\_\_ Fecha: 43-10-2015

Nombre del estudiante: Camilo Cedeno Montero

Firma del investigador: \_\_\_\_\_

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Consentimiento informado por parte del Padre de familia.

Firma: [Signature] Fecha: 13-09-15

Nombre del estudiante: Jhon Sebastian Borrero Jato

Firma del investigador: [Signature]

## Appendix C. Field notes

Teacher: Arthur Tovar Cruz

Aspaen Gimnasio La Fragua School

Date: October 21<sup>st</sup>, 2015

The teacher met students in the classroom and they seemed to be eager to work on Schoology. Students were led to the computers' lab and then assigned a computer. First, class started at 10:10 am with a warming-up activity as it had been planned, students were asked questions related to the days of week in order to recall words they were going to need for the activities. Students successfully answered those questions and found the activity too easy. I believe that was something good because that would open students' minds for more complex activities. Then the teacher asked students to open the laptops and to go to [www.schoology.com](http://www.schoology.com). Students managed to do those actions without much difficulty. Some students had difficulties typing the password and logging in Schoology. The teacher helped those students and fixed those common issues. Then the teacher guided students to go to the first activity, which was a song to practice the vocabulary. Students went to the specific link and started watching the video they were supposed to listen in order to do different activities. Students had fun watching the video and laughed at the pictures that were shown. Students could easily identify the actions that were done on the video and went to do the matching exercise but some students had difficulty to find out how they were going to match. So the teacher took the action to explain the way they were supposed to match one side with the other. Students understood it and proceeded to do the exercise. After a couple of minutes, the teacher led the students with the second activity planned. It was a more complex activity for them. Students went to the specific link and started watching the second video. As they were watching the video, they were looking for specific information that was going to be asked afterwards. Students found the second activity more difficult as they had to listen carefully to gather the information that was being requested in the activity. After a couple of minutes, students finished both activities but some of them could not have success as they could not listen very well or had bad internet connection. As a solution to the frustration presented by some of the participants, the teacher suggested the students to complete the activity in their houses where they could have a quieter place to listen to the video. Students felt relieved to do it at home. At the end of the class, the class shared the experience of the two activities while the teacher asked some questions related to the recordings. Then, students went back to their classroom.

### CLASS OBSERVATION

Teacher: Arthur Tovar Cruz

Aspaen Gimnasio La Fragua School

Date: October 28<sup>th</sup>, 2015

Class took place in the English lab, where each student had full access to a technological device, a computer in this case.

Class was developed in the following steps:

1. The teacher and students arrived the English lab, then each student sat on a chair so that the class could be started.
2. The teacher greeted students in English and they answered in English too
3. The teacher asked all students to stand up so they could pray. The prayer was said in English. Students prayed with devotion and respect.
4. Then, all students proceeded to sit down and the teacher told them to turn on the computers and look for the web browser (this communicative process was done in English).
5. After that, the teacher continued giving instructions to the students, through his technological tools such as the TV, slide projector and computer), to indicate students how to log in the webpage with the username and password they had written on their notebooks.
6. A few students had difficulty with the process of logging in their account but the teacher was quite attentive to support them so they could continue with the class.
7. After all students were in the platform, the teacher explained what activities they were supposed to complete, starting by Mr Bean's day and future actions activity.
8. In the first activity, students had to watch a video about the experience of Mr. Bean in a regular day and write sentences with future actions about what could happen to him afterwards.
9. The video was quite interesting for students due to the fact that students showed high levels of concentration while they were watching. Some students repeated the video and watched it three times.
10. After the students had watched the video, teacher guided them to write commentary about the video. Most students required assistance from the teacher during this activity. The teacher successfully helped students to construct the sentences using future tense.
11. As a solution to the problem presented, the teacher asked students about what Mr. Bean was doing in the video.
12. After Mr. Bean's activity was over, teacher proceeded to explain the next activity in the website, in which students should watch another video and complete exercises.
13. Some students paid full attention to the activities while others don't.

### CLASS OBSERVATION

Teacher: Michel Humberto Garces  
Aspaen Gimnasio La Fragua School  
Date: November 4<sup>th</sup>, 2015

The teacher arrived the classroom and started to count until ten to catch students' attention while they did some movements with his hands. The teacher repeated the activity until he had gotten the attention from all students. Then, the teacher and the students prayed altogether. After that, the teacher told students to grab their notebooks and pencil cases in order to go to the English lab. The teacher counted until ten again so students were organized in a line to go to the English lab.

In the middle of the way to the English lab, the teacher told students to stop and told me "I don't want noises in the English lab. I will be the only speaker. I will pay attention to the student who raises his hand to speak" and continued walking. The teacher realized another teacher was using the lab when he arrived there. Then he told students to sit down on the floor while the lab was being organized. The teacher told students to get in the lab when it was all set.

All students got in the lab and had full access to one computer. The teacher guided students illustrating them through a TV connected to his computer. To check that students were following the steps, the teacher walked inside the classroom seeing all computer screens.

Some students could not find the webpage due to the bad internet connection in the lab. The teacher helped students but found out that the Internet was certainly failing in some computers. Some students started doing the activity on the website while others could not. The teacher asked students who were doing the activity to wait for their classmates who hadn't even logged in the website.

Some students stood up to see others' computers due to the problem presented. As a solution, the teacher allowed students to work in small groups. In the first activity, students were asked to watch the video ***The Big Little Song*** ([https://www.youtube.com/watch?v=QyY\\_a0p1JTs](https://www.youtube.com/watch?v=QyY_a0p1JTs)). Some students started fighting when watching the video. The teacher called the students' attention and they stopped fighting.

After playing the video three times, the teacher paused it and asked students about what drawings were big or small. After that, the teacher started to sing the song along with the students. The class sang the song a couple of times. Suddenly, a student dropped some marble balls while he was singing, which distracted others. So the teacher asked the student to give him the marbles to avoid distractions. The teacher promised to give the marble balls back at the end of the class. Next, the class proceeded with an exercise, which consisted of classifying some pictures if they were big or little. The teacher repeated the video because some students were not acknowledged of some vocabulary. Then, the teacher asked the students if they had finished the activity so they could continue with the next activity. Some students raised their hand to let the teacher know

they had finished. Then, the teacher said aloud “I am still seeing that some students were not able to log in with their passwords”.

The teacher went to check all computer screens and then proceeded with the next activity by playing an audio. At that moment, only four students were doing the activity. Finally, the teacher told the students to turn off the computers and organize the lab in order to go back to their classroom.

P.S. The last activity could not be finished due to the lack of time.

### CLASS OBSERVATION

Teacher: Arthur Tovar Cruz  
Aspaen Gimnasio La Fragua School  
Date: November 11<sup>th</sup>, 2015

The teacher greeted the students and prayed in the classroom to start the lesson. After praying, the teacher assigned a computer to each student. The teacher turned on his laptop and then called a volunteer. The teacher told the volunteer to sit on a chair in front of a TV that showed the teacher's computer screen. The teacher wrote the word "little" and the students said vocabulary related to the word "little" to the volunteer until the volunteer guessed the word. The teacher repeated the same exercise with the words "enormous" and "big" and other volunteers.

Then, the teacher continued his class requiring students to turn on the computers. Most students got distracted while turning on the computers at that moment. After the students had turned on the computers, the teacher told them to go to a specific website. The teacher walked inside the classroom checking that students were going to the website.

When the students were logged in the website, the teacher told students to watch the video "Big Big Big Adjectives Song" (<https://www.youtube.com/watch?v=3JZi2oDvPs4>). After watching the video, students were told to complete a matching activity which consisted of linking the adjectives with the correct noun. During the activity, most students were not able to watch the video. So the teacher allowed students to work in pairs.

Next, students proceeded to do the second activity, which was similar to the previous one. The video used was "common adjectives" (<https://www.youtube.com/watch?v=qRKrtiFhD5c>). The teacher walked inside the classroom while students were watching the video to check that students were following instructions and did not have difficulty with the activity. Some students stood up to ask questions to the teacher. After watching the second video, students were required to answer multiple-choice questions. Most of them answered correctly.

To finish the lesson, the teacher told students to turn off the computers and called everybody's attention. Then, the teacher began to solve doubts presented during the lesson and asked one student for his answers but most students answered aloud. Lastly, the teacher asked the students if the activities had been easy or difficult. Then, the teacher asked the students to organize the seats and to go back to their classroom.

## Appendix D. Interviews to students

## Transcript

Teacher: Cómo es tu nombre?

Student: Tomás Ibaéz

Teacher: En que grado estás?

Student: 2A

Teacher: Cómo estás?

Student: Bien

Teacher: Te voy a hacer unas preguntas relacionadas con Schoology, la página web Schoology que hemos trabajado en Inglés. Cómo te ha parecido Schoology?

Student: Bien

Teacher: Bien? Es difícil manejar Schoology?

Student: No

Teacher: Te ha parecido divertido usar Schoology en las clases de Inglés?

Student: Sí

Teacher: Pudiste mirar el video de the human body organs?

Student: Sí

Teacher: Sin ninguna dificultad?

Student: (Sin comentarios)

Teacher: Entendiste de que se trataba el video? Cuál era..el tema del video?

Student: Sí...EL sistema circulatorio

Teacher: El sistema circulatorio...Muy bien

Teacher: Pudiste realizar la actividad luego de ver el video?



Student: Sí

Teacher: No tuviste dificultad para realizar la actividad?

Student: No

Teacher: No...? Crees que estas actividades ayudan a mejorar la escucha en Inglés?

Student: Sí

Teacher: Cómo?

Student: Porque tenemos que prestar atención al video

Teacher: Para?

Student: Poder realizar el examen

Teacher: Para poder realizar el examen...bien...Qué fue lo que más te gusto de la actividad?

Student: No sé

Teacher: No sabes..? Qué es lo que más te gusta de Schoology?

Student: Que podemos trabajar materiales pero pero tecnológicamente

Teacher: Tecnológicamente...bien...Te gusta la tecnología?

Student: Sí

Teacher: Sí? Entonces no has tenido problemas con Schoology

Student: No

Teacher: Y que sugieres o que propones, una próxima actividad en Schoology?

Student: Del sistema respiratorio

Teacher: Del sistema respiratorio? Trabajar también con un video con actividades o cómo? Sí

Student: Sí, con exámenes y videos

Teacher: Exámenes y videos...Pudiste entender lo que decía el video?

Student: No mucho

Teacher: Y cómo te parecen las animaciones?

Student: Buena

Teacher: Del video? Sí?

Teacher: Bueno Tomás, muchas gracias.

## Transcript

Teacher: Cómo es tu nombre?

Student: Antonio

Teacher: Antonio qué?

Student: García Gómez

Teacher: En que grado estás?

Student: 2A

Teacher: Cómo estás?

Student: Pues estoy bien

Teacher: Estás bien...

Teacher: Ayer trabajaste en tu casa en una página web que se llama Schoology

Student: Sí, señor

Teacher: Cómo te pareció Schoology?

Student: Pues, bien... Yo hice, yo encontré el examen que nos pusieron para inglés...Y lo desarrollé

Teacher: Es difícil manejar la página de Schoology?

Student: Um..No señor

Teacher: Te ha parecido divertido usar Schoology en las clases de inglés?

Student: Pues, en una clase de inglés lo usamos

Teacher: Pudiste mirar el video de the human body organs?

Student: Sí. Habían dos videos que ese fue el ejemplo para que se pueda desarrollar el examen

Teacher: Y entendiste de que se trataba el video de the human body organs?

Student: Sí, señor

Teacher: Pudiste realizar la actividad luego de ver el video?

Student: Sí, señor

Teacher: Tuviste alguna dificultad para ello?

Student: No, señor

Teacher: Crees que estas actividades te ayudan a mejorar tu escucha en Inglés?

Student: Pues...Sí señor

Teacher: Sí... Eh.... Qué fue lo que más te gusto de la actividad?

Student: Mmhmm de de la actividad de de la escucha o de...?

Teacher: Del video de la actividad que realizaste en la página web

Student: Pues...A mi me gustó en la parte principal cuando ya definían...los arterias del...donde enviaban la sangre del corazón

Teacher: Muy bien

Teacher: Cómo crees que estas actividades ayudan a que tu escucha mejore en Inglés?

Student: Pues...Porque ahí pue puedes encontrar nuevas palabras y puedes ir aprendiendo cuales son las palabras que aprendes

Teacher: Muy bien...Y consideras o sugieres algo que se deba hacer en Schoology?

Student: Pues...Sí porque el profesor de Inglés nos pone nos pone actividades ahora y tenemos que desarrollarlas

Teacher: Muy bien, entonces no sería más.

Student: Sí, señor

## Transcript

Teacher: What is your name?

Student: Tomás Ibaéz

Teacher: What grade are you in?

Student: 2A

Teacher: How are you?

Student: Fine

Teacher: I will ask you a couple of questions related to Schoology. The website which we have been working lately. How do you think Schoology is?

Student: Fine

Teacher: Fine? Is it difficult to use Schoology?

Student: No

Teacher: Have you found the use of Schoology fun in the English classes?

Student: Yes

Teacher: Could you watch the video the human body organs?

Student: Yes

Teacher: No problem?

Student: \*speechless\*

Teacher: Did you understand what the video was about? Which was the topic of the video?

Student: Yes... The circulatory system

Teacher: The circulatory system.... Good

Teacher: Could you do the activity after watching the video?

Student: Yes

Teacher: Did you have any difficulty doing the activity?

Student: No

Teacher: No...? Do you think these activities help to improve the listening skills?

Student: Yes

Teacher: How?

Student: Because we have to pay attention to the videos

Teacher: What for?

Student: To do the test.

Teacher: To do the test.... Okay.... What did you like the most of the activity?

Student: I don't know

Teacher: You don't know? What do you like the most of Schoology?

Student: That we can work materials technologically

Teacher: Technologically... Okay.... Do you like technology?

Student: Yes

Teacher: Yes? So you have not had problems with Schoology

Student: No

Teacher: And what do you suggest or propose for the next activity in Schoology?

Student: About the respiratory system

Teacher: About the respiratory system? Learning with a video with activities ...or how?

Student: Yes, with exams and videos.

Teacher: Exams and videos... Could you understand what the video said?

Student: Not much

Teacher: And what do you think about the video effects?

Student: Good

Teacher: Of the video? Right?

Teacher: Okay Tomás, thank you.

## Transcript

Teacher: What is your name?

Student: Antonio

Teacher: Antonio who?

Student: García Gómez

Teacher: What grade are you in?

Student: 2A

Teacher: How are you?

Student: I am alright.

Teacher: You are alright...

Teacher: Yesterday, you worked in a website called Schoology at home

Student: Yes, sir

Teacher: How did you find Schoology?

Student: I find it alright.... I did, I found an exam in the website and I did it

Teacher: Is it difficult to use the website Schoology?

Student: Uhm...No sir.

Teacher: Have you found the use of Schoology fun in the English classes?

Student: Well, we used it in one class.

Teacher: Could you watch the video the human body organs?

Student: Yes... There were two videos as examples for doing the test

Teacher: Did you understand what the video the human body organs was about?

Student: Yes, sir.



Teacher: Could you do the activity after watching the video?

Student: Yes, sir.

Teacher: Did you have any difficulty?

Student: No, sir.

Teacher: Do you think these activities help to improve the listening skills?

Student: Well.... Yes, sir.

Teacher: Yes.... Eh.... What did you like the most of the activity?

Student: Mmhmm of the listening activity or...?

Teacher: Of the video that you watched in the website.

Student: Well, I liked the main part when they defined.... The arteries of.... Where blood was sent to the heart.

Teacher: Very good.

Teacher: How do you think these activities help you to improve your listening skills?

Student: Well... Because you can find new words there and you can learn those new words.

Teacher: Very good... And what do you suggest or propose for the next activity in Schoology?

Student: Well... Yes because the English teacher gives us activities and we have to do them.

Teacher: Very good. That would be it.

Student: Yes, sir.

## Appendix E. Class reflection journal

## UNIVERSIDAD SURCOLOMBIANA - FACULTY OF EDUCATION

**Research project:** The development of listening comprehension skills through VLEs for second graders in Aspaen Gimnasio La Fragua school

## CLASS REFLECTION JOURNAL

Project specific objectives	Criteria	Yes	No
<p><b>Input</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To implement teaching technological strategies with second graders of Aspaen Gimnasio La Fragua school to improve their listening skill with authentic-like material with the use of Schoology.</li> </ul>	<ul style="list-style-type: none"> <li>The use of the VLE (Schoology) helped students develop listening comprehension skills.</li> </ul> <p><i>Comments:</i>  <i>The use of Schoology definitely helped students develop listening comprehension skills. By using different resources that asked students to apply their knowledge in order to accomplish specific goals such adding videos, providing external links, designing true/false or multiple-choice questions, they were able to practice and develop listening sub skills.</i></p>	X	
	<ul style="list-style-type: none"> <li>The level of difficulty of the materials implemented in class was in accordance with the students' level of competence of the target language.</li> </ul> <p><i>Comments:</i>  <i>The level of difficulty of the materials implemented in class was in accordance with the students' previous achievements in the language. In this sense, students would be able to accomplish what was asked in each activity on Schoology. Furthermore, the content was selected in accordance with what was being taught during the lessons, at the same time, the research study was being conducted.</i></p>	X	
	<ul style="list-style-type: none"> <li>The materials and activities implemented in class were in accordance with the level of competence indicated in the school</li> </ul>	X	

	<p>syllabus and the Common European Framework.</p> <p><i>Comments:</i>  <i>As it is expected from the school, second graders must achieve a proficiency level of A2 in all the skills according to the CEFR. Therefore, lesson plans, including the activities on Schoology, were carefully planned using the standards and competences of the CEFR.</i></p>		
<p><b>Listening skills</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To identify the listening comprehension sub-skills developed by second graders at Aspaen Gimnasio La Fragua through the use of Schoology.</li> </ul>	<ul style="list-style-type: none"> <li>Through the use of Schoology, students were given opportunities to deduce meaning from context.</li> </ul> <p><i>Comments:</i>  <i>Students did not complete tasks related to deducing meaning from context. This is something that needed to be done because it requires more concentration and knowledge from the student.</i></p>		X
	<ul style="list-style-type: none"> <li>Through the use of Schoology, students were given opportunities to listen for gist.</li> </ul> <p><i>Comments:</i>  <i>Definitely. In most of the activities, students had the chance to listen for the gist of the video or recording. After students listened for the first time, students were asked about the main topic(s) or idea(s) of the exercise. This step later allowed students to listen for more specific information.</i></p>	X	
	<ul style="list-style-type: none"> <li>Through the use of Schoology, students were given opportunities to listen for global understanding.</li> </ul> <p><i>Comments:</i>  <i>Certainly. Students were sometimes asked to reconstruct somehow what they listened to in order to test their global comprehension. In some cases, students needed to follow the recording so that they could produce detailed comprehension, which means, they must have had understood everything.</i></p>	X	
	<ul style="list-style-type: none"> <li>Through the use of Schoology, students were given opportunities to predict information.</li> </ul> <p><i>Comments:</i>  <i>Absolutely. As it was one of the specific</i></p>	X	

	<p><i>purpose of the content, students were given opportunities to predict information from a video. A clear example of predicting information can be the activity related to Mr Beans's day or planned calendar on Schoology.</i></p>		
	<ul style="list-style-type: none"> <li>• Through the use of Schoology, students were given opportunities to listen for details.</li> </ul> <p><i>Comments:</i>  <i>Unquestionably. Some parts of tasks required students to provide specific answers said in the recording. This made students listen carefully until they could detect what was being asked. A clear example of listening for details can be the big little song activity on Schoology.</i></p>	X	
<p><b>MOTIVATION</b>  <b>Objective:</b></p> <ul style="list-style-type: none"> <li>• To motivate students to reinforce their listening sub-skills through the use of virtual learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• The use of a VLE in the English class contributed positively to the motivation of students.</li> </ul> <p><i>Comments:</i>  <i>Positively, the use of Schoology with the intention of giving students a different method to teach such a complex language skill motivated students completely. Students loved when the day came to go to the computer lab. When I entered the classroom, they always reminded me that they were going to work on Schoology that day. From my view, these students were born with technological devices and can use them without much trouble, which, facilitates and makes more fun their learning process.</i></p>	X	
	<ul style="list-style-type: none"> <li>• Materials and activities worked through the VLE Schoology were interesting and motivating to students.</li> </ul> <p><i>Comments:</i>  <i>Most of the activities worked on Schoology were successfully interesting and motivating for them. It could be seen that the activities caught students' attention easily when they had a purpose in mind. Furthermore, students found the website user-friendly, which, helped them to get access to the material easily. What is most important behind students' interest is that the activities planned became meaningful learning for the students as they were stimulated.</i></p>	X	

	<ul style="list-style-type: none"> <li>• Students felt motivated to use the VLE Schoology to communicate with the teacher and classmates.</li> </ul> <p><i>Comments:</i>  <i>To my surprise, one student sent me a message on Schoology the same day that we created the accounts in the classroom. He asked me to assign the classroom a task on Schoology next day. Immediately I answered him and he replied a couple of times. Furthermore, 2 more students of the participants also sent me messages to greet me or to confirm that they had worked on Schoology. An important fact to mention is that Schoology does not allow students to send messages to each other, just to the teacher.</i></p>	X	
	<ul style="list-style-type: none"> <li>• Students felt motivated to use the VLE Schoology outside the classroom to reinforce their listening skills</li> </ul> <p><i>Comments:</i>  <i>Unfortunately, the participants only had access to Schoology when they were in English class on Wednesdays. It was a challenge for me because the school did not have a computer lab for English teachers. As a consequence, students could not explore Schoology deeper. Furthermore, students do not have permission to go to School with technological devices such tablets, iPads or smartphones. In addition to that, some participants did not have permission to surf the Internet at home.</i></p>	X	

## Appendix F. Pedagogical intervention plan

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: October 1st, 2015  
Grade: Second  
Teaching Time: 50 minutes

Lesson Concept: Planned Actions

Objectives	Assessments
<ol style="list-style-type: none"> <li>To remember context vocabulary from previous lessons.</li> <li>To recognize daily leisure activities.</li> <li>To infer information from a daily conversation.</li> <li>To apply the vocabulary learned through online exercises</li> </ol>	<ol style="list-style-type: none"> <li>Matching information related to days of the week and daily activities.</li> <li>Identifying planned actions for future events.</li> <li>Giving information from online exercises.</li> </ol>

Materials: Laptops and Internet connection, Introductory Song video <https://www.youtube.com/watch?v=BQ2sGr1Zsjg>, main activity video (Conversation) <https://www.youtube.com/watch?v=SuMFgKTisKs>

Anticipatory Set: Identifying daily activities and days of the week

Activating Prior Knowledge: Listening to a song while matching a specific activity with a specific day of the week.

Procedure:

- Divide the class into small groups and assign them a computer.
- Recall vocabulary related to daily activities and days of the week.
- Guide students to log in Schoology.
- Guide students to go to the song link.
- Follow the song and practice vocabulary to answer questions in Schoology.
- Explain the exercises to work with the introductory song.
- Guide students to play the main video (Listening to a conversation)
- Complete the exercises related to the conversation.
- Check answers orally through students' participation (Question - Answer)

Closure: Asking questions about daily activities and days of the week:

Do you...? When Do you...?

Additional Concept Related Activity: None

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: October 21st, 2015  
Grade: Second  
Teaching Time: 50 minutes

Lesson Concept: Circulatory system

Objectives	Assessments
<ol style="list-style-type: none"> <li>To recall vocabulary reviewed in previous classes</li> <li>To identify the functions of the circulatory system.</li> <li>To interpret native speakers of the language giving specific information.</li> <li>To practice what was learnt in online tests.</li> </ol>	<ol style="list-style-type: none"> <li>Matching information of the circulatory system.</li> <li>Identifying internal organs' functions.</li> <li>Presenting information gathered from media.</li> </ol>

Materials: Laptops, Internet connection, do the circulation song (<https://www.youtube.com/watch?v=5tTkxYeNF9Q>) and human body systems video (<https://www.youtube.com/watch?v=nnjmrrQ6xOs>).

Anticipatory Set: Recognizing internal organs.

Activating Prior Knowledge: Singing a song altogether while identifying the description of the circulatory system on the lyrics of the song.

Procedure:

- Divide the class into small groups and assign them a computer.
- Elicit vocabulary related to the circulatory system.
- Guide students to log in Schoology.
- Guide students to go to the song link. Then, teach them how to play the song while following the lyrics.
- After that, students must be guided to start the main activity.
- Explain the activity. (What they have to do and how they have to do it)
- Allow the students to watch the video calmly and answer what is being asked.
- Share students insights after everyone is finished.
- Repeat the song once again if students enjoyed it and there is time for it.

Closure: Let students know the answers of the test the information said during the video (while showing the video).

Additional Concept Related Activity: None

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: October 28th, 2015  
Grade: Second  
Teaching Time: 50 minutes

*Lesson Concept:* Planned actions

<i>Objectives</i>	<i>Assessments</i>
1. To recognize actions being done at the moment by a person. (Mr. beans' video) 2. To describe the situation presented in the video (Mr. beans' video). 3. To predict what will happen to a person after living a number of events. (Mr. beans' video) 4. To recognize information said in a video. (Present continuous for future video) 5. To create a planned calendar for the basketball player. (Present continuous for future video)	1. Identifying specific information said in a video 2. Presenting information gathered from an audio in written form. 3. Summarizing in students' words what they understood from media.

*Materials:* Laptops, Internet connection, Mr. beans' video (<https://www.youtube.com/watch?v=nTeGorY3rg4>) and present continuous for future video (<https://www.youtube.com/watch?v=ATnwx3zhM>).

*Anticipatory Set:* Recognizing actions being done at the moment (-ing).

*Activating Prior Knowledge:* Watching Mr. bean's video and answering questions related to the video done by the teacher.

*Procedure:*

1. Guide students to the computers' lab.
2. Assign one computer for each student.
3. Guide students to log in Schoology.
4. Guide students to go to the webpage link, in which, they will find the video Mr. bean and the activities related to the video.
5. After that, students should be able to answer questions from the video.
6. Explain the exercises. (What they have to do and how they have to do it)
7. Allow the students to watch the video calmly and answer what is being asked.
8. Repeat steps 4, 5, 6 and 7 with the video present continuous for future.
9. Share students' insights after everyone is finished.

*Closure:* Show students' commentaries to students and let them know that likes or replies to the comments can be done.

*Additional Concept Related Activity:* It is advised to students to finish the task at home if they could not finish all the exercises in class due to different difficulties such not having a really good internet connection or not being able to listen to the video properly.

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: November 4th, 2015  
Grade: Second  
Teaching Time: 50 minutes

*Lesson Concept:* Big and little

<i>Objectives</i>	<i>Assessments</i>
1. To label big and small objects. 2. To contrast the size differences between animals and objects. 3. To demonstrate knowledge on size. 4. To design an online coloured drawing.	1. Identifying the size of animals and objects by looking at pictures. 2. Describing the size of animals and objects. 3. Presenting coloured drawings by following oral instructions.

*Materials:* Laptops, Internet connection, the big little song ([https://www.youtube.com/watch?v=QyY\\_a0p1JTs](https://www.youtube.com/watch?v=QyY_a0p1JTs)) and the external link [http://www.coloring4all.com/drawing\\_game\\_online.htm](http://www.coloring4all.com/drawing_game_online.htm) for students to do coloured drawings.

*Anticipatory Set:* Recognizing size (big and little).

*Activating Prior Knowledge:* Singing a song altogether while identifying the description of some animals and objects.

*Procedure:*

1. Guide students to the computers' lab.
2. Assign one computer for each student.
3. Guide students to log in Schoology.
4. Guide students to go to the song link.
5. After that, students should be able to answer questions from the video (size).
6. Explain the main activity. (What they have to do and how they have to do it)
7. Lead students to the external link and explain to them how the webpage works.
8. Guide students to play the audio they need to listen to in order to do the coloured drawing on the external link.
9. Share students' insights after everyone is finished.

*Closure:* Show the drawings students were supposed to do from the recording.

*Additional Concept Related Activity:* None

Universidad Surcolombiana - MA in English Language Teaching  
Lesson Plan

Teacher: Arthur Tovar Cruz  
School: Aspaen Gimnasio La Fragua  
Lesson Subject: English (Listening)

Date: November 11th , 2015  
Grade: Second  
Teaching Time: 50 minutes

*Lesson Concept: Big and little*

<i>Objectives</i>	<i>Assessments</i>
1. To reinforce vocabulary related to adjectives 2. To related adjectives to people, animals and objects 3. To validate the learning of prior vocabulary to the new one	1. Categorizing people, animals and objects with the use of adjectives 2. Relating information presented with the learned adjectives. 3. Completing exercises related to people, animals, and objects.

*Materials:*

- Personal computers
- Internet Access
- Schoology Workshop
- Video of Animals and People using adjectives <https://www.youtube.com/watch?v=3JZi2oDvPs4>
- Video of Animals, People and Objects using adjectives: <https://www.youtube.com/watch?v=gRKrtiFhD5c>

*Anticipatory Set:* Remembering prior adjectives (big and little)

*Activating Prior Knowledge:* Watching a video related to Animals and People using adjectives

*Procedure:*

*Procedure:*

1. Divide the class into small groups and assign them a computer.
2. Recall vocabulary related to people, animals and objects using adjectives.
3. Guide students to log in Schoology.
4. Guide students to go to the first video link.
5. Watch the video and practice vocabulary related to the topic.
6. Explain the exercises to work with the introductory video.
7. Develop the exercises of the first video.
7. Guide students to play the Second video (People animals and Objects)
8. Complete the exercises related to the Video

*Closure:* Ask and answer questions related to the video and Schoology Workshop. Provide feedback on correct answers

*Additional Concept Related Activity:* None