

UNIVERSIDAD CATÓLICA DE LA SANTÍSIMA CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS



**The learning of strategies for developing English listening skills
by using Edmodo® in secondary school students.**

Seminario de Investigación para optar al Grado Académico de
Licenciado en Educación

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CONCEPCIÓN, AGOSTO DE 2016

Abstract

The domain and development of the English language has been important throughout years and Chile has not fallen behind since the State has created and implemented tests, such as SIMCE, for measuring the language acquisition. Unfortunately, the results of the previously mentioned tests have shown that curricular bases, designed to achieve the development of the foreign language, have not fulfilled its task. For this reason, the group in charge of the current investigation decided to inquire into a particular aspect such as the development of the listening skill. Bearing in mind the latter and taken into consideration the growing application of technology in the classroom is that the current research looks for giving answer to the question, What effects could the teaching of strategies have on a virtual learning environment?. By a process of action-research the previously formulated question was intended to be answered. For the context and the group in which the investigation was carried out, the application of technology, specifically a virtual learning environment called Edmodo®, for the development of the listening skill was not significant. Finally, and how it is explained later in the investigation, the non-significance of the investigative process does not represent the inefficiency of technology in the development and help in the educative task as a whole.

Keywords: learning strategies, Edmodo®, listening skills, virtual learning environment.

Resumen

El dominio y el desarrollo del Inglés ha sido importante durante años, y Chile no ha quedado atrás ya que el Estado ha creado e implementado pruebas, tales como el SIMCE, para medir la adquisición del idioma. Lamentablemente, los resultados de las ya mencionadas pruebas han demostrado que los planes y programas diseñados para lograr el desarrollo del idioma extranjero no han logrado su cometido. Es por esto que el grupo a cargo de la presente investigación quiso indagar un aspecto en particular como lo es el desarrollo de la habilidad auditiva. Esto y tomando en consideración la creciente aplicación de tecnología en el aula, es que la presente investigación busca responder la pregunta ¿Qué efectos podría tener el uso de entornos virtuales de aprendizaje en la enseñanza de estrategias auditivas? A través de un proceso de investigación-acción, un grupo de estudiantes de enseñanza media dividido en grupo control y experimental y una prueba estandarizada, se trató de responder a la cuestión antes formulada. Para efectos del contexto y el grupo en el cual la investigación fue realizada, el uso de tecnología para el desarrollo de la habilidad auditiva no fue significativa. Finalmente, y como es explicado más adelante en la investigación, la no significancia del proceso investigativo no representa en su totalidad la ineficacia de la tecnología en el desarrollo y ayuda en el quehacer educativo.

Palabras clave: estrategias de aprendizaje, Edmodo®, habilidad auditiva, entorno de aprendizaje virtual.

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Guido's Acknowledgments

Me gustaría primero que todo empezar por agradecer a mi familia todo el apoyo que me han dado no tan solo durante estos años de universidad, sino por todo el apoyo brindado toda mi vida. Si bien no estuvieron físicamente a mi lado, nunca los sentí lejos. Gracias Titi por siempre estar conmigo en las malas y en las peores.

No creo en el agradecer a uno o a otro profesor en particular, ya que conmigo siempre llevare lo que tome de cada uno, tanto en conocimientos, como en lo hermoso que puede llegar a ser nuestra profesión.

Contradiciéndome, no puedo dejar de dar gracias a quien nos guio en este proceso. Muchas gracias Profesor Juan Molina, sin su ayuda y guía no podríamos haber finalizado este proceso.

Finalmente y no menos importante, muchísimas gracias a quienes hicieron de estos años, unos años que no olvidare. Dani, mi amiga, mi consejera, mi compañera. Muchas veces me dijeron que en la universidad uno encuentra a los amigos para toda la vida. Tú me conoces, tú sabes que no soy un *"people person"*, así que no lo creí posible. Pero te conocí y lejos eres la amiga más amiga que puedo tener. A mi grupo de seminario solo desearles éxito en todos sus proyectos.

Guido Riquelme.

Daniela's Acknowledgments

Primero que todo, quisiera empezar por agradecer a mi familia que me ha apoyado desde siempre y han puesto toda su fe en que logre ser la mejor versión de mi misma. También es importante mencionar lo fundamental que ha sido para mí mi segunda familia en Concepción, mis amigos: Anneth, Valeria, Leslie, Claudia, entre muchos otros que hicieron agradable mis años penquistas. Quisiera hacer una mención especial a mi compañero de carrera y de seminario, con el que estudiamos siempre el día anterior y aun así éramos los mejores en las presentaciones al día siguiente, el que me recibió todo el verano en su departamento, con el que estuve en mil fiestas y con quien tuve el placer de compartir los momentos más patéticos y chistosos de nuestros años de universidad: Guido. A todos los quiero inmensamente y espero se alegren con mis palabras porque difícilmente me oirán decirlas.

A mi grupo de tesis le deseo el mejor de los éxitos y confío en que llegaremos a ser grandes profesionales (si nos ponemos las pilas).

MISS Daniela Rodríguez.

Ana's Acknowledgments

Doy gracias a cada una de las personas que formaron parte de esta etapa; familia, amigos, compañeros de universidad y futuros colegas. Agradecerles por el apoyo, risas, consejos, salidas, y empatía por parte de cada uno de ellos. Cabe destacar a mi madre, por ser el vivo ejemplo de lo que es la perseverancia y por enseñarme que todo esfuerzo realizado tiene su recompensa tarde o temprano.

Confiada en que un mundo lleno de oportunidades y experiencias, nos está esperando con los brazos abiertos.

Ana Luna.

Jerisza's Acknowledgments

Quiero agradecer a todo y a quién me permite respirar. Quiero agradecer por el dificultoso proceso que he vivido y seguiré viviendo mientras intente ayudar a cientos y miles de jóvenes con mi profesión. La misión de mi estadía en esta vida, es entregar todo conocimiento adquirido; para así aportar una milésima de sabiduría en el camino de quién desee aprender.

Jerisza Cáceres Albornoz.

Chapter 1

Theoretical Framework

1.1 Listening Skill

Throughout years it has been highly recommended when teaching English as a foreign language to integrate the four skills (speaking, writing, reading and listening). As expressed by Oxford (2001) in a metaphor, teaching is the weave of a tapestry, in which teaching integrated skills is one of the strands that lead to a more favorable communication.

The development and teaching of listening skills have not been considered as relevant as speaking, writing or reading inside of classrooms. Nevertheless, listening is the most used skill in communication. More than forty percent of our time we are listening, thirty-five percent corresponds to speaking, sixteen percent is reading and, when it comes to writing, only a nine percent of our time is spent. (Burely-Allen 1995). Douglas Brown (2000) states that listening can be hardly overlooked as it is the skill the responsible of internalizing the spoken information needed in the process of producing language. The author discusses the issue that students practice either passively or actively the listening skill as listening is “*universally*” larger than other skills such as speaking. Even though we know kids spend years listening before they start talking, it has been considered a secondary skill and there has been a lack of interest in studying it for years. “The teaching of listening skills has been forgotten by many teachers inside of EFL classrooms” (Mendelsohn, 1994, p.9).

Nonetheless, some authors have seen the relevance of this apparently neglected skill. Bently and Bacon (1996) recognize listening as an active process since listeners

decode the oral information and create a meaning. In addition, listening is seen as a highly prominent part of the L2 learning process.

1.1.1 Different Perspectives of Listening

Pitre (2007) recognizes three types of listening. Firstly, *content listening* which consists of three parts: identifying key points, asking for clarification and content verification. Secondly, *critical listening* which consists in testing the content by finding its coherence, logic and the veracity of evidence, etc. Finally, *empathic listening* which involves skills such as: reflecting on content; interacting with the speaker, to go on communicating, etc.

According to Nunan (2001, p. 23), the act of listening is not as simple as one may think. The author claims that there are six stages present during the process of listening.

The first one is mainly technical and it is called *hearing*. It refers to the perception of the sound produced by the sound waves and received by the sensory receptors of the ear. The second one is called *attention* which relates to the act of focusing on certain parts of the information received via hearing. As a third stage, there is the *understanding* which goes deeper into the meaning of the information the brain focused on when hearing. This particular stage implies a more complex process since the brain needs to decode not only actual sounds, but also symbols and context in order to interpret the message. The fourth stage is *remembering*. The importance of this stage lays on the fact that the listener's brain keeps the information in form of memories. These memories can be different from what was originally heard because during the second stage the brain

focuses only on imperative information. *Evaluating* is the name given to the fifth stage. As its name says, in this stage the listener evaluates the information and decides whether there is bias, opinions or prejudice, etc. The sixth and last stage is called *responding*. This stage comes after the speaker sends a message and it is related to the act of checking if the message was properly received.

Following Nunan's (2001) ideas of the complexity of the listening skills, Anderson and Lynch (1988) mention that "understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means" (p.6). As those authors mention, listening is a process in which the listener uses background knowledge and also takes crucial information from the context. O'Malley, Chamot, and Kupper (1989) join these words by stating that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" (p.19).

The importance of this process and its complexity relies on how effective a person can be as a listener considering that a skilled listener would be able to formulate hypotheses about pieces of material, modify them or use background information to fill missing gaps (Henner-Stanchina, 1987).

Apart from what has been said about the process of listening itself, there are authors that recognize micro skills that are necessary to be developed by beginners when learning to comprehend a listening piece of information. According to Brown (1994), there are seventeen listening micro skills from which *discrimination* may be the most important in order to identify the gist of the information. Wu Zhengfu (1991) also supports this idea by saying that if listeners develop the ability to discriminate in a listening process, they will be able to obtain the main content of what they are listening.

1.1.2 Listener's Limitations

Considering how difficult the listening skill can be for some learners, there are authors who also point out the possible factors that may represent problems for listeners along their training. Underwood (1989) refers to seven factors that she considers crucial: lack of control of the speed of the speaker, the impossibility of repetition, the limited vocabulary listeners may have, not being able to understand symbols in communication, interpretation problems, lack of concentration and learning habits that may interfere. The author points out that the way listeners were raised or their cultural background may define how easy or difficult listening can be. In fact, she states that if the listener's mother tongue possesses similar intonation and stress to those in the English language, it will be easier for them to comprehend the message.

1.1.3 Listening Strategies

There are theories that support the use of strategies for developing listening. Graham and Macaro (2008) conducted a study which has the aim of demonstrating that

explicit instruction of strategies may facilitate the development of the ability. The study was carried out in England and the participants were French learners. They were a total of 68 lower intermediate French learners who were compared to a different group as well. They used materials in order to measure their listening performance and also self-efficacy questionnaires. The results of the study showed that teaching strategies improved not only the student's listening proficiency, but also the learner's confidence while listening.

A similar study was conducted by Carrier (2003). In this study, there was a group of the American high school ESL students who participated in a six week training based on listening tasks instruction. During the sessions, the students were given the opportunity to practice the strategies which consider, for instance, note-taking and selective attention. The results of this study were similar to the ones showed by Graham and Macaro, putting in evidence the effectiveness of teaching strategies for the improvement of listening skills.

Given the modern studies about strategies for learning, the teaching of listening now focuses mainly on the skill as an application of multiple listening strategies and mental processes (Hinkel, 2006)

Mewald (2007) described a theoretical framework used for the assessment of the test takers' listening competence in two dimensions: Direct Meaning Comprehension and Inferred Meaning Comprehension. The former, Direct Meaning Comprehension, consists of three strategies that aim the understanding of surface information which are explicitly stated on the sample. These strategies are "Listening for the Gist", "Listening for the Main

Idea" and "Listening for Specific Information". The latter, Inferred Meaning Comprehension, deals with the understanding of implicit information that is not clearly stated on the sample. These strategies are "Making inferences and deductions based on information in the text", "Determining a speaker's attitude or intention towards a listener or a topic", "Relating utterances to their social and situational contexts" and "Recognizing the communicative function of utterances". For the purpose of this research, the only domain taken into consideration is Direct Meaning Comprehension, and based on the skills assessed on the listening part of the Key English Test, the strategies formally taught are "Listening for the gist" and "Listening for Specific Information".

As described by Mewald (2007) the listening for the gist strategy focuses on the understanding of the general idea without listening carefully and not giving importance to details.

Different from the previously described strategy, as the name states, listening for specific information focuses on the detailed information and important details. However, for the purpose of understanding the details is not necessary for the listener to understand every word contained in the text.

When facing any real world situation in which listening is used, it is important to discriminate if what has been heard contains important information or not and, based on this, decide which strategy use. Citing Mewald (2007), *"the first few seconds of any listening situation often determine the focus"*.

1.1.4 Conditions to Develop Language Skills

In addition to teaching strategies, Rost (2002) presents three important conditions that should be present in order to learn a different language. The first condition is motivation and one's realization of how important L2 is. The second condition relates to the need for interaction or general communication with native speakers who are also eager to help and support the learner when it is required. And third, the learner's frequent interaction in different scenarios or contexts. This supports the idea that learning a different language is easier when the learners are immersed in a native environment and often exposed to the target language.

According to Rost (2001, p.11), there are characteristics that must be present in the materials used to teach listening. It is claimed that the sources must be authentic, varied, motivating and also challenging. The idea is that teachers promote learners' self-evaluation and the use of their own personal background knowledge. Besides, the design of the tasks must be focused on the application of listening strategies. This instruction supports the idea of the importance of teaching listening strategies in an explicit way, without leaving behind the rest of the language skills (Listening, Speaking, Reading and Writing).

1.2 Chilean Curriculum

The "Programa Inglés abre puertas", implemented in 2004, is the first step on the developing of the English language learning in Chile. The main focus of this educational program is to identify the weaknesses of Chilean Students in order to bring accurate

solutions, the development of communicative competences, and fulfill students' needs. (EducarChile, 2004).

Within “Planes y Programas de Inglés”, which emphasizes the developing of a communicative methodology of the learning, there is a focus on the importance to improve listening comprehension competences. In addition, this focus contributes to develop a general communicative competence and support the basis to improve a generation of oral and writing language”. (Mineduc, 2013).

The objectives of the learning, according to curricular bases in Chile, have been organized in function of four skills of the English language. Listening and speaking skills are presented in an integrated form within communicative approach (Mineduc, 2013).

According to Mineduc (2013), the teacher's role is mainly focused on teaching the skills in an interrelated way in every moment during classes and these skills are received by students regarding the interference between them in order to express a message.

1.2.1 Domestic Reality on Listening Skills

Speaking and writing, have been consigned to oblivion within the Chilean English classrooms as a result of the emphasis that the education ministry gave to the receptive skills, listening and reading, in the English teaching curriculum in 1998, as stated by Sato, et al. (2016). The consequences of this emphasis is reflected nowadays on the report made by British Council (2015) “*English in Chile: An examination of policy, perceptions and influencing factors*” and based on 2012 census. It was showed that only 16 per cent of the young population were able to effectively communicate using English. The same

year, 2012, the English SIMCE did nothing but to confirm the English level of acquisition of students belonging to 11th grade (3rd Medio). 55.4 percent of the total amount of students who sat for the exam were below A1 level according to the CEFR. 26.8 reached level A1. The Chilean English curriculum is aimed for students to reach level B1 when in 12th grade (4th Medio) yet the 2012 SIMCE showed that only 8.2 per cent of the universe of students that took the exam reached the level B1 in receptive skills, as SIMCE only measures listening and reading skills.

Pursuing the improvement of the communicative competences, there have been designed programs aiming the integrative use of the different English skills (both receptive and productive).

1.3 The Effectiveness of using CALL

Technology has been a part of our lives since it was created and included. In this field, Computer Assisted Language Learning (CALL) is defined by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning".

In seeking to disclose whether CALL makes a difference to students' language learning, a number of factors should be considered. First of all, the environment both virtual and traditional in which the learning is taking place should be determining. Besides, the time needed for the experiment should be taken into account. It has been observed from experience that using CALL software reduces the time significantly when compared to traditional learning manner is applied. Another important factor to consider is the criteria to achieve the objectives. This is inherent because the objectives may be tilted in favor of the CALL or in favor of the traditional learning method.

The advantages of using CALL are deeply discussed. Educators (Jonassen, 1996; Salaberry, 1999; Rost, 2002) indicated that computer and its attached language learning programs could provide second language learners more independence from classrooms and empower learners the option to work on their own at any time of the day.

First, Lee (2000) stated why we should apply computer technology in second language instruction. By including it, it can: a) provide practice for students through the experiential learning, b) offer students more learning motivation, c) enhance student achievement, d) increase authentic materials for study, e) encourage greater interaction among teachers, students and peers, f) emphasize the individual needs, g) regard independence from a single source of information, and h) enlarge global understanding, among others.

On the other hand, Gips, DiMattia, & Gips (2004) indicated that the first disadvantage of computer and its attached language learning programs is that they will increase educational costs and harm the impartiality of education. Computers become a requirement in which students need to invest or low budget schools and low-income students often cannot afford a computer; hence it causes unfair educational conditions. On the other hand, expensive hardware and software also become an obligation for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to help students. Unfortunately, no student can handle a computer if he or she lacks training; even, most teachers today do not have sufficient technological training to guide their students in

technology and its assisted language learning programs. Therefore, the benefits of this computer's usages for those students who are not familiar with them are inexistent (Roblyer, 2003).

Third, the software of CALL programs is still imperfect. Ongoing computer technology mainly copes with reading, listening, and writing skills. Although some speaking programs have been developed recently, their functions are still limited. Warschauer (2004) stated that a program should ideally be able to understand a user's "spoken" input and evaluate it not only for preciseness, but also for "appropriateness". It should be able to distinguish students' problems related to pronunciation, syntax, or usage and then reasonably decide among solutions.

Fourth, computers cannot manage unexpected situations. Second language learners' learning situations are continuously changing. Owing to the drawbacks of computer's artificial intelligence, computer technology is unskilled to cope with learners' unexpected learning problems and response to learners' question in detail as teachers do. The reasons for the computer' inability to interact effectively can be traced back to a significant difference in the way humans and computers make use of information (Dent, 2001). Blin (1994) also expressed that computer technology with that amount of intelligence does not exist and is not expected to be present for truly long time. To simplify, today's computer technology and its attached language learning programs are not yet astute enough to be positively interactive. People still need to put effort in developing and improving computer technology in order to sustain second language learners.

Fifth, “The linguistic genius of babies”, a study held by Patricia Kuhl (2011) presented on a TED Talk relates to the importance of the interaction between humans at the moment of learning a foreign language. On this study, the researchers worked with babies whose ages were between 6 and 8 months. The babies were exposed to a Mandarin native speaker and, by the use of a MEG machine, they found babies take statistics of sounds while listening and those mental maps represent learning. After this discovery, they tried to reveal how important the human interaction was. They took two groups of babies but this time one group was showed a video and the other group could only listen to the audio. The analysis showed that none of these two groups succeeded on learning because babies need another human in order to take statistics of sounds. The results of these studies come to prove that technology can be a useful tool yet it cannot replace human interactions.

The Sociocultural Theory states that exist two levels of learning. The first one relates to the interaction with others (interpsychological) and the internal processes (intrapsychological). Vygotsky claims that all principal functions have their roots in human interactions. This author also develops a concept called “Zone of Proximal Development” (ZPD) which considers the presence of a more experienced subject who provides the learner with “scaffolding”, modelling and collaborative learning.

At a large scale, Vygotsky states that learners need to be provided with human interaction and a socially rich environment in order to succeed on learning. Even though ICTs may play an important role as a tool to facilitate learning, the social interaction can be hardly replaced.

Bearing in mind the previous statement, the virtual learning environments promotes a different alternative for social interaction.

1.3.1 Virtual Learning Environment

The use of Web-based learning technologies has expanded over the past decade offering new opportunities and ways for students to interact with their teachers virtually through a computer-mediated communication technologies (Li, L., & Pitts, J.P., 2009). Online communities give a choice to people for them to contact with anyone, especially to those with similar interests, values, beliefs or passions (Baym, 2002).

While there is an increasing number of teachers who celebrate the potential of social networking to (re)engage learners with their studies, other ones fear that such applications compromise and disrupt young people's engagement with traditional education. (Selwyn, N., 2009) What impact can Web 2.0 technologies, specifically social networking sites, have inside and outside the classroom?

Furthermore, on-line social networks are an excellent communication tool for knowledge formation rooted on social relations, conversation, and collaboration and shared work. Adding, the networks can be used as an extension of a physical classroom to help students keep in touch with their teachers, while the teachers and educational institutions update their knowledge and learning techniques as well as developing collaborative work (Arroyo, 2011). Also, social networking sites are helpful to students who are shy and do not participate in class because they can communicate with their teachers and classmates (Miller, 2011).

As the use of online social networking sites and other Web 2.0 technologies increase, Computer Mediated Communication (CMC) increases as well. It is important to verify whether VLE could cause a significant effect on improving students' engagement due to the support to learning potential that technology possess.

In addition to the literature that describes positive effects of immersion in the target language-community, Roed (2003) suggests that virtual communities may constitute a more relaxed and stress-free atmosphere than classrooms.

1.3.2 Edmodo®

Amongst the virtual communities, there is a platform called Edmodo® that was designed to engage students into lessons. In terms of appearance, it resembles Facebook®, yet it has been created to be a private, safe learning environment. It is a free educational learning network used to provide a simple method for teachers' management of online classroom communities.

Educators recognize Edmodo® as an educational tool. Due to its friendly appearance students are able to quickly become accustomed to Edmodo® (Holland, C., & Muilenburg, 2011). In fact, it has become a practical media that extends learning environment beyond the classroom.

Edmodo® is a learning platform outlined by Jeff O' Hara and Nick Borg in 2008 for teachers, students, parents, schools, and it is available at www.edmodo.com (Chada Kongcham, 2013). Edmodo® permits teachers to create and control accounts and, only their students, who receive a group code and register in the group, can access and join

the group; nobody else can join or spy on the group (Jarc, 2010). The site provides a basic approach for teachers and students in a virtual class to connect and collaborate. Bruce et al. (2013) on Borg and O'Hara stated that a social networking equip towards the needs of students could profoundly influence on how students collaborate and learn in their world, instead of the school setting their teachers grew up in.

Teachers have noticed that Edmodo® not only empowers the relationships between students, but also promotes a stronger classroom community (Mills, 2011). Students can also share content, submit homework, assignments and complete quizzes, receive their teachers' feedback, notes and alerts as well as filling out surveys (Jarc, 2010). Subsequently, Edmodo® can be seen as Learning Management System (LMS) which can facilitate teachers to set up and deal with their online classes easily (Witherspoon, 2011). Edmodo was certified by the American Association of School Librarians in 2011 as one of the top 25 websites that foster the qualities of innovation, creativity, active participation and collaboration (Habley, 2011) in the category entitled "Social Networking and Communication". Edmodo has more than 6.5 million users and host online conferences called Edmodocon with thousands of attendees (Flanigan, 2011).

A study conducted Edulag (2014) required students to answer online quizzes, assignments and discussions. 27% of the participants were males and 74% were females. The majority of the participants were first year college students. (54%). All these students had Edmodo accounts because it was demanded to attend to his classes. The aims of this study were to know the participants' perceptions about the use of Edmodo as supplementary tool for learning, to know their perceptions regarding the advantages and

disadvantages of using it and to reveal participants' opinions on implementing Edmodo as a classroom collaboration tool. Regarding the method used, a survey was implemented as the essential instrument to collect data. The findings from this research support previous studies about the impact of virtual learning environments on perceptions of students regarding its usefulness on learning and education. Also, the benefits and limitations of VLE and social networking indoors educational framework. In detail, 80% of the students strongly agreed or agreed that the online activities in Edmodo helped them to improve their learning and comprehension skills in relation to the course. On the other hand, only 1% of students strongly disagreed or disagreed about the same statement mentioned before. It shows that majority of the participants perceived Edmodo as an essential educational tool. However, 19% participants answered neutral.

Referring to the impact of feedbacks coming from students and teacher posted in Edmodo®, 71% of the students identified that this mechanism for collaboration has a positive impact on the quality of their works. Nonetheless, 26% of students replied neutral about impact of feedbacks.

Talking about disadvantages, the 80% of students strongly agreed that the main disadvantage of using Edmodo® in class is that not all of them had access to internet. Consequently, some students could be left behind of the lessons or activities posted on Edmodo®. Another drawback of using Edmodo® is that students can easily view or copy the work of their classmates because they could access to it effortlessly. An extra disadvantage of using Edmodo®, as perceived by 68% of the students, is that online activities in Edmodo are time consuming.

1.3.3 Advantages and Disadvantages

Based on the results from the study previously mentioned, Edmodo® is a tool that fulfills its objective because it allows students to improve their learning throughout an active participation in online discussions and tasks. The most important finding is that Edmodo® appears to be a simple learning platform in which observations and data show a high level of acceptance. Moreover, the majority of the students agreed that Edmodo® is a good learning tool to complement face to face discussions and a good collaboration platform for students and teachers. However, there are also some disadvantages of using Edmodo® such as time consumption, difficulty in following the procedures of Edmodo®, plagiarism of other works and not all students having access to the internet.

Concluding, Edmodo® seems to be the perfect virtual environment to empower students to focus on the materials used in classes. It is also beneficial to develop communicational skills among students and teachers; thus Edmodo® has some distinct advantages over traditional classroom environment. Additionally, assuming continuous growth of social network, Edmodo® becomes a phenomenon that captures students of current generations because most of them and also teachers shared that it is very user-friendly. The implementation of Edmodo® by educators as a learning platform for the students could become a powerful medium that extends responsible learning environment beyond the classroom.

Chapter 2

Methodology

2.1 Justification

In recent years it has become difficult to ignore the fact that the students' English level do not counterbalance with the amount of hours they are exposed to the language.

According to the CEFR Guided Learning Hours, a student, in order to be prepared to start the B1 training course (Cambridge PET exam), should spend 350-400 hours studying, being 200 hours guided learning. In Chile, according to the domestic curriculum, students belonging to 4th Medio are expected to finish the grade with an English proficiency corresponding to the B1 level.

Chile was the first country in Latin-America to implement an exam to test the English proficiency level on students belonging to 3rd Medio. The first English SIMCE was implemented in 2010 which revealed the Chilean reality. Students that were supposed to be in position to start the B1 preparation course were on the breakthrough level (A1) or below. Only 11% were in position to start the B1 preparation course; therefore, they received a certificate specifying their level (A2). In 2012, the amount of students certified on A2 level decreased to 9,6%; yet 8,2% of the universe of students who sat for the exam were certified on B1 level. On both occasions (SIMCE 2010 and 2012) the listening part of the exam had similar results: 49 out of 90 and 48 out of 90, respectively.

Listening is one of the four basic skills (along with speaking, writing and reading). According to Tyagi (2013), the act of listening involves a sender, a message and a receiver. Besides, it involves a desire to understand another human being, as an act of respect and acceptance.

The act of listening involves more than just hearing a person's voice. It is an active process in which the person must distinguish sounds, understand vocabulary and grammatical structures, retain all the information and then interpret it. Hence, coordinating all these actions involves a great mental activity on the part of the listener (Vandergrift, 1999). When it comes to developing listening skills, there are plenty of options provided by the technology. One of those can be the virtual learning environments.

It is argued that virtual learning environments can be defined as a designed information space where educational interactions occur in the environment, turning these spaces into places. The representation of this information/social space can vary from text to 3D immersive worlds in which students are not only active, but also actors since they co-construct the virtual environment.

As the use of online social networking sites and other Web 2.0 technologies increase, Computer Mediated Communication (CMC) is at an all-time high. It is important to verify whether VLE could cause a significant effect on improving students' engagement due to the support to learning potential that technology possess.

In addition to the literature that describes positive effects of immersion in the target language community, Roed (2003) suggests that virtual communities may constitute a more relaxed and stress-free atmosphere than classrooms. As stated previously, Edmodo is one of the many platforms or virtual learning environments, and the one selected to be used during this research.

2.2 Research questions

- Can Edmodo® have a positive impact on students at the moment of developing their listening skills?
- Will the lack of technology have had influence on the student's listening performance?
- Will the control group perform poorly compared to the experimental group due to the lack of technology?

2.3 Objectives

2.3.1 General objective

- To investigate whether the strategies taught through Edmodo® have a meaningful impact on experimental group student's listening skill development.

2.3.2 Specific objectives

- To identify the effects of developing listening skills via Edmodo® on students from a private subsidized school, according to their results on the diagnostic test and the final test.
- To determine if there is any significant difference between the group exposed to the virtual learning environment and the ones who were not.

2.4 Variables

2.4.1 Independent variable

The use of Edmodo®

Operational definition: The use of Edmodo® for learning strategies for the development of listening skills on students.

2.4.2 Dependent variable

The effect of Edmodo® on students results in a standardized test.

Operational definition: The score obtained in the KET listening test.

2.5 Hypothesis

- Students that were taught strategies via Edmodo® will perform, in listening, better than those students who will not.

Chapter 3

The Study

3.1 Introduction

This research intends to determine whether learning strategies for listening skills through the virtual learning environment Edmodo® has an impact on student’s listening performance.

Roed (2003) suggests that VLE represents a more relaxed, stress-free atmosphere than the traditional classrooms. Specifically, in this investigation, the VLE that was used was Edmodo® due to its appearance which can be associated to Facebook® structure.

Table 3.1 shows the strategies taught to the students during the procedure.

Table 3.1

Listening strategies used in the study

Listening strategies	
Strategies	Ex.
Listening for the gist	<i>What is the dialogue about?</i>
Listening for specific information	<i>What is she doing in Brighton on the day of the party?</i>

Note. Based on “Specifications for the E8-Standards Listening Tests” by Mewald (2007)

Two strategies were chosen based on the “*Specifications for the E8-Standards Listening Tests*” by Mewald, C. (2007). The two strategies were taught in two separate sessions (see table 3.2) out of a total of five sessions (see table 3.3).

Table 3.2
Order in Training Sessions on Strategies

Order in Training Sessions on Strategies		
	Session 2	Session 3
Strategies	Listening for the gist	Listening for specific information
Hint	The information to understand the gist may be directly stated at the beginning of the passage.	The data needed to answer detailed questions is straight stated in the passage.

Note. Based on "Specifications for the E8-Standards Listening Tests" by Mewald (2007)

3.2 Research design

3.2.1 Participants

The participants were 20 young learners of English as a foreign language (EFL) belonging to ninth grade from a private subsidized school in Chiguayante. In this universe of 20 students, 7 were male and 13 were female. They did not present language, cognitive or physical disabilities. The groups, experimental and control, have 10 participants each. The age of the participants fluctuates between 14 and 15 years.

3.2.2 Materials and Design

This experiment follows a quasi-experimental design under action research methodology. As the groups were divided in two smaller groups, control (non-technology used) and experimental group (VLE based teaching). The participants were assigned at random before the pre-test. The experiment consisted on the teaching of two strategies under two different conditions for the two groups of students.

3.2.3 Instruments

During the development of the research, two tests were taken by the universe of students. These tests were a standardized Key English Test designed by Cambridge. For the purpose of this study only the listening part of the test was given to the students.

As the KET listening test is designed aiming on the comprehension of the surface information which is explicitly stated on the audio sample, the strategies chosen to be taught during the training sessions were: Listening for the Gist and Listening for Specific Information. All the latter based on the research carried out by Mewald, et al (2007) "Specifications for the E8-Standards listening tests."

3.2.4 Procedure

Both experimental and control groups took part on the experiment during 2 weeks. Session 2 and 3 corresponded to training sessions, of 45 minutes each. On session 1, participants were asked to take the pre-test corresponding to a KET test, specifically, the listening part. The instructions and consideration for the test were provided in English. On session 2, students started their training sessions focusing on Listening for the gist. On session 3, the target was listening for specific information. Finally, on session 4, participants took the post-test which was the same used for the pre-test. A special session was included before session 1, in which students belonging to the experimental group got to know Edmodo®, create an account, and sign up to the virtual classroom (see table 3.3).

Table 3.3
Order of sessions

Order of sessions		
Sessions	Control group	Experimental group
<u>Session 0</u>		
Technological readiness	N/A	Computer lab
<u>Session 1</u>		
Pre-test KET listening	Common classroom	Common classroom
<u>Session 2</u>		
Strategies training Listening for the Gist	Common classroom	Computer lab
<u>Session 3</u>		
Strategies training Listening for Specific Information	Common classroom	Computer lab
<u>Session 4</u>		
Post-test KET listening	Common classroom	Common classroom

Note. Sessions 0 to 4 lasted 45 minutes each.

Source. Table designed by researchers

3.2.3.1 Training Procedure

The control group was trained with the same strategies yet under different conditions compared to the Experimental group. The training consisted of two sessions in which two strategies were taught. Every session was designed according to the Chilean curriculum and, at the beginning of each session, the strategy to be taught was briefly explained.

3.2.3.1.1 Training procedure: Control group

On session 2, the strategy taught was listening for the gist. The resources applied were: worksheets, whiteboard, markers and speakers. The amount of audio samples used were six and for each audio there were two questions. (I.e. *what is the intention of the speaker 1?*) The researcher wrote the name of the strategy, and asked the subjects if they knew the meaning of the words separately. The definition of the strategy was constructed thorough brainstorming. After this process, the technical definition of the strategy was explained in simple words to the subjects. The researcher cleared doubts and proceed with the completion of the worksheet. On session 3, the strategy taught was listening for specific information. In this session, the resources were: whiteboard, markers, speakers and worksheets. The amount of audio samples used was three and for each audio there were three multiple choice questions and one fill-in-the-blank activity. The training process during this session was similar to the previous session, as the researcher did not want to create distress on the subjects.

3.2.3.1.2 Training procedure: Experimental group

Previous to the training sessions, students were introduced to the platform in a special session named technological readiness. During this session students created their Edmodo® account and joined the online course designed specifically for this purpose.

On session 2, students were taken to the Computer Lab. The strategy taught was listening for the Gist. The resources employed were laptop, speakers, image projector,

PPT presentation, and a worksheet. During this sessions the teacher presented the first strategy by showing them a PPT in which the strategy was explained briefly and examples of questions related to the strategy were given.

Students listened to the audios twice and then they answered the online worksheet.

On session 3, the last strategy taught was listening for Specific Information. Once again, students were taken to the Computer Lab and the resources implemented were laptop, speakers, image projector, PPT presentation, and a worksheet. The training process was similar to the previous session, in terms of the explanation of the strategy and worksheet completion.

3.2.3.2 Testing Procedure

On both occasions, session 1 and session 4, the data harvesting was run in a common classroom with a sheet of paper for both groups. This was necessary since there were not enough computers for every participant. Both groups sat for the test at the same time and place.

On session 1 and session 4, both groups of participants took the Listening part from the Cambridge KET. The test that was implemented was taken from the official examination papers from University of Cambridge ESOL examinations Key English Test *extra*. Each test consisted of five parts. The first part (question 1 to 5) was five multiple choice question, with three images that worked as alternatives. Following, the second part (questions 6 to 10) was matching column A with column B. Then, part three (question 11 to 15) was fill in the blanks with alternatives. Finally, part four and five (questions 16 to 25) was fill in the blank. The complete test was 25 points total.

Chapter 4

Analysis

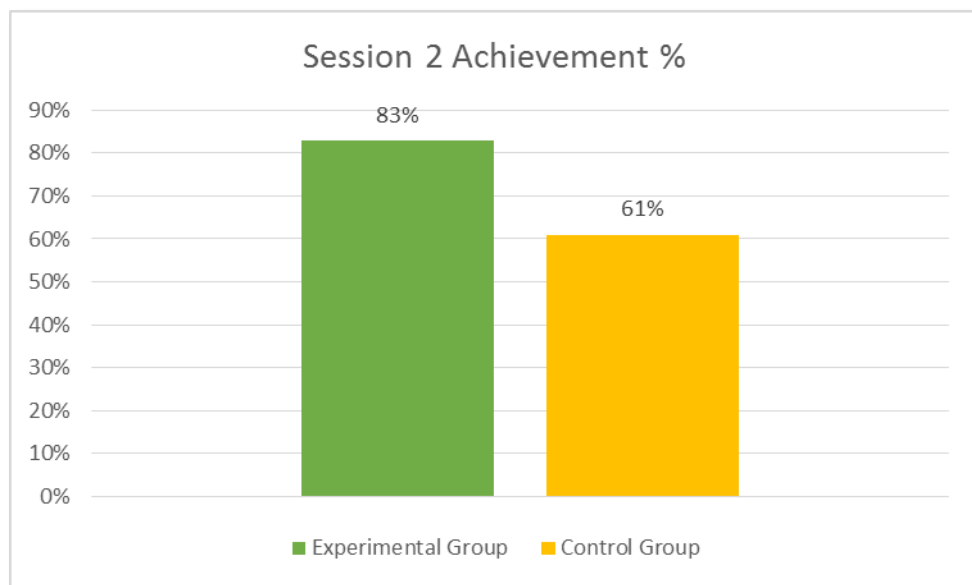
In the present chapter, quantitative data will be presented with the purpose of analyzing the responses gathered by the application of the instrument chosen for this research. The aim of this analysis is to investigate whether learning strategies for listening skills through the virtual learning environment Edmodo® has an impact on student's listening performance. By means of a KET test administered to 20 secondary students from a private subsidized school, data were collected to investigate the actual impact, and also the pros and cons of this platform in the Chilean context.

In the first segment, the results of the training sessions will be analyzed and then presented with the aim of identifying figures between groups and the performance shown by students throughout the sessions. Besides, the results of the tests will be revealed and evaluated to determine the differences between the Pre and Post-test. Based on these contrast, the influence of Edmodo® will be established.

Then, the results of the tests will be analyzed using SPSS V.21 to conclude whether the platform has a positive influence on learning listening strategies by using it. These analysis will be focused on the Post-Test's results.

4.1 Session 2 Analysis:

Figure below present the results of both groups on session 2 (Figure 1). On this session, experimental group is complete (10 subjects) while on control group there are 2 missing subjects (8 subjects present during this session). In terms of subjects' performance, 1 subject reaches the highest score compared to a 75% reached by 3 subjects from the control group. When issuing the minimum scores obtained by each group, 1 subject from the experimental group reached 58% while 1 subject from the control group reached 33%. Regarding overall performance, experimental group reaches 83% of achievement whereas control group reaches 61% of achievement.

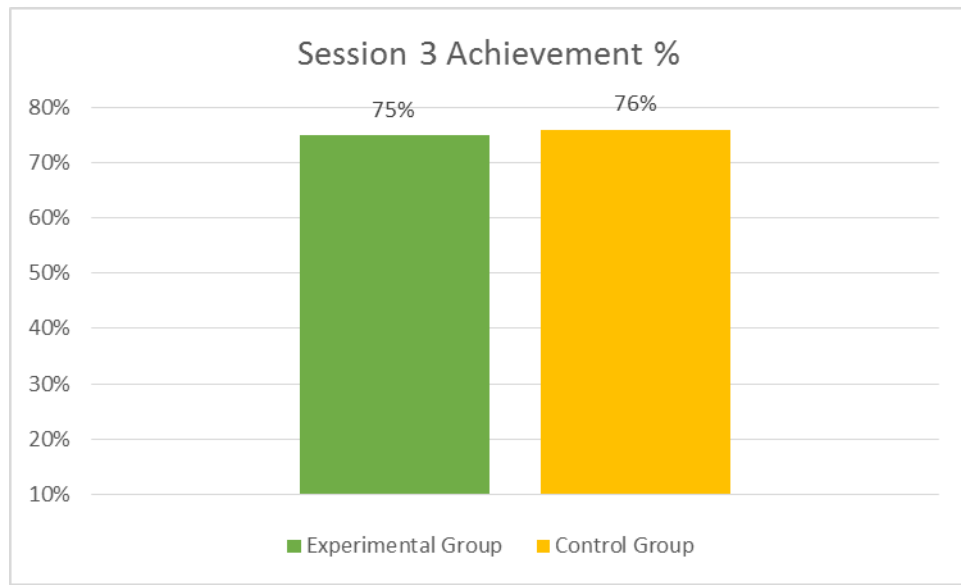


Source. Data collected during the research.

Figure 1. Achievement percentage obtained by the two groups on Session 2.

4.2 Session 3 Analysis:

The figure below describes the results of both groups on session 3 (Figure 2). On this session, experimental group is complete (10 subjects) while on control group there are 2 missing subjects (8 subjects present during this session). In terms of subjects' performance, 1 subject reaches the highest score compared to an 83% reached by 4 subjects from the control group. When issuing the minimum scores obtained by each group, 1 subject from the experimental group reached 42% while 1 subject from the control group reached 58%. Regarding overall performance, experimental group reaches 75% of achievement whereas control group reaches 76% of achievement.

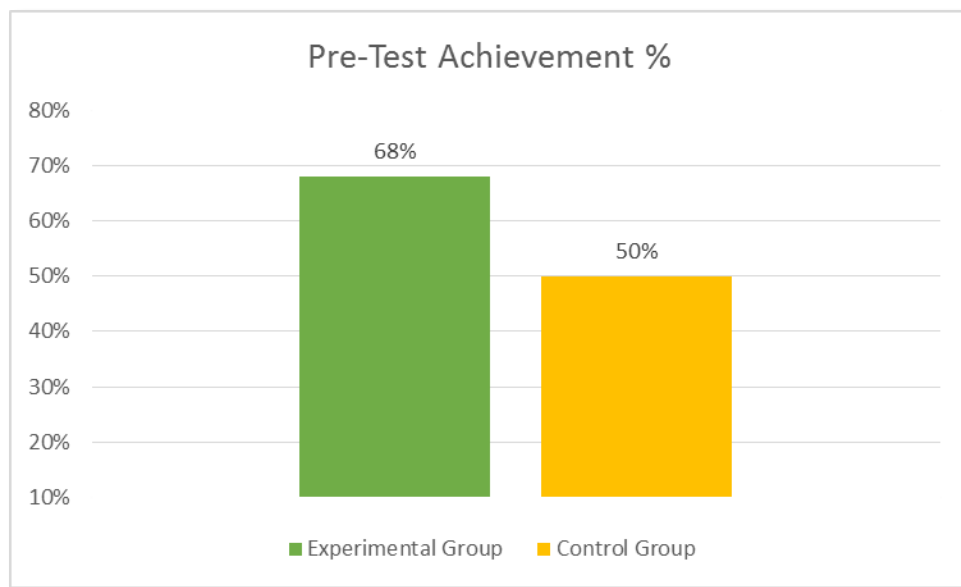


Source. Data collected during the research.

Figure 2. . Achievement percentage obtained by the two groups on Session 3.

4.3 Pre-test and post-test Analysis

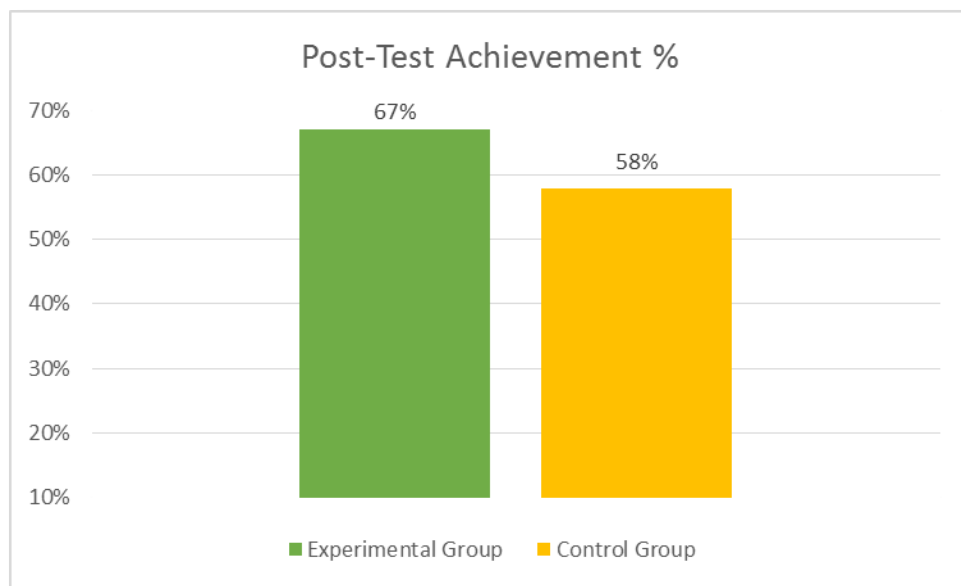
The figure below describes the results of both groups on the Pre-Test (Figure 3). Regarding this test, the experimental group shows 68% of achievement while the control group reaches 50%. In terms of subjects' performance, the highest score obtained by one subject from the experimental group is 92% while the lowest score obtained by 2 subjects is 28%. On the other hand, on the control group's subject's achievement is 84% being the highest (1 subject) and 12% being the lowest (1 subject).



Source. Data collected during the research.

Figure 3. Achievement percentage obtained by the two groups on the Pre-test.

The figure below describes the results of both groups on the Post-Test (Figure 4). Regarding this test, the experimental group shows 67% of achievement while the control group reaches 58%. In terms of subjects' performance, the highest score obtained by one subject from the experimental group is 96% while the lowest score obtained by one subject is 20%. On the other hand, on the control group's subject's achievement is 84% being the highest (2 subjects) and 12% being the lowest (2 subjects).



Source. Data collected during the research.

Figure 4. Achievement percentage obtained by the two groups on the Post-test.

4.4 Differences between tests:

Regarding the overall performance, the experimental group decreases 1% while the control group increases 7%. In terms of individual differences in performance in the experimental group, 5 subjects increase their scores, 3 subjects decrease, no subjects maintain. On the other hand, in the control group, 5 subjects increase, 2 subjects decrease and 2 subjects maintain their scores.

Issuing the most notorious contrast between pre and post-test, 2 subjects from the experimental group increased 16% whereas 1 subject from the control group increased 16% as well. On the contrary, 1 subject from the experimental group decreased 12% whereas 1 subject from the control group decreased 20%.

4.5 SPSS Software Analysis

The analysis was performed in all 20 participants. Each group was composed by 10 students. The data was analyzed using the SPSS V.21 software in order to calculate the interaction between both groups regarding the tests conducted. The statistics test selected was Shapiro Wilk due to the numbers of participants.

The level of significance in these tests has been represented with p value ("Sig" in the chart). The data consisted on the scores obtained in the KET listening test, after the subjects took the pre and post - tests. The scores were obtained by assessing students through a listening test.

4.5.1 Pre Test

The figure below is related to the Pre-test in Experimental Group, it can be concluded with 95% of trust and 5% of error range that P value (“Sig.” in the chart) is 0,057 which is bigger than 0.05.

In relation to the Pre-test in Control Group, it can be concluded with 95% of trust and 5% of error range that, P value (“Sig.” in the chat) is 0,127 which is bigger than 0.05. Hence, the “invalid hypothesis” is not accepted.

Pruebas de normalidad

grupo		Shapiro-Wilk		
		Estadístico	gl	Sig.
Pre Test	Experimental	,849	10	,057
	Control	,879	10	,127

a. Corrección de la significación de Lilliefors

*. Este es un límite inferior de la significación verdadera.

Source. Data collected during the research.

Table 4.1 Pre-test normality test.

4.5.2 Post Test

According to the Post-test in Experimental Group, the figure below concludes 95% of trust and 5% of error range that, P value (“Sig.” in the chat) is 0.336 which is bigger than 0,05. Hence, the “invalid hypothesis” that consists on the positive impact on developing listening strategies throughout Edmodo in secondary students is not accepted.

Regarding to the Post Test in Control Group, it can be concluded with 95% of trust and 5% of error range that, P value (“Sig.” in the chat) is 0,010 which is bigger than 0.05. Hence, the “invalid hypothesis” is not accepted.

Pruebas de normalidad

grupo		Shapiro-Wilk		
		Estadístico	gl	Sig.
Post Test	Experimental	,917	10	,336
	Control	,785	10	,010

a. Corrección de la significación de Lilliefors

*. Este es un límite inferior de la significación verdadera.

Source. Data collected during the research.

Table 4.2 Post-test normality test.

4.6 CEFR Adaptation:

Based on the adaptation of the KET score, the figure below describes that the subjects could be divided into 4 groups of acquisition. According to their scores of the post-test, 9 subjects can be categorized as A1 level. These subjects obtained below 19 points on the post-test. Next category, A1, considers subjects who obtained between 17 and 20 points on their post-test; 6 subjects are categorized under this level. The following level corresponds to A2 which considers subjects between 21 and 23 points of achievement; 4 subjects are categorized under this level. Finally, B1 level goes from 24-25 points of achievement; 1 subject is categorized under this level.

CAMBRIDGE	CEFR Level	Score	Performance %	Listening Score	Adapted Score
PET	B1	150	100%	25	24- 25
		140	93%	23	
KET	A2	139	93%	23	21- 23
		133	89%	22	
		132	88%	22	
		120	80%	20	
	A1	119	79%	20	17- 20
		100	67%	17	

Source. Score table adapted by researchers based on KET score table.

Table 4.3 Adaptation of the KET score for the purpose of this research.

Chapter 5

Discussion, Conclusions and Limitations

5.1 Discussion

Through the present research it was aimed to shed light on the field of the ICT applications on the subject of strategies learning to develop listening skills. The results of the mentioned study were measured according to the learners' listening performance on two standardized tests (Key English Test). The results of the use of an ICT for developing listening skills are discussed below.

The use of an ICT for developing listening skills

In this field, the hypothesis says that students that were taught via Edmodo® will perform, in listening, better than those who did not. The results showed that Experimental Group, the group that worked with the platform, decreased on their achievement percentage, going from 68% of achievement to a 67%. On the other hand, the Control Group, the group that did not work on Edmodo®, increased on their percentage of achievement from a 50% to 58%. The previous rejects the hypothesis showing that the learners who did not use the platform performed better than those who did.

The results go in line with a previous research presented on a TED Talk by Kuhl (2011). According to the results of the previously mentioned study, human interaction is vital in the process of acquiring a new language. Even though the methodology used to carry out the current study do not concur with Kuhl's as the latter worked with babies who were exposed to a native speaker of a foreign language in three different ways. In one case, the speaker was present and had the opportunity to interact directly with the babies. In the second case, the babies were exposed to a video of the speaker talking to them.

In the third case, the babies were exposed only to the audio of the speaker. The results revealed that babies only learnt when exposed to human interaction while the ones that were exposed to the video and audio did not show any signs of learning. The similarity between these two investigations is the non-effectiveness of the technological tools.

In addition, Vygostky's Sociocultural Theory considers that knowledge has its roots on the interaction with others. It considers two levels: interaction between humans (interpsychology) and internal processes (intrapsychology). Also, the author came with a concept which described the process of learning and modelling through the communication with a more experienced subject.

To conclude, the results of this investigation reject the current hypothesis demonstrating that the use of ICTs do not assure the successful development of the listening skill, specifically, of the assessed group.

5.2 Conclusions

The study aimed to investigate whether the strategies taught through Edmodo® have a meaningful impact on student's listening skill development. It was established through the results that the use of the platform only provided the learners with a different environment yet it did not represent an infallible method for acquiring the expected knowledge.

Considering that the results showed that Control Group performed better than Experimental Group, even when the expectations aimed to a significant impact by the use of the ICTs, it can be stated the following:

1. According to the result of this investigation, the Edmodo® did not represent a considerable change in the process of developing listening skills. However, this conclusion is not determining as the research was conducted on a specific group from a specific context.
2. The lack or the use of technology does not assure the successfulness in the development of the listening skill. In spite of the notorious helpfulness that technology brings to the classroom it may also represent a distraction.
3. As stated previously, the application of technology may be a double-edge sword since it can be both useful and distracting.

5.3 Limitations

The main limitations of the study were the time, number of participants, distraction features and outside factors.

The limitations in terms of the time were related to outside factors since the school administration decided to renew the computer laboratory installations during the study. For this reason, the study that was expected to be completed in one week had to be rescheduled and it was finally completed in two weeks.

The second limitation was related to the number of participants. The school's teaching methodology suggests that on each grade the amount of students should not be over 30 students per classroom. In addition, this limitation is related to outside factors since during sessions 0 and 1 some students were taken out of the classroom in order to participate in a school's activity.

The final limitation refers to distraction features. All these distraction features relate to the use of the computers. Firstly, the students had access to games previously installed on the computers. Secondly, the platform they used had educational games which also represented a distraction. Finally, the free access to internet gave students the opportunity to navigate when they were out of teacher's sight.

Projections

Regarding projections of this study, it is suggested that:

1) As mentioned on Chapter 1, the beginning of English instruction becomes mandatory at Public Schools from fifth grade (10-11 years) of Elementary level. It is suggested that a regulation standardize the English programs as Private Schools start the proper English training at early stages (4-5 years) creating inequalities between students of the same age yet different contexts.

2) When referring to the use of ICTs, teachers tend to not use the tools as a result of the lack of knowledge they possess or the lack of willingness. It is suggested the use of ICTs for learning purposes from the teachers at schools in order to create more alternatives for learning.

3) As stated during the study, there is a lack of listening training. It is suggested that the training should consider strategies in order to make it more active rather than being a passively developed skill. Besides the training, listening should be reinforced and contextualized on real world situations.

4) This study was narrowed to a certain age range of subjects. However, there should be a wider spectrum of study in order to have a real view of the implications of the use of ICTs in a more universal field.

5) The use of ICTs should not be considered as the key element to ensure success. The process of learning is multidimensional and factors others than the tool itself should be considered as part of the process.

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Appendices

Appendix 1. Request Letter



Universidad Católica Santísima Concepción
Facultad de Educación
Área de Lenguas
Pedagogía Media en Inglés
Seminario de Investigación

Sr. Patricio Calderón,
Director Colegio Chileno Arabe:

Nos dirigimos a usted con el fin de solicitar la colaboración del colegio, específicamente con el segundo año de enseñanza media con su respectiva profesora de Inglés Miss Margot Castro para que sean partícipes de nuestra investigación, para optar al grado académico Licenciado en Educación, "El uso de Edmodo® en la enseñanza de estrategias para el desarrollo de la habilidad auditiva en Inglés".

Esta investigación está a cargo de los alumnos de último año de la carrera de Pedagogía Media en Inglés de la Universidad Católica de la Santísima Concepción: Jerisza Cáceres Albornoz, Ana Luna Pedreros, Guido Riquelme Ponce, y Daniela Rodríguez Gonzalez. Junto al profesor Mg. Juan Molina Farfán.

El Objetivo de este proyecto es investigar el impacto positivo o negativo que tiene el enseñar estrategias para el desarrollo de la habilidad auditiva a través la plataforma virtual Edmodo®. Dentro de la investigación se tiene contemplado dividir el curso en dos grupos, uno de los cuales trabajará con la plataforma virtual en el laboratorio de computación; por ende solicitamos a usted facilitarnos el uso del laboratorio. Es también importante destacar que esta investigación tendrá una duración de cinco sesiones de una hora pedagógica cada una.

Saluda atentamente a usted,
Jerisza Cáceres Albornoz
Ana Luna Pedreros
Guido Riquelme Ponce
Daniela Rodríguez Gonzalez.

Appendix 2. Informed Consent

Carta de Consentimiento.

“El uso de Edmodo® en la enseñanza de estrategias para el desarrollo de la habilidad auditiva en Inglés”

Yo, _____,
de _____ de edad, he sido invitado a formar parte de la investigación “*El uso de Edmodo® en la enseñanza de estrategias para el desarrollo de la habilidad auditiva en Inglés*” a cargo de los alumnos de Pedagogía en Educación Media en Inglés, de la Universidad Católica de la Santísima Concepción Jerisza Cáceres, Ana Luna, Guido Riquelme y Daniela Rodríguez. En la cual se me solicita estar presente en dos (2) sesiones de entrenamiento además de rendir dos pruebas estandarizadas al inicio y al final de la intervención, con el fin de medir los posibles avances existentes durante el proceso.

Firmo este consentimiento sabiendo que:

- Mi nombre no será mencionado dentro del informe final de la investigación.
- Para fines de conclusión la edad si será mencionada en el informe ya que representa un dato relevante para el análisis.
- No recibiré ningún tipo de recompensa de parte de los investigadores, por mi participación en la investigación, ya que esto podría constituir una falta en la objetividad de la investigación.

He leído la información proporcionada o me ha sido leída. He tenido la oportunidad de preguntar sobre ella y se me ha contestado satisfactoriamente las preguntas que he realizado. Consiento voluntariamente participar en esta investigación como participante.

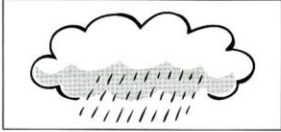
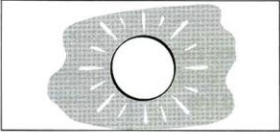
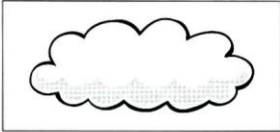
Nombre del Participante _____

Firma del Participante _____

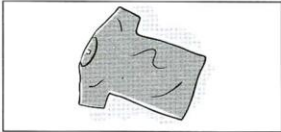

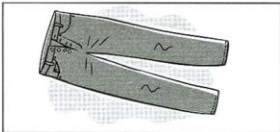
Fecha _____ (Día/mes/año)

Appendix 3. Pre-Test

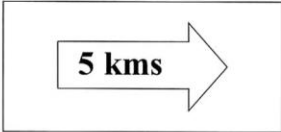
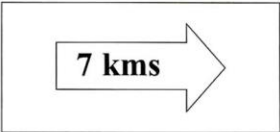
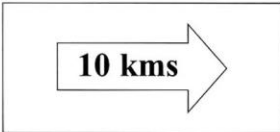
1 What was the weather like when the holiday began?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>




2 What did Peter buy today?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>




3 How far is it to the beach?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

4 What will Tim and his dad play today?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

5 What does the woman want?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

PART 2

QUESTIONS 6–10

Listen to a woman talking to her son, Chris, about the things he has to do.

What will he do at each time?

For questions 6–10, write a letter A–H next to each time.

You will hear the conversation twice.

Example:

0 11.00 E

Times

6 12.00

7 12.30

8 1.00

9 1.30

10 2.00

Things to do

A buy stamps

B drive to pool

C go to library

D have lunch

E phone grandparents

F visit friends

G wash car

H watch TV

PART 3

QUESTIONS 11-15

Listen to Amanda talking to a friend about a birthday party.

For questions 11-15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- 0 How many people can come to the party?
- | | |
|------|-------------------------------------|
| A 8 | <input type="checkbox"/> |
| B 11 | <input checked="" type="checkbox"/> |
| C 18 | <input type="checkbox"/> |

-
- 11 Which ice cream will they have at the party?
- | | |
|----------|--------------------------|
| A coffee | <input type="checkbox"/> |
| B lemon | <input type="checkbox"/> |
| C apple | <input type="checkbox"/> |

- 12 What is broken?
- | | |
|-------------------------|--------------------------|
| A the CD player | <input type="checkbox"/> |
| B the cassette recorder | <input type="checkbox"/> |
| C the guitar | <input type="checkbox"/> |

- 13 Whose birthday is it?
- | | |
|---------------------|--------------------------|
| A Emma's | <input type="checkbox"/> |
| B Joan's | <input type="checkbox"/> |
| C Amanda's sister's | <input type="checkbox"/> |

- 14 What present has Amanda bought?
- | | |
|--------------|--------------------------|
| A a camera | <input type="checkbox"/> |
| B a video | <input type="checkbox"/> |
| C a football | <input type="checkbox"/> |

- 15 What time should people arrive at the party?
- | | |
|-------------|--------------------------|
| A 8 p.m. | <input type="checkbox"/> |
| B 8.30 p.m. | <input type="checkbox"/> |
| C 9.30 p.m. | <input type="checkbox"/> |

PART 4

QUESTIONS 16–20

You will hear a woman asking for some information about a job.
Listen and complete questions 16–20.
You will hear the conversation twice.

JOB	
At:	Jones Department Store
To sell:	16 <input type="text"/>
Begin work at:	17 a.m.
Days:	18 Tuesday to
Pay:	19 £ per hour
Write to:	20 Mrs

PART 5

QUESTIONS 21–25

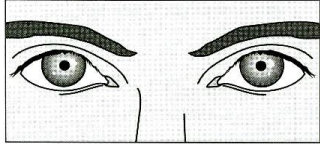
You will hear some tourist information about a town called Langley.
Listen and complete questions 21–25.
You will hear the information twice.

Langley	
Tourists stop here for:	3 hours
Town Hall	
See the:	21 <input type="text"/>
Cost of ticket:	22 pence
Langley Park	
Café is near:	23 <input type="text"/>
Tour of town	
Meet guide in:	24 street
Leave Langley at:	25 p.m.

You now have 8 minutes to write your answers on the answer sheet.

Appendix 4. Post-Test

1 What doesn't the girl like about her photo?



A

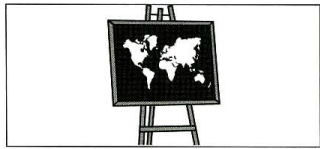


B

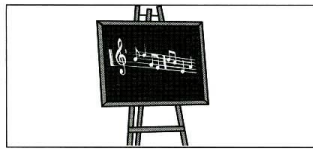


C

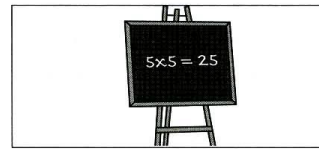
2 Which is the boy's next lesson?



A



B

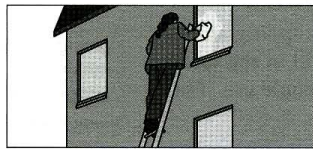


C

3 What will the woman do first?



A

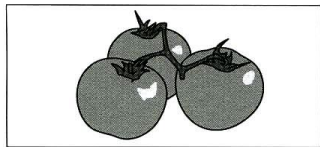


B

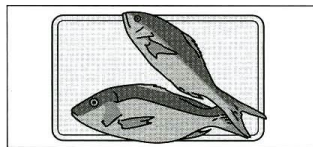


C

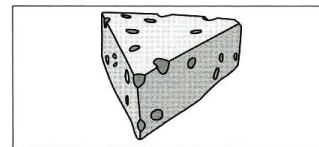
4 What do they need to buy for dinner?



A

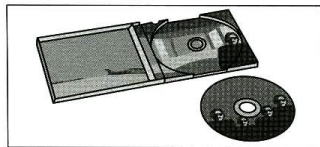


B



C

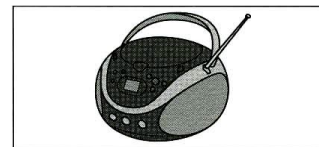
5 What did Joe get for his birthday?



A



B



C

PART 2

QUESTIONS 6–10

Listen to Gemma and her husband, Harry, talking about pictures for their new house.

Which picture will they put in each room?

For questions 6–10, write a letter A–H next to each room.

You will hear the conversation twice.

Example:

0 living room B

Rooms

6 bathroom

7 bedroom

8 kitchen

9 hall

10 dining room

Pictures

A beach

B cathedral

C Gemma's parents

D Harry's village

E horses

F mountains

G racing cars

H river

PART 3

QUESTIONS 11–15

Listen to Grace telling a friend about a hotel.

For questions 11–15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- 0 The name of the hotel is
- | | | |
|---|------------------|-------------------------------------|
| A | Rosebank Hotel. | <input checked="" type="checkbox"/> |
| B | Rosewood Hotel. | <input type="checkbox"/> |
| C | Rosemount Hotel. | <input type="checkbox"/> |
-

- 11 The hotel is
- | | | |
|---|----------------|--------------------------|
| A | in a town. | <input type="checkbox"/> |
| B | on a mountain. | <input type="checkbox"/> |
| C | near the sea. | <input type="checkbox"/> |

- 12 At the hotel, Grace could
- | | | |
|---|------------------------|--------------------------|
| A | play golf. | <input type="checkbox"/> |
| B | play tennis. | <input type="checkbox"/> |
| C | use the swimming pool. | <input type="checkbox"/> |

- 13 In Grace's room, there was
- | | | |
|---|-------------------|--------------------------|
| A | a fridge. | <input type="checkbox"/> |
| B | a video player. | <input type="checkbox"/> |
| C | a coffee machine. | <input type="checkbox"/> |

- 14 In the restaurant, Grace had
- | | | |
|---|------------------------|--------------------------|
| A | too few vegetables. | <input type="checkbox"/> |
| B | a lot of fried food. | <input type="checkbox"/> |
| C | chips with every meal. | <input type="checkbox"/> |

- 15 Grace says the hotel was
- | | | |
|---|---------|--------------------------|
| A | cheap. | <input type="checkbox"/> |
| B | boring. | <input type="checkbox"/> |
| C | noisy. | <input type="checkbox"/> |

PART 4

QUESTIONS 16–20

You will hear a conversation about a holiday English course.

Listen and complete questions 16–20.

You will hear the conversation twice.

HOLIDAY ENGLISH COURSE

Place:	<i>Oxford</i>
Students must be:	16 <i>years old or more</i>
Starting date:	17 <i>July.</i>
Students stay with:	18 <i>English</i>
Price of course:	19 <i>£</i>
College in:	20 <i>Street</i>

64 | TEST 2 • PAPER 2 • Listening PART 4

Part 5

QUESTIONS 21–25

You will hear some information about an air museum.

Listen and complete questions 21–25.

You will hear the information twice.

AIR MUSEUM

Museum has:	<i>140 planes</i>
Museum is near village of:	21
From village, get bus number:	22
Summer opening times:	23 <i>10 a.m. to</i> <i>p.m.</i>
Price of family ticket:	24 <i>£</i>
Day for plane trips:	25

You now have 8 minutes to write your answers on the answer sheet.

TEST 2 • PAPER 2 • Listening PART 5 | 65

Appendix 5. Session 1 Worksheet (Control Group)



Universidad Católica de la Santísima Concepción
Facultad de Educación
Área de Lenguas
Pedagogía Enseñanza Media en Inglés
Seminario de Investigación

You will hear four short audios.
You will hear each audio twice.
There is one question for each audio.
For each question choose the correct answer (A, B, C or D)

First Audio:

1. - What is she doing?
 - a) Describing her mom.
 - b) Talking to a friend.
 - c) Describing herself.
 - d) Telling a story.

- 2.- What are Jessica's likes?
 - a) She likes reading books, and she loves sleeping.
 - b) She likes getting up early.
 - c) She likes going to the gym.
 - d) She likes running.

Second Audio:

3. - What is she talking about?
 - a) How many songs her phone could keep.
 - b) Buy a new phone to take pictures for social networks.
 - c) How long the phone's battery lasts.
 - d) How many likes she would have on Instagram.

4. - What is she interested in?
 - a) Phone's technology.
 - b) New song's rhythm.
 - c) Picture's colours.
 - d) iPhone's cost.

Third Audio:

5. - How is she feeling about winter break?
 - a) Excited.
 - b) Sad.
 - c) Bored.
 - d) Annoyed.

- 6.- Is she going on vacations?
 - a) Yes, she goes with friends and her mom.
 - b) No, she does not go on vacations.
 - c) Yes, she goes with her boyfriend.

- d) No, she has to take some exams.

Fourth Audio:

7. - What is she talking about?

- a) Her fascination for T-Rex.
- b) She going to the Museum.
- c) Her love for dinosaurs.
- d) The new Jurassic World movie.

8. - What is the movie about?

- a) Dinosaurs
- b) Pets
- c) Triceratops
- d) T-rex

Fifth Audio:

9. - What is the audio about?

- a) How to be a teacher.
- b) How to look good.
- c) How to walk.
- d) How to be in shape.

10. - What is she giving to the audience?

- a) Lectures.
- b) Tips.
- c) Number's phones.
- d) Directions.

Sixth Audio:

11. - What is the episode about?

- a) Healthy life style advices.
- b) Daily routine.
- c) Junk food.
- d) Heart and breathing rates.

12.- Where these tips are given?

- a) Radio show.
- b) Magazine.
- c) Book.
- d) A boutique.

Appendix 6. Session 2 Worksheet (Control Group)



Universidad Católica de la Santísima Concepción
Facultad de Educación
Área de Lenguas
Pedagogía Enseñanza Media en Inglés
Seminario de Investigación

You will hear four short audios.
You will hear each audio twice.
There is one question for each audio.
For each question choose the correct answer (A, B, C or D)

First Audio

1. - Who believes that green tea can improve skin due to its anti-inflammatory properties?
 - a) Dentists
 - b) Scientifics
 - c) Dermatologists
 - d) My mom
2. - What hormone increases its production when you are stressed?
 - a) Insulin
 - b) Cortisol
 - c) Oxytocin
 - d) Estrogen
3. - What is important to wear?
 - a) Sandals
 - b) Sunscreen
 - c) Hat
 - d) Glasses

Fill in the blanks

4. - _____ can go through the windows in your home and office.

Second Audio

5. - What are her secrets about?
 - a) To be healthy
 - b) To stay in shape
 - c) To sleep better
 - d) To be happier

6. - What does she like to do before going to bed?
- a) Watching movies with some friends
 - b) Reading books
 - c) Running at the park
 - d) Going to the gym

7. - What does she prepare every morning?
- a) Bread and milk.
 - b) A bowl of cereal.
 - c) Fruit smoothies.
 - d) Four smoothies.

Fill in the blanks.

8. - If you add aloe vera, it will help you to eliminate _____

Third Audio

9. - Why you should not go hungry during your daily routine?
- a) Because you get dizzy and you cannot walk during all day.
 - b) Because you need to keep blood sugar levels.
 - c) Because your body get lazy so you do not get up earlier.
 - d) Because it is difficult to prepare any meal.
10. - What do you need to eat to maintain your energy?
- a) Fruits , cereals or yoghurt.
 - b) Only water.
 - c) Carbohydrate.
 - d) Hot dog.
11. - What you need to avoid and what you need to opt for breakfast?
- a) Avoid hot dogs and chips; and opt for muffins and bacon.
 - b) Avoid bacon and apple; and opt for integral rice and salad.
 - c) Avoid bacon and muffins; and opt for fruits, cereals or yogurt.
 - d) Avoid fruits, cereals and yogurt; and opt for muffins and bacon.

Fill in the blanks.

12. - People say she looks like _____.

Appendix 7. Edmodo Outline

The screenshot displays the Edmodo home page. At the top, there is a navigation bar with a search bar and icons for home, notifications, and user profile. The main content area is divided into three columns:

- Left Column (Grupos):** Lists various groups including "Edmodo Research Project CCHA", "Senior 2 CCHA", "Listening research", "Applied Linguistics 2015", "Edmodo Research Project", and "Text Linguistics". It also includes options to "Gestiona los Grupos", "Crear un grupo", and "Únete a un Grupo".
- Middle Column (Post):** Features a post titled "Nota" with tabs for "Asignación", "Prueba", and "Encuesta". The post content includes a text input field for a comment, a search field for group names, and buttons for "Enviar luego", "Cancelar", and "Enviar". Below the post is a section for "Ultimos mensajes" (Recent messages) with a filter dropdown. The messages include a post from "Edmodo Research Project CCHA" asking about the difficulty of a strategy, and two anonymous responses from March 14, 2016.
- Right Column (User Profile):** Contains a "Completar Perfil" (Complete Profile) section with a progress bar and a dropdown menu for "¿Cuál es tu rol?" (What is your role?) set to "Profesor". It also includes a "Centro de Ayuda" (Help Center) link and a "Conectar con gente que conoces" (Connect with people you know) section with a "Conectar" button.

Appendix 8. Edmodo Virtual Classroom

The screenshot shows the Edmodo virtual classroom interface. At the top, the browser address bar displays the URL: <https://www.edmodo.com/home#/group?id=19960477>. The interface is divided into several sections:

- Left Sidebar (Grupos):** Lists various groups including "Edmodo Research Project CCHA", "Senior 2 CCHA", "Listening research", "Applied Linguistics 2015", "Edmodo Research Project", and "Text Linguistics". It also includes options like "Crear un subgrupo", "Gestiona los Grupos", "Crear un grupo", and "Únete a un Grupo".
- Header (Edmodo Research Project CCHA):** Displays the group name, a subtitle "Guido Ignacio Riquelme Ponce - 1st Nivel - Lenguajes mundiales", and navigation tabs for "Mensajes", "Carpetas", "Miembros 14", and "Configuración".
- Message Composition Area:** Features a text input field with the placeholder "escribe tu comentario aquí...", a search bar for the group, and buttons for "Enviar luego", "Cancelar", and "Enviar".
- Message Feed (Mensajes del Grupo):** Shows a message from "Yo a Edmodo Research Project CCHA" asking, "How did you feel when using the second strategy? It was harder than the first one?". It indicates "Me Gusta" and "13 Respuestas".
- Right Sidebar:** Includes a "Código: BLOQUEADO" section with an "Invita a Miembros del Grupo" button, an "Assignment Center" section with the text "Track your classroom's progress on assignments and quizzes with ease." and an "Add Assignments" link, and a calendar widget showing the number "30".

ucsc.cl

The learning of strategies for developing English listening skills by using Edmodo® in secondary schools students.

ucsc.cl

Listening for the Gist

Listening for the gist means that **EVEN** if the listener (you) **DOES NOT** understand every single word, they **CAN STILL** get the idea or ideas of the situation.

SOMETIMES you need to deduce the idea, because it would not be literal.

DETAILS ARE NOT IMPORTANT.
YOU NEED TO GET THE GENERAL IDEAS.

To listen to a text and to understand the general meaning of it, without paying attention to specific details.

For instance:

- What is the subject of ...
- What is the main idea of ...
- What is the purpose of ...

Appendix 10. Session 1 Online Quiz (Experimental group)

Session 1. 44:55 abandonar Enviar prueba

PREGUNTAS Pregunta 1 < >

1
2
3
4
5
6
7
8
9
10
11
12

First audio: <https://clyp.it/egwvwgii>
1. - What is she doing?

Total de preguntas: 1 punto

A Describing her mom.


B Talking to a friend.

C Describing herself.

D Telling a story.

0/12
Preguntas completadas

Sobre esta prueba
You will hear four short audios.
You will hear each audio twice.
There is one question for each audio. For each question choose the correct answer (A, B, C or D)

Asignado por
 Guido Ignacio Riquelme Ponce
Profesor

Appendix 3.11 Session 2 PPT (Experimental group)



The learning of strategies for developing English listening skills by using Edmodo® in secondary schools students.



Listening for specific information.

This strategy is the opposite of the previous one. When using this strategy, you **MUST** pay attention in details instead of getting the general idea.

GENERALLY they are numbers, names of people or place, etc.

Recorded Messages:

- Listening to a record message can be more difficult.
- It's important that you are clear about what information you're listening for.
- So before you listen, think about what you want to know.
- You could prepare yourself by taking notes.

You want to find out *specific details*, for example *key words*.

Appendix 3.12 Session 2 Online Quiz (Experimental group)

Session 2 44:45 abandonar Enviar prueba

PREGUNTAS Pregunta 1 < >

1
2
3
4
5
6
7
8
9
10
11
12

Total de preguntas: 1 punto

First Audio: <https://clyp.it/vobg4egh>

Who believes that green tea can improve skin due to its anti-inflammatory properties?

A Dentists


B Scientifics

C Dermatologists

D Her mom

0/12
Preguntas completadas

Sobre esta prueba
You will hear four short audios. There is one question for each audio. For each question choose the correct answer (A, B, C or D)

Asignado por
 Guido Ignacio Riquelme Ponce
Profesor