

Virtual 3D environment as a support strategy to the listening learning in English as a foreign language in the students of English 1 at Uniminuto

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Chapter 1

1. Introduction

1.1 Statement of the problem

Students of *English 1* of the *Corporación Universitaria Minuto de Dios*, show that listening and speaking are the most difficult competences to learn according to class observations done to the students.

During the observations, the teacher (who is a native speaker) needed to make use of the students' mother tongue (Spanish) for them to understand the topic of the class, they have some difficulties in class instructions and get distracted because of this, students take notes but show lack of understanding when they ask their partners if they understood what the teacher had said or if they could explain what he said, in addition some students did not answer the questions and some others did not get the right answers even though the recording was repeated three times and they seemed to be focused.

Therefore, students are not reaching the expected level they should reach in the subject English 1, even though the university provides good conditions for them to reach it as the installations, laboratories, a library and qualified teachers. Taking into account the class observations and a pre-test done, it is needed an strategy for students to rise their listening skill, so that they could identify short and clear discourses in order to understand English in an A1 level according to the Common European framework of reference (n.d). According to the test they have not been exposed to the authentic language and speech making more difficult to get the process of communication, due to their lack of interest in the class shown in the observations.

1.2 Justification

This research gets importance at the moment of thinking about benefits that will be add not only to students but also to teachers, to the University and to the teaching English as a foreign language field. For this reason, in the next paragraphs it will be described the importance of studying this problem for students, teachers and the English teaching field.

It makes necessary to study this problem because students of English 1, are students of all programs at “Uniminuto” (Corporacion Univeristaria Minuto de Dios) (except for the students of the English teaching program). These students have fewer hours of English per week and will take only two more English levels, for that reason they need to develop all the skills, understand basic conversations and acquire a good vocabulary according to A1 level (CEFR, ND) . If students do not improve their competences at this point, future levels will be harder to understand. For this reason, this proposed strategy could be a benefit to work not only in the classroom but out of it, due to it could be used as a tool for classes and be used in the university laboratories or as an extra-class activity where they can practice by themselves or do homework. In addition, the proposed virtual immersive tool could be useful to motivate students on English learning as a foreign language in the way they can practice without having the pressure of teachers directly in front of them, and to be motivated to learn in a relaxed environment, where they can look as they want, and interact with the language stress-free.

For teachers, this tool could be useful to innovate in their classroom, because teachers can also interact with their students virtually when necessary and also as a tool to grade them immediately after the exercises by connecting the virtual environment to the platform Moodle, in this way

teachers could use it as a strategy for them to learn experientially and be aware of the learning students process.

Teachers also can learn about skills and sub skills in in listening as a second language and how to deal with them through a new teaching-learning tool, also teachers can notice how important it is to take into account sub skills as the ones that this proposal will take into account, for example Listening comprehension, Understanding ideas and information in spoken text and others.

Also, this proposal is useful for the English learning as a foreign language and informatics field, some universities are trying to implement similar proposes in order to make students reach competences in English because of the interest of innovation in alternative tools where new approaches in language teaching such as the communicative approach could be applied.

For us as researchers this strategy is useful because it is our first approach to investigation so we can get an overview of what is like to be a researcher, what we need for that, and encourage ourselves to do some more investigation in the future and not only stay in the classroom. Also it would be good for us to learn about student's problems and how to solve them; in addition we could apply our investigation in a future to teach listening in English as a foreign language.

1.3 Objectives

1.3.1 General Objective

To determine the contribution of use of a virtual 3D environment in the learning of the listening skill in English as a foreign language of the students of English 1

1.3.2 Specific Objectives

- To analyze what happens when it is used a virtual 3D environment as a supporting tool to learning listening in English as a foreign language of the students of English 1.
- To design a virtual 3D environment as a supporting tool to the learning listening in English as a foreign language.
- To implement a pedagogical proposal from the experiential learning and the task based learning as instruments in the learning process.

1.4 Research Question

How the use of a virtual 3D environment contributes to the learning of listening skill on the students of English 1?

1.5 Limitations of the study

During the development of this proposal we could find several problems for example:

- That students do not use the tool: To avoid it we will select students randomly to use the laboratories with the Environment.
- Students want to download the tool: If students want to download the tool at home and do not know how to download or use it, we will train them through a worksheet where it will be explained how to download and start the program step by step. (This worksheet will be done in Spanish to guarantee the understanding of the students).

Chapter 2

Theoretical Framework and Literature Review

In chapter 2 it is found the literature review and the theoretical framework divided into 2 constructs called 1. Teaching listening in English as a foreign language through technological devices, 2. Immersive virtual environments in 3D in a pedagogical context which are the two specific topics which are going to be taken, analyzed and applied on this research.

2.1 Literature Review

2.1.1. Teaching listening in English as a foreign language through technological devices

By the year 2011 it was done a pilotage on teaching English as a foreign language through podcasts in mobile devices to 9 students of international businesses of first semester of the Universidad Del Norte by Heidi Selene Robles (2011); the study was called Experience of podcasting on the teaching of a second language. This research had as objective to improve listening through podcasts. It was created a podcast with the support of audio tracks recorded through Audacity and it was published for free on the *Podomatic* program. As a result of the experience it was got that students used podcasts in a satisfactory way having as a result a post-test in the one according to Robles (2011) they admitted having listened the audios not only at home but through transportation mediums on their ways.

Besides a 25% of students said podcasts helped them to feel more comfortable and interested with their mandatory listening activities and 54% said the topics were interesting for them. According to Robles (2001) the use of technological tools motivate and are helpful to

develop or improve skills in English at the same time that decreases anxiety of students helping to improve students attitude to the learning of English.

This study supports this research in the Teaching listening in English as a foreign language construct, taking into account the use of podcasts and its satisfactory result because the virtual environment will have some stages with podcasts to complement activities, the only difference to this proposal is that students in Robles' study listen to the podcasts on their mobile phones and in this research they will do it in their computers. The attitude of the students selected by Robes to her research shown an increase of interest on the learning of listening in English as a foreign language to the point of practicing not only at home but also on streets, this result could help to this investigation by knowing the gathered data showing the impact and the acceptance of the pilot project of the English teaching through a technological device.

In Colombia there was done another attempt to join immersive virtual environments with English teaching in a project called: a new way for learning languages through virtual immersive environments (Torres, 2012) from the EAFIT University. This project was done in Medellin to assist to an English 2 class in the platform SECOND LIFE where as a result “the Second Life platform showed to be at least very similar to traditional teaching class of a second language due to the fact that the percentages in the increment of hits were in general similar but showing a slightly larger difference in favor to control group” (Torres, 2012).

The success of the learning and teaching process on an immersive virtual environment rests on the fact of a planning, designing and constructing appropriate environments according to the learning objectives to be achieved or the competences to be developed, added to a great

technological richness, or instead search for the most similar possible environment according to the planned topic to motivate students to learn.

In this case, the Second Life platform shows a superior percentage difference in relation to the traditional class attendance average; it was 0.8 % more effective than the traditional method, it means that in fact one virtual immersive environment useful and operative for the teaching and learning process in a second language. (Torres, 2012).

Even though students used and liked it they said they preferred using traditional methods for learning English due to the sense of good interaction in the classroom, they said they learned more in a face to face class, this study is important for this research, because it shows that student attitudes could vary from group to group and in this case even though they told it is good and effective they said they preferred a traditional teaching method, which could also be a result of this research..

Also it was done a qualitative investigation in the University of India (Pasupathi,2013) called “Analyzing the Effect of Technology-Based Intervention in Language Laboratory to Improve Listening Skills of First Year Engineering Students”, where students were suggested some programs in English to help them with their listening skill in an environment where students could be less anxious. Teaching through technological devices also helps in the change of a behavioral learning because students get entertained while being in a learning process through visual aids which is more useful for the learner (Pasupathi, 2013). As a result of this study students increased on motivation to learn English through technological devices, also students were able to infer meaning from conversations including conversations with native

speakers where 46% of the students could understand them even with their slangs, tones, and idiomatic expressions and there was a 50% of improvement in students listening in general.

Keeping in mind the idea of teaching English skills in we find mixed research done in Spain named “how can English be taught fully online? The example of an intermediate course in tourism” (Ochoa, n.d). In this research Listening is taught with the sub skill aural comprehension which is taught through a variety of listening exercises in video format related to the theme of a unit. The particularity is that some of the listening activities provide automated immediate feedback and some others only consist of listening comprehension questions which require intervention of the teacher to give feedback. To give some assessment students have to take an online exam to grade listening. This research became bigger by introducing new strategies online to give class face to face and it counts even with a blog www.englishfortourismstudies.blogspot.com.

The result of this study made among 2 years using forums, chats, assignments is that the face to face online activities were really useful and it’s demonstrated because students in a classroom lesson showed lower scores in their assessments. And students involved in the research showed better attitude on the projects by being collaborative with students in classroom lessons, attitude of students involved in the research was enthusiastic, engaging and committed with the process, following this ideas this project help to identify future attitude of students involved in this project and not only that buy also good results of their learning process in English as a foreign language.

These studies show that the strengths are to mix the teaching of English and listening as a second language with technological devices and show that there could be effective results and most of

the participants feel excitement of learning English and being successful leveling up their abilities in the language.

Besides, the Industrial Informatics Center of the Informatics Science University located in La Habana, Cuba, on the faculty #5 is developing researching for the creation of products from the metaverse OpenSim with the objective of create alternatives that support the process development of English Learning/teaching. As metaverses allows the oral and write communication, arises the idea to create a 3D immersive environment in OpenSim, in order to develop the oral expression in English.

The principal objective of this space is that the student can manage its learning and realize activities or tasks that support the development of the communicative competence. Is important to highlight that is organize in such way that the student can prepare himself according to the order of the activities. These tasks are divided in two spaces (Listening and Speaking and Reading and Writing). Each space has videos and documents (That the students preview and read) so they can answer the established exercises.

As a result the product was applied to teachers of English V and there was found ideas such as they felt more motivated when seeing students work simulating actions they could do in a formal English class, students felt more self-confidence, and they increased their participation on the learning process and autonomy among many others.

2.2 Theoretical Framework

2.2.1. Teaching listening as a foreign language through technological devices

This research takes Listening comprehension as its starting point due to the necessity of development and improvement, but what is listening? Taking as reference the definition made by Cheung (2010) Listening is understood as an activity in the one listener apply a certain variety of mental processes in an effort to decode the meaning of a speech. The mediums involved for the listeners to comprehend, learn and retain new information from expressions are then called Listening strategies.

According to Rost (1991) as quoted in Cheung (2010), the importance of listening in second language learning is that listening is vital because it provides input for the learner, and if students do not understand input they hardly will produce an output, besides authentic language is a challenge for students and more if the listening exercises need to direct students attention and interest to acquire or learn vocabulary and grammar, however listening is the least studied of the skills “David Nunan as quoted in Wilson, 2008 describes it as ‘the Cinderella skill’, overshadowed by its big sister, speaking”.

Wilson (2008) in his book how to teach listening states the important of learning English, and how the listening teaching has been changed through the times since the days of war to nowadays with the communicative approach comparing and analyzing listening from different points of view as krashen’s where children start learning the language by hearing their parents in this way it was created a theory called Natural approach which makes listening as its main topic

because teacher is always trying to give some input to students without student giving a response to them.

Wilson (2008) says it is important to build confidence in students this is why listening should come at first before speaking involving TPR theory. Besides he describes how the brain works when hearing a message and the bottom-up, top-down processes. In addition Wilson (2008) gives some examples to work in listening based in tasks where it is needed a pre task, during task and post- task control and application of activities to make listening successful.

On the other hand Vandergrift (2007) talks about a sub skill developed under the Listening skill called comprehension which it is said to be a complex process needed in the development on a L2, to develop comprehension it is needed a certain use of bottom up and top down processes which are the decode of an incoming message, for example sounds, words, clauses and sentences and the second one the use of the back knowledge to support in the comprehending process. Also his theory takes into account teachers who can help students to develop this skill and learn how to listen and develop metacognitive knowledge and strategies crucial to success in listening comprehension.

Both theories work really well for the research but it is going to be taken the book from Wilson (2008) because it summarizes a number of strategies and activities useful for the research as the tasks of pre-listening, listening and post listening which this project will manage as tasks according to David Nunan's Task based Instruction Approach while Vandergrift's' focuses only on bottom-up and top-down processes.

According to Anderson and Lynch (1988) as quoted in Nunan (2001) we need to distinguish between two types of listening: Reciprocal and non-reciprocal both of them will be used on different stages of the tasks. A reciprocal listening is a sort of listening where the listener has the opportunity to interact with the speaker in a negotiation of information. This part will be held in the post-task where students need to look for a partner or a tutor in the platform to interact and apply what was previously learned and rehearsed. Whilst a Non-reciprocal listening is a sort of listening in a one way direction as an example, we can find it when listening the radio. This part will be held during the task mostly because students will only have to hear people talking to relate the content with the pre-task and do an effort to understand the situation and complete the activity.

When listening, the speaker needs to integrate some subs kills (micro-skills specific for the action of listening) as: Identify spoken signals from the midst of surrounding sounds, segment the stream of speech into words, infer syntax from utterances, and off course to give a response. For responding in specific the listener need to have some other micro skills as an appropriate purpose and a back-knowledge due to the loss of grammatical structures when speaking because the fact of remembering some words does not mean we understood the message.

On the other hand Richards (1987a as quoted on Nunan, 2001) also distinguishes two kinds of listening: Conversation listening related to a casual conversation held for example when we use the language with the purpose of communicating ideas with our partners without having the academic purpose while the academic listening is related to lectures and other kinds of academic representations.

Even though when this project attempts to be free, and wants students to understand and develop their English Listening as natural and relaxed as possible, the sort of listening that will be applied is the academic listening, because they will be developing some activities that are designed for them to enjoy learning in another way, however, with the activities they are aware of this process, they know they are learning in a gradual way completing tasks and due to the task based learning, which gives us that advantage of using an useful context related to real life but with the charge of an academic style in this case of listening.

2.2.2. Immersive virtual environments in 3D in a pedagogical context

To begin with this construct at first we need to know what an Immersive virtual environment in 3d is so as it follows

A virtual world is a computer-based 3D environment in which users can interact with each other in real-time, no matter where they are located physically. However, virtual worlds are not just created for entertainment purposes. They can also be used in the realms of sales, marketing, training, prototyping, architecture replication and for distance learning. (Thomas, 2014)

Therefore, an immersive virtual environment cannot be labeled as a game, because even though the user may have fun and be entertained it does not have a goal, objective or award, users are there to do what they want to do, however in this context this tool will be used as a learning tool to teach and learn English as a foreign language to develop listening skills.

Also, in integration with this tool Fields and Vandergrift (2004) agree with the idea of making listening in a foreign language learning systematic with practices they can use outside of the classroom through the use of tasks and talking about computers, Vandergrift (2004) states that could be useful taking into account that it is learner-centered and through a special program empirically tested students could have control over information, tasks, goals and more features.

In relation with the previously said in concordance with Jones & Plass (2002) as quoted in Vandergrift (2007)

Multimedia environments allow listeners to work with audio, visual and text, in addition to other types of support (e.g. annotations, dictionaries). Pictorial support and written annotations can help L2 listeners acquire more vocabulary and recall the aural text better than pictorial annotations only or written annotations only. Furthermore, pictorial annotations have a stronger and longer lasting effect than written annotations.

Moreover, when talking about this environments applied on education we need to think about experiential learning, because when using such an instruments, experience is the bigger part to be aware of. Experience is one of the fundamental bases at the moment of holding an interaction with this sort of scenarios according to Kolb (as quoted in Melonari, 2011).

Keeping in mind the previous idea, Rogers (1973 as quoted in Carreras, 2003) point that experiential learning is based on the idea of acquiring a meaningful learning through the own experience of the student, it is feed from real and daily situations at the moment of thinking in an established context, this is the aim of this research when using 3D environments mixed with task based learning.

2.2.2.1 Experiential learning

Kolb (1984) elaborated a learning cycle. In this model we can identify 4 stages starting with the abstract contextualization (which can be gotten through the comprehension), in this stage students are able to create new concepts and integrate observations in its theories. The second stage is the Active Experimentation, being able to apply this theories is the goal of this stage here students are also able to take decisions and solving problems. After that, there is the concrete experience where students are able to completely involve openly in new experiences. At last there is the reflexive observation from multiple perspectives.

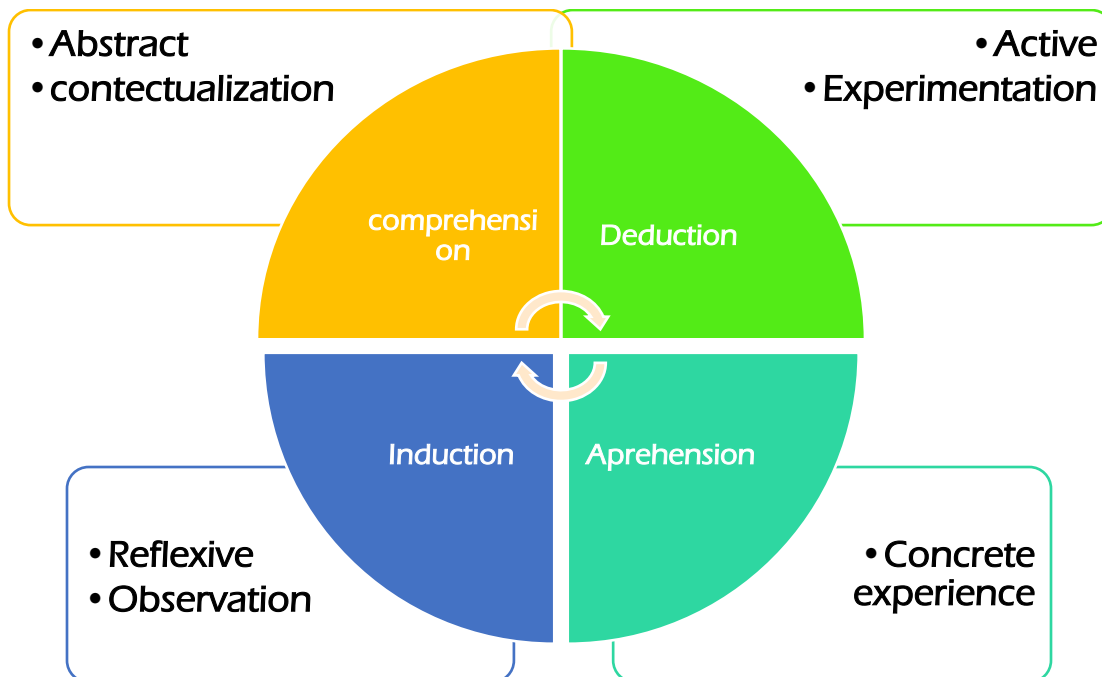


Figure 1. Kolb's model (1984)

Chapter 3:

Instructional design

3.1 Methodological approach.

The decision to propose TBL as the methodological approach comes because of the facilities that the tasks offer to the person who is learning, in this case, the activity, task or learning experience which needs to be selected according to the learner's level and the background that they have about the topic that is being studied.

This proposal will take as a methodological approach the task based language (TBL) learning which is described as a process in which the tasks are the main point to improve and develop the learning process in a learner or student. As follows, for Nunan (2001), a task is described from the point of view of Richards, Platt and Weber (1986:289) "as an activity or action carried out as the result of processing or understanding language (response)".

This project will use communicative tasks to develop and improve listening interacting with English in an innovative way. For Nunan (2001) communicative activities are described as "a piece of classroom work which involves learners in comprehending, manipulating, production or interacting in the target language while their attention is principally focused on meaning rather than form". That is the aim of TBL in this project, to make teaching more communicative by

having a particular objective in this case to cause a good impact over student's attitudes by helping them to rehearse the listening skill in another way.

3.1.1 Task Cycle

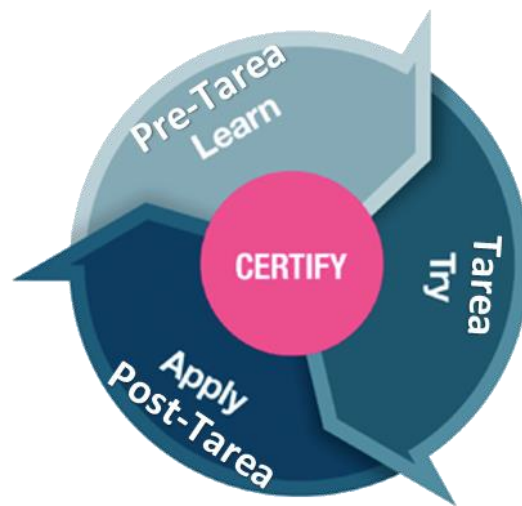


Figure2. Task Based Learning Cycle by Nunan (2001)

Another characteristic of TBL is that it is developed in a task cycle that accounts with 3 steps, Pre-task, Task cycle and Post-task proposed by Nunan. The Pre-task is an introduction about the topic that the learner will learn, the task cycle is the development of the real activity that was prepared where the learners can use the knowledge that they already have, after that the students have to explain what was the activity that they realized in oral or written form, and finally the post-task is the practice about the task or activity that was developed in the second step.

This project will use the cycle in order to help students to acquire experience while interacting with the tool and following each step of the cycle to keep them contextualized and learning in a gradual way that will allow them to get input and produce an accurate output that will be reinforced by the experience of working the virtual environment as a support strategy.

3.2 Pedagogical intervention

In order to apply the previous theory in combination with the proposed tool Virtual 3D environment in 3D, the researchers will arrange a set of activities so that students will be able to complete a serie of stages in concordance with the stablished theoretical framework to rehearse their Listening skill and get to develop or improve their listening sub skills.

This pedagogical intervention is designed to supply the needs of the students in this case, to work in the skill in the one the present a higher weakness and a strategy to keep focused on their learning process in a less anxious way as they normally experience in face to face classes.

These activities are arranged to be applied during the first semester of the year 2015, there will be a set of 6 activities (see appendix 2 of the 6 activities to be designed) which will be applied at the university labs so students will work on the proposed tool as a support strategy of their average English 1 classes at Uniminuto. Besides these activities are being designed following the CEFR guidelines for a beginner student in the level A1 mixed with the university guidelines for the English 1 subject with topics such as: Likes and dislikes, routines and adverbs of frequency. After the design of the activities there will be done a tape script which will be given to native speakers at Uniminuto in order to record them and use their voices in the arranged activities in OpenSim.

On the other hand, researches have advanced in the OpenSim environment in the way that right now there are open spaces such a amusement park and a coffee shop to work on the activities within a “real context”. There is one avatar that has been already created to test the environment however researchers are still waiting for the ports to be open to configure the IP voice which allows voice to be recognized and record the audios (see appendix to observe graphics of the already created virtual environment 3D).

Chapter 4:

Research design

4.1 type of study: Qualitative research with a descriptive approach

According to the research question done to this proposal where the objective is to determine if the use of a virtual 3D environment improves the listening in English as a foreign language of the students of English 1, there will be pointed out some features that allowed to establish the approach:

1. There are considered the documental experiences or antecedents that mention the work on this sort of environments, as a reference point but not as a starting point.
2. There are not previous hypotheses to be researched about.

So, according to the previous points it is defined that this investigation is qualitative in the way that it takes into account the processes more than the tools or statistics with a descriptive approach the research will focus on the experience of the student when working with task based learning and the experiential learning having as an excuse two work with the two pedagogical parts the design and the implementation of an immersive virtual environment in 3d.

On the other hand, Fraenkel and Wallen (as quoted in Vera (n, d)) presents 5 characteristics that describe qualitative studies. The first characteristic is the nature of the environment and the direct problem which is the source of the research, also the researcher labor is the main instrument of the research which means that they must be a deeper reflection or analysis. Besides, the data gathering is mostly verbal due to the inductive analysis and the reflection that why the researcher emphasizes as in the process and in the results, also it is important to know the perspectives on the subject matter

4.2 Context

4.2.1 The institution

The “Uniminuto” university is located in the locality Engativa from Bogota at the north-west of the city in the Minuto de Dios neighborhood. It is surrounded by familiar houses and local business. The stratum of the area is level 3. The university system is inspired by the Eudist evangelism, the Eudist spirituality and the Minuto de Dios work, it sets institutions which share an innovative university model to offer Superior education of high quality of easy access, flexible and integral. "Its mission is to form professional's highly competitive, ethically oriented, leaders of social transformation processes. The vision of the university is to be recognized in Colombia for its spiritual experiences, its contribution to the country development through molding students in its education". (Uniminuto, vision 2012). Also because of its impact is the coverage originated by the number of its headquarters, easy access and wide relationships at national and international level.

The institutional educative project (2012) has defined in such a way that the university community has orientation and strategies clearly defined for the development of the teaching functions, investigation and social projection, also the institutional welfare and the gestation. In

that way the principal instruments on the university are, the vocation that has the mission and the vision and the institutional principles also the educative model and the curricular institutional model, the investigation system and the development plan. (Uniminuto, 2012)

The educative university model of Uniminuto is the praxeology which is focused in the integral formation, which is understood as the harmonic develop of all the individual dimensions, the modes are guided for person's conformation which integrates the knowledge (theory) and the acting (the Praxis) to accomplish the goal of creating competent students in its acting as in its reflection about their tasks, efficiency and responsibility of its actions so that they can learn from their experiences, in this way the can question it in a theoretical way to find motivation and the possibility to transcend with their own proposals. (Uniminuto, University educative model, 2012)

This ability is developed in all curricula through three formation fields: human development, social responsibility and specific professional competences to achieve accreditation in all the programs, to make the research groups improve their ranking in Colciencias and as a social projection to make the organizations and communities reach a high satisfaction level about our services in every headquarter.

This institution was chosen because of the need that students have to rehearse, study and improve their skills in English as a foreign language, besides as one of the aims of this investigation it is the wanting of making a contribution to the researchers own educative institution, so that the research will be done by students of the Minuto de Dios University to the same.

4.3 Participants

4.3.1 Students

As this is a transversal subject there are students from semesters 1st to 4th from ages between 16 to 25+, the social strata of the students varies from the levels 2 to 4, there are students from the following careers: Physical education teaching (15), Psychology (7), Social Communication (4), Business administration (3), Technology in Marketing Management (1), Humanities and Spanish teaching (1), Graphic communication (1), Industrial engineering (1), Civil engineering (1), Informatics teaching program (1). Students

On the other hand, students have a computer at home with access to internet. In spite of having these resources most of the students do not practice English at their spare time from 36 only 9 students did it from this students 4 of them practice is regularly 1 hour per day and when they were asked about their English level they did not know the answer, but according the test done in class, the result was that their level is lower than A1.

If they know any tool to improve English as a foreign language on internet and in the last one most of them answered they did not, and from the minority who did answered they knew Duolingo, Open English, Provis and KOE corporation. Besides students wrote about the competences and which ones were the most difficult for them having as a result Listening and Speaking as the most difficult ones.

Students of this course spend one hour and half two times a week to practice English in the classroom and according to the test only 4 students practice English 1 extra hour more day a week. Also they told they knew some English programs but did not put them into practice.

Besides, listening is taught simultaneously with speaking which means there is a lack of activities to teach only listening comprehension.

4.3.2 The classroom

According to the general instruction for English 1, this subject on the Minuto de Dios University is taught by “Centro de Idiomas Rocherau” for most of the academic programs exception the English teaching program. This subject takes 64 hours of English in the classroom and 80 hours of autonomous work and has 3 credits. (General Instructions for English 1 Uniminuto, 2014)

According to the general instructions for English language teaching of the “centro de idiomas rocherau” this subject emphasizes in Reading, writing, listening, speaking, grammar and vocabulary. They work with suggested material and material proposed by the teacher. In addition this this instructions have general competences based on the CEFR for level A1 which state that students

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him / herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (CEFR, n.d)

According to these competences the language center Rocherau divides the topics into three midterms emphasizing on grammar context and vocabulary where only are covered the present tenses, moreover they also invest time on context and vocabulary but there are not stated specific competences.

4.4 Data gathering

For gathering and analysis there will be taken into account some kinds of instruments as in qualitative type as for this specific case where the approach is descriptive

4.4.1 Interview

Interview is the most applied technique in different areas of knowledge. In a general sense, it is understood as an interaction between two people. Obeys to an objective, in the one the interviewed gives his opinion over a subject matter. It has 3 main functions which are: the fact of getting information about individuals or groups, to facilitate options and to influence aspects about behaviors of an individual or group such as opinions, feelings and behaviors

In order to do a good data collection, there will be done 4 interviews, the first will be done to the teacher in order to know thoughts, opinions and perceptions about students listening skill and behavior in the classroom. The other three will be done at the end one to the teacher and the

other two to the students one to the student with the best result and the other one to the student who shown no improvement or the less improving after using the proposed strategy.

4.4.2 Text and Artifacts.

According to Silverman (2001) an artifact is a piece of information or classwork used to foster understanding. There are different sorts of artifacts but this research will focus on one which is the production of students during the post-task stage of the implementation. This instrument will we used because there researchers will be able to notice the level of understanding of the topics in terms of Listening. For example: If on a specific activity the students are asked listen and complete a conversation with adverbs; the answer will be reflected on the artifacts and the researchers will be able to analyze if students were able to identify and use adverbs or not.

Another advantage of using artifacts as collecting data instrument is that everything that the students do, can be used to be analyzed and there the researchers will be able to analyze and determine if the tool with the pedagogical objective was useful in any of the sub skills of Listening. Besides the artifacts can be analyzed in tandem with other data collected from another instrument, in this case the interviews, to have a wider view and understanding of the learning process that students are working on in order to learn about listening in English as a foreign language and its sub skills.

5. Appendix

5.1 Activities

Activities described in the pedagogical intervention used during the implementation of the virtual 3D environment with its own tape script.

TAPE SCRIPT

PRE-TASK

JENNY: Hi Adam, nice to see you

ADAM: Nice to see you too Jen.

JENNY: yesterday I watched the game on the TV, I liked it! did you see the game?

ADAM: yes, I watched it, it was exciting at the beginning but then it became boring so I started listening to music, I love listening to music

JENNY: I don't like listening to music that much I prefer doing other activities for example...
cooking! I love cooking

ADAM: I thought you hate cooking

JENNY: no, I love it the only think I don't like to do is playing basketball

ADAM: Oh that's a shame I like playing basketball it is an amazing sport!

TASK

Grace and Jessica

JESSICA: Grace I was thinking about learning to play an instrument, what do you think?

GRACE: I like that idea! actually, my brother likes playing the guitar

JESSICA: aww! That's great, we can visit him to learn playing the guitar, and I can take you
to his home in my car

GRACE: Oh do you have a car?

JESSICA: yes, I have a car and I like driving my car on weekends

GRACE: that's cool, on weekends I like playing with my dogs and my sister

JESSICA: I remember your sister. Oh look isn't she the one next to the café?

GRACE: yes she is, I think she is upset

JESSICA: oh why?

GRACE: Because she hates waiting for someone and she is waiting for me!

JESSICA: I liked to talk to you

GRACE: I liked to talk to you too, see you later

JESSICA: bye

TASK 2

Maria and Andy

ANDY: Hey miss, please can you help me completing this survey?

MARIA: sure, ask me the questions

ANDY: Do you like dancing on clubs or you prefer sleeping?

MARIA: Well, I sleeping is good but I definitely like dancing on clubs

ANDY: ok, is it better to drink juice alone or with your friends?

MARIA: oh no, I hate drinking juice alone so it is better with my friends

ANDY: Do any member of your family likes travelling around the world?

MARIA: sure I do, my brother! he loves travelling around the world

ANDY: how cool! Do you like any food or dish in specific?

MARIA: well, I like eating bananas and milk, it's delicious!

ANDY: jajajaj great. This is the last question do you like studying English on weekends?

MARIA: Yes I do!

ANDY: that's great I also like studying English on weekends it's interesting!

ACTIVITIES

Task No.	Topic	Learning Objective	Task
#1	Introduction And Greetings	Students can understand and use greetings, - Students will recognize a short greeting between two people. - Students will learn and	Pre-task: - Take students to a laboratory, to do the activity with the virtual environment in 3D. (5 minutes) 1. Students will read an announcement chart, to

		<p>communicate greetings with another people.</p> <p>- Students will be able to catch information from audio files.</p>	<p>check what they have to do. In this case: (5 minutes)</p> <p>2. To watch a video about greetings (next to the chart, the video will be taken from YouTube called “Greetings, Farewells, and introductions!” (In the chart it will be the suggestion “take notes in your notebook”) (5min)</p> <p>The video will show How to greet and introduce themselves.</p> <p>Task:</p> <p>1. To observe two people sitting in a bench in the park and write with your keyboard the answer to</p>
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the following questions:

- What are they doing?
- What are they talking about?
- Where are they?
- Do you think is their first meeting?
- What questions are they possibly doing?

2. Listen to the people's conversation (Maximum 3 times) (15 minutes)

3. Introduction (10 minutes)

- What is your name?
- My name is _____
- Where are you from?
- I am From _____
- How old are you?
- I am ____ years old
- Where do you live?

- I live in _____

4. Greetings: (10 minutes)

- Good morning
- Good afternoon
- Good evening
- Hello
- Hi
- Hey
- How's it going?
- How are you?

(If students do not understand the conversation in three times, the program will show an option to tell them “Please contact the tutor” the one will have a special schedule to solve inquiries and help students during the activity).

Post-task:

			<p>1. To look for a classmate and hold the small conversation with him/her based in the previous heard conversation. (10 minutes)</p> <p>(If the students does not find a classmate, he/she should record a small conversation and upload it to the virtual platform.)</p> <p>2. Introduce themselves with another classmate take into account the previous vocabulary learnt. (10 minutes)</p> <ul style="list-style-type: none">- My name is _____- I am __ years old- I am from _____- I live in _____
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			Finish the class, giving them feedback about the lesson learnt during the activities. (10 minutes)
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Level: A1 level of the Common European Framework of Reference (CEFR).

Task No.	Topic	Learning Objective	Task
2.	<p>Like/Hate</p> <p>Context:</p> <p>Talking about abilities and interests</p> <p>Structure:</p> <p>I like verb (Ing)</p> <p>I hate verb (Ing)</p> <p>Vocabulary:</p> <p>Free time activities</p> <p>sports</p>	<ul style="list-style-type: none"> • Students can talk about their abilities and tastes. • Students can use expressions with like and love. 	<p>Pre-task:</p> <p>5. To observe two people and tick true or false to the next sentences</p> <ul style="list-style-type: none"> - Are they talking about a TV show? <ul style="list-style-type: none"> a. True b. False - Does she likes playing soccer? <ul style="list-style-type: none"> a. True b. False

			<ul style="list-style-type: none">- Does He likes listening to music?<ul style="list-style-type: none">a. Trueb. False - Does she hates cooking?<ul style="list-style-type: none">a. Trueb. False - Does he likes playing basketball?<ul style="list-style-type: none">a. Trueb. False <p>Task:</p> <ol style="list-style-type: none">1. Listen to the people's conversation and organize the words (Maximum 3 times) (15 minutes)
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			<p>A. guitar – the – My – playing – likes – brother</p> <hr/> <p>B. Like – car – driving – weekends – I – my – on</p> <hr/> <p>C. She – someone – waiting – for – hates</p> <hr/> <p>D. I – playing – dogs – like – my – with</p> <hr/> <p>E. Likes – Rufo – on – running – park – the</p> <hr/> <p>2. Complete with the CORRECT word</p> <p>A- Maria likes _____ on the night clubs</p> <p>1. Cooking</p>
--	--	--	--

2. Sleeping

3. Dancing

B- I hate drinking _____

alone

1. Bread

2. Juice

3. Potatoes

C- He _____ traveling

around the world

1. Like

2. Hate

3. Likes

D- _____ like eating

bananas and milk

1. I

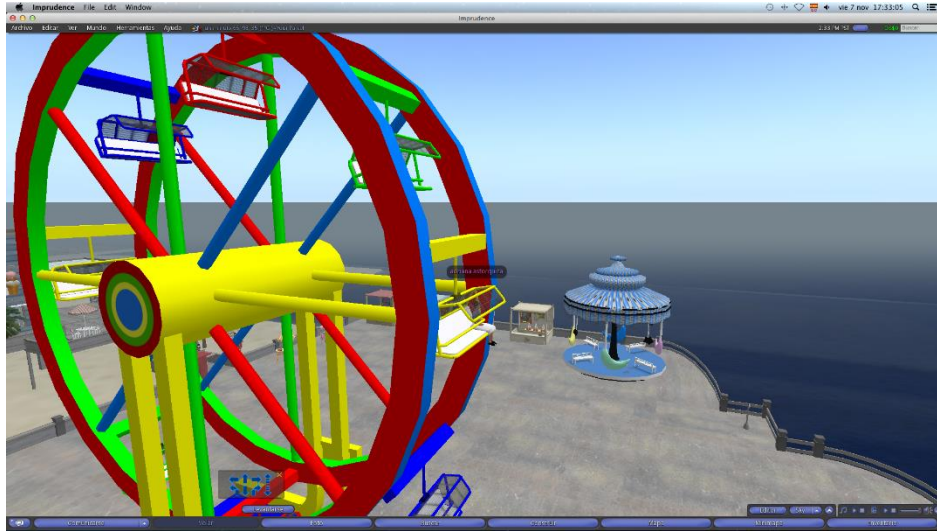
2. She

3. He

			<p>E- Andres likes _____ English on the weekend.</p> <ol style="list-style-type: none">1. Buying2. Studying3. Running <p>Post-task:</p> <p>1- Write 5 things you like to do and 5 things you hate, and share with your classmates.</p> <p>Finish the class, giving them feedback about the lesson learnt during the activities. (10 minutes)</p>
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Level: A1 level of the Common European Framework of Reference (CEFR).

5.2 Screenshots



Screenshot 1. Amusement park



Screenshot 2. Coffee shop with an amusement park view



Screenshot 3. Picnic Zone with dialogue chart screen.



Screenshot 4. Main Coffee shop view

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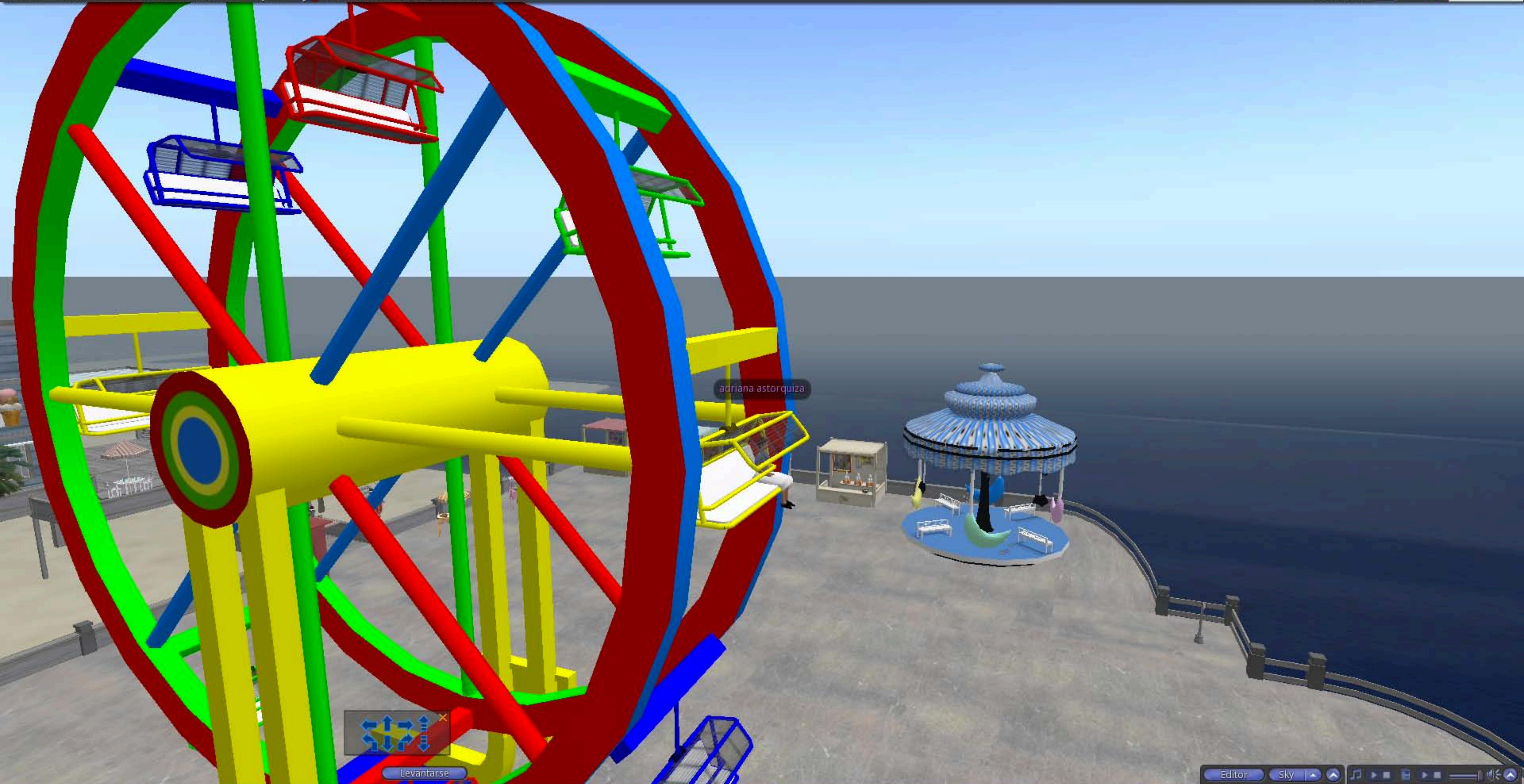
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