Listening practice through a virtual platform in an EFL Class

A Thesis Presented for the

BA In English Teaching

Degree

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Abstract

The English language learning field nowadays finds itself growing with the emerging new technologies, however it is such a wide field that small parts of it need more attention depending on who is learning the language and its context. To make a contribution to this field this research found some aspects to reinforce in children who are learning English as a foreign language, they presented a need to rehearse their listening skill making their learning more difficult to carry on.

As a way to solve the situation this research decided to implement a technological strategy to get seventh-graders to rehearse their listening skills and subs kills looking for the contributions of a virtual learning platform to the listening rehearsal.

Therefore, this research followed a qualitative, action-research line. The participants of the research were 39 seventh graders of a private institution in Soacha, Cundinamarca (Colombia) and the pedagogical intervention was held during some of their English classes.

To develop the research there were used the computers of the informatics room of the institution to work with a serial of 6 activities uploaded in the virtual learning platform "QUIA". These activities were designed thinking of the English level of the students as well as the topics they were familiarized to and tasks as a methodology to use them with the technological tool. Within this activities besides of the task cycle (pre-while-post) the second main point was the content of audio material graded specifically to suit the population.

After the pedagogical intervention, through interviews, questionnaires and student's results gathered in QUIA, it was found that students improved their listening in terms of vocabulary, pronunciation and even activation of prior knowledge to learn, besides of finding the tool engaging and as a different way to get more curious about the knowledge they are learning.

Hence, it was determined that a virtual learning platform does contribute to the listening skill of high school students by making use of task based learning as teaching method, also it was found that learning languages through technological devices are a way to save time when grading with virtual learning platforms and a way to engage students in learning languages actively. As A further research it is proposed to make a research about the role of feedback and how to give it properly to students after rehearsing their listening in the platform.

Key words: Listening, English, Teaching, Technological Devices, Task Based Learning, Virtual Learning Platform

Introduction

The following research is going to show how listening skill was rehearsed through a virtual platform with seventh graders. Attempting to determine the contributions of a virtual learning platform to the listening skill when rehearsing through this technological tool. To find those contributions there will be designed activities based on the task based learning methodology to implement them in the informatics labs of the institution, in order to make students rehearse and get improvements in terms of their listening skill in the classroom, so that they will be able to go to the following courses at the institution with good bases.

In chapter 2 will be found the literature review in relation to the 2 main constructs *teaching listening in English as a foreign language through technological devices*, and *Learning through educational platforms in a pedagogical context* that includes the national and international previous studies that worked with similar topics to this research giving a positive acceptance of the population when working with virtual platforms and learning English. Some of these studies describe how students got improvements besides of showing their perceptions, feelings and experiences while being in the research.

Moreover there is found the theoretical framework, which is established and organized in two constructs and the different theories supporting the definition of listening from different authors such as Vandergrift. Also, there are found the different sub skills involved in the process of learning and they were included in the project. At last it will be found the definition and characteristics of virtual learning environments and its contribution to the learning platforms.

Following the theoretical framework, there will be described the research paradigm and approach in this case a qualitative study with an Action Research approach. It is also included the context or the kind of population who were the ones that worked with the virtual platform,

the institution in which the following project was developed, and the research instruments that were used to find out the answer for the problem stated in the whole text.

Then, in the forth chapter it is the pedagogical intervention in which it is explained the Task Based Learning as well as its stages, besides of the way that tasks were created and how the process of working with the virtual platform Quia was; explaining what is Quia, its features and how task were developed with learners and the way the tasks worked in the full implementation.

Finally chapter 5 and 6 are formed for the analysis of the data gathered from the chosen instruments (Interviews, Questionnaires and Student's results), the categorization of information with researchers analysis of the 2 emergent categories *The virtual platform as a learning resource* and *The virtual platform as an activation source for background knowledge;* both of them describe 2 sub categories *Learning Pronunciation, Learning pronunciation, Identification of Prior Knowledge* and *Visual aids as a guide in listening comprehension.*

To finish, there are found the final conclusions which where very positive about the contributions of the VLP when rehearsing listening, having that studnets found the tool engaging and was helpful to remember background knowledge, improve pronunciation, take advantage of visual aids and have an increasement in vocabulary. At last there are found the limitations with the further research that could be worked starting from the point we left with different uses such as the role and use of feedback.

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Chapter 1

Research problem.

Students of a private school in Soacha show that they need a reinforcement and practice of their listening skill which is the most difficult skill to learn for them. This could be determined thanks to class observations done to the class and the work with them from February 2015 to September 2015.

During the time in contact with the students in the classes, the teacher needed to make use of the students' mother tongue (Spanish) to explain the topic of the class during most of the session. They showed some aspects to reinforce when listening to the class instructions as well as when listening during the class explanations even though they related to the terms in a written way. Besides students showed a low understanding of topics when hearing them from their book's cd, affecting them during class exercises and tests in spite of having the opportunity of listening to the activities several times.

As this students are in seventh grade and present some difficulties with basic vocabulary from previous levels, it will be hard for them to understand and achieve future goals during their next school years facing at some point the Saber exams when reaching 9th and 11th grade, where the expected English level is higher than the one they are managing at the moment of starting this research project. According to the area plan proposed by the institution students are expected to be minimum in an A2 level according to the CEFR, where the capabilities of the students are significantly higher than the ones they are demonstrating in their English classes.

Justification.

In the next paragraphs it will be described the importance of studying this problem for students, teachers and the English teaching field.

At first, it makes necessary to study this problem because seventh grade students, are learners who are still building their bases and are showing difficulties to do it, even when some topics are from sixth grade. Besides, these students have 5 blocks of 45 minutes per week, giving a good space for practicing English using different strategies to get a more solid base and assure that they will not arrive to high levels at school, still having some troubles with their listening.

If students do not improve their competences at this point, future levels will be harder to reach. This is the reason why this project could be a benefit to work not only in the classroom but out of it. It could be used as a technological strategy for classes, in the school laboratories or as an extra-class activity where they can practice by themselves.

In addition, the proposed learning platform will help students to rehearse their listening skill in English as a foreign language because without having the pressure of teachers directly in front of them asking questions that they might not understand and answer in a right way; also, they have the opportunity to interact with the language having multiple interactive activities as an strategy to take advantage from using a technological devices besides of having the benefit of repeating over and over small pieces of speech for them to understand better.

For teachers the virtual platform will be helpful to innovate in their classroom because they interact with their students virtually by designing and using activities to fit their students as well as using comments if possible as feedback, and adapt the product of this research project as a tool to grade them immediately after the exercises. In this way teachers could use it as an

instrument for them to learn online, gather student's scores after solving tasks and be aware of the student's learning process through the development of different activities.

Also, this proposal is useful for the English language learning field, because of the interest of innovation in alternative tools, where new approaches in language teaching could be applied. Sometimes teachers have the need to innovate in their courses to catch student's attention, so they need a strategy to catch up with teaching methods according to student's styles and strategies specially with new emergent teaching and learning strategies besides of new approaches as the web-based learning and the blended-learning for instance.

Moreover, nowadays technological devices, programs and platforms are involved in students' lives, so teachers can take advantage and mix them with different approaches, in this case a language teaching approach to overcome weaknesses on students' performance in the classroom, strategy which in a future will be used not only in English with the listening skill but with other skills or even different subjects.

For us as researchers, this project is useful because it is our first approach to investigation, so we could get an overview of what a researcher is like, what we need for that and encourage ourselves to do some more research 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 besides of getting a wider view of the teacher's role in the classroom by updating our teaching strategies and giving pedagogical purposes to new emerging technological tools. Finally we think to apply our investigation in the future to teach listening in English.

Research Question.

How does the use of a learning platform contribute to the listening skill in an EFL class with seventh graders?

Objectives.

General Objective.

- To determine the contributions of a learning platform to the practice of the listening skill in an EFL class with seventh graders.

Specific Objectives.

- To design activities for a virtual learning platform based on the TBL

- To implement the designed activities within a virtual learning platform

-To determine the gotten contributions of the research

Chapter 2

Literature Review

It was found a set of different projects below that support this research in the main two constructs, *teaching listening in English as a foreign language through technological devices*, and *Learning through educational platforms in a pedagogical context*. Starting from national to international projects in every construct.

National Studies.

By the year 2011 it was done a piloting on English teaching as a foreign language through podcasts in mobile devices, to 9 students of international businesses in first semester of the Universidad Del Norte (Robles, 2011); the study was called *Experience of podcasting on the teaching of a second language*. This research tried to improve listening through podcasts. To achieve this objective, 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, students used podcasts in a satisfactory way and they admitted they listened the audios not only at home but also in their journey to home Robles (2011)

Besides, a 25% of students said podcasts helped them to feel more comfortable and interested in their mandatory listening activities, and 54% said the topics were interesting for them. According to Robles (2011) the use of technological tools motivated students and were helpful to develop or improve skills in English, at the same time that decreased students' anxiety, helping to improve students attitude towards English learning.

Moreover, the attitude of the students that were chosen, showed an increase of interest on the English listening learning as a foreign language to the point of practicing not only at home but

also in streets. This result helped this investigation by showing the impact and the acceptation of the pilot project of the English teaching through a technological device in the listening field which is out target skill.

Also, this study supported this research, because the virtual platform had some stages with similar activities to podcasts to complement tasks, the only difference is that Robles' students listened their activities on their mobile phones and in this research they did it in their computers.

In Colombia there was done an 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 (Administration, Finances College and Technological Institute) University. This project was done in Medellin to support an English 2 class in the platform SECOND LIFE; 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 high scores were in general similar but showing a slightly larger difference in favor to control group" (Torres, 2012, p.96).

The success of this immersive virtual environment rests on the planning, design and construction of 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 results pointed out that the Second Life platform showed 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 is 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 interaction in the classroom, students demonstrated that they preferred interacting with language in a face to face class (Torres, 2012). In this way, this research gets importance to this project because it shows that student's attitudes could vary from group to group and in this case even though students in Torres' research told it was good and effective, they stated that a traditional teaching method was still better for them, which could also be a result of this research in relation to the virtual learning environment aimed to their learning process. Also it shows that virtual environments are a good way to teach English to students supporting out project by working with the virtual learning platform which is a sort of virtual environment.

Following the line of national studies, there was also found a study made by Pardo-Gonzalez' (2013), called incorporating blended learning in an undergraduate English course in Colombia; this study was done in Los Andes University.

The population got students who came from different fields of study including, mathematics, engineering, medicine, laws and literature which were demanded to have a good use and interaction with English during their sessions. They belonged to fourth semester and the subject Autonomy and Orality; this is a "13-week long high-intermediate course that meets three times a week for 1.5 hours and is divided into three units" (Pardo-Gonzalez 2013, p.54).

This study attempted to include ICTs in education through a mean to complement face to face classes in a blended way, finding useful the use of a virtual platform where students enrolled privately. The platform included activities such as: video of online laboratory, pronunciation profile recording on a private oral discussion board, instructor feedback, listen to a recording to self-evaluate it, voicemail advice to a classmate on the strategies to be a good language learner,

using a determined learning style for pronunciation purposes and exams, among some other activities.

This research found that the blended learning gave students flexibility so, students could manage to learn English avoiding daily issues as routines, schedules and rhythms of studying (Pardo-Gonzalez 2013), also it helped students to get personalized feedback out of the classroom, allowing students to feel more comfortable and at last, students after rehearsing what was seen in their face to face classes, gained more confidence when putting into practice what was learned thanks to "the control and creation of the input" (Pardo-Gonzalez,2013) because for the researcher, when dealing with listening and videos and technological devices the instructor does not have control over pacing with this tools but students have it besides of an unlimited access to those tools.

This study is relevant for this research in the way that it demonstrated how online activities aimed to English as a foreign language joined with interactive activities help students in their learning process, give students the control over the time of studying and using tools to understand better audios and videos as well as the introduction to the blended learning as a different way of carrying out classes in virtual environments with face to face sessions, getting good results in students as their increase in confidence and motivation while learning, after having several activities regarding rehearsal and reinforcement of topics.

Also, by the year 2011, it was found a study about virtual educational platforms for learning in Palmira, Colombia; this research was done by Saavedra, (2011) and it was called Diseño e implementación de ambientes virtuales de aprendizaje a través de la construcción de un curso virtual en la asignatura de química para estudiantes de grado 11 de la institución educativa José Asunción Silva municipio de Palmira, corregimiento la torre.

This was a qualitative study which attempted to implement a Virtual Learning Environment to support the chemistry subject in the institution through the design of activities, forums and different tasks with topics related to chemistry. As a result, it was found that students got an increase in their academic performance, it was demonstrated that students show motivation at the time of interacting with the virtual environment, as well as with their different reinforcement activities in the platform, interacting not only with the tool but with the teacher (Saavedra, 2011), students showed positive qualitative thoughts about the tool, because students stated that the Virtual Learning Platform (VLP), shared educative material with a high quality and a relevant applicability.

After identifying some of the features of the previous research, it was useful because it shows that students get a positive attitude towards VLP's in their learning process, to reinforce several aspects of a subject which in this case would somehow be the English subject of the 701 students, besides of showing how flexible is a VLP in relation with the multiple activities that can be uploaded such as the forums and tasks.

International Studies.

In relation to international studies, it was done a qualitative research 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". In this study, some programs in English were suggested to help students with their listening skill, in an environment where students could be less anxious. As a result of this exploratory investigation, teaching through technological devices helps in the change of student's behavior towards

learning a new language, because students get entertained while they are learning through visual aids which are more useful for the learner.

Other results of this study is that pupils increased their motivation to learn English through technological devices, also students were able to infer meaning from conversations including communication with native speakers, where 46% of the students could understand them even with their slangs, tones, and idiomatic expressions, Besides there was a 50% of improvement in students listening in general.

This research shows how well technological devices work when teaching listening in English to students who learn it as a foreign language, which is a big important part for this research that aims to make a pedagogical intervention, with virtual learning environments, the ones that are expected to contribute to the listening skill practice.

Following international findings, it was found a mixed research done in Spain named "how can English be taught fully online? The example of an intermediate course in tourism" (Ochoa, n.d), whose purpose was to achieve a computer-based learning with a student-centered approach in tourism students, taking into account that the word "based" does not mean fully but partially online. In this research, listening was taught with the aural comprehension sub skill through a variety of listening exercises in video format related to the topic of a unit. The particularity of this study is that some of the listening activities provide automatic feedback and some others only consist of listening comprehension questions which require teacher's feedback.

The result of this study was that the face to face online activities were really useful and was demonstrated through the students' scores, because in a classroom lesson there were shown lower scores in their assessments. Besides, students showed better attitude towards the projects,

by being collaborative with their pairs; also the students were enthusiastic, engaging and committed with the process.

This project helps to identify that online English language learning and teaching is feasible (Ochoa, n.d) and helps in encourages students to make some products in different skills and enhance autonomous learning. These findings are useful to have a wider look to an expected answer from the students, such as the motivation they got when using face to face classes, and virtual environments to practice and reinforce their knowledge.

For instance, there was found some other international studies to support this project, a research done in Spain by Nuñez and Vaca (n.d) called Creation and use of a web platform as a support strategy for the classroom lessons. This research aimed to study the use of web platforms in multiple disciplines and its application to different levels in high education, using as population a set of students from the *Universidad Internacional de la Rioja* (UNIR).

During the methodology, this research adopted as part of the learning platform a forum to give feedback, have debates and problem-solving activities. Besides, students were able to upload their pieces of work.

It was found that working with web platforms have the advantages of being easy to create, maintain and use, besides of the fact of being a free tool, that is able to gather summative assessment in students, which helps this research by demonstrating how using web platforms is totally functional, cooperative and easy for students to interact with. With such results this research gives a positive view in terms of using platforms to complement students learning and gathering information to analyze.

At last, following the international line of the literature review, in Mexico there was an investigation made by Flores and Sanchez (2014) called English language teaching mediated by

a virtual educative platform in high school. Its general objective was to determine if the didactic strategy through a virtual educative platform influences on English teaching at a high school level.

This qualitative research was a case study which used an educational platform along 2 months, where observations and 2 evaluations of the students work on the tool were done during the implementation. Moreover, there was also taken into account teachers perceptions about their teaching methods before and after using the proposed tool. The results showed that the use of virtual educational platforms helps the English teaching at high school level because it motivates the students to be autodidacts in their own learning process , besides of being a good tool to develop linguistic abilities (Flores & Sanchez, 2014). Also teachers stated that working with this sort of virtual environments increase motivation and reflection in students to acquire knowledge.

Therefore, this study is found relevant for this research project because it shows, how high school students (in this case seventh graders) which is the population we were working with, were able to use and keep a good pacing in their learning process by being motivated to be autodidacts, characteristic that is found very important at the time of learning and reinforcing their knowledge in a subject in the one they are weak; besides the virtual educational platforms in this study were found easy and profitable to use not only for students but also for teachers because it gets a tool where they are allowed to create lessons involving audiovisual materials which they can join to their classes, with a free or low cost to enroll their students.

Theoretical Framework

    Listening.

To develop this research it is important to know what listening is, because for some authors like Barthes (1985) it may be just the act of decoding messages or for some others like, Wilson and Vandergrift could be inferring messages and so on. According to Barthes (1985) listening is a physiological and psychological process where sound waves are interpreted, understood and given meaning, this whole process is referred to as the decoding of a message.

However, to Vandergrift (2015) Listening is an invisible mental process in which listener must discriminate sounds, understand vocabulary, grammatical structures, interpret stress and intensions among some other processes that it involves. Besides, there are several ways to carry on and accomplish this mental process, to make listeners to understand and comprehend a message while learning, understanding, and retaining information as Vandergrift (2015) stated.

This definition differs from Barthes' definition in the way that it focuses not only on the interpretation of the message but on the act of getting decoding, understanding and retaining a message. For this reason, Vandergrift's definition is the most accurate to take for this research due to the nature and the mental process involved at the time of understanding and analyzing a message, making use of different sub skills to achieve the communication process.

On the other hand, this project did not work only with listening itself but with listening in a foreign language. So, according to Roost (1991) quoted in Cheung (2010), the importance of listening in second language learning, is that listening is vital because it provides input for the learner, then it is inferred that if students do not understand input they will hard produce an output. Therefore, language is a challenge for learners who "also face the challenge of not

knowing how to listen when they encounter listening input" (Vandergrift & M.Goh, 2012) and they are not capable to understand a spoken message. For this reason, when students are involved in the listening learning process the provided exercises need to direct students attention and interest to acquire or learn vocabulary, grammar as well as different sub skills within the Listening, specially listening in detail, for gist, and for specific information.

However, listening is the least studied of the skills David Nunan (1997) (as quoted in Wilson, 2008) describes it as 'the Cinderella skill', overshadowed by its big sister, speaking"(Wilson, 2008, p.17). Because it is normally heard that students want to communicate and with this statement most of the times people refer to speaking but it is not taken into account that for speaking listening is needed.

Listening sub skills.

It is important to understand why people listen, those reasons are called sub skills; there are four of it, however some should be taken in a deeper view, due to their relevance and feature within the reflection of how, why and what do people need to speak. According to Wilson (2008), it is inferred that to acquire listening people need to develop sub skills, they are a special ability within the "big skill" in this case listening. Having this clear; to identify these ones can be categorized into four main areas, *Gist, specific information, detail and inferential,* however this project worked only with listening for gist and detail due to the level of the students.

Listening for gist.

According to Wilson (2008), when we listen for gist, we are listening for the main idea within a speech "we can develop any discussion of themes, analyze language used, examine features of pronunciation"(Wilson,2008,pg.82) It is identified that a student has developed listening for gist when he/she is capable to figure out the communicative intention of a speaker, for this reason it is

found relevant to design within the listening for gist exercises, open ended questions to the students, for instance What?, Who?, Why? In this project listening for gist was reflected during the tasks as in the following way:

For example in task 4, students have to listen a conversation between 2 people and answer some questions, the first part is to choose if the information is true or false according to the recording, and the second part is to specify and choose answers about the main idea of the conversation, this part is where listening for gist was shown.

1. listen to the conversations and tick the correct answer

- Are they talking about a TV show?
  a. True
  b. False

- Does Martha like playing soccer?
  a. True
  b. False

- Does Marco like listening to music?
  a. True
  b. False

- Does Vivian hate cooking?
  a. True
  b. False

- Does Ruben like playing basketball?
  a. True
  b. False

Listening for Detail.

When we listen for detail we filter what we hear, for instance it is like gathering specific pieces of information from the speech. to help students to carry out this sort of exercises, the best example for it according to Wilson (2008), is filling the gaps exercise as the one to provide later on, also for Wilson, the best way of working in the listening for detail sub skill is following topics such as "train timetables, cinema listings information, etc.; which consist mainly of information that is extraneous for the individual listener."

In this activities students had to find the detailed information that was asked to complete the tasks, where students had the opportunity not only to hear in order to understand but also to practice their attention on what the listen to complete the activity. After the explanation of this sub skill is one piece of the exercise to show in the task 4 that ask students to listen and complete the gap, choosing a word from different options, they have to listen to get detailed information to complete the exercise.

Listen and chose the right word to complete the information about 5 people talking about what they like and what they don't like to do (1 Word)

A- Maria likes _____ in the night clubs
1. Cooking
2. Sleeping
3. Dancing

B- I hate drinking _____ at hone
1. water
2. Juice
3. Soft drink

C- Brandon _____ traveling around the world
1. Likes
2. Hates
3. prefers

D- _____ like eating bananas and milk
1. I
2. they
3. we

E- Andy likes _____ English on weekends.
1. Writing
2. Studying
3. Reading

Listening comprehension.

Vandergrift (2015) talks about a complex sub skill developed under the Listening skill called comprehension. It is said to be a complex process needed in the development on a L2. To develop comprehension it is needed a top down "active process of interpretation in which listeners match what they hear with what they already know". (Vandergrift, 2015, p3).

On the other hand, (Richards, 1983) supporting Vandergrift (2015) states that the big skill to be taken into account is listening comprehension, and that it has its own micro-skills such as, discriminate sounds, recognize English stress patterns, reduce forms of words, recognize cohesive devices among some others. However although these authors express how important listening comprehension is, in this research, the target sub-skills to be taken into account were the sub-skills described by Wilson, due to the level of the students (Elementary A1), and the different abilities

that students experience from the project, which could be diverse and not only focused on comprehension.

The reason why it is believed that it is more suitable to focus a research on the comprehension sub skill to elder students within a higher English level is that, students who hold an A1 level cannot be asked about stress patters, inferential messages or cohesive devices at this point, according to the Common European Framework of Reference for Languages which clearly states that the level A1 responds to a Beginners level in the one regarding listening "can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly." (CEFR, 2001, p.26)

Listening Material.

After defining listening and their sub skills, there is another complex aspect to take into account, it is the sort of material that was used in the listening tasks, because it must be designed according to the students' level and the aims that teachers want to achieve with their students.

To begin, it is needed to define whether the material will be graded or authentic (to be explained next.) "Graded Material" as understood from Mukalel (2013) is material that has been leveled to fit a certain population, in other words "to be understood" in terms of structures or specific language features which are adapted for getting a better understanding.

For example, if teachers want to work with beginners, the material such as audios, videos, stories etc. need to be adapted in terms of vocabulary, length, speed of discourse etc. to make it understandable to students.

While, "authentic materials are any texts written by native English speakers for native English speakers" (Heitler, 2005). It is inferred that this materials are gotten from the source without any change, it introduces the learner in contact with the real life language, through television, radio,

newspapers, magazines etc.; According to Wilson (2008) and Nunan (1991), many different authors have had debates about using graded and authentic material, being the second one the most defended.

However, Wilson (2008) names some disadvantages of using authentic material with students, some of those disadvantages are, firstly, that it is not easy to find authentic material for low-level students, so the speed of speech is very high and has vocabulary that may not be clear for students.

Complex sentence structures, hesitations, fillers and false starts, as well as a higher density and length in the speech and **exophoric** reference. The latter is when the speakers refer to things outside the immediate context - they may use pronouns such as *it* - and is one problem associated with eavesdropping (or being an over hearer rather than a participant in the conversation) when you don't know the speakers' relationship or their shared knowledge. Wilson (2008, p.32)

For this reason as understood from Wilson (2008), speakers must speak with a slower rhythm, avoiding contractions, complex words and vocalizing as much as possible when creating material to fit very low-leveled students in order to be understandable for them.

After understanding this theory about graded and authentic material and the stated characteristics to take into account to choose one of them, it was decided for this project to use graded material, because of its accessibility to create its own material to fit student's needs. Therefore the audios were recorded by taking into account a context taken from the point of view from the realia, mixed with the advantages of graded material as to adapt the rhythm, rate of speed, vocabulary, contractions etc. previously exposed by Wilson (2008); to make students able to solve their tasks.

The second characteristic of listening material is that according to Krashen (1982), students need understandable input to give an accurate reply, being that in his "input Hypotheses" (which explains how people acquire the language with incoming information) a person is able to acquire spoken fluency by understanding input through listening and reading.

Holding this hypotheses in mind, this research project chose to grade its level of input for students in level A1, and when recording audios, pronunciation was as accurate for their level as possible (so that students could listen several times the recordings to solve tasks), as well. There were taken several conditions also suggested by Krashen (1982) as the ones in following statement

Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply "comprehensible input" in low anxiety situations, containing messages that students really want to hear.

These methods do not force early production in the second language, but allow students to produce when they are "ready", recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (Krashen, 1982, p.14*)*.

The third characteristic according to Krashen (1982) is that there should be conversations exhibiting low redundancy on the speech as well as hesitation from the speaker, applied in this research by creating special situations and recordings aimed to the specific population; at the moment of creating the tape scripts for students, these characteristics were omitted to fit this third characteristic, and not only for that reason, but also because as according to Nunan (1991), there are 4 clusters (paraphrasing Brown and Yule 1983) which make Listening difficult, at first

place there is the speaker (how many, how fast they talk, redundancy and accent), second, there is the listener (the role, if it is a participant or holds a passive role, the required level of response and interest in the topic), then there is the content (in terms of grammar, vocabulary, information structure and background knowledge) and the support (diagrams, pictures, visual aids or support text).

The fourth characteristic is the type of listening. According to Wilson (2008) it is needed to distinguish between two types of listening: Reciprocal and non-reciprocal. A reciprocal listening is a sort of listening where the listener has the opportunity to interact with the speaker in a negotiation of information which means the act of giving and asking for information.

This part was held in the post-task where students needed to look for a partner or a tutor in the platform to interact and apply what was previously learned and rehearsed. Whilst Non-reciprocal listening is a sort of listening in one direction (Wilson, 2008). As an example, we can find it when someone is listening to the radio. This part was held during the task mostly because students had to hear people talking about everyday situations, actions, or simple conversations to relate the content with the pre-task and do an effort to understand the situation and reach the objective of the activity.

At the same time, (Nunan, 1991) infers as relevant that there are two kinds of listening: the first on is 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 an school purpose while the academic listening is related to lectures and other kinds of academic presentations.

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, there are two sorts of listening

that were applied, academic listening and conversational listening, they had the aim to have a conversation and understand several situations, but they did not know (as previously stated) that they were under evaluation, this is why it is not only conversational but academic, moreover they were able to know they were learning in a gradual way by completing tasks, and due to the task based learning (to be seen lately in the methodological approach), it 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.

Virtual Learning environments.

To understand the chosen technological tool QUIA (The virtual learning platform), it is important to understand first where it comes from and some proper characteristics from its context in order to know the nature of its tools. Therefore to clarify, a virtual learning platform is part of a Virtual Learning Environment (VLE), which according to Dillenbourg (2000) is not only a web site, nor a system which includes 3D animation to make it "virtual". In fact for Dillenbourg (2000) a VLE could be a text based environment (which for Garrison, Anderson &Archer (2000) is a system in the one primes the written medium such as a computer conferencing.

This system is mainly used for educational purposes because as suggested by Garrison, Anderson &Archer (2000), using text-based environments allows users for reflecting because of time for being asynchronous (not coordinated in time), having that uploaded material can be accessed by students everywhere, if they have an internet connection and every time they need it, without taking into account the time the material is always there. This benefit would not be able to be experienced within oral communication which is spontaneous and happens in real time

(synchronous) where if pupils are expected to hear a speaker they will not be able to ask him/her to repeat over and over the same speech.

Some examples of text-based tools used in education are, electronic emails (personal or at an institutional level), forums (with or without a pedagogical purpose), chatting (From many different platforms), inclusively conferences which "provides a number of ways by which the teacher can influence the development of cognitive and social presence. (Garrison, Anderson &Archer,2000), which are important for interaction between teachers and students in a non-verbal way with nowadays emerging technology.

This sort of spaces can be held synchronously, for example in chats, interactive activities etc.; or asynchronously to be seen among interactions within electronic mails or forums. Therefore it is inferred that a space that provides tools to make learning available is able to facilitate as well as the traditional education as distance education, because the VLE can be used in practice, being widely used to support face to face learning according to Dillenbourg (2000), who also states that virtual learning environments are the "main avenue for development" making teachers become into innovators by facing risking themselves to include in their curriculum this sort of tools taking the risk of facing technical and institutional adversities; besides of taking more time to plan their lessons and developing an acceptance to the change.

Nevertheless, to Kennedy (2009), further than the previous features states that a VLE does not strictly require a set of specific characteristics but some of the most important ones, which are: "Communication, Assessment, Online content (organized into courses with controlled access) and shared areas, Management and tracking of students, Student tools and autonomy)"(Kennedy, 2009. Pg.59) this is why for this research Kennedy's definition and description of the VLE's will be held, to make use of such characteristics to consolidate knowledge not only as a different way

to implement but as a way to make students interact with technology and the language at the same time that the VLE keeps tracking on what they do, scoring y tries to solve the activities thus the data gathering can be relevant and accurate.

Virtual learning Platforms.

After recognizing what a virtual learning environment is, its functionalities and tools, it is important to define a sort of VLE, which commonly gather a number of functionalities and tools to make the learning happen.

According to BECTA (n.d) (British Educational Communications and Technology Agency)… as quoted in Hill (2012)

> *A virtual learning platform (VLP) is a framework of tools that work seamlessly together to deliver a student centric learning experience by unifying educational theory & practice, technology and content. Learning platforms can be described as the next generation of Virtual Learning Environments or Learning Management Systems used by educational institutions. (Becta, n.d as quoted in Hill, 2012)*

Therefore, it is suggested that a learning platform is a tool where teachers are able to fin text-based tools among some other interactive tools such as audios, videos and graphics which facilitate the teaching process.

After getting to know the previous theory in terms of language with the subs kills and teaching material and technology with the VLE and the VLP where it was stated the theoretical base for designing and applying this research, it is found the consolidation of theory and its relation to the practical stage, finding the pedagogical intervention argumentation and the methodological approach.

Chapter 3

Research Paradigm

The current study was a qualitative research, because this type of study explores the problem and tries to understand the environment in which the research is carried out (Creswell, 2012). Highlighting this statement, it is important to recognize that this kind of study is focused on the way students comprehend, manipulate and produce something with the language through the virtual platform, being centered in the processes they follow including the tasks and not as much in the result of this kind of activities.

Moreover according to (Johnson & Christensen, 2008) "The qualitative research let study a phenomenon in an open-ended way" (p. 359), it means that the study gives options not just to end the research with an implementation.

On the other hand, Johnson & Christensen (2008) present several 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 have a deeper reflection or analysis.

According to the research question there were pointed out some features that allowed to establish the approach:

1. There are not previous studies about research in listening through a virtual platform.

2. There are not hypotheses to be researched about.

3. There are not enough virtual platforms to develop listening skill in English as a foreign language

So, according to the previous statements, it is defined that this research is qualitative in the way that the processes is carried from the using of a tool to obtain results in order that the

process is more important than the final result. Taking into account one characteristic presented by (Creswell, 2003) he states that in qualitative research, the researcher obtains data from a pure and real context by using the appropriate methods and strategies; by this way of collecting data, it allows students to be involved in the research. Besides, the researcher has the possibility to redefine the issues of inquiry regarding the information collected and its interpretation.

Researching with qualitative methods and using one of the characteristics of qualitative research proposed by Johnson and Christensen (2004) in which states that the data collection was qualitative because information was obtained through observations and experiences of the Teacher-researcher and students who participate in the implementation of the virtual platform as a main tool of the research.

Research Approach

The research approach of the study was action research because according to Lewin (1946) and Stringer (1996) "it is focused on solving specific problems that local practitioners face in their school and communities and is a never ending process because most of the problems are not fully solved through a single research study." (p.11)

According to the previous definition, this research corresponds to this approach, because it contributes to solve a problem, in this case to rehearse listening due to the difficulties that students show with this skill.

Furthermore, as Miller (2007) states, action research is a normal part of the teaching process, because teachers are always attentive to classroom issues, gathering information, and modifying aspects related to the school setting. The author adds that action research gives teachers a structure to understand why – when – how the students improve their own learning process. This is the main point of using a virtual platform as a tool, because in the process of

development of the tasks, teacher could see how students use the tool and develop their learning

through listening activities.

Burns (2003) states that one of the most important issues in action research is to identify what

is going to be improved in the participants (who may include students, teacher, practitioners or

even parents), explore the situation deeply and finally, propose a possible solution.

For that reason it is important for this research to describe the environment that is focused on

the language learning and the interaction between students in a virtual learning platform

supported by audios and communication features, to help them in their learning process of a

better listening understanding, and give them a virtual tool as a short term solution to practice

their listening skill creating at the end a self-reflection according what was developed in their

classes and in the platform.

 Setting

The chosen institution is a private school located in Soacha Cundinamarca (Colombia), a

town located in the west of Bogota, in La Union neighborhood. It is surrounded by familiar

houses and local business. The stratum of the area is three.

The school is a private institution which follows a mixed modality (girls and boys study

together). It gives formal education in the basic elementary level, high-school and vocational

education, within 35 weekly hours of classes. From those hours, students get 5 hours of English

per week of 45 minutes. "The school has an academic approach to informatics as a personal and

professional development tool. As wells as, the promotion of integral education through the

enhancing of suitable co-existence environments, benefits the learning processes with active

participation of every of the estates of the educational community". (Colegio de Bachillerato Niño Jesus, 2013, p.3)

In addition, its mission is to guarantee the access and permanence of children and teenagers within the educative system and a sustained human and integral development, in the formation of a critical and research thought, through projects, in order to educate individuals capable of living productively, creatively and responsibly in community, with competences in order to the integral develop of the students in all the contexts. (CBNJ, 2013, p.5).

In that way, the institutional educative project (2013) has defined the school community targets to "the education of an integral human being with critical thought and capable of performing in every social mean" (CBNJ, 2013, p.4). It attempts to build an educational community with management capabilities, to educate young people with individual and collective identity, capable of developing competences in every field that allows them to join in at the end of their middle education, optimum performances to the entrance to higher education or employment sector. (CBNJ, 2013, p. 4)

This institution was chosen because of the need students have to rehearse study and improve their skills in English as a foreign language especially in lower grades, in this case seventh grade. Besides, it was chosen this course because of the students' process, where they have shown how difficult is English as a foreign language for them, to keep the idea of the topics when the teacher is only using target language, vocabulary and even topics that students had seen in sixth grade.

Besides, as one of the aims of this investigation is to make contributions to the work place of one of the researchers, whereas the tool to work on as well as the results may help not only this chosen population but in a future the rest of the grades in the institution talking about English practice.

Participants.

The participants were students from Soacha, especially from the neighborhoods: La union, Ciudad Verde, Soacha Parque and other surrounding communities. These places belong to the strata 1, 2 and 3 of the town. These children are students of the 701 grade. It had 39 students, 21 male and 18 female students between 13 and 14 years old. To start with the research, it was done a diagnostic exam at the beginning of the year in order to check their English level, as well as to adapt elementary topics for them and get their English level.

From the diagnostic test, it was observed that students had a level A- in English which is also evidenced by the teacher along the year. For this reason, it was necessary to find a strategy to get students to practice and reinforce students' basis in English. Moreover, students were asked informally about their own strategies to learn English and the resources they have to practice the language. From 39 only 4 students practices English sometimes in their spare time, from these students none of them practice it regularly (at least 1 hour per day).

Also students were asked if they knew any tool to improve their skills in English on internet, where most of them answered they did not, and from the minority who answered, they knew some technological tools to practice their English they said they knew Open English because of television adverts.

Researcher role

The researchers involved in this investigation, assumed roles as designers of the material to work with due to the level of the students and the lack of special material to fit their needs. Also researchers worked as resources, having that students were not left alone to work without a

guide, they needed to be introduced to the platform and had a control over pacing for completing the activities in the required time.

Also, the researchers were mediators, to guarantee the communication and interaction among all of the parts, students, teachers, information and the pedagogical tool during the pedagogical intervention stage of the project.

Data Collection Instruments.

In order to collect the data, three instruments were used; interviews, questionnaires and students' results. They will be described below.

Interview.

For Johnson and Christensen (2008) the interview is an interpersonal encounter in which an interviewer (the researcher) asks questions to the interviewee (the participant). He provides the information about their thoughts, feelings, and beliefs. With this information, the interview which was used in this research was the semi-structured one, that in words of Bernard (1988), it is best used when you do not get more than one chance to meet someone.

In consequence, semi-structured interviews were used. First, this kind of interview helped to obtain information about the participants' thoughts, beliefs and experiences gathered from their participation within the learning platform. Second, it allowed informants the freedom to express their views in their own terms; in other words, interviewees could express easily what they thought or felt. Third, interviewer could ask open-ended questions to analyze in deep the contributions of the learning platform to the students' practice of listening.

The semi-structured interview was used at the end of the implementation of the virtual platform to determine which factors were important contributions in the use of in the development of their listening skill.

The semi-structured interviews were done to 6 participants, To choose the students it was decided to get two students with an outstanding performance, two students with average scores and two students with a low performance. With this selection answers could be compared to see what things happened to students to achieve the final results of each one in the virtual platform, so that all students could share their own experiences and opinions of the process, each interview lasts from ten to fifteen minutes per student taking into account the questions and the answers of them.

Questionnaires.

According to Johnson and Christensen (2012) questionnaire is a self-reported data collection instrument that each participant fills out as a part of a research study. Questionnaires contribute to gain information about feelings, thoughts, attitudes, beliefs, values, perceptions, personality and behavioral intentions of research participants.

The main reason why this instrument was used, was the necessity to collect certain information about what each participant thought and felt while they were using the virtual platform. For this reason, questionnaires were used in all the 39 students from seventh grade (with the exception of 6 students taken for the interviews) at the end of the implementation, expecting to collect data confirming and validating in a higher degree the interviews previously done. The questionnaires were applied to all students with seven opened ended questions about

how was the use of the tool, if it was easy to use the virtual platform and if it was understandable to listen the audio files.

Students' Results

According to Norum (n.d) as quoted by Given (2008) students' results are a rich source of data that is not able to be gathered nor in interviews nor in observational data and is valuable to support other gathering instruments, therefore with this instrument the researcher is able to identify if virtual platforms contributed to the listening skill. There were gathered six different students' (three boys and three girls between 12 and 13 years) results according to their results 2 of them got 90% of right answers in all the activities, the next two got an average score and the last 2 got a percentage of right answers under 40% to get to this scores it was included the performance of the participants during the six tasks to practice listening, this results contain the results in terms of scoring and the collection of every student's answer per activity solved in the platform. These evidences were gathered with help of the same platform which allows teachers to download reports of students which got the higher score, activity results in detail and students with troubles when solving the activities, among some other reports able in the platform. This procedure was necessary to get a more accurate analysis of the gathered information within a stratified sampling, where the population where subdivided in small groups according to their scores (high 80% +, average50+, need improvement49-) then randomly 2 students (One boy and one girl) per subgroup where chosen to participate in the interviews. This method was chosen because all of students were eligible and it was needed to make an analysis of the experience not only from students with high scores but also from students with different scores.

Ethics.

To follow Johnson and Christensen' (2012) research with human guidelines (p. 106), it was necessary to guarantee participants access to information and confidentiality; these features attempt to have a control over the access to the information and the identity of the participants. So, in order to accomplish those instructions, at a first place, students were informed about the purpose of the research, the description of the procedure (what they were going to do and how to do it) and the schedule of the activities to be solved in the schools informatics laboratories.

Besides, to keep that information safe and protect students confidentiality, their names were changed by generic names in the data analysis, every single name was organized in a specific document, then it was assigned a specific generic name to keep students identity available only for the researchers and keep track and consistence when showing up and analyzing the evidence in the research.

Consent Form.

According to Johnson & Christensen (2012) an informed consent is an "agreeing to participate in a study after being informed of its purpose, procedures, risks, benefits, alternative procedures, and limits of confidentiality" (p. 107). It was decided to work with an informed consent to engage the participants to be involved in the research.

Following this, it was created a passive informed consent, which as stated by Johnson & Christensen (2012) is a process whereby consent is given to parents or legal represents of the participants; presenting all the relevant information about the research, such as the name, objectives, researchers and purposes.

This consent provided the researchers the permission to work with young learners at the moment of the implementation of the virtual platform to rehearse the listening skill of the students, once their participation was confirmed by not returning to the researchers the consent form that was previously delivered to their parents.

Chapter 4

Pedagogical intervention.

To start this chapter, it is important to recognize the use of tasks as a pedagogical intervention, uploaded to the virtual platform (QUIA) to develop in students a good learning process to acquire and manipulate the language. To this it is important clarify what is QUIA and what is a task.

QUIA.

"QUIA", pronounced key-ah stands for Quintessential Instructional Archive. It is the name of a virtual learning interactive environment which provides teachers with a wide variety of tools taking into account different student learning styles such as online activities, including flashcards, word search, battleship, challenge board, and cloze exercises.

Also there are found online testing tools, a centralized classroom management system including a master student list, files of student results, and the tools to conduct school wide proficiency testing and online surveys for gathering student and teacher feedback. (QUIA, 2015) among some other important features.

Therefore for this research project it was found useful and easy to work with during the implementation period, due to the free license which only lasted 30 days, after that period of time QUIA closes everything and the user is only able to gather results, the only way of getting the service back is by paying.

After looking for an accurate virtual learning platform to upload and create tasks containing, features just like matching, fill in the gaps with audios, images and text without the support of third parties such as "Hot potatoes" it was found the virtual learning platform QUIA.
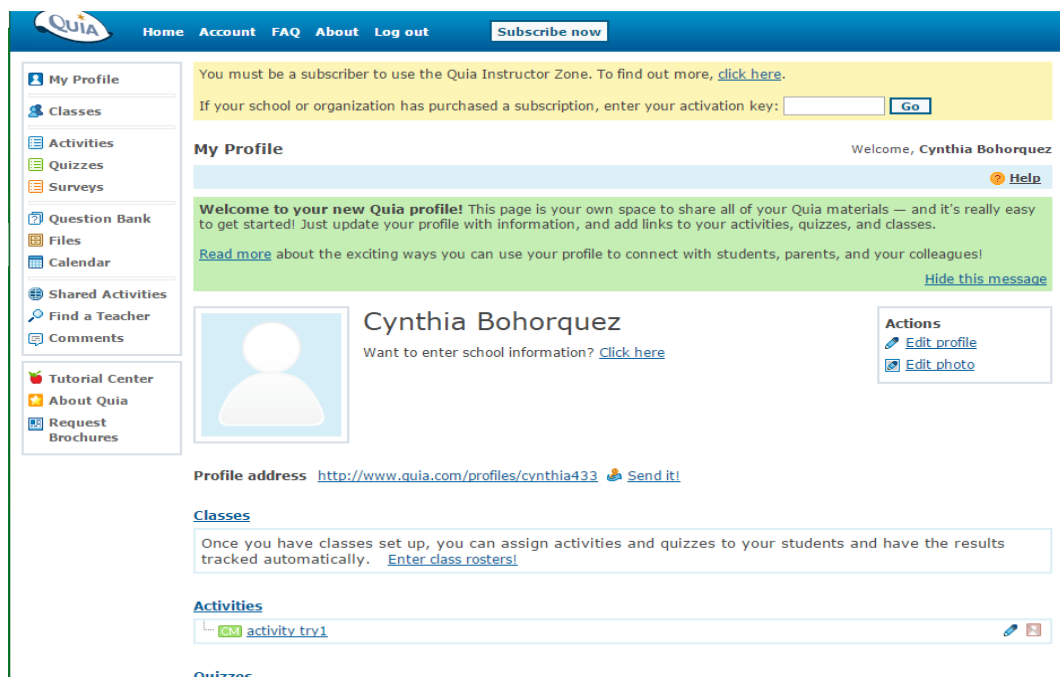
How does QUIA Work?

QUIA works with different kind of activities that teachers create, using the different drafts that the website has. The activities can be from filling the gaps to multiple choice questions, this tool allows to upload images, and audio files to complement the activities. To create activities teacher have to create an account and link the different activities with his students' group.

There are 3 different kind of spaces to create the activities: the activities, the quizzes and the exams square, each one of them has the option to create many different activities that are graded and save the students' results in a data base.

The academic use of this virtual platform was evidenced in how QUIA was used alongside with the topics of the English classes of the students to show how the learners improve their listening skill after they took the class and use the virtual platform.

QUIA has a 30 days of free use and after this time users have to pay a fee to use it for more time, and unlock different new exercises to create activities for different skills work.

TBL.

Being explained the virtual platform to work with in this research, it is important to follow

with the methodological approach that this proposal used to work with, and is the task based

language learning (TBL) which is described as a process in which the tasks are the main point to

improve and develop the learning process in a student.

According to Nunan, tasks 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" (Nunan, 1989, p.4).

That is the aim of TBL in this project, to make learning more communicative by having a

particular objective, in this case to create a good way to improve students' knowledge, by

helping them to rehearse the listening skill in another way taking into account the way they are

going to use the tasks to the comprehension and a production according to different and real

topics using the tasks as a way, to increase their skills, because they will be interacting and

sharing information with another students in the classes this is the main resource to develop

communicative tasks.

The use of TBL was a good choice to work with a virtual platform because in the designing

step of the task to upload on QUIA was easy to follow the task cycle. Six tasks were designed

(see appendix No. 3), they were applied on the high school labs, so students worked in the virtual

platform as a support strategy of their English classes at CBNJ. The reason why just were 6 tasks

was because as was said before, the use of QUIA and the activities was linked with the English

classes of the students, and 2 tasks were applied every week. These activities were arranged to be

applied during the second semester of 2015. Besides these activities were designed following the

Common European Framework of Reference (CEFR) guidelines for a beginner student in the level A1 mixed with the high school guidelines for the English subject.

This kind of tasks help students in the part of the listening sub skills with communicative tasks, listening is important in the communicative cycle that is involved with the input and output, because if you listen, you can understand and answer the things the other person says to you, also this activities are communicative because students will use their knowledge to use it in a real context.

As Nunan (1991) States:

The communicative task has evolved as an important component within curriculum planning, implementation, and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition.(p.33)

This is the main reason why it was decided to use task based learning with communicative tasks, for the benefit of students while they are starting a new language, and they can use it in a real context with real people and situations.

It is important to tell that each task has a topic, around this, there were the learning objectives, specific vocabulary and grammar structures. The next chart (Chart No.1) shows all of the developed topics in the virtual platform that were linked with their classes in order to associate their learning in class with the activities uploaded in QUIA, the chart is based on the order of the English classes' topic of every week.

TOPIC	STRUCTURE	VOCABULARY
Introduction and greetings	VERB TO BE	Greetings and personal information
Daily activities	Adverbs of frequency	Daily verbs
Everyday objects	Demonstrative pronouns: this, that, these, those	Everyday objects
Likes and dislikes	Present simple	Free time activities
Family members and physical description adjectives	Verb to be	Use of adjectives
Abilities	Can can't	Personal abilities

Chart No.1

Task Cycle.

According to Willis and Willis (2007) the task cycle is defined as a sequence of task related one with another, as were seen in the tasks designed, pre-task is the introduction to the following stage the task, and the post task is connected with the previous stages, in this research all of the activities had a Pre-task, a task and a post-task, to develop most of the competences in the learner to reach their goals and is explained in Figure No.1.
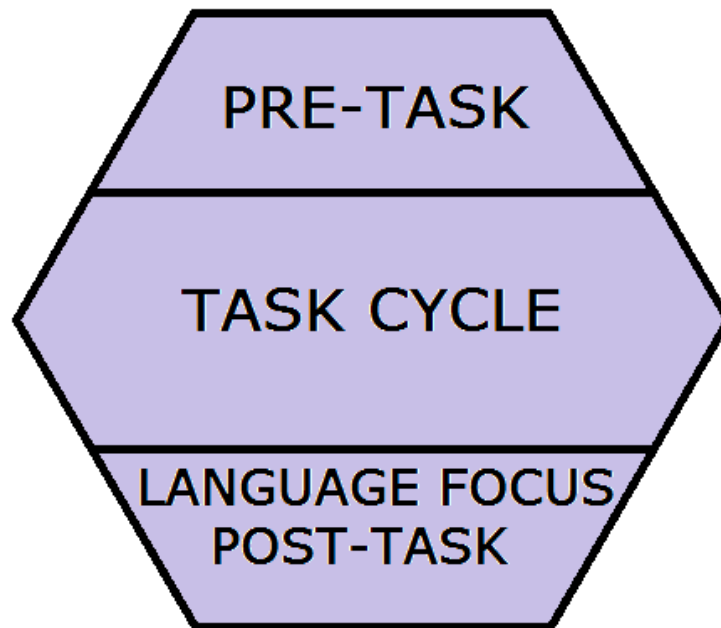
Figure 1. Task Based Learning cycle by Willis. J (1996)

Pre-task.

According to Willis (1996) in the Pre-task stage, shows the kind of preparation that may need to be done beforehand, and identifies the steps involved in setting up a task, also introduces the class to the topic and the task, activating topic-related words and phrases, the pre-task stage usually last between two and twenty minutes depending on the learners' degree of familiarity with the topic and the type of task. It means that in this stage the schemata plays an important role while the activities are being solved because learners will be working in the tasks while they are being familiarized with the topic. In this part, the previous vocabulary of the students is activated using activities like the ones described below:

Guess exercises:

In this kind of activities students have to guess a word according to the picture or the recording. This kind of activities develop vocabulary on learners, as an example activity 3, exercise 1. In this

activity students had some pictures with a clue letters that help them to guess the complete word on the following example students developed the listening for gist sub-skill in the way that they have to listen for the certain and general word to complete the chart.

1. **look at the picture and write the word ()**

	C	A		Cr	C
	C	r		Li	
	M	P		K	
	F	D		T	P

Activity taken from: task 3, activity 1
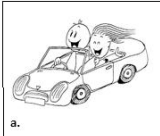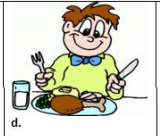
The main objective of this kind of activities in the pre-task stage for students, was to identify and acquire new vocabulary to develop the next task stages (Task cycle and post-task).

Matching:

According to www.englishclub.com a matching activity consist in unify two different words, or pictures that correspond one with each other, for example the words bad and good. This kind of activity helps students to acquire and learn vocabulary by relating words and sounds with images.

On these activities, students had to listen to some descriptions and match them to with the picture that corresponds. An example of this type is the task 2, exercise 1. In this activity students listened to some things that people do in their routines and dragged the words to the right box.

Match the picture in the box with the correct word.

1. Drive
2. Go to the gym
3. Go to bed
4. Go to school
5. Eat

Activity taken from task 2 exercise 1

Task stage.

According to Willis (1996) the task stage is therefore a vital opportunity for all learners to use whatever language the can muster, simultaneously, in pairs or small groups, to achieve the goals of the task. This stage gives the learners the kind of activities designed for this part, had as a main objective to manipulate the language, through activities for comprehending and stay aware of the listening activities. In this part, the following types of listening activities were used:

Listening for specific information.

According to Wilson (2008) this refers to the occasions when we don't need to understand everything, but only a very specific part. As was shown next example, in this activity students had to answer 4 questions about short monologues of people talking about they do on weekends, by this way they could use the previous vocabulary learnt in the first stage to complete or answer the questions about some things that people do in their weekends.

Listen to people talking about things they do on weekends and choose the right answer

1. Who always goes to the gym on weekends?

a. Claire
b. Stephen
c. Alejandra

2. Who sometimes travels to London on Sundays?

a. Stephen
b. Claire
c. Jhon

3. Who never wakes up early?

a. Jhon
b. Alejandra
c. Claire

4. Who always Drinks juice in the morning?

a. Claire
b. Jhon
c. Stephen

Activity taken from task 2, task cycle activity 1

Listening for detail.

According to Wilson (2008) When we listen for detail we filter what we hear, for instance it is like gathering specific pieces of information from the speech. In this kind of activities students had listened some conversations and answered specific questions or completed sentences, the most important purpose of this kind of activities is to involve students to hear to acquire details of what other person or an audio says to them. As an example in the activity 4, task 3. In this activity students had to find detail information to fulfill and complete some sentences given by the people who were talking about their hobbies.

3. Listen and chose the right word to complete the information about 5 people talking about what they like and what they don't like to do (1 Word)

A- Maria likes _____ in the night clubs
   1. Cooking
   2. Sleeping
   3. Dancing

B- I hate drinking _____ at hone
   1. water
   2. Juice
   3. Soft drink

C- Brandon _____ traveling around the world
   1. Likes
   2. Hates
   3. prefers

D- _____ like eating bananas and milk
   1. I
   2. they
   3. we

E- Andy likes _____ English on weekends.
   1. Writing
   2. Studying
   3. Reading

Activity taken from: task 4 activity 3

Post task stage.

According to Willis (1996) the language focus or post-task is the last stage of the cycle and it follows the task stage and adds the opportunity for explicit language instruction. The purpose is to highlight specific language features from the texts or transcripts used earlier in the task stage. The objective of this part of the task is to put in practice in a free way the vocabulary and grammar structures learned before. The last activities were created as a communicative space to practice what they have learnt with the main purpose to use their communicative skills, for this were designed different kind of activities.

Pair work activities.

According to Hill (2004) this is the situation where two students talk to each other in front of the rest of the class and teacher-instigated, for accuracy/modelling purposes including the spontaneous students' exchanges. The kind of activities used in the Post-task cycle develop the speaking-listening skills, activities of this type could be done as the individual creation of something that is going to be shared with another classmate to fulfill some information about their partner, as an example Activity 3, exercise one, two and three, each student thinks in things they have in their bag and started to guess what things his partner has.

With this kind of activities students communicate what they learnt or what they have done with the previous tasks stages.

1. Think of 5 objects that you have in your bag

2. Write them down
   a._____
   b. _____
   c. _____
   d. _____
   e. _____

3. Ask you classmate questions to guess the objects they have. Use
   Is this.....?
   Are these...?
   Is that..... ?
   Are those...?

Activity taken from: activity 3, exercise 1, 2 and 3

Chapter 5

This chapter describes how the process of analyzing and triangulation of data were done. There are also described the categories that emerged during the data triangulation.

Data analysis.

The method chosen for coding the information was inductive, that according to Creswell (2012) "it is generated by the researcher by directly examining the data during the coding process" (p. 525). It means that the codes emerged from the information gathered.

Questionnaires and interviews were analyzed following the Creswell's (2012) model for analyzing data. On one hand, after checking all answers from the questionnaires, it was started the process of digitalization. To distinguish among every student's answers, there were done seven files every one containing one of the questions and the answers from the students in the questionnaires.

On the other hand, the interviews were transcribed completely, to understand and read in an easy way the information gathered for it, then it was started the reading process and the coding of the data.

During this part the interviews as well as the questionnaires were read many times in order to understand the answers that students gave and find similar information in both instruments. After that the information was coded with a specific color for each related idea, it means that we colored similar information in the answer's documents, after that were created the categories to group them and find meaning among all of them.

The third step was the triangulation, the emergent themes or categories that were found in questionnaires and interviews were organized in a chart in excel. There was shown the relevance

of some similarities that students found using the virtual learning platform while they were

rehearsing their listening skill within the tasks.

Chart No. 2 shows the research question, the categories each one holding 2 subcategories that

emerged.
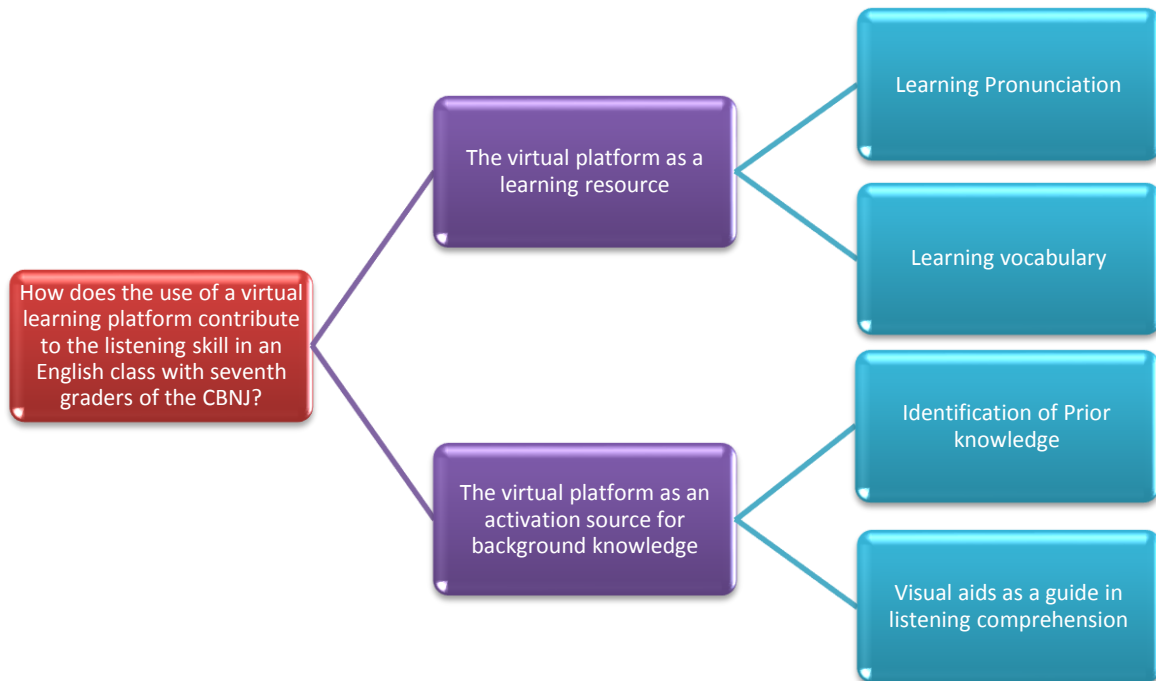
Chart No. 02 Categories

The virtual platform as a learning resource

This category shows how the virtual platform QUIA worked as a learning resource for

students while practicing and interacting their listening skill through the uploaded tasks and how

they linked most of their previous learning with each task's activities. To demonstrate it,

students' answers from interviews and questionnaires will be shown with their analysis to get a

right interpretation, also, because the subcategories were different learning that were analyzed in

the student´s answers and were: 1. Learning pronunciation and 2. Learning vocabulary, these

subcategories were taken into account to start to be analyzed as an aid to get specific information to answer the research question and know if this virtual platform was useful for students.

Learning pronunciation.

Pronunciation was one of the major learning that students had, because some of them answered that they improved their pronunciation in different ways. For example, it could be seen in Pedro's interview: "pues Quía me generó una buena pronunciación y en cuanto a la parte gramatical mejore bastante desde la última vez". Taking this answer into account, Quía helped students to improve their pronunciation and some grammatical features as was mentioned by Pedro, it shown that a virtual platform with a free use, could generate some good learning to students at the moment of developing the activities.

In addition, in the questionnaires it was found some evidences of improvement in pronunciation, in this case in Julian's answer: "aprendí muchas como (…) que diana se lee en ingles daiana" in this answer can be seen it is really important to check how the student was able to make an attempt of writing the word as he heard it on the recordings, showing how he pronounces it after having practiced in the tool.

From the tasks uploaded, it was shown in the platform that 43% of the students failed the first times they listened to the recording and answer the name of the character. According to the QUIA report, most of the students attempted to write "Dayana" as their first option and after hearing the recoding several times, 48% of the students got the right answer "Diana". From this evidence it is interpreted that students after noticing their mistakes and hearing the recording more times learnt that there are several words in English that they may find as well in Spanish with a different pronunciation in both languages, they are able to distinguish sounds and relate those sounds to previous knowledge or experiences to try to get a good answer.

In addition, this evidence can be confirmed with some of student's thoughts gotten from the questionnaires. For instance when Lucia was asked if she was able to learn how to pronounce some words in English, she said: "Si, de hecho gracias a los diferentes audios me di cuenta que hay palabras que suenan casi igual y se escriben diferente y prendí a pronunciarlas". Therefore while practicing with QUIA, Lucia actually recognized differences in pronunciation of English words, finding similarities in words that are pronounced the same but written in a different way (homophone words).

This finding is supported by the study of Léwy & Grosjean, (1997) as quoted in Lagrou, Hartsuiker, & Duyck. "It is claimed that the auditory presentation of a homophone activates phoneme representations" (n.d, p.35) presented when the student finds a word and she remembers the sound of the phonemes but not the meaning in the context of the task.

Therefore, the listeners need extra information to add context; in the previous case is reflected when the student finds a word that is pronounced as other word, when finding it the next process was to give it a context to get the meaning of the word. This task presented by the student provided enough information presented in a contextualized way which gave as a result that the student was able to connect her answer to the task and learning about an English language new feature for her.

In fact, the finding of the homophones is not the only pronunciation feature students were able to get from their rehearsal. Apparently, students working with the learning virtual platform, increased their pronunciation level because they repeated some from the recordings.

This reflection is shown in the following fragment from Javier's questionnaire: "Pues se me hizo más fácil y me gustó más porque en algunos puntos podía escuchar las veces que quería la pregunta, para mi es más fácil." Therefore, repetition does help students in their learning process,

because it is understood from their answers that as they are not in frequent interaction with language, only in the classroom, they need a higher level of interaction with the platform where they are able to get in touch with language by repeating over and over again the audios until they get the right answer and improve their pronunciation.

Supporting the previous ideas about repetition in foreign language, Krashen (1982) states that when learning a new language, repetition takes a leading role, especially if the learner is interacting with the language (as in the platform where the teacher was not there to explain everything for her/him) and learning with their own mistakes; it means that students who said they achieved a better pronunciation by repeating and hearing carefully what they were experiencing in the recordings, are making use of Krashen's theory by hearing over and over until they understand what was wrong in their pronunciation and correcting themselves.

Learning Vocabulary.

This subcategory was taken into account because student's answers in questionnaires and interview got important features to describe and analyze in this section, such as the learning of many different words from the ones presented in the different tasks. These answers were found in questionnaires, interviews and students' results gotten from the QUIA platform as an evidence of their learning process in terms of vocabulary.

So, in terms of vocabulary when students were asked if QUIA contributed to the listening practice some students like Pablo said: "Bien, ayuda a agilizar la mente y a la vez nos ayuda a identificar palabras en inglés".

When rehearsing listening through this virtual platform, students identify new vocabulary and the mental process that Pablo identified as "agilizar" can be understood as the consciousness of

the students about the decoding of the message they were hearing several times to come out with a right answer.

Furthermore, other students were asked on the interview about "¿en qué le ayudaron las actividades trabajadas en Quía?" and one of them answered "Ximena, bueno para mí para aprender nuevo vocabulario y muchas palabras que no conocía". Taking this into account some of the students, thought that the use of the virtual platform helped them to improve and acquire new words, maybe because there is a sort of new words in the activities that they could learn at the moment of doing the exercises.

Another example of this learning category could be reflected in this questionnaires' example where students were asked what new words they learnt from the tasks in QUIA, Jenny said: "Si, como por ejemplo (…) - Mobile – those – perfume – camera- computer entre otras". In this case Jenny was able to demonstrate that during the practice students were able to learn words not only referring to one exclusive topic, but from different word categories.

Another student Jenny shared a similar answer with Julian: "aprendí muchas como often, lighter , toilet paper, camera, pet, (…)" Julian and Jenny´s answers can be seen that it is really important to check how the students were able to remember many different words without taking into account any specific topic from the tasks within the platform QUIA.

Besides, according to platform´s answers in activity three, during the pre-task created to introduce vocabulary to work in the task, students' right answers percentage was among 73% to 95% and from 37 students only 7 scored under the 50% of right answers. The results of this vocabulary activity, demonstrated that students recognized vocabulary and made use of it during the activities in QUIA at different task stages, students succeed while identifying and learning

those specific words, maybe because a lots of words were something that they could recognize by the fact that are words that they can see daily in their routines.

Otherwise, talking about learning vocabulary, in the interviews' question ¿Cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?, they mentioned the task two in the pre-task, this is reflected in James answer to the question about the easier activities to solve in QUIA and why, which claimed: "La más fácil es para mí fue la numero 2 porque era de traducción entonces como que ahí uno como que uno ya conocía unas palabras que eran como un poquito fáciles" with this, students demonstrated that they had a previous knowledge about vocabulary but in some activities they learnt new words.

It is interpreted that students remember some of this vocabulary because of the images and the way of writing their names. For example, in the question about the easiest activities in Quía James answered: "poder decir cámara en español se escribe cámara en cambio en inglés es CAMERA entonces no cambia mucho la diferencia entonces fue una de las más fáciles que me pareció".

In relation to the previous evidence, it could happened because some of the vocabulary activities were easy but was not familiar to students, and matching activities for them were useful because they were creating mental images about some new words, and not just memorizing words with no mental meaning.

Long (1987) contends that "activities in pre-listening and post-listening stages play a crucial role in facilitating EFL learners' listening learning since these activities provide the learners with chances to utilize their schemata" (p. 921). This is the main reason why it is important for students activate their knowledge in the first stage of the task, because they are acquiring a new sort of new words or tenses that help them to reach the task objective.

The virtual platform as an activation source of background knowledge

This category shows how students manage their skills while they activate their background knowledge, and how they associate it to achieve their objectives at the moment of developing some tasks including how they manage the knowledge that they already have at the moment of solving the tasks and link it with their classes and their previous knowledge, and what was the way they found to understand the new pieces of language in QUIA. This category holds two subcategories which are 1. Identification of prior knowledge and 2. Visual aids as a guide in listening comprehension.

Identification of prior knowledge.

This category emphasizes in how the activation of the background knowledge in some students was visible, in the way that they linked the activities of the virtual learning platform QUIA with their formal classes, and how they used this previous knowledge to start developing the activities that were created in the complete task.

For example, when the students were asked about the good and bad characteristics they found rehearsing listening in English within QUIA, Liliana claims: "pues para mí fue como un repaso o sea y lo único fue que las contracciones y algunas palabras que eran diferentes a la gramática".

The previous example showed that students were able to recognize that the topics worked in QUIA were not out of their learning process when talking about learning English, to the point that in activities such as activity one which had as an objective to rehearse listening in greetings; mainly in activities where they had to listen different characters greeting each other's and asking for basic information, only 2 of 42 students scored lowly in the "trouble spots" report gotten from QUIA (which is a specific report which shows the students who presented many different troubles when answering the tasks).

In contrast 26 students out of 37 scored 75% and more of the correct answers, this shows that most of the students who are able to identify prior knowledge in their learning activities, do better when solving these activities which require interaction from them in the target language.

Moreover, some other students were able to identify vocabulary they knew out of the classroom; for instance when some students were asked about, what the easiest activities in the virtual learning platform were, Wilson answered: "si (....) Porque contenían cosas que he visto en clase de inglés cuando era más pequeño también y era lógico de hacer".

From these fragment it is understood that students recognized the topics, listening activities and the tasks, worked as a reinforcement tool to make students activate that previous knowledge and put it into practice. As Brown 2006 states "it is just as important to give the students the opportunity to use what they already know-their prior knowledge - to help them do the task" (pg.4) therefore according to Brown, QUIA is a resource where teachers are able to help students to rehearse prior knowledge for instance, the greeting topic which they had already studied, with these tasks students were able to remember what they had already learnt, about greetings to solve the tasks; as stated by Brown (2006), giving the opportunity to the participant students to activate and use their prior knowledge.

Moreover, demonstrating what was previously stated by Brown (2006), in the research, when observing over students percentage of correct answers in a topic they had already seen, it was found that in one point from the activity #5 which asked students to listen the description of each member of the picture and write their names according to the description, 69% of the students answered in a correct way. Therefore, it is assumed that more students get a higher chance of scoring well when their prior knowledge is activated even when the topic has not seen recently in their school experience.

Visual aids as a guide in listening comprehension.

Some features and aids that the tasks contained besides of the recordings, were images to contextualize students with new vocabulary, because it was easier to create activities with pictures to achieve that objective. Some students found them useful, for example, Paula, when she was asked in the interview about if the topics were easier during the activities in QUIA or in the classroom, she claims "eh, pues a mí me parece que la herramienta es como una ayuda, con imágenes para ayudar con las preguntas". This example evidences in how some of the topics of the activities were easier because the use of images in it, made them imagine faster the context and guess the answer for the activity.

To complement the previous answer, in the questionnaires there were found some answers that totally agreed with the previous example as this one, Federico: "Si, me gustaron los temas trabajados porque a la hora de presentar lo de quía habían temas trabajados en clase por la docente para más facilidad en contestar las preguntas." Showing that even when students were not told about the topics nor if they had seen during the classroom, they were able to identify them as written by this student in the previous questionnaire.

To supply the previous statement, in the questionnaires when students were asked to say which topics were the easiest ones, Lucia wrote " La 3, debido a que gracias a las imágenes, pueden ser una guía muy práctica, y nos permite diferenciar algunas palabras" this utterance clearly expresses how the student finds a way to guide herself into the listening activity by focusing on the images, by keeping in mind that she should find the difference among the multiple words she was going to hear with the images previously shown in the task.

Moreover, when looking at the scores in the proficiency assessment report, it was found that in activity three which was the activity that used the more visual aids, students that scored 50%

and higher of correct answers were 81.1% of the students which stands for 30 students achieving good results when practicing listening in the platform, supporting the audios with images as a guide.

Following these answers it is inferred that some images in the activities, helped students to achieve the answers they were expected to complete for the pre-task, and linking it with the recordings, students could improve their listening skill in order to make connections between the pictures and the speaker's speech.

Following the model proposed by Willis (1966) as quoted in Richards (2008), it is inferred that visual aids help students to find a context to guide them through the listening activities, actually when those visual aids are found in the pre-task in words of Richards are an introduction to a topic so students are able to "understand the theme and the objectives of the task" (p.33)

Chapter 6

This chapter evidences how was the complete process including specific implications, the relevance of the research, and what further research could be developed.

Relevant findings

To start, students could improve their listening skill in terms of vocabulary, pronunciation, contractions and other kind of things like activation of prior knowledge before they could acquire the complete skill.

The development of most of the tasks with the virtual platform made different the use of a virtual tool to help students to improve their listening skill, because this kind of tool, was just for listening. When applying this platform to the research it was found that in high school students and for most of the students was something different and interactive.

Therefore, working with a virtual learning platform such as QUIA students get engaged to solve activities by themselves even when it requires more effort from them, demonstrated in the way that the teacher was not always by their sides to explain every single activity, they did it on their own in their own computer.

Nevertheless, the main objective of the activities used in the research implementation, was to help students with the developing of the tasks, but at the moment that pupils started to use the tool, they asked to teacher about new words they could not understand at that moment, like a contraction they found or unknown vocabulary, because some of them did not recognize them at all, so at the end of the implementation, it was found that the tool helped students to get curious about learning of English trough a virtual platform and English in formal classes.

Research question answers.

After the development of a whole process it was concluded that the use of a virtual learning platform contributes to the listening skill at first place by allowing students to work in an environment that they found more relaxing and engaging that only face to face classes. Then, it is concluded that the virtual learning platform contributes to students' listening by getting them to identify several features such as difference and similarities in word pronunciation, supporting their rehearsal process in listening in terms of complete words, sentences, paragraphs and even spelling.

Besides it shows that images within the Virtual learning platform (VLP) helped listening by making students relate knowledge and activate schemata when hearing words with different themes, taking into account that with the VLP students can repeat the recording as much as they want to understand the features of the conversations.

Moreover it was found that students not only understood some words but also were able to listen and find certain information in the tasks taking as a main guide images and background knowledge to fulfill and complete the activities not only with the audio files but also with the things they know and could associate with the context.

One unexpected aspect was that supported by many theories some of the students improved pronunciation gotten from their listening process in the activities demonstrating that a VLP contributes to the listening practice and somehow also contributed to learn features from different skills such as speaking in terms of pronunciation.

Pedagogical implications.

This research project contributed in different fields.

- From the technological field that students could work with computers that they just can get access in most of the place that they are, also that work with a virtual platform allowed students to get total control over the activities including the audio tracks and their learning process.

- In the pedagogical field, students could work in an easy way acquiring or getting interest from their language learning, because at the moment of applying interviews and questionnaires, some of the answered that work with QUIA in a near future could be used as a practice including new levels to work with.

- In the students learning process, that at the moment of using the virtual platform, most of students got interested in the virtual practicing of English, and how to work or do activities from different places could be good in terms of time saving and acquiring new information.

Limitations

During the development of this proposal we could find the following limitations:

First, students may not use the tool outside of the classroom, so to avoid it, school's informatics room was used to implement the educational platform

Second, as this tool was applied in the school's informatics room, it made necessary to check the audio of the room. These computers did not have sound without the use of headphones that were not provided in the school, for this reason, students were asked to carry their own headphones during the implementation.

Third, to accomplish some of the activities in the learning educational platform it was necessary to have updated computers, for this reason if students did not have an updated version of Java (a programming language and computing platform), teacher must check computers in advance and try activities in every computes to guarantee they have the Java updated.

Fourth, as the virtual educational platform only lasts 30 days in the trial version, implementation had to be done during this time, after that every feature could be closed. For this reason, the activities were designed for this period of time and reports of their scoring were downloaded in advance.

Fifth, as the time per week and the number of students (39) was difficult to manage with because of the time (45 minutes per lesson), for a future application feedback should take a bigger position when completing activities at least one day per week of implementation, so that students could take more into account their strengths and weaknesses when learning, some of them which were really into the process looked for the teacher to talk about experience and mistakes to solve them and improve but there

were only a few to took the decision of asking for that sort of feedback. For making a more complete process and get more advantage from the platform as from students it would be a good idea to join this sort of learning with a formative assessment.

Further Research

After getting to know the whole process that this research took, other researches could take this one as a base to work with the other skills (speaking, writing & reading), by using the mix of task based learning with QUIA as the interactive tool for students to rehearse those skills.

Also, this research project could be useful if someone would like to apply a learning strategy for children at a high school level with some weaknesses when learning English and especially if it is needed the help of technology to support practice in an interactive way in relation to the listening skill which was the focus for this research project.

About the audios, to get students to identify more English features, audios could contain several different accents for students to interact with the different English varieties in terms of oral speech. This recommendation is done due to students surprise when finding at the end of the project, that they believed some of the audios were made by native speakers instead of people whose mother tongue was Spanish.

There could be done a new big investigation coming out from this one, analyzing how the feedback is given to students at the moment of working with virtual platforms, this is important taking into account that if learners are just learning using virtual education programs, we need to think about how could feedback be given in a complete way to students for the improving of their skill in their language learning process.

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Appendix

Appendix #1 Informed Consent

CONSENTIMIENTO INFORMADO

Bogotá, 7 de septiembre de 2015

Estimado padre de familia,

Por medio de la presente, solicitamos muy comedidamente la colaboración de su hijo/a en un proyecto de investigación, el cual se llevará a cabo durante 6 sesiones e involucra a los estudiantes que actualmente están cursando el curso 701.

Este estudio busca determinar la contribución de una plataforma virtual educativa a la práctica de la competencia auditiva en inglés como lengua extranjera. La participación en este estudio requiere que su hijo/a utilice la plataforma, para realizar ejercicios de escucha con base a las temáticas vistas en la materia INGLÉS, además de esto deberá colaborar con una entrevista y una encuesta al final de la implementación.

La participación en este estudio es totalmente voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Sí usted no desea que su hijo/a participe en este estudio, **por favor complete el formato de la parte de abajo de esta carta y devuélvalo.**

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, los resultados de las actividades, cuestionarios y entrevistas en las que participe tendrán el mismo carácter de confidencialidad.

Si tiene alguna inquietud, acerca del estudio se puede comunicar con **Cintia Stefany Bohorquez** al celular 3196050666 o puede enviar un correo electrónico a cbohor15@uniminuto.edu.co o puede comunicarse con **Gerson Jiménez Benito** al celular 3105642593 o de igual manera enviar un correo electrónico a gjimen21@uniminuto.edu.co

Cordialmente,

Cintia Stefany Bohorquez

Gerson Jiménez Benito

Devolver este formato solo sí usted no desea que su hijo/a participe en el estudio descrito anteriormente.

Yo no deseo que mi hijo/a _____ sea parte de este estudio de investigación sobre la contribución de las plataformas virtuales educativas a la práctica de la competencia auditiva en inglés.

_____   _____

   Nombre del acudiente   Firma del acudiente

                    _____

                              Fecha

Appendix #2

Interviews

1. Nombre completo: _____

2. Edad: _____

3. Curso: _____

4. Fecha: _____

Pregunta de investigación: How does the use of learning educational platform contribute to the listening skill in seven graders of an english class at CBNJ

1. ¿Qué tan fácil o difícil entender las grabaciones? ¿Por qué?

2. ¿Fue más fácil practicar los temas de las actividades en la herramienta o en clase? ¿Por qué?

3. ¿Desde su punto de vista, es quía una herramienta apropiada para escuchar en inglés? ¿Por qué?

4. ¿En qué le ayudaron las actividades trabajadas en Quía?

5. ¿Qué características buenas y malas encontró después de practicar el escuchar en ingles en quía?

6. ¿Seguiría utilizando Quía en un futuro para seguir practicando escucha en inglés? ¿Porque?

7. ¿Cuáles actividades le gustaron más de las trabajadas en QUIA? ¿Por qué?

8. ¿Cuáles actividades fueron más fáciles de resolver en Quía, por qué?

9. ¿Cuáles actividades fueron las más difíciles de resolver en Quía? ¿Por qué?

10. ¿Cree usted que el haber practicado el escuchar en un ambiente diferente como Quía es útil para estudiantes con dificultades para entender el inglés? ¿Por qué?

11. ¿Qué vocabulario nuevo aprendió?

12. ¿Cree usted que Quía es una buena herramienta para aprender a pronunciar en inglés?

13. ¿Que aprendió a pronunciar en quía?

Questionaires

Nombre: _____

Edad: _____

Curso_____

Fecha_____

Responda las siguientes preguntas, según su experiencia en Quía (Justifique todas sus respuestas)

1. ¿Cree usted que el uso de una herramienta como "Quía" contribuye a la práctica de como escuchar en inglés? ¿Por qué?

_____

_____

_____

_____

_____

2. ¿Qué actividades fueron más fáciles de realizar en Quía? Menciona al menos dos y justifica tu respuesta

_____

_____

_____

_____

3. Qué actividades fueron más difíciles de realizar en Quía? Justifique su respuesta. Menciona la

menos

_____

_____

_____

_____

_____

4. ¿Cómo le pareció utilizar quía en clase? ¿Por qué?

_____

_____

_____

_____

_____

5. ¿Le gustaron los temas trabajados en Quía? ¿Por qué?

_____

_____

_____

_____

_____

6. ¿Qué palabras nuevas aprendió en quía? ¿Cuales?

_____

_____

_____

_____

_____

7. ¿Aprendió a pronunciar nuevas palabras? ¿Cuales?

_____

_____

_____

_____

_____

Appendix #3 Task Designs

LEVEL: Elementary   STRUCTURE: I am….

TOPIC: introduction and Greetings   VOCABULARY: Greetings And Personal Information

LEARNING   OBJECTIVES:

1. Students will be able to listen and comprehend greetings and questions to ask about personal information

2. Students can recognize and use greetings and questions to ask about personal information.

3. Students can introduce themselves

PRE-TASK:

The Teacher says "hello" to some students and introduces himself. He says his name, age and place of origin

The teacher explains on the board when to use the greetings *hi, hello, good morning, good afternoon, good evening*

The teacher explains the exercise and asks the students to start it

The teacher socializes students' answers

Pre-task:

look at two people sitting on a bench in a restaurant, then listen to the conversation and answer the following questions:

What is the girl's name?

Angela

Angelique

Angelica

Where are they?

In a park

In a restaurant

In a coffee shop

What moment of the day is?

Morning

Afternoon

Night

How does the conversation start?

Hi, my name is…

Hi, I am…

Hi, how are you?

TASK

teacher asks students some personal information as name, age or nationality

The teachers asks the students to listen the exercises twice and complete the sentences

The teachers asks if the students have some questions

Listen to people talking in the park and complete. (Maximum 3 times) (15 minutes)

What is your name?

My name is _____

Where are you from?

I am From _____

How old are you?

I am ____ years old

Nice, you look younger

Oh, _____!

Oh Diana, I have to go, Have a nice day and good night

Ok, good night.

Greetings: (10 minutes)

Listen and complete the next Conversation

_____ Marian

Good _____ Carla

How _____ you?

I am fine, Thank you!

Good _____ Mr. Wallace how are you?

_____ Mrs. Duff

It is nice to hear that, mr Wallace, the boss is waiting for you in the _____

Ok thank you Mrs. Duff See _____ Later

POST-TASK

Students will introduce themselves giving information like his/her name, age and where they are from.

the teacher asks some students to introduce a classmate

Complete the information about yourself.

My name is _____

I am __ years old

I am from _____

Ask the questions below to your classmate

How are you?

What's your name?

Where are you from?

How old are you?

ANSWERS

PRE-TASK

Angela

Restaurant

Afternoon

Hi,   How   are   you?

TASK

Diana

Canada

26

Thank you

Hello

Morning

Are

Afternoon

I'm good

Tomorrow

POST –TASK

SCRIPT-TASK

PRE-TASK

Hi, How are you?

Good afternoon Angela, I'm fine and you?

I'm good, nice to see you here in this restaurant

Yes, how is your day?

My day is good, and yours?

Mine is quite busy but let's order I'm hungry

Ok let's do that I have to go back to the office

Me too.

TASK

Hi, What is your name?

Hello, My name is Diana

Could you spell it please?

Ok, it is D – I – A – N – A

Ok Diana, Where are you from?

I am from Canada

Oh, that is nice, my aunt is from there

Really, I live in Ontario

And How old are you?

I am 26 years old

Nice, you look younger

Oh, thank you!

Oh Diana, I have to go, Have a nice day and good night

Ok, good night.

Greetings: (10 minutes)

Listen and complete the next sentences

Hello Marian

Good morning Carla

How are you?

I am fine, Thank you!

Good afternoon Mr. Wallace how are you?

I'm good Mrs. Duff

It is nice to hear that, Mr. Wallace, the boss is waiting for you in the office

Ok thank you Mrs. Duff See you Later

POST –TASK

LEVEL: elementary	STRUCTURE: Present Simple
TOPIC: Daily Activities	VOCABULARY: Adverbs of frequency.
LEARNING OBJECTIVES:	

Students will be able to comprehend how often people do some daily activities

Students can talk about the frequency they do some daily activities

PRE-TASK:

 The teacher asks students some activities they do every day and writes them on the board
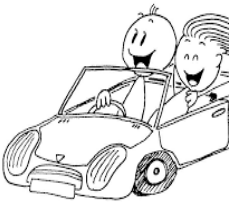
The teachers asks students to look at the pictures of the activity and asks them if they know what

the activity is

The students match the pictures to the correct word

The teachers asks the students: how often do you… (complete the sentence with a verb from the

activity)

Pre-task:

Match the picture in the box with the correct word.

a.

b.

c.

d.

e.

Drive

Go to the gym

Go to bed

Go to school

Eat

TASK

The teacher asks for the meaning of the words in box

The teacher asks for the percentage in time of the words in the box

Students listen to the conversation twice and complete the sentences

Before doing the second activity, the teaches asks the students the activities they do on weekends and how often they do them

Students listen and choose the correct answer

Listen to some people talking about the frequency they do some activities on weekends. Then complete the sentences with the words in the box below. (use one word ONCE)

Never – Often – Usually – Always –

Sometimes

Maria _____ goes to bed at 11:00 o'clock

Peter _____ works on Sunday

Janet _____ goes to the gym

Laura _____ eats fast food

Brandi _____ drives to the college

Listen to people talking about things they do on weekends and choose the right answer

Who always goes to the gym on weekends?

Claire

Stephen

Alejandra

Who sometimes travels to London on Sundays?

Stephen

Claire

Jhon

Who never wakes up early?

Jhon

Alejandra

Claire

Who always Drinks juice in the morning?

Claire

Jhon

Stephen

POST-TASK

Write one activity that you…

Never do on weekends: Ex: I never go to the gym on weekends

Sometimes do weekends _____

Often do on week ends _____

Always do on week ends _____

Usually do on weekend _____

According to the previous exercises complete the questions with your answers. Then ask your classmate Ex: How often do you go the gym?

How often do you _____-?

How often do you _____?

How often do you _____?

How often do you _____?

ANSWERS

PRE-TASK

A – 1   B - 3   C – 4   D – 5   E - 2

TASK

Always

Sometimes

Never

Usually

Often

Alejandra

Stephen

Jhon

Claire

SCRIPT-TASK

PRE-TASK

TASK

Maria: on my weekends I like to do different kind of things. For example, I usually play the guitar, I sometimes visit my parents or go to a park that's why I always go to bed at 11:00 o'clock.

Peter: I don't like to spend my time on things that really don't care to me, like sports I never play soccer or run, I sometimes work on Sundays, just for fun

Janet: I never go to the gym, I always do exercise in my home or I sometimes go to a park near my home, gym is expensive and I think that is better to-practice some sports with a friend of mine.

Laura: on weekdays I always eat healthier than my friends but on my weekends I Usually eat fast food, I think that is bad for me, but it is delicious.

Brandi: I don't like to drive on weekends but I often have to drive to college because my father is too busy to do it, but it is nice because the traffic is not horrible as on weekdays.

What do you do in your weekends?

Alejandra: I always go to the Gym I like to have a healthy lifestyle

Claire: I usually go to the Shopping center with my family, staying at home is too boring for me.

Stephen: I go to the gym only on Saturday, because on Sunday I hang out with my friends.

What do you do on your vacation?

Jhon: I always travel to Mexico on weekends in my summertime

Stephen: sometimes I travel to my mom's house

Claire: I never travel on vacation, I prefer staying here in California with my family

What time do you usually wake up on weekends?

Alejandra: I wake up at 4 in the morning from Monday to Friday but on weekends I always get up at 8 am

Jhon: I wake up late every day, I have nothing to do

Claire: I wake up early just on Sundays and the rest of the week at 8 o' clock

What do you have for breakfast on weekends?

Stephen: for breakfast I always eat, eggs, beacon, and bread with milk

Claire: I always eat corn and bread with natural juice

Jhon: I always eat cereal with milk and bread

LEVEL: Elementary	STRUCTURE: Demostrative Pronouns
	VOCABULARY: 1. Key, Phone, Camera, Perfume, ring,
TOPIC: Everyday objects	credit card, computer, toilet paper, flash drive, lighter

LEARNING	OBJECTIVES:

1. Students will be able to recognize and understand the use of this, that, these and those in a conversation.

2. Students will identify and recognize everyday objects

PRE-TASK:

For Teacher:

Teacher is going to ask to the students what kind of objects they have in their bags

the teacher asks questions about what everyday objects they use

Give some examples of everyday objects that are in the classroom using demonstrative pronouns.

look at the picture and write the word ()

	C_ _ _ _ A		Cr_ _ _ _ C_ _ _

	C_ _ _ _ _ _r		Li_ _ _ _ _ _
	M_ _ _ _ _ P_ _ _ _		K_ _ _
	F_ _ _ _ D_ _ _ _		T_ _ _ _ _ P_ _ _ _

Task

For teacher:

Start the activity giving some tips about what this, that, these and those are used for

Ask students to hear a conversation between two girls, then ask them to fill in the blanks with the demonstrative pronouns this, that, those, these

Give some examples about this, that, these and those

Give the answers and feedback for the exercise

Listen to the girls' talking about different objects they need and complete with this, that, these or those.

Lauren, could you bring me _____ credit card?

Yes, of course, and do you need _____ keys too?

No, not the keys, but maybe I will need _____ camera

_____ Camera?

Yes, I am going to do a project and I need to take some photos of _____ trees

Ok, let me help you, maybe we need _____ computer and _____ Flash drive

Thank you!

B- listen again and fill in the gaps with the next words:

Perfume

Closet

Mobile

Lighter

Bags

Last week I couldn't be here at home, because my aunt and my little cousins were doing some things in this city so I decided to live for this weekend with my father, when I arrived I couldn't believe how my things were all disorganized so I decided to call my mom, while I was talking with my mother at the phone I could see that _____ closet was not in the right place, was incredible how I was trying to find my _____, and finally I could find it, it was over those papers.

I remember that I told my mom that This _____ last week was complete and was in front These boxes and Between _____ bags, also I found a handbag that was in my mother's room, I cannot believe that this kind of things are in my place, I lost my keys and other things as my favorite lighter, I have to use this old one, That _____ was more beautiful that this one, I have to organize everything again.

Post task

Teacher is going to show some things he has in his bag

Teacher is going to ask students to look in their bags some objects

Students are going to write 5 objects that they found in their bags

Students are going to ask some questions using the structure gave for the teacher

Think of 5 objects that you have in your bag

Write them down

a._____

b. _____

c. _____

d. _____

e. _____

Ask you classmate questions to guess the objects they have. Use

Is this…..?

Are these…?

Is that….. ?

Are those…?

ANSWERS

PRE-TASK

Camera	Credit Card
Computer	Lighter
Mobile Phone	Keys
Flash Drive	Toilet Paper

2.

D

B

A

C

TASK

1.

- That

- These

- That

- This

- Those

- This

-   That

2.

That

Mobile

Perfume

Those

Lighter

POST –TASK

SCRIPT-TASK

PRE-TASK

TASK

Lauren, could you bring me that credit card?

Yes, of course, and do you need these keys too?

No, not the keys, but maybe I will need that camera

This Camera?

Yes, I am going to do a project and I need to take some photos of those trees

Ok, let me help you, maybe we need this computer and that USB Flash drive

Thank you!

Last week I couldn't be here at home, because my aunt and my little cousins were doing some things in this city so I decided to live for this weekend with my father, when I arrived I couldn't believe how my things were all disorganized so I decided to call my mom, while I was talking with my mother at the phone I could see that THAT closet was not in the right place, was incredible how I was trying to find my MOBILE, and finally I could find it, it was over those papers.

I remember that I told my mom that This PERFUME last week was complete and was in front These boxes and Between THOSE bags, also I found a handbag that was in my mother's room, I cannot believe that this kind of things are in my place, I lost my keys and other things as my favorite lighter, I have to use this old one, That LIGHTER was more beautiful that this one, I have to   organize   everything   again.

POST –TASK

LEVEL: Elementary STRUCTURE:present simple
VOCABULARY: free time activities TOPIC: likes and dislikes
LEARNING OBJECTIVES: 1. Students will be able to identify and comprehend likes and dislikes when hearing them in a spoken conversation 2. Students will recognize and use free time activities 3. Students can talk about their abilities and tastes.
PRE-TASK: Teacher introduces the topic talking about what he/she does in his/her free time Teacher then ask to one student to talk about his free time activities Teacher gives an example about how is going to be develop the first activity according to the topic. Teacher gives answers and socializes student's answers.   1. Match the actions in column A with places in column B

	Verbs		Places
1	Dance	A	On the Mall
2	Cook	B	At college
3	Play Videogames	C	In the kitchen
4	Go to cinema	D	In the bar
5	Play the guitar	E	At stadium
6	Study English	F	At night club
7	Play soccer	G	At home

Answers:

TASK

Teacher is going to introduce the activity talking about something that she/he likes to do and then she is going to ask to students some questions about false or true statements about what she/he said.

Teacher is going to explain that the exercise was about listen true and false statements about activities that some people say.

Teacher explain the activity according to the exercise to clarify what students have to do.

At the end of the activity teacher will give feedback about correct and wrong answers.

(Inferring)

listen to the conversations below and tick the correct answer

Are they talking about a TV show?

True

False

Does Martha like playing soccer?

True

False

Does Marco like listening to music?

True

False

Does Vivian hate cooking?

True

False

Does Ruben like playing basketball?

True

False

(listening for detail)

Teacher is going to ask to students questions like:

Do you like dancing?

Do you like or hate traveling?

Teacher is going to explain to students the activity saying the kind of phrases that the exercise has

and there are 3 different options to choose.

At the end teacher is going to take the answers of students and ask them if they like the actions that

were on the exercise.

Listen to 5 people talking about what they like and what they don't like to do. Choose the correct

option

Listen and chose the right word to complete the information about 5 people talking about what they

like and what they don't like to do (1 Word)

Maria likes _____ in the night clubs

Cooking

Sleeping

Dancing

I hate drinking _____ at hone

water

Juice

Soft drink

Brandon _____ traveling around the world

Likes

Hates

prefers

_____ like eating bananas and milk

I

they

we

Andy likes _____ English on weekends.

Writing

Studying

Reading

Listen to the next sentences and organize the words (Maximum 3 times) (15 minutes)

_____

_____

_____

_____

POST-TASK

Teacher explain how to develop the activity, writing in the table, 5 things he likes to do and 5 things he doesn't like to do

Teacher is going to ask some students simple questions as

Example: what do you like to play on Saturdays?, Where do you like to swim on weekends?

At the end, teacher is going to give feedback about free time activities and things they like to do.

Post-task:

Write 5 things you like doing and 5 things you hate, and share with your classmates.

ANSWERS

PRE-TASK

1 – F

2 – C

3 – G

4 – A

5 – D

6 – B

7 - E

TASK

1.

True

True

True

False

False

Dancing

Juice

eating

Eating

Studying

My brother likes playing the guitar

I like driving my car on weekends

She hates waiting for someone

I like to play with my dogs

POST –TASK

SCRIPT-TASK

PRE-TASK

TASK

Exercise 1

- Hi Michael, yesterday I was not at home, did you see American Idol

Hi Ronan, no, I was in the cinema

Oh I wanted to see it, thank you!

– Hi I am Martin, I am 17 years old and I am a dancer, I hate sports, but I like playing soccer

– What's up Marco!

Hi Marian! How are you?

I'm fine, and I need you to know something about you marco, do you like listen to music or watch videos?

I like watching videos, but I prefer listening to music

– one thing that I like is eating in restaurants, because I hate cook at home

– When I was at college I was in the basketball team, I was really good, but I was playing basketball just for my father, I didn't like it.

Exercise 2

Maria is a nice girl, she is at college and on Saturdays she likes Dancing in the night clubs

My mother never buys natural fruits, that's the reason why I hate drinking juice at home

Brandon is not a busy man that's why He likes traveling around the world

I like eating bananas and drinking milk. Someone told me that it is good for my muscles

Andy likes studying English on weekends because he wants to travel to London

Exercise 3

My brother likes playing the guitar

I like driving my car on weekends

She hates waiting for someone

I like playing with my dogs

POST -TASK

LEVEL: Basic	STRUCTURE:To be/have
TOPIC: DESCRIBING PEOPLE	VOCABULARY: FAMILY MEMBERS AND ADJECTIVES TO DESCRIBE PHYSICAL APPEARANCE
LEARNING OBJECTIVES: Students will be able to recognize adjectives as tall, short, fat, slim Students will be able to identify and recognize family members	

Students will be able to describe family members

PRE-TASK:

Teacher is going to talk about his/her family members and will give a short description about

them.

Teacher is going to ask who students live with

Teacher is going to explain how to develop the activity according to the examples

Teacher will give feedback and correct the answers of the exercise

Put the family members In the correct box

Brother – Sister – Father --- Daughter – Mother --- Son – Aunt – Daughter – Grandfather

- Grandmother – Husband—Wife –Children

Male
Female

TASK

Teacher is going to present the activity to students, showing a picture of a family and is going to star to ask to students different kind of description, as weight, height, if is man or women

According to the students answer is going to ask things as who is fat in the picture? Who is tall? Who is short?

At the end, is going to explain the following activity, taking into account the picture and the recording.

Listen the description of each member of the picture and write their names according the description.

_____

_____

_____

_____

According to the recording, what family member is:

Name	Family member
Linda	Son

Victoria	Mother
Tom	Father
Marco	Daughter

Listen the words below and underline the Stress each one

Father

Mother

Grandfather

Daughter

Aunt

Cousin

POST-TASK

Teacher is going to ask to students some information about their family, as members, height, or

skin color and is going to tell to students something about his family.

Then is going to explain how the activity will be developed with the recording.

At the end is going to give the feedback of the topic and is going to close the topic.

Listen and write the questions about your family members and after answer them, at the end, share the information collected.

ANSWERS

PRE-TASK

Male
Brother
Father
Grandfather
Husband
Female
Sister
Daughter
Aunt

Grandmother

Wife

TASK

Marco

Linda

Tom

Victoria

Linda is the daughter

Victoria Is the mother

Tom is the Son

And   Marco   is   the   father

POST –TASK

SCRIPT-TASK

PRE-TASK

Put the family members and adjectives in the box in the correct column of the chart.

Brother – sister – father --- daughter – Mother and son – Aunt – cousin – grandfather - grandmother – Husband—wife –

TASK

1- We are here with Victoria Lampkin, she is going to describe how her family is.

Hi victoria

Hi, How are you?

Fine, so you are going to tell us about your family

Yes, this is my family, we are 4 members I'm going to describe you how they are.

Ok, tell me

Fist we have Marco, he is tall, he likes to have his hair cut, he is the man of the house and in the picture he is stand with grey t-shirt and black socks.

Then is Linda she is not slim as her brother, he is short but not as short as her mother, and she looks happy in the picture and has her arms crossed.

Tom is the tall boy, is my son and he looks happy in the picture, he always is smiling, he is thin and is wearing as his father, black socks

And I'm Victoria, I'm Linda and tom's Mother, and I'm a little bit fat, short and I'm serious in the picture, I have no shoes on and I have my hair short.

Oh thank you Victoria, I think I could recognize your family members, thanks for the description and nice to meet you.

You welcome and goodbye.

Father

Mother

Grandfather

Daughter

Aunt

Cousin

POST –TASK

Who is fat in your family?

How many siblings do you have?

How many aunts do you have?

There are someone slim in your family?

How many brothers have your father and mother?

LEVEL: elementary	STRUCTURE: Can you, can't you

TOPIC: abilities	VOCABULARY: Can – Can't - abilities

LEARNING   OBJECTIVES:

1.   Students   will   be   able   to   understand   and   use   Can   and   Can't

2. Students will be able to talk about their abilities with can and can't

3. students will understand the meaning and use of can, can't talking about abilities

PRE-TASK:

Teacher is going to talk about what he/she can and can't do

Then is going to ask to students about their abilities, if they can dance, sing, speak another

language

Teacher is going to explain the activity and at the end is going to ask about can and can't

Match the images in First column with abilities in third column

		COOK
		SWIM
		DANCE
		SING

		FLY
		SKATE

listen and complete with can or Can´t

I _____ travel by plane in holiday, I am scared about heights

My son loves everything about bikes, but he _____ ride one

Roxanne _____ cook Mexican and Italian food, but she prefers eating in a restaurant

Mom and Dad _____ drive a car, but at this moment they don't have one

Robert _____ speak German, but he _____ understand when someone talks to him

fly a plane Is hard, but my father _____ do it

My sister _____ draw perfectly, but she wants to study something related with literature

Lizeth is always talking about playing basketball, but she _____ be in a team, she is too short

TASK

Teacher is going to explain the following activity giving an example while interact with a student. At the end of the activity teacher is going to give some feedback and will clarify doubts.

Listen to the following conversation between two friends talking about their abilities, and complete writing can or can't in the chart according the answers of each person.

	Sing	Cook	Draw	Ride a bike	Play video
Carla					
Stephen					

Listen again? and match the 3 columns about things people can/can't do

Andres	Can Design	beautiful landscapes
Carlo	Can't Talk	Asian food
Nelly	Can't Cook	a bike
Lady	Can Paint	formal clothes for her friends
Hilary	Can't Ride	Korean
Pit	Can Speak	by phone long hours

POST-TASK

Teacher is going to start a conversation with someone in class, asking about what he can or can't

do using the structure "Can you or can't you"

Teacher will create ask students to write 3 questions using can you or can't you

Teacher will ask some students to ask their questions to another classmate.

ANSWERS

PRE-TASK

Cant

Cant

Can

Can

Can – cant

Can

Can

Cant

TASK

	Sing	Cook	Draw	Ride a bike	Play video
Carla	Can	Can	Cant	Can	Cant
Stephen	Can	Cant	Can	Can	Can

Andres can speak Korean

Carlo can paint beautiful landscapes

Nelly can design formal clothes for her friends

Lady can't cook Asian food

Hilary Can't talk by phone long hours

Pit   Can't   ride   a   bike

POST –TASK

SCRIPT-TASK

PRE-TASK

I Can't travel by plane in holiday, I am scared about heights

My son loves everything about bikes, but he Can't ride one

Roxanne Can cook Mexican and Italian food, but she prefers eat in a restaurant

Mom and Dad Can drive a car, but at this moment they don't have one

Robert Can speak German, but he Can't understand when someone talks to him

Is hard fly a plane, but my father Can do it

My sister Can draw perfectly, but she wants to study something related with literature

Lizeth is always talking about playing basketball, but she Can't be in a team, she is too short

TASK

Hi Carla, Hi Stephen I want to talk about what kind of things you can and can't do

Can you sing?

Carla: yes, I can sing, my friends always say that I have a beautiful voice to do it

Stephen: Oh yes, it is one of my favorite activities most of the times I won at the karaoke

How about, can you ride a bike?

Stephen: I like bikes but sadly I can't ride one can you?

Carla: yes, I can and I love riding a bike and going to further places like mountains

Ok, I can understand your points but, Can you draw guys?

Stephen: Hell yeah! I can draw everything that I want, Most of the time I draw cartoons can you draw?

Carla: No, I can't draw, and I never really like it, I prefer writing

Let's talk about cooking, first you Carla

Carla: yes, I can cook and I know how to cook Asian, Italian and French food, I really like cooking

Stephen: All my life I've been living with my mother, so she is the one who cooks at home I can't cook

It is funny Stephen, you have to learn to cook, now Can you play videogames?

Carla: no, I can't but I really like videogames

Stephen: yes I can play videogames, I am an excellent gamer, my favorite one is Tomb Raider

Oh I used to play that game years ago, the last question is about surfing, and can you practice it?

Stephen: no I can't, and even I've never tried it

Carla: no, I can't, I think surf is a difficult sport and I'm just a lady

POST –TASK

Appendix #4

Questionnaires and interviews transcription

Archivo 1

Questionnaires

Estos cuestionarios fueron diseñados para un grupo de 40 estudiantes de los cuales, Una estudiante fue retirada, una estudiante se encuentra en estado de desescolarización y un estudiante falló el día de la implementación del cuestionario. A parte fueron tomados 6 estudiantes para la aplicación de entrevistas, en total se le hacen cuestionarios a 31 estudiantes del grado 701.

Pronunciación, vocabulario, practica de escucha, ayuda/refuerzo y práctica

Pregunta 1: ¿Cree usted que el uso de una herramienta como "Quía" contribuye a la práctica de como escuchar en inglés? ¿Por qué?

Estudiante 1: Si porque uno no sabe pronunciar bien las palabras de inglés, entonces eso nos ayuda a pronunciar cada vez mejor en inglés o escribirlas y uno después las pronuncia igual o mejor con la herramienta Quía.

Estudiante 2: Pues si sirve para que aparte de que educamos nuestros oídos podemos aprender a pronunciar

Estudiante 3: Si, porque ahí aprendemos más y entendemos más

Estudiante 4: Claro que si porque asi podemos utilizar la tecnología no solo para jugar sino para aprender con actividades

Estudiante 5: Si porque me ayuda para aprender más fácil inglés y muy divertidamente y activamente.

Estudiante 6: La verdad yo creo que sí, porque escuchando en ingles podemos aprender más inglés, y porque los que hablaban se les entendía un poco lo que querían decir.

Estudiante 7: si me parece que es buena la herramienta de Quía para el escucha en ingles porque nos hace pronunciar las palabras mejor y saber escuchar

Estudiante 8: Si, porque al utilizar audio podemos identificar palabras y así solucionar problemas en inglés y aprender nuevo vocabulario y utilizarlo en nuestra vida cotidiana.

Estudiante 9: La verdad la página Quía, me parece demasiado útil, nos ayuda a reforzar el inglés y más con los audios que habían

Estudiante 10: si porque vocalizábamos más el ingles

Estudiante 11: Si, porque nos ayuda a educar el oído y poder aprender más palabras en inglés. Y poder desarrollar más el tema

Estudiante 12: Porque así aprendemos, y nos ayuda a saber un poquito de ese tema.

Estudiante 13: Si, porque, mejora el aprendizaje del inglés y lo mejor es que contiene audio, lo que hace que uno memorice más las cosas

Estudiante 14: Si porque en ingles si queremos llegar lejos uno necesita actividades y juegos dinámicos como Quía y otras páginas que contribuyen a la práctica

Estudiante 15: Si, porque las palabras son entendibles uno puede aprender más palabras que uno no sabía.

Estudiante 16 : Bien, ayuda a agilizar la mente y a la vez nos ayuda a identificar palabras en inglés y hablar más fluido

Estudiante 17: Si, porque educa el oído para poder escuchar y para poder saber pronunciar

Estudiante 18: Si, porque uno aprendía mas a pronunciar y fue un elemento de ayuda muy bueno, también fue un poco malo porque las personas hablaban muy rápido pero fue un elemento muy bueno también, nos ayudó a manejar o a poner en práctica el oído

Estudiante19: Si porque en Quía, en las actividades tenían audios y pues la mayoría de personas no entienden bien en el inglés y pues en Quía pueden poner en practica la parte auditiva

Estudiante 20: Si porque vamos mirando la lectura y ellos van diciendo los mismos y con el audio podemos responder y es muy chévere

Estudiante 21: Si, porque si uno quiere ir a lugares pero donde quiere ir es hablar en inglés uno puede escuchar como hablan las personas en inglés.

Estudiante 22: Si, porque con actividades que ayudan o refuerzan el inglés a través de actividades dinámicas

Estudiante 23: Si, porque a la hora de realizar estas actividades le aportan más a uno para tener un mejor desarrollo auditivo como pensativo en el ingles

Estudiante 24: Si, permite a la práctica, y escucha del inglés, permite analizar y construir un estudio específico, mejora las prácticas de inglés, es decir una buena herramienta porque nos facilita ciertas partes del inglés básico

Estudiante 25: si, porque lo que dicen es entendible, no hablaban tan rápido y muy buena pronunciación,

Estudiante 26: Es una ayuda auditiva que ayuda a analizar la pronunciación de las palabras en ingles

Estudiante 27: Yo creo que Quía nos sirve para reforzar nuestro ingles entenderlo más de otra forma más fácil

Estudiante 28: Si, mucho porque es una herramienta que nos sirve para aprender a pronunciar bien las palabras tanto fáciles como difíciles y podemos practicar para poder conjugar las palabras y hablar rápido y perfecto el inglés. Quía es muy práctico porque es una forma de aprender más rápido a hablar en inglés.

Estudiante 29: Porque es más práctico y pues se aprende rápido y entendible

Estudiante30: Si, porque pone audios y uno escucha y resuelve eso y estimula la escucha en inglés.

Estudiante 31: Si y es muy buena porque gracias a los audios podemos aprender más en la asignatura de inglés   y las pregunta son muy buenas porque toca escuchar los audios para responder.

Archivo 2

Pregunta 2: ¿Qué actividades fueron más fáciles de realizar en Quía? Menciona al menos dos y justifica tu respuesta.

Estudiante 1: La 3 porque traía ayudas de algunos objetos, y con esos mismos respondimos las otras preguntas, y la primera porque era más que todo de escuchar y ortografía.

Estudiante 2: La actividad 4 y la 5. La quinta fue más fácil porque en el titulo tocaba poner unos nombres.

Estudiante 3: La tres y la cuatro porque eran prácticamente solo imágenes

Estudiante 4: La uno y la dos porque fueron cosas que ya habíamos visto en clase y nos sirvió para repasar

Estudiante 5: la parte de la escucha para responder actividades ya que se escuchaba muy bien y se contestaba excelente, también las partes de poner palabras según las imágenes porque es muy fácil por al imagen

Estudiante 6: La verdad para mí la actividad 4 y 5 porque yo me confundí un poco con los audios porque ahí decían algo y yo no sabía que es lo que pronunciaba y a entendía otra cosa, pero al final le puse muchas veces y entendí.

Estudiante 7: Los primeros dos aunque todas estaban muy fáciles (solo que yo siendo honesto conmigo mismo los últimos dos o tres los hice sin conciencia y por hacerlas rápido, a la carrera todo a pinochazo)

Estudiante 8: La primera actividad me pareció muy fácil en cuestión de entenderla, pero, lo que estuvo un poco complicado fue la cuestión del audio el cual sonaba un poco rápido y era poco entendible

Estudiante 9: Las más fáciles fueron la de nombrar celular- pone, llaves- keys etc… cuatro porque eran ya temas vistos en clase al igual que otros

 Estudiante 10: la memoria

Estudiante 11: La actividad sobre la familia porque entendía más el tema, la actividad donde aparecían objetos tecnológicos porque lo pude comprender muy rápido

Estudiante 12: La de la familia, la de elegir hombres o mujeres, colocar el nombre adecuado a las herramientas, y la de seguir el texto con los audios

Estudiante 13: si, las más básicas y fáciles fueron la número 1 y 2. Por que contenían cosas que he visto en clase de inglés cuando era más pequeño también y era lógico de hacer.

Estudiante 14: En la que nos daban imágenes y nos decían que le pusiera los nombres de los objetos en inglés, y en las que nos daban unos objetos para oír el audio y poner el nombre de las personas en el lugar, el día y la noche

Estudiante 15: La actividad numero 3 estuvo fácil para realizar, porque sus palabras eran entendibles y pues yo si entendía sus palabras y sus oraciones, como habían unas palabras que no se entendían

Estudiante 16: los dos puntos de escuchar del quiz porque eran más largos y entendibles

Estudiante 17: Lo de las imágenes porque solo era poner como era en ingles

Estudiante 18: La que me pareció más fácil fue el test 1 y el 2 y más o menos el 3 el 1 fue porque habían cosas fáciles y bueno porque creo que todo lo que vimos lo hicimos en clase entonces tuve más facilidad

Estudiante19: Pues a mí me pareció más fácil la 2 porque eran unas imágenes y completar unas frases y también me pareció fácil la 5 porque era sobre la familia y pues ese tema es fácil

Estudiante 20: La de poner el nombre a los electrónicos porque habían imágenes y en donde tocaba señalar los hombre y las mujeres porque habían muchas familias

Estudiante 21: Me pareció fácil el primer quiz pues me parecieron fácil las preguntas pero algunas veces no entendía lo que decía el señor o la segunda y pues la otra fue la del quiz 3 que tocaba ponerle los nombres de algunos elementos

Estudiante 22: La actividad numero 1 porque todo lo que necesitaba estaba en el audio, la 2 porque teníamos que mirar imágenes y poner el nombre en ingles

Estudiante 23: En quía 2 fue fácil el punto de organizar las frases que correspondían al dibujo, en quía 1 fue fácil el escrito para cada respuesta o elección de cada respuesta

Estudiante 24 : La 3, debido a que gracias a las imágenes, pueden ser una guía muy práctica, y nos permite diferenciar algunas palabras.

Estudiante 25: La actividad 1 fue fácil de realizar porque era de leer y de escuchar audios, la 2 porque era de escuchar audios y mirar imágenes y depende de cuales eran colocarle sus verbos

Estudiante 26: Pues no me acuerdo que parte era pero era el de diana's office, good afternoon y la de drive, go to the gym porque el principio lo decía y en el audio también.

Estudiante 27: Para mí lo más fácil fue 1 y 2, la 1 se me hizo más fácil porque tenía preguntas más entendibles y la 2 casi lo mismo que la 1.

Estudiante 28: Las más fáciles fueron la 1-2-3-4, los puntos de completar la line por ejemplo la primera que era decir como era el nombre de la persona que hablaba que era diana, donde vivía, cuantos años tenía y la otra fácil también fue el poner el nombre de las imágenes que aprecian en la pantalla, como la cámara, computadora, etc.

Estudiante 29: La 1 y 2 fueron fáciles

Estudiante30: La 3 y 5 porque eran cosas que yo tenía más claras que las otras

Estudiante 3: la 3 porque con las imágenes uno buscaba más y la 1 porque gracias a las imágenes y audios a uno se le facilitaba responder las preguntas que habían

Archivo 3

¿Cómo contribuye el uso de QUIA a la practica del ingles con 701?

Pregunta 3: Qué actividades fueron más difíciles de realizar en Quía? Justifique su respuesta. Menciona al menos una.

Estudiante 1: La ultima porque me confundí con la familia, porque no se escuchaban bien los nombres de esas personas, y por lo menos yo no escuchaba que eran de la familia

Estudiante 2: La tercera actividad.

Estudiante 3: La cuatro y la tres porque no entendía nada pero con el tiempo fui entendiendo y las resolví bien

Estudiante 4: La numero3, 4 y 5 las demás no me acuerdo bien creo que la 4 hablaba de la familia y tocaba escuchar unas descripciones de familia y poner quienes eran, fue difícil porque tuve que escuchar varias veces para entender como las relaciones entre ellos. Y había una pregunta en que tocaba decir si butterfly o sea la mariposa era hombre y mujer, y eso no lo vimos en clase.

Estudiante 5: Algunos quizes al final casi no se entendían nada y por eso fueron bastante difíciles

Estudiante 6: La verdad para mí fue un poquito difícil la actividad 5 ya que me confundía un poco y además por los audios

Estudiante 7: Ninguna para mí todo era de escuchar

Estudiante 8 : La cuarta estuvo un poco difícil ya que en la grabación el hombre que hablaba, hablaba un poco rápido y era un poco difícil entender lo que decía

Estudiante 9: Las de la actividad 4 y 5, no sé, se me dificultaron un poco

 Estudiante 10: pues para mis todas

Estudiante 11: La actividad 1 porque hubo un punto que no entendí y no pude resolverlo. La actividad 2 porque no entendía algunos puntos

Estudiante 12: La de los audios de diana y que vivía en canada y una de la familia sobre ver la imagen

Estudiante 13: 5, ya que uno tenía que poner más atención de lo normal en los audios y fue muy difícil de sacar las respuestas

Estudiante 14: En el audio no se escuchaba o como se contestaba, por lo menos con he's, he y me, me equivoque en el primero quiz porque no se entendía "The night" y se escuchaba como afternoon y uno se confundía.

Estudiante 15: Pues para mí la actividad 5 me pareció un poco difícil, no entendía las notas de audio y por ese motivo no pude realizar algunas actividades.

Estudiante 16: Los dos puntos del escucha del quiz y pues era tan fácil o cual fue muy rápido

Estudiante 17: Cuando terminamos de leer los textos y mirar que palabras eran porque te tocaba escuchar y si no entendías no te podías guiar de algo.

Estudiante 18: Las que me parecieron más difíciles fueron la 4 y la 5 porque hacían preguntas que eran difíciles y no eran de un buen funcionamiento o sea no las entendía muy bien que digamos.

Estudiante19: Me pareció difícil la 4 porque a veces no me acuerdo bien, pero creo que habían partes que no tenían audios y se me hacían más difíciles

Estudiante 20: La de poner los nombres de María, Tom, Linda etc.

Estudiante 21: Pues la más fácil fue la última porque algunas tenían que uno escuchar súper bien para hacer oraciones correctas

Estudiante 22: la 5 porque tenía unas actividades que eran muy difíciles para mí entender

Estudiante 23: Para mí entre los más difíciles se me hicieron que fueron la de escucha porque se me hizo enredado y no estábamos acostumbrados a ese tipo de escucha en ingles

Estudiante 24: Ninguna, de hecho estuvieron fáciles, menos la 5, debido a que los términos de escucha no los pude acomodar, en la parte de familia y todo eso

Estudiante 25: La 5, me pareció muy difícil y la verdad no la entendí muy bien, la 3.

Estudiante 26: Pues creo que era la 5 porque en una parte no se entendía muy bien

Estudiante 27: La 5 por la señora hablaba muy rápido y se me hacía difícil entender para responderle.

Estudiante 28: Las actividades fueron más difíciles fueron la de escuchar la lectura que hacían preguntas que eligiera los nombres como Claire, JHON, Alejandra entre otras, o sea no se entendía

lo que tocaba hacer en esa actividad y la menos difícil pues la que había varias lecturas pero era la

misma y que tocaba escuchar la palabra que faltaba por ejemplo "Mobile" – "those" etc.

Estudiante 29: la 5 y 3 fueron las más complicadas.

Estudiante30: La 2 y la 4 me fue mal porque habían palabras que no sabía bien el significado.

Estudiante 31: la 4 porque en algunos audios los personajes se enredaban al hablar y tocaba repetir

el audio.

Archivo 4

Pregunta 4: ¿Cómo le pareció utilizar quía en clase? ¿Por qué?

Estudiante 1: Bien, porque fue una manera diferente y divertida de la clase, o sea dinámica, porque en muchas clases no hacemos la clase divertida o dinámica como la hacemos en esta clase.

Estudiante 2: Muy bueno porque aprendí demasiado

Estudiante 3: Bien porque es una manera más de enseñarnos en inglés y que no se nos complique

Estudiante 4: Utilizarla fue muy chévere practicamos mucho el escuchar en ingles y repasamos los temas que vimos en las clases

Estudiante 5: Me pareció muy divertido porque hicimos algo diferente y que nos ayudaría a repasar todos los temas vistos en clase

Estudiante 6: Me pareció muy bueno y divertido porque así reforzábamos lo que vimos durante el año y para volver a retomar lo que no nos acordábamos

Estudiante 7: Muy buena porque podíamos aprender más y utilizar la tecnología para cosas buenas.

Estudiante 8: Me pareció muy bueno, ya que en estas actividades estábamos entrenando unos oídos para poder comprender conversaciones o demás cosas que se dicen en ingles

Estudiante 9: Pues utilizar Quía en clase me pareció GENIAL, porque nos ayudaba a reforzar temas que se nos dificultaban

Estudiante 10 : Chévere porque es una página para aprender

Estudiante 11: Bueno, porque la profe nos podía explicar para poder comprenderlo más fácil, también podíamos preguntarle a algunos compañeros y ellos nos ayudaban

Estudiante 12: Me pareció algo diferente, algo recreativo, educativo, esta es una herramienta para que a los estudiantes les motive más sobre esta materia

Estudiante 13: Bien, porque es un momento de aprovechar y hacerlo, para obtener más práctica y analizar más las cosas en inglés.

Estudiante 14: Porque todas las clases en ingles son en el aula y en cambio fuimos a sala e hicimos una clase didáctica y con una página que esta como chévere y práctica

Estudiante 15: Porque uno puede aprender muchas cosas de esas oraciones

Estudiante 16: Lo mejor, más apoyo visual y más escuchar para realizar los ejercicios

Estudiante 17: Muy breves porque nos ayuda a aprender ingles

Estudiante 18: Fue muy severo porque aprendí cosas buenas y también porque fue una actividad muy divertida y que no solo nos distraíamos sino que también aprendíamos más sobre el mundo del ingles

Estudiante19: Me pareció muy buena idea porque es una herramienta que nos ayuda mucho a nosotros los estudiantes y pues es diferente y dinámico a las otras clases

Estudiante 20: Porque aprendimos ingles de otra forma distinta y nos gusta más

Estudiante 21: Me pareció súper chévere porque uno si quiere aprender varios idiomas sobretodo ingles uno debe hablar normal pero en inglés como los audios que nos daban para hacer los quizes

Estudiante 22 Muy divertido porque es una actividad diferente que ayuda a aprender ingles

Estudiante 23: Me pareció muy bueno usar qua en clase porque es más un apoyo para los estudiantes en tanto auditivo y el aprendizaje para mejorar y destacar más en esta materia.

Estudiante 24: Me aprecio muy útil, y una forma muy práctica de emplear el inglés y fue muy chévere poder usarla

Estudiante 25: Súper bueno. Creo que es una estrategia muy buena para aprender y a la vez escuchar.

Estudiante 26: Pues me pareció muy bien, porque es una mejor manera de aprender y practicar el inglés.

Estudiante 27: Pues se me hizo más fácil y me gusto más porque en algunos puntos podía escuchar las veces que quería la pregunta, para mi es más fácil.

Estudiante 28: Muy chévere porque es más entretenida la clase, se entiende más, el propósito de aprender un tema nuevo y es más detallado y se aprende más rápidamente y es mucho más didáctico y así nos dan ganas de aprender inglés.

Estudiante 29: Porque me pareció una actividad chévere y entendible para el ingles

Estudiante30: Bien, porque aprendemos más ingles de forma creativa

Estudiante 31: porque nos ayuda a aprender mejor el inglés, porque fue gracias a Quía y las preguntas y audios. Nos ayuda a ser mejores en inglés.

Archivo 5

Pregunta 5: ¿Le gustaron los temas trabajados en Quía? ¿Por qué?

Estudiante 1: Si, porque fueron los mismos que trabajamos en clase pero de forma dinámica y con escucha entonces por eso me gusto esta actividad y los temas.

Estudiante 2: Si, porque son temas recordados en el aula de clase y recordé esos temas

Estudiante 3: Si porque aprendí mas

Estudiante 4: Si porque pudimos recordar temas que ya habíamos visto en la clase y hacer mas actividades para que se nos quedaran

Estudiante 5: Si porque recordaba los temas que ya había olvidado y recordarlos nuevamente

Estudiante 6: La verdad para mi estuvieron estupendamente divertidos todos los ejercicios porque tenían un aspecto bonito y por las fotografías y además los temas que vimos fueron divertidos.

Estudiante 7: Si, porque todo era fácil y lo habíamos visto

Estudiante 8: Si, porque eran temas fáciles y además ya los habíamos visto en clase, así que podíamos volver a practicar lo que ya habíamos visto.

Estudiante 9: Si, demasiado eran temas demasiado interesantes y apropiados

 Estudiante 10: Si porque da mucho aprendizaje y porque es muy bonito aprender

Estudiante 11: Si, porque nos ayudaron a aprender nuevos temas o reforzar temas que ya sabíamos

Estudiante12: Me gustaron porque ya eran temas vistos en clase

Estudiante 13: Si, porque hace que uno pueda aprender y expresar lo básico del inglés. Haciendo uso de Quía y era solo eso y podía aprender más palabras desconocidas a lo largo de lo que he trabajado

Estudiante 14: Porque me parece que unos de los temas están súper fáciles, pasado simple etc. y estaba súper fácil.

Estudiante 15: Pues algunos temas porque otros no se entendían como por ejemplo los audios

Estudiante 16: si por el divertido y entendedor

Estudiante 17: Si porque ya los habíamos visto y nos sirvió de repaso

Estudiante 18: si porque, Quía nos aportó mucho para nuestro inglés y nos dio técnicas de uso para aprender más inglés y también porque Quía nos dio un aprendizaje muy bueno.

Estudiante19: si, porque eran temas ya vistos y conocimiento para nosotros

Estudiante 20: Si porque así aprendo otras cosas distintas

Estudiante 21: Si porque así en los computadores uno debe aprender bien para ir a los lugares que uno desea para aprender mucho mejor en vez de hacerlo en clase

Estudiante 22: Si porque hubieron temas muy interesantes

Estudiante 23: Si, me gustaron los temas trabajados porque a la hora de presentar lo de quía habían temas trabajados en clase por la docente para más facilidad en contestar las preguntas.

Estudiante 24 :Si, eran algo fáciles, de hecho me gustaron demasiado, me parecieron interesantes y eran temas muy entretenidos

Estudiante 25: Si porque son temas trabajados en el aula de clase

Estudiante 26: Pues si porque eran muy fáciles y básicas

Estudiante 27: Si, porque en algunos puntos vimos términos pasados y algunas cosas que entendimos viendo en este momento.

Estudiante 28: Si, mucho porque eran temas más conocidos y se podían realizar fácilmente porque ya los habíamos visto, en cambio sino lo hubiéramos visto hubiera sido aburrido y fastidioso porque no podemos responder algo que no sabemos.

Estudiante 29: SI porque son trabajos en clase

Estudiante30: Si porque eran fáciles y los puedo responder rápido

Estudiante 31: Si, porque en Quía uno puede aprender más con las preguntas y audios y porque fue muy chévere la actividad.

Archivo 6

Pregunta 6: ¿Qué palabras nuevas aprendió en quía? ¿Cuales?

Estudiante 1: USB flash drive

Estudiante 2: Muchas y chéveres palabras pero en este momento no me acuerdo

Estudiante 3: swers - newis

Estudiante 4: aprendí muchas como often, lighter , toilet papel, camera, pet, que diana se lee en ingles daiana

Estudiante 5: Aprendí como se escribe encendedor y USB

Estudiante 6: La verdad aprendí muchas palabras en quía, por ejemplo yo no sabía cómo se decía perfume en inglés o como se decía USB en inglés.Perfume se dice perfume y usb es usb flashdrive y también comprendi que performance es presentacion

Estudiante 7: Ninguna, todo lo entendí. Excepto una que otra como "sometimes", "never" y "Often"

Estudiante 8: aprendí varias palabras que yo no sabía cómo, "but", el cual se pronuncia como /bat/ pero yo siempre lo pronunciaba como /but/ y aun no sabía. También aprendí que usb es flashdrive.

Estudiante 9: las palabras que aprendí fueron Keys- llaves, paper-papel, phone – teléfono y más…

Estudiante 10: pues la verdad muchas pero no me acuerdo

Estudiante 11: aprendí muchas palabras (no me acuerdo)

Estudiante 12: Memoria, celular, gimnasio

Estudiante 13: Aprendí tanto que ya ni me acuerdo de cuales eran, water y keys

Estudiante 14: No hay, todos me parecieron fáciles y si no le decía a la profesora y todos me los sabia o los había escuchado en canciones etc.

Estudiante 15: Pues la verdad no me acuerdo porque las palabras se me dificultaron para decir, entonces no me acuerdo

Estudiante 16: No me acuerdo cual

Estudiante 17: Varias?

Estudiante 18: tow – throw. – They y no me acuerdo de más palabras, creo que esas y mas pero no me acuerdo

Estudiante19: No me acuerdo

Estudiante 20: Casi muchas que no conocía pero no me acuerdo muy bien

Estudiante 21: No pues ya las sabía

Estudiante 22: Drive - flash

Estudiante 23: Papel higiénico - llave

Estudiante 24: Ehm…. La verdad casi no me acuerdo pero sin embargo se podría decir que hubo como unas 3 o 5 palabras desconocidas

Estudiante 25: Aprendí muchas palabras pero en el momento no me acuerdo

Estudiante 26: Pues que haya aprendido no me acuerdo pero si aprendí a mejorar la ortografía como en algunas palabras ya conocidas.

Estudiante 27: no aprendí

Estudiante 28: no, no aprendí ninguna palabra nueva, porque casi no le puse atención a leer sino a escuchar.

Estudiante 29: Si aprendí nuevas palabras y vi pero no me acuerdo.

Estudiante30: Si, no me acuerdo. Lighter

Estudiante 31: Papel higiénico, llave y cámara

Archivo 7

Pregunta 7: ¿Aprendió a pronunciar nuevas palabras?

Estudiante 1: si, flash drive

Estudiante 2: Si

Estudiante 3: Más o menos pero no tanto

Estudiante 4: si porque algunas que no sabía cómo se pronunciaban se me dificultaban para entenderlas y tuve que repetir varias veces hasta que entendí la palabra y pude responder

Estudiante 5: Encendedor y también micro memoria y memorias

Estudiante 6: Pues la verdad si aprendí a pronunciar nuevas palabras por ejemplo como pronunciar perfume en inglés.

Estudiante 7: Si casi todas aunque algunas ya las sabia pronunciar

Estudiante 8: si, varias que no sabía pronunciarlas y otras que si sabía pero estaba mal en pronunciación

Estudiante 9: Si, gracias al programa Quía, es demasiado útil para mejorar el ingles

Estudiante 10: más o menos porque yo para el inglés soy un poco flojo

Estudiante 11: si

Estudiante 12: No casi, porque en los audios no era muy entendible el habla de ellos.

Estudiante 13: si, keys y algunas mas se me ha olvidado

Estudiante 14: si, algunas palabras, no todas, en el audio, aprendí nuevas palabras y a pronunciar muy bien

Estudiante 15: Pues si porque algunas que no sabía cómo se pronunciaban se me dificultaban para decir la palabra

Estudiante 16: no me acuerdo cual

Estudiante 17: Algunas no todas

Estudiante 18: Si pero gracias a lo que decían ahí tuve un mejor funcionamiento para aprender

Estudiante19: Si, muchas

Estudiante 20: Si distintas palabras y muchas frases

Estudiante 21: Si algunas palabras no sabía pronunciarlas

Estudiante 22: No, no aprendí ninguna

Estudiante 23: si aprendí a pronunciar ciertas palabras y a entender otras que no sabía

Estudiante 24: Si, de hecho gracias a los diferentes audios me di cuenta que hay palabras que suenan casi igual y se escriben diferente y prendí a pronunciarlas

Estudiante 25: Si habían unas palabras que no sabía pronunciar y con Quía mejore la pronunciación.

Estudiante 26: SI como por ejemplo lighter (encendedor) y otras más.

Estudiante 27: No, no pude aprender nuevas palabras en la grabación, la señora hablaba muy rápido y se me dificultaba aprenderlas.

Estudiante 28: Si, como por ejemplo Diana /daiana/ - Mobile – those – perfume – camera-computer entre otras

Estudiante 29: Si porque habían unas palabras que pronunciaba mal pero con quía aprendí a pronunciar

Estudiante30: Si los audios me ayudaron mucho en la pronunciación de palabras

Estudiante 31: si, love, mouse y ruler.

Interviews

Estudiante 1

Entrevistador: ¿Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S1: fueron fácil porque a medida que iban hablando seguían el texto tal y como era, era solo poner A, b, c y d o la palabra que fuera

Entrevistador: ¿fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? ¿Por qué?

S1: fue más fácil trabajarlo con la herramienta porque uno seguía más y si uno no entendía muy bien en audio pues uno volvía a ver y pues uno digamos si no entendía una palabra pues usábamos como el traductor de Cambridge que tú nos habías dicho y se me hizo más fácil con la herramienta porque es más claro.

Entrevistador: ¿desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? ¿Por qué?

S1: pues si porque cuando sale el audio va un poco lento y uno como que entiende más y no porque a veces hay palabras que ve uno en el texto y piensa que van a decirlas tal y como está en el texto

pero es diferente pronunciación entonces uno se confunde pero chévere porque va un poco lento y uno entiende más.

Entrevistador: es mucho más lento con relación al inglés que se maneja en la clase?

S1: si un poquito

Entrevistador: no, no se sientan coaccionados contesten con lo que ustedes opinan.

Entrevistador: ¿en qué le ayudaron las actividades trabajadas en Quía?

S1: pues en mi punto de vista me ayudo porque en la actividad numero 2 salía algo de traducción entonces y es bueno porque ahí uno aprende palabras, y en esa misma salía una ahí debajo de memoria por que salía una charla entre unos señores y entonces uno tenía que decir ahí cual era la palabra que estaba diciendo tal persona, y buena también en los fallos porque uno también educa bien el oído para palabras o cuando uno tenga digamos una emergencia o en un trabajo o algo tenga que aprender uno ingles una llamada de un extranjero o algo.

Entrevistador: recuerdas alguna palabra que hayas visto en las actividades?

S1: de esa me acuerdo que había una de encendedor, USB

Entrevistador: y como se dice en inglés?

S1: pues me acuerdo de llaves que era Keys

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S1: pues yo en mi punto de vista pues yo me siento yo sentía que yo era como yo soy muy malo para el inglés entonces pues en esa actividad de Quía pues yo sentí que pues no soy tan malo y de pronto tengo el buenas cualidades o capacidades para el inglés y entonces uno ahí uno como que

eso le ayuda pa demostrar que uno como que si es capaza de entender las cosas y que uno que no

que uno es malo pues de pronto eso le hace cambiar de idea que uno si puede en cambio hay uno

si puede y si sabe.

Entrevistador: seguiría utilizando Quía en un futuro para seguir practicando como escuchar en

inglés? Y por qué?

S1: pues yo si seguiría utilizando Quía para saber más educar el oído y poder entender como más

dialectos entre nativos y más diferentes acentos del inglés, entonces por mi parte yo si seguiría

utilizándolo pero en parte a veces es como un poco no entendible porque dicen cosas como muy

raras que uno no puede entender entonces de pronto si la seguiría usando.

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S1: la actividad que más me gusto de QUIA fue la numero dos porque hubo de todo un poquito

digámoslo así porque hubo un poco de traducción de memoria y de escuchar bien el audio porque

en la de traducción salía traducir algunas palabras digamos que cámara, llaves, USB, encendedor

entre otras cosas, también salía de una memoria de unas charlas entre unas personas, entonces de

paso uno ahí aprendía el audio y lo de la memoria.

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por qué?

S1: la más fácil fue para mí la, la más difícil fue para mí como la numero 1 porque era como de

entender el audio un poquito porque a veces no habían muchas palabras para entender muy bien

entonces tocaba como volverlo a poner volverlo a poner y como eso algunos no lo habían hecho

pues era como perder digamos lo así perder tiempo pero en parte no porque uno aprendía mas y podía entender más el dialecto.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S1: la más fácil es para mí fue la numero 2 porque era de traducción entonces como que ahí uno como que uno ya conocía unas palabras que eran como un poquito fáciles entonces uno digamos que hay algunas que lo que cambian digamos en español en ingles por poder decir una letra poder decir cámara en español se escribe cámara en cambio en inglés es CAMERA entonces no cambia mucho la diferencia entonces fue una de las más fáciles que me pareció.

Entrevistador: ¿cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? ¿Por qué?

S1: pues yo diría que si seria útil para una persona que no entienda por que digamos que digamos que empiece así normal que sea muy malo muy malo pues ahí le empiezan a salir las respuestas entonces el hay puede empezar a entender y con el audio pues ahí ya va aprendiendo como educando el oído como para un dialecto o algo entonces si me parece una buena herramienta para que alguien que no entienda nada si aprenda.

Entrevistador: que vocabulario nuevo aprendió en QUIA?

S1: pues yo aprendí que LIGHTER se decía encendedor, que LIGHTER se decía encendedor porque ni tenía la menor idea de cómo se decía encendedor y pues la memoria USB que uno utiliza pues como hay cosas que uno también se dice en español y en ingles lo mismo pues yo también pensé que era USB pero no.

Entrevistador: ¿qué más aprendiste, que palabras nuevas que te acuerdes, ahorita decías algo de la cámara, como se escribe?

S1: ah pues como se escribía, se escribe camera

Estudiante 2

Entrevistador: Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S2: para mí fue como más fácil, me ayudaron a responder las preguntas

Entrevistador: Cual fue la más fácil que respondiste

S2: La #1

Entrevistador: que tenia de temas?

S2: esta, la cámara en inglés, la USB, las llaves,

Entrevistador: fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? Por qué?

S2: para mí fue más fácil la herramienta porque es más o menos con lo que dijo _____ más o menos yo acá en clase yo nunca entiendo entonces allá me ayudo más o menos a mi

Entrevistador: porque te ayudo?

S2: me hizo entender más, sea yo estaba ahí atrás no se oía tanto, se oían algunas cosas pero

Entrevistador: como te ayudo? Que fue lo diferente de haber trabajado estos temas en la clase y la diferencia entre haberlos trabajado también en la herramienta, como te ayudo? Mejor la herramienta que entendieras más en clase según en lo que acabas de decir.

S2: la herramienta me ayudo más en clase porque ahí uno leía y volvía, uno si no entendía lo volvía a leer, pero ahí en clase lo borraban y de una vez y no se veía desde el tablero por la luz y eso.

Entrevistador: desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? Por qué?

S2: a mí me parece que si, por que si uno no entiende, uno lo vuelve a repetir y a repetir hasta que uno lo entienda y así nos ayuda a responder todas las preguntas que uno tiene.

Entrevistador: en que le ayudaron las actividades trabajadas en Quía?

S2: aprender mucho más la dinámica, nos ayudó a usar como nuevo vocabulario y también aprender las, aprender a pronunciarlo y todo eso.

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S2: bueno para mí para aprender nuevo vocabulario y muchas palabras que no conocía y que y que lo malo es que lo hacían muy rápido, sería como hacer

Entrevistador: pero como te aporto la herramienta? Después de utilizar QUIA que cosas buenas y malas encontraste sobre ti misma del escuchar?

S2: malas porque algunos de mis compañeros no me dejaban oír bien y todo eso por eso no alcance también, buenas eh aprendí cosas nuevas

Entrevistador: seguiría utilizando QUIA en un futuro para seguir practicando como escuchar en inglés? Y por qué?

S2: emmm si porque si un día uno tuviera unos hijos y casi no sabrieran de ingles uno le podría poner esa página y ahí podrían aprender mucho más y uno enseñarles lo que aprendió.

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S2: ehh a mí me gusto al 3 por que ahí enseñaban muchas palabras y el audio era fácil para entender y ahí me enseñaban todo lo que uno podía responder en las preguntas

Entrevistador: porque era fácil de entender el audio?

S2: emmm por que no lo decían tan rápido como en las otras, porque las otras yo casi

Entrevistador: de que trataba la actividad 3

S2: la 3 era de no me acuerdo, pero si me gusto puedo decir algunas de las cosas, era para traducir escuela y fuerza, algo así

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por qué?

S2: las difíciles me parecieron las ultimas, la 5 y la 4 no entendía bien el audio entonces lo volvía a repetir y hasta como a la cuarta o quinta por ahí la entendí

Entrevistador: que no entendías?

S2: la a veces la pronunciación un poquito la pronunciación.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S2: la más fácil que me pareció fue la 2 ahí aparecía para trad ahí para darle la traducción a los objetos y la pronunciación de ahí de eso me pareció más comprensiva y ya

Entrevistador: cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? Por qué?

S2: eh para mi si que el que no entiende nada puede ahí comprender mucho más en como por ejemplo para mí, es que acá casi no comprendía entonces allá en la sala de informática pude comprender mucho más, y el audio me ayudó mucho y ya.

Entrevistador: que vocabulario nuevo aprendió en QUIA?

S2: eh yo el encendedor eh yo ahí no sabía más o menos como se decía ehhh aprendí varias cosas como se pronunciaban

Entrevistador: pero que aprendiste a pronunciar?

S2: por eso el encendedor

Entrevistador: o que palabra aprendiste a escribir?

S2: palabra escribir, yo que me acuerde cámara, pero bueno eso es lo único que casi aprendí, en el audio casi no entendía entonces yo lo volvía a repetir.

Estudiante 3

Entrevistador: Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S3: fueron fáciles, aunque a veces había unas que hablaban muy rápido

Entrevistador: fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? Por qué?

S3: me pareció mejor con la herramienta porque entendía, ya que era como más didáctico y con en actividades

Entrevistador: desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? Por qué?

S3: si por que como que se escucha más claro y lo puedes repetir cuantas veces quieras.

Entrevistador: en que le ayudaron las actividades trabajadas en Quía?

S3: desde mi punto de vista pudimos repasar temas anteriores que tal vez habíamos olvidado, y a la vez que veíamos los audios podíamos aprender nuevos vocabulario y palabras que tal vez no sabíamos.

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S3: emmm eh después de utilizar QUIA pude aprender mucho más el lenguaje y ahora comprendo mucho mejor las cosas, y con los audios más vocabulario

Entrevistador: que cosas malas y buenas te pasaron al escuchar después de que trabajaste en QUIA?

S3: pronuncio mejor y pues entiendo palabras que ante no.

Entrevistador: seguiría utilizando QUIA en un futuro para seguir practicando como escuchar en inglés? Y por qué?

S3: emm si me gustaría porque puede aprender mucho más y puedo seguir mejorando en mi inglés.

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S3: a mí me gustaron la 4 y la 3 porque tenían muchas cosas y también teníamos que traducir los objetos

Entrevistador: muchas cosas, que cosas tenia?

S3: eh digamos teníamos que rellenar espacios en las oraciones, teníamos que buscar cual era la correcta.

Entrevistador: de que trataba la actividad 3 y 4?

S3: de la familia, de mama papa.

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por qué?

S3: me pareció difícil la quinta porque había un cuadro que tocaba poner las palabras para los chicos y siempre que cualquiera que yo ponía, nunca me la aceptaba y no.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S3: la más fácil me pareció que fue la uno y por qué tenía básicamente solo audio y era solo escucharlos y responder.

Entrevistador: cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? Por qué?

S3: para mi si es muy útil para una persona que no sabe tanto porque hay lenguaje muy variado y lo puede estudiar más y con los audios puede escuchar más vocabulario y además en el salón no ponen atención y por eso es que no comprenden los temas y en sala ya que les gusta tanto los computadores pueden aprender más, poner atención.

Estudiante 4

Entrevistador: Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S4: yo pienso que estuvieron bastantes fáciles, fueron específicos con las preguntas y las respuestas no eran necesario que fueran muy claras de acuerdo a lo que se preguntaba

Entrevistador: fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? Por qué?

S4: pienso que además de ser una idea innovadora puede que, puede significar como, un nuevo tipo de explicación para los profesores de, en la actualidad.

Entrevistador: desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? Por qué?

S4: pues yo digo que sí y no, aunque se manejan diálogos cotidianos que ayudan a comprender sus bases, esto significa que no se pueden ordenar lo que se habla en este.

Entrevistador: en que le ayudaron las actividades trabajadas en Quía?

S4: pues Quía me ayudo a evolucionar e implantarme vocabulario entre mis conocimientos, pero esto no significa que no intente mejorar o reforzar lo visto en clase con la profesora.

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S4: pues QUIA me genero una buena pronunciación y en cuanto a la parte gramatical mejore bastante desde la última vez y me gustaría que se manejara más a menudo en cuanto a los (inentendible)

Entrevistador: seguiría utilizando QUIA en un futuro para seguir practicando como escuchar en inglés? Y por qué?

S4: pues en un futuro claro que si pues esta herramienta mejora demasiado el vocabulario y además tiene actividades muy didácticas para los estudiantes

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S4: pues yo pienso que la mejor de las actividades y aunque haya sido muy básica fue la primera por que se manejó más el audio que en cuanto imágenes y cosas así.

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por qué?

S4: pues yo apoyando la idea de mi compañera pienso que en cuanto al cuadro se debió como que mejorar o cosas así por el estilo y en cuanto al audio contradigo la idea de mi primer compañero porque realmente pues el audio sé que no era muy claro a veces pero pues yo por ejemplo entendía muy bien lo que me decía, aunque me tocaba repetir era por que ponía cuidado a una cosa y después a la otra y así.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S4: pues a mí también me pareció muy fácil la primera en cuanto porque el audio era básico era algo que realmente ya se entendía desde no se desde primaria nos enseñaron ese vocabulario, y además las palabras que se manejaban pues pienso yo aunque si habían algunas que algunos compañeros no entendían pues creo que por el sentido de la palabra se entendía demasiado bien.

Entrevistador: cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? Por qué?

S4: eh pues yo pienso que es bastante útil pues, de pronto porque mis compañeros cuando tienen dificultades y como actualmente es muy utilizado el computador deben estar más acostumbrados y se sienten como en su zona de confort cuando manejan estas herramientas

Estudiante 5

Entrevistador: Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S5: en mi opinión no fue tan fácil ni tan difícil porque unos eran fáciles de entender no había problemas para entenderlos, pero unos se escuchaban como muy confuso, ya que se mezclaban muchos diálogos entonces no sabias que decir por que como que perdías la línea donde iba por que la persona que hablaba muy rápido y pronunciaba palabras de una forma extraña por lo que ellos hacen con unas como en Fire entonces uno quedaba confundido.

Entrevistador: fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? Por qué?

S5: en mi opinión yo ni voy ni tanto por una ni por la otra, porque cada una tuvo sus ventajas, por ejemplo en la herramienta si no entendíamos podíamos repetir el texto, o teníamos directo el texto

y el audio, pero digamos en la clase también puede ser mejor porque profe porque se pronuncia así y se escribe de tal forma o cosas así, yo creo que ambas tienen sus ventajas.

Entrevistador: desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? Por qué?

S5: para mi si lo es porque pues el audio está grabado y pues digamos tu puedes escucharlo las veces que lo necesites para entender, pero digamos tiene sus desventajas porque por ejemplo tú no puedes estar pendiente de todo si pero por ejemplo profe porque esto se pronuncia así o que significa esto, es más como el defecto pero es una buena herramienta porque podemos escuchar muchas veces el audio hasta poder ordenar y acostumbrarnos a escuchar audios en ingles más rápido o con un diferente centro.

Entrevistador: en que le ayudaron las actividades trabajadas en Quía?

S5: para mí, ósea me ayudo a escuchar otros acentos, ya que podríamos decir que al escuchar los nuevos acentos y también los de la profesora eh pues podemos como practicar eso de escuchar las diferentes formas de que se puede pronunciar una palabra según de donde sea la persona porque hay estados donde tienen otros acentos, porque se me hizo que tenía un vocabulario muy pobre o nosotros ya lo conocía.

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S5: para mi digamos eh al escuchar audios en QUIA pues siento que digamos pues en no es tan difícil escuchar ingles porque muchas veces cuando uno veía como una película o algo en ingles

ósea subtitulada, uno decía uno no entendía uno decía, eso es inglés? Pero digamos QUIA al tener acento de un estadounidense o ingles no se digamos uno como que ya empieza a cogerle como la costumbre y entender lo que está diciendo entonces para mí sí.

Entrevistador: seguiría utilizando QUIA en un futuro para seguir practicando como escuchar en inglés? Y por qué?

S5: para mi yo creo que si lo podría usar en un futuro pero más en un estilo de repaso por que digamos pues yo actualmente digamos yo lo que hago es ver, digamos así sea una película en inglés y en español verla en español pues para entender no? Y luego la veo en inglés para ver qué tanto es la diferencia del doblaje y todo eso, entonces para también como para repasar el mismo audio si? Entonces yo vería QUIA como algo parecido como un repaso no tanto así como una herramienta que sería elemental para mi futuro pero lo veo como un repaso entonces yo si la utilizaría.

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S5: eh digamos a mi unas en particular que me gustaban mucho era cuando una persona leía prácticamente o contaba en el audio un texto, un párrafo súper largo por que digamos en el párrafo decía digamos I'M que es la contracción de I AM pero él lo decía rápido entonces tu como que no lo escucho entonces lo repetías hasta que escuchabas la palabra y pudieras entender otra forma de pronunciar o como seria si hablaran rápido en inglés como nosotros si, por que nosotros digamos cuando practicamos inglés es hello my name is, pero si fuera rápido hello my name is, entonces sería como más entretenido, y me gustaba más ese que leían y tú también rellenabas en la rayita que decían porque te hacia reforzar mucho lo que entendías.

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por qué?

S5: eh para mí la que más difícil me pareció fue la quinta en si toda en general por que digamos había uno del cuadro que era chico o bueno que palabras eran de chico entonces digamos PET pues lo confuso que la palabra en español suena como mascota ósea uno dice el mascota pero la mascota tonces pues yo no lo coloque pero decía que si era raro pero también había otro que era la familia entonces él decía, yo soy tal persona mi padre es tal pero fue confuso porque él lo decía de una forma que no se sabía quién era el cómo hasta el final por que digamos yo quería empezar por el entonces él no decía entonces yo era como que hago aquí pero hasta al final más o menos entendí.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S5: en mi punto de vista una de las más fáciles para mí era la de las imágenes de escribir pues no sé por lo que yo suelo hacer es escribir mucho y leer mucho en ingles ósea de por si yo leo muchos libros en español me gusta leer, leerlos en inglés para ver la diferencia tonces yo ya estoy muy acostumbrado a ese tipo de objetos o en la programación que es parecido que es en ingles todo entonces en la programación todo es en inglés entonces y menciona todos los objetos por ejemplo camera o USB entonces ya estoy acostumbrado a eso entonces se me hizo súper sencillo.

Entrevistador: cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? Por qué?

S5: eh yo creo que si por que digamos alguien que no sepa nada podría simplemente abrir buscar algo fácil y luego si ir avanzando porque yo creo que los ejercicios de audio son súper buenos

porque si tu empiezas por ambos por escritura y por audio pues vas a desarrollar los dos al mismo tiempo y puedes mejorar no como digamos yo que lo primero que fue escritura y cuando a audio Jum entonces me toco repasar luego eso del tema después sí, pero yo creo que si alguien empieza y repasa ambos yo creo que si podría mejorar.

Estudiante 6

Entrevistador: Que tan fácil o difícil de entender fueron las grabaciones de Quía?

S6: pues las primeras son demasiado fáciles, era seguir el texto, ósea me trabe mucho porque habían contracciones ósea ese como I˙M yo decía como que es eso, ósea hablaban demasiado rápido, ósea hablaban muy rápido y yo era como páusela, y que dice ósea y yo decía, esta significa tanto y ósea un este que tiene mi hermano que tiene un micrófono que tiene mi hermano y aparece la palabra cuando uno la dice entonces yo dije, hay es así.

Entrevistador: fue más fácil practicar los temas de las actividades en la herramienta o en la clase, debido a que los temas que vimos en la herramienta fueron los temas que ya habíamos visto al inicio de la clase y temas que ya habíamos practicado esos días entonces en relación a eso que fue más fácil, trabajarlo en la herramienta o trabajarlo en la clase? Por qué?

S6: eh, pues a mí me parece que la herramienta es como una ayuda, es un imágenes para ayudar, en cambio en clase es como aprendió o no, ósea dígame lo que aprendió, que se le quedo, si ósea si, entonces es más como un apoyo ósea me gusta más en clase

Entrevistador: desde su punto de vista es Quía una herramienta apropiada para escuchar en inglés? Por qué?

S6: pues Quía me parece que es una herramienta buena para el audio, ósea, a mí me gustan muchas las contracciones, ósea hay una contracción con una vocal en la que yo le dije profe que no entendía

Entrevistador: Contraer I am con I´M

S6: si esa y no es que lo decía IM sino otra cosa entonces esas contracciones ósea un vocabulario más avanzado o habían palabras por ejemplo no las que uno usualmente dice sino palabras diferentes.

Entrevistador: en tu opinión, es Quía apropiado para escuchar en inglés?

S6: Si

Entrevistador: por qué? Por qué crees que sea buena para escuchar en ingles, o por que creer que no sea buena que sea mala para escuchar en ingles

S6: ósea es que tiene unas desventajas y desventajas, por ejemplo en un examen le hacen a uno por ejemplo profesora tiene un límite de tiempo para la canción, tenía solo dos veces, mientras que ahí tenia oportunidades de hacer el quiz ósea mucha gente volvía y lo hacía entonces copiaban las respuestas.

Entrevistador: en que le ayudaron las actividades trabajadas en Quía?

S6: ósea a mí me ayudó mucho en las contracciones, en palabras como, habían demasiada palabras que tenían, ósea era completamente diferente a como estaba escrito ósea era algo a la vez como ósea, aprendí a esto sí, y algo que me gustaba mucho era que era un quiz audio, ósea tu sabes, puedes hacerlo ósea y también ósea, uno escribe mucho, ósea para una evaluación yo me aprendo

las palabras see you, nos vemos más tarde ósea pero aquí no, ósea uno solo es de audio, como se dice, entonces fue algo diferente.

Entrevistador: ok siguiente pregunta que características buenas y malas encontró después de practicar el escuchar en ingles en QUIA?

S6: a mí me paso fue el revés de duver ósea duver dijo que no le entendía a la profe y a ella si ósea a mí fue al revés porque allá ósea un poco avanzado y un poquito también rápido cambio la profesora le deletrea a uno las cosas y no usaba tantas contracciones, malas pues para mí fue como un repaso ósea y lo único fue que las contracciones y algunas palabras que eran diferentes a la gramática.

Entrevistador: seguiría utilizando QUIA en un futuro para seguir practicando como escuchar en inglés? Y por qué?

S6: lo usaría pero buscaría otras, ósea buscaría un nivel más alto, ósea es que QUIA es como pa principiantes ósea si ósea, ósea una página que sea más avanzada que esa sí pero claro que la utilizaría pero me gustaría ósea si uno puede buscar a un profesor que sepa ósea de allá si no, ósea que él sea más avanzado y si mire, ósea sí.

Entrevistador: cuales actividades le gustaron más de las trabajadas en Quía? Por qué?

S6: a mí me gusto las actividades 1 y 2 ósea la primera ósea no por lo fáciles si no que ósea la pronunciación se detallaba más y ósea era más lenta la esta.

Entrevistador: cuales actividades fueron las más difíciles de resolver en QUIA? Y por que?

S6: eh pues para mí la verdad la más difícil fue la quinta porque pues el audio no se escuchaba ósea uno lo escuchaba bien pero las palabras me confundían mucho entonces a mí me pareció que a mí me tocaba repetir muchas veces el audio para poder entenderlo.

Entrevistador: cuales actividades fueron más fáciles de resolver en QUIA? Y por qué?

S6: para mí la segunda también fue la más fácil ya que también por las imágenes uno se guiaba y uno ya conocía las frases y todo por eso yo creo que fue una de las más fáciles.

Entrevistador: cree usted que el haber practicado el escuchar en un ambiente diferente como QUIA es útil para estudiantes con dificultades para entender en inglés? Por qué?

S6: eh yo creo que QUIA es una técnica muy buena para los que tiene dificultades en ingles ya que trae muchos ejercicios para aprender y desarrollar para los que no saben, además lo que dijo Víctor el audio nos ayuda mucho con eso desarrolla para escribir y el audio para escuchar.

Appendix #5

Tasks in the Virtual Learning Platform "QUIA"

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Task #1

Listen to the conversation and answer the following questions:

1. What is the girl's name? (3 points)
   Play audio
   - Angela
   - Angelique
   - Angelica

2. Where are they? (3 points)
   - In a park
   - In a restaurant
   - In a coffee shop

3. What moment of the day is (3 points)
   - Morning
   - Afternoon
   - Night

4. How did the conversation start? (3 points)
   - Hi, my name is...
   - Hi, I am...
   - Hi, how are you?

5. Listen to people talking in the park and complete

   - What is your name?
   - My name is [   ]
   (3 points)
   Play audio

6/12/2015   Quia - Task #2

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Task #2

Complete with the right words

Go to the gym
Drive
Go to the School
Eat
Go to Bed

1. [   ] (3 points)

2. [   ] (3 points)

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Classes	
Activities	1. Match the actions in column A with places in column B **(10 points)**
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1. Match the actions in column A with places in column B **(10 points)**

[▾] Play soccer   a. At night club
[▾] Go to cinema   b. In the kitchen
[▾] Play videogames   c. At home
[▾] Study english   d. On the mall
[▾] Dance   e. In the bar
[▾] Cook   f. At college
[▾] Play the guitar   g. At stadium

2. 1. listen to the conversations below and tick the correct answer

- Are they talking about a TV show? **(4 points)**
Play audio
○ True
○ False

3. - Does Martin like playing soccer? **(4 points)**
○ True
○ False

4. - Does Marco like listening to music? **(4 points)**
○ True
○ False

6/12/2015   Quia - Task #5

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Task #5

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1. Choose the words using to named girls or boys, acording to the family members

   words to name boys **(10 points)**
   ☐ brother
   ☐ aunt
   ☐ pet
   ☐ father
   ☐ cousin
   ☐ grandfather
   ☐ mother
   ☐ husband

2. Words to name girls **(10 points)**
   ☐ sister
   ☐ wife
   ☐ butterfly
   ☐ daughter
   ☐ cousin
   ☐ aunt
   ☐ father
   ☐ grandmother

3. Listen the description of each member of the picture and write their names according the description.