Reflective Checklists to Raise Listening Skills' Consciousness Through A WebQuest at CCA

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Abstract

This research project, developed at the Centro Colombo Americano, emerged from the difficulties that B2 students from one of the English courses were having concerning their listening skill at the beginning of the second semester of 2016. Since they were capable of understanding audios from the textbooks, but were unable to understand real-life conversations in English, the researchers of the current study decided to carry out a project which main objective was to determine the contributions of reflective checklists as a tool to raise consciousness in listening skills through a WebQuest. As far as the methodology used in this project, its researchers decided to give it a qualitative approach, where the participants' opinions could be taken into account. After the implementation of the current project, it was found that the participants were more conscious of the way they approached a listening exercise than before the study was implemented.

Key words: listening skill, listening micro-skills, reflection, WebQuest.

Resumen

Este proyecto de investigación, desarrollado en el Centro Colombo Americano surgió de las dificultades que los estudiantes con nivel B2 de uno de los cursos de inglés tuvieron respecto a su habilidad de escucha al comenzar el segundo semestre de 2016. Debido a que ellos podían entender los audios de los libros de texto, pero no podían entender conversaciones en inglés de la vida real, los investigadores a cargo de esta investigación decidieron llevar a cabo un proyecto cuyo objetivo general fue determinar las contribuciones de los checklists reflexivos como una herramienta para incrementar la conciencia en las habilidades de listening a través de una

WebQuest. En cuanto a la metodología utilizada en este proyecto, los investigadores lo abordaron desde un paradigma cualitativo, en el que las opiniones de los participantes se tuvieron en cuenta. Después de la implementación de este proyecto se encontró que los participantes se concientizaron más de la forma en que abordaron un ejercicio de escucha que antes de que el estudio se implementara.

Palabras clave: habilidad de escucha, micro-habilidades de escucha, reflexión, WebQuest.

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Chapter 1: Introduction

Through the years, it has become more evident that language learning, especially English as a foreign language, has evolved to accomplish the needs that a globalized system demands. As a result, a very large population of English language learners has emerged, and with it the need to overcome any difficulty that might hinder the mastery of the English language. Among the difficulties that can be found in EFL learning, there is one in particular which has been a major concern for learners, and it is the ability to understand everyday conversations in English.

Consequently, the focus of this study is to help learners be more conscious in regards to how they approach the listening skill through especially designed activities that were implemented in six virtual sessions with twelve students from Centro Colombo Americano (CCA), downtown branch, in Bogota, Colombia. Based on observations there, it can be said that at the beginning of the study, those advanced learners (B2) still had some gaps between what they could understand from a listening exercise taken from the course book and what they should be able to understand from authentic materials and podcasts taken from the internet, which is closer to everyday speech.

The support for the previous claim relies on the attitudes that learners had when they listened to a video blog on YouTube in which the speaker talked at a natural speed. During the exercise, learners seemed a bit confused, and when they were asked if the listening was difficult to understand, their response was affirmative. On the other hand, if learners were to listen to an exercise from the course book, they would understand everything that is said in it without any

trouble. It was in that moment when the realization that learners needed some help with their listening skill came to be the focus of the present study.

A specific approach is already used in that institution, which is the task-based learning with a communicative focus and communicative tasks. This is a proper learning environment which fosters elicitation, inductive teaching, discovery learning, and allows classes to be student-centered. But what happens with the listening skill? The previous description works fine for communication, but the problem is that when it comes to the listening skill, there is not enough time to practice, because it only takes a short moment during the class and the material that is used to practice it is only three minutes or shorter, and the language used in the exercises is somehow limited compared to what students should be able to understand from natural spoken English.

This is when the idea of implementing different kinds of authentic materials to work with the listening skill and ways to approach them emerged. In this study, learners were provided with authentic listening materials such as YouTube videos, audios where the speakers communicated naturally, and podcasts which had the potential to challenge the way students practiced their listening skill aided by the use of reflective checklists, which in turn, served as a reflective strategy that helped learners to be more aware of their progress in this skill, as they said in the focus group sessions at the end of the implementation.

In the first place, this work contains a literature review that serves as a way not only to know about the literature that has been previously done concerning the listening skill, but also a light in terms of methodology, interesting materials or instruments that were taken into account

in the development of this project, and also they provided more useful literature in regards of this current study. The studies that are included in the literature review were conducted using the three kind of research approach according to Johnson & Christensen (2014): qualitative, quantitative, and mixed research.

In addition, the theoretical framework is included in order to review the main concepts that were involved in the development of this work. It contains three key constructs that are necessary to understand the meaning of this project. Those are: reflective practice, listening skill and a derivation which is listening skills (referring to the micro-skills in listening), and WebQuests. Also, these concepts provide the researchers with the necessary tools to determine the limitations of this study, to analyze the phenomena surrounding the constructs and to discern what can be included in this research project.

Casting aside other studies and now focusing more on this current one, the chapter after the literature review describes the research design that includes the research paradigm, the approach, the setting, the participants and the instruments that were used for the development of this project. Each instrument is defined and explained as well as the way they were used in the implementation of this study.

Continuing with the description of this study itself, the reader is provided with the description of the implementation, which includes the visions of language, of learning, and of classroom; the instructional design; an exploration through the lesson planning stage, including virtual and face-to-face sessions; a reconnaissance into the reflective checklists with description

and steps followed in this project; and the justification of the use of authentic materials in this project.

After having read chapter four, the reader can find that in the following chapter, which is number 5, the researchers dealt with the results of the implementation of the current research project and a description of the methods that were used to analyze the data obtained in the pedagogical intervention. In addition to this, the reader is provided with some visual aids to help them have a graphic representation of the analysis of the data collected.

Finally, a report on the relevant findings, the pedagogical implications, the limitations, and further research is given for the reader to know how the research project went through the implementation and about its conclusions as well as suggested ideas for further research on the same subject that this research project dealt with.

Justification

Within the scope of EFL, the mastery of English for learners does not only mean having a successful oral production, it also means that during the exchange of information the speakers should be able to properly understand each other's messages encoded in an array of words and sentences in order to communicate effectively. As reported by Córdoba, Coto & Ramírez (2005), the listening skill is of major importance because people do not simply talk just for the sake of it; rather, adding the act of listening to the other person while they are talking is what gives value and meaning to the conversation.

Therefore, based on the importance that the listening skill has when learning a foreign language, and given the fact that the group of participants of this study were struggling with

understanding natural conversations in English different from what they used to listen from the course book, the researchers in this study decided to implement a questionnaire which served as a needs analysis stage and as a basis for the development of the study.

The questionnaire had a set of questions in which students were asked about the actions they usually carried out before, during and after listening exercises. In the "during" listening stage, the participants were asked about three specific micro-skills in listening exercises, being: listening for general information, listening for specific information and listening to nonverbal clues. In this stage, the most predominant micro-skill used by the participants was "listening for specific information", followed by "listening for general information", which were recognized by them due to the Colombo's methodology. Lastly, there was the "after" listening stage where students had to look for what their incorrect answers were on each listening exercise that they developed per module.

As a consequence of analyzing the results mentioned above, the researchers chose to focus this study on using reflective checklists to help learners reflect upon their listening skill through a WebQuest while they became more conscious of their strengths and weaknesses during the process of working with the three listening micro-skills mentioned in the needs analysis stage.

Research Problem

This project was conducted with twelve B2 level EFL learners studying English at Centro Colombo Americano, where all the abilities to learn English as a foreign language are fostered in every class. Because of this, it is important that learners be trained in the listening skill in order

to become competent language users, especially in advanced levels, where the focus is to give learners the necessary tools to understand natural conversations in English.

In this particular case, learners feel somehow secure with the audios that the book has, partly because these audios are slower, clearer, have visual aids as well as the script, etc., and in this way they feel confident. But when it comes to a natural and more complex talk, learners feel stuck from the beginning and they feel unwilling to continue trying. For example, when learners are presented a video with somebody talking, and they have not taken the time to practice the listening ability reflectively, they feel confused. This complex and not easy to understand language described above is defined by Jacobson, Degener & Purcell-Gates (2003) as *authentic material*, which is a material designed with non-pedagogical purposes.

That is why the participants were asked to answer the questionnaire in the needs analysis stage, because from their responses the researchers were able to spot their perceptions on the listening exercises played in class and the habits they had to practice the listening skill at home, and based on the results, which showed that the participants needed to be more attentive about the way they approached listening exercises, it could be understood that a space to raise consciousness in the participants' listening skill was needed so that they could understand more complex audios, and that the way this could be accomplished was by using reflective checklists, where the participants could become more aware of their actions whenever they did a listening exercise.

Having said all this, it is clear that the group of students that were part of this project lacked reflection on the listening skill, and because of that, it was an aspect to seek for and

therefore a need on that area was identified. Therefore, the research question presented next was set as an attempt to give answer to the issue that this research involves.

Research Question

What is the contribution of reflective checklists as a tool to raise consciousness with three listening micro-skills in a group of intermediate EFL students at CCA through a WebQuest?

Research Objectives

General

- To determine the contributions of reflective checklists as a tool to raise consciousness in three listening micro-skills in a group of intermediate EFL students at CCA through a WebQuest.

Specific

- To identify if the participants recognized the three listening micro-skills of listening for general information, listening for specific information and making inferences

- To recognize the most common perceptions that learners had towards reflection through the reflective checklists

- To describe the contributions of using a WebQuest with the group of B1 learners.

- To analyze the effects of reflection on the group of B1 learners on the three listening micro-skills

Chapter 2: Theoretical Framework

This literature review serves the purpose of giving a deeper understanding on how EFL learners can be more conscious on their listening practice. In addition, some studies concerning listening micro-skills and WebQuests are examined with the intention of offering different insights from other researchers, and at the same time some of the authors' theories are taken into account to know what has already been researched and to take contributions that might be beneficial for the present study.

Literature Review

The first resource by Rezaei & Hashim (2013) quantitative, was aimed at giving students awareness about the most frequently used listening micro-skills in an EFL context where the listening skill was not the strongest area amongst learners. In order to carry out the study, the researchers needed to clarify what exactly were the listening micro-skills that they wanted to give learners awareness about. Therefore, thirty experts and teachers from different universities and a group of 252 EFL female learners took part in the study which was made in Iran.

In contemplation of what Rezaei & Hashim (2013) wanted to do in their study, they decided to give answer to these questions: *"What are the most frequently used listening micro-skills used in the performing listening tasks in EFL context classes?; "Do awareness raising activities about listening micro-skills have any significant effect on the listening comprehension enhancement of the EFL learners?".* (p. 4-5)

To give answer to the first question, Rezaei & Hashim (2013) gave thirty experts from different universities a list of the most common listening micro-skills in the Iranian classes and

they had to rank them from the most useful to the least useful in the Iranian context. The results

indicated that there were ten useful listening micro-skills in total as shown in Figure 1 (below).

1- Ability to guess the meanings of unfamiliar words from the context
2- Listening for gist
3- Understanding cohesive devices
4- Listening for specific information and important details
5- Recognizing functions of stress and intonation in spoken language
6- Listening to discriminate between distinctive sounds
7- Ability to understand reduced forms of words in spoken language
8- Listening for key words
9- Recognizing the topic
10- Making inferences and understanding the speaker's purpose

Figure 1. List of listening micro-skills. (Rezaei & Hashim, 2013, p. 6)

Regarding the second question, Rezaei & Hashim (2013) reported that from 252 Iranian

female learners who took the Preliminary English Test (PET), 130 subjects who scored the

lowest were selected to be part of the experimental group as well as 122 to form part of the

controlled group. After the instruction was applied in both groups within 20 sessions, another

PET was administered, indicating that learners in the experimental group who received training

in the listening micro-skills did much better compared to the controlled group.

The similarities found between Rezaei & Hashim (2013) and the present study are that

both studies worked with the listening skill and that in a sense in both projects the aim is to raise

consciousness in the listening skill. On the other hand, the differences found between both

studies are easier to identify because in the current one the population is lower, the use of a

WebQuest is promoted to carry out the study; in doing so, autonomous work might have been

enhanced, and the use of reflective checklists were implemented to raise students consciousness

in the listening skill, whereas in Rezaei & Hashim's (2013) study none of these instruments were used.

Lastly, the important contribution that Rezaei & Hashim (2013) gave to the present study is that in order to organize the reflective checklists, researchers need to give learners a purpose for doing the listening exercise. In terms of this current study, three of the listening micro-skills, listening for general information, listening for specific information, and making inferences, were included in three different reflective checklists in order to give learners a specific purpose to do the listening exercise according to the micro-skill being implemented.

In a second resource, this time developed by Bohórquez & Jiménez (2015), it was found that their study, being a qualitative one, had the focus on providing a group of seventh graders from a school in Bogotá, Colombia with an online platform in order to practice the listening skill using task-based learning . Since the students showed some difficulties with their listening skill, Bohórquez & Jiménez (2015) decided to work with technology to give students a wider chance to practice their listening skill outside the limited boundaries of a classroom.

It is also important to mention that Bohórquez & Jiménez (2015) had the intention to work with some of the listening micro-skills (mentioned as sub-skills in their study) because they recognized that "when students are involved in the listening learning process the provided exercises need to direct students attention and interest to acquire [...] different sub skills within the Listening, specially listening in detail, for gist, and for specific information". (p. 23)

In the actual pedagogical implementation, Bohórquez & Jiménez (2015) stated that they worked with an online learning platform called "QUIA", where students had to develop six tasks,

and which they completed in three weeks since they were divided into two tasks per week. In the

tasks, the participants had the opportunity to work with topics from introductions, greetings, etc.,

to abilities. The tasks also were developed with the intention of giving students a pre stage,

where they could practice with new vocabulary. In the "while" stage, students were presented

with an audio where they had to use a given listening sub-skill in order to complete some

questions, and in the "task" stage, the participants were presented a situation and they had to use

the language studied in the same lesson in order to achieve a communicative goal.

Respecting the findings that Bohórquez & Jiménez (2015) reported about their study, it

can be said that the most relevant factor was that their participants showed improvement not only

in their listening skill, but also in other areas such as vocabulary and pronunciation. Another

important finding according to Bohórquez & Jiménez (2015) was that the use of a virtual

platform was beneficial for the participants as they stated that:

"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 ". (p. 66)

With reference to the similarities between Bohórquez & Jiménez (2015) and the present

study, it can be said that there are a couple of things which coincide. The first, and perhaps most

notorious aspect is that both studies are qualitative in nature, giving opportunities to the

participants of being more active within the studies. Other interesting similarities are found in

that both studies highlight the importance of working with the listening skill, and that one way to

approach it might be through the use of tasks completed with the use of virtual environments. And the last, but not least important similarity found was that both studies were concerned with some listening micro-skills.

On the contrary, the differences found between Bohórquez & Jiménez (2015) and the present study rest upon the fact that the focus in each study is completely different from one another. In Bohórquez & Jiménez (2015), it can be understood that the focus was to see the contributions of using a learning platform to work with the listening skill, whereas in the present study, the focus, as it has been mentioned before, is to raise students' consciousness in the way they approach listening exercises. Another main difference is that Bohórquez & Jiménez (2015) worked with a population of seventh graders from a school, while in the present study, the subjects were all adults from an English course.

Lastly, the contribution that Bohórquez & Jiménez (2015) gave to the current one, is that since they worked with some of the listening micro-skills, it became more evident for the researchers of the present study that working with different micro-skills is an appropriate way to approach the listening skill in an action research study. And since Bohórquez & Jiménez (2015) could apply the activities they had planned while incorporating some of the listening micro-skills, then it was clearer for the researchers of the present study that the use of listening micro-skills was actually possible to have as a way to raise students' consciousness in the listening skill.

In relation to reflection, a resource developed by Jannejad, Shokouhi, & Biparva (2012) was found where self-awareness is one of the main focuses of the study. The authors of this

research wanted to determine whether self-awareness helped learners to improve their listening skill. Besides, the authors intended to identify some of the most common problems or difficulties that learners face when listening to a foreign language.

In Jannejad et al.'s study (2012), the main purpose was to explore metacognitive strategies in the listening skill to explore their effects when facing a difficulty. But, what are the causes of those difficulties? It is explored in this work as well. One of the reasons that was found there was that listening is a big challenge for learners, according to Arnold, as cited in Jannejad et al. (2012), because it requires the understanding of new information rapidly.

There are three main problems, different from the one mentioned in the previous study. These three problems in words of Jannejad et al. (2012) explain why listening is difficult: learners do not understand the intended message, learners do not pay enough attention during the exercise, or learners do not recognize the words. And the main claim is that these difficulties could be addressed with learning strategies to help a low achiever approach the listening skill differently and to take advantage of the tools to do it.

Jannejad et al. (2012) conducted this study by making two groups with 70 students. One of the groups was the controlled group and the other was the experimental. They were classified according to their TOEFL tests results as less proficient or more proficient in terms of the listening skill (if students got scores below 55% were considered the less-proficient learners, and if they got scores above 55%, they were considered more-proficient learners). These groups were given some listening tests before, during, and after the process. During the process, the learners

were given ten sessions, where they had some activities to accomplish, and the last activities that they had to accomplish concerned self-awareness.

The difference found in the described study (Jannejad et al., 2012) with the present one is that the authors and conductors of this study did a deep analysis on the information processing system in order to detect what happens in a human brain when listening to a foreign speech. All this served the purpose of using controlled language processing accurately during listening exercises according to the human brain. Nevertheless, in the current work, the aim is not to use a controlled language process, but to help learners reflect upon their listening skill through a WebQuest. To make this clearer, in this current study the purpose was to let learners do the work at home by themselves, while in Jannejad et al.'s (2012) study, the work was during the classes and in a controlled way.

The contributions of this work are the important analyses that the authors did to the human brain when a person is listening to an audio. Besides, the study also mentions the importance of learning strategies and gives a broad explanation of why and how they should be used in a listening exercise, which was considered in this present project when lesson planning the virtual sessions that were later uploaded to the WebQuest for the learners to work at home.

Continuing with reflection, a local study is included taking into account the context where this current study was developed. This third resource is developed by Lozano (2014), whose attempt with his project was to use a self-reflective strategy in order to help flight attendants at Avianca because of their constant need to use the English language. The idea was to

use reflection sheets that learners would be using throughout the classes where they wrote

self-set learning goals to see if they were accomplished at the end of the class.

Lozano's (2014) study was carried out with 11 flight attendants from Avianca Training

Center in Bogota, Colombia. These people were requested to attend an English program because

the need of the language was essential and mandatory for their work (p. 5). The learning

environment was task-based with a focus on communication, where learners simulated different

daily life or at-the-airport situations.

The difference between Lozano's (2014) study and the current one is that Lozano worked

with an English program that aimed to let people learn the language as part of their compromise

with the flights agency in order to continue working with the company while the current study

seeks to provide learners who are studying in an English institution with help in a specific skill,

which is the listening.

One of the most important contributions of this study was the way to implement the

reflective strategy, because it was used at different moments during the class in order to check

the progress of the learners, similar to the way in which the reflective checklists (see Data

Collection Instruments) were used: at different moments during the implementation of this

project. In addition, one of the data collection methods used in Lozano's (2014) study were used

in this study as well, which is the questionnaire.

In a resource on the topic of WebQuest, Alshumaimeri & Almasri (2012) develop a

quasi-experimental research project on reading improvement using WebQuest. The theoretical

framework of this study was WebQuest and its use and pedagogical implications within the

educational contexts. The data collected in this study was quantitative as well as the way to analyze it. The aim of Alshumaimeri & Almasri's (2012) study was to find out if the students improved with the help of the WebQuest, and to know if there are any differences between the two groups of students, which will be explained next (p. 296).

The groups which are mentioned above refer to a control group and an experimental one. The control group was the group in which the WebQuests were used, and the experimental one was the group with traditional teaching, both on the area of reading. Participants from both groups were male preparatory students at the King Saud University, in Saudi Arabia. Both groups were enrolled in an Intensive English program.

The main difference between Alshumaimeri & Almasri's (2012) study and this current study is concerning the language skill that is being addressed, which is reading for the mentioned study, and the listening skill for the current one. In addition, the way in which WebQuests were used in Alshumaimeri & Almasri's (2012) study was during the sessions, while in the current study the WebQuests were developed at home as well as the reflective checklists that are the main focus in this current study.

The contributions that Alshumaimeri & Almasri's (2012) study gives are in terms of theoretical foundations, because Alshumaimeri & Almasri present a broad explanation not only about WebQuests but also about the pedagogical implications that these have on the EFL environment. Furthermore, Alshumaimeri & Almasri's (2012) study gives general guidelines on how to include WebQuests in the EFL learning environment. Some of those guidelines were taken into consideration while lesson planning.

Stepping to the local context, Esparragoza (2010) used the WebQuest as his means of implementation. What he intended to do was to use the WebQuest (designed by himself) to help learners work with their writing skill in French. The justification of this study relies on the fact that writing is a skill that takes time for learners to acquire, and therefore the WebQuest is a good means to foster both a different approach to time-consuming tasks and autonomy.

The implementation of Esparragoza's (2010) study consisted in a two-week work with students where they had to develop the content found on a WebQuest, where all the specifications and parameters of their final work were. Students could also find sources of information where they could research and start to write according to the information required. The author collected the work three weeks after he had assigned it, and then asked a third party, a French professor at the university, to help him grade the final works of the students. The work of the students did follow the specifications given by the researcher teacher which aimed at scaffolding student's work so that the work might seem easier for them and more organized as well.

The most important contributions that Esparragoza's (2010) study gave to the present study was the statement about using a WebQuest. "...se presenta como una alternativa debido a que desarrolla en los estudiantes la capacidad de navegar por internet teniendo un objetivo claro [...] lo que puede ayudar a desarrollar a su vez habilidades de pensamiento crítico" (p. 28). This sentence serves as another justification to the use of WebQuests in the present study because it implies that using the internet for the development of tasks is, on the contrary to many traditional beliefs, fruitful in the education field.

Another important contribution is that according to Esparragoza (2010), for a WebQuest to be appropriate and appealing for students, it should include "información auténtica" (p. 28). This statement reinforced the willingness of the authors of this current study to include authentic material in most of the modules that included the instructions for the students, as well as in the study being described here.

To finish with this study, the differences between Esparragoza's (2010) study and this current one are that the skill addressed in his study is writing, whereas in the current one is listening. Another important difference has to do with the language addressed, being English in this one and French in Esparragoza's. And the last difference concerns the closeness of the researcher teacher with the group of students in use of the WebQuest. In Esparragoza's study, the author did not have direct contact with the group of students, which might have made it difficult for him to follow the process, and because of that, he had to come up with a strategy to track students' activity on the WebQuest. In this present study, the researcher teachers were actually in charge of the group who were using the WebQuest.

Theoretical Framework

This section is concerned with the explanation of the theoretical constructs of the present research project and which are of major significance for the understanding of the listening skill in advanced EFL learners at Centro Colombo Americano. The three main constructs which this study is based upon are: reflective practice, the listening skill, and WebQuests.

The first of the three constructs, being reflective practice, will give the reader an idea of what the essence of this project is. After the explanation of reflective practice, the concept of

listening skill is presented to provide a complete understanding about the skill that this study will

work with on order to raise awareness among EFL advanced learners. Finally, the concept of

WebQuest is introduced, providing a more detailed view of the tool that will be used to work

with the EFL learners' listening skill.

Reflective practice. In the first place, Ghaye (2011), defines reflective practice as a

means of understanding what people do and how they can achieve better results based on the

reflections they make. Taking into account this definition, it can be said that reflective practice is

an essential part that should be included within the EFL classroom, because when students are

conscious of what they do and why they do it, they can improve their performance.

In addition, Ghaye (2011) also states that "Reflective practices also help us understand

the links between feeling, thinking and doing. How we feel affects how we think. This affects

what we actually do." (p.1). In other words, it can be said that a conscious reflective practice not

only involves thinking about actions, but also how those actions are affected by the things people

feel and think about their performance. Furthermore, this is an important definition because it

supports the idea that improvement of the listening skill in the EFL classroom can take place

when students feel an interest towards learning, and this, in turn, reshapes how students think and

react.

A similar opinion to Ghaye's about reflective practice comes from York-Barr, Sommers,

Ghere, & Montie (2006), who claim that "Reflective practice requires a pause. Sometimes the

pause is intentional, a purposeful slowing down to create a space in which presence and openness

can emerge" (p.9). When thinking about reflective practice in the classroom, it is essential to

recognize that it takes more than just momentary or spontaneous reflection of the actions that students do in their process, what it actually takes, according to York-Barr, Sommers, Ghere, & Montie (2006), is a conscious and deliberate decision to stop whatever students are doing and then reflect upon it to open a way for improvement.

In addition, it is important to mention that if there is no space for a conscious examination of what students do during their processes, in this case during their listening practice, it would be difficult to have a space for improvement, which is the ultimate goal of education. Therefore, and according to what York-Barr et al. (2006) express, the role of students in the classroom is to use reflective practice to "examine beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning in students." (p.6).

So far, reflective practice has been examined through two different viewpoints by two different authors; however, there are still other two authors who can give a better understanding of what reflective practice actually is within a classroom context. The authors are Hatton & Smith (1995), who define reflective practice as "deliberate thinking about action with a view to its improvement" (p.40).

Taking into account what all of the authors previously mentioned have stated, it is important to highlight that there is a common factor when it comes to defining reflective practice in education, and it is that reflective practice always involves a conscious decision made by students to think about what they do and reflect upon it to improve their performance. In other words, reflective practice is more focused on what can be done to move forwards instead of focusing on the weaknesses that students might have.

In regards to what the authors mentioned above have contributed to this study, it can be said that their opinions have provided a better understanding of how reflective practice should be used in the present study, and that is by having in mind that when conducting the study, reflective practice must be taken seriously. This means that if practice is done without being conscious of what and why students are doing what they are doing, it would be impossible to make any kind of improvement.

Now that different perspectives about reflective practice have been explored, it is necessary to understand that the concept of reflective practice would be pointless without the explanation of the specific skill which will be promoted in the present research. Consequently, the following construct deals with the important concept of the listening skill in an EFL environment.

The listening skill. This study focuses on how to raise students' consciousness in the listening skill. Therefore, the listening skill is a key concept of the study, because having a previous knowledge about what the listening is and how it is described by authors is important. Additionally, the micro-skills, which will play an important role in this project, will be defined.

To start with, Rost (2011) has a lot of different meanings or perceptions about the listening skill that all humans have. He views listening from four different points in order to have a wider and more complete concept of it. These four orientations are: receptive, constructive, collaborative, and transformative.

Beginning with the receptive orientation, there is a summary sentence of what it is. It means "receiving what the speaker actually says" (Rost, 2011). Under this orientation, the basic

meaning of listening is the ability of a person to interpret a message and to make assumptions about the speaker who gives it. The last definition under this orientation is: "listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker" (p. 3).

After this orientation, comes the constructive orientation. It states that the listener pays attention to what it is convenient or interesting to him or her. This means that the listener processes the information received and after that, he or she takes the important or relevant information from the other person's speech to analyze it and reframe it according to the listener's interests. Lastly, "listening is the process by which oral language is received, critically and purposefully attended to, recognized and interpreted in terms of past experiences and future expectancies" (Rost, 2011, p. 3).

The third orientation is collaborative. The main idea under this orientation is that listening takes part between two people. Before there is an interaction and exchange of information, the speaker sets the closeness of the communication and of the relation between the speaker and the listener; while the speaker gives his or her ideas, opinions, information, etc., the listener not only receives or process, but asks, accepts, shows interest, and makes visible when a shared idea was or not common in both parties. The summary of this idea is that "listening is the acquisition, processing, and retention of information in the interpersonal context" (Rost, 2011, p. 4).

The last orientation is the transformative one. This orientation explains that both the speaker and the listener have a purpose with communicating and it is to transform the other

person's cognitive environment. Listening is "creating meaning through involvement, imagination and empathy" (Rost, 2011, p. 4).

Apart from these orientations, Rost (2011) gives a definition from the view of processing. He explains that listening includes three kinds of processing: linguistic, semantic and pragmatic, which are defined as the main abilities needed to receive, understand, collaborate in, and transform what a person is listening to. Now including these abilities, the author says that "listening is an integrated ability that requires a number of overlapping psycholinguistic abilities" (p. 117). This means that the three main abilities to be able to understand a listening production are the ones previously mentioned.

In a different position, Richards and Schmidt (2010) define listening comprehension as "the process of understanding speech in a first or second language" (p. 344). This means that listening is an ability involved with the same importance both in the native language of a person and in any second language acquisition. It also reveals that when acquiring a second language it is important to develop comprehension towards speech, which is an essential element for communication.

According to Richards and Schmidt (2010), listening comprehension depends on how well a learner manages the linguistic units. If a learner does not have previous knowledge about those linguistic units, he or she will not be able to understand them when listening. He will not even be able to identify when a word starts or finishes, because he or she has never seen those words written unless he or she does know the previous words in order to identify the new and unknown word in the middle of two known words.

The authors also mention the listener's expectations because the listener will pay more attention to what he or she likes the most and will consider or even reject what he or she is not interested in. This happens because the listener also filters what he or she is receiving. As well as in reading, while a listener is receiving new information, he or she processes it and evaluates it in order to accept it or not.

In terms of background knowledge and topic refers to what the person has previously investigated, read, watched, known, and experienced about the topic of discussion. It depends on how involved people in the conversation are with the topic to determine how well the conversation will flow, and how the listener's comprehension ability will be possible in terms of semantic and pragmatic meaning of the topic both in the first or a foreign language.

In a third document, a book, Meskill (1996) proposes developing the listening skill with the help of multimedia. She also states that "Listening is not simply a receptive act -multiple physiological and cognitive processes are engaged simultaneously." (p. 180). But, why physiological? Because the body is completely involved when communicating, and more specifically, when listening.

Meskill (1996) also mentions that it is important for teachers to recognize listening as a complex activity which has a critical role in the language acquisition process. It is complex because it involves much more than just recognizing the words in a speech, and if the idea is to develop a fluent and natural communication, listening involves processing, accepting or rejecting, and applying or not what is being listened to during a conversation, watching a video, etc. These cognitive processes are also accompanied by body movements that express different

things as well as different thoughts during the conversation itself or the activity of watching a video.

In her work, Meskill (1996) says that the previous definition of listening as "active and interactive process" (p. 181) is complete, because it gives the listener an active role of listening and processing the information received. It differs from the previously given definition of listening as a fact of only receiving aural input without having any kinds of interaction with the information received.

Moreover, Meskill (1996) states that listening is an "aural intake through active negotiation of meaning with others" (p. 181). This concept changes completely the idea of listening, because apart from listening and interacting with the new information, it also means interacting with the other person's ideas, beliefs, thoughts, etc.

Finally, Meskill (1996) remarks Breen & Candlin's and Pica & Doughty's (1985) statement where they say that this negotiation she talks about allows the parties in the conversation to activate "the cognitive and socio cognitive processes necessary for language acquisition to occur" (p. 181).

After having explored some of the concepts that different authors have about the listening skill in general, it is now an appropriate time to go more in depth concerning this very same skill; more specifically, in the next section the reader can find a subcategory of the listening skill construct explored in the previous paragraphs, which deals with the explanation of the three listening micro-skills that were used in the current study.

Listening skills. Already knowing what the listening skill is and how acoustic signals are received by a human brain, subdivisions of it will be explained here. These subdivisions are known as micro-skills, or skills that are derived from the main skill, in this case, the listening, taking into account what has been previously said about it.

Rezaei & Hashim (2013) define the micro-skills as the different ways to approach listening exercises in an EFL context. They give a report on the two ways in which listening exercises are processed by EFL learners. These two ways are bottom-up processing, referring to the skill to understand textual information given in the audio exercise, and top-down processing, referring to the inferences that the learner could make about the listening exercise. Both the former and the latter are skills that the learner needs to have to be able to fully comprehend listening. According to Rezaei & Hashim (2013), learners should receive training on these two skills, and that is the reason why micro-skills in listening exist.

Having known about micro-skills in a general term, a definition of the three specific micro-skills that were used in this present work is given. In the first place, the micro-skill of listening for general information or for gist, as Vandergrift (2003) calls it, is considered a top-down processing micro-skill, because since it consists in listening for the general to the more specific, although listening for general information does not address to details, but only to things that are implied or not mentioned but inferred by what is said during the audio or video.

In regards of listening for specific information, again Vandergrift (2003) gives his comment about it, saying that it is the opposite to listening for general information; it is a bottom-up processing exercise. This is clear in a way that the listener has to focus their attention

on details that are previously shown (for example, in a worksheet where they can take a look at the information required) and while listening, they focus only on the details and then on the general message to be able to draw conclusions about it.

The third and last micro-skill that was used in this work is making inferences. According to Eryilmaz & Darn (2005), this micro-skill is also known as non-verbal communication. They say that non-verbal communication is a way to help the person express with movements, gestures, etc., what they want to say. The authors believe that non-verbal communication is a system formed by many components, namely: kinesics (body movements), oculesics (eye contact), chronemics (time, pauses, while talking), vocalics (tone of voice, volume, speed), inter alia. The previous components were mentioned corresponding to the ones present in the development of this current study.

In conclusion, to be able to obtain different results in terms of the listening skill, different approaches and ways to work with it should also be considered. If a teacher continues to think that listening is only about sounds, it will only cause stress in the learner and he or she will not be able to perform well in this area. Some important strategies were presented here which can lower anxiety and demotivation and at the same time, foster autonomy, which is one important aspect of language learning. Therefore, there is one last construct, it being the internet tool used in this project, WebQuest, which is of major significance when talking about autonomy.

WebQuests. Essentially, WebQuests are online tools that were created by Bernie Dodge and Tom March in 1995 in an attempt to bring the wide web world into classrooms. (Alshumaimeri & Almasri, 2012). According to Dodge (2006), students who use WebQuests are

likely to develop a broad understanding of topics studied in class and their content. Simply put, the use of WebQuests can improve students' learning experience giving them the opportunity to use tools for autonomous learning, which is an essential part in any student's learning process.

It is also of the utmost importance to mention that in the context of EFL learning, WebQuests can serve as a motivational tool for students to further their interest in the English language since they are looking for information that is appealing to them while they do so in the foreign language. This claim is supported by Torres (2007), who believes that the use of WebQuests have the potential to promote different language skills due to the wide range of information available through the web. Thus, students are not only doing an extra activity that they might perceive as a waste of time, but rather what they are doing is to seize the opportunity to practice English in meaningful ways.

Continuing with what Torres (2007) had to say about WebQuests, it is relevant to mention that another important characteristic about WebQuest was that they had the advantage of making students better time users while they look for information in efficient ways. Thus, it is clear that by using WebQuests, students can take advantage of the time they have available at home while they build their knowledge about the foreign language.

In accordance with what the previous authors have said about WebQuests, Segers and Verhoeven (2009) contribute to the belief that WebQuests are excellent means to give learners a more structured way of looking for information using the internet instead of just randomly selecting the information that they need. That is to say, that the old method of using the web to look for any type of information without having a clear and effective filter, can be changed

through the use of WebQuests, which give an orientation with the specific links and content that can actually save time for students and give them a straightforward instruction to meet their special needs in regard to their English learning.

Likewise, taking into account three similar viewpoints about the usefulness of WebQuests, it can be said that the contribution which the authors previously mentioned gave to this current project is the clear acknowledgement that WebQuests are the most appropriate tool to work with because they offer the researchers of this study a more direct tool to provide learners with authentic listening material and to report on the contribution of reflective checklists as the means of raising students' consciousness when working with the listening skill.

When looking at the information previously researched about the listening skill and finding there are a lot of authors that have already delved into problems in this area, it is clear for the authors of this current research that this is a topic worth investing time in. Finding plenty of information about it is also an inspiration to approaching the problems from a different perspective and to being creative with the way to solve the issues in this particular area.

Chapter 3: Research Design

The objective of this chapter is to give description of the methodological aspects involved in this research with the purpose of being able to carry out the objectives of this project. In the first place, the paradigm of this project is explained in depth as well as the research approach. Then, the setting and the participants are described to give the reader more contextualized ideas of the place where this project was developed and the people who were part of this study. Subsequently, an account of the data collection instruments and the way they were used in the implementation of the present project is detailed here. Finally, a short section concerning research ethics is included in this chapter which reports the ethical considerations taken into account before carrying out the study with its participants.

Research Paradigm - Qualitative Research

According to Johnson & Christensen (2014), qualitative research is used to analyze, study, experiment with, prove, and follow certain human behavioral patterns in order to generalize the information. This generalization is useful for future studies. Results of this study will not only be generalized if possible, but also previous studies will be taken into account in order to use the information that is pertinent to be able to carry out this project. Also, data from previous studies were considered and in some cases included in this project with the purpose of understanding human facts or facts on any other subject and be able to have a complete view of the subjects in question.

Another reason why the paradigm that was used in this research is qualitative is because the aim is to research about a behavioral phenomenon which has to do with attitudes, feelings,

experiences, etc. This means that a lot of human behavior is involved and was analyzed and taken into account. To give account of why these are part of qualitative research, Johnson & Christensen (2014) give the name of qualitative research to the studies that need to analyze a phenomenon that has not been previously studied. In order to analyze a phenomenon, views, opinions, experiences, feelings, etc., are helpful to investigate about it.

Finally, the qualitative research works for investigating issues that are constantly in change, that are affected by external factors, and that cannot be easily standardized. That is why the qualitative research will be used to study the effects of reflective practice in one group of adult learners of English in the Centro Colombo Americano (CCA).

Research Approach - Action Research

In terms of the approach of the project, action research was used. According to Burns (2010), action research is "related to the ideas of 'reflective practice' and 'the teacher as a researcher." (p. 528). This means that a teacher does reflective or conscious practicum in the classroom in order to know what works best inside the classroom.

The relation between this project and the definition above is that the intention with this project is to report on the contribution of reflective checklists as a tool of self-reflection in learners' listening skill. This reflects that teachers in the EFL environment need to think how the listening exercise is approached and that is when the need of using a different method emerges.

Furthermore, action research has the general purpose of changing something that could be done in a better way, which could be translating as 'finding a problematic issue' that the participants have (Burns, 2010). In this case, the participants of this project are EFL learners and

teachers, because the problem is not only how learners view the listening exercise, but also the elements that teachers use to lead learners in a listening exercise. Both learners and teachers need to revise an action that had been done traditionally in the past.

Additionally, action research has a specific cycle which is important to take into account to understand the order of actions to be taken in a study of this kind. Concerning this, Mertler (2009) gives a complete explanation of the research ethics cycle, where the author mentions that there are four stages of action research as shown in the following figure:
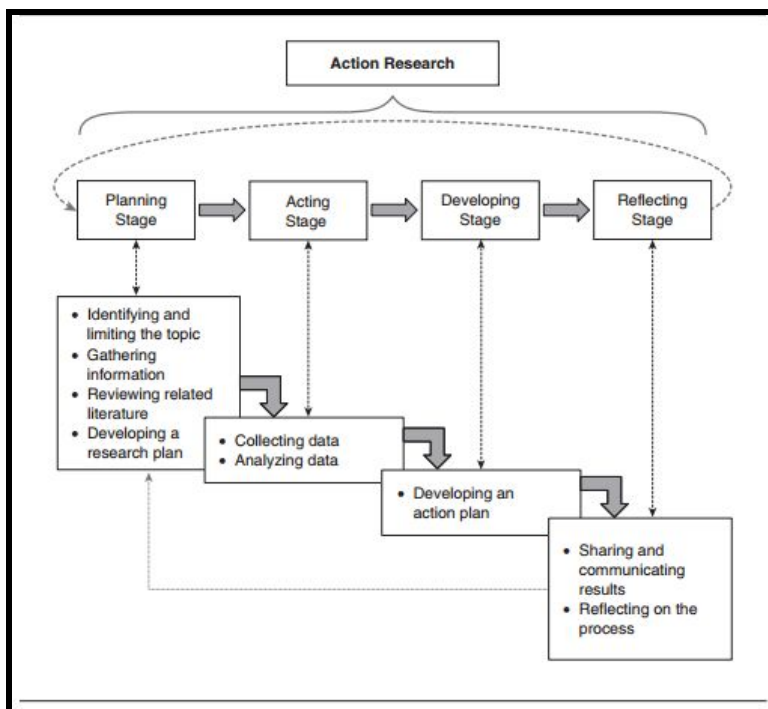

Figure 2. Diagram of the step-by-step action research. (Mertler, 2009, p. 31)

In the previous figure, Mertler (2009), demonstrates that if a researcher carries out an action research, he has to take into account four main stages which include an initial planning stage where actions from topic identification to the development of an action plan takes place.

Then, the acting stage where the researcher collects and analyzes the data takes place, followed by the development of an action plan where decisions concerning the design of the research study and even research ethics need to be considered. And finally, the stage of sharing and communication the results is the last stage of the action research cycle.

Setting

The English Language Program at the CCA is one of the most important programs which has been well recognized by citizens of Bogotá through the years, offering learners the opportunity to study English in one of the following programs: The Adult English Program, The Blended English Program, The University Program, The TEFL Certificate Program, and the Kids and Teens Program (KTP), which is for children, teenagers and young adults on Saturdays, and which was the means to conduct the present study. All this information was taken from the Centro Colombo Americano's (2013) webpage, where explanation about each program can be found.

In accordance to the CCA's mission, which is to offer quality services in an English environment, the Kids and Teens Program (KTP) has adopted a philosophy which clearly fosters English language learning. The main focus of the program's philosophy is on interaction among students, class dynamism and the use of an inductive approach to teaching. In addition to this, the task based learning methodology is used in the KTP program, giving learners the possibility to practice English in a more natural environment.

Bearing in mind the previous description, it is suitable to note that since the KTP program in the CCA works with task based learning, the researchers of this project decided to include

tasks for the purpose of giving the participants a more organized and familiar approach that they could feel comfortable with in order to develop the activities proposed in the WebQuest.

Participants

The participants of this study were B2 level adult learners in the KTP program at the CCA, downtown branch. In the group which was studied, the participants are between the ages of 18 and 25 years old. This group had sixteen students, and from that group twelve students were willing to participate in the current study. The group of participants consisted of three women and nine men who have been learning English for about three years.

During the time these participants had been learning English, their classes had been held on Saturdays and most of the time that was the only practice they got with the English language, and because of this reason, one of their areas which is listening, had not been given enough attention so that they could have a significant progress in this skill, resulting in what the researchers of the current project noted as frustration from the participants because they could not understand a natural conversation in English different from what they used to listen from the course book.

It is important to mention that all the participants are able express themselves in a natural way and are very cooperative in class. These are attitudes that they have adopted during their learning process, and which give them a sense of being in charge of the growth they can have with their English level. However, and in spite of their good attitude and dedication, it has been observed that these learners have a gap when it comes to understanding listening exercises at a natural speed. As a result, the present study sought to make students more conscious when it

comes to the way they approach and develop listening exercises which can be a challenge for them because of the natural language used by the speakers.

Data Collection Instruments

In order to conduct the present study and to gather the results of its implementation, it was necessary to use some instruments that served the purpose of data collection. In consequence of this, the instruments that were used in this study are six reflective checklists, one per each module. It is important to bear in mind that three micro-skills made part of this research project, as mentioned before, and since the researchers did not want to give more importance to one specific micro-skill but they did want to use the three equally, students worked with the same micro-skill two modules in a roll, meaning there were three kinds of checklists in total, one per micro-skill as well, and students had to develop six checklists in total, using the same each two modules.

In the second place, a questionnaire was applied to students in the middle of the implementation of the project, where questions concerning the checklists and the WebQuest could be found. Finally, two focus group sessions (also known as group interviews) were done; the first one was done with half the group eight days after the implementation finished, and with the other half eight days.

Before going straightly to the instruments, it is necessary to clarify that all the instruments were applied in Spanish because in this way, participants can express in a more natural and fluent way, without letting the language interfere with the purpose of the instrument.

Next, the reader can find a subtitle per each one of the instruments with information that includes definition of the instrument, the justification of it, and the way it was used in this current study.

Reflective Checklist. To start with the definition, Richards (2001) states that there are two kinds of checklists: quantitative checklist, which address objective evaluation; and qualitative checklist, that elicit subjective information. According to Richards' definition, the researchers believed that in the education field, a qualitative checklist is an appropriate means to collect information about students' experiences towards learning. For the implementation of this study, the checklist is a tool that researchers used to gather information in terms of how autonomous and how conscious students are of their own learning process. Checklists served the purpose of collecting data about learners' habits, preferences, styles, amount of dedication, etc.

In addition and now moving on to justifying the reflective part of the checklists that were used in this study, as Geis, Birkhofer & Badke (2008) state, checklists can be used as reflection tools. Furthermore, Roth as cited in Geis & Birkhofer (2008) says that "checklists can be used as 'short analyses' of a task and to formulate a task description" (p. 160).

Clarifying the previous statement, what is the difference between a checklist and a reflective checklist? It can be assumed by the name that reflective checklists are more than just a list of items to check, but they include short questions to be answered by the learners in order to reflect upon their exercise of listening during the week in this particular case. It is not called a journal because journals are longer, and deeper.

Mackrain and Cairone (2012) define reflective checklists as tools that can be implemented to help teachers reflect upon their practices and, in their specific case, to help

promote children's social and emotional health. The checklists developed by the two authors

mentioned before were designed for teachers to intentionally include actions to improve these

two areas in children.

In addition to the definition that Mackrain and Cairone (2012) give of reflective

checklists, they also included the actual checklists on their work. The checklists were designed

with a space that included a description of an action to see if it was developed in the classroom

or an action to develop in future sessions, according to the checklist. Then, teachers had to mark

one of these three options: almost always, sometimes, and not yet. Finally, there is a space where

teachers had to write examples of that action during the lesson and comments they have on the

specific actions.

In order to provide the reader with an example, Cuervo (2014) designed what she called

'Believe can-do self-assessment checklist' and the 'Can do self-assessment checklist'. The first

one, as its name indicates, was a checklist designed for students before the implementation in

order to mark or write what students believed they were able to do, and the second one was given

to participants in order to assess what they could actually do. This is an excellent example of

reflective checklist, because the purpose of it, at the same time of knowing what participants felt

comfortable with, was to let them know whether they had improved, in this case, in learning the

meaning of false and friend cognates.

In the case of the current study, the reflective checklists were not developed by teachers

but by learners as a tool to reflect upon their own performance in the listening skill (and listening

micro-skills) with the aim to identify the actions that may not be helping them to cope with listening exercises within or outside academic environments.

One way to design checklists is described by Geis et al. (2008), taking into account that they define checklists as tools to spot one or more weaknesses and to work on them. In addition, reflection is used to think about the past to analyze a specific moment, according to Tisdale & Wallmeier, as cited in Geis et al. (2008). Therefore, a combination of the two described previously would result in what we are calling reflective checklists. In terms of design of the reflective checklists, the questions were developed by the researcher teachers. Corrections had to be done because the questions were not being thought for students to reflect, but just to talk about their experience with listening.

When the researcher teachers could design the questions, the checklists were given a format where students had to check but also to write and really reflect upon the listening exercise they had to develop focusing on the micro-skill that was being used by them on that specific exercise. Before the implementation of the first module, the checklist was piloted with one of the fellow teachers at university. For the reader to understand better how the checklists looked like, a sample is included in the appendices section (**Appendix A**).

In the case of the present study, six checklists were used with the purpose of understanding learners' conscious process in terms of their listening skill and listening micro-skills. These checklists were included in the WebQuest for learners to develop after each one of the six modules that were part of this project.

A final issue to clarify is that these checklists were given to learners to reflect upon their feelings, reactions, dedication, perception, etc., towards the listening exercise uploaded every week by the teachers in charge of implementing this project. For this reason, the WebQuest was an essential part. It is there where learners found the exercises they had to do.

Questionnaire. To begin, according to Burns (2010), a questionnaire can also be known as a survey. Having this in mind, Nunan (1994) says that the purpose of a survey (or a questionnaire) is to obtain a 'snapshot' of different aspects around the research project. In his description, Nunan says that surveys do not intervene with the participants' opinions and do not experiment with them as so do experimental research instruments.

In words of Johnson and Christensen (2014), "A questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study" (p.157). This is a tool that researchers can use to gather information about traits that the participants have, those traits could be related to their personalities, behavioral patterns, attitudes, beliefs, etc.

Nunan (1994) also says that surveys (or questionnaires) work for a great variety of areas such as education. In addition, this type of instruments can be used to analyze and observe different kinds of actions of social behaviors, perceptions, thoughts, etc. Jaeger (1988) also says that these instruments are a way to look at the participants of the research just as they are. To cope with this purpose, questionnaires or surveys must not be intrusive, because in that way, the people answering might feel that the information they are giving could be used against them in the future. The statements should be as natural and as subtle as possible in order to get transparent information.

For the design of the questionnaire, two topics were central: the use of reflective checklists and the use of the WebQuest. The questionnaire was divided into those two sessions under the subtitles Práctica de Listening, focused on the reflection they had done through the reflective checklists and the changes they had done from before developing the checklists; and the other section corresponds to the WebQuest, which focused on asking students how their experience was in regards of the WebQuest. (**Appendix C**)

The way in which the questionnaire was used in this project was in the middle of the implementation. More specifically, when students were developing the fourth module in the WebQuest. One of the two researcher teachers had normal classes with the group of students that were part of this project as specified in the face-to-face sessions in the next chapter. This is why the researcher teacher applied the questionnaire in the classroom after one of the normal classes at the institution (CCA).

Focus Group. According to Johnson & Christensen (2014), an interview is an interactionist data collection method. This means that two or more people take place in this kind of method. It consists of two people, an interviewer, the person who asks questions, and the interviewee, the person who answers the questions asked by the interviewer. As said in the introduction of this section, in this research project two group interviews (known as qualitative focus group, explained next) were developed.

Johnson & Christensen (2014) also say that there are different kinds of interviews. One of the most common ones are focus groups, which could be classified as in-person interviews. The

difference between an interview and a focus group is that in the latter, there is not just one person, but a group of people who are asked the same questions.

But interviews are not classified only in terms of amount of participants and ways to develop, but also in the kind of questions it has. As stated by Davila & Domínguez (2010), interviews or, in this case, '*entretien de groupe*' (group interview) can be quantitative and qualitative, where qualitative focus groups, of interest for this study, are intended to have these three purposes:

- to discuss particularly about a topic attentively and extensively by both oral or written means,

- to discuss a subject by discussing it, and

- to have a conversation on a topic.

As explored above, the intend with qualitative research focus groups is to explore deeply one or more topics in form of discussion, which means openly, extendedly, as the subjects perceive it, not needing objective views on a particular situation, but otherwise exploring it taking into account subjective issues involved.

In the case of this study, ten questions were created to discuss about reflection, the checklists, their listening skill, the WebQuest, and the implementation in general. Two sessions of the focus group or qualitative in-person group interview were conducted, as said before, at the end of the study to see if the implementation of reflective checklists really worked for students as well as their experiences using those checklists. (**Appendix D**)

The researcher teachers considered that recording was the most effective way to pick up the information; therefore, all the focus group sessions were recorded completely. That was the way to have the information at hand. In order to avoid complications with the recordings, each focus group was formed by three students and a teacher who had a cellphone to record, and the interviews were done in a quiet place to avoid noise. In a later step, the audios were uploaded on SoundCloud and then transcribed into a Google Docs document to be tabulated.

Ethics

Considering the importance of an ethical work is one of the most relevant aspects of any action research that should be taken into account by the researchers in order to guarantee the participants with the necessary knowledge about their role in the study so that they can feel more confident if they decide to participate. Hence, as Johnson & Christensen (2014) claim "Before a person can participate in a research study, the researcher must give the prospective participant a description of all the features of the study that might reasonably influence his or her willingness to participate" (p. 107).

As a consequence, a consent letter was written first to the coordinator of the KTP program at CCA in order to get official permission to carry out the present study, and consequently an informed consent was given to all the students of the course where the purpose for doing the research was established, as well as a description of the activities they had to develop and how to do them, making the emphasis on the fact that their participation was not mandatory in the study and that they could leave at any time since it would not affect their grades (**Appendices E** and **F**). Also, in order to keep the participants' identities save, the researchers

decided to number each participant in each of the data collection instruments answered. In that way it was easier to classify their information and to protect their identities.

Not only is it important for a researcher to choose the correct approach when investigating, because that will determine many aspects in the way the implementation is carried out, but also it is important to choose the correct instruments to gather the information. All the instruments are designed with a specific purpose, and even though most of them are flexible and adaptable, a researcher must always think about the information they want to collect.

In addition, in the case of the focus group sessions, those were recorded with cellphones and the recordings were uploaded to a virtual page for the participants to have it at hand and to decrease the risk of missing that important information. In these recordings the participants were asked their names, because this would work as a reference for the researchers to bear in mind the number they assigned to each participant. In order to protect the information of the participants, these recordings were kept unknown for the reader and for everybody, and the link was never provided. Only the researchers have access to those audios.

Chapter 4: Pedagogical Intervention and Implementation

The purpose of this chapter is to highlight the vision of learning, language and classroom that concern the present study. Additionally, it gives an account of the instructional design of the six virtual sessions, as well as the use and implementation of different data collection instruments.

In contemplation of obtaining input from students about their perceptions towards reflection on their listening practice, a needs analysis questionnaire was conducted, showing that the most common perception that students had towards the listening skill was that there were many ideal actions they could apply in their listening practice, but they had not applied them before.

In addition, most students did not know about a micro-skill that is really important and helpful to understand listening, called Making Inferences, and for this reason this study provided students with the opportunity to reflect on this micro-skill and other two by means of the reflective checklists at the end of every module.

Visions of Language, Learning and Classroom

Vision of language. In some cases, language learners face situations within the classroom that do not match real contexts and real language use that can be relevant for them. For this reason, a functional perspective of language was established in this instructional design. Given the fact that the participants of this study had been using listening material specially designed for foreign language learners, they were not able to cope with what is called "real language", and therefore a need to use authentic material for the purpose of the study arose. In

this vision, Tudor (2001) indicates that "language learners are social actors whose learning goals are defined by the contexts in which they will be required to use the language" (p.57). As a result, the researchers in the current study gave participants a chance to reflect on their listening practice through the use of authentic listening material that could benefit them according to the learning goals and content of the course.

Vision of learning. Considering the fact that the current study was not developed within the scope of the classroom, but rather by means of a virtual environment where students could carry their language learning experience outside a formal learning setting, then it is necessary to mention that the vision of learning that corresponds to this study is experiential. In this vision of learning, Tudor (2001), also suggests that "Some of our students may have learned more than one language without the assistance of a teacher or a formal course" (p. 78)

Thus, taking into consideration that language learning is a process where students not only use the language in a classroom and do not learn it for the sake of using it in language activities proposed by a teacher, the researchers of this study decided to give learners the opportunity to be in charge of their own learning process by challenging them to practice with authentic listening materials and to reflect on their actions when listening to the audios or videos.

Vision of classroom. Being aware that in the present study most of the implementation was conducted online, and that the participants were not developing the exercises in a traditional classroom environment, but rather taking their own time and organizing it in the best way possible to dedicate time to the exercises in the WebQuest, it was necessary for the researchers to take into consideration a vision of classroom where the main characteristic was autonomy.

Therefore, the vision of classroom pertaining to the current study is the classroom as a school of autonomy.

According to Tudor (2001), "language learners are thinking human beings who bring with them to the classroom a variety of knowledge, experience, and insights which can allow them to play an interactive role in their language learning" (p. 117). It is in this way that the researchers in the current study could acknowledge that apart from what learners could contribute within the classroom, they could also use the same insights that they had to work more autonomously and develop the exercises required for the current study on their own, demonstrating that learning does not only take place in a classroom, but also outside of it, where a space for autonomy took place in a virtual environment of a WebQuest.

Instructional Design

The instructional design in this project was carried out in six virtual sessions by means of a WebQuest. Each session was split so that the participants had a weekly assignment to complete. In turn, those assignments consisted on developing listening exercises based on three main listening micro-skills (listening to get the general idea, listening to obtain specific information, and making inferences). Each of these listening micro-skills was different every two modules with the purpose of giving students the opportunity to practice each micro-skill twice during the six sessions.

The selection of each topic was based on the syllabus of the course. Therefore, every two modules the participants were presented a different topic based on the content of the

course-book. The topics were mainly about using small talk in conversations, describing cities, and healthy living.

In regards to the activities that the participants had to complete, each module contained four activities that were adapted from the task cycle proposed by Brown (2000), where a video or a short presentation was included as the lead-in stage. Then, a pre-task stage where the participants could play a game (matching, completing crosswords, etc) to test their understanding of the vocabulary presented in the lead-in stage. When the time came to play the audio or video, students were asked to take a look at the questions they would answer about the conversations they heard in order to focus their attention at the time of listening. As soon as students played the audio or video, they had to go back to the questions and answer them based on what they heard.

Finally, after receiving the feedback from the quiz, students went through the last stage of Brown's task cycle, the assessment part, where they had to open the corresponding reflective checklist that helped them reflect on the actions they did and the actions they did not do when listening to the audio or video, and the possible actions they could take in other opportunities to understand a listening exercise much better.

Lesson Planning

Face-to-face sessions. The normal face-to-face sessions were not used to develop the WebQuest modules, and therefore they cannot be taken into account as part of the implementation. However, in the next paragraph some face-to-face activities will be explained. To mention, the students had their normal face-to-face classes every Saturday with one of the

teachers that led this implementation. However, these were the normal classes that belonged to the course according to the institution schedule.

Another face-to-face session was the presentation of the WebQuest to the group, which took the researcher teacher in charge of the group ten minutes of the normal classes at the institution. There were two introductory sessions to the WebQuest, which included a 'homework' that consisted in students exploring all the tabs of the page as well as watching the welcome video found there.

There were two other important sessions that students had with both teachers of this study and it concerned the application of the two focus group sessions. These sessions were developed at the end of the implementation. Since there were two researcher teachers in this study, in the first focus group session (carried out eight days after the ending of the last module) one teacher interviewed three students and at the same time the other teacher was with other three students. Eight days later, the same process was repeated, which means there were four groups of students interviewed in total, each one of three people, six each Saturday. However, the questions for all the groups of students were identical.

Virtual sessions. These sessions were developed every week through the use of a WebQuest where students could find all the listening exercises ready for them to practice. The way in which the virtual lessons were organized followed the task-based learning that, as Nunan (2004) proposes, is a methodology that consists of teaching through tasks in an organized and scaffolded way where each task has a pre, while and post stage.

Each of those tasks were given the title of modules on the WebQuest for the information

to be more organized. There were six virtual sessions that were developed weekly. Next is the

way in which the lessons were organized and for the reader to have a clearer outlook of the

implementation sessions, a sample of both a WebQuest module and lesson plan a are included

(see **Appendices B** and **G**, respectively).

N. of session	Date	Micro-skill	Topic	Audio used	Structure
1	September 3rd	Listening for general information	Express yourself	Podcast	The structure of every module followed the same pattern composed by the five stages mentioned before.
2	September 24th	Listening for general information	Using small talk	Podcast	
3	October 1st	Listening for specific information	Describing cities	YouTube video	
4	October 8th	Listening for specific information	Locate yourself	YouTube video	
5	October 22nd	Making inferences	Healthy living/The body	YouTube video	
6	October 29th	Making inferences	Healthy living/The body	YouTube video	

Figure 3. Overall schedule of the present study's implementation

The lessons were planned taking into account both the methodology that the institution

worked with and the micro-skills that were intended to be developed. Each lesson plan included

authentic material for listening (e.g. a video from YouTube) and five questions about the audio

according to the micro-skill that teachers were working with. At the end of each module students

could find the self-assessment moment, which is the most important area for this study, being the

reason reflection as the main objective. In a more detailed way, all the lessons were organized in

this way according to Brown's (2000) model:

- Lead-in

- Pre-task

- Play audio or video

- Feedback

- Assessment

As said above, there were six modules in total and three micro-skills to work with, one

every two modules. In the case of the reflective checklists, they changed according to the

micro-skill students were working with. This means there was one checklist students had to

develop per module, and the format of them changed according to the micro-skill. The way

modules were organized was taken from Brown's (2000) model of organizing listening tasks: the

lead-in (vocabulary), the pre-task (practice of vocabulary), play audio or video (questions about

audio or video watched), the feedback (students check answers and receive feedback), and the

assessment (development of checklist). (**Appendix B**)

Authentic material. The answer to why authentic materials is that, according to Miller

(2003), listening is what people do almost 40% of the time while they are communicating with

others. This means that it is necessary to develop the listening skill with texts that are similar or

the same to those that people will find when they face real-life situations in which they will not have many time to think about every single phoneme, or go back to their previous studies of the consonant or vowel clusters in order to understand what is being said and give a response to the person who is speaking.

In this study, only one of the audios was not an authentic material. It can be found on the second module, which has a podcast as the audio. This podcast was designed for students of a second language and the aim was that they could understand and use some vocabulary when talking about starting new conversations. In the first module, a podcast was selected as well, but it was taken from SoundCloud and it was recorded by a girl that seemed to be a psychologist, or someone who did not intend to record that audio with educational purposes.

The rest of the audios were mainly videos made by YouTube video-bloggers or by people with the only intention to present a TV show or an interview. Since most of the material used was authentic, this study met the need to face real language but perhaps without the anxiety and nervousness that speaking face-to-face with somebody may mean.

To sum up, this chapter described in detail how the implementation of this study was carried out, including the adaptation according to the methodology and means (virtual environments) that was clearly reflected on the lesson plans as well as in the sessions themselves, information about the main instrument of this study, the reflective checklists, and the justification of the use of authentic materials along this study. In the next chapter, the reader is welcomed to explore the results that this implementation had.

Chapter 5: Results and Data Analysis

This chapter will provide the reader with the results of the implementation of this research project as well as the methods to analyze the data obtained from it. A wide description of how the categories and subcategories emerged will be also given, all of this with the purpose of attempting to give an answer to the research question of this project. Other information as a result of the implementation and the data analysis will be given in this chapter.

No previous theories were established in this work, which gives a justification to the selection of the grounded theory way to analyze the information collected. According to Willig (2013), new theories should emerge from the data collected rather than data that is dependant on pre-established theories. This dependant data could imply that the information to be collected could be hampered by those pre-established theories instead of being freely collected to get as a result a spontaneous result from the implementation. This kind of data collection analysis was proposed by Glaser & Strauss (1967) in a response to the unconformity that they had about the limited ways to analyze data at their time.

Data Management Procedures

The analysis that will be presented here was based on the three instruments that were used by the researchers during and after the implementation. Those instruments were the six reflective checklists (one at the end of every module), which is the main instrument of this project; a questionnaire in the middle of the implementation; and two focus group sessions at the end of the implementation. In order to have an appropriate selection process of the categories and

analyze the data in the same way, three stages, or as Willig (2013) calls it, paradigms of coding, were carried out. These three paradigms are the open, axial and selective coding.

Validation. The method to validate the data in this study is justified in what Yeasmin & Rahman (2012) say. They state that "the purpose of triangulation in specific contexts is to obtain confirmation of findings through convergence of different perspectives" (p. 154). In terms of Hales (2010), there are many aspects or means of data triangulation or data sources. For example, different times or dates when the instruments were applied, different spaces, or different people or evaluators of the situation.

In order to analyze the data presented in this study, the researchers decided to follow Strauss's grounded theory methodology that, along with Corbin, it is defined as the process of drawing a piece of data and labelling or categorizing it, which is more popularly known as coding, as stated by Dey (1993). Directly defined by Corbin & Strauss (1990), there are three steps in the process of analyzing data: open, axial and selective. For the first step, open coding, used by the researchers as the way to categorize the students' answers within each instrument, all the answers were copied and pasted into a Google Drive Sheet.

As it is seen in the figure above, the first instrument that was organized was the main instrument of this project: the reflective checklist. The researchers transcribed the answers given by the participants and in this case, the information was categorized into key-word concepts that summarized the answers given by the students (see Figure 4).

Figure 4. Sample of open coding phase for the instrument 'Reflective Checklist'

The researchers at this stage wrote all the answers given by the participants, but those answers were reduced to key words. Then, all the answers were compared and whenever a student said something that fitted the keyword, their answer was added to that label. At the end, all the similar answers under the same label were added until the researchers got the number in pink that can be seen at the right of every label. When the answers were popular, the researchers decided to color the square green, and when the answers were not so popular, they were colored yellow. The reason why some answers are in English and others in Spanish is because the answers in Spanish were literally taken directly from the reflective checklist, applied in Spanish, and in those answers, the students only had to check what they did or not.

¿Considero que la reflexión me puede llevar a mejorar en mi habilidad de listening? ¿Por qué? ¿Por qué no?		¿Cuáles de estos cambios (comencé a tomar notas, me concentro más mientras escucho, leo más cuidadosamente las instrucciones, le pongo más atención al vocabulario presentado en el listening) he hecho en mi práctica de listening desde que he llenado los checklists?		¿Considero que la información en los checklists que he desarrollado han afectado mi manera de hacer un ejercicio de listening? ¿Cómo?		La WebQuest me ha permitido: - Tener una perspectiva nueva sobre la habilidad de listening - Conocer otra forma de practicar ejercicios de listening - Sentirme más a gusto con ejercicios de listening - Desarrollar ejercicios de listening más fáciles		¿Considero que una WebQuest es una herramienta adecuada para aprender un segundo idioma y, en este caso, la habilidad de listening? ¿Por qué? ¿Por qué no?	
It helps to listen better	3	Comencé a tomar notas		It helps with concetration	2	Tener una perspectiva nueva sobre la habilidad de listening	6	It is different	2
It helps to realize weaknesses	6	Me concentro más mientras escucho		It helps with comprehension	9	Conocer otra forma de practicar ejercicios de listening	6	It is nicer to work with listening	1
It helps to know what to improv	5	Leo más cuidadosamente las instrucciones		It helps with vocabulary	7	Sentirme más a gusto con ejercicios de listening	10	It includes internet	2
It helps with vocabulary	2	Le pongo más atención al vocabulario presentado en el listening	2	It helps to read the questions ca	8	Desarrollar ejercicios de listening más fácilmente	8	It helps with comprehension	2
It helps to improve writing	1			It helps to create new study hab	1			It helps with vocabulary	4
								It provides enough practice	4
								It helps to remember the inform	1
								It is scaffolded	1

Figure 5. Sample of open coding phase for the instrument 'Questionnaire'

The procedure that was explained in the reflective checklists was developed in the same way with the questionnaire as seen below:

¿Consideran ustedes que el proyecto tuvo contribuciones para reflexionar sobre su práctica de escucha?		¿Creen ustedes que la reflexión es importante en el proceso de aprendizaje? ¿por qué? o ¿por qué no?		¿Cómo fue su experiencia con los checklist reflexivos?		¿qué piensan de la reflexión que hicieron sobre su práctica de escucha a través de los checklist?		¿Cómo creen ustedes que las preguntas en los checklist afectan su manera de hacer un ejercicio de listening?	
To improve listening	3	To identify weaknesses	9	They were repetitive	2	It helped to take actions	5	They helped to make changes	6
To talk with native people	2	To identify what to change	8	They were concrete	1	It helped with confidence	2	They helped to reflect	1
To understand real listening	2	To be more confident	1	They helped to make changes	6	It helped improve listening	1	They were relevant	1
To anticipate the context	2	To identify learning styles	1	They helped to self-assess	2	It helped to identify weaknesses	3	They helped with concentration	2
To learn vocabulary	2	To improve learning	3	They helped to improve mistakes	2	It helped to recognize mistakes	1	They helped to have previous knowledge	1
To learn pronunciation	1			They helped to realize mistakes		It helped to self-assess	1		
To identify mistakes	3								
To know how we learn	1								
To reflect more	3								
To take notes	1								
To prepare for classes	1								

¿Consideran ustedes que la webquest fue un medio adecuado para desarrollar las actividades en los 6 módulos?		¿Creen ustedes que la webquest les aportó positiva, o negativamente en su proceso en el aprendizaje en la habilidad de escucha? si es así, ¿qué fue lo que más les aportó y de qué forma?		Tomando en cuenta las tres sub habilidades, ¿consideran ustedes que al trabajar sobre estas mismas su habilidad de escucha tuvo algún cambio? de ser así, ¿cuál fue ese cambio?		¿Si pudieran repetir este proceso, que consideran que deben mejorar?		¿Qué agregaría a la página, a la webquest, para mejorar su proceso de reflexión y su práctica de escucha?	
It had good availability	5	It helped with listening	4	It helped to make inferences	2	Nothing	2	Nothing	4
There was enough time to solve the exercises	2	It helped with vocabulary	4	It helped with the general message	2	Not to be repetitive	1	It should include more options	1
It had good content	10	It helped with reading	1	It helped with the specific information	2	Student would take notes	1	It should focus on gestures	1
It had extra materials	1	It enhanced interest in the topics	3	It helped to interpret body language	3	Student would concentrate more	2	It should include subtitles	1
It was authentic	2	It helped in pronunciation	4	It helped with concentration	4	Student would study more vocabulary	2	It should have an app to take notes	1
It had real language	2	It helped with concentration	4	It helped with pronunciation	1	Student would study more grammar	1	It should include speaking exercises	1
It had games	1	It helped to look for more audios	2	It helped to facilitate the exercise	4	Student would listen to more audios	4	It should include writing exercises	2
It was scaffolded	2	In helped to learn about body language	2	It helped to face future situations	1	Student would invest more time	1		
		It helped to understand expressiveness	2	It helped to remember information	1	Student would focus on pronunciation	1		

Figure 6. Sample of open coding phase for the instrument 'Focus Group'

The next step in the process of data analysis proposed by Corbin & Strauss (1990) is the axial coding, which in their own words, it is when "categories are related to their subcategories" (p. 13). That process is evidenced next:

	A	B	C	D	E	F
1						
2		**REFLECTIVE CHECKLIST 1**			**REFLECTIVE CHECKLIST 6**	
3		¿El video y la actividad me ayudaron a pensar sobre el tema del ejercicio?	8		¿El video y la actividad me ayudaron a pensar sobre el tema del ejercicio?	7
4		¿Entendí el significado del vocabulario presentado?	5		¿Entendí el significado del vocabulario presentado?	7
5		Al leer las preguntas sobre el podcast por primera vez, ¿las entendí?	5		Al leer las preguntas sobre el podcast por primera vez, ¿las entendí?	7
6		¿Me perdí o me distraje durante el podcast?	8		¿Me perdí o me distraje durante el podcast?	2
7		¿Tomé notas durante el podcast?	2		¿Tomé notas durante el podcast?	5
8		¿Entendí la idea general/ específica/inferida del podcast?	8		¿Entendí la idea general/ específica/inferida del podcast?	5
9		¿Revisé mis resultados?	7		¿Revisé mis resultados?	7
10		¿Busqué porqué tuve errores o respuestas incorrectas?	6		¿Busqué porqué tuve errores o respuestas incorrectas?	5
11		¿Soy consciente de los errores que cometí?	7		¿Soy consciente de los errores que cometí?	6
12						
13						
14						

Figure 7. Sample of axial coding phase for the instruments 'Reflective Checklist 1' and 'Reflective Checklist 6'

This figure shows the most common answers of the first and the last reflective checklists. They were compared for the researchers to know if there were any changes or improvement in terms of reflection along the implementation of the project. The reason why three answers were colored green is because according to the number in pink, meaning the number of students that did it, whether increased, that implies improvement, or decreased, implying the contrary.

As a final stage for this data analysis, the researchers compared the three instruments of this project (the summary of the information found on the six reflective checklists, the information from the questionnaire, and the information found in the focus group) in order to

find the correlations in the information and the main and most repeated concepts that made part

of the implementation of this project.

Figure 8. Data triangulation (coding from the six reflective checklists, the questionnaire and the focus group)

This figure shows the most repeated answers taken from the three instruments. The

numbers in pink mean the number of times that the answers under that label were given by the

learners. The colors mean that they were common in the three instruments. For example, orange

color means the understanding of the audio itself, found on the three instruments. Those common

labels were the ones that were included in the next step of the research (see Figure 9 below).

Data analysis methodology. The researchers decided to take into account Miles, Huberman & Saldaña's (2013) procedures for data analysis. According to them, after the stage this research project is at, there comes the clustering phase. As its name indicates, it is the stage in which all the information is joined with similar one. After this clustering, a name needs to be assigned to each of those clusters, which are in charge to form the main categories of this research project.

This clustering is the comparison of the three instruments of this research project. This means, at this stage the researchers compared and combined, or as Miles et al. (2013) say, 'condensed' the data collected from the six reflective checklists, the questionnaire and the focus group sessions. In order to facilitate the process of the implementation, the reflective checklists were done online, and all the answers per student were automatically saved in the Google Forms cloud as soon as the students had finished it. In the case of the questionnaire, there is a folder where all the twelve papers are kept. Finally, the audios containing the focus group session meetings were uploaded to the internet to have them at hand and without any risk of missing that information.

Continuing with Miles et al.'s (2013) process, the following stage for this research project is put in these words: "clustering is our best attempt to categorize what seems to belong together" (p. 280). Having said this, it is time to form the categories for this project, which was carried out with color coding. According to Stottok, Bergaus & Gorra (2011), color coding is the way by which a researcher can label similar information with the same color in order to have a

visual aid when organizing the information to be analyzed. From those labels of the same color, the categories were obtained to be later explained.

Categories

According to the theory explained above, the codes were put together to form the sub-categories and the categories. Before this stage of creating the categories, a classification of the answers was done by the researchers. The reader can refer to that classification process above, at the beginning of this current chapter. That information can be found in figures 4 to 8 for the reader to clarify how the categories were formed. Next, those categories, emerging from the whole process explained above, will be presented and explained. The first step is to explain how the category mapping was done and why the researcher teachers decided that the one presented in Figure 9 was the most convenient to the present study.

Category mapping. To justify the use of a map to organize and analyze the results obtained from the clustering process, meaning the categories, there are many kinds of mapping procedures as Brightman (2003) explains, starting with mind maps, and finishing with dialog mapping.

About the last one, in her study, it is mentioned that this kind of mapping includes categories, which is the main purpose of presenting the information below. In addition, at this point the research is moving to the last stage of Corbin & Strauss's (1990) process, the selective coding, in order to determine the contributions of reflective checklists as a tool to raise awareness in listening skills through a checklist.

| | AXIAL CODING | | SELECTIVE CODING |
	Codes	Sub-Categories	Categories
REFLECTIVE CHECKLIST	To comprehend the listening	Comprehension of the listening and of the context	Listening comprehension
	To understand vocabulary		
	To facilitate the exercise	Use of listening strategies (micro-skills)	Consciousness raising
	To understand the context	Comprehension of the listening and of the context	Listening comprehension
	¿Me perdí o me distraje durante el podcast?	Use of listening strategies (micro-skills)	Consciousness raising
	¿Entendí la idea general/específica/inferida del podcast?		
	¿Revisé mis resultados?	Self-led actions to improve in the listening skills	
	¿Busqué porqué tuve errores o respuestas incorrectas?		
	¿Soy consciente de los errores que cometí?		
	To concentrate	Use of listening strategies (micro-skills)	
	To take notes		
	To read the questions before		
QUESTIONNAIRE	It helps with comprehension of the listening	Comprehension of the listening and of the context	Listening comprehension
	It helps to realize weaknesses	Self-led actions to improve in the listening skills	Consciousness raising
	It helps to know what to improve		
	It helps to understand vocabulary	Comprehension of the listening and of the context	Listening comprehension
	It helps to take notes	Use of listening strategies (micro-skills)	Consciousness raising
	It helps to read questions carefully		
	It helps with concetration		
	Desarrollar ejercicios de listening más fácilmente		
	The WebQuest is different	Contributions of using the WebQuest	Usefulness of the WebQuest
	The WebQuest includes internet		
	The WebQuest provides enough practice		
FOCUS GROUP	Checklists helped to comprehend listening	Comprehension of the listening and of the context	Listening comprehension
	Checklists helped to anticipate the context		
	Checklists helped to understand vocabulary		
	Checklists helped to reflect more	Self-led actions to improve in the listening skills	Consciousness raising
	Checklists helped to identify weaknesses		
	Checklists helped to identify what to change		
	Checklists helped to self-assess		
	Questions helped with concentration	Use of listening strategies (micro-skills)	
	The WebQuest helped to facilitate the exercise		
	Student would take notes		
	The WebQuest had a good availability	Contributions of using the WebQuest	Usefulness of the WebQuest
	The WebQuest enhanced interest		
	The WebQuest had good content		
	The WebQuest scaffolded the content		

Figure 9. Final phase of the axial coding and selection of sub-categories and categories

As it was explained before, the process followed above was the result of making

connections of first the codes among themselves to know what the sub-categories would be.

Next, another grouping and labelling process was carried out in order to find the main categories

of this project, these three being 'consciousness raising', 'listening comprehension', and

'usefulness of the WebQuest. The reader needs to bear in mind that those three categories give account of the research question and the research objectives.

As it can be seen in the chart, the creation of the codes and the subcategories is part of the axial coding, and the final phase is the selective coding, where the categories emerged. The information about the categories and subcategories is better visualized in the following chart:
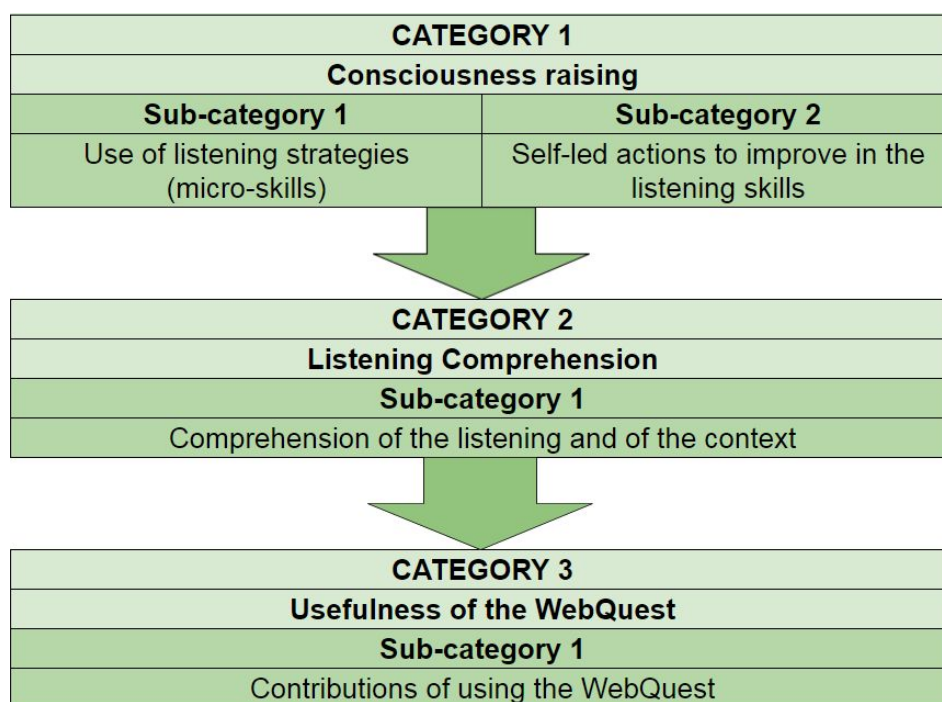
CATEGORY 1	
Consciousness raising	
Sub-category 1	Sub-category 2
Use of listening strategies (micro-skills)	Self-led actions to improve in the listening skills

CATEGORY 2
Listening Comprehension
Sub-category 1
Comprehension of the listening and of the context

CATEGORY 3
Usefulness of the WebQuest
Sub-category 1
Contributions of using the WebQuest

Figure 10. Chart of the three main categories and the sub-categories

Description and Analysis of Categories

Having described all the process to draw the subcategories, the categories of this study, they will be described and explained below:

Category 1: consciousness raising. The first category that emerged in this study is consciousness raising. Analyzing the theoretical framework of this study, it seems obvious that

this consciousness raising is fostered by reflection, or more familiar in the terms of this study, reflective practice. Reciting Ghaye's (2011) words, reflective practice is what affects our feelings, our perspective, and finally our actions. This is especially important in a second language learning environment, which is mainly autonomous. Most of the L2 that a student acquires will be reinforced or personalized when the student is outside the classroom, and because the student does not have a guide at home, probably difficulties have to be faced alone when learning.

Taking that into account, it is the student that will have to deal with those difficulties. The most common way to deal with those difficulties is through the use of learning strategies, or as known in this study, micro-skills. As it is stated by Rezaei & Hashim (2013), micro-skills are different ways to approach learning, this becoming the justification of why students draw on learning strategies, a lot of times without knowing it, and in other cases, knowing it as a result of a process carried out with the students, as it is the situation in this study. To continue, it is learning strategies the first subcategory that emerged from consciousness raising, explained next.

Subcategory 1: *Use of listening strategies (micro-skills)*. The reason why this subcategory emerged is because one of the focuses of this present research project is the micro-skill application in an attempt to help students raise their consciousness about the actions they make concerning the listening skill. Specifically, as the reader may know, the researchers applied three micro-skills used to approach listening exercises, being 'listening for general information' or for gist, 'listening for specific information' (the two defined by Vandergrift, 2003), and making inferences (defined by Eryilmaz & Darn, 2005).

The justification of why the consciousness raise and the listening micro-skills are connected is given by Chen (2015), who says that there are learning strategies that foster metacognition or self-evaluation of the learning process. He also states that given the fact that learning strategies facilitate learning, students will find it easier to learn and because of that, they will be motivated to be more autonomous, or in other words, reflective.

Taking into account the three learning strategies that, according to Chen (2015), are a way to enhance consciousness raising, the purpose of them will be explained next. The three listening micro-skills were selected taking into account the chart proposed by Rezaei & Hashim (2013), and having in mind that according to the authors, the ten listening micro-skills shown in the chart are the most common listening strategies used in the Iranian context, and the chart revealed no much difference with the strategies that are used in the Colombian context (see Figure 1). The purpose of those three listening micro-skills was to train students on the application of learning strategies in a subtle way through the reflective checklists to analyze the impact that those strategies had on their practice.

In order to clarify what was mentioned previously, the reflective checklists was the way in which the researchers applied the listening micro-skills, including questions about the specific strategy in each of the modules. In addition, the whole module was adapted to fit with the listening micro-skill the researchers were working with.

For example, in the first two modules (see **Appendices B** and **G** to see a sample of Module 2), the listening micro-skill the researchers were applying was listening for general information. Since in the "while" stage, according to Nunan's (2004) task-based methodology or

the "play audio or video" stage proposed by Brown (2000) included the audio and some questions to answer about it, in this specific example the questions were thought for the learners to answer about the general information of the audio, meaning that they were using the strategy or the micro-skill without knowing it. However, taking into account that the idea was to help students be aware of the micro-skills, the 'consciousness raising' part took place in the reflective checklist development.

The process described above happened in all of the modules depending on the micro-skill being used. In support of this, Kang (2016) states that repetition fosters long-term learning, and that exposing learners to a material to be learned only one time is not enough. This is why, learners were exposed to a listening micro-skill two times, and at the end of each module, they reinforced the application of that micro-skill in the reflective checklist.

It is important to highlight that when the needs analysis questionnaire was carried out, a question concerning the listening micro-skills that students used in a listening exercise was made, and students had to select the ones they used, and the most common answer was 'listening for specific information'.

Taking into account the students' answers in the focus group sessions and the reflective checklists, it is clear that the whole process did help them to identify and to use the listening micro-skills in a real listening exercise. Some of the participants talked about the general, specific or inferred message of the audio or video, which gives account of the consciousness raising in terms of using the listening micro-skills during the exercise. An example of it is what these participants said:

> "...la primera [etapa] era información general... y la segunda fue como más de
>
> listening. La tercera ya uno guardaba como ese listening y se fijaba más en lo
>
> visual, y de acuerdo a eso, trabajábamos" (P. 7, question 8)

> "hay que ponerle cuidado al audio y tener en cuenta información específica
>
> sobre los gestos, la pronunciación, y las expresiones" (P. 5, question 9)

To continue showing the evidence, here are the answers from the reflective checklist that includes all the micro-skills (specified in the description).

Figure 11. Reflective checklist module 1 P. 1; "Durante" section (listening for general information)

Figure 12. Reflective checklist module 4 P. 3; "Durante" section (listening for specific information)

> ¿Qué debo hacer en los próximos ejercicios para poder inferir lo que las personas quieren decir con sus gestos, actitudes y tono de voz? *
>
> Para poder inferir una idea por medio del lenguaje no verbal de las personas es importante reconocer como son sus reacciones frente a las cosas que están sucediendo y que probablemente le generan reacciones diferentes y además de ello cómo interactua en el espacio y con las demás personas.

Figure 13. Reflective checklist module 6 P. 3; "Durante" section (making inferences)

On the other hand, there are the questionnaire answers that have to do with the use of the micro-skills. The order in which the evidence will be shown is in the first place, listening for general information, in the second place, listening for specific information, and finally, making inferences respectively:

> ¿Considero que la información en los checklists que he desarrollado han afectado mi manera le hacer un ejercicio de listening? ¿Cómo?
>
> Si, me han dado información importante para el listening como vocabulario desconocido el cual al escuchar es más fácil reconocerlo e información sobre el contexto de lo que preguntan.

Figure 14. Questionnaire, P. 4, "Práctica de listening" section, question 4

> ¿Considero que la reflexión me puede llevar a mejorar en mi habilidad de listening? ¿Por qué? ¿Por qué no?
>
> Si porque verifico lo que acabo de escuchar e identifico fácilmente el ejercicio por las prácticas de la unidad, las palabras songodes de identificar.

Figure 15. Questionnaire P. 5; "Práctica de listening" section, question 2
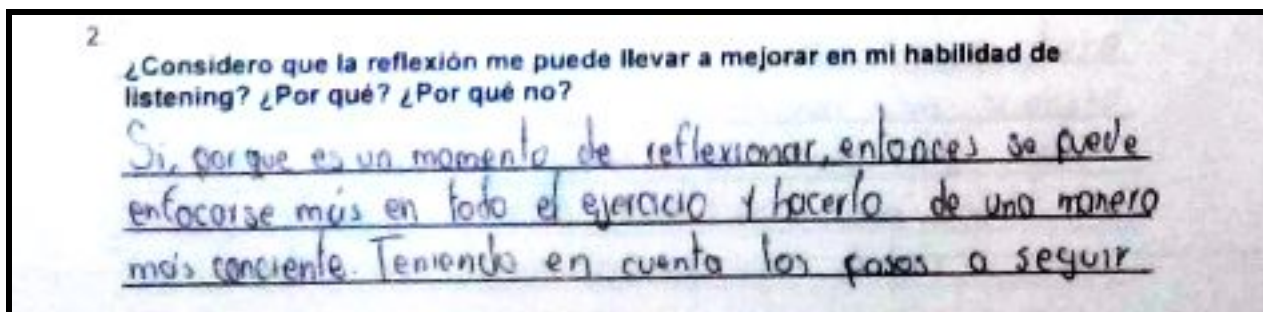
Figure 16. Questionnaire P. 2; "Práctica de listening" section, question 2

This listening micro-skill of making inferences was clearly emphasized in the reflective checklists, as shown above, but it was not the only moment in which it was remembered by students. Below the reader will find evidence of the prevalence of this strategy or listening micro-skill in the next declarations during the focus group sessions:

"Es muy importante la manera de la expresión corporal, ellos movían mucho sus brazos para hacerse también entender o para dar énfasis a algo, entonces uno no se desconcentraba sino ponía más atención en esa parte como para saber qué era lo que ellos estaban tratando de decir, eso es muy importante también" (P. 1, question 8).

"...las preguntas contienen cosas sobre el lenguaje corporal, el lenguaje facial, cosas que se infieren a través de las acciones o de las expresiones o hasta el mismo tono de voz que se usa dentro del video" (P. 4, question 5).

The listening micro-skills were presented through the reflective checklists in an acute way giving as a result the understanding of at least one of the three micro-skills by most of the students. In addition, it is possible that students did not give importance to the other two micro-skills because they did not have the communicative use of it or they could not experience them nor give them relevance as they did with making inferences. In spite of this, it is crucial to bear in mind that students might have already been trained in the other two strategies in their normal classes at the Centro Colombo Americano, because as it was said before, they are part of the bank of strategies there.

Furthermore, in the questionnaire phase students were asked about changes departing from the information they have been exposed to with the reflective checklists. These questions have more to do with the next subcategory that will be explained later. But this is the point where the two subcategories mingle, because they both depend on the main category.

In terms of learning strategies application, the mentioned above were the most important ones and the focus of this research project. However, it should not be forgotten that the idea in this study is to help students raise their consciousness in terms of the listening skill and skills, some other actions that can be considered learning strategies were included in the checklists.

For example, another strategy included implicitly in the reflective checklists was 'taking notes'. In an article, the Student Learning Centre (2013), the importance of taking notes when listening is highlighted. It is explained as a way to remember the information as well as to give it an interpretation. This is the reason why taking notes was included in the subcategory of 'use of learning strategies (micro-skills)'. Taking notes is a learning strategy also because in terms of

Friedman (2014) "learning can occur during both the production and review of notes" (p. 5).

This learning strategy was included in a question stating "Did I take notes?" where students had

to check if they had or had not done it. The result of this was that the students gave account a

couple of times for the fact that they had to take notes, as it can be seen below.

The figures that the reader will find below are organized in the same way that the

micro-skills figures were presented, meaning that they are organized by question. The evidence

presented next includes answers from all the modules, specifically from the "Durante" section

(last question of the section), from the "Después" section (last question of that section), and from

the "Para los próximos ejercicios" section (the only question). The previous information

corresponds to the reflective checklists:

¿Qué debo hacer en los próximos ejercicios para poder entender mejor el audio al escucharlo por primera vez? *

Tomar notas, tratar de estar en silencio para identificar las palabras mas facilmente.

Figure 17. Reflective checklist module 2 P. 7; "Durante" section (listening for general information)

¿Cuáles aspectos considero que debo cambiar para obtener mejores resultados? *

Debo anotar los datos del audio que no entienda y no solo escucharlo dos veces, sino las veces que sean necesarios para poder entenderlo mejor.

Figure 18. Reflective checklist module 1 P. 1; "Después" section (listening for general information)

Below are the answers from the questionnaire:

Figure 19. Questionnaire P. 1; "Práctica de listening" section, question 3

Figure 20. Questionnaire P. 8; "Práctica de listening" section, question 3

And finally, the answers from the focus group are seen next:

"...luego me di cuenta que tomar notas, el repetir el video si no tengo bien clara

la ideología, es muy importante. " (P. 1, question 4).

"...yo decía como "¿por qué siempre me pregunta que si tomo notas?"; o sea, yo

consideraba que eso no se hacía, entonces yo nunca tomaba notas en los audios,

y después yo como "pues voy a tomar notas"; y sí mejoró considerablemente. "

(P. 3, question 3).

Based on what students answered, it means they raised their consciousness about the fact that they should take notes when listening, because almost all the students mentioned that an appropriate action plan would be to take notes, even when some of them wrote 'to take notes' in the part where they should write about how to improve for future exercises, and in those future exercises they did not apply that strategy. It should not be forgotten, however, that the focus of this study is not on the actual changes, but in reflection and consciousness raising about how to approach a listening exercise better.

The second strategy that was included was 'reading the questions before the exercise'. This might seem obvious, but sometimes learners forget that ignoring that when they listen in real life they have a real purpose, such as confirming a news or double checking a phone number. In the case of this project, the purpose of listening was to answer the questions that were given. The way of including this strategy was subtle as well. It was through the question "Did I understand the questions the first time I read them?". Next are the student responses in terms of this strategy that were found on the reflective checklists:

¿Qué haría yo para obtener mejores resultados si tuviera la oportunidad de realizar el ejercicio de nuevo? *

En este caso, para mayor eficacia al responder las preguntas, investigaría mas a cerca del vocabulario que se va a tratar y leería las preguntas antes del vídeo y después para tener una idea mas fresca de lo que tengo que analizar.
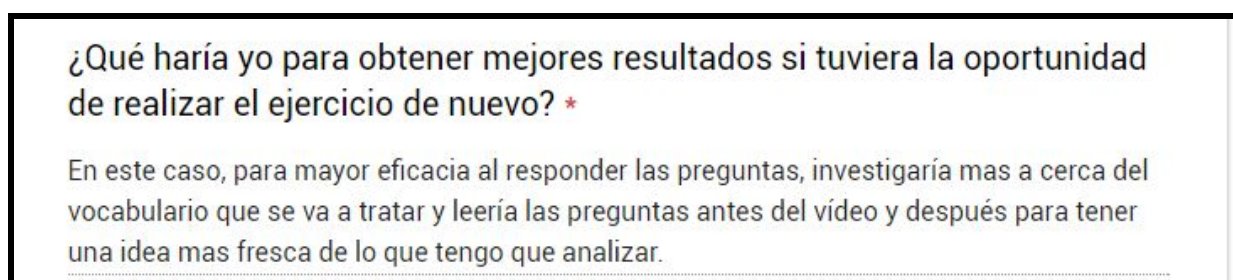
Figure 21. Reflective checklist module 5 P. 1; "Para los próximos ejercicios" section (making inferences)

> ¿Cuáles aspectos considero que debo cambiar para obtener mejores resultados? *
>
> Leer mejor algunas preguntas para facilitar la actividad

Figure 22. Reflective checklist module 6 P. 2; "Después" section (last question -making inferences)

The evidences from the questionnaire are seen as follows:

> 4
> ¿Considero que la información en los checklists que he desarrollado han afectado mi manera le hacer un ejercicio de listening? ¿Cómo?
>
> leo cuidadosamente las preguntas y ya conozco el vocabulario por la práctica previa

Figure 23. Questionnaire P. 5; "Práctica de listening" section, question 4

> 4
> ¿Considero que la información en los checklists que he desarrollado han afectado mi manera le hacer un ejercicio de listening? ¿Cómo?
>
> Si ya que leo intrucciones mas cuidadosamente y he aprendido mas vocabulario.

Figure 24. Questionnaire P. 12; "Práctica de listening" section, question 4

Finally, the answers from the focus group were these:

> "...Pues yo creo que las preguntas eran muy importantes porque pues yo la
>
> verdad leía primero las preguntas antes de ver el video, así que como ya cuando
>
> veía el video ya tenía un contexto e iba a poner atención a lo que era en el
>
> video. " (P. 6, question 5).

Although two students could be more aware about the importance of reading the questions before, it was not as relevant for the whole group of participants as it was taking notes, perhaps because somehow students are used to reading the questions before the audio and it was not a great contribution as it was the action of taking notes that hardly ever might have they used before this study.

At this point, it is appropriate to mention York-Barr et al.'s (2006) theory about the role of the students as reflective people that have to look for solutions to the problems, obstacles, or situations they might face during their learning process. The author stands out that the learners should self-assess their learning process in order to gain more understanding about it and to be able to make changes in the future. What was previously seen gives account of this theory presented here, meaning that reflection that was done through the reflective checklists did help students to raise consciousness about the listening skills. This also implies that to a certain extent the reflection made by students was genuine and the reflective practice they had was taken seriously at least at the consciousness level, which is the interest here.

As a conclusion for this first subcategory, students did use the listening micro-skills because they were part of each module, however only one of them caused a great impact on students' listening practice, probably because they did not feel an active role with listening for general and specific information, as they did with making inferences, not meaning that the first two were a failure, because anyway the strategies were used properly, and some of the students could identify those two strategies. When it comes to the other three learning strategies, being taking notes, reading the questions before the listening exercise, and the WebQuest itself, the

first and the last were the outstanding ones, not forgetting that a couple of students talked about the consciousness raising about the second one. It is noticeable that students raised their consciousness concerning the listening skill exercises and it is possible that they take actions in the future that might contribute with a better learning process in this area.

Subcategory 2: Self-led actions to improve in the listening skills. This subcategory has all to do with reflection, because the self-led actions show autonomy in the understanding of the actions taken in the past and in considering those actions as unuseful or worth changing. These self-led actions are the result of the deliberate thinking process that Hatton & Smith (1995) describe, aimed at improving the action itself.

Since the main purpose of this study was to have helped students to reflect and be able to make changes in a future, the core instrument to foster reflection is the reflective checklist. But the other two instruments involved a reflection about the reflection, because both in the questionnaire and the focus group sessions, students were asked about the reflective checklists, their experience with them, the reflective process students have made departing from the checklists, the changes they have made since then, if any, and if they think those instruments had been a contribution for them.

Taking into account that the objective of this project is to motivate learners to reflect, the researchers gave them the role as the deciders about the contributions that reflective checklists had in their learning process, that being the main question of this study. It should also be considered the fact that the questionnaire had most of the questions talking about the contributions that the reflective checklists had made to the learners bearing in mind that the

codings that are part of this subcategory have everything to do with the instrument presented

next:

	¿Considero que la reflexión me puede llevar a mejorar en mi habilidad de listening? ¿Por qué? ¿Por qué no?	¿Cuáles de estos cambios (comencé a tomar notas, me concentro más mientras escucho, leo más cuidadosamente las instrucciones, le pongo más atención al vocabulario presentado en el listening) he hecho en mi práctica de listening desde que he llenado los checklists?	¿Considero que la información en los checklists que he desarrollado han afectado mi manera de hacer un ejercicio de listening? ¿Cómo?	La WebQuest me ha permitido: - Tener una perspectiva nueva sobre la habilidad de listening - Conocer otra forma de practicar ejercicios de listening - Sentirme más a gusto con ejercicios de listening - Desarrollar ejercicios de listening más fácilmente	¿Considero que una WebQuest es una herramienta adecuada para aprender un segundo idioma y, en este caso, la habilidad de listening? ¿Por qué? ¿Por qué no?
P 1	Sí, esto me ha ayudado considerablemente a mejorar mi habilidad de listening ya que ha contenido listening que necesitan de mucho cuidado y los cuales se enfocan en hacer que esta habilidad mejore y cada día sea más fácil emplearla.	- Comencé a tomar notas - Me concentro más mientras escucho - ~~Leo más cuidadosamente las instrucciones~~ - Le pongo más atención al vocabulario presentado en el listening	Sí, antes no prestaba tanta atención, me desconcentraba en los listening y solo buscaba la parte necesaria. Pero desde que hecho este ejercicio siento que me comprometo más con los listening, me concentro e intento mejorar en cada módulo.	- Tener una perspectiva nueva sobre la habilidad de listening - ~~Conocer otra forma de practicar ejercicios de listening~~ - Sentirme más a gusto con ejercicios de listening - Desarrollar ejercicios de listening más fácilmente	Sí, ya que presenta diferentes alternativas como el vocabulario que se va a usar, un pequeño reemplazo y video relacionado con lo escuchado que hacen más ameno el trabajo de listening.
P 3	Sí, porque es una herramienta que permite conocer cuáles son las fallas que se han cometido a lo largo de la escucha de los audios y en qué se puede mejorar.	- ~~Comencé a tomar notas~~ - Me concentro más mientras escucho - Leo más cuidadosamente las instrucciones - Le pongo más atención al vocabulario presentado en el listening	Sí, porque al tener un vocabulario previo es mucho más productivo el ejercicio de escucha porque se entiende mejor lo que hablan y las ideas que desean expresar.	- Tener una perspectiva nueva sobre la habilidad de listening - Conocer otra forma de practicar ejercicios de listening - Sentirme más a gusto con ejercicios de listening - ~~Desarrollar ejercicios de listening más fácilmente~~	Sí, debido a que en el ejercicio de la segunda lengua uno debe enfrentarse a la comunicación con personas de las cuales este es su idioma nativo y tienen mucha más facilidad para hablar, por lo cual es importante tener esa destreza.

Figure 25. Questionnaire answers, P 1 and 3

As it can be observed in the answers, the students who developed the questionnaire

answered affirmatively when they were asked if reflection could help improve the listening skill,

giving different reasons such as analyzing the mistakes made, or just analyzing the process to

identify the weaknesses. Another crucially important answer that students gave was that they

were willing to change some things, and quite a few students said that reflection had taught them

to make changes that would help them to improve.

In regards of the third question "¿Considero que la información en los checklists que he desarrollado han afectado mi manera de hacer un ejercicio de listening?", all the students answered yes, which is basically the answer to the question of this research project. For a student to have answered 'yes', it means that, no matter how little the consciousness raising or the small change they have made, the reflective checklists did have a contribution as a tool of consciousness raising and at the same time of helping students change actions. All the answers of the students to the third question had to do with actions that students made resulting from a process of being conscious of the actions that helped or not in the listening skill exercises.

Evidence from the focus group can be seen next:

"...Pues, esa reflexión, sí, claro que ayuda... yo antes, solamente veía el vídeo una vez y ya con lo que entendía, desarrollaba las preguntas, pero luego me di cuenta que tomar notas, el repetir el video si no tengo bien clara la ideología, es muy importante. Entonces esa reflexión sí ayuda mucho porque te hace caer en cuenta de lo que estás haciendo y lo que puedes hacer para mejorar." (P. 1, question 4).

Finally, here is one evidence of reflection in the reflective checklists:

Figure 26. Reflective checklist module 2 P. 5; "Para los próximos ejercicios" section (listening for general information)

Self-assessment was another code included in this subcategory. Assessment is defined by Spiller (2012) as the process in which a person analyses the standards being applied currently in order to rethink those standards with the purpose of improving the actions. This means that self-assessment is the autonomous analysis and decision to change a specific action concerning a practice. In the case of this study, the questions in the reflective checklist were the tools to foster the analysis for the participants to freely decide whether they want to change something or not, and according to the answers given, all of them made some change as a result of the reflection and consciousness raising. Students also self-assessed, because actually the reflective checklist is a self-assessment tool.

Category 2: Listening comprehension. The category just described above gave account of reflection, consciousness raising, learning strategies or micro-skills as tools to facilitate and scaffold learning and the ways in which students took advantage of those tools to analyze their way to approach a listening exercise and make or not changes about it. This present category emerged from the importance that the participants also gave to the comprehension of the audios.

It has been said before that the objective of this study is to provide students with a tool that may help them reflect in order to gain more consciousness about what is better in terms of their learning, specifically in listening skills. Nevertheless, this second category involving understanding the audios emerged. It would be very difficult to determine the contributions of consciousness raising if no actions were taken at the mental level at least. This means that students had to change their perspective on how to approach the listening exercise. For the

researchers, there is no need to prove if students were really able to make changes, but perhaps they need to feel that they were understanding the audios more to feel they have made an improvement. It is then when this category emerges.

Subcategory 1: Comprehension of the listening and of the context. According to Nadig (2013), listening comprehension means that, what a person is listening to, makes sense in their brain. In other words, listening is part of communication, because when people listen, they negotiate meaning, as Meskill (1996) describes it. Therefore, it is not possible to say that one person is comprehending something when it bears no meaning.

The codes that this subcategory includes are the comprehension of the vocabulary, of the context or topic, and of the listening itself. To give students more confidence when listening, a set of vocabulary was given to students before they developed the listening exercise. First, students were presented the vocabulary through different means and the second stage of the vocabulary was the practice, where students had matching games, crosswords, or similar games. Concerning the context, it is important to take into consideration the topics of the audios presented in the implementation of this project which were the same than the contents of the book students were using during their normal classes at the Centro Colombo Americano. Finally, both vocabulary and the contextualization of the audios was enough for students to feel more confident to comprehend the audios.

Shown below are the answers taken from the checklists in regards of comprehension, both if this project contributed and if students consider they improved. The evidence is organized

in the same way than before. The questions were taken from the "Antes" section (both

questions), and from the "Para los próximos ejercicios" section (the last question), as seen below.

¿De qué forma me aportaron o no los ejercicios presentados antes del
ejercicio de listening? *

Me ayudaron a contextualizarme antes de realizar el ejercicio y así mismo a tener
conocimiento previo del vocabulario a tratar en las actividades posteriores, además de ello
permite tener un mejor aprendizaje por medio de métodos dinámicos con los cuales se
quedan grabados más fácilmente en la memoria los conceptos.

Figure 27. Reflective checklist module 2 P. 3; "Antes" section (listening for general information)

	Sí	No
¿El video y la actividad me ayudaron a pensar sobre el tema del ejercicio?	◉	○
¿Entendí el significado del vocabulario presentado?	◉	○

Figure 28. Reflective checklist module 6 P. 1; "Antes" section (making inferences)

¿Qué haría yo para obtener mejores resultados si tuviera la oportunidad
de realizar el ejercicio de nuevo? *

En este caso, para mayor eficacia al responder las preguntas, investigaría mas a cerca del
vocabulario que se va a tratar y leería las preguntas antes del vídeo y después para tener
una idea mas fresca de lo que tengo que analizar.

Figure 29. Reflective checklist module 5 P. 1; "Para los próximos ejercicios" section (making inferences)

The answers taken from the questionnaire are seen below. At the end of the quotation the number

of participant, the section and the number of question can be seen. In order to address the questions of the

questionnaire, see **Appendix C**.

4.
¿Considero que la información en los checklists que he desarrollado han
afectado mi manera le hacer un ejercicio de listening? ¿Cómo?

Si, porque al tener un vocabulario previo es mucho
más productivo el ejercicio de escucha porque
se entiende mejor lo que hablan y las ideas
que desean expresar

Figure 30. Questionnaire, P. 3, "Práctica de listening" section, question 4

4.

¿Considero que la información en los checklists que he desarrollado han afectado mi manera le hacer un ejercicio de listening? ¿Cómo?

Si, me han dado información importante para el listening como vocabulario desconocido el cual al escuchar es más fácil reconocerlo e información sobre el contexto de lo que preguntan.

Figure 31. Questionnaire, P. 4, "Práctica de listening" section, question 4

The following answers were taken from the focus group. The information about the source is explained at the end of the quotation, as it was seen previously. **Appendix D** refers to the focus group questions:

"Pues yo creo que al principio uno pensaba que iba a ser como algo muy monótono, pero yo creo que la manera en la que lo desarrollaron fue muy buena porque eran como ejercicios y eran juegos en los cuales uno iba aprendiendo, uno iba mejorando el vocabulario también y eso ayudó ya en la parte del listening a ya entender mejor el audio" (P. 1, question 3)

"...al principio los audios eran muy largos y uno como que se desconcentra mucho a medida que iba pasando el audio, porque eran unos audios a veces de 4 o 5 minutos, y uno no tenía suficiente agilidad mental como para responder todo y poder entender todo el video. Entonces cada vez que se iba pasando de módulo uno como que le iba poniendo más atención a los audios, ya no era tan tedioso ver el video, sino era más entretenido" (P. 9, question 8)

It can be evidenced that in the case of P. 1 there was a progress, because the first comment denoted lack of understanding of the vocabulary in the module 1, but in module 6 the participant was able to understand the vocabulary. At the end of the implementation, in the focus group session, the participant not only restated the transition from lack of understanding to understanding of vocabulary, but the ability to understand the audio itself was also mentioned.

It was only to mention one of the cases in which that process occurred, because the researchers could notice an improvement in the comprehension which produced enthusiasm to listen to more. For example, in the focus group session, P. 9 admitted that at the beginning it was boring to watch the videos because they were long and difficult, but as that participant listened to more, the brain started to get used to listening to English, and the exercise became more and more interesting and easier.

Category 3: Usefulness of the WebQuest. The third category that emerged in the current study is about the results of using the WebQuest. Taking into account that the third specific objective in the present study was to describe the contributions of using a WebQuest with the group of B2 learners, it was important to give a space for the participants in the present study to express their thoughts on the tool that they used to develop the listening exercises and the reflective checklists.

Dodge (2006) defined the potential of using WebQuests as a way of making the content studied in class more understandable for students. Applying this concept to the context of the current study, and having heard the participants' opinions about the results of using a WebQuest

as a tool to practice and reflect upon the listening skills, a subcategory about the usefulness of the WebQuest emerged. This subcategory is explained next.

Subcategory 1: Contributions of Using the WebQuest. Having in mind that the participants' thoughts and perceptions about the WebQuest were necessary for the researchers of the present study to know whether the implementation of this tool was useful for the participants in the process of reflection on their listening skills, this subcategory emerged.

There were two means by which the researchers of the present study were able to know about the participants' thoughts on the usefulness of the WebQuest; the first was by means of a questionnaire, where students had a series of questions about reflection, their listening skills, and the WebQuest. In accordance to what they were asked about the WebQuest, the participants responded to the questions of whether they considered that the WebQuest was an adequate tool to learn another language, and more specifically, the listening skill, and they were also asked about the things that the WebQuest allowed them to do.

In the latter, the responses given by the participants were to have a new perspective about the listening skill, to know a different way of practicing listening exercises, to be more comfortable with listening exercises and to develop the listening exercises more easily. Taking into account the fourth question of the questionnaire "La WebQuest me ha permitido:

- Tener una perspectiva nueva sobre la habilidad de listening

- Conocer otra forma de practicar ejercicios de listening

- Sentirme más a gusto con ejercicios de listening

- Desarrollar ejercicios de listening más fácilmente", the most common answers were the last two (see Figure 5).

Considering the former question concerning the contributions of the WebQuest to learning the English language, the participants' most common answers were that the WebQuest helped them with vocabulary, that it helped with comprehension and that it was nicer to work with listening by using it (see Figure 5).

In order to complement the participants' thoughts on the WebQuest, the researchers of the present study decided to conduct a focus group with the participants where some of the questions were about the Webquest. Those questions were related to whether they considered that the WebQuest was an adequate means of developing the activities in the 6 modules, whether the WebQuest had any positive or negative contribution on their listening skill, and what things they would add to the WebQuest in order to improve the process of reflection in their listening skill.

In the first question the most common answer was that the WebQuest had good content, followed by the answer that it had good availability. In the second question, the most common answers given by the participants were that it helped with listening, vocabulary, pronunciation, and concentration. As to the third question, the most popular answer was that they would not add anything to the WebQuest, followed by that it should include writing exercises (to find the evidence, see Figure 6).

Finally, in order to describe what the contributions of the WebQuest were, quotations from the focus group sessions and the questionnaire are given where it is explained that the

WebQuest was a means of providing the learners with tools to overcome weaknesses or to know what to do when facing something unknown. This is related to the coding "to facilitate the exercise", which was part of the use of listening strategies (micro-skills), meaning that the use of WebQuest could be considered a tool to introduce, present and train students on learning strategy use.

In this case, what helped students to facilitate the process was the design of the modules and they way in which they were organized or scaffolded, as some students expressed in the focus group sessions. Scaffolding processes are an important strategy for learning success, because they "enable learners to accomplish a task which they would not have been able to manage on their own" (Maybin, Mercer & Stierer, 1992, p. 23).

Below are seen the comments of students that said the WebQuest helped facilitate the process of learning as well as the students who expressed that the process was organized and 'sequenced', starting with the focus group:

> "[La WebQuest] Me aportó más a entender con mayor facilidad un listening,
> pues también tiene que ver con lo del vocabulario, pero como que ya uno no se
> detiene tanto en un listening, sino que ya uno lo puede oír más y más seguido"
> (P. 8, question 7)

> "...yo creo que fue muy factible por lo mismo que todas las personas podían
> tener acceso a ésta, y además el tiempo que daban para resolucionarla era muy

bueno, porque una persona que estuviera ocupada y no pudiera ese día podía al

otro, y además de eso, yo creo que la página web estaba muy bien administrada,

porque tenía muy buenos ejercicios, y tenía para que tú practicaras el listening,

para que repitieras tal cosa, y que te daba algunas páginas de referencia en las

cuales tú también podías practicar más los ejercicios" (P. 1, question 6)

"...ahora como todo es por internet, entonces es más fácil hacer estas

actividades, pero entonces es bacano encontrarse algo así, porque es algo que

uno no encuentra todos los días, una tarea, por decirlo así, con un idioma real,

con personas reales, y eso es bueno" (P. 2, question 6)

"Pues, yo pienso que también el contenido de la página como tal estaba muy

bien ordenado, porque digamos, pues muchos profesores piensan que aprender

es como sólo dar la lección y ya, si entendió, pues entendió, pero pues más allá

de eso iban los jueguitos, y como la retroalimentación, por así decirlo, del tema,

entonces, eso es un factor positivo para que el estudiante aprenda, de alguna

manera" (P. 3, question 6)

And here are some of the answers taken from the questionnaire that show evidence of the

fact that the WebQuest was a useful tool for learners. This reinforces the answers given, not only

because it was another instrument, but also because it was given to students at a different

moment of the implementation.

Figure 32. Questionnaire, P.1, "WebQuest" section, question 6

Figure 33. Questionnaire, P.11, "WebQuest" section, question 6

In general terms, it can be said that students felt comfortable with the WebQuest because

it was considered organized, helpful, a good instrument to practice the listening skill, and the

most important aspect, it facilitated the process of developing listening exercises, meaning that

the strategy is the WebQuest itself. Another reason not mentioned until here but present in the

questionnaire was that the WebQuest helped to approach the listening exercises from a different

perspective, which was an option checked by most of the participants. Also, the WebQuest

helped students to feel more satisfied with listening exercises which was what students expressed

when they checked that option in the questionnaire as well.

As a comparison with the literature that was researched in this study (see chapter 2), in the first place the researchers of this study took into account Rezaei & Hashim's (2013) chart about the ten most common micro-skills (see Figure 1). Three of the strategies were selected from that chart and those are the micro-skills in this study.

In contrast with Bohórquez & Jiménez's (2014) study, the results of this current study were focused on the contributions of using reflection as the main tool including the micro-skills in the implementation and using a WebQuest as a means to do so, and, as said in chapter 2 of this study, the main goal of Bohorquez & Jiménez (2015) was to find the contributions of using a platform. In this current study, the findings had reflection as a core aspect through the reflective checklists resulting in a more comfortable way to develop listening exercises and producing a different perception of students towards a listening exercise.

Continuing with Jannejad, Shokouhi, & Biparva (2012), their study was similar in the sense that they worked with metacognitive strategies involving reflection but with a quantitative methodology of development, focusing on listening accuracy. In the case of this present study, the focus was not on accuracy but on how reflection could lead to consciousness raising and to decision-making processes.

Next is Lozano's (2014) study, which included a focus on communication mainly, also taking into account reflection strategies. The findings of that study were positive in the speaking skill, and in this present study the results were focused on the listening skill, which were positive as well, as the reader can find in the next chapter.

In the case of Alshumaimeri & Almasri's (2002) study, it is clear that the purpose of their study was to find the contributions of the WebQuest itself, and also the authors were working with the reading skill, shedding different results. In their study, checklists were used, but in this current study the researchers used reflective checklists, letting a space for them to reflect upon the listening exercise they had made, producing a recognition of the mistakes, which did not happen in Alshumaimeri & Almasri's (2002) study.

Finally, in Esparragoza's (2010) study, the target skill was writing and the language was French. In spite of these big differences, there were common findings concerning the use of the WebQuest also implemented by Esparragoza. The results of using it were positive in both studies being compared here, increasing student interest gradually and at the same time achieving the goal of the WebQuest in each of the two cases: in the former one, to write better in French, and in the latter one, to reflect upon the listening skill including micro-skills in the exercises.

Taking into account all the analysis that was done above, it can be evidenced that a) participants did raise their consciousness through the reflective checklists; b) participants could use the listening micro-skills, although there was one in particular (making inferences) by which students were more shocked; c) participants did reflect on their listening practice, which led in some cases to make different decisions; d) participants did improve in the listening comprehension; and e) the results of using the WebQuest were positive ones for the participants.

Chapter 6: Conclusions and Pedagogical Implications

Conclusions

The aim of this study was to determine the contributions that reflective checklists could have had on students' awareness and future decision-making processes concerning the listening skills. The reflective checklists were used as a tool to help students raise consciousness about the listening skill and the means was the WebQuest. As a result of the use of reflective checklists, students reported to have improved in the listening comprehension according to the focus groups responses. In addition, students showed more understanding of the audios according to their answers in some of the last reflective checklists' modules.

Relevant Findings. To begin with, it is important to mention that the participants in the study had a significant improvement when it comes to being more conscious of the way they approach a listening exercise through the use of the reflective checklists, since they reported in the focus group that one of the things they learned was to pay more attention to the things they did before, during and after a listening exercise.

Another important finding was that by using the listening sub-skills, the participants were able to learn how to pay attention to the body language of the speakers in order to make inferences of the conversations. Taking this into consideration, it was found that from the three listening micro-skills, which were listening for general information, listening for specific information and making inferences, the last one, which according to the needs analysis, was the least common for students, became the skill that impacted students the most, as they reported in the focus group sessions.

Another important finding was that the use of the WebQuest was indeed an appropriate tool to carry out the current study because thanks to this innovative tool, most of the students in the course participated actively and also reported that using the WebQuest was something new and interesting for them. It also gave positive results because students were able to exercise their autonomous work since the methodology used allowed them to decide when and where they could dedicate some time to developing the exercises that were on each module.

An important finding to consider in the current research has to do with the improvement of the listening skill reported by some of the participants. Even though the aim of the present study was not to improve their listening skills, it was noted that the participants were satisfied with their improvement on this skill because of the work they did on the WebQuest.

To conclude with the relevant findings of the present study, it can be said that from the reactions that the participants had at the time of answering the checklists and the questions in the focus group, the most relevant finding was that the participants could change their view when it comes to doing listening exercises, because before they were asked to work in the platform, they used to think that in order to understand a listening exercise, they had to be able to know most of the words from it, but after taking the time to work in each of the six modules, they realized that paying attention to the instructions, reading questions and being familiar with the vocabulary that they were presented was essential for them to understand how people speak in real life.

Pedagogical Implications

This project contributes to the field of teaching and learning EFL in two main aspects: reflection in an EFL environment and the use of technology inside learning processes.The main

instruments or ways in which the two aspects are evidenced are the reflective checklists and the WebQuest, respectively. Information of them will be explained above.

In the first place, this study is a source of data that proves and explains why reflection is essential in a foreign language learning process. There are many ways in which it is described: through the theory presented above, through the definition of reflection above as well, and through the data collected from the participants with the different instruments. On the whole, reflection and, in this particular case, reflective checklists, served the purpose of working as the means through which students were able to be conscious about their strengths and weaknesses when dealing with listening exercises, as well as some actions that they could take in order to improve their way to approach a listening exercise.

Although the purpose of this research is not to help students take those actions now but in a near future, probably, they did take some of those actions and made changes to their practice. In general, the researchers suggest the use of reflection in the learning processes with students of a foreign language because it will enrich the experience.

In the second place, the use of technology not only facilitated the process of the implementation of this project, which may not have been possible few years ago, but it also fostered interest from the students. As teachers or future teachers, one may not agree with the use of technology in the learning processes, but it is important to bear in mind that teaching is not for teachers, but it is made for students, and most of the population one could work with is young people; this population is eager to use technology items for learning instead of being told that they do not fit in the classroom. The researchers suggest including technology in the teaching

processes not only for the impact that it has on young people or because it is easy to use, but because when a teacher does so, he or she is demonstrating that there is a barrier that was eliminated.

Limitations. The main limitation of the present study was that there was not enough time to carry out the implementation process because the course was only on Saturdays and there were only 8 sessions available to implement it. Therefore, the researchers had to prepare each module with enough time so that it was possible to finish the implementation before the English course was over. Another limitation was that at the beginning of the implementation, most of the participants were not committed to doing the exercises in the WebQuest on time.

Something that could be perceived as a limitation was the fact that since the place where the researchers conducted the study has a very strict policy of not taking time of the class to conduct questionnaires or surveys, the researchers had to find the time to do those things outside the class. However, the researchers found that most of the participants were willing to take some of their free time to answer the questions.

Further Research. The focus of this study was reflection, as the reader may have read already, and reflection proved to have fostered decision making processes concerning the listening exercises in the WebQuest modules and probably in any other listening exercise.

Further research could be to focus on other aspects of the listening skill or listening micro-skills, such as listening proficiency in terms of accuracy when answering questions about a listening exercise, or listening comprehension improvement through reflection or through other means.

In addition, the research method of this study was qualitative, and the instruments of data collection were designed accordingly, in order to include opinions, perceptions, experiences and more subjective information. A different approach could be to apply the same study but with a quantitative or at least mixed methodology in order to get more objective data, which would imply to change or at least modify the data collection instruments for the researcher to collect the data with an objective focus.

Another particularity of this study was the use of the WebQuest, reported to be very successful in the implementation of this present study, but a further research could include another means for implementing the modules. This important change would lead to include different instruments of data collection. For example, if the further research is done in face to face sessions, the teacher could include a teacher journal in order to note the students' behaviors during the listening exercise.

What was described last would also imply that the researcher must include another key term deriving in a possible extra objective or research question, an extra construct for the theoretical framework, an extra category for the data analysis, and finally, somewhat different results and conclusions. Similarly, the teacher could include a student journal to let students write their perceptions about the listening exercise, and this could also lead to differences in the study.

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APPENDICES

Appendix A: Reflective checklist sample

Appendix B: WebQuest module sample

Appendix C: Questionnaire sample

Appendix D: Focus group questions

QUESTIONS - FOCUS GROUP

1. ¿Consideran ustedes que el proyecto tuvo contribuciones para reflexionar sobre su práctica de escucha?

2. ¿Creen ustedes que la reflexión es importante en el proceso de aprendizaje? ¿por qué? o ¿por qué no?

3. ¿Cómo fue su experiencia con los checklist reflexivos?

4. ¿Qué piensan de la reflexión que hicieron sobre su práctica de escucha a través de los checklist?

5. ¿Cómo creen ustedes que las preguntas en los checklist afectaron su manera de hacer un ejercicio de listening?

6. ¿Consideran ustedes que la WebQuest fue un medio adecuado para desarrollar las actividades en los 6 módulos?

7. ¿Creen ustedes que la webquest les aportó positiva, o negativamente en su proceso en el aprendizaje en la habilidad de escucha? Si es así. ¿qué fue lo que más les aportó y de qué forma?

8. Tomando en cuenta las tres micro-habilidades de escucha que ustedes trabajaron durante los 6 módulos que eran escuchar para obtener el mensaje general, escuchar para obtener información específica y escuchar para inferir mensajes en una conversación, ¿consideran ustedes que al trabajar sobre estas mismas su habilidad de escucha tuvo algún cambio? de ser así, ¿cuál fue ese cambio?

9. ¿Si pudieran repetir este proceso, que consideran que deben mejorar?

10. ¿Qué agregaría a la página, a la webquest, para mejorar su proceso de reflexión y su práctica de escucha?

Appendix E: Consent letter for the institution (CCA)

Formato de autorización – Directivos

Bogotá, 29 de julio

Respetados directivos

Con el propósito de intentar complementar el aprendizaje del inglés incluyendo la reflexión dentro del mismo, se pretende desarrollar el proyecto de investigación "Usando checklists reflexivos como una herramienta para tomar conciencia en las habilidades de escucha a través de un WebQuest", el cual está dirigido a un grupo de estudiantes adultos en el CCA, específicamente el grupo G730 con nivel de inglés aproximado de B1 y B2 según el Marco Común Europeo de Referencia para las Lenguas, con el fin de implementar estrategias que lleven a los estudiantes a identificar sus fortalezas y debilidades en la habilidad de escucha para que tal vez en un futuro ellos tomen decisiones que los lleven a mejorar en su forma de estudiar autónomamente.

La implementación de este proyecto será virtual en su mayoría con excepción de las encuestas que se realizarán solamente una vez dentro de las horas de clase al inicio de la implementación. En cuanto al WebQuest se refiere, el trabajo será totalmente fuera del aula de clase, al igual que el desarrollo de los checklists reflexivos. Finalmente, el grupo focal se realizará una vez haya finalizado la implementación del proyecto. Este grupo focal se llevará a cabo al finalizar la última clase en la que se haga uso del WebQuest y la implementación de los checklists; es decir, se hará fuera del horario de clases.

A los participantes se les garantiza estricta confidencialidad y anonimato con la información que se obtenga.

Para que quede constancia de que esta información es de su conocimiento y es aprobada para su desarrollo, muy amablemente solicitamos la firma de este consentimiento.

_____

Blanca Lucía Cely Betancourt

Directora Licenciatura en Inglés

Uniminuto

_____

María del Pilar Bravo

Coordinadora Programa Niños y Adolescentes

Centro Colombo Americano

Appendix F: Consent letter for participants

CONSENTIMIENTO INFORMADO

Bogotá, 30 de julio

Estimado estudiante,

Mi nombre es Cristian Alexander Castañeda, soy estudiante de Licenciatura en Inglés de la Universidad Minuto de Dios, y junto con mi compañera de tesis, Ana María Castro, estamos realizando un proyecto investigación, el cual se llevará a cabo durante este semestre, que involucra a los estudiantes que actualmente están tomando el curso G730.

Este estudio busca determinar las contribuciones de checklists reflexivos como una herramienta para tomar conciencia en las habilidades de escucha a través de un WebQuest. La participación en este estudio requiere que usted desarrolle dos actividades por semana en una plataforma virtual enfocándose en la reflexión acerca de las habilidades de escucha usando los checklists. La participación en este estudio es totalmente voluntaria. Si usted desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Ya sea que usted desee o no participar en este estudio, **por favor complete el formato de la parte de abajo de esta carta y devuélvalo, indicando si desea o no hacer parte de este proyecto.**

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, las encuestas, los checklists y el grupo focal en los que participe, tendrán el mismo carácter de confidencialidad.

Si tiene alguna inquietud, acerca del estudio se puede comunicar con el docente, Cristian Castañeda, enviando un correo electrónico a ccastaneda3@uniminuto.edu.co

Cordialmente,

Conserve la carta, y devuelva solamente este desprendible si usted desea participar en el estudio descrito anteriormente. Si no desea participar, favor devolver la carta completa, indicando que no va a hacer parte de este estudio.

Sí ☐   No ☐

_____   _____
Firma   Fecha

Appendix G: Lesson plan sample

UNIMINUTO
Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Lesson Plan

Teacher's name		Class length	Date	N. of session
Cristian Castañeda/Ana María Castro		16 students	September 24th	2
Grade	Class Level	Topic		Language Skills
G7 (adults)	Upper intermediate (B1)	Using Small Talk		Listening for General Information

Learning objective	Personal aim
1. Students will be able to identify the general information of a podcast. 2. Students will be able to recognize the most common ways of using small talk with new people. 3. Students will be able to use the WebQuest to practice with the listening activities	1. By giving SS the appropriate tools, we hope to help them be more aware of their listening practice in the future.

Materials and Resources	Bibliography
• Computer • Internet • Checklist • Online test	• WebQuest: http://thecolombosbasement.wixsite.com/g730colombo • Vocabulary http://blabberize.com/view?id=1478779 • Matching the vocab: http://matchthememory.com/samllkcsdkcsdo • Online test: testmoz.com/855367 • Podcast: http://www.bbc.co.uk/programmes/p02hbvvm • Checklist: https://docs.google.com/a/uniminuto.edu.co/forms/d/e/1FAIpQL5cKE7XoRw0_KMY3wqrFJJW5gub4NZo wnhSwIgrlXyqE-PiEfg/viewform

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might not know some vocabulary 2. Students may be reluctant to do some of the exercises in the WebQuest	1. We will present key vocabulary in the first two activities from module two 2. All the exercises will be presented in a simple and clear way. The activities will be short and easy to complete.

Learner's expected output	Learner's expected comprehensible input
• The correct use of vocabulary used in small talk.	• Being able to identify the general message of the podcast

Stage[1]	Time	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Lead-in	10	The vocabulary of the topic is introduced to students by means of a recording made on Blabberize. We will record a short audio and we will paste some images about key vocabulary (Polite, awkward, embarrassed, behaviour, etiquette, chat, code, charm)
Pre-task	10	Students will practice the vocabulary they learned by playing a Match the Memory online game using the same vocabulary from the previous activity. In this game, they will find flashcards to match an image with its corresponding word or meaning. The images and words that SS will find in this exercise are exactly the same than the ones they found in the lead-in section so that they can feel confident about the exercise. The idea is to practice and reinforce the vocabulary using a vocabulary strategy called imagery.
Play audio or	20	This is the moment of listening to the podcast. Before they play it, they will read five questions

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[1]   The task cycle adapted from Brown (2000).

Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

video		found online that will be answered according to the exercise. The five questions SS have to answer are: 1. Where was the podcast recorded probably? 2. What kind of examples did you find during the audio? 3. What do you think is the intention of talking about that topic? 4. What is the public the speakers are probably talking to? 5. What is the topic in the podcast? After SS have read all the questions, they will have to take notes while they are listening to the podcast found here in order to answer these five questions. Then, they will answer them.
Feedback	20	As soon as students have finished taking the test, they will click on 'submit'. It will automatically show the correct answers. They will have to check their answers and try to find why they got the answers wrong.
Assessment	30	Students will go ahead and answer the Reflective checklist found on a Google Forms. They have to take the time to reflect upon their performance during the module. They just have to fill it in and at the end they click on Submit. Teachers will receive the answers of it automatically.

Language Analysis – Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Polite /adjective/ /pəˈlʌɪt/	Having or showing behaviour that is respectful and considerate of other people.	All these words have to be used during the vocabulary practice exercise for SS to reinforce it.
Awkward /adjective/ /ˈɔːkwəd/	Causing or feeling uneasy embarrassment or inconvenience.	
Embarrassed /adjective/ /ɪmˈbarəst/	Feeling or showing embarrassment.	
Behaviour /noun/ /bɪˈheɪvjə/	The way in which an animal or person behaves in response to a particular situation	
Etiquette /noun/ /ˈɛtɪkɛt/	The customary code of polite behaviour in society.	
Chat /noun/ /tʃat/	Talk in a friendly and informal way.	
Code /noun/ /kəʊd/	A set of moral principles governing behaviour in a particular group.	
Charm /noun/ /tʃɑːm/	The power or quality of delighting, attracting, or fascinating others.	