TEACHER DEVELOPMENT PROGRAM ON TEACHING LISTENING USING VIRTUAL RESOURCES AT A PUBLIC SCHOOL

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UNIVERSIDAD LIBRE DE COLOMBIA
MASTER IN EDUCATION WITH EMPHASIS ON UNIVERSITY TEACHING & ENGLISH DIDACTICS
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## 2. Descripción

Research thesis, which the authors carried out a Teachers´ Professional Development in a public school in Bogotá (Institución educativa distrital la Floresta sur), take into account the importance of forming competent teachers, in the use of Virtual Resources in Colombia, which lied in the necessity of adding to the pedagogical process, strategies that
lead teachers to achieve the goals proposed in the curriculum. It also lied in the pedagogical analysis carried out by teachers, these need to be competent not only in the knowledge of Virtual Resources, but also to carry out reflexive analyses in the adequacy of Teaching Listening Strategies applied in the classroom, since they could lead to unexpected results or failures in the English teaching-learning process. The project was carried out in different stages to accomplish each one of the objectives. It was necessary to establish the following three scientific tasks, which determined the fulfillment of the work. Firstly, the identification of the theory about teachers’ development, English Teachers Pedagogical Knowledge and virtual resources, the general panorama of teachers' ICT professional development in Colombia and listening skills strategies as a guide to design the teachers’ program. Then, the design and implementation of a Virtual Resources program for EFL teachers, to prepare them to integrate virtual resources effectively across the curriculum, based on English language and teaching methodology, and finally the evaluation of how the implementation of a virtual resources program for EFL teachers impacts the English teaching and learning process. The teachers’ development program was applied during seven (7) sessions, in which the corresponding lesson plans were designed with a deep theoretical foundation, objectives, virtual resources and teaching listening strategies to be applied by the trainees. During the sessions, the trainees were exposed to fill a diary and to participate in a forum in order to collect relevant information that through the research gave results, besides, an external teacher was observing the sessions, evaluating the researchers. The results were analyzed by the triangulation strategy, which helped to interpret the information about how the teachers felt in the TPD, how it supported in their own English teaching experiences and how the TPD could be enhanced in future projects and the changes it may have.

It must be recognized that this research, which importance has been recognized, forming teachers to use virtual resources to propose learning activities to provide training in the communicative skill (listening), and to provide vocabulary activities for the technological areas (among others). It also provided teachers strategies to use technology in their teaching-learning process. Adding the importance of using virtual resources, it is relevant to mention that it made teaching activities easier, having one central location accessible anywhere, with a massive array of tools for aiding the delivery, marking and providing
feedback for all courses. Besides, the need of establishing a teacher formation program, also lied in the need of carrying out an immediate solution to the lack of formation programs in this specific area, in which technology is evidenced in fundamental structural changes that was integral to achieve significant improvements, using it to infuse classrooms with digital learning tools, supporting learning 24 hours a day, 7 days a week, increasing teachers engagement and motivation.

### 3. Fuentes

The research project was based in multiple theoretical constructs, which allowed to have strong foundation to implement the TPD. The following authors were deeply studied, among others:


Rost, M. (2002). Listening tasks and language acquisition. Shizuoka; Conference proceedings.
4. Contenidos

The document is divided in five (5) different chapters in which is found: 1. *The literature review*, previous works on the topic, teachers’ development and teachers’ development in the use of ICT foundation, the general panorama of teachers’ ICT professional development in Colombia, listening skill strategies and the lesson plans theoretical foundation. 2. *The research design*, in which is explained the research question, research objectives, research methodology, type of study, context, participants and data collection instruments. 3. *The instructional design*, its general and specific objectives, methodology and the theoretical foundation, strategies, virtual resources and activities for each lesson plan proposed. 4. *The data analysis*, it is found how the results obtained by the semi-structured diary, teacher observation sheet and sharing opinions were analyzed. 5. *Conclusions*, a chapter in which the information is collected throwing conclusions for further researches. In the end of the document, the bibliography and the annexes are consigned.

5. Metodología

It is necessary to remark that a Teacher Professional Development was worked, taking into account the context, needs and facilities at Institucion Educativa Distrital la Floresta Sur. Hence, it is essential to recall that professional development is much more than training; it includes the ongoing workshops, follow-up, study, reflections, observations and assessment that comprise teachers as learners, recognizing the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals. Therefore, the research methodology worked was Qualitative Action Research which has usually been associated with the study of classroom actions, addressing social problems associated with language teaching. Qualitative Action Research is conducted by practicing language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations and as a result change can be implemented more credibly because practicing teachers will find the
results more credible and valid for their needs.

The principal reason the group of researchers decided to work with Qualitative Action Research is because it served the needs of the reflective professional, it combined the mastery of the professional knowledge a teacher has built up over the years with the wisdom of everyday practice. It also focused on researching an issue of interest to the teachers and usually took place inside the classroom to determine what is currently occurring. It involved the teachers systematically collecting information about this issue and then acting on the information to make improvements to it.

In that way, the project has the cycle of investigation that includes the following steps:

1. **Identify the issue.**
2. **Review literature on the issue and ask questions to narrow focus of the issue.**
3. **Choose a method of data collection.**
4. **Collect, analyze and interpret information.**
5. **Implement and monitor an action plan.**

### 6. Conclusiones

The researchers present the main findings of the research, together with the implications of a teacher development program on virtual resources in the EFL classroom. The program implemented at la Floresta Sur public school, allowed observing multiple benefits as well as limitations when applying listening strategies by using virtual resources. Regarding the teachers’ development implementation, it can be concluded that the formation program was carried out according to the academic, social, cultural and pedagogical context of the teachers, which means that not only an exploration of the teacher’s skills, knowledge, needs and perceptions was necessary, but also, the context and situations around the teachers, since this can be a valuable tool to promote learning opportunities as well as observing limitations that might interfere with the formation process; this context can include the tools available to present a class using ICT as well as
the pedagogical knowledge (strategies and approaches) and beliefs they have regarding their role as English teachers, since most of these are founded in personal experiences (positive or negative), other pedagogical formation programs, pedagogical models followed in the working place, among others, which can enrich the teaching experience and the pedagogical content of the program proposed. Along the training program, each lesson plan was built on solid theoretical foundation, each one of the activities were supported by theoretic principles regarding second language acquisition, trainees had the chance to carry out the activities contained in the lesson plans as well as observing the theoretical principles behind them, with the purpose of evaluating such principles and to provide trainees the chance of presenting their conclusions when applying the activities; socializing their conclusions and insights regarding the strategies teachers are aware of the need to improve their pedagogical practices, redefining their role and proposing meaningful changes to apply in class and study their benefits in their role of teachers researchers (Keiny 1994) and renew their pedagogical practices through constant research carried out in classroom activities, Grossman (1994).

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Introduction

The teacher has to contend with various changes throughout his professional life. To cope with these changes, he needs to develop professionally. This development is a lifelong process that spans from training to retirement. Professional development is much more than training, though technology training may be one part of TPD. Professional development—including the ongoing workshops, follow-up, study, reflections, observations, and assessment that comprise TPD—accommodates teachers as learners, recognizes the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals. Professional development takes many forms, such as: when teachers plan activities together; when a master teacher observes a young teacher and provides feedback; and when a team of teachers observes a video lesson and reflects on and discusses the lesson. These methods of TPD are all more effective models of teacher learning than simple training. Teachers need a wide variety of ongoing opportunities to improve their skills. TPD is the tool by which policy makers’ visions for change are disseminated and conveyed to teachers. Though the recipient of TPD is the teacher, the ultimate intended beneficiary is the student. There is general agreement that learning to teach is a lifelong process, and teachers must be equipped with sufficient knowledge, skill, and awareness in order to carry out their jobs.

To implement technology in the classroom has become a vital element of the pedagogical process, however a great majority of foreign language teachers still struggle to find meaningful ways to incorporate technology in their classroom activities (Garrett 2009). Decades ago, Solano (2010) among others, established the need of using technology articulated with pedagogic aims, as well as providing formation of competent teachers, in the use of ICT articulated with appropriate teaching methodologies in a specific field, which consequently contributes to form competent students in the usage of ICT through the creation of learning environments and activities that enhance learning along the curriculum proposed. (Newhouse, 2002)
At Institucion Educativa Distrital la Floresta Sur the Institutional educational program (“P.E.I. Proyecto educativo institucional” in Spanish) in the Manual de convivencia Colegio la Floresta Sur (2012), is described as follows:

"Communication: a possibility for the development of the student and the citizen". The school seeks principles that define the student profile, which contribute to the formation of children and young students of primary and secondary education, to be able to live within the framework of respect for human rights, and the exercise of citizenship, to use knowledge, to understand and explain the surrounding world as well as to solve problems that lead them to improve their quality of life through: the development and strengthening of communication, cognitive and working competences."

Besides, the school is working to propose a new project in which the students in the last grades (10°, 11°) will be able to take extra lessons, (10 hours) in the opposite shift, focusing on strengthening English and Spanish specifically in communication skills. The goal is to have permanent construction of academic processes and social impact through the humanities, in pursuit of excellence, quality, relevance and academic consistency, pledging to make plans, projects and research processes that contribute to the development of citizenship, through strengthening autonomous and independent work.

The project was carried out to provide integral formation with the purpose of forming students capable of dealing with the current demands of society; the Mission of the school described in Manual de convivencia Colegio la Floresta Sur (2012), is:

“To guide the process of integral formation of children and adolescents and promote conditions and opportunities for forming respectful, responsible and autonomous citizens, through an academic education of quality in coordination with higher education and the world of work for the transformation of their life, society, and the natural and cultural environment.” (Manual de convivencia Colegio la Floresta Sur 2012).
To fulfill the requirements established in the P.E.I., it is necessary that all of the members of the educational community possess the skills to deal with the technological demands and innovations that influence the development of society. At the school, a survey was undertaken, with the purpose of inquiring about the knowledge and competences teachers have regarding ICT and the implementation of these in the English teaching process. The exploration of this survey allowed us to find out that just 50% of teachers have received formation in the use and/or implementation of ICT in the classroom, 75% of the teachers have not had the formation to articulate the use of ICT with training in the skills of English language, 85% of the teachers have little or no knowledge and/or competences to create didactic material to teach English using web resources as well as the advantages of using such resources. All of the teachers manifest their interest in receiving formation to learn how to use ICT to focus the acquired knowledge on the teaching of English as a foreign language.

After analyzing the data obtained in the survey, it is evident that there is an existing need for teachers to receive formation to use virtual resources to deliver learners training in English language skills.

In short, the research problem highlighted is: the increasing need for professional development programs among English language teachers of public schools of Bogotá and the need to incorporate the use of virtual resources in such programs, the research question is: How may the implementation of a Teachers’ Development Program on virtual resources contribute to their English listening teaching Methodology?, In consequence, the object of study of this research is: Teacher development for foreign language teaching, and, the field of research is: Teacher development in the use of virtual resources for English language teaching at I.E.D. La Floresta Sur. As well as this, the general objective proposed is: to analyze the effect of the teachers development program on the English teaching and learning at La Floresta Sur school in Bogotá. Consequently, in order to reach the general objective, we found it necessary to formulate the following specific objectives:

- To build a body of knowledge regarding teachers’ development, English Teachers Pedagogical Knowledge and virtual resources, the general panorama of teachers' ICT
professional development in Colombia and listening skills strategies as a guide to design the teachers’ program.

- To Design and implement a virtual resources program for EFL teachers, to prepare them to integrate virtual resources effectively across the curriculum, based on English language and teaching methodology.

- To evaluate the virtual resources program for EFL teachers based on English language and teaching methodology.

To accomplish each one of the said objectives, we found it necessary to establish the following scientific tasks.

- Identification of the theory about teachers’ development, English Teachers Pedagogical Knowledge and virtual resources, the general panorama of teachers' virtual resources professional development in Colombia and listening skills strategies as a guide to design the teachers’ program.

- Design and Implementation of a virtual resources program for EFL teachers, to prepare them to integrate virtual resources effectively across the curriculum, based on English language and teaching methodology.

- Evaluating how the implementation of a virtual resources program for EFL teachers impacts the English teaching and learning process.

**Justification**

The importance of forming competent teachers, in the use of ICT in Colombia, lies in the necessity of adding to the pedagogical process, strategies that lead students to achieve the goals proposed in the curriculum (Gómez 2008). It also lies in the pedagogical analysis carried out by teachers, these need to be competent not only in the knowledge of ICT resources, but also to carry out reflexive analyses in the adequacy of strategies applied in the use of ICT, since they could lead to unexpected results or failures in the teaching-learning process. (Quintero and Avila 2009).

Considering the international, national and local literature taken from recognized researchers who have reflected on the importance of orienting formation for teachers, it
can be carried out appropriately, the process of providing formation for English teachers at I.E.D La Floresta Sur to use ICT to improve their professional development. It must be recognized that if this research, that contributes to the development of this process, which importance has been recognized, the need of forming teachers to use ICT to propose learning activities to provide training in the communicative skills (listening, speaking, reading, writing), and to provide vocabulary activities for the technological areas (among others) is not done, it will be difficult to provide students strategies to use technology in their learning process. Since the school and families will continue with no accessibility to materials because of their cost, and it will continue to negatively influence various aspects of social context. Adding the importance of using ICT, it is relevant to mention that it makes teaching activities easier, having one central location accessible anywhere, with a massive array of tools for aiding the delivery, marking and providing feedback for all courses.

The need of establishing a teacher formation program, also lies in the need of proposing an immediate solution to the lack of formation programs in this specific area. The ministry of education promotes some free programs, but they are not effectively promoted and teachers never get to know where or when they are taken, furthermore, the school never participates in formation programs for teachers in this area since rarely it receives information about them, on the other hand, teachers claim they do not have the economic resources or the time to participate in formation programs, therefore it would be ideal to propose this program to carry it out not only in the school but also, in the long term, to take it to other institutions in the area if it is possible.

The project is born from the need to provide teachers training in the use of ICT and teaching methodologies to create activities and didactic materials to deliver learners training in the English language skills (mainly Listening), taking into account the importance to form competent teachers in the use of ICT in Colombia, lying in the necessity of adding to the pedagogical process strategies that lead students to achieve the goals proposed in the curriculum (Gómez 2008), and especially considering the institution and its own context, student needs, and use of technology as a teaching tool. The project will also develop a clear idea of teachers own essential and most potentially useful
professional development opportunities. By understanding professional development models offered by the research literature, they will recognize and secure for themselves training opportunities, thus ensuring the finest teaching and greatest possible results for students.

It is considered that the impact of our professional improvement if the project is carried out will let us to design and implement a program, in which technology is evidenced in fundamental structural changes that can be integral to achieve significant improvements, using it to infuse classrooms with digital learning tools, supporting learning 24 hours a day, 7 days a week, increasing teachers engagement and motivation and improving learning in students, reducing costs associated with instructional materials or program delivery; and better utilizing teacher time. Finally, Webb and Cox's (2004) literature review suggests that teachers' values and beliefs about the impact of ICT on learning play an important role in the adoption of such technologies.
Chapter I

Literature review

1.1. Previous work on the topic.

Regarding the design of teacher development programs, numerous studies and projects have been carried out; in the study, *An Experience of Initial English Teaching Training Incorporating ICT in Language Teaching* carried out by Universidad Pedagógica, it is outlined the importance of rethinking the pedagogy of foreign language teaching towards the purpose of promoting the development of competences in foreign language teaching through ICT. Besides, promoting the digital literacy of learners, since it empowers teachers and students with tools, strategies and attitudes to support the learning of English as a foreign language through the appropriation of the use of technological tools in the context of stimulating communication.

Farooq (2009) carried out a research for the Kashmir Journal of Language Research, titled “*Creating Virtual Learning Environment for English Language Teaching Programmes*”. He outlines the importance of using the internet as a means to offer professional development for teachers through the formation in the development of materials to be applied online and using them in their classes and activities, as well as using the resources that exist online to offer training in the English language learning and assessment activities for students, leading them to become autonomous learners through the tuning up of their skills with multiple activities and exercises specially designed to foster self-assessment.

Regarding the skills training through web activities, research was carried out in Pakistan “*Learning Skills in a Virtual Classroom*” for the British Journal of Humanities and Social Sciences, draws the importance of providing training for teachers in the use of ICT since these will expose learners to deal with new means of study in such virtual environments there is the need to prepare students to use these technologies in the context of learning. Learners need to be skilled in technical and social aspects, moreover learners not only need training in the use of a virtual environment but also need to develop
through the activities proposed some cognitive strategies to learn successfully McPherson (2004) claims that:

“These skills are required to succeed in the online learning process, but will also expose the students to such a learning environment. NICLS are the traditional basic learning skills based on a new set of information and communication literacy skills which include “recognizing information needs, distinguishing ways of addressing gaps, constructing strategies of locating information, locating and accessing information and comparing and evaluating information, as well as organizing, applying and synthesizing information, (p.45)”

A national research carried out at UNAD “Materials design for virtual environments” Carvajal (2012). mentions the importance of choosing solid theoretical support to design the activities contained in a development course. These activities can be instructional since they inform learners about the form of the language studied, the activities can be experienced since they provide exposure to the language in use, they can be elucidative since they stimulate language use, or they can be explored since they motivate to make discoveries through language use, or all the kinds of activities can be mixed up according to the needs of teachers and institutions. Besides, this study outlines the importance of creating materials and activities meaningful and related to the community's teachers has, since the involvement of social context and local realities provides a meaningful contextualization of the topics presented to learners, if topics and activities proposed are not related to contexts meaningful and familiar for learners, these will not achieve the goal proposed, diverting or endangering the purpose of using ICT in the classroom.

Another national study was carried out by Universidad Pedagógica and Universidad de la Sabana Arias and Pineda (2011) mention “ICT in the professional development of EFL teachers: perceptions and challenges”. The authors emphasize the importance of providing training for teachers on implementing ICT in the English teaching process, not only is the technological infrastructure necessary, but also adequate training in teachers development for these to use the ICT resources to implement them in the classroom.
1.2. Teacher’s Development.

Teachers’ development is a wide range of study in which multiple researches have been carried out. The purpose of these is to lead teachers to become better practitioners of their work area, the literature is filled with multiple definitions that suggests what teacher development is and how it should be studied. However, the definitions that came up during the last decade have tried to be established taking into account the social, pedagogical and cultural context, the globalization leads researchers and teachers to redefine their roles and their pedagogical practices redefining old concepts, coming up with new methodologies, approaches and activities to reach the learning objectives set for their students.

Defining teacher development.

To study teacher development it is necessary to provide a definition of what it is, however the definition is not something that is entirely clear, but it is redefined according to the changes that occur at the pedagogical, social, contextual and local levels. The literature offers different concepts which have been determined by the research carried out in different contexts, and because of this, these definitions may differ one from each other; this concept has taken importance in the last 20 years since schools and universities have noticed the importance of preparing teachers to deal with all the changes that globalization has brought into the academic and social world.

The literature demonstrates multiple approaches to provide a definition for “Teacher development” but some of these definitions first explore the characteristics of a teacher’s development program, for example Evans (2002) provides a perspective offered by Hammond (1994) in which she focuses on professional growth and the stages that could make it possible. First she outlines the importance of expanding the pedagogical knowledge towards teachers, ways to dig out and share pedagogical knowledge among teachers, to study and structure the teaching and pedagogical knowledge to be shared among practitioners in order to set teaching as a profession where professional development is the foundation for an adequate practice of teaching in institutions based on state of the art practice, definition and redefinition of pedagogical knowledge.
All this process, that is carried out to achieve professional development of teachers, consequently it will boost the teaching’s status because the epistemic knowledge about the profession is expanded and the pedagogical goals are achieved, leading teachers become aware of the need to improve their practices through acquiring pedagogical knowledge to fulfill their academic goals. As it can be seen, this author does not provide a definition for teacher development, but emphasizes the professional growth as a step of the teacher development process, as a never-ending path where teachers are permanently acquiring knowledge, redefining their practices, evaluating their approaches and activities to redefine their role (Keiny 1994).

According to that approach to teacher development is founded on professional growth, which is strengthened by classroom practices (Grossman 1994), these may be the ones that establish what the teacher should do with the knowledge of pedagogical practice, and if it is necessary to restructure the way topics are being taught. One way to do this is through using some pedagogical vehicles to improve their practice such as study groups, workshops, seminars, action research activities, among others, these kind of practices might prompt a great deal of research, planning, reading and conversation among educators that are looking for alternative and pedagogical ways to answer questions and to overcome problems detected, where teachers learn by putting into practice.

This pedagogical implication also involves the paradigm that teachers communicate their practice in different contexts and at the same time it faces the theoretical approaches so they can support their practices on a solid rationale to be evaluated, this way teachers really learn appropriate ways to overcome the problems or issues that may come up during their lessons. Gilbert (1994) describes this as a process where teachers learn from each other, not with the purpose of changing the way teachers teach, but taking into account that they learn by doing and reflect on what has been done, thus this might lead to add a meaningful step to the professional growth of educators.

To reflect on what has been put into practice, Gilbert proposes that teachers should be exposed to new theoretical approaches and teaching methodologies, after having studied the different approaches and suggestions teachers should evaluate through practice the validity and purpose of these over an appropriate period of time and along this process,
educators collaborate with each other as well as receive feedback and support from peers to reflect on their pedagogical practice. This approach suggests that teacher’s growth is a process that involves application of practices and methodologies, reflection on those practices and improvement suggestions that could be applied to the teaching practice.

To reflect on the professional grow of teachers, institutions must work together with them, this means that not only should teachers be aware of reflecting on their practice, but also those who are responsible for the administrative direction of the institutions such as principals, deans, and other academic authorities. These should support teacher development, as the role of the administration directions influences the role of teachers, if for instance, a principal in a school requires teachers to base their pedagogical practice on a specific approach or method without having the chance of reflecting, innovating and sharing experiences with others, teachers’ growth in their career could be frustrated and consequently teachers would not develop new skill or strategies. Leithwood (1992) encourages principals to attend the pedagogical needs educators may have; principals should take into account that teachers are part of a career where the professional expertise determines the success of the pedagogical processes carried out in the classroom and ultimately this success will allow to the institution to gain prestige and teachers to gain growth founded on solid knowledge provided by the institution’s support.

There are multiple approaches, practices, definitions and impressions of what teacher development is, and it will probably never be defined with total accuracy since it is a process that involves multiple factors: pedagogical, contextual, social, psychological, institutional and pragmatic. But despite all the definitions that have come up during the last 20 years, all of them seem to agree that teacher development seeks the improvement of the teaching practice to allow learners to really process and engage with what they are being taught; on the other hand, the lack of a universal definition allows us to study multiple approaches that seek to expand the professionalism of teachers. Day (1999) about the professionalism of teachers mentions development as the process where educators, among others, assess and renew their practices to be mediators of the moral purpose of teaching: where they intentionally develop critical skills regarding their role and profession, with the only purpose of offering a better practice to their students, to help them to really learn.
It is clear that professional development has the purpose of improving the classroom practices to offer a better educational service; however, some authors consider that it is necessary to provide a definition for teacher development. Evans (2002) concludes that not providing a definition of teacher development might risk the constructs that exist around the topic, since most researchers have different definitions and conceptions about teacher growth, and these may endanger the validity of the theories around it, and in scientific validity is given when the constructs that underpin a theory are clearly defined. To support Evans’ conclusion, Freidson (1994) claims that in order to provide a serious analysis about something, that something should be addressed by empirical approaches and analysis, but a theory cannot be established if the ones who are studying that something cannot determine what that something really is. It does not mean that all the researchers in the area must share the same definitions, theories and practices, but it suggests that all of them should put their definitions to the test through validating their constructs with experiments and data analysis which ultimately may contribute to build a proper definition of teacher development and its characteristics.

**Teacher development in second language teachers.**

Among all the definitions of teacher’s development, it can be found that professional development seeks to improve the teacher’s roles with the purpose of facilitating learning in students. Regarding teacher development in second language teachers, the approaches provided by Richards & Farrel (2005) will be studied, experts who outline that in recent years, teacher development has gained a great deal of importance since multiple theories and practices such actions-research, task-based teaching, reflective role of teachers, among others, have come up, and these changes require teachers who are fully prepared to deal with these changes, renewing their professional skills, and constantly evaluating their practices. This means that teachers and institutions need to adapt easily to the changes that occur over time because of globalization, and according to Richards & Farrell (2005), schools and classrooms are important sources of research and further professional development, they establish that professional development in school is characterized by the following:
In any school or educational institution, there are teachers with different levels of experience, knowledge, skill, and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.

Teachers are generally motivated to continue their professional development once they begin their careers.

Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

Classrooms are not only places where students learn—they are also places where teachers can learn.

Teachers can play an active role in their own professional development.

It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.

In order for such opportunities take place, they need to be planned, supported, and rewarded.

These features of teacher development provide a guideline of the foundations of professional growth for educators, where teachers and institutions are responsible for updating the pedagogical knowledge of teachers, teachers are responsible for being critics in their role, in evaluating the results of their pupils and according to these apply any changes if necessary, on the other hand, institutions are responsible for fostering professional growth as a way to support teachers to achieve the goals they have set with their pupils. However, teacher’s development is divided in two categories: Teacher training and Teacher development, and each one of these approaches has specific characteristics that are necessary to allow teachers to gain professionalism and to improve in their practices.

Teacher’s training.

According to Richards & Farrell (2005) teacher training consists of the process of focusing importance on the teacher’s current needs and activities, on the immediate goals they need to reach, may be in a short period of time. Also, it is the process that teachers who are about to start their teaching career, need to go through as a requirement to be able to teach, since in it, they recognize the principles and concepts that need to be applied in
their teaching practice; besides it involves trying, assess, and evaluate thru practice new strategies; Richards & Farrell (2005) provide the following actions as a part of a teacher’s training:

- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., Video)
- Techniques for giving learners feedback on performance

Teachers’ development.

It is described as professional growth, which could be applied to all kinds of jobs and it might be a long-term process, nevertheless in second language teaching, the teacher growth is given in the Praxis of examining all the features of teaching practice to carry out a reflexive exercise on them. Richards & Farrell (2005) offer the following goals for teacher’s development:

- Understanding how the process of second language development occurs
- Understanding how our roles change according to the kind of learners we are teaching
- Understanding the kinds of decision making that occur during lessons
- Reviewing our own theories and principles of language teaching
- Developing an understanding of different styles of teaching
- Determining learners’ perceptions of classroom activities

These strategies for teacher development involve carrying out an in-depth study and reflection of theories that surround teaching practice, this in-depth process is not something that can be carried out in the short-term, since most of the steps on the course cannot be based on personal reflection, but in a conscious exploration of the theories, strategies and approaches that exist in language teaching.
1.3. Teachers’ development in the use of ICT.

To explore what professional development in ICT is, it is necessary to explore what it means, Anderson and Glen (2003) define ICT as technologies that allow to use, access, communicate and manipulate information and data, these technologies cover all the range of digital devices where hardware, software and internet are used to communicate, where communication and exploration can happen in real time, where information can be shared no matter the distance of the peers.

Engida (2011) in her *ICT-enhanced Teacher Development Model* presents the strategies that UNESCO (2002) established to transform the nature of education taking into account the role that ICT play in a globalized world:

... For education to reap the full benefits of ICTs in learning, it is essential that pre-service and in-service teachers have basic ICT skills and competencies. Teacher education institutions and programmes must provide the leadership for pre-service and in-service teachers and model the new pedagogies and tools for learning. They must also provide leadership in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions within their country. ... Teacher education institutions also need to develop strategies and plans to enhance the teaching-learning process within teacher education programmes and to assure that all future teachers are well prepared to use the new tools for learning.”

In a globalized world information and communication play a vital role in all educational processes for most of the institutions are adapting their curriculums, infrastructure and syllabus to the demands that ICT establishes (Blurton 1999) with the sole purpose of improving educational practices.

Engida (2011) mentions the results of the research of Angeli & Valannides (2009) in which it is outlined that despite the attempts to prepare teachers in the use of ICT, teachers are able to manage some tools but lack the knowledge to deal with technological resources as well as using them in pedagogic manners to improve their teaching practices. This lack of knowledge consists on the little emphasis that is given in the acquisition of technical knowledge, and the lack of pedagogical attention in some use of ICT for education; the problem lies in the little emphasis that is given on how technology is
articulated with the contents of a course, and how teachers can establish pedagogical links between a technological resource and a specific content.

To understand how content and technology can be articulated, it is necessary to take a look at the theoretical foundations of teacher development regarding the importance of studying pedagogical knowledge. Shulman (1997) articulated content, pedagogy and knowledge into a concept called PCK (Pedagogical content knowledge), which determines how contents are modified to learner’s skills and characteristics. This process starts on the recognition and comprehension of the materials that teachers are going to teach (CK: Content knowledge), then these materials need to be transformed or modified to be used pedagogically, this means that it can be taught (PCK), the results of this process are put to the test when evaluating the student’s learning, this is to reflect on the process itself and its evaluation, therefore PCK is a cyclic process where not only the knowledge of the content is important, but also to know how to teach that content.

The PCK concept describes meaningfully how teachers should adapt their contents to their pedagogical skills, however, in the 21st century ICT has been articulated in society and education also it is included in this globalization process; this latest trend of articulating technology in all aspects of society, especially in education has led researchers to adapt Shulman’s model integrating technology and pedagogy.

Mishra and Koehler (2006) established the need of including a new cycle in Shulman’s model, integrating technology with content and pedagogy (TPCK), Figure 1:
1.4. The general panorama of teachers’ ICT professional development in Colombia.

In March 2008 the Ministerio de Educación Nacional (MEN) presented to the educational community a document of ICT teacher professional development (Route appropriation of ICT in teacher professional development) to guide the process of academic training in the use of ICT offered to teachers in the country. The route is defined "in order to prepare teachers in a structured way, to face the pedagogical use of ICT, participate in networks, virtual communities and collaborative projects, and systematize significant experiences with the use of ICT." (MEN, 2008).

In 2010, the National Government with the presentation of the Education Policy for Prosperity, through the improvement of the quality of education, also expanding coverage, incorporating innovation and strengthening school management. Talking about education with relevance for innovation and productivity, the government emphasizes the need for more and better virtual educational contents, strengthening teacher training processes in the use of new technologies and carrying out a curricular adaptation, including new technologies; all this through a National Innovation System, which seeks that 50% of teachers in the public sector (180,000) have a certification in digital skills.
The “Sistema Nacional de Innovación Educativa” aims to improve the capacity of the educational institutions and organizations to strengthen their educational practices and respond to local, regional and national needs, by reinforcing the alliances with Ministries, Departments of Education, private sector entities, to build a culture that prioritizes research and knowledge to guide and enhance the educational processes with the use of ICT.

Teacher professional development for educational innovation aims to prepare teachers to contribute to better educational quality by transforming educational practices with the support of ICT, adopting strategies to guide students to use ICTs to bring positive changes within their environment and surroundings, and promote the transformation of the educational institutions into learning organizations strengthening efforts: academic, administrative and community.

To improve the quality of education at all levels, teachers’ professional development is considered as one of the main factors which contribute to the strengthening of the quality of education. For this reason, it is important to enable teachers to have training to qualify their daily practices, while ensuring development as a person and as a professional, to respond to the expectations, needs and demands of society and contribute to their duties to the Nation's educational project. Therefore, the MEN supports and directs the training of teachers to expand their knowledge, propose teaching strategies, new methodologies and innovative pedagogical models that guarantee their students, regardless of their location (rural or urban), sector (public or private) or other special situations. Besides the use of the ICTs, the training also includes the management of a foreign language, which together, allows teachers to face the challenges of the XXI century.

Summarizing, the MEN has the following purposes and goals to be accomplished in the next years:

- Goals 2021. It is stated that the teachers’ development, with the skills needed to teach to the new generations, is perhaps the most important dimension to generate educational changes. Take into account the basic competences to teach in a variety of contexts and cultures, to incorporate students with knowledge and to have the willingness to live as a multicultural citizen.
• "Plan Decenal de Educación 2006-2016": is defined as a social and educational pact, whose purpose is to provide a path and horizon for educational development.

• Educational reform and use of ICT in education, through the provision of technological infrastructure, strengthening pedagogical processes, continuous training of teachers in the use of ICT, pedagogical innovation and interaction of educational actors.

• “Plan Nacional de Desarrollo 2014–2018”: The main purpose of education is to improve the quality, because it is considered the most powerful instrument for reducing poverty and the most effective way to achieve prosperity. The citizens of Colombia need to be able to contribute to the processes of cultural, economic, political and social development and environmental care.

At the same time, the MEN have proposed the ICT Competences for the teachers’ professional development, which objectives are:

• Contribute to educational quality by transforming teaching practices integrating ICT in order to uplift the learning of students and teachers.

• Adopt strategies to guide students in the use of ICT as tools for access to knowledge and as a resource to positively transform the reality of their environment.

• Promote the transformation of the educational institutions from the strengthening of the academic, administrative and community efforts.

To accomplish these objectives, competences to be developed by teachers are defined in the specific context of educational innovation with ICT.

1. Technological competence
2. Communicative competence
3. Pedagogical competence
4. Management competence
5. Research competence

According to the MEN, It is necessary to mention the **Technological Competence**, which is the ability to select and use in a relevant and efficient way a variety of technological tools understanding the principles that govern them. To know the levels, each teacher and student is, in the following graphic the different levels will be shown and explained.
Arias, Buitrago and Pineda (2011), concluded “According to teachers, there are various aspects that influence the development of significant experiences in the classroom. It is not only necessary that schools have sufficient access to technology and that the school administration, parents and students support teachers’ projects. It is also indispensable to center teachers’ work with ICT on networks and teams that respond to the particular needs of the contexts they are immersed.”

**1.5. Listening skill strategies.**

Nowadays people live in a world that, due to the economic, social, political and cultural phenomena, moves forward very rapidly. For this, human beings need to be increasingly prepared, updated and ready to face the challenges of a world in state of nonstop evolution and constant development; therefore, it is necessary to know, to interpret and to interact reciprocally with the phenomena and the changes that surround society, but to be able to interpret these changes, it is necessary to break some barriers, the barrier of language in this case; The fact is, to not have access to knowledge of a second language renders it almost impossible to be prepared for these changes.

In order to learn any language, it is necessary to enhance the four linguistic skills (listening, speaking, reading, writing,) each of them develops differently and requires different strategies to be learnt. This project will be focused to develop the listening skill, thus in the following paragraphs the implications of this skill will be described.
What is listening?, Within the four linguistic skills of any language, use the listening skill, demand to interpret and respond to spoken language and it is necessary to understand the sounds and representations of it. Trotman stated the following: “Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill; it involves responding to language rather than producing it. Listening involves making sense (significant ability) of the language sounds. Learners do it using the context and knowledge of the language and the world” (Trotman 2006)

Based on this explanation, it can infer that it is necessary to develop habits and listening skills in learners that allow them to interpret spoken language, whether in whole or in part, it means, in the moment a listening exercise is carried out, an advanced learner may understand the entire conversation, other learners understand the main idea of the conversation but not entirely, and other learners understand the language functions being studied at the time. Therefore, it is necessary to properly plan the objectives to be achieved following the exercises that are developed in the classroom and determine the level to which it is addressed, aspects of the language that will be studied and practiced and what the possible scope of exercise are. Coger, Phillips and Walter say (1995): “After helping learners to understand a text in a general way, the teacher may want to choose and examine some of the language in the listening exercise; it can be a grammatical point, pronunciation, a focus on a function or a focus on vocabulary. Using a listening exercise is a very good way to practice the language in context”.

Sometimes listening exercises are linked to the way in which the learner writes, it conveys, when the student has developed a number of writing exercises, they affect the way the language is spoken and understood. It is also known that language has different manifestations and is used in different contexts, the spoken language consists of the use of jargon, slang, accents and expressions that may differ from the written language and grammar structure. For this reason exercises should be developed in which learners improve skills that allow them to differentiate the aspects and forms of spoken and written language, in order that they can use the features and
grammatical changes of the language in each skill and understand what situations they can use formal communication and in which cases they can use informal communication.

By a diagnostic approach, Field (2008) stated some teachers rush to supply a “correct” answer when a student fails to respond to a listening task. Some teachers may play a recording several times and ask for other students’ input to make things right, missing an opportunity to determine the reason for the listening error.

For that reason, it is necessary students carry out some strategies to train the skills to be able to interpret and respond to listening exercises.

Coger, Phillips and Walter (1995) propose a number of alternatives that can be used to enhance the ability to listen. The first one mentioned is to use the events and situations that happen in the classroom, which can involve the student in listening exercises, as an example the authors mention that in the development of a class the learners have contact with greetings, speeches, explanations from peers, teacher interventions, corrections, etc. That is why it is required to plan what will be worked, the topic to be treated and its application in the development of the class. The authors also suggest another type of activity to motivate learners to talk to each other; it generates the habit of communicating in English and understanding spoken language directly. At the same time, it can provide students with texts and activities to develop listening skills and strategies that simultaneously generate processes of internalization of language, problem solving exercises are also very useful, in which the learner must understand the context and provide a solution to a situation presented.

Within each listening exercise developed in class, we may consider a variety of steps that teachers should continue to make a significant internalization of the exercise practiced because it cannot be developed without proper planning and established objectives, Coger, Phillips and Walter (1995) mention and describe each of the steps that must be taken into account to develop a significant listening exercise, they mention the following ones:
**Before listening exercise.**

Before a listening exercise, the teacher must make students think about and discuss what they will hear, or generate in students the need to understand the exercise, commenting on how it will be developed and how it relates to the following activity that will take place. Real life contexts can also be used and make it the most interesting way possible, and then, the lesson will be much more significant since the student will be interested to know in depth what is attained by the exercise that is being developed.

Pre-listening activities also help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. In order to encourage a personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.

**Teaching keywords or expressions before listening.**

It is very helpful to teach the words and expressions that may appear in the exercise because they can be new or difficult for learners, in that way they can learn different expressions and how to use them in different contexts.

**First listening exercise.**

A target should be set in which students must understand the exercise in general, it means, the teacher establishes a specific objective to be reached at the end of the exercise. Provide to the learners the text of listening (script), whether the teacher read it out loud or play the exercise directly in the recording, it will make the exercise more real and helps learners to focus on the general idea of the exercise. Finally, ask students to discuss their answers among them before giving the correct answers.

**The second listening exercise.**

Unlike the first exercise in which it was asked to understand the general idea, at this stage it is possible to ask learners to understand the specific details of the exercise.
Students are asked to pay attention to specific details, the recording could be played for the second time, it can be done slowly, so learners catch all the necessary information and the exercise is more beneficial. Vandergrift (1999) considers, if students are to develop real-life listening skills (e.g. for understanding radio or television) they must learn to develop strategies that will help them understand the gist of a text, as well as the details that they need to know. Students listen to an oral text and attempt to identify main elements of the text. After the first listening they write their hypothesis for each element under the ‘Guess’ column, and under the ‘Reasons’ column state why/how they arrived at their hypothesis. Each student then works with a partner to compare answers and discuss potential discrepancies.

On the other hand, Harmer (1998), stated there are two kinds of listening material and procedures, which have some advantages and disadvantages.

The first one is *Extensive Listening*. It is worked when teachers encourage students to choose what they listen to and to do so for pleasure and general improvement. It usually takes place outside the classroom, in the students’ home on personal gadgets as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.

The second one Harmer (1998) proposed is the *Intensive listening*, in which the students hear a variety of different voices apart from their own teacher. It gives them an opportunity to meet a range of different characters, especially where real people are talking, even when the recording contain written dialogues from plays, they offer a wide variety of situations and voices.

These kinds of exercises could be done following a variety of activities called ‘*live listening*’, such as, reading aloud, storytelling, interviews and conversations. They offer an extra dimension to the listening experience over a series of lessons. In that way, the role of the teacher is to encourage students to create an engagement through the manner they set the tasks, by focusing on the following roles: *organizer, machine operator, feedback organizer, prompter.*
Top-down listening activities get the students to predict the content of a listening activity beforehand, using information about the topic or situation, pictures, or key words. It helps them to develop their top-down processing skills, by encouraging them to use their knowledge of the topic to help them understand the content. This is an essential skill given that, in a real-life listening situation, even advanced learners are likely to come across some unknown vocabulary. By using their knowledge, they should either be able to guess the meaning of the unknown word, or understand the general idea without getting distracted by it.

Morley (1998) also states that work with the Bottom-up listening activities gives students the need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the student understands very few words from the incoming signal, even knowledge about the context may not be sufficient to understand what is happening, and the student can easily get lost. Bottom-up listening activities can help students to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps or the activity proposed.

Peterson, (2001) states the combination of top-down and bottom-up data, is called interactive processing, where the teachers, before listening, can, for example, brainstorm vocabulary related to a topic or make students invent a short dialogue relevant to functions such as giving directions or shopping. In the process, they base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom-up data). The result is a more integrated attempt at processing. The students are activating their previous knowledge. Figure 3

(Peterson, 2001) Interactive processing
Consequently, Rost (2002) considers that teachers must take into account the difficulty, and authenticity. In addition to the task, the text itself determines how easy or difficult something is to understand. Spoken language is very different from written language. It is more redundant, full of false starts, rephrasing, and elaborations. A more useful technique is to simply put pauses between phrases or sentences. “By pausing the spoken input (the recording or the teacher) and allowing some quick intervention and response, we, in effect, slow down the listening process to allow the listeners to monitor their listening more closely.”

The final advantage of an emphasis on listening comprehension is the psychological advantage. Vandergrift (1999) states, without the pressure of early oral production there is less potential embarrassment about producing sounds that are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success. The student has greater facilitating second language listening comprehension and motivation to continue learning.

1.5.1. Lesson plans theoretical foundation.

Lesson plan 1: to use a specific ICT’s source to allow teachers to work the three listening stages.

- To understand the importance of background knowledge for listening exercises
- To identify the difference between top down/bottom up listening process
- To prepare a listening lesson using the site http://www.esl-lab.com/ which allows working of the three stages to carry out a listening lesson.

The lesson pattern worked was taken from Harmer (2007), it is called a boomerang lesson pattern, which has the following steps:
Engage.

During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity and attention. The model, seems to suggest that students come to lessons ready motivated to listen and engage with the teacher's presentation.

Study.

The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a long reading text; from an examination of a verb tense to the study of a transcript of an informal conversation to study spoken style. There are many different styles of study, from group examination of a text to discover topic-related vocabulary to the teacher giving an explanation of a grammatical pattern. Harmer says, 'Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of Study activities we have looked at here.
**Activate.**

This element describes the exercises and activities which are designed to get students to use the language as communicative as they can. During Activate, students do not focus on language construction or practice particular language patterns, but use their full language knowledge in the selected situation or task.

**Lesson plan 2: Using authentic materials.**

- To understand the use of authentic materials and discuss their use.
- To choose the listening materials according to the students' level.

**Rationale of the lesson.**

Underline key words in the questions as students read, so at a glance they remember what it is all about. This also helps to move on: while students are listening to answer one question, they can keep in mind the key words of the next just by glancing at the question to remember the key words. In this way, students know when to move on. So, when students are doing this, they will underline two kinds of things: the key words for understanding that sentence and the word(s) students are likely to hear when the speakers move.

While skimming, try to notice which words are more stressed and clearly pronounced, and try to notice the mood speakers are in, if relevant (a bored person is not going to pronounce clearly, but then, he/she won’t be saying anything relevant, and when he/she does, you’ll notice they pronounce more clearly). Key words are, very often, and especially in natural connected speech, pronounced more clearly and with more emphasis.

**Lesson plan 3: Using videos to perform listening activities.**

- To use video using different ways and approaches.

Using video to perform listening tasks, allow teachers to carry out multiple activities in the EFL classroom as well as providing learners with multiple approaches and input features which cannot be found in listening tasks based on only audio recordings; next, we will present some approaches and conclusions regarding listening tasks with video, to
support theoretically the activities proposed in the lesson plan.

To explore the different activities that can be performed using video in listening activities, it is necessary to take a look on the multiple characteristics that surround a listening exercise, since these features will provide a framework to propose the activities for the classroom. Dorrington and Groom (2004) describe five types of listening: the first type is informative, here the learner listens to retain information. The second is appreciative, in this kind of listening, the listener listens according to his/her personal style and interests; the third is critical, in this type of listening, the listener analyzes the information deeply, drawing conclusions; the fourth is discriminate, where the listener is able to identify emotions and make inferences due to the tone of voice; the fifth is Emphatic, in this kind of listening, the listener analyzes the non-verbal behavior in order to understand what has been said. If teachers take into account these types of listening features, they might select appropriate videos that fit student's learning style and student's needs, as well as provide multiple speech characteristics that play a vital role in the communicative act.

On the other hand, videos might help to keep learners motivated, since audio visual aids turn out to be more useful and students feel more engaged when they have visual to help themselves. Van Duzzer (1998) mentions the importance of keeping students interested, since it is more likely that they achieve goals in listening tasks if they are motivated to do so through the use of graphics, drawings, flashcards or videos, since they contain information that students can feel related to; this is why teachers need to come up with interesting and appropriate strategies that lead learners to develop listening skills effectively while keeping them engaged.

Videos not only provide a great source of input, and chances of performing listening tasks, but also allow learners to see the language in real uses, motivating them to listen more effectively. William and Lutes (2002) conclude that videos are a suitable delivery system since they allow learners to see a mixture between verbal and non-verbal communication, and the combination of both are a vital part of every communicative process, however the teachers need to fit the videos to an effective learning strategy, to help learners to develop their listening skills and to hold the learner's attention during the
task. Miller (2003) points out that non-verbal communication is available to learners, when watching videos to perform listening tasks, since this kind of communication is more common in real life interactions, he mentions that through videos, learners can contextualize what they are listening to, facilitating not only the assimilation of what is being listened to, but also allowing students to see how they may use communicative function in communicative act, which might lead students to propose new utterances, communicate actively as well as participating in their learning process. Beare (2008) and Ramal (2006), mention that videos provide students’ chances to assess their own process, since learners can get immediate feedback when comparing what they are listening to what is being shown in the screen, leading learners to monitor their own processes and to explore along with the teacher’s assistance, what they might not understand. Besides, videos demand from students specific skills and knowledge of functions not only to understand what is being said, but also to understand all the parts of the speech (verbal and non-verbal) to get the message through. Van Duzer (1998) mentions that language contains multiple non-verbal acts play an important role in the communicative acts, hesitations, accents, rephrasing, mumblings, body language, intonation, among others, and these, provide learners challenging tasks since in video, the material is not made to fit the student's level, but the student's need to develop proficient skills to understand what is put into a scene.

The instruction during a listening lesson using video, has to be properly designed; Nunan (2001) points out that the lesson should contain different cycles where students can understand the input through a variety of pre-listening activities. This input should be divided into chunks to be presented to learners which might be carried out through meaningful and funny pre-listening and while listening activities, the post listening activities shall allow students to put into practice the functions seen in the listening task, this can be achieved through surveys, role plays, question modeling, oral drills or other communicative activities where students use the language creatively always with the teacher’s guidance.

**Lesson Plan 4: Selecting and designing tasks to develop listening skills.**

- To devise effective listening tasks using ICT
• To recognize the tasks for different listening exercises and modes.

*Selecting and using listening tasks in language acquisition.*

In communicative language teaching, teachers are aware of the importance of helping learners to tune up their listening skills to really acquire the language and to help them to communicate properly. However, developing the skills to understand spoken interactions, seems challenging for teachers, even to come up with appropriate tasks to reach that goal, and is more challenging for learners to really understand what is being said during an interaction; that is why teachers need to construct activities that empower learners to become better learners through the use of tools to achieve linguistic goals. Rost (2002) in his research about using tasks to develop listening skills, points out the importance of considering three aspects of language acquisition to design meaningful tasks for learners. The first aspect that teachers need to take into account, are the psychological aspects of the acquisition process. The second, is the importance of selecting appropriate input and later interaction, and the third, is to guide learners to participate and to influence on their own success to acquire a new language. These principles strongly influence the choice and/or design of activities that engage learners actively during the tasks and to create opportunities to guide them to assess their own performance; these selection/creation of tasks should contain some specific characteristics such as, 1) being interesting for students, 2) the tasks should focus on meaning, 3) the tasks should encourage the use of multiple listening strategies, 4) and the tasks should contain activities that guide learners to enhance language awareness and to assess themselves.

1) *Making things interesting for students* means that, activities should lead students to tune up their own skills, on their own, using their own source of input, and this only is possible if students are motivated through the choice of interesting input for the tasks; Crookes and Smith (1991), point out that learners reach a level of motivation when they have positive experiences with the language, it means that learners have had successful experiences at understanding and using the target language in interactions. When selecting input for teaching a second language, Beebe (1985) mentions the importance of selecting materials that encourage learners to really want to learn, and this is achieved by selecting input that make students curious about the content as well as help them to
Rost (2002) recommends that to carry out successful listening tasks, teachers should prepare and edit the material they find online when preparing a listening task. Teachers need to decide which parts of the material are the ones he/she desires to focus on; research has shown that learners need to have the input divided into segments of 30-90 seconds, and after being exposed to the input, the material needs to be reviewed and deeply put into practice. Besides, there is a psychological aspect that needs to be taken into account when setting a listening exercise and a task related to it, learners do not benefit deeply if they are exposed to long listening texts due to the limitations of the short term memory, Born and Hulme (1992) strongly recommend that there should be intervening tasks in the middle of short listening texts to help memory to consolidate the input that is being used.

2) Selecting tasks that focus on meaning it is vital since focusing on meaning allows learners to see language contextualized in real contexts; however, before selecting activities, it is necessary to review the concept of “task”. Rost (2002) describes that a task involves an input, a set of procedures to deal with the input, and an outcome which can be assessed by the teacher; the tasks that are appropriate during a listening lessons are carried out during three stages: pre-listening, while listening and post-listening. In the pre-listening, the learner activates background knowledge, studies new vocabulary, predicts what is coming and is also exposed to communicative functions, proper pronunciation and grammatical structures that the listening text contains. In the while-listening stage, the tasks involved are related to the content of the input, the tasks can be focused on note taking, filling incomplete information, questions regarding the gist or specific details of the listening text, completion of texts, diagrams or tables, or any other activity that involves the monitoring of content and its meaning. In the post listening stage, learners carry out, maybe the most important part of the listening activities, because the learner has the opportunity to work mentally on the meaning of what is being listened to, and to listen multiple times to the meaning is built. Moreover, the learner can be exposed to multiple tasks at this stage, reading, writing and speaking activities; these activities can contain comparison tasks, negotiating meaning with classmates, formulating
responses or creating questions about what was listened to and understood.

3) **Encouraging the use of multiple listening strategies** involves selecting tasks that challenge learners to become “good listeners”, Rost (2002) describes that a good listener adopts active strategies. Vandergrift (1999) in Rost (2002) points out that the strategies that a good listener adopts are: prediction of content (usage of real world knowledge and expectations to make predictions about what is going to be listened to); guessing: involves, making inferences about what they consider the speakers in the listening text have said. Selecting: paying attention to specific words or expressions, selecting information to perform a specific task or to complete the missing pieces of information; clarifying: evaluating what was understood through the asking of questions to correct possible mistakes, which leads learners to revise their understanding of meaning; responding: to provide opinions through interaction with other peers, about the content of the listening text.

4) **Enhancing language awareness of learners that guide them to assess their own process** can be achieved through “noticing”, Robinson (1998) in Rost (2002) mentions that learners tend to pay attention to some specific parts of a listening text, while ignoring others, which are also important. Long (1998) suggests that in order to lead learners to lead parts of the speech that are ignored, teachers should set tasks where students pay attention to notice a particular feature, which can be a word, a sound, a linking word, among others; of course, this approach requires that learners are exposed to these speech parts before the exercise, that is why Sharwood (1993) recommends to expose learners to those parts during the pre-listening, pointing the importance of their use in the interaction construction.

Lesson plan 5: Selecting activities to assess listening.

- Using different approaches to assess students’ listening skills.
- Using multiple virtual tools to assess listening.
- Providing learners with multiple online sources where they can practice and assess their own listening skills.

*Designing/selecting activities to assess listening.*
Most teachers have some ideas on how they are supposed to assess the listening skills of their students; these ideas have come up thanks to the experience they have had teaching a second language using text books, audio recordings, videos, or they may be influenced by the way they were tested when they were acquiring the language. However, the theoretical foundations based on solid research on how a listening test should be designed are minimal, and teachers tend to believe that testing listening is reduced to the use of an audio recording and the proposal of some multiple choice questions to be answered. The purpose of this lesson plan and this research, is to present teachers solid theoretical research that demonstrates the ways teachers could design or select listening tests that not only help them to assess their student’s proficiency, but also help their learners to participate actively in their assessment.

Buck (2002) in a deep study carried out in Cambridge University about assessing listening, describes the way teachers have learned, during their practice, to test the listening skills their pupils have, using the activities proposed by text books or virtual materials. However, teachers do not always know the theoretical notions that underlie those practices, and because teachers are not the only people who “consume” teaching material, but also, should be the ones who are able to design activities, they should cope with the existing approaches to assess listening; Buck (2002) mentions three current approaches to assess listening:

1. The discrete-point approach and its techniques
2. The integrative approach and its techniques
3. The communicative approach and its techniques

The discrete-point approach.

This approach came up when the audio lingual method was the preferred approach to teach a second language; language was seen as a behavioral activity, it was perceived as a set of habits that occur without user’s awareness, Lado (1961); the discrete-point approach is founded on the idea that it is possible for learners to identify and isolate the elements of language (units of linguistic language) and to test each one of these units. Lado (1961)
considered that to test listening, learners should be able to recognize the sounds of the language, students should listen a sentence or utterance, and the teacher check if it has been understood, or at least some parts of it; the items that should be put to the test are: phonemes, intonation, grammar structure and vocabulary; the way these should be tested are: true/false exercises, multiple choice questions, and use of pictures in multiple choice, however context was not taken into account, the only purpose was to tests the ability to recognize elements of language in oral ways.

The integrative approach.

This approach to test student’s skills attempt to assess the student’s ability to use and understand many bits of language at the same time (Oller 1979), in short words Oller claimed that the whole is greater than the sum of its parts which basically means that listening involves in knowing different units of language and knowing how they relate to each other in communication. Next we will see the techniques used to assess under this approach.

Gap-Filling techniques.

Henning (1983) wanted to avoid the problem that the listening closes had (which was that learners only listened to the words they needed to fill in the blank without understanding the content around the missing word, or in other cases, they guessed which word was the right one) by putting in the blank word with high information load, which are less predictable and difficult to guess; he called this technique a listening recall. However, it is difficult to determine if learners comprehend the listening text or only the isolated word they need to get.

Characteristics of communicative listening testing.

Tsinghong (2010) mentions that the purpose of testing communicative listening skills is to test the ability to understand real-life English listening; which involves listening to the spoken language in different communicative situations and contexts where the listener can be exposed Ur (1984), the situations and contexts can be the following:

- Listening to the news or radio programs
- Discussions (social, work)
• Social Gatherings and interactions
• Announcements in public places
• Listening to classes, lectures, seminars.
• Listening to music.

When testing listening skills, involving real-life situations, listening exercises should be based on short, active responses, during, between and after the listening passages not to the exposure of long listening texts Ur (1984) since when learners are exposed to long situational interactions their skills are focused more on memorizing information than understanding the meaning of what is being said. Ur, mentions that the importance of segmenting listening texts into chunks provides learners a range of tools to help them to reach comprehension, since it orients them to get meaning and create and structure of what is being listened reaching an overall comprehension of the spoken interaction.

Tasks when testing communicative listening skills.

When it comes to carrying out listening activities where the learner should perform a specific task, Littlewood (1982) classifies these tasks in the following categories:

The learner identifies and selects to demonstrate understanding.

With these kind of activities, learners match content with meaning, for example, they could have flash cards in disorder that represent information contained in the listening text and select the card which the listening text is referring to; another way is to ask learners to match a picture with descriptions or dialogues or situations contained in the listening text.

Locating pieces of information.

In these activities, learners should place different objects/pictures in their correct location, for example, they could listen to a text where people are describing where to place some pieces of furniture in a room and the students should place the pictures in the correct location.

Information transfer.
In these activities, students should extract information from longer texts, this is an intensive task, so learners might need to listen to the text multiple times, the idea is to transfer the information from the text in a table or diagram, it is important that the table or diagram contains explicit questions or pieces of information so students can pay attention to those specific pieces of text.

**Activities using multi-media (ICT).**

One of the advantages of using ICT in the classroom, is that students have the chance of using visual aids such as videos, since they have the chance of seeing people interacting, they have to chance of seeing language contextualized, this apart contains some techniques that could be used to listen and watching videos:

*Silent view.*

Here the students watch the video without sound, they then have to predict or infer what the conversation is about observing gestures, images, places, objects around, then they watch the video again to confirm if their prediction was correct; the idea is to put to test the use of social linguistic skills as well as observing situations and contexts where the communication is taking place.

*Frozen image.*

The teacher pauses the video at certain moments so students predict what is going to occur next, the teacher should prepare some tasks as well as devising a warm up activity prior to the exercise so learners are familiar with the vocabulary and expressions contained in the video.

*Sound with no video.*

The teacher prepares a set of questions so students answer to them listening to the audio, then the teacher plays the sound, but with its corresponding video, so students have the chance of checking the answers compared to what they are listening and watching.
Mixed-up view.

In this kind of activity, half of the students watch the video with no sound, and the other half listens to the text with no video, both groups take notes about what they are inferring and then socialize their answers, finally the video is played with the sound and they check if their predictions and inferences were right.

Specifications for listening test design.

According to Buck (2001) the following features should be taken into account when designing listening tests, taken into account multiple variables that may affect the outcome obtained during and after performing a listening test:

- **Purpose of the test:** It is necessary to evaluate if the test is a placement test, progress test, achievement, proficiency or diagnostic test.

- **Test-Takers:** Age, proficiency, L1, cultural background, education.

- **Main sub-sections of the text:** How many sections and how long.

- **Target-language use situation:** and whether this will be simulated in the test.

- **Text types:** Source topics, functions, the nature of the language, level of formality or orality, instructions on how they will be selected; how texts will be presented, recorded, live, etc.

- **Language Competence:** Components of language ability: Vocabulary, grammar, discourse structure, main ideas, specific detail, inference, following instructions.

- **Language elements:** A list of structures, vocabulary, notions, functions, speech acts.

- **Type of tasks:** Discrete-point, integrative, communicative.

- **Numbers of items in each section:** Relative weighting in final score, details of scoring.

- **Testing techniques:** Multiple-choice, short-answer, comprehension questions, gap-filling, statement evaluation, etc.

- **Rubric:** Instructions to the candidate, example items.

- **Criteria for marking:** What is considered a satisfactory response, and what is not.

Web tools to design and select activities to assess listening.
Table 1

- Dictation
- Listening Cloze
  - Mixed-up view and communicative listening
    - [http://www.esl-lab.com/](http://www.esl-lab.com/)
    - [https://www.englishclub.com/](https://www.englishclub.com/)

- Listening Cloze test creation

- Gap filling/Cloze test
  - [http://linkengpark.com/](http://linkengpark.com/)

- Phonemic Discrimination tasks
  - [http://learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org)

- A tool to create free and easy online tests
  - [http://www.testmoz.com](http://www.testmoz.com)

- Podcasts in English
  - [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute)
  - [http://linkengpark.com/](http://linkengpark.com/)

- A tool to extract audio from YouTube videos

- A tool to create matching games, ideal for warm ups
  - [http://matchthememory.com/create](http://matchthememory.com/create)

- Useful YouTube channels to design tasks and tests with video
  - [http://www.youtube.com/dailyenglishconversationtv](http://www.youtube.com/dailyenglishconversationtv)
  - [https://www.youtube.com/user/realenglish1](https://www.youtube.com/user/realenglish1)
  - [https://www.youtube.com/user/bbclearningenglish](https://www.youtube.com/user/bbclearningenglish)
  - [https://www.youtube.com/user/BritishCouncilLEKids](https://www.youtube.com/user/BritishCouncilLEKids)
  - [https://www.youtube.com/user/ThanhNguTiengAnh](https://www.youtube.com/user/ThanhNguTiengAnh)

Lesson plan 6: self assessing listening skills.

- To identify techniques to encourage students to self-assess their progress
• To promote the self-access listening though helping learners to devise their listening activities and to monitor their progress using ICT.

The assessment, as a regulator of the processes that take place in the classroom should allow for carrying out a review of the process of instruction in regard to knowledge, its progress and post results, which depart from the goals proposed at the beginning the study period. These often are developed through the term, through an evaluation process proposed by the teacher, and end up in the analysis or numerical quantification of the students' output that shows evidence of a specific knowledge management, which is based on those achievements; the formative assessment must allow a validation of learning or a redistribution of it based on a sensible analysis of the skills that are facing the tasks set before "Evaluation is an integral part of the process of interaction between teacher and student. It is not a didactic function, juxtaposed to the correlative duties of teaching and learning, but, by contrast, it is structured with them in the manner of an internal control mechanism. From the point of view of the student, the evaluation merges with learning, while validating or redirecting it." (Camilloni; 2005). A proper assessment process leads to learning, reflective evaluation enables the analysis regarding the facing a goal to achieve, an ability to develop, the role of the teacher and the student plays a crucial role as both are negotiators, two individuals with a common goal to achieve, the pure purpose of the evaluation is to verify the results obtained in terms of the stated objectives, goals previously set, Mate (1998).

Chapter II
Research design

2.1. Research question.

How may the implementation of a Teachers’ Development Program on virtual resources contribute to English listening teaching Methodology?
2.2. Research objectives.

General objective proposed is: to analyze the effect of the teachers development program on the English teaching and learning at La Floresta Sur school in Bogotá. Consequently, in order to reach the general objective, we found it necessary to formulate the following specific objectives:

- To build a body of knowledge regarding teachers' development, English Teachers Pedagogical Knowledge and virtual resources, the general panorama of teachers' virtual resources professional development in Colombia and Listening skills strategies as a guide to design the teachers’ program.
- To Design and implement a virtual resources program for EFL teachers, to prepare them to integrate virtual resources effectively across the curriculum, based on English language and teaching methodology.
- To evaluate the virtual resources program for EFL teachers based on English language and teaching methodology.

2.3. Research methodology.

Before talking about the research methodology carried out in the project, it is necessary to remark that a Teacher Professional Development has been worked, taking into account the context, needs and facilities at Institucion Educativa Distrital la Floresta Sur. Hence, it is necessary to recall that professional development is much more than training; it includes the ongoing workshops, follow-up, study, reflections, observations and assessment that comprise teachers as learners, recognizing the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals.

Therefore, the research methodology worked was Action Research which has usually been associated with the study of classroom actions, addressing social problems associated with language teaching. It is 'an approach to the collection and interpreting data which involves a clear, repeated cycle of procedures'. According to Bailey (2001) Action Research is conducted by practicing language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations and as a
result change can be implemented more credibly because practicing teachers will find the results more credible and valid for their needs.

The principal reason our group of researchers decided to work with Action Research is because it serves the needs of the reflective professional, it combines the mastery of the professional knowledge a teacher has built up over the years with the wisdom of everyday practice. It also focuses on researching an issue of interest to the teachers and usually takes place inside the classroom to determine what is currently occurring. It involves the teachers systematically collecting information about this issue and then acting on the information to make improvements to it.

On the other hand, Stewart (2001: 87) expresses that action research 'forces teachers to think about what they are doing in the classroom in a systematic way through a lens focused on one particular area of their practice'. The author also suggests the following:

• It involves collecting information about classroom events (in the classroom), through observation or through collecting information in other ways, such as through diaries, interviews, questionnaires or recordings of lessons.

• It involves careful and systematic collecting of that information.

• The research involves a follow-up action.

• It involves some change in practice, and monitoring the effects of such change.

• The results are owned by teachers, rather than the research community.

• The results of the research can be reported at a staff meeting or through a written report.

• It brings changes in classroom teaching and learning.

• It develops a deeper understanding of teaching and learning processes.

• It empowers teachers by giving them the tools which they can use to further impact changes within the profession in which they work.
In that way and following the literature given, the project has the cycle of investigation that includes the following steps:

6. **Identify the issue.**

At Institucion Educativa Distrital la Floresta Sur a new project has been working to propose the students of the last grades (10°, 11°) will be able to take extra lessons, (10 hours) in the opposite shift, following the emphasis which is strengthening learning English and Spanish focused on communication through ICT. That is why surveys (ANNEX A) were carried out, giving the following results: 85% of the teachers have little or no knowledge and/or competences to create didactic material to teach English using web resources as well as the advantages of using such resources; all of the teachers manifest their interest of receiving formation to learn how to use ICT to focus the acquired knowledge on the teaching of English listening skills as a foreign language.

7. **Review literature on the issue and ask questions to narrow focus of the issue.**

To make the literature review, it was necessary to identify the theory about teachers’ development, English Teachers Pedagogical Knowledge and virtual resources, the general panorama of teachers' virtual resources professional development in Colombia and Listening skills strategies as a guide to design the teachers’ program.

8. **Choose a method of data collection.**

To choose the data collection, the group of researchers decided to use DIARIES, forums for SHARING OPINIONS and TEACHERS OBSERVATION SHEETS, in that way Triangulation strategy is presented as a powerful tool to assess teaching practice, constituting a clear example of action research. This method attempts to obtain a true picture of what really happens in the classroom. At the end, a contrast, takes place on this triple perspective that allows proposing changes and improvements in the teaching-learning process carried out.

9. **Collect, analyze and interpret information.**

In order to collect and analyze the information given by the surveys applied at the beginning of the project, it is necessary to study the PEI of the school, the students and teachers’ needs and the context. Once, they are applied, the interpretation of the
information will suggest to emphasize the action plan to carry out regarding teaching practice (APPENDIX C).

Once the TPD has been carried out, diaries, debates for sharing opinions at the end of the class and teachers’ observation sheets are being run in order to collect the information. As it was mentioned before, the triangulation strategy helps to interpret the information about how the teachers felt in the virtual resources, how it supports in their own English teaching experiences, how the virtual resources could be enhanced in future projects and the changes it may have.

10. Implement and monitor an action plan.

After analyzing the information collected, the Design and Implementation of a virtual resources program for EFL teachers has been carried out, to prepare teachers to integrate virtual resources effectively across the curriculum, based on English language teaching methodology. A listening skill teaching practice program was designed, in which technology is evidenced with fundamental structural changes which have been integral to achieve significant improvements, using digital and web tools. The program has been designed in seven stages (class – lectures), in which listening strategies and techniques through technology are given to the trainees who decided to participate in the TPD. Each session lasts 45 minutes, and is given by the group of researchers. In each session trainees participate actively, complete a diary and the teacher's observation sheet. Finally, a short forum is carried out where the trainees share their opinions giving a feedback.

The program schedule which has been worked is showed in the following chart:
<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
</table>
| August 27th  
Attending session 1  
11:30 am - 12:15 pm  
-To understand the importance of background knowledge in listening exercises  
9 Trainees | September 10th  
Attending session 2  
11:30 am - 12:15 pm  
-To understand the use of authentic materials and discuss their use.  
7 Trainees | October 01st  
Attending session 3  
11:30 am - 12:15 pm  
-To use video using different ways and approaches.  
5 Trainees | November 05th  
Attending session 6  
11:30 am - 12:15 pm  
-To identify techniques to encourage students to self-assess their progress  
6 Trainees |
| October 22nd  
Attending session 4  
11:30 am - 12:15 pm  
-To devise effective listening tasks using ICT  
7 Trainees | November 26th  
Attending session 7  
11:30 am - 12:15 pm  
-To give feedback to trainees in order to identify the corresponding progress  
9 Trainees |
| October 29th  
Attending session 5  
11:30 am - 12:15 pm  
-To select activities to assess listening  
7 Trainees |

2.4. Type of study.

Following the research methodology, the type of study which has been used during the project is qualitative. The group of researchers seek to get improvement on a specific issue through the practice, to study the effects of the actions taken.

In action research, the implementation of solutions happens as a part of the research process, the solutions are applied once an issue has been identified and studied.
According to Craswell (1994), qualitative researchers are focused primarily with the process carried out thru the study, which implies that the research seeks to integrate the participants and their experience along the process, additionally the data collection occurs thru human instruments since these provide their experiences, contributions, or perspectives related to a specific solution provided in the action stage which occurs directly in the fieldwork.

2.5. Context.

This project was developed at Institucion Educativa Distrital la Floresta Sur which has two branches: A high school located in carrera 68B BIS 1-09, and a primary school, located at calle 2ª No. 68D – 08 in the neighborhood called La Floresta Sur, Kennedy Bogotá D.C.

The institution is located in a district which is one of the most populated in the city with a total of about 1,500,000 inhabitants. An outstanding feature of Kennedy is its cultural diversity and artistic expression. According to reports from the Mayor of Bogotá, the district has numerous organizations, groups, arts and heritage agents. Among them are music organizations, theater and dance. Also, there are independent artists, youth groups of rock and hip hop, groups of elderly practicing dance and music.

Today, the total of students the institution has is 1528, divided into two shifts, primary and secondary schools, along with the inclusion of kindergartens, which incorporated the previous year. Although, the population is changing through the years, approximately 68% of students are female, and the remaining 32% of students are male.

According to the PEI document, the pedagogical approach in the institution is oriented towards the “Aprendizaje Significativo”, which means that the knowledge and previous experiences of the students are taken into account, in order to establish a relation with the new information and is adjusted to give a new sense and meaning to knowledge.

The evaluation method has a scale in all the subjects and is guided in accordance with the basic standards and curriculum guidelines of the Ministerio de Educación Nacional as follows:
The Mission of the school is according to Manual de convivencia Colegio la Floresta Sur (2012) is:

“To guide the process of integral formation of children and adolescents and promotes conditions and opportunities for forming respectful, responsible and autonomous citizens, through an academic education of quality in coordination with the Higher education and the world of work for the transformation of their life, society, and the natural and cultural environment.”

To fulfill the requirements established in the P.E.I., it is necessary that all of the members of the educational community possess the skills to deal with the technological demands and innovation that influence the development of the society.

In recent years (to the present) the curricular structure of the institution is being organized by the educational system cycles according to the provisions of the Secretaria de Educación Distrital (2012), understood as:

“una estrategia pedagógica y administrativa que responde de manera pertinente y flexible a los intereses y necesidades que marcan las etapas de vida de los niños, niñas y jóvenes, en relación con sus contextos socioculturales y con los aspectos cognitivo, socio-afectivo y físico-creativo, así mismo, busca dar continuidad a los procesos que se desarrollan a nivel de preescolar, primaria, secundaria y media”.

The organizational structure is worked by scholar cycles as it is observed in the following table:

<table>
<thead>
<tr>
<th>Escala</th>
<th>Valoración</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 a 5.0</td>
<td>Superior</td>
</tr>
<tr>
<td>4.0 a 4.5</td>
<td>Alto</td>
</tr>
<tr>
<td>3.3 a 3.9</td>
<td>Básico</td>
</tr>
<tr>
<td>1.0 a 3.2</td>
<td>Bajo</td>
</tr>
<tr>
<td>CYCLES</td>
<td>GRADES</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>I</td>
<td>Kindergarten, first and second</td>
</tr>
<tr>
<td>II</td>
<td>Third and fourth</td>
</tr>
<tr>
<td>III</td>
<td>Fifth, sixth and seventh</td>
</tr>
<tr>
<td>IV</td>
<td>Eighth and ninth</td>
</tr>
<tr>
<td>V</td>
<td>Tenth and eleventh</td>
</tr>
</tbody>
</table>

In general, in the institution, there is an atmosphere of cordiality, respect and tolerance. The community actively participates in activities with very good disposition and service attitude. Altogether, director, staff, teachers, students and administrative services staff are always very attentive to collaborate with high innovation and support in the organization of spaces, providing resources and support in the different activities. The facilities are adequate; they are kept clean, clear and organized.

2.6. Participants.

The project has been carried out to support "Proyecto 891 - Educación Media Fortalecida (EMF) y Mayor acceso a la Educación Superior de la Secretaría de Educación Distrital de Bogotá (SED) " , it is necessary to describe the cycle V (grades 10° and 11°). The curriculum at the institution is conceived as a socio-cultural, emancipatory and systematic construction. In this sense, it is a shared process, agreed and built together with the academic and educational community through participation and the critical-reflexive action of reality from the contexts. It is also necessary to mention that the institution has 2 shifts (morning – afternoon), and the entirely trainees work whether in the morning or afternoon.

The organization of the cycle V is divided by areas of knowledge (natural sciences and environmental education, mathematics, humanities, social sciences, technology and computer science, physical education, recreation and sports, arts education, ethical education and human values), in which the emphasis is communication. To achieve the goal proposed in the objectives, it is necessary to provide instruction to English teachers
who are the subjects of the research, since they will be in charge of applying the listening strategies (top-down and bottom-up) and techniques (Task for before, during and after listening) provided in the TDP in their own lessons; in this study 9 English teachers, will participate during the 7 instruction sessions. They will use the techniques taught during the sessions with their students, giving them the chance of using multiple virtual tools accompanied with appropriate listening strategies, empowering the trainees with conceptual and practical teaching ideas and activities allowing them to carry out their job of teaching a second language. The 9 English teachers (trainees) have been working in the institution for 7 years, their age range is between 28-43 years old. All of them have an undergraduate of English language linguistic, 2 of the teachers studied and finished a master program in education and 3 of them a postgraduate program, however, it is important to highlight that only one of the teachers possesses a master in foreign language didactics.

2.7. Data collection instruments.

Data collection is one of the most important stages of research. It is a very demanding job which needs planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population. It is also necessary to use certain instruments to collect the data from the selected sample.

One of the instruments used along the research process was the DIARY. Its use, provided a valuable direction for the research development. A diary is a research tool that requires respondents to make regular records of their daily activities and experiences (Mariño et al. 1999; Bowling 2002). They are typically used in contexts where particular activities or events are expected to change over time, where contextual information such as the circumstances leading up to or following an event are deemed important, and where respondents are likely to experience difficulties recalling past experiences.

The diary was kept by trainees at the end of each class. The group of researchers decided to use this instrument, because it does not generate panic or anything similar in the teachers and it makes them to share their answer a little more natural and relaxed, then
it leads us to have more reliable information. A diary allows to record meaningful experiences regarding a process that is being studied over a period of time to observe its changes and carry out possible modifications.

**ICT IN THE PROFESSIONAL DEVELOPMENT OF EFL TEACHERS AT A PUBLIC SCHOOL**

**SEMI STRUCTURED DIARY**

1. What did you like the most about today’s activities?
   a) The approaches
   b) The websites to work listening
   c) The activities proposed to work in class
   d) Other

2. Which ICT pedagogical tool do you consider you can handle easily in your own lessons?
   a) BBC Podcast
   b) ESL-LAB
   c) Listen to YouTube
   d) LinkEngPark
   e) Other

3. What were the listening techniques worked in today’s session?

4. Do you consider that the chosen listening strategies worked during the session, might be applied in your lessons?
   Yes__
   How?

   ____________________________

   No__
   Why?

   ____________________________
5. Which listening strategy do you consider may lead students to develop listening skills meaningfully?

<table>
<thead>
<tr>
<th>BOTTOM UP</th>
<th>TOP DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening for specific details</td>
<td>Listening for the main idea</td>
</tr>
<tr>
<td>Recognizing cognates</td>
<td>Predicting</td>
</tr>
<tr>
<td>Recognizing word-order patterns</td>
<td>Drawing inferences</td>
</tr>
<tr>
<td></td>
<td>Summarizing</td>
</tr>
</tbody>
</table>

6. Which topic (related to listening skills development) would you like to emphasize in the next session?

The second instrument used was a forum for *SHARING OPINIONS*. As Hoddinott (1997) states, whether a structured or unstructured debate is conducted, the development of the questions to be asked takes the following into consideration:

- The focus of the inquiry (research question)
- The time and the access
- How much is already known about the questions, and how to manage this knowledge

All debates guides are developed iteratively - questions are developed, tested, and then refined based on what information it can be obtained from asking people these questions.

When conducting semi-structured or unstructured debates, the researcher develops a 'loose' guide, with general questions designed to open up conversation about the topic. Often, this includes a series of follow-up questions or probes, prepared in advance, in order to elicit certain types of information from the informant. It is important, however, to recognize that the interviewer must be a good listener, and that the best probing is that which is responsive, in the moment, to what the participants are saying.

The debates for sharing opinions were at the end of each session. This took from five (5) to ten (10) minutes at the end of each session. This instrument was relevant because it gave the opportunity for the trainees to express what they considered possible and
impossible in the environment they normally work. Likewise to the DIARY, the forum
gave the trainees more confidence to precisely how they have retorted in their own lessons
what they have learned in each session of the TPD.

Finally, a TEACHER’S OBSERVATION SHEET was used during the sessions. As Lan
(2001) stated, “classroom observation as a means to improve teaching quality among
teachers is widely recognized, (p.90)

", and this is no exception to our school. By means of lesson observation, professional
dialogue and sharing, we could benefit as teachers and deliver lessons of better quality.
Lesson observations based on action research are a systematic inquiry with the goal of
informing practice in a particular situation. It is a way for teachers to discover what works
best in their own classroom situation, occupying a midpoint on a continuum from teacher
reflection on one end to traditional appraisal lesson observation of the other. It is more
data-based and systematic than mere self-reflection, but less formal and controlled than
traditional lesson observation. Teachers use data readily available from their classes in
order to answer practical questions about teaching and learning in their classrooms.
Lesson observation based on action research integrates the two roles of teaching and
action research. We chose to use this method with an action research approach, because
of its power for professional development and enhancing self-reflection. Basically, it is a
well-ordered inquiry for teachers to discover what works best in their own classrooms,
and can help us to improve. By understanding their teaching more exhaustively and
systematically, trainees can make their lessons more effective and gather meaningful
feedback for improvement.

The teacher’s observation sheet was worked is the following one.

ICT IN THE PROFESSIONAL DEVELOPMENT OF EFL TEACHERS AT A
PUBLIC SCHOOL

<table>
<thead>
<tr>
<th>TEACHER ASSESSMENT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVING TEACHER’S NAME:</td>
</tr>
</tbody>
</table>
**TRAINER'S NAME:**

**SCHOOL:**

To complete the evaluation both the observing and the trainer must sign and date the form, after a discussion has taken place. Please use the following guide to rate the trainer’s performance in each of the areas.

N/A = Not applicable  
1 = Unacceptable  
2 = Needs Improvement  
3 = Satisfactory  
4 = Good / accomplishes tasks diligently and well  
5 = Excellent / accomplishes all tasks at a high level

<table>
<thead>
<tr>
<th>A) INSTRUCTION</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>GENERAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of subject matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Integrates current developments/research findings related to the use of ICT to develop listening skills, into the content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Provides appropriate ICT web sources, material and references.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Refers trainees to additional source material where appropriate.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>B) METHODS OF PRESENTATION</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>GENERAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is well prepared and presents ICT to develop listening skills material in a well-organized manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
2. Present different teaching techniques/methods (specific to listening skills, course objectives).

3. Evidence of placing the presentation in context (such as course goals, school context).

4. Lectures are clear, current and accurate information, providing appropriate theoretical referencing to support teaching listening approaches/methods.

5. Use diverse audiovisual material to present topics and to develop the lectures.

6. Help trainees to develop a wider range of listening strategies to be taught.

**C. COMMUNICATION AND INTERACTION**

1. Encourages trainees’ inquiry/class discussion.

2. Exhibits enthusiasm and interest to trainees.

3. Expresses ideas clearly and audibly. Responds clearly to trainees’ questions.

4. Responds to the pedagogical needs of the trainees and provides feedback.
Chapter III

**Instructional design**

In order to be able to provide an answer to the research question proposed, the researchers designed a series of lesson plans, where listening strategies and approaches were included together with the use of ICT; the purpose of using that strategy, is that lesson planning allows teachers to decide what to teach, in which order, and how the topics are going to be taught; this, serves as a route that permits teachers to know what they will do next and what changes and/or improvements are necessary to carry out to allow learners to learn effectively and to adapt lessons to the student’s needs (Jensen 1998), besides, it is possible to demonstrate teachers through lesson planning, how they can integrate the use of virtual resources when delivering listening activities to their pupils by taking a class in each session of the program; during these classes, teachers take a lesson using the strategies they should use with their students, they will play the

<table>
<thead>
<tr>
<th>5. Demonstrates respect for alternative points of view.</th>
</tr>
</thead>
</table>

**D. APPROACHABILITY**

<table>
<thead>
<tr>
<th>1. Open to suggestions for trainees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Exhibits a positive attitude to all trainees.</td>
</tr>
<tr>
<td>3. Treats trainees with professionalism.</td>
</tr>
<tr>
<td>4. The facilities where the lectures are given are appropriate to reach the class/course goals.</td>
</tr>
</tbody>
</table>

**E. STRENGTHS AND RECOMMENDATIONS**

| TRAINER’S SIGNATURE: _________________________ | DATE: _________________________ |
| OBSERVING TRAINEE’S SIGNATURE: ____________ | DATE: ______________ |
students’ role thus they can see in action each one of the strategies, however, before taking the lesson, teachers are exposed to theoretical content which is the support for each one of the strategies, approaches and activities they will take. Lessons, have different stages that need to be carefully addressed when planning a lesson; these stages, allow to integrate background knowledge through a warm up, which is followed by an introduction of the topic, next, it is likely that teachers check if the topic was understood through an elicitation activity before implementing some practice, and then, a communicative activity is carried out so students can practice actively the language by integrating the knowledge in the lesson into meaningful contexts for them Ur (1996).

To design an appropriate listening course for teachers, it is necessary to segment the research into objectives which will be the guide for all the application of the strategies; these objectives are a series of tasks to carry out on behalf of the researchers who will be in charge of designing the activities to reach the goals proposed in the main objective of the project; the objectives of the instructional design are the following:

3.1. General objective.

- To design a series of lesson plans, based on solid theoretical principles, to introduce English teachers, multiple approaches and strategies that allow them to design and choose listening activities for their students, using virtual resources tools.

3.2. Specific objectives.

- To carry out a deep theoretical research about the multiple strategies and approaches that address the development of listening skills for acquiring a second language.
- To select and divide the different strategies and approaches into 7 sessions, to be taken during a two month period.
- To design the lesson plans for each session; each step in the development of the lesson plans is founded on theoretical foundation.
- To integrate the approaches and strategies into lesson plans; these lesson plans contain activities to be developed using multiple virtual resources tools, which will be taken by the teachers who will discuss the pros and cons of each one of them.
3.3. Methodology.

The research that will support each one of the lessons, tries to cover the different approaches that have come up during the recent years regarding the development of listening skills; all of the activities, are designed supported on the two main listening strategies: Top down and Bottom up strategies:

Top-down strategies seek to activate the background knowledge of learners taking into account the context, the situation, the language, and other features that help listeners to understand what is being listened to. Top-down strategies are divided into: listening for the main idea, draw inferences, summarize and make predictions. On the other hand, with Bottom-up strategies, the learner uses the content of the language to create meaning; this content includes the grammar, the mixing of sounds, words and expressions; these strategies include: listen for specific details, use and recognition of cognates, word-order patterns.

These strategies will be the foundation to propose activities as well as to research different approaches that might help to work out those strategies with the students; in order to make sure all of the strategies will be studied and appropriate approaches will be put into practice, we will divide each strategy and approach in seven sessions; during each session, teachers will be exposed to theoretical principles regarding the use of ICT and listening strategies to develop listening skills in the students; next, a session will be carried out putting into practice the lesson plans, and to end up a session to share opinions and ideas will be carried out.

3.3.1. Lesson plan for session 1.

- To understand the importance of background knowledge in listening exercises
- To understand the difference between top-down and bottom-up processing

Lesson Plan a brief introduction to develop listening strategies using ICT.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this lesson, trainees get engaged with the activity proposed, participating with other classmates and with the trainer,</td>
<td></td>
</tr>
</tbody>
</table>
Background: proposing possible solutions to the problems they suggest that come up when carrying out a listening activity

Aims of the lesson:
- To prepare a listening lesson using the site http://www.esl-lab.com/ which allows to work the three stages to carry out a listening lesson

Time Needed: 45 – 60 minutes

Materials required:
- Computer and/or tablets, mobile phones
- Digital smart board
- PowerPoint slides
- Web page (www.esl-lab.com)

Teacher preparation:
- Listen to the audio and/or read the script before the lesson, and familiarize yourself with the worksheet.
- Prepare questions about specific content of the text.

Level: B1

Age: Teenage – young adult

Procedure:

1. Warmer: introduce the lesson asking the teachers about their personal and pedagogical experience working as English teachers and establish a discussion to identify difficulties when teaching listening.

2. Pre-listening 1: Trainees are asked to perform a listening task which is taken from the web site proposed for this lesson. The purpose is to face students with a listening task where the three stages are taken into account to perform the task (Pre-listening, while-listening-after listening), however the three stages are not explained to trainees, but students are asked to communicate how they felt during the activity, which difficulties came up and what difficulties might come up when performing this type of tasks with their students. Trainees received the instructions given and participate forming groups and activating their listening skills to perform the task proposed.

3. While-listening 1: Trainees receive a format where the three stages are categorized and described, then teachers receive an in-depth explanation of what these three stages are and how they are used when performing a listening task, later, trainees are asked to follow some steps to perform the listening task they executed but using the three listening
stages they have just studied. The listening task they will perform is called “A healthy lifestyle” http://www.esl-lab.com/health/health1.htm), in this activity, in the pre-listening sections, trainees are asked to think of five important steps to maintain a healthy lifestyle, write them down and look up information on the Internet to support these ideas; after they have carried out this activity, the listening text is played and trainees have to answer five questions about the content of the recording which is closely related to the tips they provided in the pre-listening section, later the answers are discussed in group and doubts are cleared out, finally, in the post-listening section trainees have to find information on the following topics and discuss their findings with a partner:

- Serious health concerns in different countries and solutions to solve these problems
- A basic daily menu for a healthy lifestyle
- Recommended exercises for different age groups and people with certain health risks

4. While-listening 2: In this stage of the lesson the transcript of the listening worked is given to the trainees in order they get the vocabulary considered is unknown, once they get the unknown vocabulary, the listening will be played again and following the trainer’s instructions the trainees must underline the words to identify the contrast in the two vowel sounds (I – i). In that way the trainees could work in the difference between certain sounds which may sound similar to their students, plus, trainees are asked to listen, understand and answer questions according to the recording identifying the difference between sounds

5. Post-listening: Trainees, working with couples, must choose a top down listening from the web page worked, once each group has chosen the audio to be heard, they will have time to apply the stages explained in order to determine possible issues to be applied in their lessons, plus, trainees are asked to create a lesson plan following the stages proposed.

3.3.2. Lesson plan for session 2.

- To understand the use of authentic materials and discuss their use.
- To choose the listening materials according to the students' level.
Lesson plan using authentic materials.

| Background | In this lesson, trainees will test their listening skills to skim and scan authentic audio material in English. Also, they will need to use previous grammar topics to report what was said using reported speech. This lesson provides activities that will allow students to develop their listening skills when they need to understand what was said from authentic English sources. |
| Aims of the lesson | • Using radio programs from the BBC web page to practice listening.  
• Reporting what has been said.  
• Skimming and scanning information from an authentic material listening text.  
• To develop the skills to identify specific details as well as general ideas from authentic listening texts.  
• Acquiring new vocabulary through its contextualization. |
| Time needed | 45 – 60 minutes |
| Materials required | Computers and/or tablets, mobile phones  
Digital smart board  
Vocabulary cards  
Worksheets per student (script of the listening text, but with mistakes) which students will correct  
Website: http://www.bbc.co.uk/worldservice/learningenglish/general/six minute |
| Teacher Preparations | Listen to the audio and/or read the script before the lesson, and familiarize yourself with the worksheet.  
Prepare questions about specific content of the text. |
| Level | B1 |
| Age | Teenage – young adult |

Procedure.

1. Warmer (Introducing the topic): The teachers write on the Digital smart board the title of the listening lesson “Drinking tea in the UK”. The teacher asks the students to discuss during 5 minutes what they think the content will be about and what they know about tea drinking in Colombia or in the UK; when the students have finished, all the ideas are gathered in group discussion or can be written on the program FREEMIND, which is a free mind-mapping program written in Java, it supports folding and unfolding with one click and the ability to follow HTML links stored in the nodes to websites or
local files. Teacher can drag and drop nodes to copy one or more nodes and to copy text or a list of files from outside the program. It also, provides a search function that shows the results one by one unfolding only the notes for the items found and it can also be exported to HTML.

2. **Pre-listening 1:** To introduce the vocabulary the students will find in the listening activity, the teacher will set the words and expressions on the board with their definitions completely jumbled, the teacher asks the students to read all of the content on the board and checks if students have any questions, then, the students have to match the expressions with their corresponding definition, in this step the teacher should leave the students do it on their own.

When students have unjumbled all of the expressions and definitions, the teacher asks the students to use these words with real life examples so they can contextualize the vocabulary with contexts familiar to them.

**Vocabulary:** Pre-teach this vocabulary (taken from 6 minutes English: Drinking tea in the UK) [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute)

<table>
<thead>
<tr>
<th>Addict:</th>
<th>person with a physical and emotional need to consume something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional:</td>
<td>something that has been linked with a group of people for a long time</td>
</tr>
<tr>
<td>Nation:</td>
<td>country</td>
</tr>
<tr>
<td>Victorian:</td>
<td>from the years when Queen Victoria ruled England (1837-1901)</td>
</tr>
<tr>
<td>Institution:</td>
<td>something that is strongly linked with a group, ie. People link drinking tea with the British</td>
</tr>
<tr>
<td>Plantation:</td>
<td>land where crops or plants are grown, ie. A tea plantation grows tea leaves</td>
</tr>
<tr>
<td>Industrialized:</td>
<td>a nation with a large number of factories that are making things</td>
</tr>
<tr>
<td>Antiseptic:</td>
<td>substance used to kill bacteria and prevent illness</td>
</tr>
<tr>
<td>Sobriety:</td>
<td>to be sensible and not drink too much alcohol</td>
</tr>
<tr>
<td>Propaganda:</td>
<td>ideas or statements that may be false or exaggerated and are used to promote a particular purpose</td>
</tr>
</tbody>
</table>
3. **Pre-listening 2 (Elicitation):** After the students have matched all the words with their corresponding definitions and proposed sentences using this new vocabulary, the teacher asks the students to predict the possible content of the listening text taking into account the new vocabulary and the ideas they proposed in the warmer.

Practice the proper pronunciation of each word giving importance to stress and proper intonation, so the students can identify easily the words during the listening activity.

4. **While-listening 1:** In this first stage the students need to skim the content of the listening text, the teacher tells the students a brief introduction about the content of the radio program, tell the students to take as many notes as they can about:

- Different numbers and years mentioned in the listening
- The importance of tea in the UK
- The Queen Victoria
- Plants
- UK History

5. **While-listening 2:** In this second stage the teacher will play the listening to ask students to find specific information (play the text once or twice if necessary); the questions students will answer are the following:

- How did Britain get tea and sugar?
- Is UK considered a nation of tea drinkers? Why?
- When exactly the tea became popular in the UK?
- In times of industrialization, what were the workers addicted to?
- How many cups of tea are drunk daily in the UK?
- What was the name of the historian who talked about sobriety?

6. **While-listening 3:** The students play the recording again, but this time they will scan the text to correct the mistakes they will find in the audioscript given by paying attention to details (worksheet).

7. **Post listening 1:** Ask the students to socialize the answers with their classmates, then ask if there is any difference in the answers, correct any mistakes by playing the
recording the last time and providing guidance to the student to find out what the correct answers are.

8. Post-listening 2: Write on the digital smart board the rules to report things that were previously said (reported speech), now ask the students about what was said in the recording by asking questions related to the content; when the students have provided the answer, provide a model on how they should report that using reported speech, do so with the rest of the questions you proposed.

9. Post-listening 3: Tell the students to ask to 2 or 3 classmates about their habits to keep healthy (how often they work out, what they eat, cleaning habits, etc.) After the students have completed the activity, ask them to report everything using reported speech, provide some guidance if necessary and correct any possible mistakes.

3.3.3. Lesson plan for session 3.

- To use video using different ways and approaches.

Lesson Plan: Using videos to perform listening activities.

<table>
<thead>
<tr>
<th>Background</th>
<th>In this lesson, students will test their listening skills to get the gist from a video as well as talking about past actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time needed</td>
<td>45 – 60 minutes</td>
</tr>
</tbody>
</table>
**Teacher Preparations**

- Watch the video, and familiarize yourself with the content.
- Extract the audio from the video (MP3 format)
- Prepare questions about specific content of the video.
- Send the audio extracted to the student’s e-mails or upload the audio to a platform (Edmodo).

**Level**

A1-A2

**Age**

Teenage – young adult

---

**Procedure.**

1. **Warming up (Introducing the topic):** The teacher introduces the topic by writing on the board “What did you do last weekend?” The teacher introduces the actions he/she performed during the weekend and writes them on the board as well as writes the date and the hour, so the students find out he/she is talking about a past date, the teacher should write this on the board in disorder, because later students are supposed to organize in groups what they hear from their teacher.

2. **Pre-listening 1:** The teacher gives to groups of 3 students, the actions he/she performed during the weekend written on paper slits, the hours must be written on separate paper slits as well, the students should organize the actions and the hours according to what the teacher says about himself, this is done to introduce the form of some past verbs as well as functions to express past (it is important to remember that the past actions the teacher uses, should be similar to the ones the students will find in the video):

**Vocabulary:** Pre-teach this vocabulary/functions using the digital board, create a matching exercise so the students match the words related to a specific image or sentence, solve any questions they have and guide them during the process.
3. **Pre-listening 2 (Elicitation):** After the students have matched all the words with their corresponding definitions, ask the students to create new sentences and questions using these words, socialize these words and sentences and provide any guidance if necessary; then the teacher asks the students to predict the possible content of the listening text taking into account the new vocabulary and the ideas they proposed in the warmer and the pre-listening 1.

Practice the proper pronunciation of each word giving importance to stress and proper intonation, so the students can identify easily the words during the listening activity.

4. **While listening 1:** In this first stage the students need to skim the content of the audio you sent to their email, the teacher tells the students a brief introduction about the content of the video giving emphasis that they are going to hear about past activities; tell the students to take notes about the activities they listen in the video, the order is not important in this stage.

**Note:** Do not show the video yet, just let the students listen to the audio

Take note of the different activities, and the moments of the day when these actions were performed.

After listening, elicit answers from the students and write them on the board.

**While-listening 2:** let them play the audio a second time, so they can get more information and ask students to organize their information; next, the teacher will play the
listening to ask students to find specific information (play the text one or two if necessary); the questions students will answer are the following:

- How was the trip to San Francisco?
- What did Bill have to do?
- What did they do on Saturday and Sunday morning?
- What did they do on Saturday morning?
- What did they do at Deli square?
- What did they buy at Deli square?
- What did they have for lunch?
- Did they visit Alcatraz Island?
- What did they like the most about the trip?

6. **While-listening 3:** Ask the students to listen and this time they watch the video so they can confirm and/or correct their answers. (Students use visual from the video to get confirmation of what they just listened to, and to correct possible mistakes).

7. **Post-listening 1:** Ask the students to socialize the answers with their classmates, then ask if there are any differences in the answers, correct any mistakes by playing the recording the last time and providing guidance to the students to find out what the correct answers are.

8. **Post-listening 2:** Ask the students to interview each other asking about past activities using model questions and model answers from the video, you can play a game by throwing a ball to one student and ask him/her to ask a question in the past to one classmate; let the students use the functions they remember; the functions they might use are:

- What did you do last weekend?
- What did you do last vacation?
- Where did you go?
- How was that experience?
3.3.4. Lesson plan for session 4.

- To devise effective listening tasks using ICT
- To recognize the tasks for different listening exercises and modes.

**Lesson plan: Selecting and designing tasks to develop listening skills.**

<table>
<thead>
<tr>
<th><strong>Background</strong></th>
<th>In this lesson, students will be exposed to different kind of tasks to put into the test the skills they already have, as well as, trying new strategies to understand the whole context of a listening exercise.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims of the lesson</strong></td>
<td>Involving multiple theoretical principles to use tasks in a listening lesson. Using virtual podcasts to perform listening tasks. Using virtual tools to create exercises. Reviewing shopping vocabulary with a podcast. Talking about clothes.</td>
</tr>
<tr>
<td><strong>Time needed</strong></td>
<td>45 – 60 minutes</td>
</tr>
<tr>
<td><strong>Teacher Preparations</strong></td>
<td>Listen to the podcast, and familiarize yourself with the content. Segment the listening text into chunks and prepare activities based on tasks, related to them. Use the virtual tools provided.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>A2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Teenage – young adult</td>
</tr>
</tbody>
</table>

**Procedure.**

1. **Pre-listening 1:** This is an orientation activity; the purpose of this activity is to activate their background knowledge and to predict information about the topic.

   Ask the following question and let the students provide answers; you can make available some visual aids to provide help, however, let them look for the meaning of some unknown words.
“When you go shopping, clothes specifically, what aspects do you need to take into account before buying something?”

Let the students talk about what they consider it is important to take into account and write their answers on the board, however, lead them to talk about sizes, prices; you can encourage this through the use of mimicry.

**Vocabulary:** Pre-teach this vocabulary/functions using the digital board, but this time, ask the students if they are familiar with the following words or expressions, let them work in groups and ask them to represent each word or expression with mimicry, drawings on the board or a small speaking interaction; provide guidance when necessary but do not give the explicit meaning in Spanish. (*You are very smart…*, *Is that a new…?*, *Lovely*, *Save money*, *Shop*, *I liked it*, *Size*, *Try it on*, *Nevermind*, *Buy*, *I can/can’t*, *On Sale*, *Pounds*, *Dress well*, *Well-dressed*, *Look at*, *Expensive*, *half-price*).

2. **Pre-listening 2 (Elicitation):** After the students have socialized all of the expressions and the teacher has provided feedback when necessary, ask the students to create new sentences using these words. Practice the proper pronunciation of each word giving importance to stress and proper intonation.

3. **While-Listening 1 (listening for the gist. While listening activity):** In this first stage you might use the While you listen exercises contained in the podcast; the exercises recommend the students the following:

- Get ready to listen to the podcast.
- Read through the questions below. This will give you an idea of the program you are going to listen to.
- Read the questions and instructions carefully. Sometimes you must listen for the 'right' answers. But in some of these questions, you must choose the one answer that is not possible, or wrong.

(The exercise can be found here http://learnenglish.britishcouncil.org/en/elementary-podcasts/series-01-episode-03)
4. **While-Learning 2 (listening for gist and details):** A multiple choice activity designed with an online free tool ([http://www.testmoz.com](http://www.testmoz.com)) that asks learners to pay attention to specific pieces of information as well as understanding the main idea of the text, this gives them the chance to compare the correct answer with other multiple answers, which helps them to form meaning; play the recording multiple times and allow them to work in pairs.

(The sample activity created with the Testmoz tool, for this activity can be found here [https://testmoz.com/578495](https://testmoz.com/578495) the students only need to write their name to take it)

5. **While-Learning 3 (Note-taking):** After the students have completed the exercise, play the recording one more time and ask them to pay attention to the expressions to give opinions about clothes, prices of clothes.

6. **While-Learning 4 (noticing):** The purpose of this was to ask students to pay attention to parts of the text that seem not too important for the general aim of the lesson.

Ask them to select which of the following phrases are not in the text; you can project them on the TV or the smart board:

- *You’re very smart today!*
- *That shirt looks expensive!*
- *Lovely, isn’t it?*
- *I saw it in the shop and I didn’t like it*
- *I thought-Oh well, nevermind- and then looked again and they didn’t have my size*
- *The shop assistant said it looked really good*
- *I looked at the price and it wasn’t quite expensive*

7. **Post-listening 1 (Generating output):** Ask the students to work in small groups, and ask them to compare their answers, this will help them to negotiate meaning and to articulate ideas; it is likely that students ask you to play the recording once again, therefore you should do it to provide support.
8. Post-listening 2 (Clarification activity): Ask students to ask questions about the listening text in order to guide them to use active strategies for listening; provide model questions to ask for clarification:

Teacher, What does “….“ Mean?; I listened to something that sounded like”…..“ But I don’t understand very well; I didn’t catch the part after “…..”

9. Post-listening 3: (Personalizing understanding): Tell the students you are going to play the recording one more time and ask them questions related to the content (the purpose is to give them the chance to get learners involved in the topic by taking into account their personal opinions and reflections to make learning meaningful); the questions can be: what is the main topic of this podcast?; What is your opinion about the personalities of the people involved?; Do you have the same experiences when you go shopping?

3.3.5. Lesson plan for session 5.

Lesson Plan: Selecting activities to assess listening.

| Background | In this chapter, teachers will review different kind of listening tests; this is not a lesson plan, rather, it is a series of different approaches and methodologies to assess listening, each approach contains activities proposed an online tool to design their own listening assessment. |
| Aims of the lesson | Using different approaches to assess students’ listening skills. Using multiple virtual tools to assess listening. |
| Time needed | 45 – 60 minutes |
| Materials required | Computers, TV, and/or tablets, mobile phones Digital smart board/white board Podcast: http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/difficult-situations |
| Teacher Preparations | Explore each one of the different tools and exercise before presenting it to the students. Note: The following test example will be applied with the trainees so they can observe the different process that should be taken into account when designing a listening test. |
Specifications for assessing the ability to understand difficult situations

Podcast: “Difficult situations” provided by the British council
http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/difficult-situations

- **Purpose of the test:** To evaluate the ability to understand the gist of a listening test where most of the situations are described in the past.
- **Test-Takers:** Trainees aged between 30-43 years old, English teachers with University education.
- **Main sub-sections of the text:** The test is divided into two sections, Gap filling and checking understanding.
- **Target-language use situation:** Describing and providing solutions to everyday problems.
- **Text types:** A listening text in podcast format presented in a web page to practice listening skills. It contains informal language since it involves everyday situations.
- **Language Competence:** Inferences to identify true and false statements, past verbs, listening for specific details.
- **Language elements:** Reported statements using “that”, past continuous, “would” for the past.
- **The type of tasks:** Communicative tasks (Chunks of discourse, checking understanding), Integrative tasks (Gap-filling).
- **Numbers of items in each section:** Checking understanding 9 items, Gap-filling 3 items.
- **Testing techniques:** Gap-filling, Checking is understanding through true and false statements discrimination.
- **Rubric:** Listen to the text multiple times, according to the trainer instruction.
- **Criteria for marking:** Since the text is contained in a web site, this will indicate
trainees if an answer is correct or not.

**Assessment procedure.**

- **Pre-listening test procedure:** The listening is divided in two parts, in the first part there are 3 Gap fills sentences, in the second there are 9 true or false sentences.

- **Pre-listening activity 1:** The trainees will have the possibility to analyze the questions before hand.

- **Listening activity 1:** The trainees will listen to the exercise twice.

- **Post-listening 1 (Clarification activity):** The trainees will be able to know the answers at the end of the test since the platform has the “Check answers” function.

- **Post-listening 2 (Feedback):** “Check with your partner/neighbor/in pairs” should be one of the most common expressions a teacher uses. After any task that is done individually, students need the opportunity to check with a partner. If the students listen to an audio clip and quietly answer a true-false task while listening, they need to check with a partner. If they do a gap-fill exercise - check with a partner.

3.3.6. Lesson plan for session 6.

- To identify techniques to encourage students to self-assess their progress

- To promote the self-access listening though helping learners to devise their listening activities and to monitor their progress using ICT.

<table>
<thead>
<tr>
<th><strong>Background</strong></th>
<th>For this lesson, students should be familiar with the use of “If” to make conditions</th>
</tr>
</thead>
</table>
| **Aims of the lesson** | • Using podcasts to guide learners to self-assess their progress.  
• Using Rate scales to help them to assess their achievement. |
| **Time needed** | 45 – 60 minutes |
| **Materials required** | Computers, tablets, TV, mobile phones  
**Teacher Preparations**

- Listen to the audio and/or read the script before the lesson, and familiarize yourself with the worksheet.
- Prepare a progress chart for students to mark their progress on it.

**Level**

A2

**Age**

Teenage – young adult

**Procedure.**

**Pre-listening:** Tell the students they are going to listen to four people talking about a rock band and the friends of the rock band member, but before they do so, they should read all the exercises before they listen, the idea is to help them to listen to the details they need to understand, as well as giving them independence in the whole exercise; ask them to look up for the meaning of any unfamiliar word or expression.

When they have read all of the exercises they should predict what the content of the listening exercise is going to be about.

**While-listening 1:** After the students have looked for the meaning of unknown words and expressions and have proposed possible predictions about the content of the exercise, give them independence of listening to the podcast as many times as they want, however, tell them they should listen to each part of the podcast separately, when they have finished ask them to work and socialize in groups what they understood form the content.

In this stage encourage learners to mark the following progress chart by providing a score from 1.0 to 5.0, at this stage they should only fill in the space “*Attempt 1*”:

<table>
<thead>
<tr>
<th>Functions</th>
<th>Attempt 1</th>
<th>Attempt 2</th>
<th>Attempt 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the complete conversation between Carolina and Emily and I can express what they are talking about.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand most of what is said, but I have some problems understanding some expressions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I have problems understanding most of the conversation, I need to listen to it multiple times.

**While-listening 2:** Solve any doubts they have about vocabulary, then, encourage learners to perform the tasks provided in the exercise, at this stage allow them to listen to the text multiple times and provide any guidance if necessary but do not provide complete meaning of the podcast. When they have solved the tasks proposed in the exercise, ask them to socialize the answers and when they have formed meaning in groups, ask them to go back to the chart and to score themselves in the “Attempt 2” column.

**While-listening 3:** This time ask them to listen to the podcast and read the script provided in the PDF file, and correct any mistakes if necessary; ask them to take notes of what they listen and they read, *it is not a transcription exercise but a noticing exercise*, where they use other linguistic elements to express what they need but not writing exactly what they are listening to. When they have finished, ask them to socialize the mistakes and good points they had, as well as socializing what they noted, when they have finished, ask them to go back to the progress chart and score themselves in the “Attempt 3” column.

**Post-listening:** Ask students to start a listening diary, it could be in the back of their notebooks, where they should write about the difficulties they had during the exercise and the new thing they learned performing the tasks provided.

**Chapter IV**

**Data analysis**

**4.1. Semi-structured diary data analysis.**

After each session, trainees filled up the following Diary used along the research process. The diary was kept by trainees at the end of each class. It allowed to record meaningful experiences regarding a process that was studied over a period of time to observe its changes and carry out possible modifications. It also gathered data regarding the utility of the tools and the approaches studied to obtain the emergent categories and draw conclusions.
1. What did you like the most about today activities?

Regarding the predilection of the session activities, the teachers indicated their preference on the websites that contain materials already prepared and sites that do not take too much time to load because of the internet connection, it facilitates the teachers’ job since it is not necessary to prepare extra material and students do not get distracted since the sites load easily. On the other hand, more than half of the teachers also highlight the appropriateness of the activities proposed to work in class and the approaches (tasks, observation of verbal and non-verbal communication, functions in communicative acts and the importance of an appropriate development of the three stages of listening: Pre. While, and post listening).

Concerning to the virtual tools, teachers manifested the importance of using virtual tools like Testmoz.com since it allows them to create multiple choice questions, quickly and easily to complement the listening activities they find online or to use audio from recordings and create exercises related to it, this is due to teachers manifest their time limitations since most of them work in other places and have lots of responsibilities within the school; they mention the importance of working multiple sources and not only the ones worked during the session.

2. Which ICT pedagogical tool do you consider you can handle easily in your own lessons?

The preference of web tools to develop multiple listening activities relies on the following features: easiness of use, content that might promote student’s interest, academic content to promote interdisciplinary work, pre-designed exercises, and multiple level activities (elementary, intermediate, advanced). The following tools are the ones that teachers manifested as appropriate to work in class:

- **Youtube.com**: Allows teachers to select material that could be interesting for learners as well as look for videos that allow seeing communicative functions used in real or simulated contexts.

- **Matchthememorygame.com**: This tool allows teachers to create matching games to promote input to work vocabulary or communicative functions; also, it allows
students to create their own content so they can carry out a collaborative activity for their peers.

- **Listentoyoutube.com:** Teachers really enjoyed this tool since it allows them to create prediction and comparison data activities using YouTube videos; this tool extracts the audio form a YouTube video, allowing teachers to carry out multiple activities to predict content, compare data and correct errors and mistakes.

- **Learnenglish.britishcouncil.org:** This site allows teachers to select material for multiple levels (elementary, intermediate, advanced), also the site contains predefined exercises such as gap-filling, comprehension activities, bottom-up and top-down processing exercises, listening for gist and main ideas, additionally it comes with tape scripts that allows teachers to provide feedback and work on spelling and pronunciation.

- **linkengpark.com:** A website specialized in podcasts where students get access to authentic material such as radio programs, audio tales/stories, each podcast counts with tape scripts and some of them are accompanied by video. Teachers manifested their preference with these podcasts because it allows students to work on pronunciation, summarize exercises, and listen for the gist or for specific details.

- **esl-lab.com:** Multiple level activities, tape scripts, American accent, and multiple choice exercises; teachers manifest their preference because most of the exercises are based on listening for gist and details and the multiple choice questions promote students to put into practice both skills.

- **Testmoz.com:** It is not a listening exercise site, it is a tool to create quizzes easily and quickly, a quiz can be created within ten minutes; it also allows teachers to create a short link to make it public and allows them to gather results. They manifested their preference for this tool because sometimes they find exercises without questions or they want to focus on a different type of questions.

3. **Which self-assessment technique do you consider could be useful in your own lessons?**

In session 6 trainers gave their opinions on the self-assessment techniques, however, most of them at the beginning of the session manifested that it might be difficult to create
a “self-assessment culture” in students that rely on the teacher’s opinion and not on their own regarding their process, but at the end of the lessons, teachers manifested their interest on managing self-assessment techniques in their classes since these techniques are easy, are not time-consuming and can be tracked in a portfolio or in the back of the student’s notepad. Regarding the techniques, the teachers expressed their preference for the progress charts, the class diaries and the journals (6 of 9 teachers) since students can write and/ or express their own opinions about the activities and their thoughts about them. Tools such as questionnaires, and audio and video recordings can be time-consuming, difficult to track since not all of the students can have access to record audio or video, and the questionnaires limit the student’s perception to specific achievements that are supposed to be reached but do not allow learners to provide their own perceptions.

4. What were the listening techniques worked in today’s lesson?

When checking the teacher’s answers the techniques that seemed interesting for them along the 6 sessions, because of their appropriateness for the classes’ development, are the following:

- Listening for specific details
- Listening for the gist
- Task-based listening
- Prediction activities
- Prediction using video
- Making inferences using video and audio separately
- Warm up activities to introduce a listening task
- Activities to activate background knowledge
- Pre-listening activities as a vital part of a listening class, since vocabulary and functions can be worked in them.
- Noticing strategies to understand a complete listening text.
- Communicative approach in listening since it involves contextualization and the use of the real world (notions in functions)
- Progress charts and diaries as interesting and trackable self-assessment techniques.
5. Do you consider that the chosen listening strategies worked during the session might be applied in your lessons?

Along the sessions it was not difficult to create an atmosphere of interest and collaboration among teachers, when teachers were asked about the appropriateness of the strategies for their classes, they manifested, that the activities are interesting and useful (70%), however, other teachers manifested the difficulty of using these strategies, but not because of their linguistic use but because of technical reasons such as: Poor internet connection in the school, few computer labs and occasionally these are not available.

6. Which listening technique do you consider may lead students to develop listening skills meaningfully?

Regarding the teachers’ experience and the strategies they worked during the classes they developed, the following are the strategies they outlined as the most effective to work in class:

- **Listening for specific details:** 90% of the teachers marked this option since most of the sites contain these kind of exercises.
- **Listening for the main idea:** 85% of the teachers marked this option since most of the sites contain these kind of exercises.
- **Predicting:** 90% of teachers manifested the importance of prediction in listening tasks.
- **Drawing inferences:** 60% of the teachers.
- **Summarizing:** 50% of the teachers.

7. Which topic (related to listening skills development) would you like to emphasize in the next session?

The following is a summary of the areas that the trainees would like to study, research or receive formation on them since, according to the surveys, are the most effective and interesting or teachers and learners. The topics are the following:

- Techniques to work listening for the gist and specific details
- Games and activities to work on prediction skills
• Summarizing context (integration of listening and writing)
• Recognizing cognates and their importance on listening activities.
• Pronunciation activities in both accents (American and British).
• Providing feedback in interesting manners.

4.2. Teacher observation sheet data analysis.

A Teacher’s Observation Sheet was used during 4 sessions. The researchers chose to use this method with an action research approach, because of its power for professional development and enhancing self-reflection. Basically, it is a well-ordered inquiry for teachers to discover what works best in their own classrooms, and can help us to improve. By understanding their teaching more exhaustively and systematically, trainees can make their lessons more effective and gather meaningful feedback for improvement.

The teacher’s observation results are analyzed as follows.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates knowledge of subject matter.</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Integrates current developments/research findings related to the use of ICT to develop listening skills, into the content.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Provides appropriate ICT web sources, material and references.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Refers trainees to additional source material where appropriate.</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>B. Methods of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Is well prepared and presents ICT to develop listening skills material in a well-organized manner.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Present different teaching</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
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<td></td>
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</tr>
<tr>
<td>techniques/methods (specific to listening skills, course objectives).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evidence of placing the presentation in context (such as course goals, school context).</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4. Lectures are clear, current and accurate information, providing appropriate theoretical referencing to support teaching listening approaches/methods.</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Use diverse audiovisual material to present topics and to develop the lectures</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Help trainees to develop a wider range of listening strategies to be taught.</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>C. Communication and interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Encourages trainees' inquiry/class discussion.</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Exhibits enthusiasm and interest with trainees.</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Expresses ideas clearly and audibly. Responds clearly to trainees' questions.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Responds to the pedagogical needs of the trainees and provides feedback.</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Demonstrates respect for alternative points of view.</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>D. Approachability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Open to suggestions from trainees.</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2. Exhibits a positive attitude to all trainees.</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3. Treats trainees with professionalism.</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4. The facilities where the lectures are given, are appropriate to reach the class/course goals.</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

According to the observation made by an English teacher, who neither belongs to the institution nor participates in the research project, during the session 3, it can be analyzed
that the researchers’ strengths are the supply of the appropriate ICT web sources, material and references, it means that the goal proposed to the session was accomplished, providing the teachers materials to work the listening skill. Besides, the researchers demonstrated respect for the alternative points of view and were are opened to suggestions, displaying a positive attitude to all the trainees. The analysis also shows some weakness during session 3. Although the researchers give appropriate material, the lack of additional sources is noticeable. In addition the evidence of placing the presentation in context (the school context is not enough named). Even though at the end of the session a moment to share their ideas was carried out, the trainers did not encourage trainees enough to the class discussion.

According to the observation made by the external teacher during the session 4, it shows some differences about the trainers’ strengths, which display that the lecture was clear with current and accurate information providing the theoretical referencing to support teaching listening approaches. The advantage of this session was the improving of the evidence of placing the presentation in context (following the school context and needs). The highlight categories in this session are how the researchers used diverse audiovisual material to present topics and to develop the lectures, helping trainees to develop a wider range of listening strategies to be taught. To encourage a class discussion is the most notable weakness analyzed during session 4. Likewise, although a discussion took place during the session, it was not opened sufficiently to open suggestions from trainees giving more difficulty to reach the course goals.

Take into account the observation made by the expert during the session 5, it is possible to analyze that unlike the previous sessions, in this one the researchers expanded the additional source appropriate material giving the opportunity to the trainers to improve their list of listening materials to be applied in their own lessons using ICT, at the same time, different teaching techniques and methods were well presented. On the other hand, the trainers really showed evidence of placing the school context, providing appropriate theoretical referencing trough a clear lecture. Finally, the session was opened to different suggestions from trainees showing professionalism on both sides. In spite of the strengths evidenced in the class, there were also some weaknesses, such as the use of
not diverse audiovisual material, but a few to present topics and to develop the lecture. After a lecture was given, it was considered significant to provide feedback as a vital part of communication. For that reason, the lack of time impeded to give advice and feedback to the trainees as suitable, responding to their pedagogical needs.

The last observation made by the expert brings the following analysis. The researchers provided a high range of additional appropriate material (ICT sources and references) to be applied. The lecture was also well prepared and organized, presenting numerous ICT materials to develop listening skills. Both researchers expressed their ideas clearly and responded unmistakably to trainees’ questions when sharing their personal opinions, demonstrating respect for alternative points of view. However, the trainees considered the material and the references are pertinent in English education setting, it demonstrated the lack of placing the school in its own context. It is clear enough that the trainees were helped to develop a wide range of listening strategies to be taught, although some the material and strategies were not suitable in their course goals, giving more difficult to reach them.

4.3. Sharing Opinions data analysis.

The second instrument used is a forum for SHARING OPINIONS at the end of each session. This period of time took from five (5) to ten (10) minutes at the end of each session. This instrument was relevant because it gave to the researchers the opportunity for the trainees to express what they considered possible and impossible in the environment they normally work. The forum gave to the trainees more confidence to express how they have responded in their own lessons and what they have learned in each session of the TPD.

The sharing opinions results were analyzed in the following pages, in which the most significant investment of the trainees are described, according to the discussion carried out.
Participant 01.

“The approach motivates teachers and students, providing them with an opportunity for the speaker to share thoughts.”

“It is difficult to prepare lessons to teach listening using websites, for that reason the material worked was interesting.”

“As it was mentioned before, it is complicated to find material for listening, that’s why it is considered BBC podcast could be easily handled.”

“The activities look easy to apply and catch students’ attention.”

“YouTube is considered an easy tool, however it is necessary to have theoretical approaches to apply it meaningfully.”

“The theoretical framework has to be understood in order to have success with the Praxis. Besides the websites were unknown.”

Participant 02.

“BBC is a relevant website worked with most of English teachers all around the world, giving new ideas to be applied.”

“The use of videos helps to perform listening activities and tasks, allowing students to have multiple activities to learn a foreign language.”

“To use the virtual podcast to perform listening tasks and to review the different kind of vocabulary.”

“Students are able to negotiate meanings and to articulate ideas, providing support to the learning process.”

Participant 03.

“It is possible to understand the use of authentic materials which it is difficult to find out to work with ICT.”
“The website tools have multiple podcast with different topics which can be interesting for the students and it is updated.”

“Technology helps students to have a better process of understanding, even if they are still processing what they just heard.”

“A Podcast has all the levels where the students are. Besides, students have the possibility to feel motivated listening podcast according to their age.”

“ESL-LAB has multiple listening activities that allow teachers to have an overall view to practice listening with students.”

“The approaches close to the language learning and the teachers will provide a large quantity of controlled material.”

**Participant 04.**

“Podcasts definitely motivate students to practice listening while free time. The BBC has always updated the information and the topics to be listening.”

“The language material, particularly the one to work listening, should be controlled so that learners can understand what they hear.”

“LinkEngPark helps students to build the English vocabulary in a short time, developing their knowledge and skills.”

“All the pedagogical tools given are considered beneficial to improve listening skills, besides are not difficult to be worked.”

“Following the listening approaches correctly the students might not find more misunderstandings, focusing on the main idea of the texts.”

“The approaches were well combined with the explanation about technology and different techniques to be applied in class.”

“It enhances language awareness of students that guide them to assess their own process can be achieved.”
“Nowadays, it is necessary to consider the need for education with technology increasing online process becoming more important, reliable, effective and attractive.”

From the data analysis of the three instruments worked (semi-structured diary, teacher’s observation sheet, and sharing opinions) the following categories came up:

1. **Appropriateness of virtual resources tools.**

   The appropriateness of the tools is determined by aspects such as: easiness to use the tool, loading time of the website, interdisciplinary material to work on listening, pre-designed tasks, interesting activities according to the student’s age, multilevel activities and activities that promote self-assessment. The tools that excelled in the data analysis are the ones that provide learners access to real-life issues such as podcasts Linkengpark.com, Learnenglish.britishcouncil.org, esl-lab.com, these, according to the trainee’s opinion, allow students to see language contextualized and face them to the use of it in real contexts. Additionally, teachers can access to pre-defined exercises that make their job easier since they do not have to prepare the activities, but it requires teachers to prepare a good development of the class using the 3 listening stages (pre, while and post listening) to really foster development of listening skills.

   Teachers also mention the importance of using tools that are easy to load into the computers, since the internet connection in public schools is extremely limited and occasionally it can be an issue to ask learners to access sites that are difficult to load in a web browser.

   The tools that teachers mentioned as the most interesting along the sessions are Youtube.com, matchthememorygame.com, learnenglish.britishcouncil.org, linkengpar.com, esl-lab.com, Testmoz.com, since these tools are easy to use, do not take too much time to load in the browsers, some of them contain pre-defined exercises, and all of the tools allow to work multiple topics in English (interdisciplinary work).

2. **Listening techniques and strategies.**

   The techniques and strategies are the vital piece of this process since it allows to connect all of the tools appropriately to provide appropriate strategies to work in class
taking into account that lesson planning played a vital role in the application of the strategies, since the plans provided a guidance to follow along the classes; it is known that these strategies are not definite and they need to be worked, processed, redefined, and applied according to the context of the learners; the purpose of the research was to provide a set of strategies and techniques that teachers can use, but also modify according to their needs or their research interests. Regarding the listening techniques strategies, the following subcategories came up from the data:

- **Theoretical support:** Teachers manifested the importance of having a solid theoretical support behind each one of the strategies applied, since it provides teachers an idea on how the approaches should be applied and what contextual and linguistic features should be taken into account.

- **Motivating approaches:** It is important to mention that all of the activities and approaches were studied in order to get motivating activities for learners, and along the sessions, teachers expressed their enthusiasm on getting to know approaches which applied properly in context, are fun and motivating, since the 3 stages of a listening session (pre, while and post) allowed proposing multiple activities such as matching games, mimicry games, cooperative work to negotiate meaning, production activities in groups, among others.

- **Chunk listening:** One of the beliefs that most of teachers had was that listening exercises should be long or non-stop in the while-listening stage, however, along the process it was discovered that it is recommended to perform listening tasks in chunks of 25-30 seconds since learners can focus on the task they need to develop, also, it motivates cooperative work on negotiate meaning of what is being listened to; the process of segmenting the listening tasks allows learners to carry out easily the following tasks:
  - Listening for specific details
  - Listening for the gist
  - Task-based listening
  - Noticing strategies to understand a complete listening text.
Regarding self-assessment, teachers expressed they had not considered the approaches presented to promote self-assessment of a process, since most of the times the self-assessment is a grade provided at the end of the period based on the students perceptions and grades obtained, but not based on a conscious analysis of their personal progress along a course, teachers mentioned the importance on providing students a moment in the class for students to analyze their progress and the tools they mentioned as the most important is the use of progress charts and diaries since it is easy for students to carry out this process in their own notepads and teachers can track them and help them to solidify the process.

3. Issues and possible problems.

Multiple issues and observations to take into account came up during the sessions; these relate to the tools, technical issues and strategies which are summarized as follows:

Technological issues: virtual resources tools are ideal since students are interested when working with technology, however issues like slow internet connection when multiple computers connected to the same network, not enough computers to work in class, availability of computer rooms, limitation in the internet browsers of tablets and cell phones since most of the sites work with flash support and mobile devices do not support this format within their browsers.

Strategies issues: Teachers mentioned that the strategies worked during the sessions were interesting and useful; however, they came up with some difficulties when performing the activities such as:

Groups of 3 students per computer makes difficult to work on meaning negotiation techniques since students need headphones to listen to the texts.

Listening for the gist it is difficult when doing the task individually on computers with headsets since it is important that all of the students listen at the same time so the teacher can elicit ideas from learners.

Self-assessment it is difficult to carry out since the students have different principles of this process since it is not seen as a process, but as a grade which has a percentage of the
final one. On the other hand, regarding self-assessment techniques, it is difficult to track this process individually since some teachers do not like to check notebooks or portfolios, and the teachers who are interested in implementing this process believe that it will take time to change the student’s perception regarding the importance of being a part of their learning process.

4. School social and pedagogical context.

One common point found in the data analysis is the need of placing the school in context with the activities proposed, since it seems ideal, but most of the activities are related to contexts that are not familiar to learners, teachers express the need of looking for exercises that might be interesting to learners based on their interest and needs, and material developed in different real-life contexts so students can have a wider look to the activity and work their background and contextual knowledge to solve problems.

Chapter V
Conclusions

In this chapter, the researchers present the main findings of the research, together with the implications of a teacher development program on virtual resources in the EFL classroom. Various issues came to light: first, the development program on virtual resources contributed to the English listening teaching methodology among English language teachers of public schools of Bogotá. It also allowed improving practices and perceptions regarding English listening strategies and insights of difficulties regarding competences about virtual resources and the implementation of these in the English teaching process in a public school in Bogotá, Colombia.

The program implemented at la Floresta Sur public school, allowed observing multiple benefits as well as limitations when applying listening strategies by using virtual resources. Regarding the teachers’ development implementation, it can be concluded that the formation program was carried out according to the academic, social, cultural and pedagogical context of the teachers, which means that not only an exploration of the teacher’s skills, knowledge, needs and perceptions was necessary, but also, the context
and situations around the teachers, since this can be a valuable tool to promote learning opportunities as well as observing limitations that might interfere with the formation process; this context can include the tools available to present a class using virtual resources as well as the pedagogical knowledge (strategies and approaches) and beliefs they have regarding their role as English teachers, since most of these are founded in personal experiences (positive or negative), other pedagogical formation programs, pedagogical models followed in the working place, among others, which can enrich the teaching experience and the pedagogical content of the program proposed.

Regarding the delivery format of the program, which is listening strategies using virtual resources, worked through lesson plans, it can be concluded that it worked properly since trainees expressed the appropriateness of the approaches and the activities planned along the classes allowing them to see and experience a real listening lesson, and receive instruction on how to present and introduce the classes through warmers and introductory activities which are the ones that are designed to introduce topic, to activate background knowledge, to elicit information from students and to build a route to perform the activities that will be presented along the lesson. To perform while-listening activities which are the core of the class since in these, learners have the chance to put to the test their skills and to receive training in the skill, these activities and their results are the ones that the teacher will use to evaluate the activities and to improve the way the strategies are applied, and the post listening tasks, which are the ones that provide chances to generate output from learners, to perform clarification and participative activities, and to provide learners to use the language creatively. Finally, it allows to evaluate the topics that are being taught; additionally the lesson plan format allowed them to observe the steps a lesson plan should have in order to provide a complete listening lesson using virtual resources, to allow learners to carry out the activities successfully and to end up the lessons properly, which was the purpose of setting up the strategies into the lessons according to the lesson planning definition and follow up provided by Jensen (1998), described in the instructional design chapter.

As Carvajal (2012) mentioned, the design of activities should be based on solid theoretical principles when a formation program is being built. Along the training program, each lesson plan was built on solid theoretical foundation, each one of the
activities were supported by theoretic principles regarding second language acquisition, trainees had the chance to carry out the activities contained in the lesson plans as well as observing the theoretical principles behind them, with the purpose of evaluating such principles and to provide trainees the chance of presenting their conclusions when applying the activities; socializing their conclusions and insights regarding the strategies teachers are aware of the need to improve their pedagogical practices, redefining their role and proposing meaningful changes to apply in class and study their benefits in their role of teachers researchers (Keiny 1994) and renew their pedagogical practices through constant research carried out in classroom activities, Grossman (1994).

The results also showed that the trainees came across some difficulties when teaching listening. Before the professional development was carried out, the participants mentioned the need for a richer repertoire of listening activities using virtual resources sources material, the identification of theories about English teachers’ pedagogical knowledge, the general prospect of teachers' ICT professional development in Colombia and listening skills strategies as a guide to design the teachers’ program (APPENDIX C). Therefore, without a good theoretical foundation, expanding the repertoire of activities would not make much change in the current situation. Thus, one of the trainees also considered it is necessary to improve theoretical foundation and teaching practice, not only teaching listening, but the different skills to learn a foreign language.

The evaluation of how the implementation of an virtual resources program for EFL teachers impacts the English teaching and learning process using lesson plans, demonstrated to be a useful methodology since it permitted trainers to experience a listening class following multiple steps and approaches, allowing trainees to observe the theoretical approaches in context. The later discussion of each one of them taking into account the teacher’s perceptions during the lesson and the experiences they had applied these in their classrooms, providing multiple panoramas to the teaching experience, and for the researchers’ data collection procedure. It allowed to adjust each one of the lesson plans, adapting them to the teachers’ plus the school context, fostering improvement in each step of the process. However, the evaluation allowed to analyze that most of the trainees’ listening lessons still depend on audio CDs. virtual resources, should be
considered a powerful tool for listening comprehension because of the visual support it provides, situation which was confirmed in the theoretical framework by William and Lutes (2006), virtual resources, is not only provide a great source of input, and chances of performing listening tasks, but also allows learners to see the language in real uses, motivating them to listen more effectively, it is a suitable delivery system since it allow to learn a mixture between verbal and non-verbal communication, and the combination of both are a vital part of every communicative process. However, the percentage of participants who indicated using virtual resources sources for teaching listening comprehension is low.

Another interesting point is that participants indicated that most of the virtual resources materials used in the professional development are particularly interesting in an EFL context where most teachers are not native speakers. In EFL contexts, many non-native teachers of English do not feel confident to prepare listening materials even though they are competent enough to prepare their own materials Ur (1996). However, this study also reveals that although the trainees feel confident using the ICT material worked, some of the sources are no appropriate to the school context and students’ needs. That is why, teachers use their own listening comprehension materials, and they also consider that to adapt the level of listening tasks could also help to alleviate student difficulties, encouraging them to set goals and objectives for listening and to practice listening outside of class. Trainees’ self-assessed degree of familiarity with the listening strategies. The research showed that most of the trainees identified themselves as being familiar with the concept of listening strategies; very few trainees identified themselves as being unfamiliar at all with them. In response to a request to list all familiar listening strategies, the most frequently mentioned strategies were top-down strategies such as: note-taking, listening for the gist, listening for details, and predicting. Focusing on concentrating on pronunciation and intonation, and pre-teaching the target vocabulary were mentioned fairly frequently. However, trainees also expressed they considered themselves familiar with the concepts, it is necessary to improve the theoretical background, by applying the strategies in their own lessons, because the study revealed teachers employed at least two-thirds of them on their practices.
Social strategies were also considered during the professional development, as the virtual resources are made by native English experts, but which are frequently and less frequently taught. For example, teaching the target culture may require some adjustments in the available materials. It also requires knowledge and experience which trainees express may not have. In addition, employing cultural listening activities may demand extra teacher preparation time and extra time in class, situation the trainees stated clearly. “Another reason is the lack of time for professional development and the preparation of these kinds of activities in current listening materials or the use of virtual resources in the school. Trainees also consider helping students to improve listening practice takes extra work, for that reason, giving them the strategies to use virtual resources at home could be highly useful”. Regarding the objectives this study has, teachers' practices and perceptions regarding listening strategies and the use of virtual resources, were analyzed. The participants were English teachers working at Institucion Educativa Distrital la Floresta Sur in Bogotá. Although it is possible to get a general picture of the present situation of listening strategy instruction and the difficulties likely to arise in the use of ICT sources and tools, the results of the study cannot be generalized to other schools in Bogotá, a situation that could be a further research.
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As Lan (2001). Improving Teaching through Classroom Observation.

Bailey, K. M. (2001). Action research, teacher research, and classroom research in language teaching


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ANNEX A

Teacher’s survey

The following survey was applied in Spanish and implemented in a virtual site to carry out surveys http://www.e-encuesta.com.

Teachers provided their opinion regarding the implementation of ICT in the English teaching. For this survey, 6 teachers (from 6th to 11th) grade provided their answers and opinions. The survey was applied in Spanish.

ENCUESTA

Apreciado docente. La siguiente encuesta tiene como objetivo indagar respecto al conocimiento y competencias que poseen los docentes de la institución I.E.D República de Guatemala para implementar estrategias pedagógicas en la enseñanza del inglés utilizando los recursos que las TIC ofrecen. Por lo cual, les solicitamos de manera atenta, leer cuidadosamente cada una de las siguientes preguntas y responder de acuerdo con su experiencia ya que no hay respuestas correctas o incorrectas, solamente apreciaciones personales, agradecemos su colaboración:

1. Por favor indique su formación académica

   • Licenciatura
   • Especialización
   • Maestría
   • Doctorado
   • Diplomado
   • PFPD
   • Otro

2. A lo largo de su formación académica, ¿Ha recibido instrucción en la aplicación de TIC en los procesos pedagógicos en el aula?

   • Sí
   • No
3. Si la respuesta anterior fue "Sí", ¿Dicha instrucción le permitió integrar el uso de TIC con la creación de actividades para el entrenamiento de las habilidades en inglés (listening, speaking, reading, writing)?
(Si la respuesta anterior es negativa puede saltar esta pregunta)

- Sí
- No
- ¿Otros?

4. Por favor indique la medida en la que maneja las siguientes herramientas de informática

<table>
<thead>
<tr>
<th>Herramienta</th>
<th>Mucho</th>
<th>Suficiente</th>
<th>Poco</th>
<th>Nada</th>
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<tr>
<td>Uso de Word</td>
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<td>Uso de Excel</td>
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<td>Uso de bases de datos (ej: Access)</td>
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<tr>
<td>Uso de herramientas de edición de vídeo y/o fotografía</td>
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<td>Uso de navegadores de Internet</td>
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<td>Uso de correo electrónico</td>
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<tr>
<td>Uso de wikis,</td>
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blogs, plataformas y otros enfocados a la enseñanza

Herramientas para la creación de actividades, cuestionarios, quiz, y otras actividades de tipo pedagógico para la enseñanza del inglés

5. ¿Estaría interesado en acceder a herramientas y/o cursos de formación gratuita en el uso de TIC enfocados a la enseñanza del inglés como lengua extranjera?

- Sí
- No
- ¿Otro?

6. Cuáles considera usted que son las dificultades que encuentra para utilizar TIC en la enseñanza del inglés:

- Falta de conocimiento de recursos web
- Falta de recursos tecnológicos en la institución (computadores, tablets, video beam, etc)
- Falta de conocimiento respecto a recursos para la creación de materiales didácticos
- Aceptación de las herramientas por parte de los estudiantes
- Tiempo para el uso e implementación de recursos basados en TIC
7. Por favor indique la medida en las que las siguientes características de las TIC favorecen los procesos pedagógicos realizados en el aula

<table>
<thead>
<tr>
<th>Individualización de procesos</th>
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<th>Poco</th>
<th>Nada</th>
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<tr>
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<tr>
<td>Fomento del aprendizaje cooperativo</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interacción con estudiantes</td>
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<tr>
<td>Interacción con padres</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Organización de la información (recursos, notas, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Despertar la motivación en los estudiantes</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Creación de actividades significativas para los estudiantes</td>
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</tbody>
</table>
ANNEX B

Teacher’s survey analysis

Teachers provided their opinion regarding the implementation of ICT in the English teaching, the answers evidenced the need that teachers have of receiving formation in the use of web tools and resources to propose activities to provide training in the English language learning.

1. Please choose the degree you are in

   - **B.A:** 50% of the teachers have a B.A in English teaching
   - **Specialization:** 33% of the teachers have a specialization degree, they did not emphasize the area of the specialization
   - **Master 16%:** 16% of the teachers have or are currently in a master degree program

2. Along your academic background, have you ever received academic instruction in the application of ICT in the pedagogical process occurred in the classroom?

   - **Yes:** 50% of the teachers have received formation in virtual activities such the creation of learning virtual objects, and the creation of blogs and wikis to present data.
   - **No:** 50% of the teachers have not received any formation in the application of ICT in the classroom

3. If the previous answer was "Yes", Did the instruction received allow you to articulate the use of ICT with the creation of activities to provide training in the skills of English (Listening, speaking, reading, writing)?

   - **Yes:** 25% of the teachers expressed that they had the opportunity to articulate the use of ICT with the training in skills of English language.
   - **No:** 75% of the teachers expressed they have not had the formation to articulate the use of ICT with the training in skills of English language.

4. Please indicate the level you manage the following computer tools
• 83% of the teachers expressed they possess “Enough” knowledge of the use of Word program
• 66 % of the teachers expressed they possess “Enough” knowledge of the use of PowerPoint program
• 83% of the teachers expressed they possess “A little” knowledge of the use of Excel program
• 66% of the teachers expressed they possess “Nothing” of knowledge of data base software.
• 32% of the teachers possess “Enough” knowledge of using tool to edit video or photographs.
• 83% of the teachers expressed they possess “Enough” knowledge of internet browsers use.
• 66% of the teachers expressed they possess “Enough” knowledge of e-mail use.
• 50% of the teachers possess “A little” knowledge to use wikis, blogs, and platforms for promoting learning.
• 66% of the teachers possess “A little” knowledge to create activities, tests, questionnaires, 33% expressed they possess “Nothing” of knowledge in the creation of activities, tests, questionnaires.

5. Would you be interested in accessing to tools and/or courses of free attendance, in the use of ICT focused on the teaching of English as a foreign language?

100% of the teachers would be interested in accessing tools or courses in the use of ICT focused on the teaching of English as a foreign language.

6. Which do you consider are the difficulties you have come across to use ICT in the teaching of English language?

• **Lack of knowledge of web resources:** 66% consider they need to get more knowledge regarding the knowledge of web resources.
- **Lack of technological resources in the school (Computers, tablets, video beam, etc)**: All teachers consider the school has enough of technological resources 0%

- **Lack of knowledge related to resources for the creation of didactic materials**: 100%, all teachers consider they need to get knowledge on the resources for the creation of didactic materials.

- **Acceptation of the tools on behalf of the students**: 50% of the teachers consider students might have issues accepting the implementation of technological tools for learning.

- **Time for the use and implementation of resources based on ICT**: 50% of the teachers consider the time to use and implement the resources based on ICT might not be enough.

7. Please indicate the level the following characteristics of the ICT favor the pedagogical process carried out in the classroom

- **Individualization of processes**: 66% of the teachers consider that ICT could favor “**Enough**” the individualization of processes.

- **Promotion of autonomous learning**: 66% of the teachers consider that ICT could favor “**Enough**” the promotion of autonomous learning.

- **Promotion of cooperative learning**: Only 33% of the teachers consider that ICT could “**Enough**” promote the promotion of cooperative learning.

- **Interaction with students**: 83% of the teachers consider that ICT could favor “**A lot**” interaction with students.

- **Interaction with parents**: 50% of the teachers consider ICT could favor “**A little**” the interactions with parents, the remaining 50% consider that ICT would not favor interaction with parents.

- **Organization of information, resources, grades, etc**: 50% of teachers consider that ICT could “**A lot**” the organization of resources, the remaining 50% consider “**Enough**”.

- **Awaken motivation in the students**: 83% of the teachers consider that ICT could awake “**Enough**” motivation in the students.
• **Creation of meaningful activities for the students:** 16% of the teachers consider that ICT could favor "A lot" the creation of activities, the remaining 66% consider "Enough"
ANNEX C

Virtual surveys evidences

In this annex it can be found the original answers provided by the teachers in the virtual survey and the report created by the application.

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<tr>
<td>Diploma</td>
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</tr>
<tr>
<td>Otros</td>
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</table>

Total Respondentes: 6
Filtros aplicados: 0

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<th>Porcentaje</th>
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<tr>
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<td>50%</td>
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<tr>
<td>¿Cuál?</td>
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<td>33.33%</td>
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Total Respondentes: 6
Filtros aplicados: 0

Respuestas abiertas

A lo largo de su formación académica, ¿Ha recibido instrucción en la aplicación de TIC en los procesos pedagógicos en el aula?

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<th>Texto</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Estoy cursando el primer semestre de la maestría y estoy recibiendo un módulo orientado a la creación de objetos virtuales de aprendizaje</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>En la especialización tuve una materia en la cual aprendimos a crear blogs y wikis para exponer información</td>
<td>1</td>
</tr>
</tbody>
</table>
3. Si la respuesta anterior fue “Sí”, ¿Dicha instrucción le permitió integrar el uso de TIC con la creación de actividades para el entrenamiento de las habilidades en inglés (listening, speaking, reading, writing)?  
(Si la respuesta es negativa puede saltar esta pregunta)

<table>
<thead>
<tr>
<th>Opción</th>
<th>Distribución</th>
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</thead>
<tbody>
<tr>
<td><strong>Sí</strong></td>
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<tr>
<td><strong>Total Respondentes</strong></td>
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4. Por favor indique la medida en la que maneja las siguientes herramientas de informática

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<th>Mucho</th>
<th>Suficiente</th>
<th>Poco</th>
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<tr>
<td><strong>Uso de Excel</strong></td>
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</tr>
<tr>
<td><strong>Uso de bases de datos (e.g. Access)</strong></td>
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<td>0%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Uso de herramientas de edición de video y/o fotografía</strong></td>
<td>16.67%</td>
<td>16.67%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Uso de navegadores de Internet</strong></td>
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</tr>
<tr>
<td><strong>Uso de correo electrónico</strong></td>
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<td>66.67%</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Uso de wikis, blogs, plataformas y otros enfocados a la enseñanza</strong></td>
<td>0%</td>
<td>16.67%</td>
<td>60%</td>
<td>33.33%</td>
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<tr>
<td><strong>Herramientas para la creación de actividades, cuestionarios, quiz, y otras actividades de tipo pedagógico para la enseñanza del inglés</strong></td>
<td>0%</td>
<td>0%</td>
<td>66.67%</td>
<td>33.33%</td>
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<td><strong>Total Respondentes</strong></td>
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<td>6</td>
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</table>

5. ¿Estaría interesado en acceder a herramientas y/o cursos de formación gratuita en el uso de TIC enfocados a la enseñanza del inglés como lengua extranjera?

<table>
<thead>
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<td></td>
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</tr>
<tr>
<td>** Otro ¿Cuál?**</td>
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<td><strong>Total Respondentes</strong></td>
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<td>6</td>
</tr>
</tbody>
</table>

| Filtros aplicados | 0 |
### 6. Cual es la dificultad que encontras para utilizar TIC en la enseñanza del inglés:

<table>
<thead>
<tr>
<th>Opción</th>
<th>Distribución</th>
<th>Porcentaje</th>
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<td>Falta de conocimiento de recursos web</td>
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<td>66.67%</td>
<td>4</td>
</tr>
<tr>
<td>Falta de recursos tecnológicos en la institución (computadores, tablets, video Beam, etc)</td>
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</tr>
<tr>
<td>Falta de conocimiento respecto a recursos para la creación de materiales didácticos</td>
<td></td>
<td>100%</td>
<td>6</td>
</tr>
<tr>
<td>Aceptación de las herramientas por parte de los estudiantes</td>
<td></td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>Tiempo para el uso e implementación de recursos basados en TIC</td>
<td></td>
<td>50%</td>
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</tr>
<tr>
<td>Otros</td>
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</tr>
<tr>
<td>Total Respondentes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Filtros aplicados</td>
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</tbody>
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### 7. Por favor indique la medida en las que las siguientes características de las TIC favorecen los procesos pedagógicos realizados en el aula:

<table>
<thead>
<tr>
<th>Característica</th>
<th>Mucho</th>
<th>Suficiente</th>
<th>Poco</th>
<th>Nada</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Individualización de procesos</td>
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<td>66.67%</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Fomento del aprendizaje autónomo</td>
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<td>33.33%</td>
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<td>0</td>
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<tr>
<td>Fomento del aprendizaje cooperativo</td>
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</tr>
<tr>
<td>Interacción con estudiantes</td>
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<tr>
<td>Interacción con padres</td>
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</tr>
<tr>
<td>Organización de la información (recursos, notas, etc.)</td>
<td>50%</td>
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<tr>
<td>Despertar la motivación en los estudiantes</td>
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<tr>
<td>Creación de actividades significativas para los estudiantes</td>
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