

**IMPLEMENTING E-LEARNING AND BOTTOM-UP TOP-DOWN  
STRATEGIES FOR ENHANCING LISTENING COMPREHENSION IN EFL  
ADULT LEARNERS**

**JOSÉ DANIEL ACOSTA BENAVIDES**

ADVISER

FRANCISCO ANTONIO PÉREZ GÓMEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

LICENCIATURA EN ESPAÑOL E INGLÉS

BOGOTÁ D.C

2021

## ABSTRACT

This project has as purpose the improvement of listening comprehension of adult students through digital resources such as Nearpod, Kahoot! and Genially, among others. These tools are electronic means that help to deliver a learning program creating a bridge between the teacher and their students, giving as a result a virtual learning environment. This virtual classroom more than a luxury is a necessity nowadays due to the pandemic situation; therefore, making the most of the E-learning will be essential to implement this proposal.

The pedagogical proposal aims to improve listening as one of the most important skills of all because, the more students hear spoken English, the more they are going to acquire it, since if students cannot comprehend what other person is saying, they will have difficulties to establish communication (Morley, 2001). In that regard, students are expected to increase their linguistic and non-linguistic knowledge, always aiming for a meaningful learning.

With that being said, some video clips, short interviews, dynamic slides, online quizzes, games, and instructional material are going to be presented to the students, carrying out Bottom-up and Top down strategies tasks guided by the Task Based Learning Approach.

**Key words:** Listening comprehension, E-learning, Task based learning, bottom up and top down strategies, Andragogy.

**TABLE OF CONTENTS**

<b>Chapter I</b> .....	5
Statement of the Problem and Contextualization.....	5
Statement of the Problem.....	5
Population.....	8
Young people in Extra Age.....	8
Adult People.....	9
Adult Learning and Education.....	9
Justification.....	10
Information collection instruments.....	12
<b>Chapter II</b> .....	12
Literature Review, Theoretical Framework and Rationale.....	12
Literature Review .....	12
Rationale.....	15
Theoretical Framework.....	16
Listening Comprehension.....	17
E- learning.....	18
Task Based Learning.....	19
Bottom up and Top down Strategies.....	20
Andragogy.....	21
<b>Chapter III</b> .....	22
Pedagogical Intervention and Chronogram.....	22
General objective.....	22
Specific objectives.....	22
Stages of the Intervention.....	22
Chronogram.....	23

<b>Chapter IV</b> .....	28
Material Design and Learning Environment Creation .....	28
<b>Chapter V</b> .....	51
Expected Impacts.....	51
References.....	54
Annexes.....	57

## Chapter I

### Statement of the Problem and Contextualization

This part of the document is intended to present firstly, an overview of the statement of the problem, and secondly, a general review about the target population of this pedagogical proposal.

#### Statement of the Problem

Due to different situations such as violence, poverty, lack of resources and opportunities, family obligations, etc., a part of the population called *young adult* and *adults*, stay behind in the educational process in relation to other students who continue with their studies at a regular age. In this perspective, Colombian Educational legislation offers a more flexible education to those people of an age relatively older than the one accepted in the education by grades, thus, that population could bring their high school education into completion.

That way, it was created what is known as *Adult education by Special Integrated Learning Cycles*, consisting of integrating the areas of knowledge and pedagogical projects in a shorter period of time differentiated from the usual grades, allowing adult students to achieve the goals and objectives of Basic and Secondary Education. These cycles are structured as follows:

Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Grade 1,2 & 3	Grade 4 & 5	Grade 6 & 7	Grade 8 & 9	Grade 10 & 11
Literacy	Basic primary	Basic	Basic	Senior
Basic primary		secondary	secondary	High school

*Table 1 Integrated Learning Cycles*

Adult learners want to develop their aptitudes, enrich their knowledge and enhance their technical and professional skills; hence, they become more and more aware about the importance of learning the English language in order to get more and better job opportunities. Nonetheless, there is a long way to reach the National bilingual program promoted by the Ministry of Education.

According to the Colombian Ministry of education, senior high school students are expected to have a B1 English level once they leave the school, but this is far from reality since based on data offered by English Proficiency Index (EF EPI, 2020), from the age of 16 until the end of high school, students are in lower proficiency levels and no longer migrate to higher levels. It appears that these students are stagnating making almost impossible to get a better paid job.

According to Diaz (2010), learning English is a necessity for adults since based on data obtained of her research, adult people did not reach the basic English level required for hiring them in the city hall where the search took place. One of the reasons to learn English is to improve their labor and personal conditions according to adults who participated in this study.

Furthermore, according to the Colombian Association of Contact Centers and BPOs, in December 2015, in Bogotá alone, 49.3% of the employed population was employed in the contact center sector. The majority of this population are young adults who find in this sector their first job opportunity.

The number of bilingual job offers is increasing and they are well-paid. Adults know it, that is why they see the necessity of learning English as a tool to get more job opportunities and to increase their quality of life. Therefore, this pedagogical proposal is based on the need to offer adult learners a suitable option to learn English taking into

account their way of learning, their needs, and the reasons why they want to learn English language nowadays, specially, to make their way in the working and professional world. All this aiming to the listening comprehension skill as the most suitable skill to be developed to increase language proficiency, since in the practical day-to-day exercise, people have to interact in real time in a bilingual job or even more, in a job interview if they do not understand what they are asked, they will not be able to get the job.

According to Walker, (2014) listening comprehension is one of the most difficult skills to teach for a teacher and to learn for a student. Sadly, listening skill was seen as a passive skill for many years, and just in the last decades little research has taken place giving as a result a poor exploration in the area and therefore, a not so explored field in teaching strategies. Fortunately, this is changing in recent years and now, the importance of the listening skill is awakening, and this proposal intends to support that current tendency.

Improving listening skill has its challenges such as the difference between the pronunciation of a word and how it is written, prosodics features in which the stress and intonation could affect the understanding of a message, listening occurs in real time and in a conversation for instance, there is no chance to repeat what was listened again and again, instead of a reading, without mentioning that the listener cannot control speaker's speed at talking. Accents for example, are other factors that can affect the spoken message. These aspects and more, make difficult for students to grasp the meaning of a message deriving as well in anxiety and frustration in those students who cannot understand listening activities.

According to Hamouda (2013), listening is very difficult for students, even more, he claims that in universities listening skills are not taken into account giving preference to grammar and reading activities.

As Graham (2006, p.178) stated, “many learners see themselves as less successful in listening than in other language areas”, so that, students do not feel comfortable by starting a conversation due to their fear when it comes to listening abilities.

Adult learners think that they are too old to learn, and when they face all the listening complexity explained above, they start to feel discouragement in their learning process, that is why this proposal intends to carry out listening activities designed from the most basic to more complex tasks as the learners advance in the session, giving them the confidence to move forward step by step, knowing that they can reach their goal to enhance their listening skill and therefore, be more confident when starting a conversation.

### **Population**

It is important to clarify some terms and concepts about the population in order to grasp the differences between very young learners and adult ones. By differentiating them, adult learners’ needs, interests can be established and therefore, the way to tackle those traits.

#### ***Young People in Extra Age***

Young people are analyzed from three perspectives: generational, age and cultural. The generational perspective considers a young person when they have not entered to the adult’s world and are preparing to perform that position in society. The age perspective indicates the chronological sense to determine some projects and policies in favor of this population. In this vein, Statutory Law 1622 of 2013, art 5, defines the young person as “the person between 14 and 28 years old” (Lineamientos generales y orientaciones para la educación formal de personas jóvenes y adultas en Colombia, 2017, p. 37). Regarding cultural perspective, being young is more related to ways of interacting with others including ways of thinking, feeling, perceiving, and acting.



### ***Adult People***

Adults are those ones who have passed the previous stages of life: childhood, adolescence, youth, and now, they are in their later stage: adulthood. In fact, in the educational field, (Nairobi,1976 and Hamburg,1997, as cited in Lineamientos generales y orientaciones para la educación formal de personas jóvenes y adultas en Colombia, 2017, p. 38) refer to adults, as “people considered as adults by society which they belong to”. Thus, adults are self-sufficient and trustworthy for their own decisions. Besides, what distinguishes adults from those who are younger, is the responsibility, maturity and experience that a fully-grown person gains with the course of time.

### ***Adult Learning and Education***

Adult learning is an internal cognitive process, which develops from accumulated experiences, the situations of the context in which they work and cultural differences, which allows them to assimilate and accommodate in the adult's mental structure new knowledge to be applied to the context where these people live, and that contributes to their life project. The theoretical formulation for this theory was introduced by Malcom S. Knowles, labeling the art and science of teaching adults as *andragogy* in counter position to pedagogy.

Adult learners are ready to learn if they see the usefulness of what they are learning to developmental tasks concerning to immediate application. In this vein, according to Knowles (1975, p. 87), “a related notion is that since most adults are part-time learners, learning opportunities must be made available to them at time and places that are convenient to them and must provide easy entry and exit”.

Therefore, it is noteworthy that adults continue with their studies in order to have a more prosperous and advanced community in which they can contribute effectively and

positively as people with the necessary competences to get into society, providing their knowledge and wisdom as good citizens and as good workers as well. But, to accomplish that, adults need to know that they can apply what they are learning in their labor life and more importantly, it is paramount to give them the appropriate means to develop their learning process, which in this case, are the digital resources suggested in this pedagogical proposal, since for instance, nowadays in any job, systems skills are required to get a position, and even more bilingual fields.

### **Justification**

The Ministry of Education promotes educational policies to favor the learning of English as a foreign language such as the National bilingual program which is oriented to “achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural opening” (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006, p. 6). Thus, learning English as a foreign language has become of great relevance in the Colombian educational system. Nevertheless, according to the ninth edition of the EF English Proficiency Index (EF EPI, 2019), Colombia is rated # 68/100 countries where its fitness level is low and positioned # 17/19 in Latin America. Based on that, there is a long way to go to accomplish the National bilingual program. That way, there are several aspects to examine how to improve student’s English language proficiency in Colombia.

This pedagogical proposal intends to enhance English learning by suggesting the listening comprehension as the most suitable skill to be developed to increase language proficiency. According to Rost (2001) and Kurita (2012), a successful learner increases his capacity of using listening as the major tool of learning. Therefore, if students are no able to

understand what they are listening to in a foreign language, they could not speak, write or even read, that way, listening comprehension is recognized as a fundamental skill (Morley, 2001).

Nowadays, it is more than necessary to be a competent user of the English language in a world characterized by intercultural exchange, globalization, and growing of technology. That is the picture of this modern era where technological innovations are part of every reality in life, and education is no stranger to those changes. For instance, virtual education students increased from 16,042 in 2012 to 200,742 in 2018 (SNEIS) and due to the pandemic situation, E-learning became imperative to continue to the teaching-learning process. But it is not a secret that neither most of the institutions nor most of the teachers were ready to face this situation, therefore, was evident the need of making changes in teaching practice to tackle this unexpected situation where blended methods are paramount to overcome current difficulties and on the other hand, improve the teaching practice and looking for a better way to address students.

In that order of ideas, it is important to mention that this proposal is designed for a specific and special population, adult learners. These students are out of the formal education system for many reasons, and this is way it is really meaningful to understand their needs, social context, expectations, life goals, etc. in order to develop appropriate methodologies to teach them. Thus, according to (M.E.N. 2017), adult learning is an internal cognitive process, which is developed from accumulated experiences, situations and the context in which they operate. That allows appropriating and assimilating in the mental structure of the adult the new knowledge to be applied to the context where these people live, and that contributes to their life project.

### **Information collection instruments**

The main collecting data technique used in this proposal was the document review which consisted of searching of a wide variety of books, articles and credited web pages related to Listening comprehension, E-learning, Task based learning, Bottom up and Top down strategies and Andragogy which are the main concepts of this proposal stablishing the foundations to build it.

## **Chapter II**

### **Literature Review, Theoretical Framework and Rationale**

This chapter concentrates on both, literature review and theoretical framework giving the academic support to the construction of this proposal. The rationale explains the contribution of the literature review and in contrast, the novelty of this proposal.

#### **Literature Review**

In this part, some local, national and international studies related to listening comprehension development through digital resources in an EFL context are outlined as follows.

<b>RESEARCH</b>	<b>SOURCE</b>	<b>YEAR</b>
The inclusion of bottom up and top down strategies in listening comprehension tasks for second semester students from an English licentiate program.	National	2013

Using E-learning to improve English communication skills of Thai undergraduate students.	International	2015
The Significance of Listening Comprehension in English Language Teaching.	International	2016
Virtual Learning Environments' Impact on Adult Learners' Motivation in the Workplace	International	2017
Experiencia en educación de jóvenes y adultos en el municipio de Tena estudio de caso de dos instituciones oficiales.	National	2019

*Table 2 National and international studies*

After having read several studies, these ones are the most appropriate to give theoretical support to this pedagogical proposal considering that these investigations have certain relation with the implementation of the e-learning and digital resources for enhancing listening comprehension in EFL adult learners.

The first study by Henao (2013), aimed to inform about the importance of the implementation and development of learning strategies during the listening comprehension task. Findings revealed that the implementation of listening comprehension tasks fostered undergraduate students in English program learning strategies, since prior linguistic knowledge was activated increasing listening comprehension proficiency and active participation in the process. This study supports the pedagogical proposal sufficiently because in addition to having the task-based learning as a lesson structure, the top down and bottom up features are convenient strategies to raise students' awareness on listening as

a significant skill that requires active engagement and to offer the teacher a more specific way of leading the listening activities considering specific and general traits of a message.

The research by Phanchanikul (2015) showed E-learning as a new way of learning related to education through computer-based, online study, virtual classrooms, and other digital collaboration learning. Namely, this study pointed out how E-learning improved communicative skills and undergraduate students' attitudes towards English learning after E-learning. The findings indicated that despite learners were not sure about the effectiveness of taking courses online, they felt satisfied with their results. The relation with this proposal is the implementation of E-learning as an emerging source of teaching-learning, helping this way to discover perceptions, attitudes towards online English courses, how comfortable students are with digital resources and see how much they can improve their listening comprehension.

In the study conducted by Gilakjani (2016), the author states that listening comprehension is a very important part of language learning and despite its importance, learners consider that listening is the most difficult skill to learn, and teachers do not pay so much attention to its importance in their classes. This study provides foundations to develop listening skill in the English language teaching and the listening comprehension process. This research is connected to the present proposal because it shows the importance of improving listening comprehension as the most important skill for it is a process in which input is paramount to comprehend what others are saying and be able to establish a conversation where with a lot of practice and the suitable activities, materials and strategies, students are going to develop their listening skill.

The dissertation by Bashshar (2017) investigates how virtual learning environments influence adult learners. The author claims that virtual environments became widespread in

the workplace, and its benefits in terms of breaking distance and space are remarkable in the day-to-day business. This is not unconnected to distance education because this environment allows learners to collaborate with each other no matter the location. Other benefits of VLEs are saving millions of dollars on travel funds, attending training without physical boundaries, so that, the aim of the study is to explore how the design and features of VLEs impact adult learner's motivation in the workplace as well as their opinions and perceptions about virtual learning environment. Some conclusions show that motivation is the vigour for getting students interested in participating in a virtual session, for if adults know the usefulness of what they are going to learn, they can show more interest in participating in the sessions. Furthermore, these kinds of environments have become more popular lately.

The research by Barreto (2019) inquires about the characteristics of the learning experience of adult learners in a non-formal education environment specifically the pedagogical conceptions and the methodological characteristics in which teachers have been immersed in this education style. This research provides the pedagogical proposal with valuable information about adult learner's attitudes, knowledge, beliefs, personalities, behaviors, impulses, motivation, and how teachers deal with this kind of population due to the fact that students are in a different range of ages, thus, it is really essential to know how to address the teaching-learning process with these students. In this fashion, it is suggested that a poll or survey be administered to learners to find out some specific traits about their likes, dislikes, interests and attitudes, among others.

## **Rationale**

On the one hand, the previous studies supported sufficiently this proposal as for Listening comprehension as one of the most important skills to develop and the most difficult skill to learn for English students, E-learning as an emerging source of teaching-learning, Bottom-up and Top-down strategies as a suitable plan to achieve students' active engagement focusing from specific traits in the phonetic and syntactic field to general traits in the semantic field and lastly, some traits of adult learners like their attitudes, motivations and insights of the world.

On the other hand, the main difference between these studies referenced so far and this project is the target population as, in the studies checked previously there were undergraduate participants in the respective research, but not adult high school students immersed in the way this proposal is intended. After having read several studies, it is evident the gap in the academic field regarding teaching English language through E-learning. It is also clear that there has not been good usage of appropriate means and resources, and that adult learners who want to get their secondary school diploma but for reasons of age cannot be in a regular high school institution, have not been fully included. In this vein, in this proposal, adult learners are given full training about usage of the platforms used in the sessions.

Finally, this proposal aims to contribute in the academic and social field with a pertinent, feasible, technological and modern way to tackle learning English language emphasizing listening comprehension through digital resources, many of them own ones, taking into account the way how adults learn by proposing the most appropriate way to teach them using different and new technological resources opening a variety of



possibilities in the virtual environment in which due to the pandemic situation it became a necessity no a luxury to be on line to continue with the academic life.

### **Theoretical Framework**

The constructs of this proposal are five. The first one is Listening comprehension, the second one is E-learning, the third one is Task based learning, the fourth one is Bottom-up and Top-down strategies, and the fifth one is Andragogy. The first one is the unit of analysis of this proposal. The second one is the means/resources to achieve the objectives proposed. The third one is the methodology used, the fourth one is the strategy to carry out the listening activities, and the fifth one is the target population.

### **Listening Comprehension**

The importance of listening skill may be overlooked above others skills like speaking, but in the English teaching-learning process listening is used almost twice as much as speaking (Van Duzer, 1997). Morley (2001) stated that if students are no able to understand what they are listening to in a foreign language, they could not speak, write or even read, that way, listening comprehension is recognized as a fundamental skill. Thus, the acquisition of listening skill must be a priority when it comes to teaching English language.

There is a strong relationship between speaking and listening, however, in order for a student to increase oral production he/she should be given a wide amount of language to listen to (Asher, 1997). That is why it is really important to always be listening to English because the more students listen to and understand spoken foreign language, the more they are going to acquire the language and the appropriate intonation, pitch and stress.

According to Krashen (1987), acquisition requires meaningful interaction in the target language, during which the acquirer is focused on meaning of the communicative act rather than form the utterances. On the other hand, he claimed that the learned system relies on formal instruction in which there is a conscious knowledge about grammar rules for instance.

Nadig (2013) defined listening comprehension as several processes of understanding and making sense of spoken language. But in the middle of those processes the learner needs to increase the vocabulary, get used to the way that English is spoken such as contractions, relaxed pronunciation and different accents.

In that order of ideas, if students increase their listening comprehension level, they will understand what they are listening to, either tv shows, radio or a real time situation in which they will be able to interact with other people in a more effective way.

### **E- Learning**

The rapid growth of technology has changed our lives in an unsuspected way. It seems there are no barriers to communicate, exchanges ideas, information, and knowledge. Education is not unplugged of this reality and thanks to the development of Information and Communication Technologies (ICT's), several opportunities have opened to execute educational projects in which the majority of people have the chance of accessing quality education regardless of time or space.

In this context, E-learning is understood as a teaching-learning process that is carried out via Internet through the use of electronic means. Normally, it is done through virtual platforms. According to Fundesco (1998), E-learning is a distance training delivery system, supported by ICT (technologies, telecommunication networks, videoconferences, digital TV, multimedia materials), which combines different pedagogical elements:

classical instruction (face-to-face or self-study), practices, contacts in real time (face-to-face, videoconferences or chats) and deferred contacts (tutors, discussion forums, email).

There are several traits of E-learning which are advantages nowadays.

Disappearance of space time barriers where a course can be taken anywhere in the world.

Flexibility and diversity in the methodology and resources used by the teacher adapting them for the characteristics and needs of the students. Cost savings for students with low resources by not having to travel to a school and more accessibility for the students to the class since contents of the course are uploaded, so that they can have access any time.

Another great trait about E-learning training is the synchronous moment where the presence of teacher and students is required at the same time through virtual platforms. On the other hand, in asynchronous activities the materials are available at any time for the student.

Thus, E-learning bestows a student centered and self-paced learning (Zhang, et al. 2004).

As proposed by Jamlan (2004), E-learning has become a golden opportunity to expand education's horizons embracing at the same time the emerging technologies, accessing to information for both, teacher and students, anytime, and anywhere. This virtual delivering promotes an alternative for those who have had limited access to traditional education and those who have had struggling with displacement issues as well.

### **Task Based Learning**

Learning a language takes time, effort, constant practice and a permanent contact with the target language. But, learning vocabulary and grammar as isolated items is not so effective if the learned items are not put in real context in real life. That is why develop a series of tasks in class resembling real life situations will make students use language in a functional way.

According to Richards & Rodgers (2010), task-based learning is an approach which strength is the usage of tasks in the teaching-learning process. This approach implicates a meaningful learning and meaningful interaction between students. That way, teacher asks students to fulfill purposeful tasks that take full advantage of usage of the target language.

Task-based learning has some principles which enrich this proposal with activities like sharing personal experiences, problem-solving, comparing, etc., where focusing on the whole process rather than the end product is essential giving student the guidance and encouragement that they need to triumph in the given tasks.

To achieve this, there is a structure in which each lesson of this ongoing proposal is going to be divided into three parts, as redefined by Richard & Rodgers (2010), the *pre-task stage*, which introduces the student to the topic and task and then, learners get involved in activities where they can recall previous knowledge and learn new words and phrases. The *task cycle*, in which and helped with activities previously done, students perform the main task, a listening exercise or a problem-solving exercise. Consequently, they have to explain how they did the task, their findings, and conclusions. The *pos-task*, in which there is a reinforcement from what was learned, a follow up from the previous tasks, or feedback of the current tasks activities.

### **Bottom up and Top down Strategies**

Listening comprehension is a complex process in which listeners must be focused on from sounds, vocabulary and grammar to their background knowledge in order to decode and comprehend the meaning of the message. According to Richards (2008), in the listening process there are two kinds of processes, *the Bottom-up* and *the Top-down*. The first one refers to the decoding process in which the listeners have to decode the sounds, but

for that, they need to know the code. The second one refers to how the listeners use their prior knowledge to give meaning to the message.

In other words, in the Bottom-up processing, the input is analyzed from different successive levels, sounds, words, sentences, texts until meaning is decoded. On the other hand, Top-down processing, previous and contextual knowledge is required to understand the meaning of what was heard. Vandergrift (2004) claims that listeners use those strategies where context and prior knowledge is essential for making connections while comprehension is improved. That way, context gives clues to students for making anticipations from the events, and the previous background knowledge gives more tools to predict or to organize information.

These strategies help to strengthen the listening comprehension activities planned in this proposal giving more accuracy and forcefulness to the objectives proposed as detailed in chapter three.

### **Andragogy**

According to Knowles (1968), andragogy is the art and science of teaching adults, making the difference from pedagogy that is the art and science of teaching children. This theory puts forward that adult learners are more prone to be self-directed than children, and they are prepared to learn when they see the relevance of the topic for their life. Furthermore, adults use their prior knowledge and life experiences to assist their learning process wanting always to apply new knowledge and information to solve difficulties in their life.

In addition, adults are practical and open to modern ways to learn. It means that they learn fast and want to apply what was learnt almost immediately in their role in life, besides, when it comes to learning, they are flexible and willing to try other ways to know by

studying. That way, different options have to be available to engage them in the learning process such as the digital resources and content offered in this proposal.

## **Chapter III**

### **Pedagogical Intervention and Chronogram**

This chapter describes objectives, activities, timetable and resources to perform the proposal. It also presents the description of the stages and their purposes. Further explanation about lesson planning can be found in the Appendix section.

#### **General objective**

- To develop EFL adult learners' listening comprehension skills through digital resources.

#### **Specific objectives**

- To describe how the implementation of Top-down and Bottom-up strategies influence the improvement of listening comprehension of EFL adult learners.
- To enhance adult's listening comprehension skills by applying meaningful and authentic tasks during the sessions.

#### **Stages of the Intervention**

In order to develop this proposal, there are four main stages divided as follows:

**Stage I:** This stage aims to give to the students an overall review about the usage of platforms such as: Genially, Quizizz, Puzzle.org and Google Drive which are the main digital resources to carry out this proposal. Besides that, there is an explanation about the

listening comprehension skill, and its importance in the EFL learning process. All this in order to familiarize students with the unit of analysis of the proposal and the digital resources as well.

**Stage II:** This stage is intended to work firstly with the Bottom-up processing, focusing on prosodic features such as: stress, rhythm, and intonation, learning new words by relating them with images. So that, the idea is to learn new vocabulary, differentiate and recognize verbs, nouns, adjectives, and basic grammatical structures. All this for the purpose of paying exclusive attention to small components of listening comprehension giving the basis and the confidence to understand meaning from a detailed perspective.

**Stage III:** In this stage, Bottom-Up and Top-Down strategies take place where listening comprehension process goes from the most specific to the most general level. It means that students have to use their language and background knowledge to give meaning to what they hear. Activities involve prediction and inference in which learners are able to predict what they are going to listen to, give reasons for listening or reading and confirm their predictions. In addition, students' inferences are required to find answers from clues given by the teacher and their prior knowledge since in a conversation there is often an inferred meaning because not everything is stated directly.

**Stage IV:** Finally, there is a focusing on the general aspects of listening comprehension such as getting the gist of a sentence, follow directions, recognize the main topic of a lecture or video and summarizing what they hear.

### Chronogram

LESSON NAME	TIME	OBJECTIVES	ACTIVITY	RESOURC ES	EVALUATION

<i>Platforms usage.</i>  <i>Listening comprehension</i>	<b>Session 1</b>	-To describe to the SS the main traits of platforms and how to use them. - To explain SS about listening comprehension skill.	<b>Pre-Task:</b> Introduce the course to SS and teach them how to use each digital resource and its purposes through the course. <b>While-Task:</b> Give further explanations about listening comprehension and its importance in the learning process. That way, SS will be aware about why to learn Listening in this class and its importance in their learning process. <b>Post-Task:</b> Resolve doubts about e-resources. Discussion about SS preferences and attitudes towards technology.	-Genially presentation. - Quizizz - Google Drive	Explanations of SS about characteristics of platforms and their usefulness.
	<b>Stage 1</b>				
	Week 1				
<i>Getting into the rhythm and melody.</i>	<b>Session 2</b>	-To learn about stress, rhythm and intonation. -To learn new vocabulary.	<b>Pre-task:</b> T explains SS what prosodic features are by making some examples. <b>While-Task:</b> Teacher sings a song encouraging students to participate making emphasis in terms	-Video fragment from a conversation. -Images. - Genially.	SS make example of prosodics by saying a complete a very short conversation with a partner. SS explain the meaning of
<b>Stage II</b>					



			of rhythm and intonation in our speech Next, SS will try to sing alone. <b>Post-Task:</b> SS have to organize some images making a sequence and then relate them with new words given by the teacher.		the learned words.
	Week 2				
<i>What nouns, verbs, adverbs and adjectives are.</i>	<b>Session 3</b>	-To differentiate nouns, verbs and adjectives.	<b>Pre-task:</b> Teacher explains differences between nouns, verbs and adjectives. <b>While-Task:</b> Students listen to a recording and paying attention only to verbs, then only to nouns, then only to adjectives. <b>Post-Task:</b> SS try to identify what morphemes differentiate a noun from a verb from an adjective.	- Recording -Quizizz	SS share what words identified as noun, verbs and adjectives. SS complete a Quizizz game about the topic.
	<b>Stage II</b>				
<i>How to describe people.</i>	<b>Session 4</b>	-To understand basic sentences. -To recognize people by	<b>Pre-Task:</b> SS learn adjectives to describe people by listening an Audio script. <b>While-Task:</b> SS have to identify the adjectives given	-Genially presentation. -Images -Audio script.	Draw a family member and describe him/her.

	<b>Stage II</b>	describing them.	previously by the teacher and relate them with the video presented. <b>Post-Task:</b> SS make a short depiction of their relatives. Then, guided by previous drawings, SS have to guess what relative each S is talking about.		
	Week 4				
<i>Making predictions</i>	<b>Session 5</b>	-To predict where the speaker is going by listening to directions.	<b>Pre-Task:</b> SS have a big image of a map of a neighborhood, some key words are explained.	-Genially - Interactives images	SS are able of recognizing directions. SS make brief and simple description to each other.
	<b>Stage III</b>	-To guess words by a given context.	<b>While Task:</b> Then, based on the directions they are hearing, they have to predict where the speaker is going to. <b>Post-Task:</b> An image is presented secretly to one S, then he/she has to give some clues for their classmates to guess the word. The S who has more guessing wins the game.		
	Week 5				

<i><b>Making inferences</b></i>	<b>Session 6</b>	-To infer a telephone conversation. To deduce what person is talking.	<b>Pre-Task:</b> SS read one part of a telephone conversation script; they have to deduce the other speaker's responses. <b>While-Task:</b> Now, they listen to the conversation and compare to classmates' deductions. <b>Post-Task:</b> SS listen to several people talking about their daily routines, then, they have to match people's pictures according to their activities.	-Script -Audio -Images	Work in pairs to infer the conversation and then present it to another partner to compare.
	<b>Stage III</b>				
	Week 6				
<i><b>Listening comprehension applied</b></i>	<b>Session 7</b>	-To answer listening comprehension questions.	<b>Pre-Task:</b> Two movie clips are displayed related to situations of real life. <b>While-Task:</b> SS have to answer some questions about the videos based of their prior knowledge, basic	Movies clips presented to Genially.	Share answers with partners. Then discuss why you choose them.
	<b>Stage IV</b>				

	Week 7		inferences and learned vocabulary. <b>Post-Task:</b> Given a situation SS must explain what they would do if...		
<i>Listening for Gist</i>	<b>Session 8</b>	-To recognize information that is not included while listening. -To summarize the main content of a lecture.	<b>Pre-Task:</b> SS read an incomplete text and try to infer what other speaker's answers could be. <b>While-Task:</b> students listen to a video two or three times and then they say if the information heard corresponds to the inferences made by them. <b>Post-Task:</b> SS listen to a lecture two or three times, then, they have to summarize the main ideas of it.	-Text -Audio -Lecture -Google Drive	Work in pairs and identify if the information is related or not.  Share with the partners their summaries and finally upload them to Google drive's course folder.
	Week 8				

Table 3 Timetable

## Chapter IV

### Material Design and Learning Environment Creation

As this proposal takes place in a full digital environment, the most suitable learning management system (LMS) to carry out the sessions is *Google classroom* which is a free LMS designed to facilitate E-learning in which the teacher can upload material, create assignments, keep track of the students' marks, and organize the lessons as the teacher needs. All this is really advantageous as students can complete their tasks online without the necessity of downloading anything, besides, this platform saves lots of time since everything is paperless so, there is no waste of time and that facilitates students to meet deadlines on time.

The idea is to perform the sessions synchronously, but in the event that students have internet connection difficulties, the whole material is organized and uploaded in the Google classroom platform giving students the opportunity to get access to the lessons' material anytime asynchronously.

In order to fulfill the objectives of this proposal, there are four stages containing eight sessions carefully designed, even with own material. All this stored in the Google classroom in the class called: *English class, listening comprehension*. The link to access is:

<https://classroom.google.com/c/MTU3MjY1MjIzMTUw?cjc=iamqztn>



The eight sessions are named as follows:

1. *Platforms usage and Listening comprehension.*
2. *Getting into the rhythm and melody.*
3. *What nouns, verbs, adverbs and adjectives are.*
4. *How to describe people.*
5. *Making predictions.*
6. *Making inferences.*
7. *Listening comprehension applied.*
8. *Listening for Gist*

And by clicking on *classwork* come into view the all sessions organized as previously mentioned.

## English Class

### Listening comprehension

---

#### Todos los temas

Platform usage. List...

Getting into the rhyt...

What nouns, verbs, ...

How to describe pe...

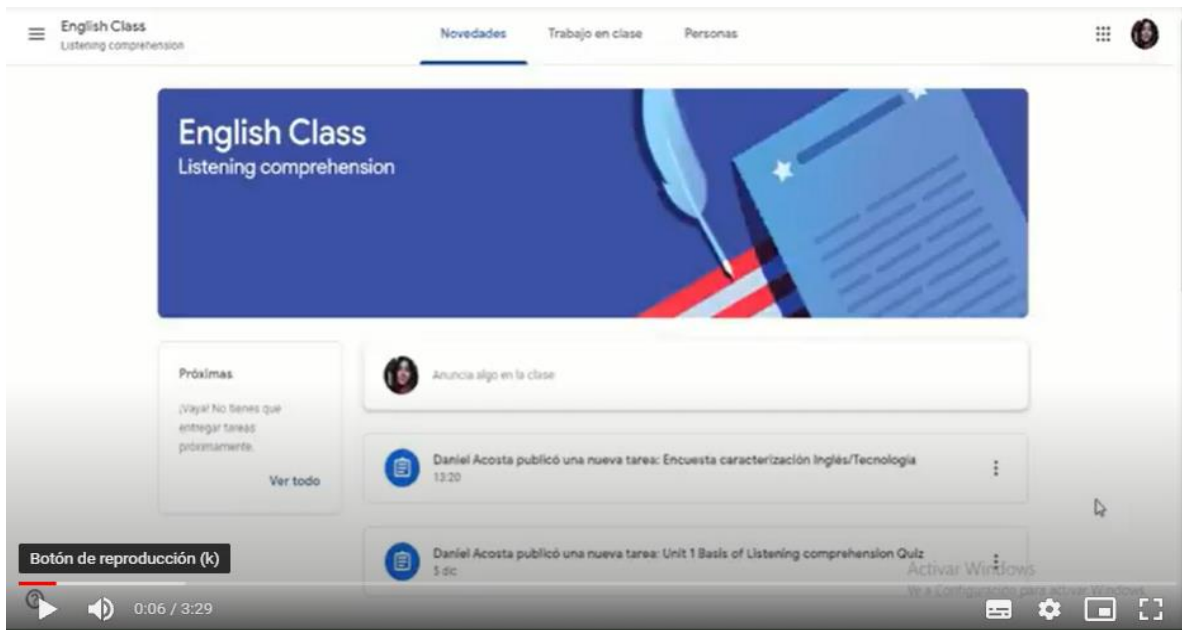
Making predictions

Making inferences

Listening comprehe...

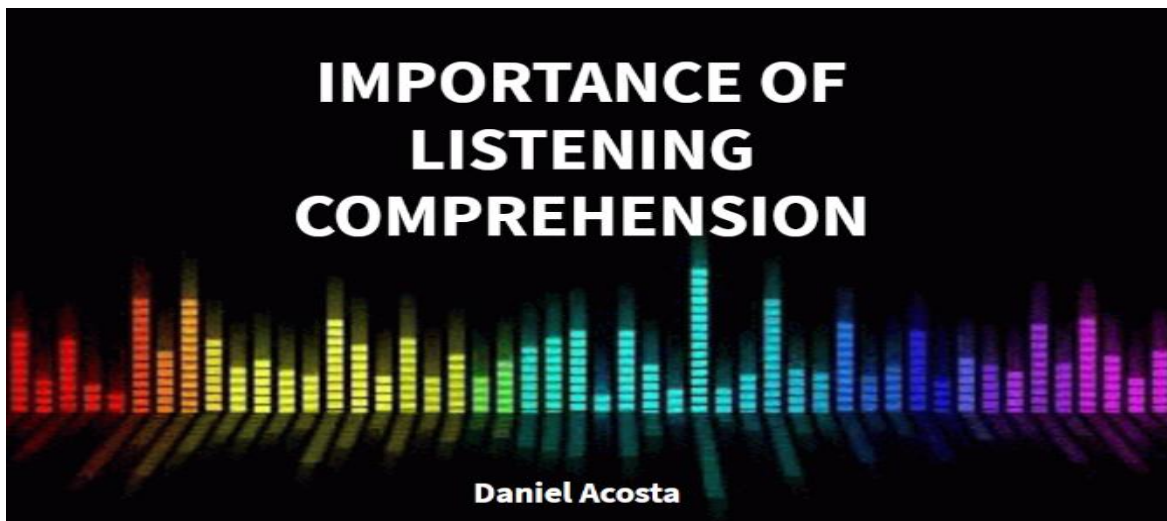
Listening for gist

The first session is called *Platforms usage and Listening comprehension*. In this lesson, students get familiar with the Google classroom platform by watching a welcoming and an introductory video made by the teacher. So that, students learn how and where to get into every lesson and material and how to turn in their tasks.



The screenshot shows a Microsoft Teams meeting interface. At the top, there is a navigation bar with 'English Class' and 'Listening comprehension' on the left, and 'Novidades', 'Trabajo en clase', and 'Personas' on the right. Below this is a large blue banner with the text 'English Class' and 'Listening comprehension' and an illustration of a quill pen and a document. The main content area is divided into sections: 'Próximas' (Upcoming) with a message about submitting assignments, 'Anuncia algo en la clase' (Announce something in the class), and two task announcements by Daniel Acosta: 'Encuesta caracterización Inglés/Tecnología' and 'Unit 1 Basis of Listening comprehension Quiz'. At the bottom, there is a video player control bar showing a play button, a volume icon, and a progress bar at 0:06 / 3:29. A Windows taskbar is visible at the very bottom.

Straightaway, in a *Genially* presentation students are given further explanations about listening comprehension and its importance in the learning process, since, if SS are not able to understand what they are listening to in a foreign language, they could not speak, write or even read.








Right after, students watch a video pointing out the importance of taking notes while listening. Then, students are asked to complete a test in Google forms.





Finally, teacher resolves doubts about e-resources. Next, students are asked to fill out a Google form in which teacher will have wide perspective about SS preferences and attitudes towards technology.



## Unit 1 Listening comprehension

Responde las preguntas según lo aprendido en esta unidad

 **drummer1fox@gmail.com** (no compartidos) 

[Cambiar de cuenta](#)

---

What is Hearing? 1 punto

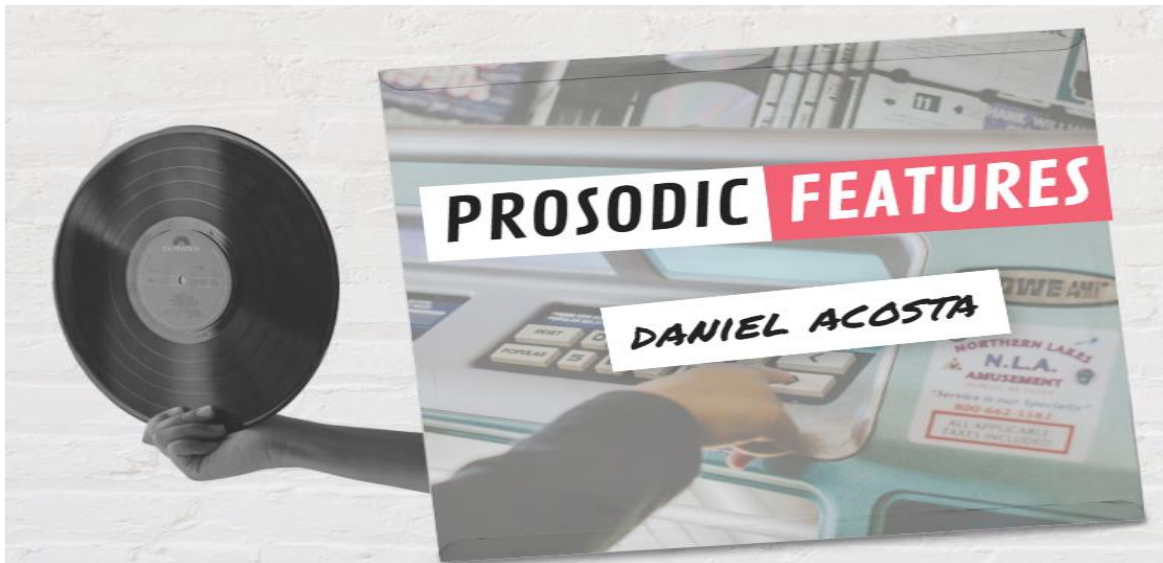
Is when you grasp what is said


Is when you understand what is said

---



What is understanding? 1 punto

The second session is called *Getting into the rhythm and melody*. In this lesson, in a *Genially* slides presentation teacher explains what prosodic features are: Stress, Pitch, Intonation, Pauses and Pace. At this point, students are working firstly with the Bottom-up processing.





**Pitch:** is the variation of a person's vocal range from high to low expressing the person's relation to a topic of conversation or situation. 

For instance:

 *"The internet speed is good"* 

In this case our pitch generally FALLS

 *"The internet speed is good?"* 

In this case our pitch RISES as we reach the end of the question

Next, to get into this, teacher performs a short song and then encourages students to sing as well, that way a comparison between music and its rhythm as well as melody with prosodics in languages is made.

## Good Morning to You

Abbie Farwell Brown (1871-1927)

Ernst Fichter (1808-1879)

1. Good morn-ing to you! Good morn-ing to you! We're all in our pla - ces With  
sun - shi - ny fa - ces; Oh, this is the way To start a new day!

2. Good morning to you! Good morning to you!  
Whatever the weather, We'll make it together,  
In work and in play, A beautiful day!

Now, in order to demonstrate the importance of making emphasis in terms of rhythm and intonation in speech, teacher plays with students the game called *Say your name with claps*. Just after, teacher sings the song: *Bingo* and explains students how to keep the rhythm with the claps. In Google slides presentation, there are further instructions about the rules of the activity and embedded on the slide, there is a play button once is pushed students can listen to the karaoke version of the song for everyone to sing!

## Bingo Song

www.singing-bell.com

1. There was a far-mer had a dog and Bin-go was his name-o B - I -  
2. There was a far-mer had a dog and Bin-go was his name-o (clap) I -

N - G - O, B - I - N - G - O, B - I - N - G - O and Bin - go was his name - o!  
N - G - O, (clap) - I - N - G - O, (clap) - I - N - G - O and Bin - go was his name - o!

### “Bingo Song”

1. There was a farmer, had a dog,  
and Bingo was his name-o.  
B-I-N-G-O



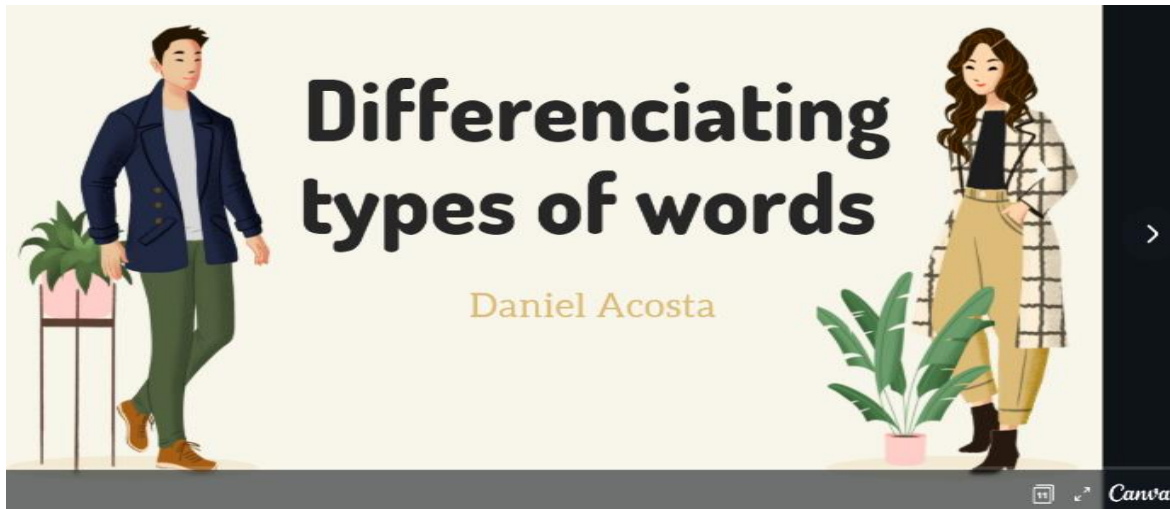
## Instructions

The activity is based on the spelling of BINGO so, you start with one clap as you sing four letters, then two claps as you sing three letters, and gradually you play five claps at the corresponding letter.



The third session is called *What nouns, verbs, adverbs and adjectives are*. In this lesson, students are expected to learn new vocabulary, differentiate and recognize verbs, nouns, adjectives, and basic grammatical structures such as conjugation of verb to be plus adjectives, for instance in present simple.

To begin with, in a *Canva* slides presentation, the topic is introduced, thus, students start to know the differences between noun, adjectives, verbs and adverbs.



After that, teacher uses an interactive platform called *Nearpod* to include interactive elements in the class, in that way, while teacher is presenting the topic, students are allowed to participate interactively by solving some tasks. The first one is a matching pairs activity in which some images and words are presented to students, so that, they have to match them. The second activity consists of a brainstorming of words that students already know

describing a picture given by the teacher. Indeed, students can ask the teacher any vocabulary they do not know.

Finally, using the platform *Liveworksheets*, students are given a chart of several words, so, they have to order them beneath the chart. This contains four columns named as follows: Nouns, Adjectives, Verbs and Adverbs. Now, Students listen to the audio embedded on the worksheet and then, they have to put in the chart the words they hear that are written on the list.

**TYPES OF WORDS**

Listen the dialogue and write the words in the correct group.

Listen- baby-sometimes-usually-occasionally-blonde-brown-school-park-sun-know-look-think-obviously-maybe-different-curly-blue-green-chair-cat-music-love-drink-sing-write-yesterday-today-taller-quieter-slimmer-open-watch-fast-give-very.

Verbs		Nouns	

Adverbs		Adjectives	

¡Terminado!

The fourth session is called *How to describe people*. In this lesson, students have to put into practice what they have learnt so far, now, they are expected to pay exclusive attention to small components of listening comprehension giving the basis and the confidence to understand meaning from a detailed perspective.

Firstly, in a Google slides presentation, the teacher introduces the topic with the questions: How to describe people? What words do I need to know to depict a family member, a friend or an acquaintance?

Immediately, students are given further explanations about useful adjectives to describe a person (physique and appearance). Then, some examples are explained.



**HOW TO DESCRIBE PEOPLE?**

WHAT WORDS DO I NEED TO KNOW TO DEPICT A FAMILY MEMBER, A FRIEND OR AN ACQUAINTANCE?



I can recognize people by hearing a description.



**LET'S WATCH A VIDEO!**

GET FAMILIAR WITH ADJECTIVES IN SEVERAL SITUATIONS

Now, watch and listen carefully, focusing on adjectives, try to identify as many as you can.



Now, SS are asked to listen to an audio script made by the T where they have to identify appropriate adjectives to answer question such as: How is she? What is she like? What does



she look like? Thus, students have to write the adjectives down and then they have to share their notes. Students can find the script on the course's platform. After that activity, they watch a video to get familiar with adjective in several situations.

**Dialogo en inglés: Tom describe a Brie**

Aquí Tom se encuentra con su amigo Will, que hace poco ha terminado con su novia. Quiere presentarle a su amiga Anna.

Here Tom meets his friend Will, who recently broke up with his girlfriend. He wants to introduce him to his friend Brie.

**Tom:** Hey Will... I heard you broke up with Lily. What a shame!

**Will:** Actually, she broke up with me. But it's okay. Plenty of fish in the sea...

**Tom:** Definitely. Now that you're single, you should meet my friend Brie.

**Will:** Sure. What's she like?

**Tom:** She's really nice. Always has a kind word to say. Generous, too.

**Will:** Great. Is she pretty? What does she look like?

**Tom:** Yeah, she's really pretty. She's got big blue eyes and long dark hair.

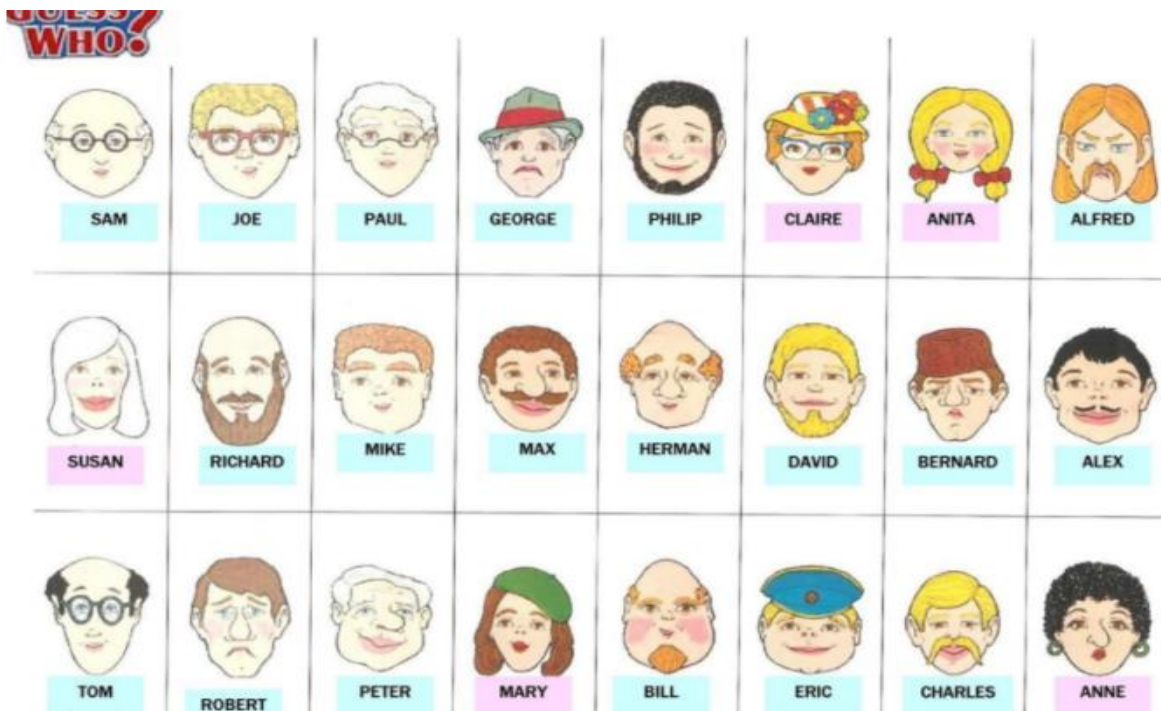
**Will:** Oh wow, I love girls with dark hair.

**Tom:** I know. It's weird. I prefer blondes. Anyway, I'll give you her number and you can ask her out to dinner.

At this moment, teacher introduces an interactive game made in *Genially* called *Guess who?* In which each student chooses a mystery character and then using questions like: Does your character have blonde hair? Or is your character thin? They have to answer yes or no to figure out who the mystery character is. The student with the highest score wins!



SIGUIENTE



Finally, students play a game made in *Nearpod* called *Time to climb* in which there are some sentences, and students must choose the correct adjective to fill in the blank in order to advance in the game. The students who answers all the questions correctly, reach the top of the mountain winning the game!

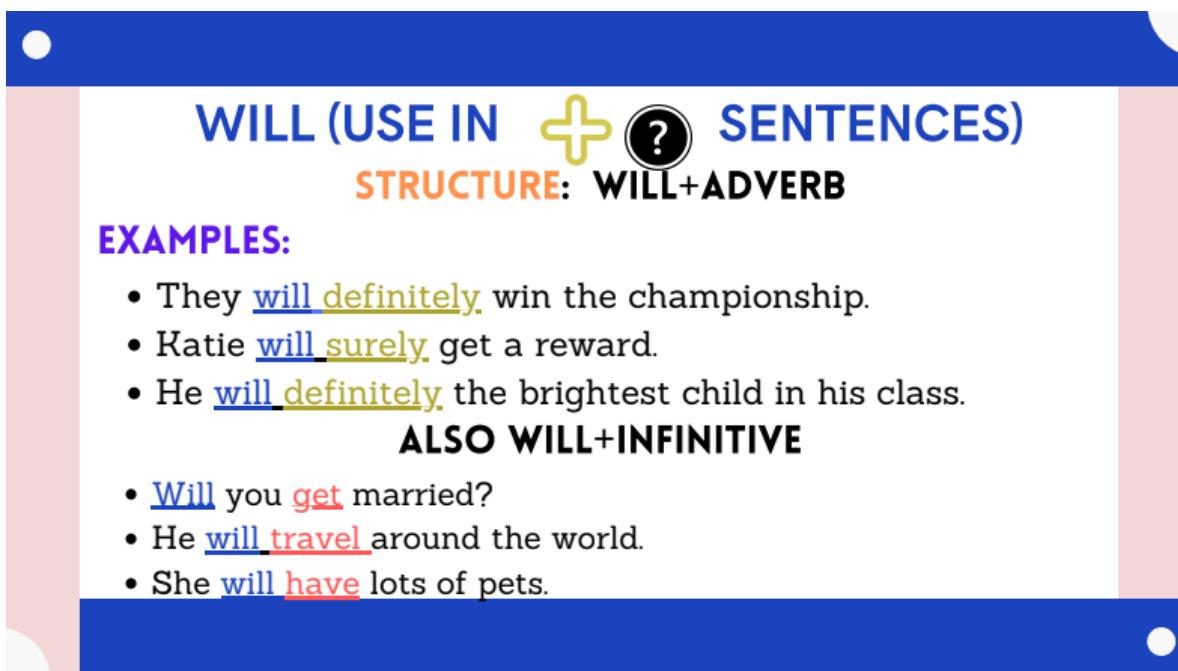
The fifth session is called *Making predictions*. In this lesson, in a *Vismeo* slides presentation, teacher explains what a prediction is, and its importance to help students develop their imagination and thinking skills. Some examples are presented to understand the grammatical structure.



05

# MAKING PREDICTIONS

Daniel Acosta



WILL (USE IN + ? SENTENCES)  
STRUCTURE: WILL+ADVERB

**EXAMPLES:**

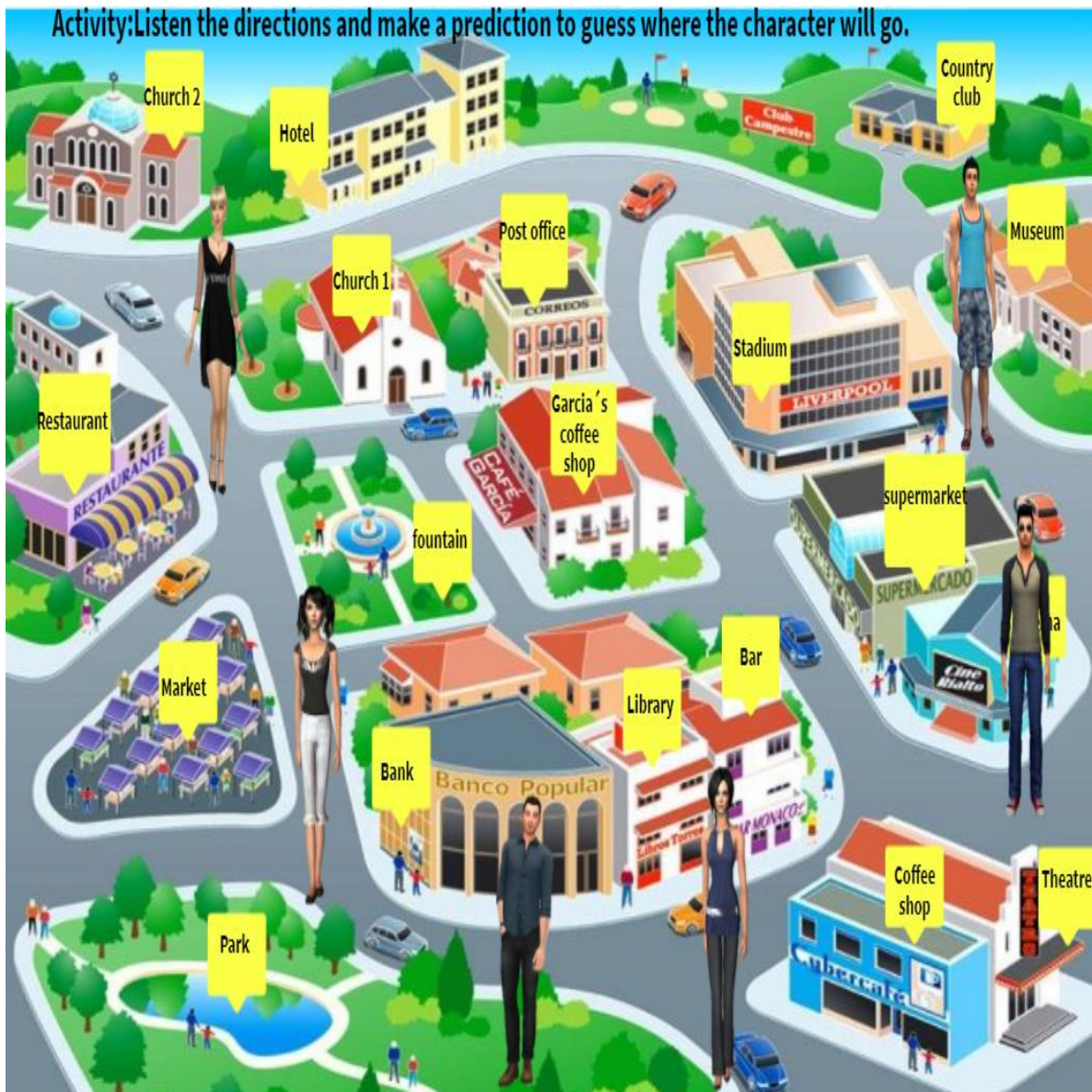
- They will definitely win the championship.
- Katie will surely get a reward.
- He will definitely the brightest child in his class.

**ALSO WILL+INFINITIVE**

- Will you get married?
- He will travel around the world.
- She will have lots of pets.

Immediately, teacher gives further explanations about the language used to make predictions about future events, in this case either *Will / Won't* or *Could* depending on the certainty.

Immediately, students are shown a big image of a map of a neighborhood, some key words such as *turn right*, *turn left*, *go straight*, *in front of* are explained, and then, based on the directions they are hearing, they have to predict where the character will go.



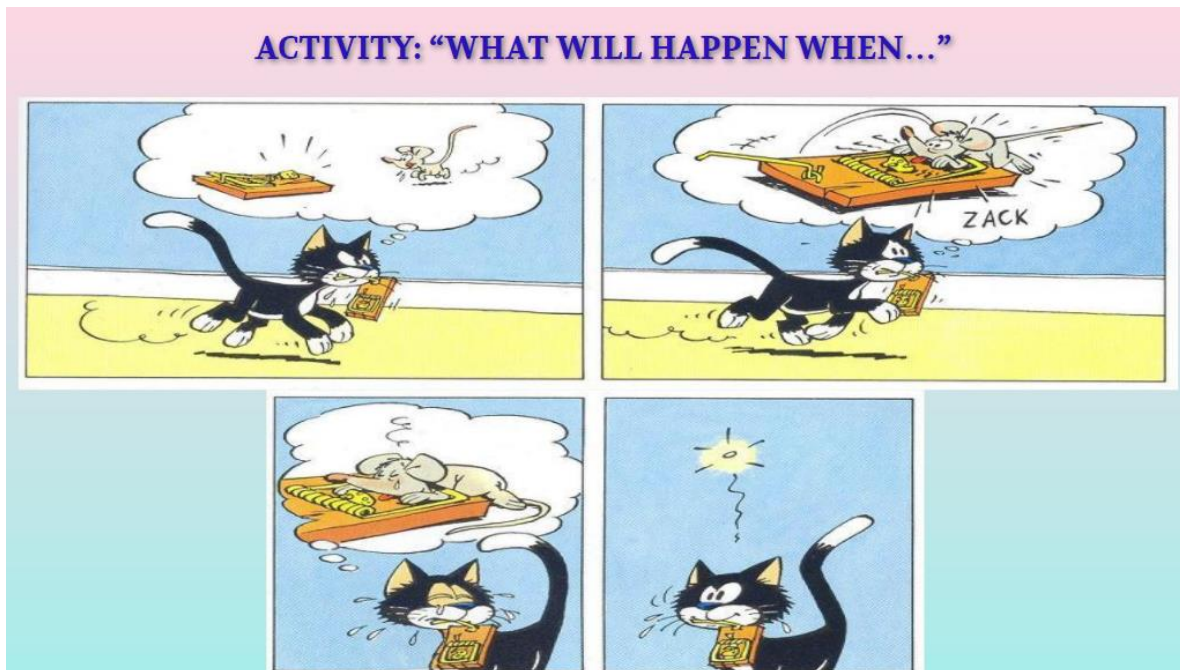
Subsequently, two short activities are developed. The first one consists of saying “*what will happen when...*” so based on some clues, students have to make their own predictions. The other one involves having four images and then, students have to think about what the fifth image might be.

### ACTIVITY: “WHAT WILL HAPPEN WHEN...”



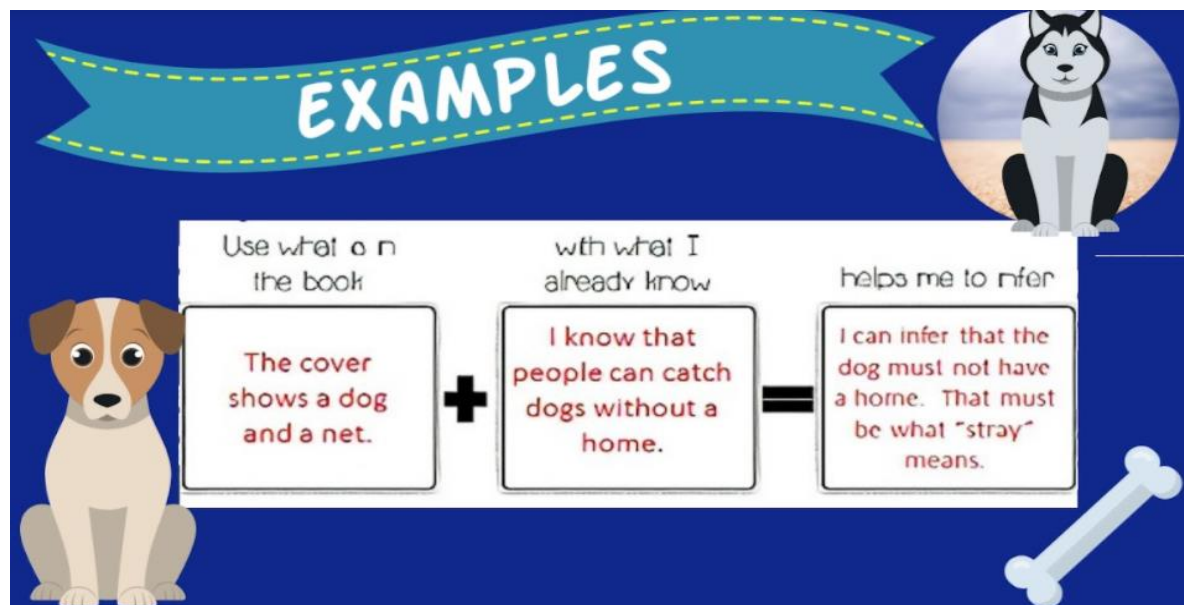
### ACTIVITY: “WHAT WILL HAPPEN WHEN...”





The sixth session is called *Making inferences*. In this lesson and in the previous one, activities involve prediction and inference in which learners are able to predict what they are going to listen to, give reasons for listening or reading and confirm their predictions. In addition, students' inferences are required to find answers from clues given by the teacher and their prior knowledge since in a conversation, there is often an inferred meaning because not everything is stated directly.

In a *Vismeo* slides presentation, the teacher explains what an inference is, and its importance to help students improve their listening skill by grasping information that is not expressed directly.



Immediately, the teacher explains how while students are listening to certain information, they make inferences by using clues given to them, along with the tone of the speaker and also explains how they use the knowledge they already have to make conclusions based on evidence and facts.


After that, teacher uses the program *Book creator* to make a wordless book from many images, so that by having illustrations and no text students are obliged to carefully

observe what is going on or what was going on and to put attention to small details in order to grasp the story's meaning.


**INFERENCES**  
por Daniel Acosta

Leeme

**ACTIVITY: OBSERVE THE ILLUSTRATION AND CREATE THE STORY'S MEANING.**

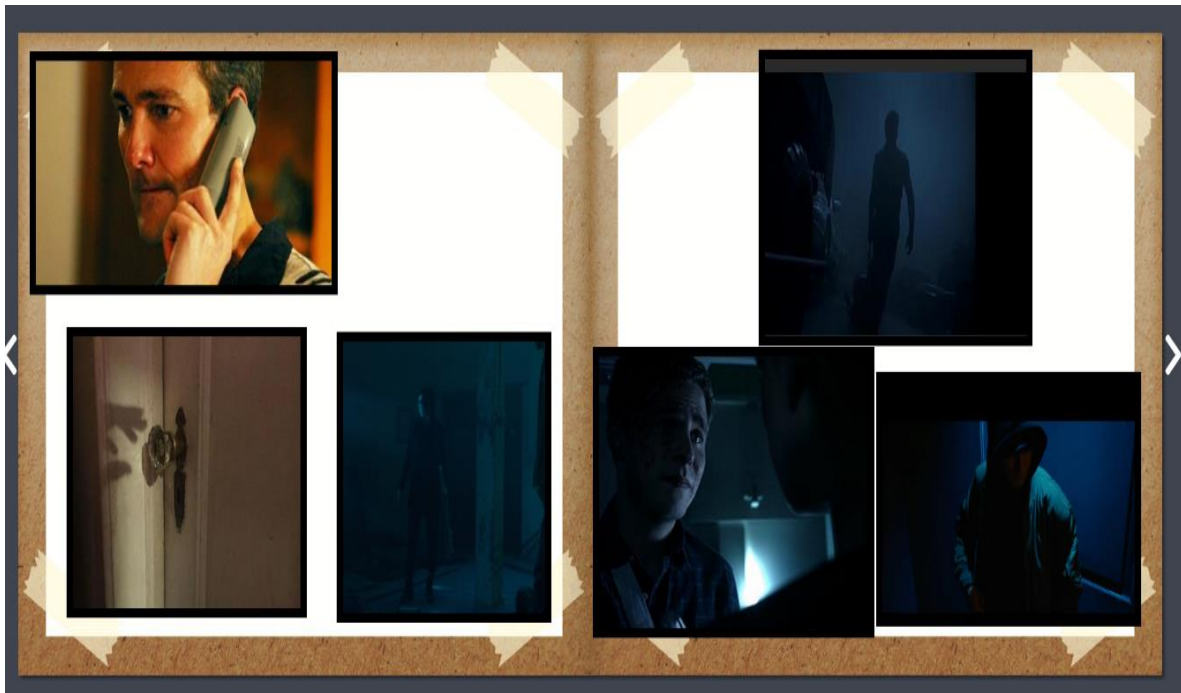


The slide features a lightbulb icon with the word "Ideas" written inside. To the right, there are two photographs: one showing two people walking on a dirt path through a lush green forest, and another showing a modern, multi-story house with large glass windows and a dark exterior, illuminated from within.



The collage consists of five images: 1) Two people sitting on a couch watching a television. 2) A woman with glasses reading a book in a dimly lit room. 3) A dark, narrow hallway with a door at the end. 4) A dark, long hallway with a door on the right. 5) A dark, arched tunnel or passage with a light source at the far end.

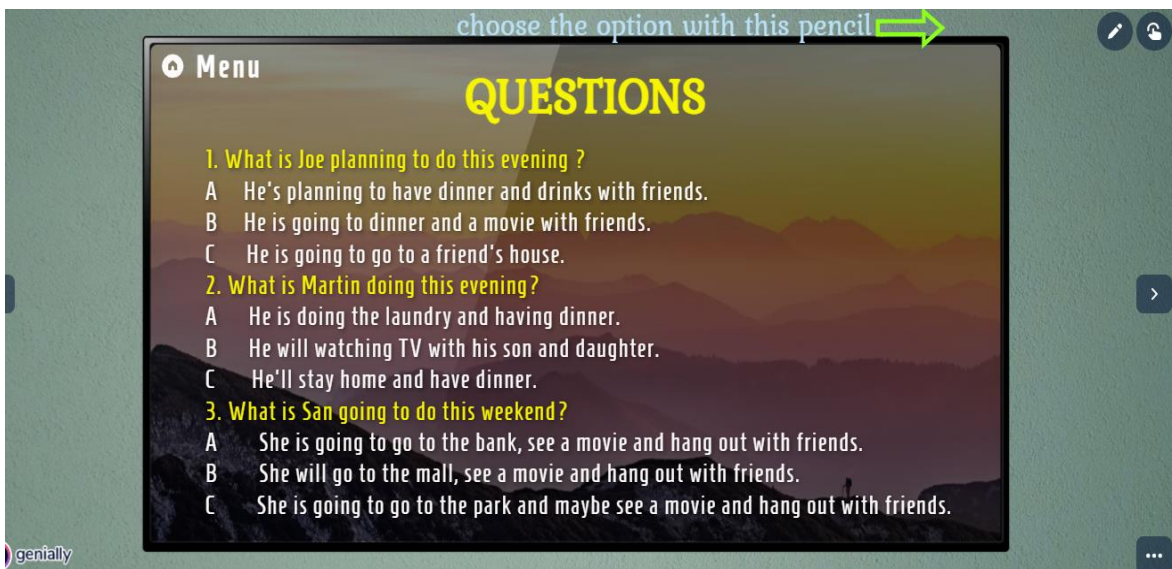




The seventh session is called *Listening comprehension applied*. In this lesson and the next one, there is a focusing on the general aspects of listening comprehension such as getting the gist of a sentence, follow directions, recognize the main topic of a lecture or video and summarizing what they hear.

To begin with, in a *Genially* presentation, students listen to a conversation about *the university library* to practice and improve their listening skill. Next, students are allowed to see the script and then, they have to complete an activity where students are given several sentences in disorder and then, they have to unscramble them in order according to what they get.

Afterwards, two movie clips are displayed. Students have to pay attention carefully and after, they are allowed to pause and rewind the video as many times as needed.



SS have to answer some questions about the videos based of their prior knowledge, basic inferences and learned vocabulary. After doing that, answers are checked by all in class.

The eighth session is called *Listening for the gist*. In this lesson, there is a review of vocabulary learnt so far. Afterwards, more vocabulary is given to SS to do the next activity.



**1 VOCABULARY**


**FORMAL**

- Good morning.**
- Could you hold on a moment, please?**
- I'm sorry, she is out of the Office today.**
- Thank you for calling.**
- May I ask who's calling, please?**
- I'm trying to contact, please wait...**
- I'm afraid my English not good, please...**
- I'm afraid he's in a meeting.**
- He's free in the afternoon after about two.**
- I would like to make a reservation, please.**

Subsequently, students listen to a phone conversation, which is in an immediate higher level for them, but the idea is that students catch as many key words as possible and based on some inferences they can make, they are able to get what the conversation is generally about.

Now, students are given an incomplete text with blanks so, they have to listen to a conversation and then, they have to infer what other speaker's answers could be, and finally they have to fill the blanks with their answers.

## 3 ACTIVITY



- 
- 
- 

**OPEN THE LINK.  
LISTEN TO THE CONVERSATIONS.  
COMPLETE THE BLANK SPACES.**

You need 50 units by Friday, and Mr Johnson can contact you on 043084726.

2. Yes, that's correct.  
A. Right, Mr Smith, it's \_\_\_\_\_ as soon as Mr's free.

3. A. Could I have the sales department, please?  
B. Give me that, please.  
Just \_\_\_\_\_ now.

4. A. Obviously Clark speaking.  
B. Hello, I'm \_\_\_\_\_ your letter of 12<sup>th</sup> June.

5. A. This is Jürgen Bode here. \_\_\_\_\_ Jean Simmons, please?  
B. Oh, I'm sorry, Mr Bode, but Mr Simmons \_\_\_\_\_ right now.  
\_\_\_\_\_ ? Or I can contact her \_\_\_\_\_ if it's urgent.

**LISTEN AND PUT THE CONVERSATION IN ORDER**

**Ejercicio de Telephone conversations listening**  
Ficha online de Telephone conversations para pre intermediate.  
Puedes hacer los ejercicios online o descargar la ficha como...  
Liveworksheets

## Chapter V

### *Expected Impacts and Pedagogical Considerations*

The present pedagogical proposal attempts to improve students' skills on listening comprehension by developing awareness of minimum features such as sounds and

vocabulary, and bigger traits such as bringing up prior knowledge combined with clues and common sense to infer and predict. Students are not only called to improve their listening, but to be conscious of what they are learning, and the usefulness of it for their social and labor lives. Furthermore, the fact of using technological resources in all the sessions, increases the expectations of adult learners to learn something really novel, interesting and practical in which they are expected to have fun as well.

The intervention of the proposal as such is made of four stages divided into eight sessions carefully designed taking into account every aspect of the Bottom-up and Top down strategies, creating sessions accompanied by material ranging from music lessons to books used to make predictions. So that, learners start from being aware of the importance of listening comprehension in their way to learn English, and digital literacy to grasp the gist of a message to give meaning to what they hear, but not without having passed before, through the musical sea of prosodics.

Talking about levels, from stage I to III, the difficulty of the sessions for beginners but, as they move forward, is intended for beginner/ pre-intermediate learners. With that being said, it is expected that students advance as much as possible in the enhancing of their listening skills, and even more, that they acknowledge their progress and the end of the proposal since in every lesson they have the opportunity to participate and learn by doing thanks to the tools of every lesson.

The writing of this proposal took place from last year just in the beginning of the pandemic situation where all the schools were closed, making impossible to carry it out inside an institution.

Although this proposal is intended to be developed in a virtual environment mostly, in a blended environment is also perfectly applicable by just printing some material uploaded in the Google classroom and having a Google meet call in which virtual learners can be online and in person learners can be in the physical classroom. What is more, if a student cannot be present in a synchronous session, the Google meet call can be recorded, that recording is stored in the teacher's Google drive and then, the teacher can give students access to that recording, so that, they can catch up on the previous classes.

In brief, after having completed all the sessions, students are expected to be aware of the importance of prosodics in order to clearly give and receive a message, they are expected to apply what they learn in real life situations giving the pragmatical sense that adults demand, and they are expected to make inferences and predictions awakening their imagination as well and even, if they cannot understand all what they hear so far, interest and motivation are awakened igniting the spark of keep learning by knowing the usefulness they can give what they have learnt to.

On the whole, of course, it is not intended to improve students' listening skill totally by implementing this proposal, nevertheless, it would be really satisfactory if they increased their English level a little bit more, and if they had a good performance working with technology too, considering that nowadays because of the pandemic situation we both, teachers and learners need to upgrade our technological knowledge in this unexpected teaching-learning environment.

## References

- Asher, J. (1977). *Learning another language through actions: the complete teacher's guidebook*. Los Gatos, Calif.: Sky Oaks Productions.
- Bashshar, C. (2017). Virtual Learning Environments' Impact on Adult Learners' Motivation in the Workplace [ Doctoral dissertation, Walden University].  
<https://scholarworks.waldenu.edu/dissertations/3384>
- Barreto, D. (2019). *Experiencia en educación de jóvenes y adultos en el municipio de Tena estudio de caso de dos instituciones oficiales* [Master's thesis, Universidad Pedagógica Nacional].  
<http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/10660/TO-23435.pdf?sequence=1&isAllowed=y>
- Carmen, H. (2013). *The inclusion of bottom up and top down strategies in listening comprehension tasks for second semester students from an English licenciatura programa* [Undergraduate thesis, Universidad tecnológica de Pereira].  
<http://repositorio.utp.edu.co/dspace/handle/11059/3637>
- Cómo está Colombia en el dominio del inglés en 2019*. (2020). EF.  
<https://www.ef.com.co/blog/language/como-esta-colombia-en-el-dominio-del-ingles-en-2019/>
- Educación virtual: realidad o ficción en tiempos de pandemia*. (2020). Pesquisa Javeriana.  
<https://www.javeriana.edu.co/pesquisa/educacion-virtual-realidad-o-ficcion-en-tiempos-de-pandemia/>
- Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*. (2006).  
<https://Redes.Colombiaaprende.Edu.Co/>.  
[https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes\\_Calidad/Estandares\\_basicos\\_de\\_competencias/Estandares\\_Basicos\\_Competencia\\_en\\_Lenguas\\_Extranjeras\\_%20Inglés.pdf](https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes_Calidad/Estandares_basicos_de_competencias/Estandares_Basicos_Competencia_en_Lenguas_Extranjeras_%20Inglés.pdf)
- El Índice del Dominio de Inglés EF para Escuelas* (2020). EF.  
EF EPI 2020 - EF English Proficiency Index - EPI-s
- Fundesco (1998). *Teleformación. Un paso más en el camino de la Formación Continua*. Madrid: Fundesco.
- Gilakjani, A. P. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*, 1–8.  
<https://doi.org/10.17507/tpls.0608.22>

- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113-15.
- Jamlan, M. (2004). *Faculty Opinions Towards Introducing e-Learning at the University of Bahrain*. Irrodl. <http://www.irrodl.org/index.php/irrodl/article/view/185/267>
- Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia*, 5(1), 30-44.
- Knowles, M. (1975). *Adult education new dimensions*  
el\_197511\_knowles.pdf (ascd.org)
- Diaz, M. (2010). *Aprendizaje del inglés en adultos: una oportunidad de comunicación a través de la experiencia* [Trabajo de grado para optar por el título de Licenciado en Lenguas Modernas, Pontificia universidad Javeriana].  
<https://repository.javeriana.edu.co/handle/10554/5853?locale-attribute=pt>
- Morley, J. (2001). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle Publisher.
- Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743.
- Lineamientos generales y orientaciones para la educación formal de personas jóvenes y adultas en Colombia. (2017). Mineducación.  
[https://www.mineducacion.gov.co/1759/articles-371724\\_recurso.pdf](https://www.mineducacion.gov.co/1759/articles-371724_recurso.pdf)
- Phanchanikul, N. (2015). Using e-learning to improve English communication skills of Thai undergraduate students [Master's thesis, Thammasat university Thailand].  
[http://ethesisarchive.library.tu.ac.th/thesis/2015/TU\\_2015\\_5721040722\\_4802\\_2936.pdf](http://ethesisarchive.library.tu.ac.th/thesis/2015/TU_2015_5721040722_4802_2936.pdf)
- Richard, J. C., & Rodgers, T. S. (2010). *Approaches and Methods in Language Teaching* [E-book]. Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511667305>
- Richards, J. (2008). *Teaching Listening and Speaking: from Theory to Practice*. Professorjackrichards.Com. <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>



Rost, M. (2001). *teaching and researching listening*. Longman.

*Stephen Krashen's Theory of Second Language Acquisition*. (2019). Schütz & Kanomata.  
<https://www.sk.com.br/sk-krash-english.html>

Vandergrift, L. (2004). *Listening: theory and practice in modern foreign language competence*. Llas.Ac.Uk.  
[https://www.llas.ac.uk/resources/gpg/67#ref15%20Vargas,%20V.%20O.,%20%20Mejia%20Gonzalez,%20D.\(2009\).%20APPLYING%20BOTTOM-](https://www.llas.ac.uk/resources/gpg/67#ref15%20Vargas,%20V.%20O.,%20%20Mejia%20Gonzalez,%20D.(2009).%20APPLYING%20BOTTOM-)

Van Duzer, C. (1997). *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*. National Clearinghouse for ESL Literacy Education.

Walker, N. (2014). *LISTENING: THE MOST DIFFICULT SKILL TO TEACH*. Published.  
[https://ebuah.uah.es/dspace/bitstream/handle/10017/21619/Walker\\_LISTENING%20Encuentro\\_2014\\_N23.pdf?sequence=1&isAllowed=y](https://ebuah.uah.es/dspace/bitstream/handle/10017/21619/Walker_LISTENING%20Encuentro_2014_N23.pdf?sequence=1&isAllowed=y)

Zhang, D., Zhou, L., Briggs, R., & Nunamaker, J. (2004). "Instructional video in elearning: Assessing the impact of interactive video on learning effectiveness". *Information & Management*, 43 (1), 15-27.

## Annexes

## Lesson plan 1

<b>OBJECTIVES:</b> ✓ By the end of this session, SS will be able to utilize the Google virtual classroom. ✓ After this lesson is done, SS are expected to recognize the importance of listening comprehension in their learning process.		<b>LEVEL:</b> Beginner	<b>TOPIC:</b> Platforms usage. Listening comprehension
<b>TEACHER:</b> Daniel Acosta		<b>DATE:</b> Unknown	<b>SESSION:</b> 1 <i>STAGE I</i>
<b>STAGE</b>	<b>PROCEDURES</b>	<b>RESOURCES</b>	<b>TIME</b>
<b>Pre-Task</b>	<p>In a Google Meeting, Teacher introduces the course to SS and shows them the platform Google classroom where the course is going to be developed. In the stream board there is a welcome greeting and an introductory video made by the teacher. Straightaway, T explains SS how to get access to every class by giving them a code to enter. Finally, T tells SS where they can upload the assignments.</p>	✓ Google classroom ✓ Introductory Video ✓ Google Drive	15 m
<b>Task</b>	<p>In a Google slides presentation T gives further explanations about listening comprehension and its importance in the learning process, (explaining the difference between hearing and listening, telling them to focus on their listening comprehension skill) since, if SS are not able to understand what they are listening to in a foreign</p>	✓ Google Slides ✓ Video ✓ Listening comprehension test	30 m

	<p>language, they will have more difficulties to speak.</p> <p>Right after, T presents a video and points out to SS the importance of taking notes while listening.</p> <p>Then, SS are asked to complete a test in Google forms.</p>		
<b>Post-Task</b>	<p>T resolves doubts about e-resources.</p> <p>Next, T asks SS to fill out a Google form in which T will have wide perspective about SS preferences and attitudes towards technology. T will ask them: about their age, internet access, connectivity and their skills to use electronic devices.</p>	✓ Google forms	15 m

### EVALUATION

- ✓ SS are able to recognize essential information from a short dialogue.
- ✓ SS understand basic functions of Google Classroom platform.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the Google classroom, that way SS can get access to materials all the time to catch up. All this is going to be explained consistently as needed.

## Lesson plan 2

<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>✓ By the end of this training, SS will be able to implement different prosodic features such as: Rhythm, Stress and Intonation.</li> <li>✓ After this lesson is done, SS will be able to identify how prosodic features can affect the meaning of speech.</li> </ul>	<p><b>LEVEL:</b></p> <p>Beginner</p>	<p><b>TOPIC:</b></p> <p>Getting into the rhythm and melody.</p>
---	--------------------------------------	---

<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 2</b> <b>STAGE II</b>
-------------------------------	-------------------------	--------------------------------------

<b>STAGE</b>	<b>PROCEDURES</b>	<b>RESOURCES</b>	<b>TIME</b>
<b>Pre-Task</b>	In a Google slides presentation T explains what prosodic features are, such as: Stress, Pitch, Intonation, Pauses and Pace.  Next, to get into this, T performs a short song called “Good morning to you” and then encourages SS to sing as well, that way T makes a comparison between music and its rhythm and melody with prosodics in languages.	<ul style="list-style-type: none"> <li>✓ Google classroom</li> <li>✓ Song</li> <li>✓ Google Drive</li> </ul>	20 m
<b>Task</b>	Now, in order to demonstrate the importance of making emphasis in terms of rhythm and intonation in our speech, T plays with SS the game called: “Say your name with claps”.  Just after, T sings the song: “Bingo” and explains SS how to keep the rhythm with the claps.	<ul style="list-style-type: none"> <li>✓ Songs</li> </ul>	20 m
<b>Post-Task</b>	SS listen to an audio three times maximum. Then, T gives them sentences in disorder and they have to put them in the correct order.	<ul style="list-style-type: none"> <li>✓ Audio</li> </ul>	20 m

### **EVALUATION**

- ✓ SS are able to manage some prosodics features by making a very short conversation with their partners like introducing themselves or describing a family member to their peer(s).
- ✓ SS answers from the audio are saved to keep track.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS’s progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 3

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>✓ By the end of this lesson, SS will be able to differentiate nouns, verbs, adverbs and adjectives.</li> <li>✓ After this lesson is done, SS will be able to associate similarity between nouns and adjectives, verbs and adverbs, thus SS will understand how to use them better.</li> </ul>	<b>LEVEL:</b> Beginner	<b>TOPIC:</b> What nouns, verbs, adverbs and adjectives are.
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 3</b> <b><i>STAGE II</i></b>

<b>STAGE</b>	<b>PROCEDURES</b>	<b>RESOURCES</b>	<b>TIME</b>
<b>Pre-Task</b>	In a Canva slides presentation, T introduces the topic, thus, SS will know the differences between noun, adjectives, verbs and adverbs.	<ul style="list-style-type: none"> <li>✓ Canva presentation</li> </ul>	15 m
<b>Task</b>	<p>After that, T uses an interactive platform called Nearpod to include interactive elements in the class, in that way, while T is presenting the topic SS are allowed to participate interactively by solving some tasks.</p> <p>The first one is a matching pairs activity in which SS will be presented some images and words, so SS have to match them. For example, an image depicting an action, so, SS have to look for the corresponding word.</p> <p>The second activity consists of a brainstorming of words that SS</p>	<ul style="list-style-type: none"> <li>✓ Google Slides</li> <li>✓ Nearpod</li> </ul>	25 m

	already know describing a picture given by the T. Indeed, SS can ask the T any vocabulary they do not know.		
<b>Post-Task</b>	Now, SS are given a chart of several words, so, they have to order them beneath the chart. This contains four columns named as follows: Nouns, Adjectives, Verbs and Adverbs. Now, SS listen to an audio and then they have to put in the chart the words they hear that are written on the list.	<ul style="list-style-type: none"> <li>✓ Live works sheets</li> <li>✓ Audio</li> </ul>	20 m

**EVALUATION**

- ✓ SS are able to identify different words such as verbs, nouns, adverbs and adjectives.
- ✓ SS chart is going to be evaluated and they will know the score instantly.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 4

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>✓ At the end of this training, SS will learn new vocabulary, in this case adjectives, in order to know how to depict people.</li> <li>✓ By the end of this lesson, SS will be able to recognize people by describing them.</li> </ul>	<b>LEVEL:</b> Beginner	<b>TOPIC:</b> How to describe people.
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 4</b> <b>STAGE II</b>

STAGE	PROCEDURES	RESOURCES	TIME
<b>Pre-Task</b>	In a Google slides presentation, T introduces the topic with the questions: how to describe people?	<ul style="list-style-type: none"> <li>✓ Google slides</li> </ul>	15 m

	<p>What words do I need to know to depict a family member, a friend or an acquaintance?</p> <p>Immediately, T gives further explanations about useful adjectives to describe a person (physique and appearance). Then, some examples are explained.</p>		
<b>Task</b>	<p>Now, SS are asked to listen to an audio script made by the T where they have to identify appropriate adjectives to answer question such as: How is she? what is she like? what does she look like? And what does she like?</p> <p>SS have to write the adjectives down and then they have to share their notes initially on the chat</p> <p>SS can find the script on the course's platform.</p> <p>After that activity, SS watch a video in which some people appear introducing themselves using some adjectives, thus, SS can get familiar with useful adjectives in common situations in real life when introducing themselves as well.</p>	<ul style="list-style-type: none"> <li>✓ Google Slides</li> <li>✓ Audio script</li> <li>✓ Video</li> </ul>	25 m
<b>Post-Task</b>	<p>Now, T introduces an interactive game made in "Genially" called Guess who? In which each S chooses a mystery character and then using questions like: Does your character have blonde hair? Or is your character thin? They have to answer yes or no to figure out who the mystery character is. The S with the highest score wins!</p>	<ul style="list-style-type: none"> <li>✓ Genially interactive game</li> </ul>	20 m

**EVALUATION**

- ✓ SS are able to depict people using the appropriate adjectives.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 5

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>✓ After this lesson is done, SS will be able to identify what a prediction is.</li> <li>✓ By the end of this lesson, SS will be able to predict what will happen or could happen in some situations based on certain information or clues.</li> </ul>	<b>LEVEL:</b> Beginner	<b>TOPIC:</b> Making predictions
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 5</b> <b>STAGE III</b>

STAGE	PROCEDURES	RESOURCES	TIME
Pre-Task	<p>In a Google slides presentation, T explains what a prediction is and its importance to help us develop our imagination and thinking skills.</p> <p>Immediately, T gives further explanations about the language used to make predictions about future events, in this case either <i>Will / Won't</i> or <i>Could</i> depending on the certainty.</p>	<ul style="list-style-type: none"> <li>✓ Google slides</li> </ul>	10 m
Task	<p>Now, SS are shown a big image of a map of a neighborhood, some key words are explained such as <i>turn left, turn right, go straight and in front of</i> are explained.</p> <p>Then, based on the directions they are hearing, they have to predict where the character will go.</p>	<ul style="list-style-type: none"> <li>✓ Genially</li> </ul>	30 m
Post-Task	Subsequently, two short activities are developed. The first one	<ul style="list-style-type: none"> <li>✓ Images</li> </ul>	20 m



	consists of saying “ <i>what will happen when...</i> ” so based on some clues SS have to make their own predictions. The other one involves having three images and then SS have to think about what the fourth image might be.		
--	---	--	--

### EVALUATION

- ✓ SS are able to make predictions based on certain clues.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS’s progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 6

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>✓ After this lesson is done, SS will be able to identify what an inference is.</li> <li>✓ By the end of this training, SS will be able to predict information based on fact and evidence.</li> </ul>	<b>LEVEL:</b> Beginner	<b>TOPIC:</b> Making inferences
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 6</b> <b>STAGE III</b>

STAGE	PROCEDURES	RESOURCES	TIME
Pre-Task	<p>In a Google slides presentation, T explains what an inference is and its importance to help us improve our listening skill by grasping information that is not stated directly.</p> <p>Immediately, T explains how at making inferences when we are listening to certain information, we</p>	<ul style="list-style-type: none"> <li>✓ Google slides</li> </ul>	15 m

	use clues given to us, along with the tone of the speaker and the knowledge we already have to make conclusions based on evidence and facts.		
<b>Task</b>	After that, T uses the program <i>Book creator</i> to make a wordless book from many images so that by having illustrations and no text SS are obliged to carefully observe what is going on or what was going on and to put attention to small details in order to grasp the story's meaning.	✓ Book creator	30 m
<b>Post-Task</b>	Finally, SS listen to a dialogue and after that they have to make some inferences trying to answer questions given by the T.	✓ Recording	20 m

**EVALUATION**

✓ SS are able to make inferences based on clues and prior knowledge.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 7

<b>OBJECTIVES:</b> ✓ After this lesson is done, SS will be able to answer listening comprehension questions putting in practice all learned in previous sessions.	<b>LEVEL:</b> Beginner/ Pre-intermediate	<b>TOPIC:</b> Listening comprehension applied
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b>	<b>SESSION:</b> 7

	Unknown	<b>STAGE IV</b>
--	---------	-----------------

STAGE	PROCEDURES	RESOURCES	TIME
<b>Pre-Task</b>	To begin with, SS listen to a conversation about <i>the university library</i> to practice and improve their listening skill. Then SS are allowed to see the script and then they have to complete an activity where SS are given several sentences in disorder and then they have to put them in order according to what they get.	✓ Recording	15 m
<b>Task</b>	Afterwards, two movie clips are displayed in which the first one is about some questions made on the street about plans and the second one is about preferences related to fruits. SS have to pay attention carefully and then they are allowed to pause and rewind the video as many times as needed.	✓ Movie clips	15 m
<b>Post-Task</b>	SS have to answer some questions about the videos based of their prior knowledge, basic inferences and learned vocabulary. Answers are checked by all.	✓ Web page	30 m

### EVALUATION

- ✓ SS are able to answer listening comprehension questions as accurate as possible.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.

## Lesson plan 8

<b>OBJECTIVES:</b> ✓ After this lesson is done, SS will be able to get the gist of what they are listen to.	<b>LEVEL:</b> Beginner/ Pre- intermediate	<b>TOPIC:</b> Listening for Gist
<b>TEACHER:</b> Daniel Acosta	<b>DATE:</b> Unknown	<b>SESSION: 8</b> <b>STAGE IV</b>

STAGE	PROCEDURES	RESOURCES	TIME
<b>Pre-Task</b>	First, there is a review of vocabulary learnt until now. Now, more vocabulary is given o SS to do the next activity. This vocabulary is about some common expressions in office environment.	<ul style="list-style-type: none"> <li>✓ Vocabulary chart</li> <li>✓ Dictionary of the course</li> </ul>	15 m
<b>Task</b>	Subsequently, SS listen to a phone conversation which is in an immediate higher level for them, but the idea is that SS catch as many key words as possible and based on some inferences they can make SS are able to get what the conversation is generally about.	<ul style="list-style-type: none"> <li>✓ Recording</li> </ul>	20 m
<b>Post-Task</b>	Now, SS are given an incomplete text with blanks so, SS have to listen to a conversation and then they have to infer what other speaker's answers could be and finally they have to fill the blanks.	<ul style="list-style-type: none"> <li>✓ Recording</li> <li>✓ Filling in the blanks text</li> </ul>	20 m

### EVALUATION

- ✓ SS are able to get the general idea of a conversation based on prior knowledge and inferences.

\* Grades of assignments, quizzes, tests and activities are going to be saved in the Google classroom platform in order to keep track of SS's progress.

\* If SS are unable to connect to synchronous class, all material and resources will be posted on the platform, that way SS can get access to materials all the time to catch up.