UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

USE OF AUTHENTIC MATERIALS TROUGH MOODLE PLATFORM TO
ENHANCE THE LISTENING SKILL OF STUDENTS OF INTERMEDIATE
INTENSIVE ENGLISH I AT THE DEPARTMENT OF FOREIGN LANGUAGE OF
THE UNIVERSITY OF EL SALVADOR DURING THE YEAR 2014.

PRESENTED BY:

CARBAJAL RIVERA, JESSICA LISETH   CR07037
LÓPEZ DE ASCENCIO, DELVIA MERAB   LA08012

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

JUAN CARLOS CRUZ CUBIAS, M.A.
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MAY 4th/ 2015

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INTRODUCTION

Nowadays, technology plays an important role in education not only because it makes things easier to students and teachers, but also because it helps to develop and improve skills. This is essential for those who want to achieve a successful life in the future, by having a good job, and for those who want to overcome any professional challenges. Technology allows teachers to enhance their teaching skills and strategies, there is a free online learning management system which enables teachers to create their own online courses, it is called Moodle, Moodle is an educational tool and it can be used anytime, anywhere, as long as there is internet access available. Martin Dougiamas began his work on Moodle in 1998, today, more than 70,000 universities, corporations and schools, in over 200 countries and 100 languages, trust Moodle for their online learning,Moodle – Open source learning platform. Moodle.org. (n.d.). Retrieved July 24, 2014, from https://moodle.org/

The University of El Salvador is not an exception, the Foreign Language Department is using Moodle since 2010, as an extra resource for the language learning process. For foreign language students it is really important to enhance the language skills, in Moodle, students can develop and improve the four macro skills. The four macro skills are important to become English proficient students, however, the research is focused in listening skill, since a person who listens properly is able to react appropriately to a particular situation or towards a particular person.

In Moodle, teachers can upload materials to facilitate the teaching learning process, but researchers will center the study in authentic materials; authentic materials in Moodle encourage students to self-learning. The use of authentic materials and course books in language teaching has always been the battery of criticism among linguists, educators and also learners. Some teachers (learners as well) complain about the course book content for being repetitively similar and unpleasant, and the tasks for being inappropriate in many ways (Harmer, 2001). This essay provides information about the use of authentic materials in the Moodle platform to enhance the listening skill. Finally, based on the data collected through the three instruments: a check list, a questionnaire administrated to the group 3 of Intermediate Intensive English I and an interview with the teacher in charge of the group, Lcda. Claudia Vides de Guzmán. This research makes suggestions and conclusions based on the information collected.

I. STATEMENT OF THE PROBLEM

A. Research Topic

Use of authentic materials trough Moodle platform to enhance the listening skill of students of Intermediate Intensive English I at the Department of Foreign Language of the University of El Salvador during the year 2014.

B. Description of the problem

The last years have been extraordinarily rich in technological advances applicable to education. It is absolutely proven that the use of multimedia resources improves students´ learning, at the same time it reduces instruction, time and the costs of education. Students need for their professional future the use of technological resources, since they vary greatly in their ability of perception and learning, students need a wide range of experiences including real aspects, visual representations and abstract symbols. The demand for labor requires preparation, knowledge of everything that has to do with the information, society, new technologies, the multiplicity and professional variation, the interaction of resources, in short, everything that facilitates work and professional insertion.

According to Groff (2008) there are many tools students can use to learn, when using the new technology, for example the virtual courses, also called "online courses" in which students can interact with their teachers and peers through controlled activities, also allow students to share ideas and followed their normal

classes. There are many online tools that students can use during the learning process, one of the most known is Moodle, Moodle is a great help for the implementation of virtual learning environments, allowing teachers to handle a particular subject using this environment.

In the Foreign Language Department, it has been observed that Moodle has been left aside, and it has not been taken into consideration as an extra resource for teachers and students. According to observation it is possible to mention that students can develop the four macro skills with activities using Moodle. English language skills mean the development of the main parts or elements of the language which they are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with it.

All skills are important, however, listening is the key to all effective communication; without the ability to listen effectively, messages are easily misunderstood. Listening as the same as Moodle does not receive attention as it should, since listening deals with a range of accents and speeds that make it difficult, that is why it is so important to deliver authentic listening material to students in this way students have the opportunity to progress the listening skill not only in the classroom but also outside of it(Groff, 2008).Researchers have found the topic relevant for students and for teachers as well, in order to take advantage of new technology and develop students´ listening skill.

C. Objectives

✓ **General Objective**

To find out about the authentic material to develop the listening skill using the Moodle platform.

✓ **Specific Objectives**

To identify the most used plugins and tools of Moodle to develop the listening skill of students of Intermediate Intensive English I.

To describe how the authentic material is delivered in order to make the listening effective and meaningful trough the Moodle platform.

D. Research questions

1. What is the impact of using authentic material in Moodle for listening skill in Intermediate Intensive English I, group 3 during the year 2014, of the Foreign Language Department?

2. How useful is Moodle for the teacher and students for Intermediate Intensive English I, group 3?

3. What are students' perceptions towards the use of Moodle for Intermediate Intensive English I, group 3, during the year 2014?

E. Justification

The University of El Salvador is the most prestigious and distinguished university in the country, it has many schools, departments and thousands of students in different majors. One of the largest departments is the Foreign Language Department in which overcrowded classrooms influence in the teaching — learning process. Sometimes, teachers cannot cover all the contents in a lesson, not because of lack of professionalism, but because of a matter of time. The time stipulated for the class is not enough to develop the four macro skills in40 or 50 students.

Besides that, the Foreign Language Department needs some new strategies and methodologies to be updated as other universities in El Salvador are. Since Moodle is directly related to technology, it allows teachers and students take advantage of this resource by giving technology knowledge and skills that will help learners to be prepared for new challenges. While learning the English language, there are four macro skills students must master in order to be able to communicate effectively with native speakers. The four skills are reading, writing, speaking and listening, mastering these skills will help a learner become more competent in speaking, pronunciation, vocabulary, grammar and spelling, etc. There is no sub-skill more important than the other, all of them are important since they are interrelated.

The listening skill is one of the most important because it helps us far beyond academic and professional settings. Listening is the most important part of

communication, because if you fail to understand the message being expressed to you, you will also fail in providing a substantial and meaningful response. It can happen while preparing learners for academic listening, English language teachers often choose to use a textbook with a title like: Academic listening: preparing students for lectures, such textbooks are widely used on pre-sessional courses, and many students and their teachers diligently work their way through the textbook in the belief that they are preparing students for the real world, however teachers need to consider the type of information given, because not all of the information is meaningful for them.

Furthermore, the authentic listening material is a source of input for the students to be used to different accents and speeds and help them to be prepared to the real world. Sometimes the material prepared for a specific topic cannot be presented in the class because of lack of time and there is no sufficient technology sources, for instance, computers, slide projector, headphones, etc. Those are the reasons why the implementation of Moodle as a new educational model is a good strategy to minimize all the issues mentioned above.

F. Delimitation of the problem

It is important to specify the way the research will be presented, therefore, researchers establish the following ranges of time, space, population, sample and content, with which researchers will work during the investigation.

✓ **Space:**

The research will take place at the University of El Salvador located in Final 25 Avenida Norte, the city of San Salvador.

✓ **Population and sample:**

To carry out this research, a group of students from Intermediate Intensive English I, group 3 was selected, also the teacher was selected as well to be part of the sample.

✓ **Timeframe:**

This research will take place during the second semester of the year 2014.

✓ **Content:**

The study will focus on the use of authentic materials througha to enhance the listening skill of students of Intermediate Intensive English I at the Department of Foreign Language of the University of El Salvador during the year 2014.

II.   THEORETICAL FRAMEWORK

English is one of the most important languages around the world that is why it has become a very popular language in the last couple of years, learning English requires dedication, time, effort and many other elements, the most important component is the help of a teacher or a guide who facilitates the learning process. In order to communicate in English there are four macro skills that need to be taken into consideration during the learning process. The four macro skills are listening, speaking, reading and writing. Everson (2009) explains that, listening is vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating.This research is focused on the listening skill because it has been left aside in the Foreign Language Department, this paper contains a deep study about listening, it talks about listening types and its characteristics, how listening is taught, what is taught in listening and so on.

The other aspect in this research is the use of authentic materials with the purpose of improving the listening skill since it isthemost important skill as mentioned above. In this section, it is mentioned the definition of authentic materials, its advantages and disadvantages as well as some authentic listening sources. This document shows not only the conventional face to face classes but also the blending education where students use technological resources to improve the skills and the most important the listening skill in which the research is based on. The technological resource that has been considered in this research is the Moodle platform; it is an open source learning platform that combines face to face classes with e-learning.

This part talks about the background, the definition, the use, and the purpose of Moodle, also Moodle´s applications in teaching authentic listening in EFL and ESL context, Moodle functions as well as advantages and disadvantages of using Moodle. The last piece of the research explains how Moodle enhance teaching and learning process. This research contains very important information for those who are interested in combining face to face classes with the Moodle platform with the purpose of developing the listening skill, it contains the elements and the tools needed for teachers and students who wants to use Moodle. All the components mentioned above led researchers to get interested in the following topic: Use of authentic materials trough the Moodle platform to enhance the listening skill of students of Intermediate Intensive English I at the Foreign Language Department at the University of El Salvador during the year 2014.

Listening and its characteristics

According to Brown (2001)there are four macro skills that students need to develop in order to become proficient in English, these skills are very important so communication can take place. The four macro skills are: listening, speaking, reading and writing. The four macro skills need to be taught to students, in order to learn how to communicate using the English language. The first skill, speaking is the delivery of language trough the mouth, the other skill is reading that is the process of looking at a series of written symbols and getting meaning from them. Now, writing is the graphic representation of language in visual or tactile form. Last but not least, listening is a skill that has been left aside in the curriculum form. All

the skills mentioned above, help to improve student's performance. In fact, listening deserves more emphasis not only in the classroom, but also outside the classroom in order to produce language proficiency (p. 122-123). In the University of El Salvador, specifically in the Foreign Language Department, each semester and each year have the same curricula, in which speaking is considered one of the most important, the curricula do not emphasize on listening as it does in the other skills. It is important to mention that speaking is not an isolated skill and it helps other skills, for instance, listening.

To talk about the relevance of listening in education it is important to mention its definition according to some authors: Like reading, listening is a receptive skill, as it involves responding to language rather than producing it, listening involves making sense of the meaningful (having meaning) sounds of language; teachers do this by using context and our knowledge of language and the world (Spratt, Pulverness, & Williams, 2005**).** According to Brown (2001) listening is an important skill through which language learners internalize linguistic information without which learners could not produce language. The input students receive is really important in second language learning, the process when students convert that input into intake (store knowledge in a learner's competence) is absolutely crucial in considering the role of listening in language learning. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning, Howatt and Dakin´s work (as cited in Saricoban, 1999). Rost (2002) defined listening as a process of receiving what the

speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

Listening is one of the most important skills in learning a new language, some students find it easy to learn but for some others it is too difficult, and it seems to be frustrating. Researchers have noticed that listening and its role of comprehension input is very important (Krashen, 1982). Listening is a challenging skill since it demands attention, comprehension and it requires students´ abilities to understand different accents and speeds. Listening has changed its role from a passive activity which deserved less class time to an activity process through which language acquisition takes place (Vandergrift, 2011). Some decades ago, listening was considered a passive skill, the curriculum did not require students and teachers to practice listening during the class session. However, listening is now widely accepted as an essential skill, which enables language acquisition to take place, both in mother tongue and in second or foreign language (Rost, 2002).

According to Dunkel (1991) there are some factors that make listening even more difficult to understand, if not attention is given to these factors, they can block listening comprehension, some factors are the following: First, clustering, where students break down speech into smaller groups of words, clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. Second, redundancy, students must know that spoken language has a good deal of redundancy. Redundancy consists of rephrasing, repetitions, and little insertions of "I mean" and "you know". Such redundancies help the hearer

to process meaning by offering more time and extra information. Third, reduced forms, the most common reduced form is the morphological, for instance, contractions. These reductions are difficult for learners since they have been exposed to the full form of the English language. To continue, there are performance variables, these variables are hesitations, false starts, pauses and corrections. They can interfere with comprehension in second language learners (Dunkel, 1991).

Dunkel(1991) indicates that colloquial language, it includes idioms, slangs, reduced forms and shared cultural knowledge. If learners are not familiar with the colloquial language, it is difficult to deal with it. Rate delivery, this factor has to do with the difficulty that students face when trying to understand the speakers´ message when people speak too fast. Now, stress, rhythm, and intonation, in order for learners to understand the message, they must be aware that stress and intonation may change the meaning of the message given. The last factor is interaction, in a conversation, there must be time to negotiate, clarify, topic nomination, attend signals and turn taking, these will facilitate the listening comprehension. Even though, listening is a difficult skill because of the factors that can affect its comprehension and not much time was given in the classroom to practice English, this has changed trough the time, now, there are many sources everywhere to practice listening, for instance, the internet in which students can have access to plenty of listening materials (p. 47).

As mentioned before, learners have the possibility to interact with the listening skill by accessing to the internet through the smart phones, laptops,

tablets and other devices; students who practice listening by their own have more opportunities to improve listening comprehension. There are two types of listening that can be used to improve students` listening skills: extensive and intensive listening (Rost, 2002).

Extensive listening

According to Harmer (2001) students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher´s, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation. Extensive Listening is when the students choose themselves what to listen and they do it for pleasure. The purpose is to develop a top-down, global understanding of spoken language, for instance, listening to lengthy lectures, listening to a conversation and deriving a comprehensive message or purpose. It usually takes place outside the classroom and students do not have to worry if they do not understand everything since it may be difficult (Brown, 2001).

Murcia (2001) explains that students have many sources where to find extensive listening materials, plenty information can be simplified to make it easier to understand, so students can enjoy practicing. Students are free to choose the listening, they make their own choice, this activity encourages students to practice

it even though the teacher is not asking for, and this has a huge effect on the students´ language learning. Students need to be careful in selecting the material that they will listen to, because this material has to be according to their level and age. If students choose a difficult listening, it can be difficult to understand. However, it is important to clarify that when students use extensive listening, it is not necessary to understand word by word, but to get the meaning or the main idea of what they listen. Some students may feel frustrated if they do not understand either the pronunciation or the meaning of every single word but is the teacher´s role to explain what is the extensive listening about. In order to have successful listening, students can share in the classroom what they have listened; they will be motivated to talk if the topic was chosen by themselves (p. 733).

The teacher´s role

The teacher plays an important role in the extensive listening process; the teacher should motivate students to continue practicing extensive listening and encourage them to move to the next level, it means listening with more difficult vocabulary, pronunciation, content etc. At the end, teacher can ask students to perform a task taking into consideration the student's level. Another role is to help students develop procedural knowledge, for instance, knowledge about how to process spoken language with ease and automaticity,Rost (2002).

According to Rost (2002) some advantages of practicing extensive listening are:

✓ Students will be relaxed since they will not be asked questions about the topic they chose.

✓ Students will enjoy the listening since they are interested in the topic and they do not have to worry about grammar or pronunciation, because the aim is not to study the topic intensively or deeply.

✓ Students spend time practicing extensive listening, this will help students to improve their listening skills.

✓ The most that students practice extensive listening, the easiest would be for them to understand a difficult listening material (p. 103).

Intensive listening

The second type of listening is intensive listening. Listening for pleasure is enjoyable; however, it is important to take into account certain details about grammar, pronunciation, content, etc. According to Rost (2011), intensive listening activities focus the student's attention on language form. The aim of intensive listening is to raise the learners´ awareness of how differences in sound, structure and lexical choice can affect meaning. Because this kind of listening involves an appreciation of how form affects meaning, intensive listening activities must be contextualized, placed in a real or easily imagined situation. In this way, all

students even beginners, can practice intensive listening in a context of language use, from which it is more likely to transfer to "real life" listening situations, Intensive listening involves a more detailed study of the listening material, students' need to go over a piece of material multiple times and also meaning it, this is important for students to develop effective listening strategies, for instance, bottom up listening skills, in addition to the top down skills that are emphasized in global listening activities.

According to Brown (2001) the purpose of Intensive Listening is to focus on components (phonemes, words, intonation, discourse markers, etc.) of discourse. Students are required to single out certain elements of spoken language. They include bottom-up skills that are important at all levels of proficiency. Intensive listening activities allow students to get with more detailed and important information about the listening material. Intensive listening requires students to know certain grammar structure in the text to see how they can help them to comprehend better. BORRAR One of the purposes of intensive listening is to rise the learners` awareness of how difference in sound structure and lexical choice can affect meaning (p. 243).

Minimal Pairs

Minimal pairs are words that vary by only a single sound, usually meaning sounds that students get confused by, like the "th" and "t" in "thin" and "tin". Minimal pairs. (n.d.). Retrieved August 9, 2014, from http://www.englishclub.com

The following examples of Vowel Sounds, Consonant Sounds, Initial Consonant Sounds and Final Consonant Sounds have been taken from Minimal pairs. (n.d.). Retrieved August 9, 2014, from http://www.englishclub.com

Vowel Sounds

- ✓ Minimal Pairs /ɪ / and /iː/ (sit and seat)
- ✓ Minimal Pairs /e/ and /ɪ / (desk and disk)
- ✓ Minimal Pairs /e/ and /eɪ / (wet and wait)
- ✓ Minimal Pairs /æ/ and /ʌ / (bat and but)
- ✓ Minimal Pairs /əʊ / and /ɔ ː/ (so and saw)
- ✓ Minimal Pairs /ɒ / and /əʊ / (not and note)
- ✓ Minimal Pairs /æ/ and /e/ (bad and bed)
- ✓ Minimal Pairs /ɑ ː/ and /ɜ ː/ (fast and first)

ConsonantSounds

- ✓ Minimal Pairs /b/ and /v/ (berry and very)
- ✓ Minimal Pairs /b/ and /p/ (buy and pie)
- ✓ Minimal Pairs /n/ and /ŋ/ (thin and thing)
- ✓ Minimal Pairs /l/ and /r/ (alive and arrive)
- ✓ Minimal Pairs /tʃ / and /t/ (catch and cat)
- ✓ Minimal Pairs /s/ and /ʃ / (sea and she)
- ✓ Minimal Pairs /f/ and /v/ (fan and van)

- ✓ Minimal Pairs /f/ and /h/ (fat and hat)

- ✓ Minimal Pairs /f/ and /θ/ (free and three)

- ✓ Minimal Pairs /s/ and /θ/ (sing and thing)

- ✓ Minimal Pairs /ð/ and /z/ (with and whizz)

- ✓ Minimal Pairs /dʒ/ and /z/ (page and pays)

- ✓ Minimal Pairs /d/ and /dʒ/ (bad and badge)

InitialConsonantSounds

- ✓ Minimal Pairs initial /f/ and /p/ (fast and past)

- ✓ Minimal Pairs initial /k/ and /g/ (came and game)

- ✓ Minimal Pairs initial /t/ and /d/ (two and do)

Final ConsonantSounds

- ✓ Minimal Pairs final /k/ and /g/ (back and bag)

- ✓ Minimal Pairs final /m/ and /n/ (am and an)

- ✓ Minimal Pairs final /t/ and /d/ (hat and had)

What is a phoneme?

A phoneme is the smallest contrastive unit in the sound system of a language. Phonemes. (n.d.). Retrieved August 9, 2014, from http://www.englishclub.com

Vowel Phonemes

The following table has been taken from Phonemes. (n.d.). Retrieved August 9, 2014, from http://www.englishclub.com

Consonant Phonemes

Phonemes. (n.d.). Retrieved August 9, 2014, from http://www.englishclub.com

PHONEME	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
b	baby			
d	dog			
f	field	photo		
g	game			
h	hat			
j	judge	giant	barge	
k	cook	quick	mix	Chris
l	lamb			
m	monkey	comb		
n	nut	knife	gnat	
p	paper			
r	rabbit	wrong		
s	sun	mouse	city	science
t	tap			
v	van			

w	was			
wh	where (regional)			
y	yes			
z	zebra	please	is	
th	then			
th	thin			
ch	chip	watch		
sh	ship	mission	chef	
zh	treasure			
ng	ring	sink		

It is a challenge for students to accurately perceive the sound in a second language, intensive listening helps students to overcome the challenge, through the practice of intensive listening students will be able to recognize sounds and to know how those sounds make a difference in the meaning, for example: they will identify similar phonemes, allophonic variation of the same phonemes and they will also recognize how sounds are produce in the mouth. It is important to perceive sounds clearly in the language acquisition (Harmer, 2008). Furthermore, is vital for students to recognize differences in verb tense, aspect, voice, plural and singular. In addition, students need to be aware about the important function of the stress and intonation for specific elements of utterances. Extensive and intensive listening

are both important to practice listening skill, both have its own characteristics, advantages and disadvantages. It depends on the listening purpose, which type of listening students will use; based on the information mentioned above some listening material can be either for extensive or intensive listening, the difference will be on how the material is being used.

In agreement with Harmer (2008) some key features of intensive listening are:

- ✓ The learners work individually
- ✓ The learners may listen as many times as they wish.

Teachers' role

- ✓ The teacher provides feedback in accuracy.
- ✓ Teacher provides some written feedback.
- ✓ Teacher provides the instructions in order to accomplish the purpose of the listening.
- ✓ Once the students have completed the task, teacher needs to take the time to give feedback sessions
- ✓ with the purpose of confirming that students have completed the task successfully (Harmer, 2008). Teacher needs to keep in mind that the intension of the feedback is not only mentioning negative aspects but also positive aspects that will keep the students motivated (p. 58).

According to Harmer (2008) some advantages of practicing intensive listening are:

✓ Taped material allows students to hear a variety of accents and speeds apart from their teacher.

✓ Students can find a variety of intensive listening material in different sources.

✓ This material is extremely cheap so it is easier for students to have access and practice (p. 210).

In consonance with Harmer (2008) some disadvantages of practicing intensive listening are:

✓ When classrooms are overcrowded is difficult for the students to listen clearly

✓ Another problem is that all students have to listen at the same speed, but if they do not comprehend the listening material, they do not have the chance to listen again.

✓ The institutions do not have the technological equipment to allow students to keep the recording so they can practice at home.

✓ Some students may find the class bored because of the listening material, however some other students can enjoy the topic of that listening (p. 211).

How is listening taught?

Some skills can be taught explicitly. Listening skill can be taught explicitly, through direct instruction and multiple formats. Listening Comprehension is a

critical skill which students need to learn and practice. Clearly, teaching listening comprehension it is more than playing a CD and asking students to fill in the blanks. Listening skill is essential in learning, since it allows students acquire information and points of view, as well as to obtain achievements in communication with others (Schwartz, 1998). The life inside and outside the school offers many opportunities for the students to practice listening. Teachers can show students why being a good listener is useful, in some cases, crucial. When there is no concentration in listening, this increases problems and unnecessary disagreements. Listening skill can be improved and evaluated whether the students formulate questions about what they have heard, can be taught to recognize the difference between the main ideas and incidental, or between the main information and the secondary.

Students can also have benefit from the practice of listening skill, because they will identify the purpose of oral presentations or other information they listen to. It is useful to teach with goals, in that way students know what they want to learn, from a presentation, from a task, and objectives can be achieved. Students can listen selectively with the purpose of obtaining specific information, as well as the main purpose, issues, details or any other connection. The listening skill is really important for human communication, it has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another (Schwartz, 1998). Listener needs help from teacher so they can actively participate in a conversation taking into account own background knowledge; not

all listening material is the same, casual greetings, for example, require a different sort of listening capability than academic lectures do.

According to Schwartz (1998) language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. The elements or factors of human communication are: source, sender or encoder, code (rules of the sign, symbol), primary (under a code), receiver or decoder message, channel, (barriers or interference) noise and feedback (feedback, return message or secondary message). Furthermore, it is important for the listener to understand the content of the sender message because this will help to get a meaningful learning. This means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

According to Petersen (2010) all resources mentioned above need to be included in the listening class so students will be able to take into account the listening techniques, which will help them to follow the listening process and learn successfully. Listening techniques are actions that provide directly comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next (Reed, 1985). There are many listening techniques that can be used to help students to

develop the listening skill, if students practice the listening strategies they will be able to learn successfully.

McDonald (2010) indicated that there are many models of listening techniques, some examples are:

First Model of listening techniques

➕ **Before listening: Plan for the listening task**

✓ Teacher needs to set a purpose of the listening session

✓ Teacher needs to decide if students need help in grammar, pronunciation, etc.

✓ Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases) (McDonald, 2010).

➕ **During and after listening: Monitor comprehension**

✓ Corroborate students' questions and guesses about listening

✓ Teacher will decide that not all the listening tape is important so there are parts that need to be avoided.

✓ Teacher will record the tape many times as it is necessary (McDonald, 2010).

➕ **After listening: Evaluate comprehension and strategy use**

✓ Teacher has to evaluate the students´ comprehension

✓ Teacher has to evaluate if the strategies used in the listening session were adequate for student's needs (Brown, 2001).

✓ Teacher needs to be able to identify if students understood the listening purpose (McDonald, 2010).

Second Model of listening techniques

➕ Preparing pre-listening activities

Introducing the topic and activating background knowledge narrows down the possibilities of what students are about to hear, and there are various activities teachers can use to do this. Providing topically-related visuals can trigger general discussion around a topic, and begin an activation process during which students start thinking about related language and ideas they might hear in a recording (McDonald, 2010).

➕ Preparing while-listening activities

The activities you design to accompany the rest of your snippets will be largely determined by the content of the recordings.

The listening skill is perhaps one of the most difficult skills to 'teach' as teachers tend to base their approach on what expert listeners report what they do when they listen (McDonald, 2010).

➕ Preparing post -listening activities

To finish the listening lesson off, it is a good idea to give students the opportunity to talk more generally around a topic (McDonald, 2010).

All information mentioned above is important for developing the listening skill, but it is important to know how listening can be taught in the classroom, the following information presents in detail the listening skill.

The primary purposes of Human Listening

Harmer (2008) indicated that listening for gist refers to the general idea of what is being said, as well as who is speaking, to whom and why. Listening for specific information: Learners don't need to understand everything, but only a very specific part. Listening in detail: is when students cannot afford to ignore anything. Inferential listening: The type of listening learners do when they wish to know how the speaker feels, it may involve inferring. According to Rubin (1995, p. 8) "For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information".

Furthermore, as she explains, "Whereas in reading learners can go over the text at leisure, they generally don't have the opportunity to do so in listening" (p. 8). O'Malley, Chamot, and Kupper (1989) claim that "listening comprehension is an active and conscious process in which the listener constitutes meaning by using cues from contextual information and from existing knowledge" (p. 434). To learn the listening skill is not easy for students because involves many cognitive process that are not developed in the class, however, this will help teachers to analyze the listening process in a deeply way so they will be able to teach in an effective way, and motivate students to learn the listening skill, that is why is important to follow

the right process for teaching and learning the listening skill (O'Malley, Chamot, and Kupper, 1989).

There are two key components for clarifying the listening process: the first is bottom-up and top-down processing. Listening is an active process for constructing meaning in which two kinds of processes are involved simultaneously: bottom-up and top-down processing. According to Richards (1990), Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. It means that the person who received the message has to analyze it, taking into account speaker's accent, vocabulary, clauses created, and sounds so the message will be understood. Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Listening is not only to understand what people is saying, but also to understand grammar, pronunciation, speaker`s accent and vocabulary, listener must be able to understand the meaning of the message.

An able listener is capable of doing these four things simultaneously. Willis (1981, p. 134) lists a series of micro-skills of listening, which she calls enabling skills. They are:

- Predicting what people are going to talk about

- Guessing at unknown words or phrases without panic

- Using one's own knowledge of the subject to help one understand

- Identifying relevant points; rejecting irrelevant information

- Retaining relevant points (note-taking, summarizing)

- Recognizing discourse markers, e. g., well, oh, another thing is, now, finally, etc.

- Recognizing cohesive devices, e. g., *such as* and *which*, including linking words, pronouns, references, etc.

- Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting

- Understanding inferred information, e. g., speakers' attitude or intentions (p.134).

Listening, like the other language arts, involves a process. It is more than just hearing, even though learners often use the terms hearing and listening synonymously (Lundsteen, 1979). Teaching listening skill has specific steps that need to be followed in order to provide a significant learning, all the steps have to be prepared before the listening session, because teacher needs to be aware about learner´s needs, so the listening class will be significant for the learners, hearing is only one step; the crucial part is comprehending what was heard. The listening process has three steps: receiving, attending, and assigning meaning (Wolvin&Coakley, 1996).

In the first step, listener receives a visual and oral stimuli presented by the speaker. Listener needs to pay attention to the speaker gestures, voice, accents; it will help them to be concentrated on the speaker´s message. The second step is to ignore distractions, teacher spends a lot of time advising learners to pay attention to the listening session, even teacher plays the listening tape multiple times,however there are many obstacles that do not allow leaners to learn

successfully, the last step is to be focused in the comprehension of the speaker`s messages. To teach the listening skill is not only to follow teacher guidelines, but also the use of many tools or sources, it will help teacher and students to learn in a dynamic way. The following material illustrates the different types of listening sources that teachers can use in the English class (Wolvin&Coakley, 1996).

Listening sources

Harmer (2008) indicates that there are many ways in which teachers can help students to learn the listening skill, as well there many sources where students can find information about listening materials. The Listening Sources are: Teacher Talks, Students talk, Guest speakers, Textbook recordings, Television, videos, DVD, radio, songs, PODCASTS**,** Internet, etc. The teacher talks refer to the instructions giving by the teacher in the classroom, students can learn by the teacher through the gestures, voice, sounds etc. Students talk is when students learn by discussing about what they are going to learn, guessing what the listening is about, who participate in the listening. Guest speaker is when students guess what is the listening about without listening before, it helps them to predict the content. The textbook recording is necessary for the teacher as well for students, because it's a guide for the classes and helps them to get in touch with real context. The television helps them to watch real conversation as well as observe speaker sounds, gestures, pronunciation, and vocabulary. One the most important listening sources is the internet (Harmer, 2008).

Technology has been used since years ago, but never at this speed, it does not mean that it would replace the face- to- face classrooms.According to Sharma and Barret, (2007) "Technology is something that can be used to enhance language learning". Thus, students can choose from the variety of material that both provide in order to overcome difficulties in listening comprehension but mostly the listening activities in real words and authentic material texts (Peterson, 2010). Students can use the ICT (Information Communication Technology) for developing their listening skill as is supporting by many researchers, currently university students are characterized as "Net Generation", in addition the activities from a native speaker, and the digital language of computers is very helpful (Presnky, 2001). Moreover, the use of this advanced technology outside the classroom provides learner develop their own autonomy and learn in his own space anywhere, and even more, it can be transfer to real life becoming effective listeners.

Munby (2011) explains that when listening audios or watching videos students have the opportunity to pause in order to get instant feedback and access to any of these sources and plants their own use of web-based materials in their own time. As the technology goes in fast speed, some years ago it was expected to have more advanced tools to be used in education, and now it has become a reality, a new generation of internet tools are available, such as Skype, podcasts, online webcasts and conferences, voice boards, etc., and even the social networks give the chance for authentic communication. The online audio and video benefit a lot in listening comprehension, because of speaker accent and length. Some of these activities take just short amount of time, for example listening to the news,

etc. while other such as participating in conference, and calls or listening to TV broadcasts take a little more amount of time. Online listening activities are divided into those that are specifically scripted for English learners, while others consist of authentic materials which have been specially selected, for example, the BBC World service learning English of activities based on news (Munby, 2011, p. 141).

More audio and video resources.

Another source that is used in the virtual environment is the Randall's ESL Cyber Listening Lab, its purpose is to provide real conversation used daily, but sometimes students are listening difficult materials that do not even used in day- to -day conversation. Thus, Daily ESL is designed to help learners become familiar with common vocabulary and expressions they can use all the time in many situations. This virtual lab has short and long listening activities for beginner and advanced students as well. Each activity has the pre and post- listening task transcripts, and cultural video clips. Davis (2007) believes that listening and speaking skills must be developed together, and working together with other students in groups and discussing the content of the listening activities help learners improve their overall communication skills by focusing on specific tasks. The other useful site is EZSlang, it is designed to help learners to improve their survivability in many different situations and to be able to hold out a better communication. Also the website called Ello which includes interviews, videos, games, and more. There is News Centre (with animated newscasts), which can

help students learn Academic English and develop test taking skills for standardized listening components of tests such as TOEFL, TOEIC and IELTS.

PODCASTS

The Podcasts, also known as Vodcasts or PodClips are audio recordings that can be downloaded on the computer or personal devices, and users can be subscribed to use them (Barber, 2007). It can be on any music or videos; and easily be downloaded. It can be used not only for authentic listening in the classroom, but also for self-study outside of the classroom. According to Dudney and Hockly (2007), recording lectures as podcast is becoming more popular in education, with this tools students who miss classes can download the lecture and practice it later on. Barber (2007) in his book: *Fifty ways to improve your Business English using the Internet* said that making podcast is very simple, he provides in his book some guidelines for make it easier. Lewis (2009) said that "there are good and bad podcasts, and since everything can look so professional, it is hard to know which are the good ones".

These helpful podcasts are developing for different purposes such as vocabulary and grammar topics, idioms and slang, business English, world news and current events, limericks and jokes, songs, and poetry. Other useful podcast is ESL Listening http://iteslj.org/links/ESL/Listening/Podcasts/this is a sub-page of the internet with different categories of podcasts: for native speakers, newest podcasts by ESL podcasters, listen and repeat podcasts for practicing intonation and rhythm,

jokes in English podcasts. Listen to music is also helpful, http://www.manythings.org/songs/ this link is for folk songs, campfire songs and group-singing songs that native English speakers sing. It can be used as many times as the students want in order to learn the song (Petersen, 2010).

English Feed is a weekly podcast including review and listening exercises on important grammar and vocabulary subjects. It is useful for beginner to intermediate students for studying basic structures. ELT Podcast provides basic conversations for EFL and ESL students. ELT Podcast presents a common conversation theme in each episode. The first presentation is at a normal speed, and then at a slower, less natural speed to help with comprehension. The site also provides a transcript of the conversation. Elementary Podcasts, this podcast provides listening activities on different topics related to family, pets, travel problems, clothes, and so onhttp://learnenglish.britishcouncil.org/en/professionals-podcasts. This kind of podcast allows learner to improve their English for their career in the workplace and covers a large number of business and work themes (Peterson, 2010).

Business English, they are suitable for learners at intermediate to advanced level http://www.businessenglishpod.com/category/esl-podcast/. These are ESL lessons and audio/e-Book courses for intermediate and advanced business English learners, and they are focused on a particular workplace English skill (such as meetings, presentations, telephoning, negotiating, socializing, travel, and conversation) and language function (such as clarifying, disagreeing, questioning,

expressing opinions, and persuasion). Splendid Speaking Podcast: this site is suitable for upper-intermediate to develop the top-level speaking skills and communication strategies. Video clip tools: nowadays the use of broadband, YouTube and others clip sites have become very popular. These sites provide students to improve listening skills. This online video-sharing social network has been enthusiastically welcomed by EFL learners and teachers because of its potential to provide "a huge multimedia library of real language use by real people, and it is considered as a rich resource for language learning" (Godwin-Jones, 2007).

What is taught in listening?

Brown and Yule (1983) stated that listening skill has as much or more importance than the oral skill, since one does not work without the other. In this sense listening becomes a fundamental social component to virtually all human beings, except perhaps for those who do not have the sense of hearing. In fact, it is important to remember that for many years, and still today, the oral tradition of the people was more important than the written tradition, which is relatively recent. Brown and Yule (1983) in his book: *Teaching the Spoken Language* refers to the conversation interaction and conversation with transactional purposes. The first term designates the purely social aspect of the language, or the relationship that occurs between two or more people when they speak and respond only to engage a social link (for example, when one speaks of trivial aspects with a person in the row of the Bank: the climate, the length of the row, the State of the country, etc.).

The second term describes the process through which leaners engaged a conversation to get and give information about a topic. Obviously, these two terms represent "what is in fact a continuous, of the social aspects of the informational aspects of listening comprehension" (Anderson and Lynch, 2002). Since there is very little research on the importance and function of listening comprehension in the teaching of a second language area, much of the existing theory is based on experiences and theories obtained during the study of the acquisition of the mother tongue. It is important to notice some aspects that different researchers have mentioned about the importance of understanding of the listener, both in the mother tongue and a second language. Krashen (1982), for example, estimated that understanding plays a central and predominant role in the process of learning a language.

Many authors, such as Dunkel (1986) among others, agree that as well as the infant passes through a silent period in their native language, during in which receives a large amount of stimulus (what in English is called "input") without producing adult language, in the same way, the person who is facing a second language well could benefit from this silent period, during which, he would be in contact with the language, but it would not be forced to produce it. These same authors suggest that even if the infant has started their oral production, this includes more of what expresses, which also applies in the learning of a second language. This position prompted the implementation of different models or approaches to the teaching of a second language: the model of the Monitor (Monitor Model), the model of the information processing (Information Processing

Model), the model of interaction (Interaction Model), or the Natural method (Natural Approach).

Indeed, Feyten (1991) thinks that person arrives to complete much of their language acquisition process during the first five years of life in which depends almost exclusively from what they hear. Byrnes (1984) clearly explains this position when he says that listening precedes the production in all cases of learning a language, and may not be production unless the linguistic stimulation (linguistic input) is given, and that this, in turn, becomes understandable material (comprehensible intake) for the person listening. Although there are no published studies, it is assumed that a similar percentage occurs also at home, taking into account the amount of time children spent in listening to the orders and instructions of their parents and other adults who care for them, and the time spent watching TV. Later during adult life, both in the social and professional life, listening comprehension continue to play a fundamental role, since the person will invest much of their time to listen to other people: at work, in seminars, social events and religious, among others.

As in the acquisition of the mother tongue, listening is important not only in the early stages of learning a second language, but also in the stages most advanced process. For example, Powers (1985, cited in Dunkel, 1986) discovered that better results are achieved by students who are outstanding in the listening (500 or more points on the old scale) on the TOEFL, the test of English as a foreign language to take anyone who aspire to study at a Canadian or American University.

On the other hand, Winitz (cited in Dunkel, 1986) considered that the teaching of listening comprehension should be the main focus in the classroom because: the rules of the language are acquired with more ease and accuracy by means of inference; the acquisition of a language is primarily an implicit and unconscious process from the student; the oral ability develops when there is enough training for the understanding. Some characteristics of auditory comprehension in educational practice, the four basic skills are divided into productive skills: speaking and writing, and receptive skills: reading and listening.

Although this classification is still valid, as you can see in virtually all text in teaching methodology, the conception of what is receptive and productive has changed. In the past, it was believed that receptive skills not involved greater effort and cognitive demand arose almost in its entirety by writing and talking. Today it is known that although receptive, both the listening comprehension and reading comprehension requires a series of cognitive processes without which the person could not give meaning to what they read or hear, about this Lynch and Mendelsohn (2002) wrote that "today everybody recognize that the hearing is an 'active process' and that people who are good to hear are as active as the person who sends the message". These cognitive processes involved when reading or listening to enclose a series of features on many occasions, but not always.

The characteristics shared by these skills include the following: need to know the linguistic code both to read to achieve listen successfully; in both skills, the information is processed in some cases sequentially, from the minimum unit to full text; both the act of reading as the listening require the interpretation of the

message and prior knowledge having the person who heard or read about the topic that is covered in the interaction or text (schemata); both activities involve the solution of problems that must be resolved, on the basis of what you hear or read and prior knowledge; When a person reads or listens, he or she creates a series of images that help them to understand the text (Lynch and Mendelsohn, 2002).

On the other hand, there are a number of unique features of auditory skills: a person hears what, most of the time, of an ephemeral nature, therefore, usually, the person cannot check what is heard and rethink this notion, as if in reading; listening comprehension required, largely, the memory usage, since the person must store the information to respond to it; the hearing involves a number of aspects that the act of reading does not possess, such as emphasis, intonation, rhythm, volume, and others (Omaggio, 2001).

The oral message have a series of no grammatical forms, reductions, eliminations, repetitions, pauses, corrections, redundancies and other phenomena which, in general, are not presented in the written message, so the person listening must give meaning to the message, even if this is not entirely clear and complete; in many cases, there is need to process and respond immediately; in general, the person listening loses concentration quickly, which leads to "lose" in the message and then you cannot respond appropriately; on many occasions, the oral message is accompanied by a series of noises (music, other conversations, speakers, for example) that interfere with the message. Therefore, the person who hears must remove what does not work and use what is important (Mendelsohn, 2002).

How to listen? As in many other aspects of daily life, the act of listening is a process which is essential, if learners want to be good receivers of the message. Galvin (1988) estimated that this process requires four fundamental steps: the first step is getting the (receiving) and is to put our sense of hearing to work. In this first, step the person "Decides to" listen, or what is the same, the person begins to classify what constitutes only "noise" and what he or she really wants to or should listen. The second step is interpretation. At this level, the receiver activates all your experiences and experiences to decode what they just heard. Step number three is the evaluation, which is based on deciding what to do with the message. For example: would agree or not agree, do I require more information, what are the important things that I have heard, and other similar questions. Finally, the last step in this process is the answer, which is not necessarily an oral response, since it can be perfectly any other reaction such as a smile, perform some other action or write something. The listening skill is vital, but it is important to teach it with some real information, this information is called authentic material, the following information explain in detail what is it and how can be given (Galvin, 1988).

Authentic materials

Authentic materials are useful in the teaching learning process of the target language, to begin with, it is important to define what authentic materials are; according to Widdowson(1990) authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. Another definition is the one from Peacock (1997) materials that have been produced to fulfill some social purpose in the language community. Nunan

and Miller (1995) indicated that authentic materials are instruments or materials which were not created or edited expressly for foreign language learners. In other words, authentic materials are written by native speakers, published specifically for native-speakers, they have not been made for the purpose of language teaching and learning. They are materials that have not been adapted in any way, authentic materials are resources that can be written and oral, for instance, magazines, interviews, internet, brochures, news, television programs, songs, etc.

As any material, authentic materials have positive and negative aspects, it is possible to mention some of them, there is a list below with some advantages and disadvantages:

Advantages of authentic materials

According to Martinez (2002) and other authors Al Nabhani& Al Azri (2015) authentic materials have advantages, the use of authentic materials in the classroom has some advantages since it helps students with the teaching learning process; authors agree that the exposure to that "real world" facilitates the learning of the target language.

Al Nabhani, & Al Azri, (2015) indicated the following advantages of using authentic materials in the classroom:

✓ Students are exposed to real discourse, realistic pronunciation, speed which tend to be less exaggerated.

✓ Authentic materials keep students informed about what is happening in the world.

- ✓ Textbooks often do not include incidental or improper English, therefore, students are not aware or do not realize when native speakers are using abusive language or are being sarcastic.

- ✓ The same piece of material can be used under different circumstances if the task is different.

- ✓ The teacher can have students practice some of the micro-skills mentioned by Richards (1983), for instance, basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).

- ✓ Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

- ✓ They can encourage listening for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class (Al Nabhani, & Al Azri, 2015, p. 200).

- ✓ Authentic materials help prepare learners for the 'real' world of communication.

- ✓ Students have access to authentic cultural information.

- ✓ Students feel motivated because they are watching videos and listening songs of their famous singers, or reading books of their favorite authors.

- ✓ Help students transfer the language and situations of the classroom to the language and the situations of real-life.

- ✓ Show students examples of how the language they are learning in the classroom is actually used in the target culture (Martinez, 2002).

Disadvantages

Even though authentic materials have several advantages, there are some disadvantages that it is necessary to mention.

According to Martinez (2002) authentic materials have some disadvantages:

- ✓ They may be too culturally biased, so it is difficult for the students to understand.
- ✓ The vocabulary might not be relevant to the student's immediate needs.
- ✓ Too many structures are mixed so lower level students have a hard time decoding the texts.
- ✓ Special preparation is necessary which can be time consuming.
- ✓ Authentic listening material can contain so many accents that can be difficult for students to understand.
- ✓ The material can become outdated easily, e.g. news.
- ✓ News are a great source of authentic material, however, the context and environment in which students are, make a difficult task to understand them.
- ✓ Speakers tend not to pronounce words in the same way students might have first heard them in the classroom (Martinez, 2002).

According to Oura (2000) teachers may feel the need to use materials that motivate students. With the growing availability of podcasts and audio-visual material on the internet, both teachers and students have easy access to a broad range of authentic listening material. Once teachers start to use authentic materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans. Books can be bought from vendors, http://audible.com is the most popular site for authentic materials and most publishers that sell graded readers also have audiobooks available, but there is also an increasing number of sites that offer free audiobooks, notably Project Gutenberg http://www.gutenberg.org. Thousands of different titles are offered in audiobook format, fiction and non-fiction, recent popular books and classics. It is therefore relatively easy to find titles that are interesting to learners, or relevant in the context of a particular course.

However, many teachers feel that such recordings are too difficult to be exploited for intensive listening in the classroom and so use them for extensive listening type activities instead. Students, on the other hand, tend to have limited confidence in their ability to understand audio recordings, and often cite listening as the skill they find the most difficult. They might, however, need or wish to do something to change this, especially if they are aiming to study in an English-speaking environment or planning to travel to a place where the language is spoken (McDonald, 2010). Students will always be challenged to actively listen when using English. Why not prepare them while they are still students?

Authentic Materials can be found in different places:

- ✓ Remember that finding appropriate materials takes time

- ✓ Allow time to search and search some more

- ✓ Keep searching to create a collection of resources. Authentic Materials: Where to find them How to use them. (n.d). Retrieved August 18, 2014, from

  http://ed.sc.gov/agency/ccr/StandardsLearning/documents/AuthenticMaterials.pdf

Sources of Authentic Materials: Authentic Materials: Where to find them How to use them. (n.d). Retrieved August 18, 2014, from http://ed.sc.gov/agency/ccr/StandardsLearning/documents/AuthenticMaterials.pdf

- ✓ Literature (novels, poems, short stories, poetry, folk tales, comic strips)
- ✓ The internet
- ✓ Television
- ✓ News reports
- ✓ Soap operas
- ✓ Movies
- ✓ Songs
- ✓ Videos
- ✓ Newspapers
- ✓ Menus
- ✓ Magazines
- ✓ Brochures

- ✓ Comics,

- ✓ Data

- ✓ Surveys

- ✓ Interviews

- ✓ Weather Forecast

- ✓ Artwork

- ✓ Theater

- ✓ Photographs

- ✓ Editorials

- ✓ Government Web site. Authentic Materials: Where to find them How to use them. (n.d). Retrieved August 18, 2014, from http://ed.sc.gov/agency/ccr/StandardsLearning/documents/AuthenticMaterials.pdf

There are many sources that student can use in order to provide students with authentic material, teacher must know the different types of sources they can use in the classroom, the online sources can be used by students and teachers to have a successful learning, one of the online sources that is possible to mention is Moodle. Moodle is an open source that teachers can use to share with their students using the latest technology. The following information explains in details why Moodle is and why to use Moodle in the classroom.

Moodle background

Technology has been growing up every day and changing the world in giant steps. There are different types of technologies one of them is the internet

technology. One of the modern and effective implementations of internet technology into the educational sector is online tutorial. It is the fastest growing implementation of the technology that students are grabbing every second. Online tutorial leaves nothing impossible; it avails a novice every required material and even to an expert. This availability of information has made our life easy and independent. Some decades ago, many experts differed in using technology to learn, they thought that face to face classes was the best way to help students through the teaching learning process. However, this point of view has changed in the last couples of years, "The debate about which is better, face-to-face learning or online learning is fast becoming obsolete" (Berghage, 2013).

The common goal is that "An online course should be, above all, engaging, so that the learner enjoys the learning and is able to not only assimilate it but retain it and apply it". Online courses are revolutionizing formal education, and have opened a new genre of outreach on cultural and scientific topics. These courses deliver a series of lessons to a web browser or mobile device, to be conveniently accessed anytime, anyplace. An "online course is designed as a built environment for learning. It's constructed as an experience that can be followed sequentially or can be accessed throughout the designated time period," Another definition is the following: an online course is a directed learning process, comprised of educational information (articles, videos, images, and web links), communication (messaging, discussion forums) and some way to measure students' achievement. "There is no single formula for what constitutes an excellent online course," though in good courses the "student feels a great sense of community and investment in the

endeavor" (Berghage, 2013). However, an online course is more than the presentation of information or lectures. "Online courses require interaction, direction, and feedback," (Mandernach, 2012).

An online course is designed as an academic system with a structural organization and didactic processes that make extensive offer of activities, courses and educational programs and carrying out functions of teaching, research, outreach, extension and dissemination; developed based on the technologies information and communication where members have the opportunity to attend courses online, intervene in discussion forums, enjoy synchronous chat sessions, and exchange all kinds of messages, documents and ideas in a friendly atmosphere (Stanford, 2008). An online course influences very positively on the quality of teaching and the academic and administrative management since it permits enriching, but not replace, the relations between teachers, students, and managers, exceeding the limits temporary space for face-to-face relationships (Stanford, 2008).

Online courses are open platforms that integrates functions allowing simulating the actual course of the institution, covering spaces of knowledge, collaboration, consulting, management and experimentation, so that students, teachers, managers and support staff can interact without coinciding in time or space. In the face to face classes there is always a teacher, the same thing happens in the online courses where there is always a tutor to assist the students. Now, that online courses have been presented, it is time to meet a technological

dimension, it will make life easier, there is a platform that is more that an online course. This platform is called Moodle, History. (n.d.). Retrieved September 8, 2014, from http://docs.moodle.org/25/en/History.

What is Moodle?

The word Moodle was originally an acronym for "Modular Object-Oriented Dynamic Learning Environment (object-oriented dynamic learning environment and Modular), very useful to programmers and education theorists. NO It is also verb that describes the process of wandering lazily through something, and doing things when you think of making them. Moodle is an enormously versatile system for course and learning management, History. (n.d.). Retrieved September 8, 2014, from http://docs.moodle.org/25/en/History.According to The eLearning Guild Research 360° Report on Learning Management Systems, published in May 2008, many Guild members value it. Moodle is a learning platform (e-learning) software-based remote free with a large and growing base of users, it is an advanced management system and it was created by the Australian Martin Dougiamas.

This tool has been evolving since 1999, producing new versions of the product, spread over 100 countries and being translated into over 50 languages,History. (n.d.). Retrieved September 8, 2014, from http://docs.moodle.org/25/en/History.Today, Moodle has attracted a long list of developers devoted to Moodle improvements. "Moodle is a software package for producing Internet-based courses and websites (Moodle 2013). Moodle is an open source guided by the social constructivism approach that offers the possibility of creating different resources and quizzes and tracking students' participation easily.

Moodle has been widely used for language teaching in different countries (Dudeney and Hockly 2007).

How can Moodle be used?

Moodle uses sound pedagogical principles, and it is able to implement the principles so nicely that teachers can develop a virtual online environment exactly like real environment. Moodle is a learning platform which, in addition can be used for distance learning, it is an important tool to complement face-to-face education. Moodle is free software so its use and redistribution is free and its code is public. "With Moodle, you can create learning spaces called 'courses'. Each course has its own set of plugins and activities, called 'modules' in Moodle, and can be customized in terms of organization and appearance. You can password-protect courses so that only enrolled students or teachers have access. You can also time limit access to courses. Once you've set up a course, you can fill it with activities and texts, including audio and video" (Stanford, 2008). Moodle allows to create virtual workspaces, formed by information resources textual or tabular format, photographs or diagrams, audio or video, web pages or documents acrobat among many others as well as training resources type tasks submitted by website, tests, surveys, among others and communication resources such as chat and messaging forums.

Moodle is a Learning Management System (LMS); therefore, it provides the options like: documents, graded assignments, quizzes, discussion forums, to the students with a user-friendly interface. The main site of Moodle is Moodle.org. Moodle supports the popular SCORM standard for content packaging. Over the

world there are 6500 institutions, and there are 75,000 students, faculty and staff have been using this Moodle. As of January, 2008, there are 16,927,590 users of Moodle in 1,713,438 courses with 38,896 registered sites. One teacher can use Moodle for up to a range of 50,000 students. Thus, Moodle facilitates the mechanisms through which the learning materials and assessment activities are carried out by the student but also where tutors or teachers may enter the design and how to take knowledge to their students. Whenever a student raises a task or complete an entrance to the newspaper in response to a stated objective, a member of the team of tutors will read your submission, evaluate it and give you an answer to help you improve your work, where necessary (Graells, 2007). The tutors also tend to participate in the forums that may exist on a course, so you can ask him questions and discuss any topic related to the course with them. In addition, students who are enrolled in the same space, can take part in the discussion so that collaborative efforts to develop.

What is Moodle´s purpose?

Moodle is a tool to improve its way of teaching, a management system of free learning that allows you to create advanced, flexible and attractive formations online. The courses contain chats live between the students and the teachers, there are forums in which users can rate posts by relevance or knowledge, there are workshops online allowing students to evaluate the work of others, there are spontaneous surveys that allow the teacher to evaluate the opinion of students during the progress of a course, there are directories configured individually so that teachers can upload and share files (Graells, 2007). All of these features create an

active learning environment, full of different types of interactions student-student and student-teacher. Furthermore, Moodle provides features like: assignments, quizzes, questionnaires, forums, chat-rooms, Wikis, SCORM, etc. All these features of Moodle point towards a teaching institution. Therefore, if any institution is seeking for an organized course management software package, then Moodle is the perfect solution for them (Graells, 2007).

What the students or teachers need to use Moodle?

No strict requirement is needed to use Moodle. Anyone can conveniently operate Moodle, only if he has the ability to make a course and the different materials of the course. It is not that English is mandatory. Moodle supports many different languages. So, checking the Moodle language database, and then setting it to that language anyone can use Moodle into that language (Stanford, 2008). To use Moodle or any online course students or teachers need to have basic knowledge how to use a personal computer to send, receive, and to reply to emails. One should have his/her own email account. One cannot use the account belonging to another person. To have Internet access and skill is one of the requirement to use Moodle in an effective way students must at least have the idea of how to use web browser to navigate the World Wide Web. The most commonly used browsers are Internet Explorer, Firefox, and Netscape. Pupils are expected to be able to upload a file to the course management software.

Why to use Moodle?

Moodle has many benefits to the teacher virtual classroom or distance learning, its system arises from the idea that knowledge is constructed in the mind of the student, rather than be transmitted unchanged from books or teachings. A teacher who shares this point of view creates an environment focused on the student, who helps build that knowledge-based skills and knowledge. The Philosophy shared by Moodle is based on a social constructivist and constructive approach to education, emphasizing that not only teachers but also   students may contribute to their own educational experience. Moodle reflects and helps teachers to comment, share or to work collaborative with students in a new and dynamic environment (Stanford, 2008). Moodle and its virtual education generate learning focused on the active participation of the student which allows a meaningful learning. Think of a school staffroom: teaching materials in one corner, registers with names and student scores, in-trays, notice board, rogue's gallery, supplementary materials shelf, library, audio cassettes, videos, worksheets, etc(Stanford, 2008).

Now add a classroom where students can try out those materials and keep detailed records of their activities. Moodle gives you an electronic version of all this (and much more) in one website. It is an e-learning tool that can offer simple and safe solutions to any institution, no matter how large or small, be it an individual teacher or a huge university. Moodle facilitates online collaborations, which can be teacher-to-student, teacher-to-teacher or student-to-student" (Stanford, 2008).

As any instrument based on collaborative learning, Moodle presents a series of advantages derived mainly from their possibility of continuous interaction between teachers and students and among students themselves. In addition, to

being a system so easy to manage and adapt to the needs of each group of learners, allows the teacher to establish a relationship with the student based on learning by discovery, where the educator becomes mediator between the contents that must be purchased by the student and the student himself, thus becoming protagonist of their own learning (Stanford, 2008).

Moodle has been around since 1999. It is used by tens of thousands of institutions for online learning worldwide. Recently the UK Open University adopted it as a platform for its courses. Moodle's biggest draw is that it allows you to organize a wide variety of plugins and activitiesin one place along with learner tracking and individual learning pathways. Moodle is similar to its commercial equivalents such as Blackboard, Angel, First Class and Apex Learning. One key difference is that Moodle is open source. This means that the code is freely available. As a result, it is free to download it, there is global support for it from enthusiasts and professionals and it is customizable, that means you can brand it the way you want it by choosing your own banners, organization, layout, content and modules. The open-source movement is catching on all over the world. Other well-known examples are Open Office (for word processing), the Firefox browser and Wikipedia, the best-known wiki in the world (Stanford, 2008).

Moodle has many plugins and activities, which can be used to improve the different English skill as well as functions that allow teaching to have a better teaching experience. The Moodle functions are:

MOODLE FUNCTIONS

According to Stanford (2008) there are many applications in Moodle, some of them are:

Access to the Campus Virtual

To have access to the Campus virtual is necessary register is in the site of Moodle of the poly Virtual in the direction of your University or college.

Moodle supports a range of authentication mechanisms through modules that allows an easy integration with existing systems.

The teacher uses the following Moodle plugins and activities:

PLUGINS:

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses (Martinez, 2006).

Here there is a list of pluginsthat Moodle has:

- ✓ **Text page:** This type of resource is a simple page written using plain text. A number of formatting types are available to help turn your plain text into nice-looking web pages.
- ✓ **HTML page:** This sort of resource makes it easy to develop a complete single web page within Moodle, especially when you are using Moodle's WYSIWYG HTML editor.

- ✓ **Folder:** For helping organize files and one folder may contain other folders

- ✓ **IMS Content Packages IMS:** Content packages can be created and edited using a variety of content-authoring software. Content is usually displayed over several pages, with navigation between the pages. The content-authoring software produces a zip file, which can then be uploaded to your course in Moodle.

- ✓ **Labels:** Labels are a little different from other pluginsbecause they are text and images that are actually embedded directly among the other activity links in the course page

- ✓ **Files and web pages:** This resource type allows you to link to any web page or another file on the public web. It also allows you to link to any web page or other file that you have uploaded into your course files area from your own desktop computer.

- ✓ **Directory:** The directory resource can display a whole directory (and its subdirectories) from your course files area. Students can then browse and view all those files.

- ✓ **Blik Book:** An online discussion forum tool that allows students to ask and answer questions and receive academic support (Martinez, 2006, p. 1).

ACTIVITIES:

Interactive activities which enable students to work together with the instructor, the learning system, or each other (Martinez, 2006).

Here there is a list of activities that Moodle has:

✓ **Assignments:** Assignments allow the teacher to specify and collect a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Typical assignments include essays, projects, reports and so on. This module includes grading facilities; teachers can review it and provide feedback as well.

✓ **Advanced uploading of files:** Allows teachers to send files back to students in response to their submissions. A typical way to use this would be to edit the student's submitted file by adding comments and/or corrections, and then returning this file back to the student via the assignment. When a student clicks on the assignment, files sent to him or her appear as a list of Response files.

✓ **Online text:** This assignment type asks students to submit text, using the normal Moodle editing tools. Teachers can grade them online, and even add inline comments or changes.

✓ **Offline activity:** It is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face. Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades.

✓ **Chats:** The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed.

- ✓ **Choice:** A choice activity is very simple - the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.

- ✓ **Database:** The Database module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. You may be familiar with similar technology from building Microsoft Access or File maker databases.

- ✓ **Forums:** This activity can be the most important - it is here that most discussion takes place; students can exchange ideas about a specific topic. Forums can be structured in different ways, and can include peer rating of each posting. A teacher can impose subscription on everyone if they want to.

- ✓ **Glossary:** This activity allows participants to create and maintain a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course.

- ✓ **Journal:** The teacher uses Journal to keep notes and write reflections on activities (an online diary).

- ✓ **Lesson:** A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page.

- ✓ **Quizzes:** This module allows the teacher to design and set quiz tests, consisting of a large variety of question types, such us: multiple choice, true-false, and short answer questions. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Results of completed quizzes will automatically be entered into the gradebook.

- ✓ **Listening quizzes:** The teacher uses Listening quizzes to test students´ mastery of the skill.

- ✓ **SCORM packages:** A SCORM package is a bundle of web content packaged in a way that follows the SCORM standard for learning objects. These packages can include web pages, graphics, JavaScript programs, Flash presentations and anything else that works in web browsers. The SCORM module allows you to easily upload any standard SCORM package and make it part of your course.

- ✓ **Surveys:** The Survey module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

- ✓ **Wikis:** A Wiki enables documents to be authored collectively in a simple markup language using a web browser. The Moodle Wiki module enables

participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored.

✓ **Workshop:** A Workshop is a peer assessment activity with a huge array of options. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments in a variety of ways.

✓ **Hot Question:** A tool for students to pose questions about a topic that can be voted on by other students, resulting in a list of prioritized questions for the tutor.

✓ **Questionnaire:** A Moodle Activity that allows students to answer questions either anonymously or not. Commonly used for programmed and module evaluations.

✓ **Web quests:** The teacher uses Web quests to group students and create webpages.

✓ **Check list:** A checklist can be created by a teacher (or generated from the activities in a course) and then the students or teachers can check-off each item as they are completed.

✓ **Feedback:** The feedback module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. The teacher uses Feedback to create and conduct surveys to collect feedback. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

- ✓ **Outcomes:** Outcomes are specific descriptions of what a student has demonstrated and understood at the completion of an activity or course. Each outcome is rated by some sort of scale.

- ✓ **Gradebook:** The teacher uses Gradebook to keep a record of all students´ grades.

- ✓ **Blogs:** Form of online journal used by millions of people around the world for self-expression and communicating with family and friends. Blogs are usually organized as a chronological series of postings created by the author of the blog. Blogs usually are written by one person, although some blogs can be authored by groups of people.

- ✓ **Conditional activities:** Enable teachers to restrict the availability of any activity or even a course section (in Moodle 2.3 onwards) according to certain conditions such as dates, grade obtained, or activity completion. When it is enabled by the administrator, a "Restrict access" setting appears in the settings of activities or resources and also when editing a course section.

- ✓ **Language Filter:** The teacher uses Language Filter to ban certain words from your site or to change the language of the rubrics to one that suits the users.

- ✓ **Community hub:** provides a directory of courses for public use or for private communities.

- ✓ **Podcast:** Create a discussion forum and activate an RSS feed for the forum. Then simply post messages with media files as attachments. These will be delivered as podcasts in the RSS feed.

- ✓ **Time limit access to courses:** The teacher uses the feature Time limit access to courses so students cannot have access to courses that have already finished.

- ✓ **Audio:** The teacher uploads Audio in order to develop students´ skills by listening to native speakers' interactions.

- ✓ **Videos:** The teacher uploads Videos to develop students´ listening skills.

- ✓ **Video Board app:** The teacher uses Video Board app to allow learners to record video or audio on a mobile device and to submit the media directly to a "Video Board" module within a Moodle course.

- ✓ **Voice shadowing app:** The teacher uses Voice shadowing app so students can listen to a target language and attempts to repeat or "shadow" the language by recording their own speech.

- ✓ **Slide Show app:** The teacher uses Slide Show app to allow learners to capture images and recorded captions which are then automatically converted to an online slideshow in Moodle.

- ✓ **Allow students to view the correct answer:** The teacher uses Allow students to view the correct answer after a quiz. (p.1-5).

Moodle applications in teaching authentic listening in EFL and ESL context

ESL/EFL listening

Listening is considered the most important skill for ESL/EFL learners as "it internalizes the rules of language and facilitates the emergence of other language

skills" (Vandergrift 2011 p.455). Listening is also considered the most difficult skill to learn because of its temporal nature, the complexity of the listening processes and the special features of spoken language (Vandergrift, 2011). Fortunately, although listening has been most neglected and least taught in L2 classrooms, now teachers and researchers are centering their attention on how to best teach this important skill (Vandergrift, 2011). In fact, the traditional approach to teaching ESL/EFL listening, known as the Comprehensive Approach (C.A.), has lately been challenged as it mainly focuses on testing comprehension rather than teaching listening skills, Moodle.org. (n.d.). Retrieved July 24, 2014, from https://moodle.org/

As a consequence, a process approach to the teaching of ESL/EFL listening has been widely suggested by experts in L2 listening by progressively guiding ESL/EFL learners into the different skills, strategies and processes needed for different types of listening, L2 listeners can take a more active role and transfer that knowledge to future L2 listening situations. The ESL teacher is teaching English in an English immersion context (Vandergrift, 2011).

According to Zimmerman (2009) students are learning English in an environment where English is the primary language spoken, such as the US or Australia. The EFL teacher is teaching English as a Foreign Language in an environment where some other language (or languages) is primary, such as in France or Taiwan. There is a wide variety of hardware and software available for teachers of English as a Second Language (ESL) and of English as a Foreign Language (EFL). Even though the contexts between the two types of teaching/learning are different, the motivations are the same. Teachers and

students want and need access to techniques and strategies that effectively teach English. Depending on the specific context, the teachers and students may have more or less access to various types of technology. One example of this technology is: Moodle is a software package for producing Internet-based courses and websites.

Moodle is an open source guided by the social constructionist approach that offers the possibility of creating different resources and quizzes and tracking students' participation easily. Moodle has been widely used for language teaching in different countries (Dudeney and Hockly 2007). In the case of L2 listening, Moodle can be easily adapted to design pre/while/post listening activities following the CA. Stanford (2009) suggests using Moodle forums and mind maps to activate students' schemata in the pre-listening session, designing while-listening activities with Moodle quizzes (matching/numerical/cloze/multiple-choice) and asking students to complete a questionnaire for the post-listening stage. There are various reports on how Moodle has been used to design ELT listening activities (Motteram 2013, Motteram, et al 2008).

Inside the enormous potential offered by the network in the area of learning of languages include, among others, the universal availability of authentic materials, real-time interaction and communication possibilities and advantages offered by the union of media formats and the non-linear structure (hypermedia) information (Chun, 2000). Therefore, the essential idea of the communicative approach in the process of teaching and learning languages, the use of authentic material is a good support for teacher-student communication. However,

regardless of the means and resources used, whereas the role played by teachers and students in the learning process, the pedagogical principles underlying the proposal can range from methodological approaches where the teacher directs the entire process of learning to those based on the autonomy of the student in this process.

There are many listening activities that can be done in Moodle, some examples are described below:

In agreement with Plass (2000) there are many examples of listening activities used in EFL and ESL context, the activities are:

Online Audio Recording

It is an activity module that allows proposing tasks in which students must send an audio recording. This kind of task is often used in subjects of language learning, so that teachers can evaluate aspects linked to the pronunciation and intonation (Martinez, 2006).This module is not part of standard Moodle distribution, so it is necessary that the system administrator carry out your installation to use.

Configuration options specific to this module of recording are:

Allow forwarding: If teachers do not allow forwarding, once the task has been qualified, students may not modify sent recording. On the other hand, teachers will have to enable this option if, once described the job, want to get students to send it to be able to improve their work (with what teachers would have to qualify again the task).Email alerts to teachers: when this option is enabled,

whenever students add a recording to the task or update it, the teachers responsible for qualifies this task will receive a notice by e-mail.

Allow manual upload (let rise manual): allows students to upload the file with the recording instead of using the recorder online. It is possible that students want to use other software for recording or to perform various tests, and then attach the file to the task. The permitted formats are mp3, wma, and wav. History. (n.d.). Retrieved September 8, 2014, from http://docs.moodle.org/25/en/History

Voki - characters who speak (Text-to-Speech)

Voki copyright is an interesting tool that teachers can use into the English class. It's a widget (as an "extra") free to produce a "voki" or character (avatar) that moves and speaks the text which we introduce you (Martinez, 2006). This resulting "voki" we can insert into a web page, blog, wiki, etc. or send it by email and even mobile. As it uses the text-to-speech (move from text to voice), can be useful to help our students to the reflection of your own text and we can also help with the pronunciation of a playful way. One of the things that make it interesting to this tool is that it allows customizing the final product.

Choose a character and background. You can choose a person, politician, famous, animal, comic book character, change clothes, accessories, and the background (provided by the tool, or uploading your own image). We can change the color of the skin, the eyes, and the shape of the hair. The accent of the used text-to-speech robot is more than good, although it will depend on the selected language, for example, English uses accents: British (British) and American

(US).On the cover of this wiki you can see a good example: in this case, the "voki" serves to greet everyone who visits the page. You can also leave a message for your students (Martinez, 2006).

Application in the classroom

Martinez (2006) explains that teachers can create "vokis", then insert them into the class page, or send them by mail, custom (in this way, introduce a very important communicative factor). Although we must never forget that the verbal text produced is a machine, some languages have a quite real pronunciation, and we can play with it (especially, for the teaching of languages).

Martinez (2006) indicates that there are many examples of activities that can be done in Moodle:

Create greeting messages: Christmas, Valentines, birthdays, etc. In the process of adding a real communicative approach to linguistic formalisms, the "vokis" allow to contextualize them and socialize them, since they are enable to send them directly to a person. It is important to mention the disadvantages and advantages Moodle has into the classroom. The advantages and disadvantages are:

Moodle's advantages

Moodle is a very powerful tool that allows you to create and manage courses, topics or content in a simple way in which we can include a variety of activities and make an exhaustive monitoring of the work of our students, it also allows communication via forums, email and chat, thus promoting cooperative

learning. Moodle is based on social constructionist pedagogy (collaboration, activities, reflection, etc.). Navigation is accessible, reliable and stable as well as light, simple and compatible with different web browsers (Martinez, 2006).

According to Martinez (2006) Moodle has several themes or templates that allow the site administrator to customize colors, fonts to your taste or need. These templates are easy to modify and extend. It is translated into more than 70 languages. It allows educators to create virtual learning spaces in which develop courses online or use them for support as a complement to traditional teaching. The main advantage of this type of product is that it is developed entirely under free software, which makes it a very interesting alternative for educational communities who wish to use a platform to make their courses online.

Many say that cost savings is not the key Moodle advantage, but it is rather access to various innovative tools that interface with the Moodle platforms. Others like the adherence to open standards, and the promotion of interoperability, roles and user management, use of innovative plugins, and the support from online communities of practice (Stanford, 2008). Others like the large user community that fosters review, quality, reliability, accuracy, accountability, collaboration, and greater communication. Moodle users find that the breadth of talented people available is so great, that they can communicate with a developer or download a patch at any time of day, anywhere. Moodle is helping the education world set, follow, and maintain standards. Others suggest that Moodle developers are leading the way in e-Learning technology innovation because they can work as a

community with common interests, and foster collaboration in the pursuit of knowledge sharing and rapid development (Stanford, 2008).

Finally, Moodle is available in many languages, thereby greatly increasing the reach of the LMS (Learning Management System) to educators everywhere. Anyone (students and teachers alike), can choose to view a Moodle site in a different language simply by selecting the language from drop-down menu on the upper-right corner of the screen. For example, if you selected Chinese, the interface of the site (menus, tabs, and other labels) will change into that language. Educators can easily enhance learning based on local preferences. Note however, that Moodle does not translate the content itself. Any user-generated content remains in the language it was entered in (Jagannathan, 2008).

The strength of the application is another of its advantages due to the combination of a language programming PHP13 and the relational database MySQL14. Both elements allow a modular structure that facilitates its use and learning since they are using parts as they will know. Its use is quite simple and basic operations are performed without difficulty in an intuitive manner. Its great popularity led him to have a very wide network of developers that make up a community of more than 130,000 registered users in 160 countries and 75 languages (Stanford, 2008). More advanced users have been dedicated to publish, in the official website of Moodle, manuals and guides online. They are very complete documents that facilitate the use and adaptation of the users to this platform (Stanford, 2008).

Here there is a list of Moodle advantages according to Martinez and Jagannathan, (2008)

- ✓ High availability: Meets the needs of teachers, students, administrators and creators of content.

- ✓ Scalability: The application adapts to needs that appear in the course of the use of the same. Organizations both small as large Moodle architecture can be used.

- ✓ Ease of use: The utilities of Moodle are simple and their use is very intuitive. There are help manuals that facilitate their use.

- ✓ Interoperability: open source promotes exchange of information thanks to the use of the "open standards in the industry for deployments web" (SOAP45, XML16) In addition you can run in Linux17, MacOS18, Windows19.

- ✓ Stability. Moodle is an effective and reliable environment.

- ✓ Safety. Restricting access to the communities of learning Moodle is a solution to avoid unnecessary risks (p. 1-2).

Moodle's disadvantages

Moodleis a highly popular way to educate students for many educational institutions. Unfortunately, there are a fe*w* disadvantages of using Moodle, not only for students but also for teachers. The main disadvantages are: Decrease the work of teachers, the affective link is broken; it precludes face-to-face relationships between teacher and students, sense of isolation (Martinez and Jagannathan, 2008). It is very important that the platform has to be used to provide ways to foster

communication and collaboration between students and teachers, teachers or tutors has to compensate students for the lack of real coexistence. For teachers, it is very difficult to track each student continuously; on the other hand, it is very complicated to explain something so that it is understandable for students with different levels of learning.

In contrast, Moodle critics mention many of the OSS criticisms. For example, some feel that Moodle is not quite "enterprise-ready," nor able to support "mission critical" programs. Some suggest that Moodle is not truly free, and is only as good as the expert support available. Martinez and Jagannathan (2008) mention in their e-magazine: *A Low-Cost Solution for Successful e-Learning Learning solution,* that problems may occur with too much customization; other common criticisms are Moodle lacks: the ability to integrate with human resource system, the ability to integrate student administration systems and Moodle student information, the ability to support specific and complex business-process models. Another disadvantage of Moodle is that it is a technological tool which can be challenge for some students. If someone has a hard time with technology, Moodle may be a problem for the student. If the student does not have access to the Internet or some form of technology to utilize Moodle, then this becomes a disadvantage for the student and also for the instructor.

Another disadvantage to Moodle is that some student more specifically adult learners are resistant and hesitant to using any form of technology for learning. Even though Moodle allows for a great place to organize and store learning content which will be provided to the students, some adult learners are very resistant to

utilize technology for learning and they will not use it. If Moodle is used for online and distance learning, these students will not be keen on taking the course unless it is required (Martinez and Jagannathan, 2008). These students prefer a face-to-face interaction and instruction which Moodle does not provide. I think if the face-to-face interaction is available in Moodle, some student would be open to this technology for learning (Martinez and Jagannathan, 2008).

How does Moodle enhance teaching and learning process?

Many educators would agree that a vital indicator of student success is students' ability to develop both skills and an interest for lifelong learning. If this is the objective, however, then it follows that the modes of teaching teachers employ and the overall educational experience and environment (Stanford, 2008). Teachers offer should reinforce these skills. In this context, is important to discuss the importance of educational technology. Formerly merely an issue of what machine was used to achieve a particular type of presentation, the use of technology has emerged as a keystone issue with regard to lifelong learning (Stanford, 2008).

Increasingly, students are coming to college already possessing advanced skills and practices with regard to electronic learning and communication. Labeled by some as "digital natives" the computer and its electronic offshoots are so integral to their modes of thought, information acquisition and communication - indeed, central to their core behavioral repertoire that they literally live in a virtual vernacular world. Moodle offers numerous advantages for all those professors who want to enrich their work in the classroom with the support of a virtual learning

environment. Moodle offers a wide range of magnificent possibilities since it allows a basic use of the same (as a repository of resources for students) to a more complete use as learning space (training course in network that allows the students to interact with each other, access to content, perform tasks and activities while the teacher can make a full tracking of your activity in the classroom and virtual classroom (Prensky, 2006).

Moodle is "simple and powerful" at the same time gives great freedom and autonomy in managing courses. It offers us a lot of advantages in online classes, or complete face-to-face learning and mentoring of virtual students. Moodle runs on Linux, Mac and Windows (Dougiamas, 2002). Dougiamas, 2002 also adds that it is not necessary to know programming to use it, it is very safe to admit the standard protocol,all files are encrypted and held continuous automatic backups of courses that will prevent the loss of courses, documents and files. Teachers can add a password to the courses which allows different options how to open the course only to our students, or invite guests and even other teachers to work and cooperate in our subject. It is easy to migrate from other platforms of learning or office applications (Word, power point, pdf) that are currently using. Moodle has an excellent supporting documentation online and user communities that can solve any doubt, by means of various forums for this(Dougiamas, 2002).

Each course participant can become a professor and student, and can provide in-depth on a subject specific knowledge or help others with their questions and the learning process. Also, it will help the institution because it won't cost them a penny, which means saving a huge amount of money that formerly (Dougiamas,

2002). Remember that Moodle is free software and is complemented perfectly with other tools such as the Linux operating system, the browsers Firefox, open office package, the Bank of resources of Google and therefore all web 2.0. Researchers strongly recommend centers teachers and users use these free applications and gradual implementation. Traditional teaching based on oral transmission and consequent dictation of our notes seems to be in decline both in the school and in the University environment. Teachers must keep in mind that the use of these new technologies presupposes a change in teaching methods, since to do the same thing so far would not be necessary to such effort (Dougiamas, 2002).

Dougiamas, 2002 claims that Moodle is very useful to schools or educational institutions such as schools, academies, may be used in courses that range from early childhood education to university education, and in all areas of knowledge, which would mean having a free and easy tool which enables the comprehensive curriculum development transverse and longitudinal and curriculum development classroom (enabling teachers manage their course using the internet in the classroom during their classes or outside them and organize its contents, tasks or assessments), and to encourage the participation and involvement of students and their families. The platform is a vital tool for teachers allowing us to implement numerous activities of teaching and learning in the classroom through different media options. The use of digital whiteboards for exposure and small groups of students connected by Wi-Fi in their laptops is and will be a reality every day more common among students. The platform is currently used in projection on

a screen by means of cannons attached too portable in the classroom computers connected to the network(Dougiamas, 2002).

Moodle is a web solution that leads at present E learning's platforms, it is a fundamental tool for the new education, the educational centers should possess this type of educational applications in order to be creating an infrastructure adapted to the new times, we might say that it is the future of the education in the Network, close to other IT technologies that newly now it is starting using in the centers of education as pioneering in the new company of the knowledge.Moodle is a platform of learning distantly of free software that has users' great and increasing base that serves educators to create courses distantly of quality, which is based on the constructivism on pedagogy which affirms that the knowledge is constructed in the mind of the student. Moodle is very important for the students because they need to get used to the new technology, it will help them to be knowledgeable in the future. In conclusion, Moodle is a program of free code, of great importance and a tool of great interest for the majority of students who seek to learn every day more(Dougiamas, 2002).

III. TYPE OF STUDY

This is a mixed research approach since it has quantitative and qualitative analysis.

The type of study is exploratory, an exploratory research project is an attempt to provide the foundations that may lead to future studies, since the topic being investigated has not been taking into account before, that is why it can be said that the research problem is new.

An exploratory research is when researchers have an idea or have observed something and attempt to understand more about it, however, a small amount of information exists. One of the methods that can be used in this type of study are the interviews.

The research project was carried out in an exploratory way because it studied and analyzed a new topic, researchers try to seek for the relation among the variables, and there are three variables to investigate: Authentic materials, the Moodle platform, and the listening skill; the main aim is to find conclusions about the relation of the three variables.

IV.   RESEARCH DESIGN

This is a non-experimental design since it does not include a manipulation of the variables, situation, circumstances or experience of the participants, in other words, researchers do not manipulate the variables at all, on the contrary, what researchers do is to observe the phenomena in their natural context, and after that analyze them.   The aim of a non-experimental study is to observe exiting situations.

The non-experimental designs are classified in two: cross-sectional or transversal design and longitudinal design. This research is a cross-sectional or transversal design because this research collects data in a single moment, and the results will be exclusively valid for the time and place in which the research was developed. The data was collected only once.

In the non-experimental design, methods of study are often case studies, like in this research, and one of the techniques used to collect data is the survey.

V. POPULATION AND SAMPLE

To gather the information related to the purpose of this research, there was a field research that included the Foreign Language Department of the University of El Salvador. Research participants were the students of the Intermediate Intensive English I course whowere registered on semester II year 2014.

A. Population

In a research project the population "is the set of all the cases that match a series of specifications" Pérez, (2008). The population of this research project were students from the Intermediate Intensive English I, group 3 with a total of 36 students and the teacher of this course, Lcda. Claudia Vides de Guzmán was also interviewed.

B. Sample

As in every research it cannot be taken the whole population, for this essay a sample will be needed, a sample is the process of selecting units, people, organizations from a population of interest so that by studying the sample researchers may fairly generalize our results back to the population from which they were chosen. The participants in research, the sample, should be as representative as possible of the target population. The more representative the sample is, the more confident the researchers will be that the results can be generalized to the target population McLeod (2014) retrieved from http://www.simplypsychology.org/sampling.html.

The selected sampling to obtain the data was a census, since any formula was used, the sample in this research is the group number 3 of the Intermediate Intensive English I, where the researcher team administers a survey to a class of 36 students in the Foreign Language Department at the University of El Salvador in the year 2014. Besides that, the teacher of the course was included as a source of information. All the questions asked to students were structured because the questions followed a sequence previously established. On the other hand, the interview made to the teacher of the Intermediate Intensive English I was semi-structured because at the time when she was interviewed new questions emerged and they were answered spontaneously.

VI.   DATA GATHERING PROCESS

A. Research Techniques

To carry out this research, the data collection techniques are needed to get the information and do the data analysis, researchers will select the group that is going to be the sample; in this case the sample will be the teacher and students of the Intermediate Intensive English I since this is a case study.

1. Students' survey

It helps us to get information since a predetermined set of questions is given to a sample of students, who are students of Intermediate Intensive English I, they will response based on their knowledge and experience about the Moodle platform. At the end, researchers will analyze the questions through a graphical representation.

2. Observation

Researchers will design a check list based on the theory (theoretical framework), this check list will contain all the general and specific features that will cooperate to the listening skill, the check list will be filled out by the two researchers based on the observation made to the Moodle platform.

To collect the data, researchers will periodically enter to Moodle, specifically to the virtual class of Intermediate Intensive English I to observe the use of authentic material used to contribute to the listening skill.

3. Teacher's interview

The last instrument is a semi-structured interview to the teacher Lcda. Claudia Vides de Guzmán. Researchers and tutor decided to do a semi-structured interview because it allows to the informant the freedom to express her opinion in her own terms, the opinion or answers will not be altered since researchers will transcript a verbatim of the responses.

Semi-structured interviews are often preceded by observation, in this case the observation to the Moodle Platform to fill out the check list. Semi-structure interviews can provide reliable and comparable qualitative data.

B. Research Instruments

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STUDENTS` SURVEY

"Use of authentic materials trough Moodle platform to enhance the listening skill of students of Intermediate Intensive English I at the Department of Foreign Language of the University of El Salvador during the year 2014"

Instructions:

Based on your experience using Moodle in your class of Intermediate Intensive English I, please select the best option that fits for you.

1) How often do you log in to Moodle?

Never □   Almost never □   Sometimes □   Often □Usually□Always □

2) What do you do in Moodle?

o Check information about the course

o Study using the material posted by the teacher

o Upload homework

3) How do you prefer to hand in the homework?

o Upload it to the Moodle platform

o Give it to the teacher in the classroom

4) In your opinion, check the pluginsthat Moodle has?

 o Text page

 o Html page

 o   Folder

 o   Labels

 o Files and web pages

 o   Directory

 o Blikbook

 o I do not know

5) In your opinion, check the activities that can be done on Moodle?

□ Assignments

□ Chat

□ Choice

□ Database

□ External tool

□ Feedback

□ Forum

□ Glossary

□ Lesson

□ Quiz

□ SCORM

□ Survey

□ Wiki

6) Can I learn effectively using Moodle?

Strongly disagree □   Disagree □   Neutral □   Agree □   Strongly Agree □

7) I enjoy using Moodle

Strongly disagree □   Disagree □   Neutral □   Agree □   Strongly Agree □

8) How do you define the level of difficulty of the Moodle platform?

Easy to use □   Somewhat difficult to use □   Difficult to use □

9) Where do you have internet access?

At home □   At the university □   Other □

10)   Which devices do you use to log in to Moodle?

Cellphone□   Desktop computer□   Laptop □   Tablet □   Other□

11)   Does your instructor seem knowledgeable using Moodle as a learning platform for the course?

Yes □   No □

12) Mention the listening activities that you practice in Moodle?

□ Watch videos

□ Listen to music

□ Practice pronunciation using Moodle features

□ Record and edit your listening text

13)   At the beginning of the course, did you receive an orientation on how to use Moodle?

Yes □   No □

14)   If you received an orientation to Moodle, do you think it was adequate for your needs?

Yes □   No □

15)   Does your teacher use authentic Listening materials in Moodle?

Never □   Almost never □   Sometimes □   Often □Usually□   Always □

If   yes,   mention   which   activities:

_____

_____

16)   Do you watch movies and videos in English?

Never □   Almost never □   Sometimes □   Often □Usually□   Always □

17)   Do you listen to English music?

Never □ Almost never □Sometimes □   Often □Usually□   Always □

Please answer the following questions:

18)   Could   you   mention   all   the   advantages   that   Moodle   has?

_____

_____

_____

_____

19)   Could you mention all the disadvantages that Moodle has?

_____

_____

_____

_____

CHECK LIST

The teacher uses the following Moodle plugins and activities:

I-   Plugins:

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses.

✓ General Plugins:

_____**Text page:** This type of resource is a simple page written using plain text. A number of formatting types are available to help turn your plain text into nice-looking web pages.

_____ **HTML page:** This sort of resource makes it easy to develop a complete single web page within Moodle, especially when you are using Moodle's WYSIWYG HTML editor.

_____**Folder:** For helping organize files and one folder may contain other folders.

_____ **IMS Content Packages IMS:** Content packages can be created and edited using a variety of content-authoring software. Content is usually displayed over several pages, with navigation between the pages. The content-authoring software produces a zip file, which can then be uploaded to your course in Moodle.

_____**Labels:** Labels are a little different from other resources because they are text and images that are actually embedded directly among the other activity links in the course page

_____ **Files and web pages:** This resource type allows you to link to any web page or another file on the public web. It also allows you to link to any web page or other file that you have uploaded into your course files area from your own desktop computer.

_____**Directory:** The directory resource can display a whole directory (and its subdirectories) from your course files area. Students can then browse and view all those files.

_____ **Blik Book:** An online discussion forum tool that allows students to ask and answer questions and receive academic support.

✓ **Specific Plugins:**

Pluginsused in Moodle to develop listening skill.

_____ **Audacity:** Is free and open source cross-platform software for recording and editing sounds. It's very easy to use: ideal for language teachers wanting to create mp3 audio recordings which can then be uploaded and inserted anywhere in Moodle.

_____ **Elllo**: Is a free collection of audio and video recordings of speakers from all over the world.

_____ **Nano Gong:** Is a contributed module for Moodle 1.9 which allows students and teachers to easily make audio recordings in Moodle

_____ **PoodLL:** Is a set of plugins for that add multimedia capabilities, most notably audio and video recording, to Moodle. It also comes with a range of useful widgets such as flashcards and a whiteboard. PoodLL consists of 4 different Moodle plugins, the PoodLL Filter, the PoodLL repository, The PoodLL Online Assignment (2.2) and the PoodLL Recording question type.

_____ **Randall's ESL Cyber Listening Lab:** went online in 1998 to provide language learners opportunities to improve their listening comprehension skills in English.

_____ **Voki - characters who speak (Text-to-Speech):** Voki copyright is an interesting tool that we can take to the classroom of languages (specifically English). It's a widget (as an "extra") free to produce a "voki" or character (avatar) that moves and speaks the text which we introduce you. This resulting "voki" we can insert into a web page, blog, wiki, etc. or send it by email and even mobile. As it uses the text-to-speech (move from text to voice), can be useful to help our students to the reflection of your own text and we can also help with the pronunciation of a playful way. One of the things that make it interesting to this tool is that it allows customizing the final product. Choose a character and background. You can choose a person, politician, famous, animal, comic book character, change clothes, accessories, and the background (provided by the tool, or uploading your own image). We can change the color of the skin, the eyes, and the shape of the hair.

II.   Activities:

Interactive activities that enable students to interact with the instructor, the learning system, or each other.

✓ **General Activities:**

_____**Assignments:** Assignments allow the teacher to specify and collect a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Typical assignments include essays, projects, reports and so on. This module includes grading facilities, teachers can review it and provide feedback as well.

_____**Advanced uploading of files:** Allows teachers to send files back to students in response to their submissions. A typical way to use this would be to edit the student's submitted file by adding comments and/or corrections, and then returning this file back to the student via the assignment. When a student clicks on the assignment, files sent to him or her appear as a list of Response files.

_____ **Online text:** This assignment type asks students to submit text, using the normal Moodle editing tools. Teachers can grade them online, and even add inline comments or changes.

_____ **Offline activity:** It is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face. Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades.

_____ Chats: The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed.

_____ Choice: A choice activity is very simple - the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.

_____ Database: The Database module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. You may be familiar with similar technology from building Microsoft Access or File maker databases.

_____Forums: This activity can be the most important - it is here that most discussion takes place;students can exchange ideas about a specific topic. Forums can be structured in different ways, and can include peer rating of each posting. A teacher can impose subscription on everyone if they want to.

_____ Glossary: This activity allows participants to create and maintain a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course.

_____ Journal: The teacher uses Journal to keep notes and write reflections on activities (an online diary).

_____ **Lesson:** A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page.

_____ **Quizzes:** This module allows the teacher to design and set quiz tests, consisting of a large variety of question types, such us: multiple choice, true-false, and short answer questions. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Results of completed quizzes will automatically be entered into the gradebook.

_____ **SCORM packages:** A SCORM package is a bundle of web content packaged in a way that follows the SCORM standard for learning objects. These packages can include web pages, graphics, JavaScript programs, Flash presentations and anything else that works in web browsers. The SCORM module allows you to easily upload any standard SCORM package and make it part of your course.

_____ **Surveys:** The Survey module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

_____ **Wikis:** A Wiki enables documents to be authored collectively in a simple markup language using a web browser. The Moodle Wiki module enables participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored.

_____ **Workshop:** A Workshop is a peer assessment activity with a huge array of options. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments in a variety of ways.

_____ **Hot Question:** A tool for students to pose questions about a topic that can be voted on by other students, resulting in a list of prioritized questions for the tutor.

_____ **Questionnaire:** A Moodle Activity that allows students to answer questions either anonymously or not. Commonly used for programme and module evaluations.

_____ **Web quests:** The teacher uses Web quests to group students and create webpages.

_____ **Checklist:** A checklist can be created by a teacher (or generated from the activities in a course) and then the students or teachers can check-off each item as they are completed.

_____ **Feedback:** The feedback module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. The teacher uses Feedback to create and conduct surveys to

collect feedback. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

_____ **Outcomes:** Outcomes are specific descriptions of what a student has demonstrated and understood at the completion of an activity or course. Each outcome is rated by some sort of scale.

_____ **Gradebook:** The teacher uses Gradebook to keep a record of all students´ grades.

_____ **Blogs:** Form of online journal used by millions of people around the world for self-expression and communicating with family and friends. Blogs are usually organized as a chronological series of postings created by the author of the blog. Blogs usually are written by one person, although some blogs can be authored by groups of people.

_____ **Conditional activities:** Enable teachers to restrict the availability of any activity or even a course section (in Moodle 2.3 onwards) according to certain conditions such as dates, grade obtained, or activity completion. When it is enabled by the administrator, a "Restrict access" setting appears in the settings of activities or resources and also when editing a course section.

_____ **Language Filter:** The teacher uses Language Filter to ban certain words from your site or to change the language of the rubrics to one that suits the users.

_____ **Community hub:** provides a directory of courses for public use or for private communities.

_____ Podcast: Create a discussion forum and activate an RSS feed for the forum. Then simply post messages with media files as attachments. These will be delivered as podcasts in the RSS feed.

_____ Time limit access to courses: The teacher uses the feature Time limit access to courses so students cannot have access to courses that have already finished.

_____ Slide Show app: The teacher uses Slide Show app to allow learners to capture images and recorded captions which are then automatically converted to an online slideshow in Moodle.

_____ Allow students to view the correct answer: The teacher uses Allow students to view the correct answer after a quiz.

✓ **Specific Activities:**

Activities used in Moodle to develop listening skill.

_____ Video Board app: The teacher uses Video Board app to allow learners to record video or audio on a mobile device and to submit the media directly to a "Video Board" module within a Moodle course.

_____ Voice shadowing app: The teacher uses Voice shadowing app so students can listen to a target language and attempts to repeat or "shadow" the language by recording their own speech.

_____ Videos: The teacher uploads Videos to develop students´ listening skills.

_____ **Audio:** The teacher uploads Audio in order to develop students´ skills by listening to native speakers' interactions.

_____**Online Audio Recording:** Is an activity module that allow propose tasks in which students must send an audio recording. This kind of task is often used in subjects of language learning, so that teachers can evaluate aspects linked to the pronunciation and intonation

 _____ **Listening quizzes:** The teacher uses Listening quizzes to test students´ mastery of the skill.

Elaborated by the research team (Carbajal & López, 2014) during the development of the theoretical framework.

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SCHOOL OF ARTS AND SCIENCES

FOREING LANGUAGES DEPARTMENT

TEACHER`S INTERVIEW

"Use of authentic materials trough Moodle platform to enhance the listening skill of students of Intermediate Intensive English I at the Department of Foreign Language of the University of El Salvador during the year 2014"

BASED ON YOUR EXPERIENCE WITH MOODLE PLEASE ANSWER THE FOLLOWING QUESTIONS

1) How do you describe student's attitude towards Moodle?

2) What do you do to motivate students to use Moodle?

3) How to deal with student's attitude?

4) At the beginning of the course, did you provide instructions to the students how to use Moodle?

5) How do you evaluate student's motivation towards Moodle?

General questions about Moodle

1) Did you receive training on how to use Moodle?

2) How many courses did you receive?

3) How long was the training?

4) What were the requirements to assist the training?

5) Do you think that the training gave the tools and knowledge in order to use Moodle effectively?

6) Did the course help you to link Moodle with English teaching?

7) Could you mention all the disadvantages that Moodle has?

8) Could you mention all advantages that Moodle has?

9) What is the purpose of using Moodle in your course of Intermediate Intensive English 1?

10) The information you upload in Moodle, is it from the course book or any other source?

Listening

1) Which listening activities do you develop using Moodle?

2) Which are the strategies that you implement in order to improve the students listening skill?

3) What are the steps that you take into account to teach listening?

4) How do you evaluate the listening skill in your students?

5) Do you provide feedback about listening into the classroom or trough Moodle?

6) Which type of listening do you prefer extensive or intensive listening? Why?

VII. DATA ANALYSIS

A. Statistical procedures

1) How often do you log in to Moodle?
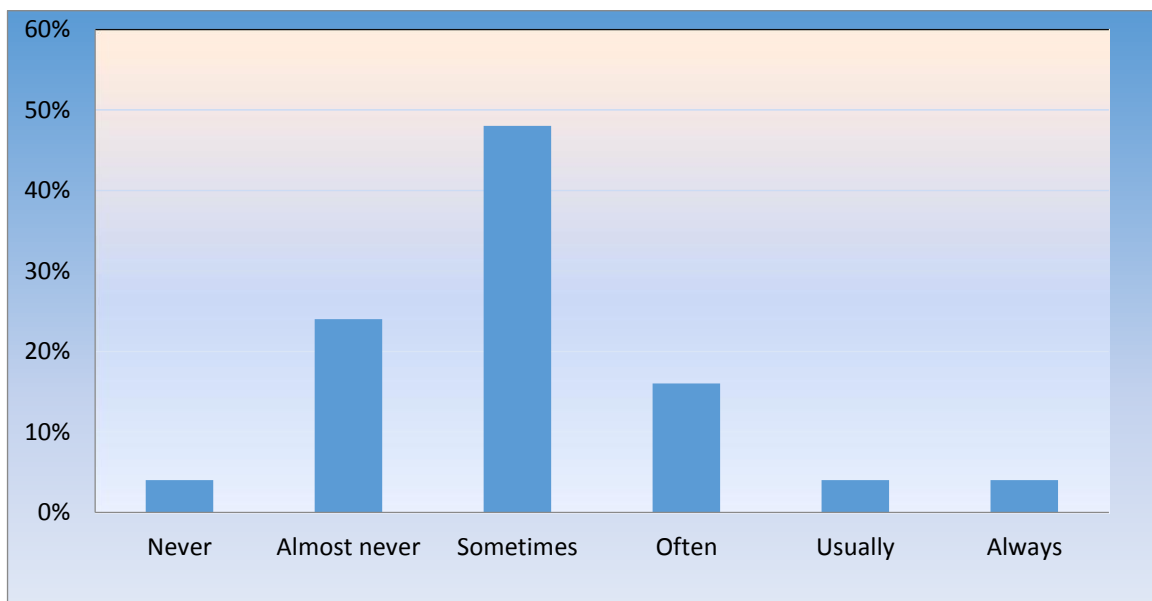
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to this graphic, it is possible to observe that 48% of the students of the Intermediate English I sometimes log in to Moodle, in contrast, 4% of students never log in to Moodle in the whole semester

2) What do you do in Moodle?
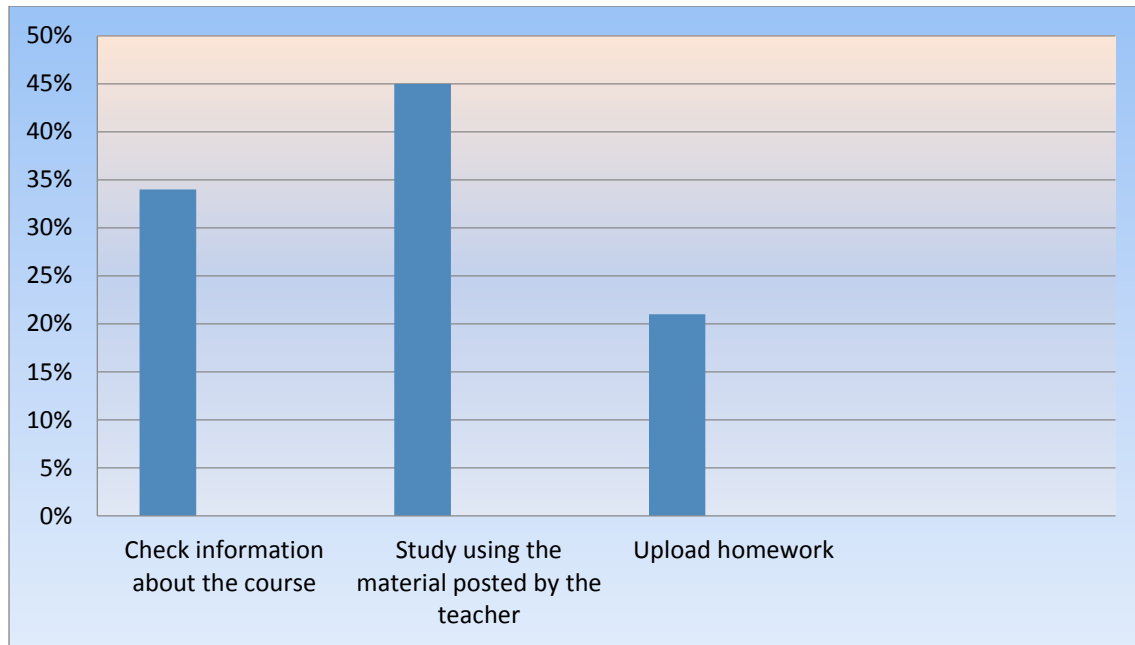
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

In this graphic, it can be seen that the activity students do more in Moodle is study the material posted by the teacher, though a few students upload homework in Moodle.

3) How do you prefer to hand in the homework?
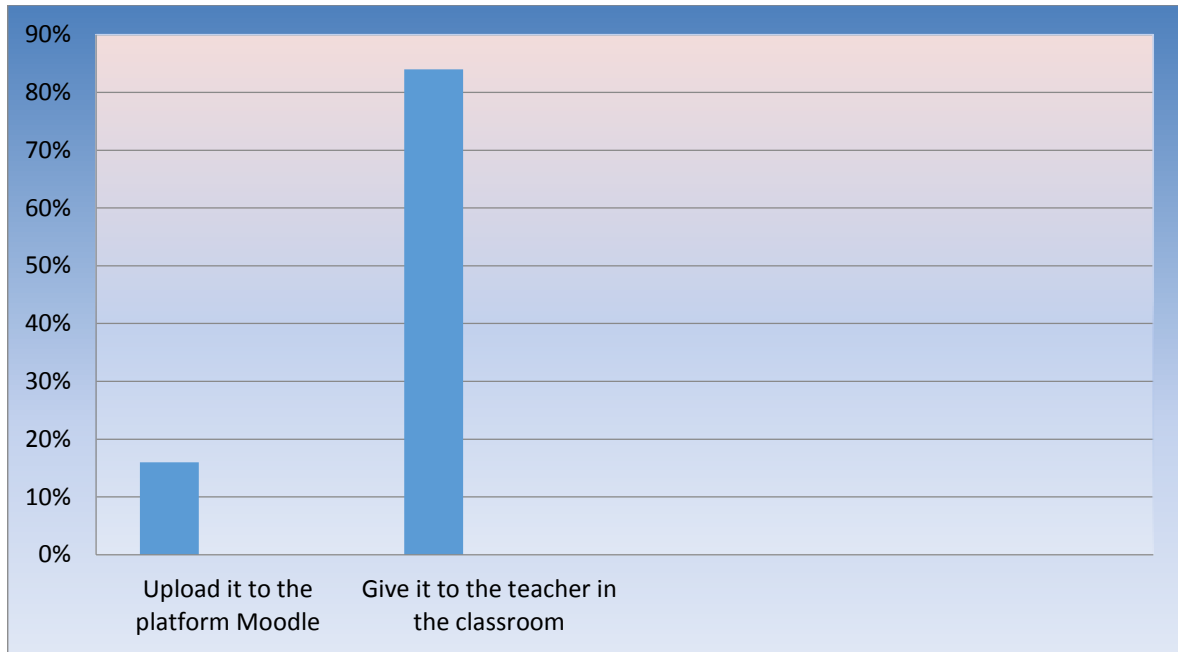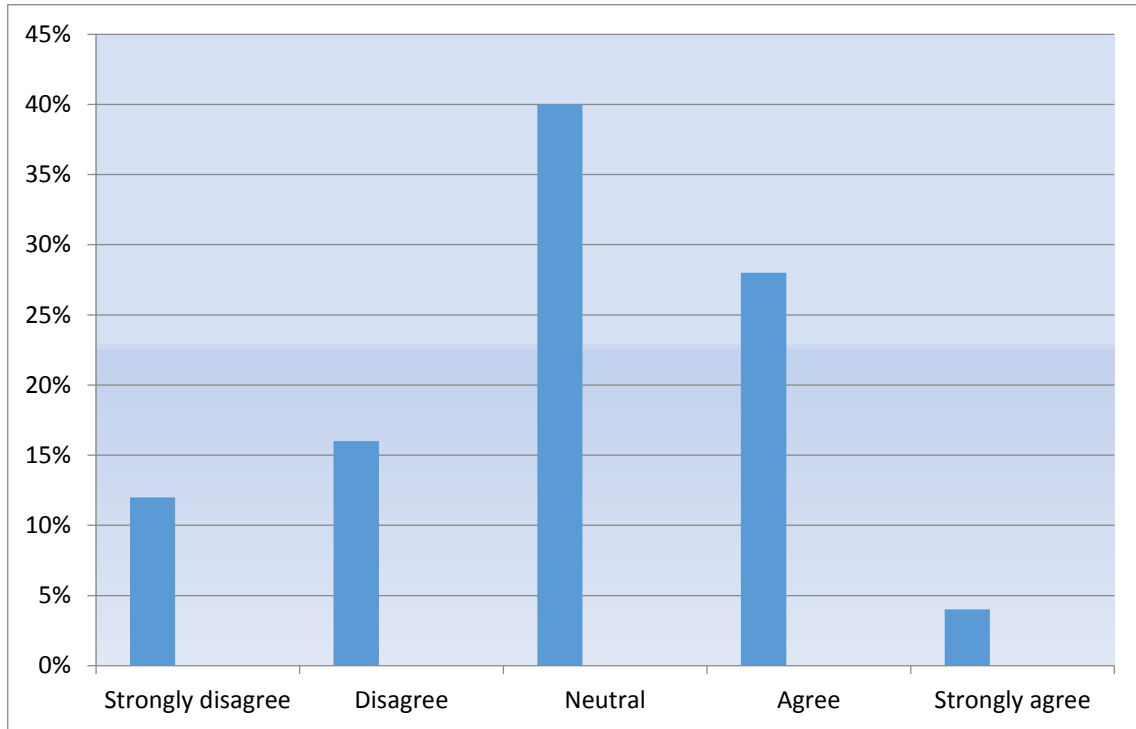

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The chart describes most of the students with 84% prefer to give the homework to the teacher in the classroom, on the other hand 16% of the students prefer upload in to the Moodle platform.

4) In your opinion, check the resources that Moodle has?
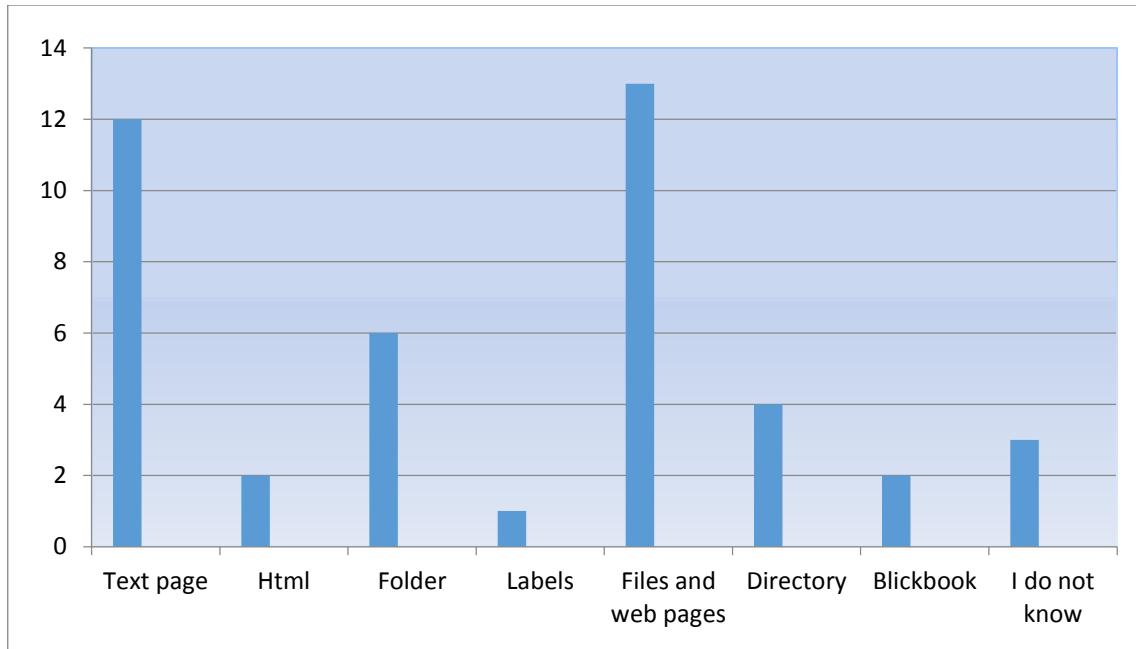
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The chart shows that most of the students know the resources Files and web pages and text page, on the other hand, labels is the less known by the students.
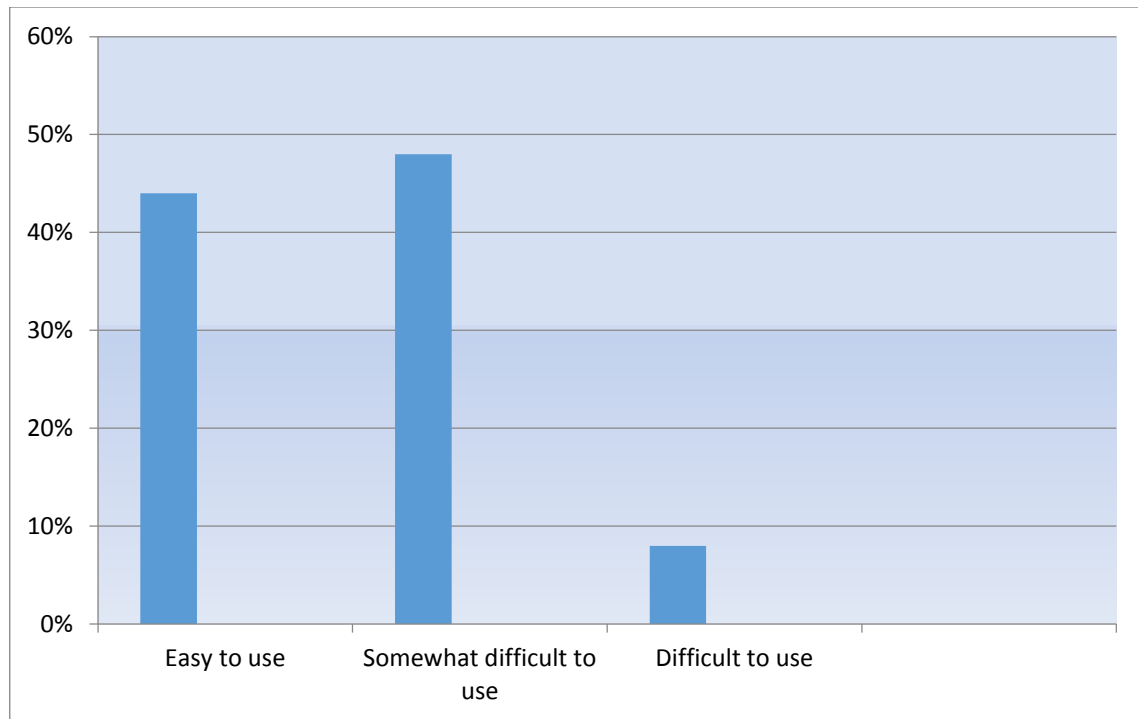
5) In your opinion, check the activities that can be done on Moodle?
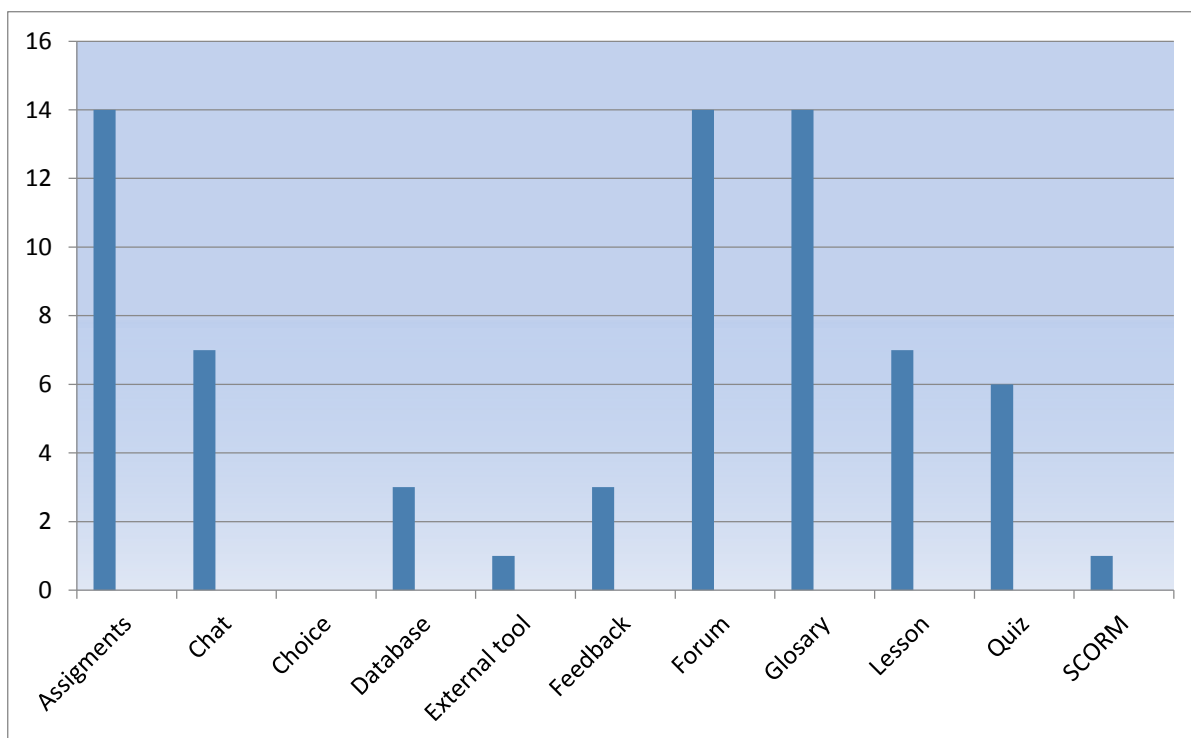
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to the chart it is possible to observe that students know many activities that can be done in Moodle and the most popular were forum, assignments, glossary with 14 students respectively, while External tool and Scorm were the less popular among students.

6) Can I learn effectively using Moodle?
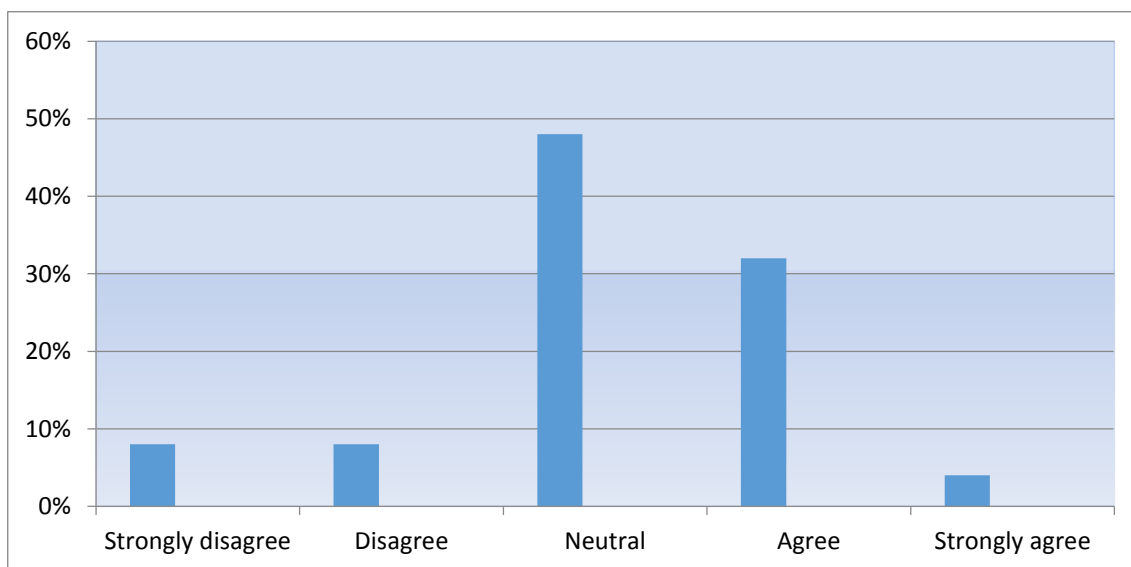
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The largest percentage is 48%, these students have a neutral response about learning effectively using Moodle, although, 32% agree that they can learn using Moodle.

7) I enjoy using Moodle

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The chart shows 40% students have neutral response when they were asked if they enjoy using Moodle; however, 4% strongly agreed that they enjoy using Moodle.

8) How do you define the level of difficulty of the Moodle platform?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

At this stage of the research, from the table above, it can be seen that 48% of students think Moodle is somewhat difficult to use, while 44% think Moodle is easy to use.
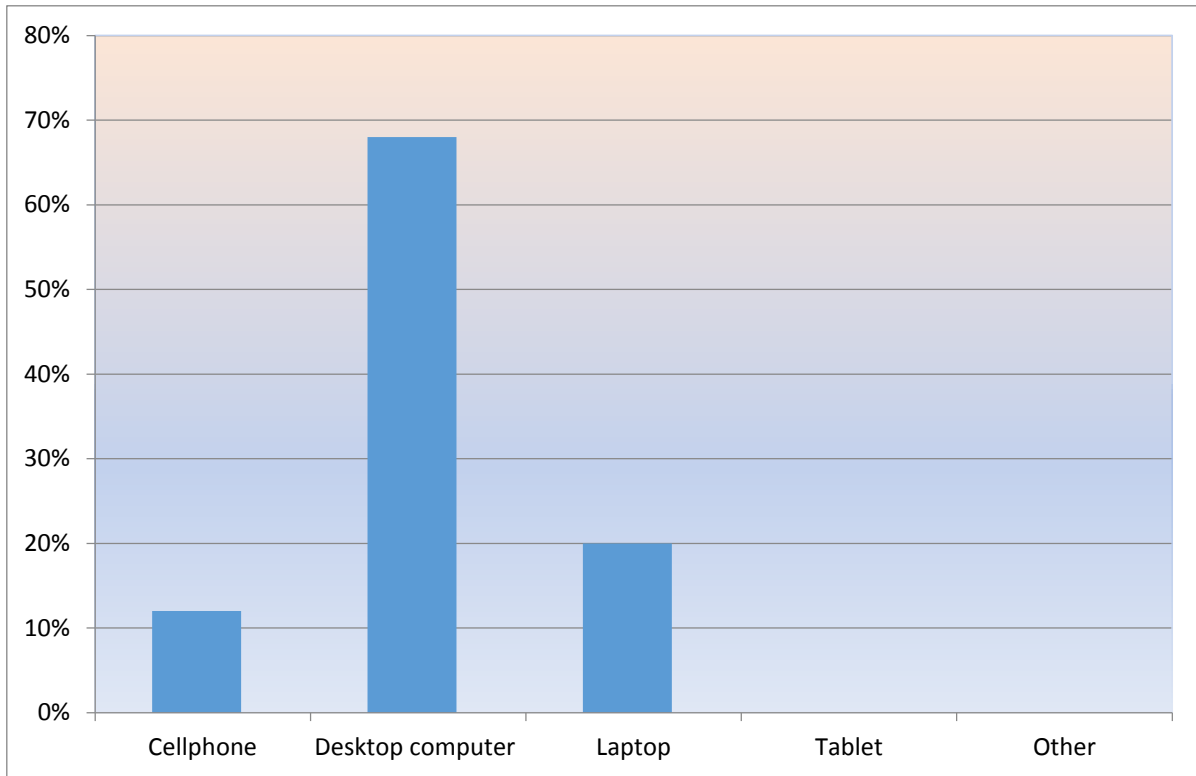
9) Where do you have internet access?
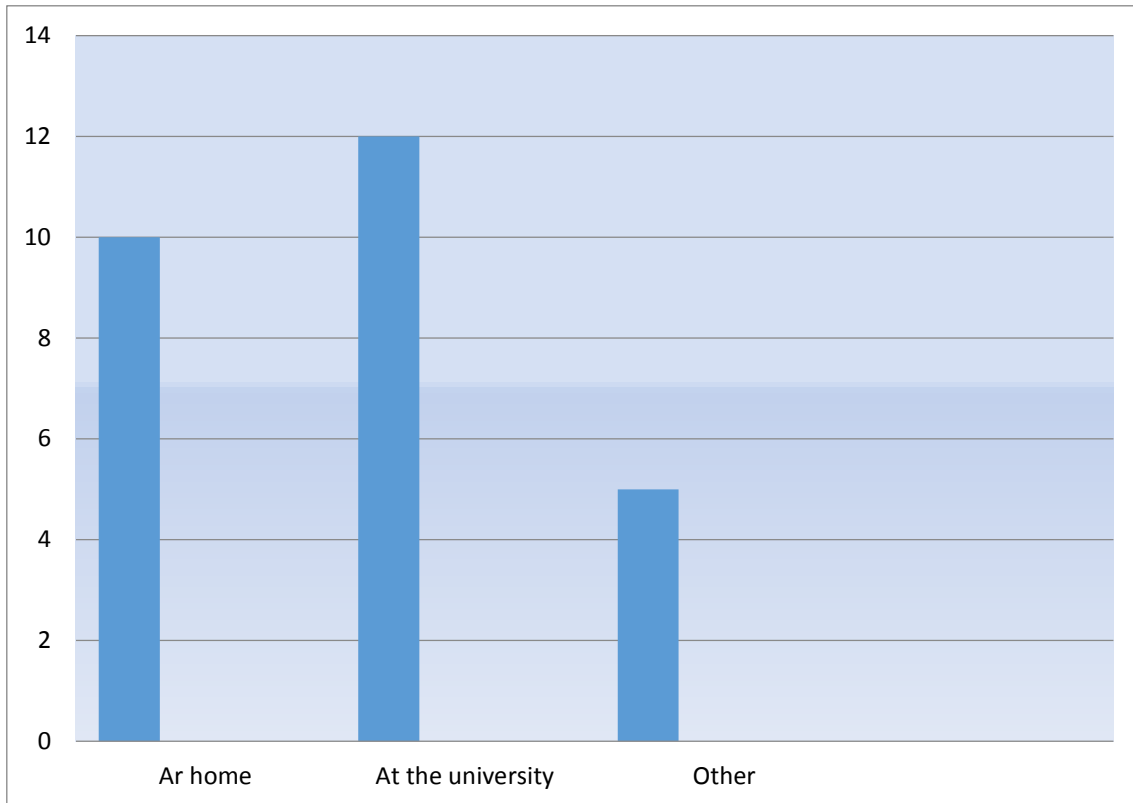
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The chart shows 12 students are able to access to the internet at the university and 10 students have access to the internet at home, unlike 5 students have to the internet in other places.
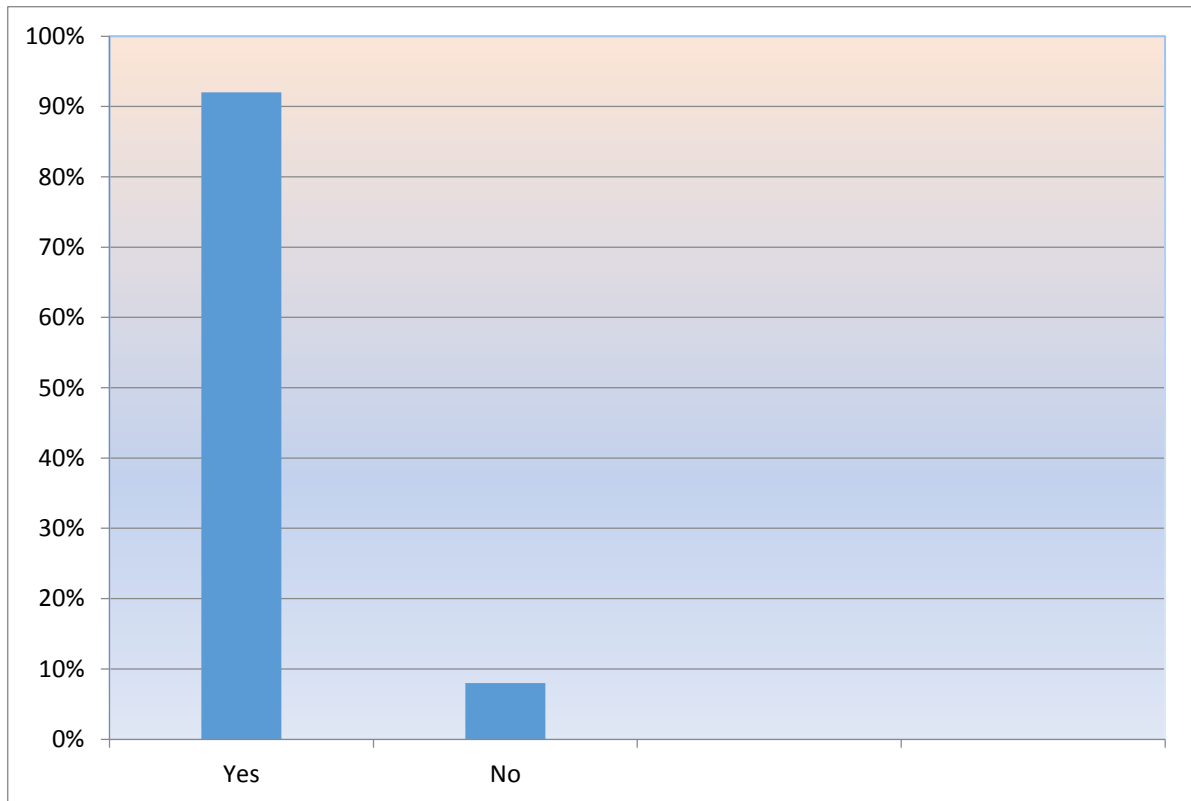
10)Which devices do you use to log in to Moodle?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to the results of this question, 68% of students use a desktop computer to log in to Moodle; however, 12% use their cell phones to log in to Moodle.
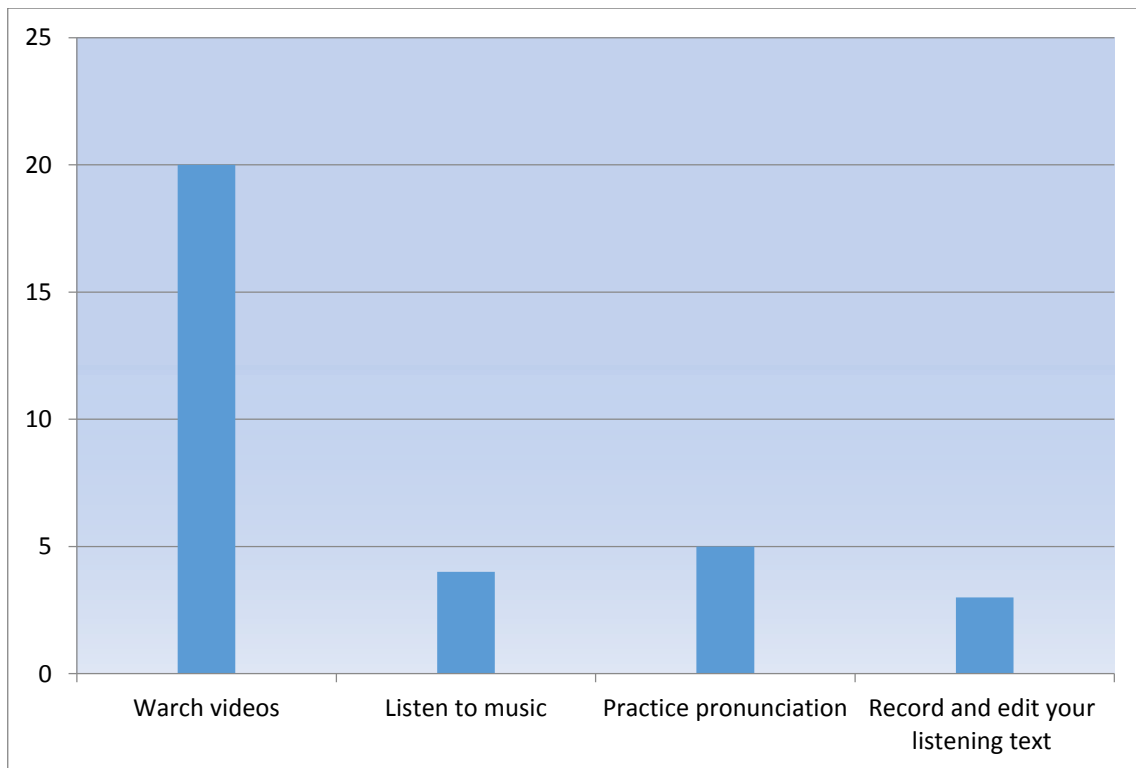
11) Does your instructor seem knowledgeable using Moodle as a learning platform for the course?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to the chart 92% of students believe that instructor looks knowledgeable using Moodle, on the contrast 8% of students think teacher does not seem knowledgeable about the use of Moodle.
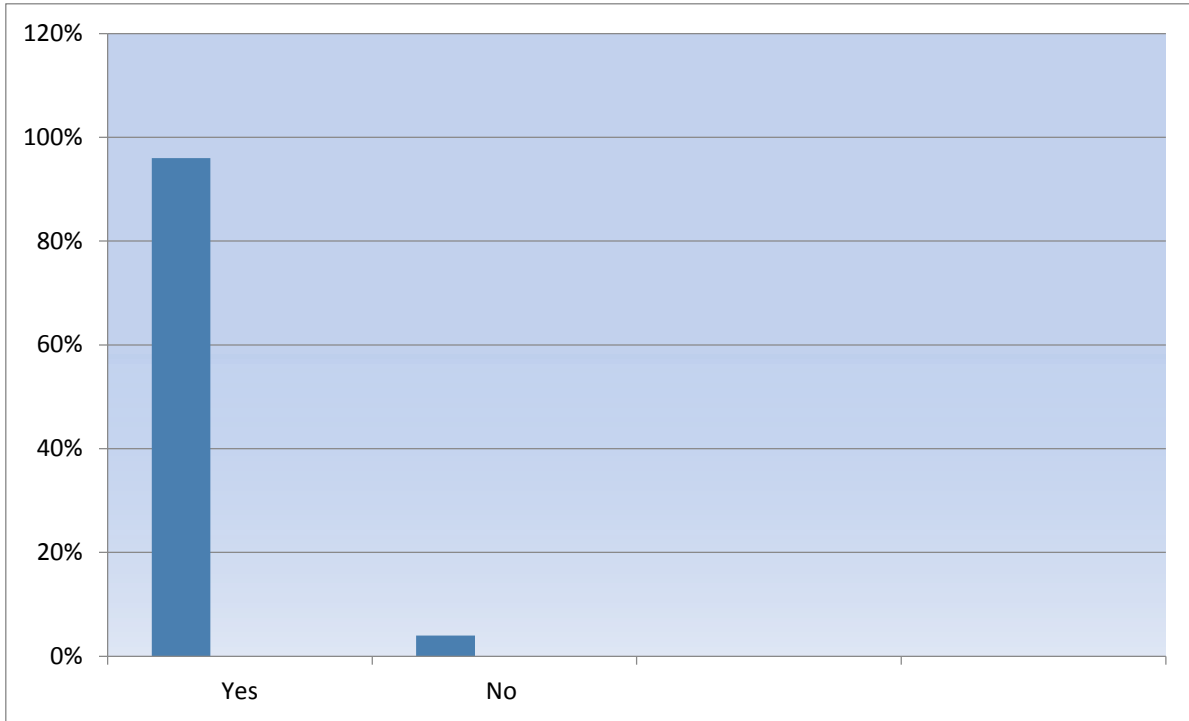
12) Mention the listening activities that you practice in Moodle?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to the students, the activity they practice the most in Moodle is to watch videos with 20 students, and only 3 students record and edit their listening text.
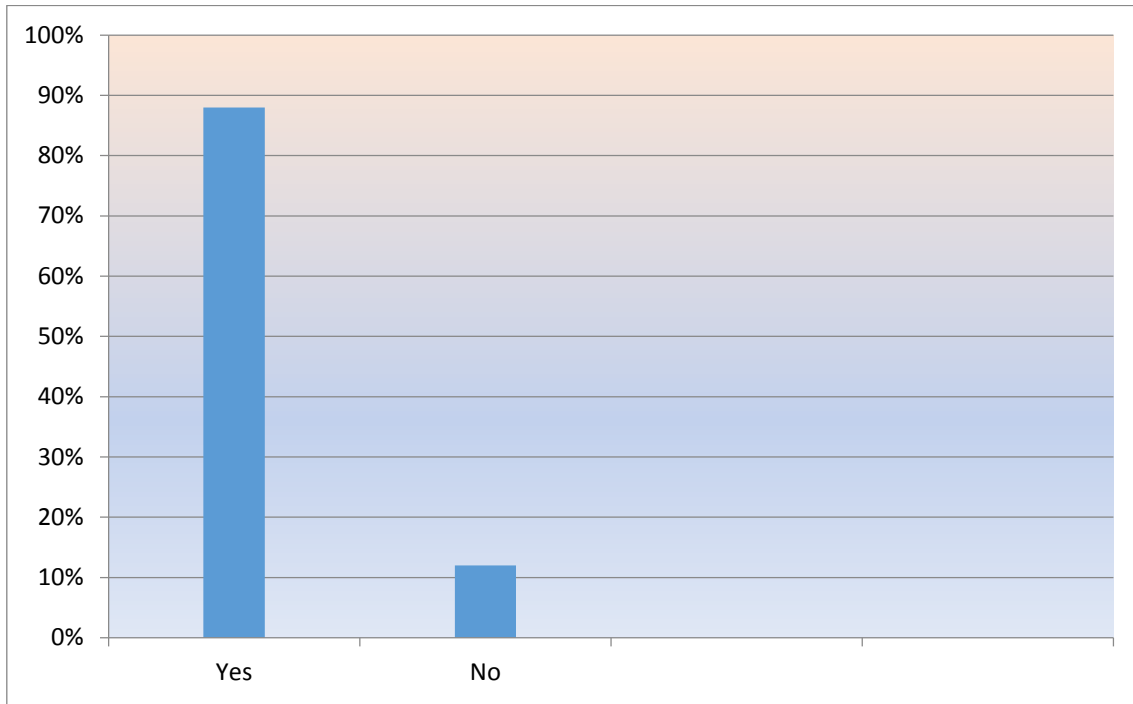
13)   At the beginning of the course, did you receive an orientation on how to use Moodle?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

In this chart, it is represented that the majority of students, the 96% received an orientation on how to use Moodle at the beginning of the course. Only the 4% said the opposite.
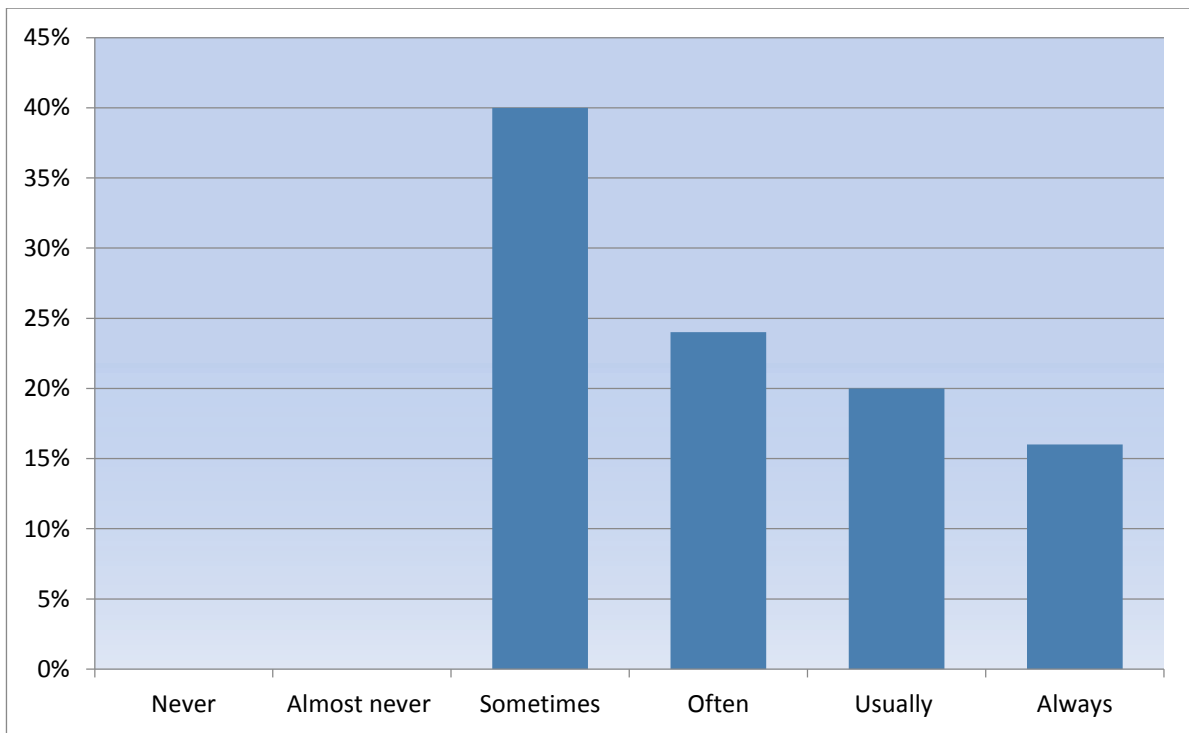
14) If you received an orientation to Moodle, do you think it was adequate for your needs?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

The 88% of students think that the orientation they received on how to use Moodle was adequate for their needs, however, 12% thinks quite the opposite.

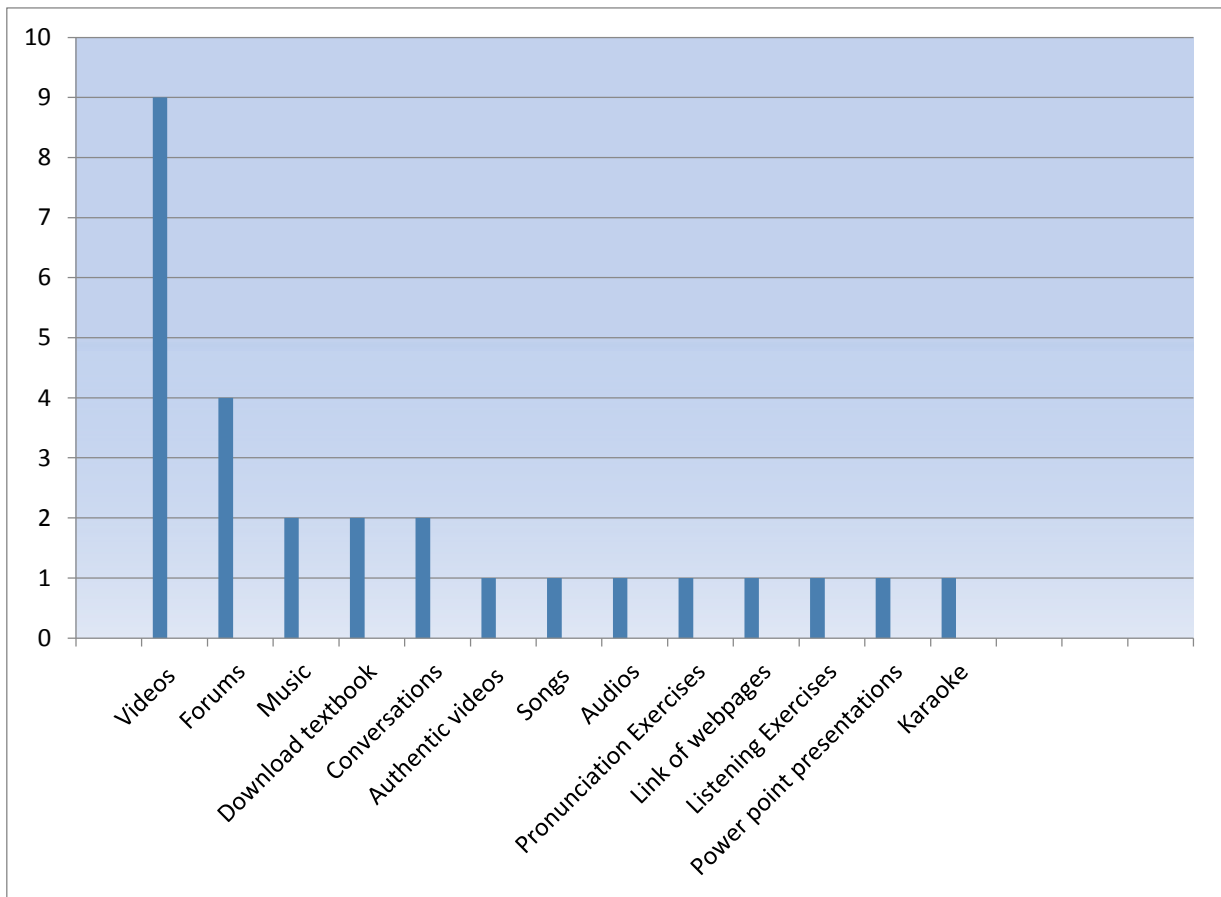**15) Does your teacher use authentic Listening materials in Moodle**?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

This chart shows most of the students with 40% who think teacher sometimes uses authentic Listening materials in the Moodle platform, in the contrary 16% of students consider teacher usually uses authentic Listening materials in the Moodle platform.

If yes mention which activities:

Activities	Nº of students
Videos	9
Forums	4
Music	2
Downloadtextbook	2
Conversations	2
Authentic videos	1
Songs	1
Audios	1
PronunciationExercises	1
Link of webpages	1
ListeningExercises	1
Powerpointpresentations	1
Karaoke	1

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

This chart describes the activities that are done by teacher trough the semester using the Moodle platform. It shows that videos and forums are the most used by teacher and students.

16) Do you watch movies and videos in English?
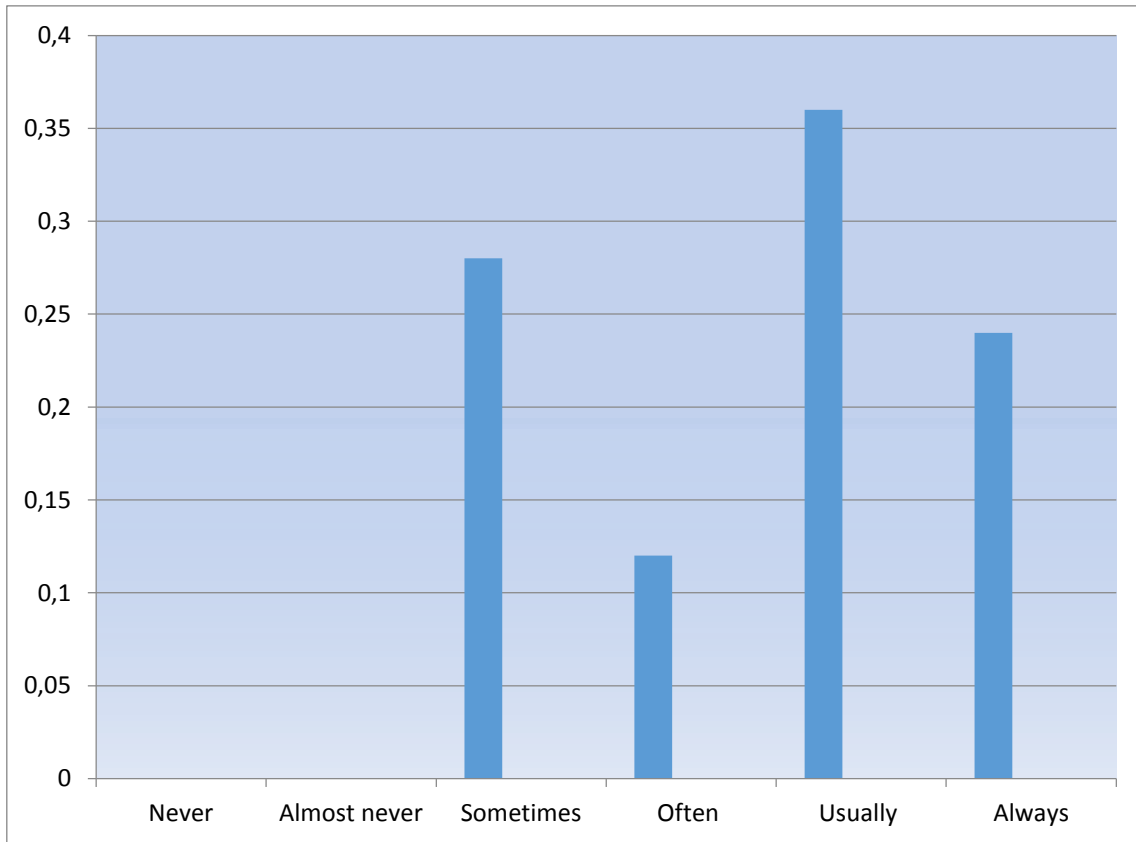
Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

According to the chart is possible to verify that 36% of students usually movies and videos in English, in contrast 12% of students often watch movies and videos in English, something that can be really useful if they want to improve their skills.
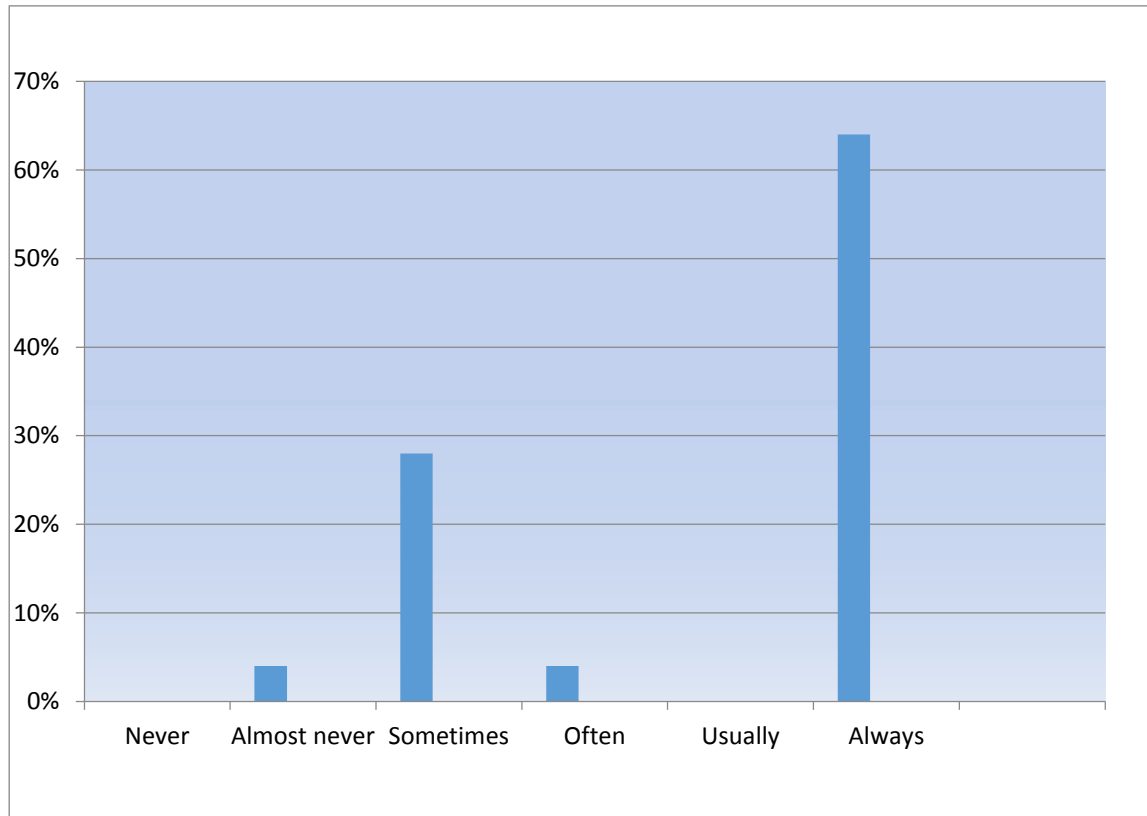
17) Do you listen to English music?

Source: Questionnaire administered to students from Intermediate Intensive English I, group 3 at the University of El Salvador, Semester I-2014

In this graphic, it can be seen that most of students with 64% always listen to English music, while 4% of students often or almost never listening to music in English.

18) Could you mention all the advantages that Moodle has?

- ✓ Moodle facilitates the use of vocabulary

- ✓ Moodle facilitates the learning of the four macro skills

- ✓ It helps to learn new vocabulary

- ✓ It makes learning easier

- ✓ It has tools that help to understand better and learn quickly

- ✓ Moodle contains topics about the Intermediate Intensive English I

- ✓ Moodle has videos that help to learn English

- ✓ Moodle allows studying more efficiently

- ✓ It allows to download presentations

- ✓ Students have access to Moodle in the university

- ✓ Moodle contains some practices that are very helpful

- ✓ Moodle has a list of homework to do

- ✓ Moodle allows students to do homework and upload it there

- ✓ Moodle is user-friendly

- ✓ Moodle has grammar exercises

- ✓ Moodle allows students to practice English

✓ Moodle allow students to look for information that is related with the course

✓ Moodle facilitates the grading process for the teacher

✓ Moodle allows students to learn outside the classroom

✓ Moodle is easy to check

✓ Moodle has the option to type a paragraph so teacher can check grammar

✓ Moodle helps students to improve listening

✓ Moodle has a dictionary where students can look up for words

✓ Moodle helps to clarify questions about specific topics.

19) Could you mention all the disadvantages that Moodle has?

✓ Moodle has many difficulties while trying to change the password or username to access to Moodle.

✓ Students find the instructions given by teacher difficult to understand while using Moodle platform.

✓ Moodle does not allow students to keep homework and personal information private.

✓ Students do not know how to use Moodle

✓ Moodle does not allow students to download videos

- ✓ Moodle does not allow students to upload videos

- ✓ Moodle does not have an application so students can use it in the smartphones.

- ✓ Moodle sometimes has technical difficulties.

CHECK LIST

The teacher uses the following Moodle plugins and activities:

    I.   Plugins:

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses.

    ✓ **General Plugins:**

✓ **Text page:** This type of resource is a simple page written using plain text. A number of formatting types are available to help turn your plain text into nice-looking web pages.

_____ **HTML page:** This sort of resource makes it easy to develop a complete single web page within Moodle, especially when you are using Moodle's WYSIWYG HTML editor.

✓ **Folder:** For helping organize files and one folder may contain other folders.

_____ **IMS Content Packages IMS:** Content packages can be created and edited using a variety of content-authoring software. Content is usually displayed over several pages, with navigation between the pages. The content-authoring software produces a zip file, which can then be uploaded to your course in Moodle.

✓ **Labels:** Labels are a little different from other pluginsbecause they are text and images that are actually embedded directly among the other activity links in the course page

_____ **Files and web pages:** This resource type allows you to link to any web page or another file on the public web. It also allows you to link to any web page or other file that you have uploaded into your course files area from your own desktop computer.

_____ **Directory:** The directory resource can display a whole directory (and its subdirectories) from your course files area. Students can then browse and view all those files.

_____ **Blik Book:** An online discussion forum tool that allows students to ask and answer questions and receive academic support.

✓ **Specific Plugins:**

Plugins used in Moodle to develop listening skill

_____ **Audacity**: Is free and open source cross-platform software for recording and editing sounds. It's very easy to use: ideal for language teachers wanting to create mp3 audio recordings which can then be uploaded and inserted anywhere in Moodle.

_____ **Elllo**: Is a free collection of audio and video recordings of speakers from all over the world.

_____ **Nano Gong:** Is a contributed module for Moodle 1.9 which allows students and teachers to easily make audio recordings in Moodle

_____ **PoodLL:** Is a set of plugins for that add multimedia capabilities, most notably audio and video recording, to Moodle. It also comes with a range of useful widgets such as flashcards and a whiteboard. PoodLL consists of 4 different Moodle plugins, the PoodLLFilter, the PoodLL repository, The PoodLL Online Assignment (2.2) and the PoodLL Recording question type.

_____ **Randall's ESL Cyber Listening Lab:** went online in 1998 to provide language learners opportunities to improve their listening comprehension skills in English.

_____ **Voki - characters who speak (Text-to-Speech):** Voki copyright is an interesting tool that we can take to the classroom of languages (expecifically English). It's a widget (as an "extra") free to produce a "voki" or character (avatar) that moves and speaks the text which we introduce you. This resulting "voki" we can insert into a web page, blog, wiki, etc. or send it by email and even mobile. As it uses the text-to-speech (move from text to voice), can be useful to help our students to the reflection of your own text and we can also help with the pronunciation of a playful way. One of the things that make it interesting to this tool is that it allows customizing the final product. Choose a character and background. You can choose a person, politician, famous, animal, comic book character, change clothes, accessories, and the background (provided by the tool, or uploading your own image). We can change the color of the skin, the eyes, and the shape of the hair.

II. Activities:

Interactive activities that enable students to interact with the instructor, the learning system, or each other.

✓ **General Activities:**

✓ **Assignments:** Assignments allow the teacher to specify and collect a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Typical assignments include essays, projects, reports and so on. This module includes grading facilities, teachers can review it and provide feedback as well.

✓ **Advanced uploading of files:** Allows teachers to send files back to students in response to their submissions. A typical way to use this would be to edit the student's submitted file by adding comments and/or corrections, and then returning this file back to the student via the assignment. When a student clicks on the assignment, files sent to him or her appear as a list of Response files.

✓ **Online text:** This assignment type asks students to submit text, using the normal Moodle editing tools. Teachers can grade them online, and even add inline comments or changes.

_____ **Offline activity:** It is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face. Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades.

_____ **Chats:** The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed.

_____ **Choice:** A choice activity is very simple - the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.

_____ **Database:** The Database module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. You may be familiar with similar technology from building Microsoft Access or File maker databases.

_____ **Forums:** This activity can be the most important - it is here that most discussion takes place,students can exchange ideas about a specific topic. Forums can be structured in different ways, and can include peer rating of each posting. A teacher can impose subscription on everyone if they want to.

_____ **Glossary:** This activity allows participants to create and maintain a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course.

_____ **Journal:** The teacher uses Journal to keep notes and write reflections on activities (an online diary).

_____ **Lesson:** A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page.

_____ **Quizzes:** This module allows the teacher to design and set quiz tests, consisting of a large variety of question types, such us: multiple choice, true-false, and short answer questions. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Results of completed quizzes will automatically be entered into the gradebook.

_____ **SCORM packages:** A SCORM package is a bundle of web content packaged in a way that follows the SCORM standard for learning objects. These packages can include web pages, graphics, JavaScript programs, Flash presentations and anything else that works in web browsers. The SCORM module allows you to easily upload any standard SCORM package and make it part of your course.

_____ **Surveys:** The Survey module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

_____ **Wikis:** A Wiki enables documents to be authored collectively in a simple markup language using a web browser. The Moodle Wiki module enables participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored.

_____ **Workshop:** A Workshop is a peer assessment activity with a huge array of options. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments in a variety of ways.

_____ **Hot Question:** A tool for students to pose questions about a topic that can be voted on by other students, resulting in a list of prioritized questions for the tutor.

_____ **Questionnaire:** A Moodle Activity that allows students to answer questions either anonymously or not. Commonly used for programme and module evaluations.

_____ **Web quests:** The teacher uses Web quests to group students and create webpages.

_____ **Checklist:** A checklist can be created by a teacher (or generated from the activities in a course) and then the students or teachers can check-off each item as they are completed.

_____ **Feedback:** The feedback module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. The teacher uses Feedback to create and conduct surveys to

collect feedback. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

_____ **Outcomes:** Outcomes are specific descriptions of what a student has demonstrated and understood at the completion of an activity or course. Each outcome is rated by some sort of scale.

_____ **Gradebook:** The teacher uses Gradebook to keep a record of all students´ grades.

_____ **Blogs:** Form of online journal used by millions of people around the world for self-expression and communicating with family and friends. Blogs are usually organized as a chronological series of postings created by the author of the blog. Blogs usually are written by one person, although some blogs can be authored by groups of people.

_____ **Conditional activities:** Enable teachers to restrict the availability of any activity or even a course section (in Moodle 2.3 onwards) according to certain conditions such as dates, grade obtained, or activity completion. When it is enabled by the administrator, a "Restrict access" setting appears in the settings of activities or resources and also when editing a course section.

_____ **Language Filter:** The teacher uses Language Filter to ban certain words from your site or to change the language of the rubrics to one that suits the users.

_____ **Community hub:** provides a directory of courses for public use or for private communities.

_____ **Podcast:** Create a discussion forum and activate an RSS feed for the forum. Then simply post messages with media files as attachments. These will be delivered as podcasts in the RSS feed.

_____ **Time limit access to courses:** The teacher uses the feature Time limit access to courses so students cannot have access to courses that have already finished.

_____ **Slide Show app:** The teacher uses Slide Show app to allow learners to capture images and recorded captions which are then automatically converted to an online slideshow in Moodle.

_____ **Allow students to view the correct answer:** The teacher uses Allow students to view the correct answer after a quiz.

✓ **Specific Activities:**

Activities used in Moodle to develop listening skill.

_____ **Video Board app:** The teacher uses Video Board app to allow learners to record video or audio on a mobile device and to submit the media directly to a "Video Board" module within a Moodle course.

_____ **Voice shadowing app:** The teacher uses Voice shadowing app so students can listen to a target language and attempts to repeat or "shadow" the language by recording their own speech.

✓ **Videos:** The teacher uploads Videos to develop students´ listening skills.

✓ **Audio:** The teacher uploads Audio in order to develop students´ skills by listening to native speaker's interactions.

_____ **Online Audio Recording:** Is an activity module that allow propose tasks in which students must send an audio recording. This kind of task is often used in subjects of language learning, so that teachers can evaluate aspects linked to the pronunciation and intonation

_____ **Listening quizzes:** The teacher uses Listening quizzes to test students´ mastery of the skill.

Elaborated by the research team (Carbajal &López, 2014) during the development of the theoretical framework.

Interview Transcript

Interviewers: Students doing the research project: DelviaLópez and Jessica Carbajal.

Interviewee: Lcda. Claudia Vides who is the teacher in charge of the Intermediate Intensive English I and holds a degree in LicenciaturaenIdiomaInglésopciónEnseñanza.

Interviewers: How do you describe students' attitude towards Moodle?

Interviewee: Well, specifically for the Intermediate English I course, I would say that most of them were not willing to work on the platform, since the very beginning I spent one complete class explaining to them the platform, how they have to register and how they had to log in and everything and how to identify the icons that specify which activity they were expected to do. For example, if it was a task or if it was just a document that I had uploaded or a message, well, all of those tools that can help you work on the platform. In that day, during the presentation, I would say that they were very enthusiastic, most of them, but at the end of the class, like a group of ten students came to the office and they said: listen, I don't have internet and I told them: well, there is a computer room upstairs and they said: I don't have time because I come from work and I go to your class then I go to another class and I go to another class and then I go home, I don't have time to go

upstairs to use the computer room or to go to a cyber-coffee. So, it was hard to convince them.

Later on from there, I have planned to do some tasks there and actually there was a task that I uploaded and there were just like two participations, and I couldn't grade those, I mean, I couldn't take that in the grading system, even though it was in the syllabus because as far I as I know, it's not something establish, I don't know if it is already valid, a valid evaluation system and you know that nowadays students are well known to go to the authorities and tell on you. For example, I got a bad grade because I did not upload the task and I did not want to get in trouble and I also understood the ones that do not have time neither the money to go and use it, though, that should not be an excuse so I would say that there was just a few of them and trough the course I have been telling them: I have uploaded this file, I have uploaded this file, and then I stop doing it because they were not checking   them.
I uploaded a homework assignment just for them to download it and they did not downloaded, so…

Interviewers: Thank you for you to motivate them and give them all the instructions.

Interviewer: What do you do to motive students to use Moodle?

Well, from the very beginning, I introduced them to the platform, I told them that

they could upload a picture and told them that they could even chat instead of using Yahoo, or instead of using Facebook, they could have a conversation going on there and they could communicate with me as well but, I never receive a message, I wrote them a couple of them from the very beginning but there was no answer given.

Interviewer: How to deal with student's attitude?

Well, it´s complicated because as I said, it's not from the way I see it. Teachers can get in trouble because this type of evaluation it's not that well known in the university and I am not sure, I should have a document that says, that backs me up as a teacher that I could prove my students, listen: this is part of the evaluation system and as I said it is contradictory because it is in the syllables but still…

Interviewer: But, there is nothing to back you up.

Interviewee: Exactly. So it's complicated and you know what? This is the first time that this happens to me because I have worked already like two years with the platform and all my students have worked successfully in the platform.

Interviewer: Yes, and we know that.

Interviewee: Especially with the modern languages' group, I worked half of the class because I did not have a classroom: I worked, half of that class in the

platform and the other half… I just have two days, one day in the classroom and the other day in the platform. I was saying to Lcda. Carolina: it was great, it was a nice experience and all the students uploaded the homework assignment on the due dates and it was excellent, we communicated through the platform so I do not know why with this group…

Interviewer: I think you already answered this question, but I would like to read it to you. At the beginning of the course did you provide instructions to the students how to use Moodle?

Interviewee: Yes, actually yes and for the ones that had some problems to register, to log in, I told them to come. Actually, I divided the group in two, after I made the presentation, then the following day one group went with me upstairs to the computer room, we made a trial then the next hour the next groups, 2 groups and some other still came here so I could help them out.

Interviewer: So definitely, I mean, you took the time.

Interviewee: Actually yes, like three days.

Interviewer: Did you receive training on how to use Moodle?

Yes, from the very beginning, Lcda. Carolina shared the information that she already had with her, and it was like an introduction, right? but later on, I started

using the platform just with that, it was like two days only and it was very short, but I guess that the platform is user friendly and knowing the language facilitates the practice and you becoming interested in using it as well, so later on, after I have used it for one year, I went to receive a manor in Engineering school, but it was online.

Interviewer: How long was it?

Interviewee: It was supposed to last two months but it took longer than that. Actually, I just graduated from that. We graduated more than a year, I mean, after a year we finished.

Interviewer: How many hours was it, on daily basis?

Interviewee: Actually since it was online, we didn't have any specific schedule, we just had topics to cover, and it was divided into weeks.

Interviewer: How many courses did you receive?

Interviewee: Well, the first one was not a course, it was like an introduction and the second one it was, it was a systematic course.

Interviewer: How long was the training?

Interviewee: It was four months.

Interviewer: What were the requirements to assist or to register on that training?

Interviewee: I really don't remember, but it was just for you to have some basic knowledge of computers, it was only that, I remember.

Interviewer: Do you think that the training gave you the tools and the knowledge in order to use Moodle effectively?

Interviewee: I would say that if I would give a grade from one to ten, it will be like five.

Interviewer: What else can be added, the topics? What was missing?

Interviewee: We had like a lab, which was the course and we had the theory, I think we needed more guidelines, more tutoring, most of the things that we did, we did it by ourselves, I guess it is like that because Moodle was created based on that: self-learning; but I guess there is much more to learn from there, there are a lot of icons and tools in the platform that I don't know what use they have.

Interviewer: Did the course help you to link Moodle with English teaching?

Interviewee: Yes, actually since I told you that we had to create a class and that was the lab, most of the activities that they uploaded in that class where in English, so, I guess yes. At least, I ask for permission for me to do it that way and yes I would say yes, since I was using the information I was teaching.

Interviewer: Could you mention all the disadvantages that Moodle has?

As platform, though it is really user friendly, I would say that, here what happened was this: at the very beginning that when students tried to enter to the platform there was no internet, for example, they shut down the service, I do not know from where and nobody could enter and at the beginning the due dates that I left for my students was on Sunday, and it happened that on the weekend they could not do anything because the system was shut down and then I realized that I had to change the due dates for the assignments because every time students… whenever happen to be the day that I have classes with them, they would say: no, but we couldn't, and then I said: I can't believe you and I started trying to enter and I couldn't enter either on weekends, but that is not part of Moodle, but I would say that it´s part of the difficulties that the institution has.

Interviewer: Did you have the opportunity to get in contact with someone to try to fix it?

Interviewee: Actually, the one in charge is Lic. Bruno, I don't know if he did something, but later on, it started to work on weekends. They must have done something.

But with Moodle, I would say that it's really user friendly, there are so many things there to be done that you don't know and there is tutor as well, Moodle has a tutor that can help you in some doubts you may have, but, there are some things that, but I would say that is part of the learning process.

Interviewer: Could you mention all the advantages that Moodle has?

Interviewee: First of all, it creates autonomy, students become responsible for their own learning and they do not depend on the teacher that much as it happens to me in the course and I would say that if students are responsible, they become more aware of their own learning process and they build up learning strategies, they do not depend on the teacher that much so they have to do it by themselves, but I would say that and insist that, in the skills development area it shouldn't be taken as a substitution for classes, it is just like another resource that we can use for students to improve their language skills.

Interviewer: What is the purpose of using Moodle in your course?

Interviewee: In Intermediate Intensive English I, it was to develop the language skills better as much as I could, but it was impossible, I wanted to work on chats, I wanted to work on forums and different things in writing skills and listening as well.

Interviewer: The information you upload in Moodle it is from the course book or any other source?

Interviewee: Any other source.

Interviewer: Now, we will talk about listening that is the skill that we are researching about. Which listening activities do you develop using Moodle?

Interviewee: Well, I uploaded a video and also some links to some YouTube videos,

I remember it was a song, but most of them, videos and links.

Interviewer: Which are the strategies that you implement in order to improve the students´ listening skill?

Interviewee: What I try to do is to develop the technics, for example, guessing meaning from context, also previewing and predicting, which are very useful techniques that students can use in order to enhance the listening skill.

Interviewer: What are the steps that you take into account to teach listening?

Interviewee: Previewing during listening and then the post listening.

Interviewee: How do you evaluate the listening skill in your students?

Interviewee: Well, I would say that most of the time what we do actually is to evaluate the listening skill, I have noticed, that at least, having students guess meaning from context and also doing some predicting and previewing from the very beginning I would say that it helps them a lot, because what I do is: I ask them to first read the information they are going to be listening to so they know, at the beginning was very hard because they were just… you know what I'm saying, and then I said: go ahead, get familiar with the information, then you will do it, and then also predicting. In the evaluation system, I would say that the traditional way, I guess that has hasn't change that much, it's because we have to get into an agreement with all the teachers.

Interviewer: So you can be on the same page

Interviewee: Exactly

Interviewer: Do you provide feedback about listening in the classroom or trough Moodle?

Interviewee: In the classroom, at least in this case since I was unable to develop those activities in the platform.

Interviewer: Which type of listening do you prefer extensive or intensive listening? Why?

Interviewee: I would say that both, both of them are very useful, intensive listening because it helps them to develop vocabulary, to work on grammar and pronunciation, but, on the other hand, extensive listening I would say that it also helps them to get the general idea, the picture in mind, not just to be checking on the language, but also… just to know what the listening is about, they enjoy it even better, so I would say that both of them are very useful and they should be exchanged, they should be used interchangeably during the course.

Interviewer: Something that I would like to ask you, after this experience that you had with this group, would you like to continue trying to work with another group?

Interviewee: Yes, definitely, actually with didactics, well, I had another problem with didactics´ group also because they have already registered the last semester they worked with me, and they forgot their password so… this semester hasn't been a good experience with the platform, but yes, I would definitely use Moodle, I believe it is a very useful tool.

Interviewer: Thank you so much for your help!

Interviewee: You're welcome!

B. Data analysis plan

Triangulation analysis based on the data collected by means of the instruments.

✓ The first question that was asked to the interviewee was: how do you describe students' attitude towards Moodle?

The interviewee explained that students were very enthusiastic at the beginning of the course, but later on, students were not willing to use Moodle, they said that they did not have internet access at home, they did not have time neither the money to go to a cyber-coffee, furthermore the teacher sent some messages to motivate students to keep conversations the same way that can be done on Facebook and Yahoo, however no one answered the messages. This attitude is complicated for the teacher because students do not see it the way the teacher does, teacher has had some great experiences with previous groups, however, it was not the case for this group. Moreover, in the survey that was administrated to the students, there was a statement that said: I enjoy using Moodle, and most of the students, with 40%, gave a neutral response, meaning that students do not agree neither disagree with this statement. Besides, during the semester, researchers observed that everybody registered to Moodle, but not all of them were participating during the course. Based on the answer from the teacher,

students and observation made by researchers, it is important to mention that the three sources of information were similar.

✓ Another aspect that was discussed with the teacher was: at the beginning of the course did you provide instructions to the students how to use Moodle?

The interviewee explained us that she helped students from the very beginning of the course by explaining them through presentations the use of Moodle and giving them the opportunity to interact with Moodle in the computer room, also she helped them to register in the Moodle platform. In the survey that was administrated to the students, the question was: At the beginning of the course, did you receive an orientation on how to use Moodle? Almost all the students with 96% answered that from the very beginning of the course they received orientation on how to use Moodle, even how to upload documents and the way students can participate in the course, however, only 4% of students answered that they did not receive an orientation. In addition to that 88% of students consider that the orientation that they received at the beginning of the course was adequate for their needs. There are similar answers between teacher and students on providing and receiving instructions or orientation on how to use Moodle, only 4% of students said they did not receive instructions to use Moodle.

✓ Moodle requires training for both teacher and students, hence researches asked the teacher: Did you receive training on how to use Moodle?

Teacher explained that she only was given an introduction about Moodle and she started using it for one year, after that, she went to a manor in Engineering School, it was online. It was supposed to last two months, but it took longer than that, it lasted four months. The first one was not like a course, it was like sharing ideas and the second one was online. Researchers asked teacher if the training she received gave her the tools and knowledge in order to use Moodle effectively, she mentioned that if she had to grade the training she would give 5 out of 10, because they, as teachers, needed more guidelines. Teacher thinks that since Moodle is a self-learning tool, the training about Moodle was given in the same way. According to what the students answered, 92% think that the teacher seems knowledgeable using Moodle. The answers are contradictory because event tough the teacher was not trained as expected, students believe that teacher has the knowledge about Moodle. Researchers observed through the use of Moodle that teacher knows many features and activities since they were used in the course, however as the teacher said, there is a room to improve, so teachers can be able to use all the Moodle features.

✓ Another question that was asked to the teacher was: The information you upload in Moodle, is it from the course book or any other source?

The teacher answered that she uploaded information from any other source, for instance, links to some YouTube videos, a song, but most of them, videos and links. Another important question that was included in the survey was: Does your

teacher use authentic listening materials in Moodle? 40% of the students think that teacher sometimes use authentic Listening materials in the Moodle platform, only 16% think that teacher usually use authentic Listening materials in the Moodle platform. According to the observation researchers made, the information that was uploaded was not from the textbook, they were links for some videos in YouTube, some videos that were not authentic materials and she rarely uploaded songs. There was very little authentic listening material presented to the students, according to the observation to Moodle throughout the course.

- ✓ In order to get feedback about Moodle, the same question was asked to the teacher and to the students: Could you mention all the disadvantages that Moodle has?

The teacher answered that Moodle was shut down during weekends and the due dates to upload the homework was on Sunday, so the teacher had to change the due dates since students could not upload the homework that date. It is important to mention that the teacher said that this is not part of Moodle itself, but part of the difficulties that the institution (University of El Salvador) has. The disadvantages that students mentioned in the survey were: difficulties while trying to change the password or username, Moodle does not allow to keep homework and personal information private, students mentioned that Moodle does not have an application to be used in smartphones, it has technical difficulties, according to students, Moodle does not allow them to download neither upload information, they find the instructions about the use of Moodle difficult to understand, students do not

know how to use Moodle. According to the observation researchers made, the disadvantages Moodle has, are the following: Although, Moodle has a constructivist idea, it is a teacher controlled group tool, since students cannot sign in by themselves, teachers have to create the group, and after that, students can sign in. on the other hand, Moodle is not fully developed to cope with big projects, even though it works with colleges and universities, Moodle might not work properly with larger schools. Moodle has some technical issues: the more students that access the platform, the slower the system becomes, it affects students when they are having quizzes or tests or just simply trying to access the course content. Moodle can also shut down, blocking the access to students to check the course materials or upload homework. Also, Moodle has many features that if they are exploited, students can get great benefits, many tools are quite common, but there are other tools that teachers need more knowledge and training, however, teachers do not receive the appropriate orientation on how to use Moodle in the Foreign Language Department.

- ✓ Besides disadvantages, Moodle also has some advantages. Researchers asked to the teacher: Could you mention all the advantages that Moodle has?

The teacher answered that Moodle creates autonomy, students become responsible for their own learning and they do not depend on the teacher that much; if students are responsible, they become more aware of their own learning process and they build up learning strategies. She also added that in the skills

development area, Moodle shouldn't be taken as a substitution for classes, it is just like another resource that teachers can use for students to improve their language skills. On the other hand, students mentioned in the survey some advantages of Moodle, for instance: Moodle facilitates the use of vocabulary, the learning of the four macro skills, it makes learning easier because it has tools that help to understand better and quickly, Moodle has topics and videos about the course, and grammar exercises to practice the language, Moodle allows to study more efficiently, students have access to Moodle in the university, Moodle allows students to learn outside the classroom, Moodle allows students to do homework and upload it there, they also think that Moodle is user-friendly and easy to check, it helps students to improve listening. Now, in the observation to Moodle, it is important to mention that Moodle helps as an organizational tool, since teachers can make a list of homework with the due dates, it also allows teachers to upload different types of content formats that can be available to the students, it has many different options and tools available to facilitate learning. Moodle also allows communication to happen between the teacher and students, and students can also communicate with each other, there are forums, blogs, chats and messages so individuals who are enrolled within a course in Moodle can communicate. Moodle is a free software, and students can have access from any place that has internet access.

✓ The motivation is really important in the teaching learning process, so researchers asked to the teacher: what do you do to motivate students?

She said that from the very beginning, she introduced the students to the platform, she explained that they could upload a picture to show it next to their names (the same as Facebook), and also chat using Moodle, she wrote them a couple of times, however, no answer was given. Also researchers asked her: How to deal with student's attitude? She mentioned that it´s complicated because it's not from the way she sees it, in this group, students were not willing to use Moodle. In order to compare the motivation students have, researchers asked them in the survey: How often do you log in to Moodle? 48% of the students sometimes log in to Moodle, in contrast, 4% of students never log in to Moodle in the whole semester. Based on the observation researchers made, just a few students log in to Moodle regularly, around 25%, the other percentage almost never log in to Moodle. In this aspect, the teacher and researchers agree with the answers, students gave a different response.

X. CONCLUSIONS

According to the results obtained from observations, teacher's interview, students´ surveys, data analysis, as well as own experience as foreign learners, Moodle is not used as it is expected.

In modern learning, the use of technology is a must. Students will be more motivated when their teacher uses more technology in classroom. In contrast, the students will feel less motivated when the teacher only gives lecture in front of the classroom. E-Learning environments may contribute to the teaching and learning process if the integration is done within the framework of proper pedagogy. Building customized E-learning programs places high demands on design, programming skills, this study gives preliminary data about students' perception towards Moodle. Moodle can be used in different courses with the purpose of improving the teaching learning process.

In the Foreign Language Department someteachers do not use the Moodle platform, only a few of them try to use it, however, teacher delivers a class and tries to leave a homework or any activity using the platform, most of the students do not cooperate because they do not access to the platform. Sometimes students do not access to the platform, even though they are register as a member in the group class, they do not use it because do not find it interesting or maybe they do not know how to use the platform. This information is reliable because the instruments show that 48% of the students of the Intermediate Intensive English I

sometimes log in to Moodle, in contrast, 4% of students never log in to Moodle in the whole semester.

In addition researchers were able to perceive that teachers are not well prepared to deal with the new technology, since they do not have enough tools or they are not well trained to help students to navigate through the Moodle platform, students are not used to navigate through the platform so when researchers asked students if teacher was knowledgeable at the time of using Moodle they answered in the following way: 92% of students believe that instructor looks knowledgeable using Moodle, on the contrast 8% of students think teacher does not seem knowledgeable about the use of Moodle.

According to the findings, teachers do not know how to evaluate students using the Moodle platform, because there is not a document that backs teachers up, there should be document that helps teacher to put a bad or good grade in an activity, task or quiz using the Moodle platform and not to be worry about students´ complaints; when researchers interviewed teacher about the method she was using to evaluate students, she answered that she is not sure what to do, but she tries to evaluate students´ homework, not the way they used Moodle.

As a conclusion, the researchers identified that there are several weaknesses in the Foreign Language Department including the curriculum; authorities are not taking technological resources into account, this will affect students´ performance in the future.

Finally, the researchers have done this investigation with the idea to place the basis for future projects, also to take into consideration the recommendations that are presented on this work.

XI.   RECOMMENDATIONS

Recommendations for the authorities:

✓ To provide trainings to the teachers with the most updated methodologies and technologies in order to improve the quality of the teaching learning process and motivate teachers in those trainings to get involved with Moodle.

✓ Help teachers to deal with the different variety of students´ attitude, in that way students can feel motivated to use the Moodle platform.

✓ To define a model of distance education or virtual class or only a model of using Moodle as an extra resource and based on this generate laws that back the teachers up, so teachers feel free to use Moodle and evaluate students´ activities uploaded in the platform.

✓ To improve all the technical issues that Moodle has.

✓ Encourage authorities to update the curriculum in the Foreign Language Department, so teachers and students will be able to know how to use the new technological incomes that will help them to deal with the most updated technology.

✓ Provide equipment in the Lab, for instance: computers, tablets, projectors, and smartphones if it is possible, everything that will help students and teachers to know the use of new technological resources.

✓ Elaborate a list of Moodle plugins in which each resource and activity have its own definition and simulation, so teacher will be able to use and practice these functions and take advantage of all resources Moodle has.

Recommendations for teachers:

✓ Encourage students to learn together and share experiences on Moodle, Moodle is not only text, images and links. There is a philosophy of Moodle that assumes that learning is particularly effective when constructing something that others experience it. Moodle was born with the idea of collaboration in mind.

✓ Teacher should start slowly and try to learn step by step. If teachers are new in Moodle and have no experience with other course management systems, consider the possibility of starting with something easy and simple, as for example to create a resource with a website to publish lesson plans and links to online help resources.

✓ Teacher should help students to register in the Moodle platform, teachers should show them how to download and upload files using the platform, as well as other Moodle functions.

✓ Teachers should have meetings on a certain time, so they can share different ideas, according to their own creativity on how to use Moodle plugins. Even, they can provide ideas on how to evaluate students using the Moodle platform.

✓ Teacher should encourage students to use Moodle frequently, so they will be used to do that in each class. To give an opportunity to Moodle, not to be afraid of trying something new.

Recommendations for the students:

- ✓ Students must be trained on how to use Moodle, so they can interact with the platform.

- ✓ Students should pay attention at the time of registering in the Moodle platform. Each student has to have a username and password, they do not have to forget this information, if they do it, they have to ask teacher to replace the password, so they can access again.

- ✓ While using the Moodle platform, students should follow teacher´s guidelines because it will help them to navigate through the platform.

- ✓ Students should be encouraged to learn new things, also they have to know the importance of using technology since it will help them in their professional performance in the future.

- ✓ Students should have a manual so they will be able to know the activities that can be done in Moodle, besides that, they will be able to use the features and resources that can be found in the platform.

- ✓ Students should check the platform regularly, in case there is a homework or evaluation, they will not lose it.

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