

EDMODO PLATFORM IN ELT TO SUPPORT STUDENTS WITH HEARING LOSS

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Abstract

This research reports on the implementation of an Edmodo virtual classroom to support the English language learning process of three B.A in English students with hearing loss at Universidad La Gran Colombia; thus, allowing progress in their speaking skill. Therefore, different topics of the Advanced English syllabus were taken to adapt them to the virtual platform, which allows students to be able to relate to face-to-face classes to the application of 5 implementations in Edmodo platform.

This case study was carried out with three students with hearing loss as a common factor when developing the research. To achieve the general objective, a pre, while and posttest were -test and post-test was carried out in order to know the English level at the beginning, in the middle and at the end of 5 interventions to be able to obtain qualitative results with few quantitative elements. Interviews with teachers, administrators, and students were implemented to obtain information corresponding to the actions that the university was taking to respond to the educational needs of students with hearing disabilities.

The results show the difficulties experienced by students with low hearing and some alternatives to improve the educational experience of this population and to make the Edmodo platform known to different teachers as an alternative to respond to the special educational needs of students with hearing loss.

Key words: Hearing loss, Virtual Classroom, Edmodo platform, Inclusive Education, ELT [English Learning Teaching]

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Resumen

Esta investigación informa sobre la implementación del aula virtual Edmodo para apoyar el proceso de aprendizaje del idioma inglés de tres estudiantes con baja audición en el programa de Licenciatura en Inglés de la Universidad La Gran Colombia, lo que permite el progreso en su habilidad del habla en inglés. Por lo tanto, diferentes temas de la asignatura (*Advance English*) se tomaron para adaptarlos a la plataforma virtual, lo que permitiera a los estudiantes relacionar las clases presenciales con la aplicación de 5 implementaciones en la plataforma Edmodo.

Este estudio de caso fue llevado a cabo con tres estudiantes con discapacidad auditiva como factor común en el desarrollo de la investigación. Para lograr el objetivo general, se llevó a cabo una prueba previa y una prueba posterior para conocer el nivel de inglés al comienzo y al final de las 5 intervenciones y así poder obtener un resultado cualitativo con algunos elementos cuantitativos. Se implementaron entrevistas a maestros, administradores y estudiantes para obtener información correspondiente a las acciones que la universidad estaba tomando para responder a las necesidades educativas de los estudiantes con discapacidad auditiva.

Los resultados muestran las dificultades experimentadas por los estudiantes con baja audición y alternativas para mejorar la experiencia educativa de esta población y dar a conocer la plataforma Edmodo a los diferentes maestros como una alternativa para responder a las necesidades educativas especiales de estudiantes con esta discapacidad.

Palabras clave: Discapacidad auditiva, Aula virtual, Plataforma Edmodo, Educación inclusiva, ELT.

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Introduction

Nowadays, inclusion has become a pillar for society because it is important to consider all the needs that people must get a full development of their linguistics skills. Communication and information technologies make it easier for students with different problems in terms of having the same access to higher education opportunities such as students that have a normotypic¹ development; for this reason, the Edmodo platform, as an innovative support tool, contributes to people's academic process with this hearing loss condition due to the fact that it allows to overcome learning barriers such as divided attention.

This research responds to need to generate help for overcoming the different educational barriers towards hearing loss people who belong to the B.A in English program at Universidad La Gran Colombia [UGC]; for instance, they could not listen to the information and instructions given by the teacher in class which might cause a low level in English language. In the same way, it was decided to work on this problem since currently, there are educational aids like smart TVs, computers, cellphones, tablets, laptops, the Moodle platform, google classrooms within the class setting that facilitate the learning process of a foreign language such as English for people who have hearing loss, but some teachers lack awareness and information about this population; therefore, some of them do not usually use these educational tools.

Moreover, in order to contribute with some interactive material which will be uploaded to Edmodo platform by the researchers and used by students with hearing loss after the

¹ Normal development of communication, language, and oral functions.

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English classes; thus, they would not miss any information. Also, they can reinforce their knowledge and support their speaking skill through different meaningful activities.

Likewise, this research proposes Edmodo platform as an alternative to support the speaking process of the students with hearing loss. In the same way, this research aims to raise awareness within the educational community of this issue existence and improve the educational experience of the involved population at La Gran Colombia University.

Chapter I

Problem statement.

Currently, in Colombia, there are seven million people who suffer from hearing loss. That is to say, on average 12.7% every 1000 Colombian people have this limitation, according to Ministerio de salud y Protección Social (2017), in this average 81.6 percent possesses partial hearing loss, it represents a considerable number of the Colombian population that experiences this disability.

From 2011 to 2015, there was an increase in the number of people with hearing loss. Mainly young because of the use of technological devices such as headphones at a high volume for prolonged periods of time. Therefore, it is important to say that a meaningful percentage of this population might not have access to higher education, since most of them do not have the necessary tools to carry out an optimal learning process for people with this limitation.

It's relevant to emphasize the aforementioned situation because this makes it more important to take into account this population in the educational strategies, due to the fact that this is a growing population in Colombia and there is a social responsibility by educational institutions of including them in the educational system and to guarantee a great experience. At B. A. in English education program at Advanced level there are hearing loss and normotypical students whose speaking English level is below from those of their classmates. However, it is proposed the Edmodo platform as an alternative help not only the students with hearing loss, but also all the students who might have different learning styles.

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To validate the problem, the researchers used three empirical methods to collect data at La Gran Colombia University: three interviews to different administrative staff members and four English teachers (Appendix 1); furthermore, surveys to 30 students from 8th semester of B.A in English teaching (Appendix 2), some documental reviews of the University and observation of the students' speaking performance.

The interview to the Permanence and graduation and Children pedagogy coordinators (Appendix 3) showed the lack of knowledge by University staff regarding to the population with hearing loss. It makes the disinterest visible in the social problems due to the fact that it affects directly the student population. According to *Niños y adolescentes con necesidades educativas especiales*, by López and Valenzuela (2015), states that it is necessary to classify the population and their special educational needs in order to establish a work plan. In the same way, the Resolution 2565 (2003) establishes that each educational institution must characterize and determine the disability status of each student in order to identify the learning barriers and ensure that adjustments are proposed and made within the institution to provide a relevant education.

On other hand, two English teachers from B. A. in English program were interviewed. It was concluded that there is a meaningful amount of virtual tools such as Moodle, smart TV, broadcasting station, social networks among other that the university has for an inclusive purpose, but it demonstrates the lack of teachers training courses in this technology with an inclusive purpose and academic development. The document *Educación para todos* from Ministerio de Educación Nacional [MEN] rules "If teachers are clear that the population with

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disabilities have the right to education, they will facilitate their access and welcome them in their institutions"(Own translation) (2007, par. 25) with reference to teacher education and training.

After having surveyed 30 students from 8th semester of B.A in English teaching at la Gran Colombia University, it was found that 7 (seven) B.A. students have hearing loss. On the other hand, the results showed that this population's low level of English is because the teachers were not informed about the existence of this group in advance, which implies that appropriate strategies were not implemented to respond to their special educational needs. The document titled: *El aula virtual: usos y elementos que la componen* of Scagnoli considers that the virtual classroom "offers us interactivity, communication, dynamism in the presentation of contents, use of multimedia, text, and elements that allow catering to users with different learning styles, all in one place: the computer with a network connection."(Own translation) (2000, p. 1)

The documental review at UGC on August 2019 evidenced that there is not any file or evidence which shows the existence of students with hearing loss. In this way, inclusive and meaningful strategies and educational policies to strengthen their academic process have not been implemented so far. It is important to mention that several institutional documents were reviewed, as well as the different laws that supervise education to respond to special educational needs. Finally, different surveys and interviews were conducted on university teachers and administrators.

The implementation of an International exam FCE (First Certificate in English), B2 level of the Common European Framework of Reference for Languages (CEFR) and analysis of the

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students' performance, confirmed some inappropriate use of English such as incorrect conjugation of verb at different tenses, semantic inconsistencies related to some vocabulary use and fluency. All this require the listener make an effort to understand what he is saying.

Concerned to solve this problem, this research project proposes the Edmodo platform to support the hearing loss students' English-speaking skill from the B. A. in English teaching at La gran Colombia University.

Problem Question

How could the implementation of Edmodo platform support the speaking skill of three students with hearing loss from the B. A. in English teaching at La Gran Colombia University?

General Objective

To support the speaking skill of three students with hearing loss from the B. A. in English teaching at La Gran Colombia University through the implementation of the Edmodo platform.

Specific Objectives

- To identify the speaking skill level of the students with hearing loss.
- To establish the characteristics of some didactic strategies to support the speaking skill from Edmodo in students with hearing loss in English teaching at La Gran Colombia University.
- To evaluate the impact of the use of Edmodo as an educational platform for supporting the speaking skill of three students with hearing loss in English teaching at La Gran Colombia University.

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Justification

This research seeks that the students with hearing loss of the program of B. Ed. in English at Universidad La Gran Colombia can support their speaking skill through Edmodo.

Also, within the Degree program in English, there are educative tools that facilitate the learning of a second language to students with hearing loss who are a significant minority within the Faculty of Education at UGC, but most of the teachers have no idea that this population exists in this Faculty. This is because there might be not enough information about this issue at UGC. However, we are convinced that the ICT (Information and Communication Technology) ease students with diverse problems have as the same opportunities of access to higher education as “normotypic” students.

The educational community is not aware of this problem; despite the fact that one of the research lines of the Faculty of Education at Universidad la Gran Colombia is "Society of knowledge and ICT, inclusive educational processes” most of the educational strategies, to allow the inclusion of the students with hearing loss within the B. A in English program, have not been implemented, causing these students the feeling of having been discriminated due to their condition. These were some of the interpretations that were obtained from the survey of 30 students from different programs. This project seeks to support and strengthen this research line, contributing in the process of learning English in three students with hearing loss through the use of virtual tools that are available to all the members at Universidad La Gran Colombia like Edmodo.

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These technologies can affect positively the hearing loss students' potential future income by giving them some greater job opportunities, self-confidence, easier interaction, fast and easy to an immense source of reliable of information and knowledge. To sum up, The ICT gives them the possibility of starting a higher education process that allows them to be trained as professionals.

When finding multiple articles related to the one we are carrying out, it is evident that despite the existence of technological advances, a system or program that ease the learning of a second language to students with hearing loss has not been implemented at Universidad La Gran Colombia. In these researches reports it is concluded about the importance of implementing integrated online devices for deaf students as the use of hearing aids and programs stimulate their linguistic interest in their mother tongue So, these programs can be implemented as well as for increasing the deaf students interest to learn a foreign language such as English.

Although, there are policies that rule inclusion in higher education institutions, there is not a regulatory entity that verifies compliance with these guidelines, which in Colombia, are shown as “Lineamientos *Política de educación superior inclusive*” (MEN, 2013). According to the interview implemented to the Permanence and Graduation coordinator, La Gran Colombia University doesn't have any statistics about the number of students with hearing loss have (appendix 3). For this reason, 30 students from 8th semester were surveyed in which it was found that 7 of them have a hearing loss that can hinder their learning process. Three out of seven students were chosen at random as a sample to carry out this study, to which a medical diagnosis (appendix 4) was requested to have proof of their disability.

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With this research process, the Edmodo platform is used as an interactive and inclusive tool to make the students overcome the educational gaps because of some type of hearing loss. Likewise, the use of this educational tool is geared to support level of the three students' speaking skill.

Chapter II

1. Background

Based on the documentary review carried out in this research, this section has been divided into three categories, the first one speaks about the international context of the different aspects of the subject treated, the second one deals with the progress of this issue on a national level, and the third talks about local research that has been developed on local level. It is also mentioned how these articles can contribute to our research.

1.1 International Context

1.1.1 Use of ICT in students with hearing loss.

The document titled *Uso de las TIC con alumnado con deficiencia auditiva en el aula ordinaria* was a project located in Barcelona. Teachers Hidalgo and de Frutos, (2010) were looking for a technological tool to help students with hearing loss. Using the digital board, the students with this disability could integrate their academic process with the well-hearing people.

The teachers were looking for an advance in the communicative skills that the hearing loss students could develop, of course, considering the limitations that each student has. Through the digital board, the Spanish Sign Language [SSL] would be more easily acquired by all the students because it is necessary to develop an integrated community in school.

The use of the visual media is a great tool to captivate and have students' attention because the SSL is a visual language. In this way, students must focus on the digital board to learn and produce their knowledge. This is a great tool that could be developed by the students,

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the teacher and the whole school community and in this way create new opportunities to the people with educational special needs.

On the other hand, the article *Atención a la diversidad: adaptación de cursos de inglés para alumnos con discapacidad auditiva* written by Escabias and Covadonga (2015) speaks of the importance of adapting the curriculum in universities, schools and educational centers that teach a foreign language, such as English, for students with hearing loss, partial or total, the latter can be integrated into courses with people who do not have this limitation. Based on the above, it shows how in a previously conducted research; the adaptation of the curriculum and the material of the class was fundamental to achieve that 15 students, 13 listeners and 2 non-listeners, achieved a B1 level in the English language in a period of 2 years, also made visible why it is necessary that this process continues in other schools, ensuring that students with hearing loss can also acquire foreign languages, which are also required to complete their undergraduate studies in any major.

In addition to that, the article shows the need to adapt not only the curriculum to the English courses, but also the way in which the process of the students with hearing loss is evaluated, since many times the tests, that certify the acquisition of a certain level in the English language, are not designed for this type of students, therefore, they may have difficulties to meet certain standards of the test such as the speaking and listening part, because students with total hearing loss these skills cannot be developed when learning a new language.

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In conclusion, it is important to adapt the curriculum to foreign language courses to ensure that students with hearing loss can be included, so you can successfully complete your undergraduate courses due to the fact that it is essential as for knowledge from another language.

Finally, it is not only important to adapt the curriculum to the courses but also the certification exams, since these evaluate the 4 language skills and students who have a total hearing loss cannot develop skills of the language such as speaking and listening.

Likewise, it is important to know about the use of Edmodo platform for improving the speaking skill in EFL; the article entitled “A development of Blended Learning model using Edmodo for Maximizing Students Oral Proficiency and Motivation” written by Wichadee, (2017), it makes a comparison between 2 similar groups that are composed of 42 second grader students who are also enrolled in an Intermediate English course, the main objective of this research is to show how the use of Edmodo in face to face education (as a support tool) can improve the oral proficiency and the motivation when learning English.

In this comparison the first (control) group, English language was taught only using the Presentation, Practice and Production [PPP] model with a traditional class: in the other hand, the English language was taught to the second (experimental) group using PPP model and Edmodo as a support tool for face-to-face class; it is called Blended Learning. As it was expected the experimental group had better speaking skill than the control group because the first group only could practice and produce in the school hours; in the same way, they can just practice by themselves without collaborative work.

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The experimental group could practice with the teacher's assessment all the time, they could practice through Edmodo with their partners in extracurricular time as well; this virtual environment attained the goal in which the student could ask for help in real time, share their opinions about the topics, have timely feedback and finally learn in a collaborative way.

1.2 National Context

1.2.1 Virtual classroom for students with hearing disabilities.

This project deals with the creation of a specialized virtual classroom for students with a partial or total hearing disability who want to access undergraduate studies, but due to the lack of economic resources or specialized places to carry out such studies, they cannot complete them.

This project was carried out by Betancourt, (2015) who seek to include students who have a hearing disability in the university life, since students with this educational barrier do not learn in the same way as a person who can hear, engineering students created a virtual classroom as a support tool for their undergraduate studies, that is, that the virtual classroom facilitates their learning within the university and they can finish their studies satisfactorily.

This virtual classroom was created only for majors like graphic design, visual arts, and film and television; this project contains communication tools such as chat, calendars, tutorial videos and other functions that support the learning of students with hearing loss.

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Furthermore, in the article *Las TIC como herramienta de inclusión para estudiantes con discapacidad auditiva, una experiencia en Educación Superior* Carried out by Agudelo, Moreno, Rodriguez, (2014) This text is of great importance for this research since it states how education should include students with different skills within higher education and how teachers can use Information and Communication Technologies (Henceforth, ICT) as a tool to support their teaching, without the need for the complete transformation of the curriculum who are currently working, in order to improve the communication process between teachers and non-hearing students.

It also shows how the Colombian legislation over the years has promoted the inclusion of the population with hearing loss in the educational field, providing theoretical support tools to teach students with this trait better. In the same way, making the educational community complying with regulations, it is also necessary to generate awareness of the social responsibility of higher education institutions with this population.

In relation to Colombian regulations, this research intends to make use of different ICTs to support the teaching of any subject by a hearing teacher to a student or group of students with hearing loss. For this purpose, they create a tool that can be used within the classroom as *Aplicativo de Inclusión para Sordos en la Educación Superior*, which is an application that transforms the voice signal given by the hearing teacher into an explanation or an instruction in a written signal, in which students with total or partial hearing loss can read signals and understand what the teacher is saying.

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This application is designed so that it can soon be used in higher education classrooms and thus it facilitates communication between hearing teachers and students with auditory deficits.

Moreover, the article *Ambiente virtual de aprendizaje para la enseñanza del cambio químico* (González et al., 2016) presents the use of a virtual learning environment for the teaching of a chemical phenomenon, implemented with a population with hearing loss: deaf and hard of hearing, this population can be found in different levels, the objective of this work was to develop a better understanding of chemical change.

1.3 Local context

1.3.1 English supporting through ICT.

The students of Universidad Distrital, (González, et al. 2016) Along with a research group use a virtual learning environment to develop the Blended Learning properly, aside from utilizing the support of multimedia resources appropriately, and promoting autonomous learning and both face-to-face and virtual evaluation.

In the development of the proposal, the researchers developed a didactic unit with the subject chemical change, using the virtual classroom Atutor, this platform has a simple interface, which both the teacher and the student can use easily. This virtual classroom is used for all types of people. The researchers adapted the didactic material for people with hearing disability learning.

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As for a research that uses the Edmodo platform in Colombia, it is important to highlight how Edmodo has been used to improve English as a foreign language; in the research project entitled *Fortalecimiento segunda lengua inglés (Colombia) y Español (Estados Unidos) a través de las TIC* written by Conde, (2014), it asserts how a collaborative project between the subject of computer science and technology and the subject of English manage to motivate the students of fourth cycle of the school Bernardo Jaramillo to improve their English language skills, also learn how to use different platforms as Wiki and Edmodo and programs as Word also, to understand why these are important for their lives.

In order to achieve the above, the Informatics and English teachers established communication with the Haddonfield Middle school in United States where the Spanish students began to talk with the Colombian students, using written correspondence through the program word and e-mail; later, when the students improve the writing and reading skills, both schools implemented the Edmodo platform for posting photos, videos and audios and in this way, they could practice and improve other skills as Listening and Speaking.

As a result, the research concluded that Colombian and American students improve their communicative skills in both languages, also the intercultural experience motivates the students to learn a foreign language; Edmodo platform helps the experience too much because they could share their material in an easy way and also this platform became learning in something more interactive and dynamic.

2. Conceptual Framework

2.1 Information and Communication Technologies (ICT).

In the globalized world, the principle is communication between one or more people regardless of the distance, this type of tool has been called ICT (Information and Communication Technologies), but these are not only tools that allows us to communicate among several people, it also gives us the possibility of accessing information in a fast and effective way. According to Filippi "We can say that they are fully integrated, either as a tool for work, for study, for recreational purposes or simply as a means of communication." (2009, p. 4) (Own translation) That is why in education, we must take advantage of this tool as a help means within the classroom so that the knowledge that is shared with the students be helpful in their educational process.

2.1.1 Virtual classroom.

Virtual classrooms are defined as the online learning space where students and teachers interact and are supported by digital or electronic means (Comezaña and García, 2015). This is a tool that could be exploited by all the educational context because all virtual classroom allows the interaction by the members. Also, this is a way to have a communication 24/7 with the teacher. S/he could solve students' doubts and try to beef up their educational process.

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2.1.1.1 Edmodo.

Edmodo is a virtual classroom that helps connect students, parents and teachers and administrator in a virtual environment to interact and collaborate online; thus, to continue with their educational process outside the classroom. Its collaborative nature, allow students to practice communication skills such reading, listening, speaking and writing on a synchronous or asynchronous classes creating a safe environment for learners in order to strengthen their competences. They have the option to download or upload content which is shared and socialized by their classmates and the teacher in meaningful ways.

What is more, Edmodo gives the students the chance to express their creativity and themselves thought speaking and writing. The teacher can use the Blog entries to challenge the learners use higher order thinking skills, and at the same time engage them with the lesson.

All in all, Edmodo has many benefits as: free sign up, direct contact with the teacher and classmates, accessibility at any time of the day, share class material through videos, photographs, images, slides, documents, among other files.

2.2 Hearing loss

Hearing loss can be caused by different agents, it can be acquired or inherited, it can be caused by a disease that a person contracts or a genetic failure. This type of illness causes the student to not have an optimal development in the acquisition of a new language.

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According to the University of Valencia "In some cases there may be some delay in their cognitive development, this can be corrected in the classroom with support and reinforcement measures" (2014, par. 9) (Own translation) That is, the strategies presented within the classroom can improve the cognitive development of a hearing loss student, thus improving the process of acquiring a language.

The auditory deficiency refers to the loss or abnormality of an anatomical and/or physiological function of the auditory system and has its immediate consequence in a hearing disability, which implies a deficit in the access to oral language. *Centro de Recursos de Educación Especial de Navarra [CREENA]* (2006) This deficiency has several levels which affect to a greater or lesser extent the daily life of the people. When there is a disease such as medium or moderate sensorineural hearing loss, which is characterized by: "If you talk to them in a low voice, at a distance (beyond 1.5 m.), Or if they are in noisy environments, they will hear or understand everything that is said." CREENA (2006, p. 19)

2.2.2 Level of deafness.

Deafness has several levels, in which a person can be defined as partially deaf, that is, impaired, or totally deaf. The level of deafness according to *Asociación de personas sordas de Zaragoza y Aragón [ASZA]*:

It refers to the amount of hearing loss that a deaf person presents and corresponds to the intensity of sound that cannot be heard. It is measured in dB. In this sense, not only 4 is the quantity, but the quality of the sound also influences. It is

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measured in frequencies (Hz) and a poor quality in the reception of sound has its most negative repercussions when it is the conversational bands that are most affected (between 500 and 2,000 Hz). (s.f. pp. 4-5) (Own translation)

2.2.3 Post-lingual hearing loss.

The post-lingual hearing loss is related to a person who starts having hearing loss after satisfactorily developing the speech and listening skills in the official language of their native country, in this particular case the person has post-lingual hearing loss since he or she learned to communicate satisfactorily in Spanish.

3. Theoretical Framework

In the research the use of some theories is important to understand the proposal of the investigation. There are the most important authors and the products referring to the research.

The topics will be discussed are: Use of ICT, Learning through ICT, Hearing loss and Learning, Learning a foreign language (English) in students with hearing loss, The use of the virtual classroom as a support tool for teaching hearing loss students. With this theoretical framework you can understand the development of the project that is broken down ahead.

3.1. Use of ICT

The use of ICT is one of the greatest needs of the globalized society since it is not only a tool that supports learning but also the use that should be given to this tool should be valued so that it can be beneficial in the learning development and the educational process.

Likewise, students are expected to make good use of this tool in their educational process, because the internet as a tool is increasingly used in different teaching centers which in one way or another are connected to the technology world. Teachers and students use this connection to the world in different ways. In the first place, the Internet is an inexhaustible source of information and first-hand data, originally a scientific network, you can find a lot of useful information for the classes. We can find materials for any educational level prepared by other teachers, there are even files of programming and educational experiences, documents to be used by the teacher during the preparation of their teaching/learning activities, etc.

3.1.1. Learning language through ICT.

English as a language has become one of the most used by people to communicate, the current and globalized society ask for people to speak this language to communicate with others. Then, it is the challenge of teachers of the XXI century, how to incorporate ICT in the classroom so that this tool is used for the academic process of students. This is how it is shaped by López and Londoño. "Education must change in order to properly prepare the citizens of the future to function in a society in continuous change, therefore, it is necessary to replace the current paradigm of education." (2013, p. 20) (Own translation).

Therefore, we must be constantly changing according to the needs demanded by the globalized and ever-changing society, that is how different programs have emerged which seek this relationship between the teacher, the student, the second language acquisition and ICTs, One of these is called CALL, which: "This is a program that seeks a computer application means that allow apprentices to use the computer and all the benefits it offers for a realistic approach to English." (López and Londoño 2013, p. 37) (Own translation) However, it must be considered that the learning of a second language must start from the appropriation of reality since otherwise a student would be filled with information without to know when and how to use it.

3.2 Hearing loss and Learning

To carry out this proposal it is important to know how the students with hearing loss learn and which conditions affect their experience into the face-to-face education, one of the most important troubles that complicate the teaching and learning processes is a condition known as divided attention.

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In the deaf student, we observe the lack of joint reference, it is a relationship between referents (objects or situations from which we speak) and the signs or words with which we refer to them, they do not receive simultaneously as the hearing students (they cannot see and hear it at the same time) but sequentially (first they perceive the object of reference and then how it is said or what is said about it) (ASZA, s.f., p. 8) (Own translation)

It is important that teachers should consider the above to plan their class. It is not enough to use visual material and speak aloud because the students with hearing loss cannot pay attention in two things at the same time. The students might prefer focusing their attention on the visual material and it is probably the reason because they lose interest in the explanation of the material; on the other hand, to wait for the impaired students to analyze the visual material, it would delay the class rhythm and also, it would affect the learning process of the hearing students.

Another difficulty that the inclusion of hearing loss students present regarding face-to-face education is that some of those students can use a hearing aid; despite hearing aids as earphones or even cochlear implants help to improve hearing skills of the students, they have to learn to hear again.

“In the case of deaf children, they have to learn to know, identify, discriminate, differentiate and understand sounds and voices that until now they had not heard and know what they correspond to.” (ASZA, s.f., p.24)(Own translation) The use of hearing aids or a cochlear

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implant involves a hearing rehabilitation, this means that since hearing loss students are not accustomed to hearing they forget many sounds; also, they forget to differentiate and discard them to pay attention; in a classroom there are different sounds. Even using the hearing aid or having a cochlear implant people with hearing loss cannot concentrate and focus only on the teacher's voice since these sounds easily distract them, for this reason a learning tool is necessary to overcome this trouble.

Likewise, there are some strategies that teachers can carry out to improve the teaching and learning processes of this population in face-to-face education. One of them is to provide in advance the activities and assignments that the students with hearing loss must perform in the coming class. "Facilitate them in advance the topics that will be taught in class, as well as the material that is used and the content that will be presented, for what he can do it correctly" (ASZA, s.f., p. 21)(Own translation) It helps the impaired students to know about the development of the class, to learn autonomously the content of the class and to be prepared about what the teacher is going to explain.

The educational institutions must know the previous information to create strategies and materials that include this population in face-to-face education and also achieve the aim MEN has. The Ministry seeks to promote at the national level strategies in which the different educational institutions, whether of higher or basic education, integrate children and young people with a disability within the educational field, motivating them to start and/or finish their studies.

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According to Alcantud, Ávila, Asensi "Universities, considered as centers of generation and transmission of knowledge, were not conceived or designed to house people with disabilities in their classrooms, departments or libraries." (2000, p. 13) (Own translation) For this reason, it is important to try achieving the goal set by MEN, adapting the curriculum of the universities so that people with limited hearing can access the same educational opportunities that hearing people have.

Finally, the need arose from the fact that it is necessary to promote a solidary education system that considers the different conditions that may come into existence in an educational community and also be able to make teaching methodologies more flexible, taking into account these differences in order to facilitate the learning of all.

3.3 Integration of listening and speaking skills

The humans are known for being a social animal, it means that people want always communicate with others to express emotions, feelings and ideas with the purpose of receiving an answer; to achieve this the people use language, inside the languages exist the productive and receptive skills “ Productive skills are speaking and writing. The learners who possess efficient productive skills can produce something. They are also known as active skills” (Sreena and Ilankumaran, 2018, p.670)

“Receptive skills are the ability to listen and understand a language. Reading and listening are receptive skills” (Sreena and Ilankumaran, 2018, p.670) In the communication

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process, both are necessary because everyone needs to understand and to produce language for talking with others

It is important to keep the relation between the receptive and productive skills because in real-life situations these are integrated all the time. For example, if a person does not understand what another is saying, s/he do not answer as it was expected, then it hinders the communication process. “When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them.” (Müge, 2010, p.765) For this reason, English teachers must design activities that integrate those skills because students do not only want to understand a language or speak it, they need to carry out both.

To improve the speaking skill is necessary to focus on the listening and speaking skills, likewise, the activities proposed have as objective to relate both of these skills that include topics as real life situations, role play, dialogues in different places, give an opinion about current topics.

In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. (Müge, 2010, p.766)

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Also, to achieve the good integration of the listening and speaking skills, it is necessary to practice these skills continuously without separating one from the other making use of the different available resources as virtual classrooms in which students can carry out integrated activities that help them to improve their speaking communication skill, these types of tools allow the activities to be carried out constantly and in the same way, they allow the teacher to generate permanent feedback.

3.4 Foreign language learning (English) in students with hearing loss

In nowadays society it is important to learn a second language, since the world is in a globalization process in which the management of a second language increases employment and educational opportunities. Since, as stated by Hernández, "English constitutes, today, an essential part of the integral formation of a person inserted in a world whose borders are continually crossed." (2014, p. 37) (Own translation).

In accordance with the previous information, it is important that all students, regardless of their educational limitations, have access to said opportunities, that is why you should always look for the teaching method that is applied to the student's needs, because each context is different and therefore each one must be treated as unique. Likewise, as teachers, we have the task of: "motivating the student by making him aware of the usefulness of learning English for his future education or employment" (Hernández, 2014, p. 37) (Own translation).

Over time, different learning methods have been developed for adapting to the needs of each student, since students with hearing loss present barriers to acquire a second language, it is

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important to use a model that facilitates this process looking for the student can have equality when acquiring the information given in the classroom, for this, the blended learning approach is characterized by proposing the teacher as a facilitator and learning guide, taking into account the skills and needs of the student. Likewise, it allows the student to develop their academic process according to their learning speed. This pedagogical model is based on the active participation of the students during the classes so that they can clarify doubts on the topics to be worked on, which are made known in advance through the ICT so that in this way meaningful learning is favored.

Students watch classes at home, where they can quickly accelerate through those contents that they already understand or stop to repeat those parts that they have not fully grasped. Students also have the possibility of studying any contents lost during the initial explanation given by the teacher. Materials of this type can easily incorporate visual displays, such as interactive graphs, videos or graphic images, exams with feedback, etc.” (Tourón and Santiago, 2015, p. 52)

So, students with hearing loss who have not been able to hear clearly the information given in class could find it in the virtual classroom, so they can repeat the content and easily concentrate on learning what the teacher explained in class.

On the other hand, this model allows the development of knowledge in group form, since the classroom is used for ideas and concepts development instead of making theoretical explanations that can be done from the audiovisual media. Also, hearing loss students know in

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advance the subject which they will speak about in class, so they will feel integrated in the classroom and can discuss the content with their classmates.

3.5. The virtual classroom as a support tool for teaching hearing loss students

According to the University of Valencia, the auditory deficiency can affect the development of the acquisition of a language due to problems in the reception of the information, given this there is a need to generate a tool that supports face-to-face classes; in which the student has access to the information received in the classroom.

A support tool is a virtual classroom since Scagnoli considers that it "offers us interactivity, communication, dynamism in the presentation of contents, use of multimedia, text and elements that allow serving users with different learning styles, all in one place: the computer with connection to the network." (2000 p. 1) (Own translation) According to the author, a hearing loss student learns better in a visual way and by using the virtual classroom as a support tool for face-to-face class, s/he can support the knowledge acquired in class, in the same way having access to what s/he did not understand and performing the activities proposals autonomously.

According to Tourón and Santiago (2015) the Blended Learning model can be understood as the more mature model of Flipped Learning, which is a combination of online tools and classroom instruction. These models improve in 67% the score of the students in exams, specifically in students with special educational needs. It means that this model benefits different

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people with disabilities as hearing loss people. Therefore, it is important to add virtual tools for supporting face-to-face education.

The Edmodo virtual classroom has many benefits for each user (teachers and students). One which refers to the innovation in this platform, it has a similar appearance to Facebook which allows students to be comfortable in an extra-academic space where s/he could interact easier in other spaces similar to this one. At the same time, Rexarch (2012) quoted by Avendaño (2015 p. 37) mentions that: “Edmodo is a private, secure and free network specially designed to encourage interaction and collaboration between teachers and students” (Own translation). Allowing the students to have 24/7 interaction with the teacher, who could explain a topic or give instructions about the following activities that students must do, also, helping students to support the interpersonal relationship between all the class members.

3.6. Oral Communicative Skills

“Interpersonal communication is essential in the human being in any context in which you want to be analyzed, although the conditions in which it produces, varies greatly depending on the medium used in communication.” (Universidad Nacional Abierta y a Distancia [UNAD] 2009, p. 6) (Own translation) according to the author the interpersonal communication plays an important role in people's social development in a community. Furthermore, every type of communicative skills is necessary for keeping this interpersonal relationship adequately; it is also necessary to know what a communicative skill is to understand how this can improve the interaction of the people in society. Considering that

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Competition implies, of course, that the only function of languages is not to name, but that they are also organized to lament, rejoice, beg, prevent, defend, attack; they are related to the different forms of persuasion, direction, expression, and symbolic games. (Rincon, s.f., p.101) (Own translation).

In the virtual classroom as in face-to-face education, we cannot separate the four skills (Speaking, listening, writing and reading) but we can focus on one. Communication could be carried out in a verbal or nonverbal way. In the classroom, hearing loss students have a problem because most of the time the communication process is lost. The communicator produces a message that needs to be listened, if the listener cannot hear, this process cannot be done. For this reason, the virtual classroom is an aid for this process, with which it can be carried out satisfactorily and without external agents that can damage the message.

3.6.1 Pronunciation.

This is one of the most important skills in a teacher “Depending on where you teach, many or all of your students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages” (Yoshida, 2016, p.1) For this reason, a platform must be created to help hearing loss people develop this skill, so the virtual classroom is a support for face-to-face classes because as it is mentioned before, these students have divided attention and it is important to remove this barrier. The reason why oral communicative ability is so important is because this is the main tool to get better job opportunities, academics, among others. (Baker and Westrup, 2003 quoted by Leong and Ahmadi, 2017).

One of the easiest ways to learn and have the availability to practice pronunciation is using ICT. According to (Gomez, s.f. p.4) "Free Internet recordings allow you to listen and repeat, helping you practice pronunciation." (Own translation) Thanks to these tools, we have the possibility of pausing, going back and repeating a word or phrase in which the oral production and the pronunciation are not adequate, in this way, the virtual classroom can be integrated with face-to-face classes because you can develop a type of theme in the classroom and complement it with different activities in the virtual classroom.

3.6.2 Fluency.

Fluency is defined as the ability to speak without any kind of trouble (pet words, pauses, among others) This topic is influenced by the number of words that person knows. At the same time, personality is an influential factor in this subject, because according to the way of being a person, it will produce spoken texts more confident or not.

Taking into account (ENGLISH Fluency and Accuracy, 2012, par.5) "there are some students who begin to elaborate sentences using their creativity and being more spontaneous" (Own translation) This is the goal of the designed virtual classroom, it must be a space that allows students to exploit their creativity while providing different tools to increase their vocabulary and facilitate access to a comfortable space in which a person could develop activities according to the type of personality s/he has.

3.6.3 Accuracy.

“The goals of accurate are to be clear, articulate, grammatically and phonologically correct.” (Brown, 2001, p.268) In this case, the result of having students that can link the pressure and fluency is paramount. This can be achieved through different activities that allow the student to explore their oral communicative ability. Likewise, through the different interventions, we want to reduce the errors that the subjects of the investigation may have.

“Some are fluent and express themselves naturally but with many mistakes. Others are not fluid and that when they speak, they do it in a thoughtful and controlled way but with very good precision and with very few errors.” (ENGLISH Fluency and Accuracy, 2012, par.8) In this sense, we can create a conductive thread between accuracy and fluency, so, the aim is that through the Edmodo platform hearing loss students improve their speaking skill.

4. Legal Framework

Educational institutions must comply with certain requirements established by law to achieve a better performance in academic activities; these laws or decrees protect the rights of students and teachers.

Law 115 of 1994, article 1 mentions "Education is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, of his dignity, of his rights and of his duties", and his objective is "Regulate the Public Service of Education that fulfills a social function in accordance with the needs and interests of people, family and society"

Likewise, education "has as its object the permanent, personal, cultural and social formation of the student; it is based on an integral conception of being, its dignity, its rights and its duties. This object covers all students who access the different educational training proposals, in the established modalities and includes people with specific educational needs [SEN]" (MEN)

These special educational needs include hearing loss students, the law seeks equal opportunities and equity, "access to education: from the Public Policy for SEN, it is stated that" the State must guarantee access, permanence and promotion of children, young people and adults with SEN to all the modalities offered by the Public Educational Service "(Decree 2082 of 1996). To make this right viable, the educational institution must promote attention to diversity, implementing the necessary pedagogical, technical, technological and human supports "(MEN).

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According to this, the Gran Colombia university, based on Law 1098 of 2006, cites in its manual of coexistence "To train children and adolescents in respect for the fundamental values of human dignity, Human Rights, acceptance, tolerance towards differences between people. To do so, they must inculcate a respectful and considerate treatment towards others, especially towards those with disabilities, special vulnerability or outstanding abilities. "

To guarantee the learning of students with hearing loss or with any special need, the MEN regulates the pedagogical support to attend these students and guarantees inclusive education.

In the decree 366 of 2009, article 3 talks about the responsibilities of educational institutions, "Incorporate the policy of inclusive education in the different instances and areas of the education secretariat and define a person or area responsible for coordinating the administrative and pedagogical aspects necessary for the provision of educational services to these populations".

Incorporate the plans, programs and projects, the policies, regulations, guidelines, indicators and pedagogical orientations produced by the Ministry of National Education, its affiliated entities and other ministries. According to this, educational institutions must follow what is regulated in the Colombian law to ensure a quality education in which hearing loss students can learn and be part of the educational process without any limitations.

Chapter III

1. Methodological Framework

The following research has a mixed approach since it seeks to understand different situations from the perspective of the people involved and different methods are used to measure the data obtained.

Chen (2006) quoted by Hernández and Fernández defines hybrid methods "as the integration of quantitative and qualitative methods in order to obtain a more complete "picture" of the phenomenon". (2010, p.546) (Own translation) It is important to mention that different empirical methods were also used to collect information such as surveys, interviews, student and teachers' journals and interpretation of the information obtained.

This research is a case study which means that "it seeks the solution to the problem presented in the research unit that can be a single individual, a family, a school group and even an institution" (Caramos, 2004 cited by Díaz, Mendoza, Porras, 2011, p.9). In this case, an intervention will be carried out on three people belonging to B.A. in English Education, who have hearing loss as an essential factor to carry out the research process.

According to Barrio et al. (s.f.), a case study is a methodology research that begins with the process of inquiry which investigates the problems or difficulties that an individual or a specific group of people have; in the same way, it is characterized by systematic examination in order to contribute to the understanding of educational phenomena.

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To obtain better results of the research, it is necessary to make a correct data collection based on the instruments of a case study. "Case study method data can be obtained from a variety of sources, both qualitative and quantitative; that is, documents, records of files, direct interviews, direct observation, observation of participants and facilities or physical objects" (Chetty, 1996 quoted by Martínez, 2006, p.167).

1.1 Research Paradigm

This research follows an interpretive paradigm since it helps to understand a social phenomenon such as hearing loss, giving importance to the experiences and opinions of the students that have been taken as a sample of the project. In the same way, this paradigm is mixed with a qualitative approach; that is, researchers collect a wide variety of data and information through different instruments such as interviews, personal experiences, life history, and historical texts; likewise, quantitative data is collected through interviews, evaluation results and others.

The interpretative paradigm is characterized by "the human instrument, in this paradigm, the human subject is the instrument of research par excellence". (Vásquez, 2016, p.68). He also mentions that the research report has a case study, which not only covers the theoretical part, but also the relationship that the subject has with the context.

1.2 Type of study

This research is participatory and qualitative; however, it has some quantitative elements due to its nature; that is to say, it seeks to generate a change within the UGC as it aims to implement elements and strategies to improve the learning of the English language of hearing

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loss students. Likewise, a case study will be carried out, with which the students are expected to have an active participation in the research, telling their experiences and their process when learning English. In addition to this, it has the objective of transforming the educational reality of the hearing loss students.

Based on the above, a greater understanding of this problem is sought, taking as a sample these students who have characteristics that satisfactorily the population represent, as well as having the time available to collaborate with the tests, exercises, interviews and monitoring that it will be carried out throughout this 1st month.

1.3 Population

The base population to carry out this research are those people who are studying B.A. in English Education who have a partial hearing loss. When surveying 8th semester students in 2017, it was evident that 7 out of the 31 students surveyed have hearing loss; students who are in an age range between 21 - 25 years (Appendix 2). To validate the existence of the hearing loss, the selected students took an audiometry.

However, to carry out the research, it was decided to focus on the study on three hearing loss students who are currently in eighth semester and it is also an appropriate sample for the general population to which this study would be benefited. These students were chosen because they freely wanted to take part of this research project arguing they would like to realize by themselves about their speaking skill progress, turning it into a case study.

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On the other hand, it is necessary to clarify that it was decided to select three students because most of the English learners who were surveyed are already in the graduation process. Likewise, it is worth mentioning that the total of people who are part of the university and have this condition are unknown because there is no record of people with this type of disability according to the information provided by Coordination Permanence. (Appendix 3)

Do you have any listening problem?

31 respuestas

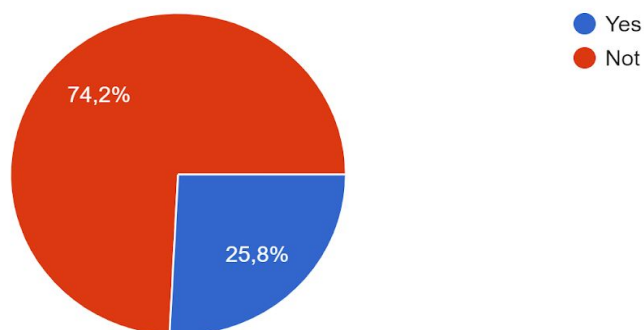


Illustration 1 Number of students with hearing loss, sample of 30 students from an eighth semester research II group.

1.3.1 Context

The participants for the research process are three students belonging at UGC, B. A. in English. Two of these students are in the graduation process and the third one has dropped out of the program after having failed the Advanced English course. As for hearing loss, one of these students has hearing loss and use hearing aids because he has mild bilateral sensory hearing loss, the other person has prescribed hearing aids, he has moderate to severe sensorineural hearing loss but does not use them frequently and the last student has moderate-grade bilateral sensorineural hearing loss.

For the development of the research, some relevant topics corresponding to the Advanced English syllabus were considered taking into account the results obtained by the Need Analysis that was carried out with the test subjects. This was done in this way due to the fact that after the interventions, students could overcome their difficulties related to their English-speaking skill.

1.4 Research Instruments

During the research, some instruments such as the pre-test, 2 surveys, journal and post-test were designed and implemented. They lead us to the conclusion to use Edmodo as a virtual classroom for helping English learners with hearing loss.

1.4.1 Interview to teachers and administrative staff.

Two interviews were made to two teachers belong to the Education faculty (Appendix 1): This tool was used to know how much information the teacher have about hearing loss students at Universidad La Gran Colombia. It has 4 questions related to the teachers' educational strategies and necessary tools / devices to teach to students with Special Educational Needs. Furthermore, three Permanence and Graduation, and Children pedagogy coordinators were interviewed as well (Appendix 3): The purpose of this instrument was to allow us to know if the coordinators were aware of the number of students with hearing loss and what the University is doing to comply with the inclusion program. "It is a face-to-face situation (Mayer and Ouellet, 1991: 308; Taylor and Bogdan, 1996), where there is an intimate conversation of reciprocal exchange, in which the informant becomes an extension of our senses and assumes the identity of a member of your social group." (Meneses and Rodriguez, p,35)

1.4.2 Document review.

The objective of this instrument is to verify if La Gran Colombia University has a policy regarding to students with different learning styles and special educational needs. Latorre, Rincón, and Arnal (2003, p. 58), starting from Ekman (1989), defined the documentary review as the dynamic process that essentially consists of the collection, classification, recovery, and distribution of information. Furthermore, to get to know if the institution keeps some data and statistics and, above all, the different strategies implemented in order to overcome the process of learning English as a foreign language of students with hearing loss.

1.4.3 Diagnostic and post tests.

Firstly, the students took a pre-test (Appendix 5): This test aims to identify the students' strengths and deficiencies related to their English level and those which might affect the learning of English as a foreign language. On the other hand, a post test was implemented in order to verify the effectiveness or non-effectiveness of the communicative activities uploaded to the Edmodo platform. That is to say, if the students with hearing loss overcome their deficiencies in the speaking skill.

1.4.4 Survey on hearing loss and student's English level.

This survey has questions about the use of ICT in the university as well as the use of hearing aid should be highlighted. The survey aims to know how many students have a hearing loss and use a hearing aid. In addition, the survey helps to "obtain, in a systematic and orderly

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manner, information about the population with which one works, about the variables object of the investigation or evaluation." Garcia,2003, p.2) (Appendix 2)

1.4.5 Audio recording.

According to This research instrument aims to save the development of the activities of the students to be able to analyze and measure their progress. Likewise, to hear clearly their answers and make a transcript of these audios. This tool allows the researcher to have access easily to the information record. Sherin (2004):

Promotes the analysis of teaching in ways very different from normal practice, and allows to abandon ritualized actions, favoring an analytical perspective that provides time and distance. On the other hand, the possibility of working with recordings Repeatedly and repeatedly analyzing a scene encourages awareness and the temporary monitoring of changes and transformations.

1.4.6 Journal.

The objective of this research instrument is to have an organized register about the perceptions of the teachers and students during the implementations. The journal aims to identify the support of the activities and know the opinions that the student gives for each activity. This tool is important because according to Bonilla and Rodríguez (1997, p.129), "the field diary must allow the researcher permanent monitoring of the observation process. It can be especially useful [...] to the researcher, taking note of aspects that he considers important to organize, analyze and interpret the information he is collecting ".

1.5 Phases

The research process was developed in three main phases. The first was the review of institutional documentation as well as a set of interviews to teachers and administrators to find some information about the impaired people's attention (Appendix 1 and 3). In this phase, we found that the UGC did not have a census or statistic to characterize the population.

With the above in mind, a group of 30 students (Appendix 2) from 8th Semester, B.A in English were surveyed to identify if there were some students with hearing loss and their English level. They argued that their English teacher did not know about the existence of this population neither in the Faculty of Education nor in the B. A. in English program. The results showed us that 7 students out of 30 have hearing loss of which 3 students agreed to freely participate in this research project. It was taken into account the English learners' needs.

The application process of the virtual classroom was carried out in a set of steps. The first one was based on the identification of the mistakes made by the students in the pre-test such as incorrect verb conjugation, use of verb tenses conjugations; pronunciation including the wrong pronunciation of different sounds like /th/, /r/,/st/ and fluency problems like hesitation and use of pet words (To see in detail the mistakes go to appendix 6) This step aimed to know what their difficulties in speaking English were. It had two parts a listening test and speaking test, both of them were samples taken from the FCE exam (Appendix 5); according to Cambridge (2015 p, 3) "It is a certificated exam of intermediate-advanced level. It shows that you can use written and oral English for work or academic purposes. The exam focuses on Level B2 of the Common

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European Framework of Reference for Languages (CEFR) – an upper-intermediate level of English”

Then, to overcome the mistakes identified with the pre-test, five implementations were carried out, these lesson plans (See appendix 7 to check out complete lesson plans) have intensive and extensive tasks. Brown (2004 p, 142) define extensive task as

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

Also, Brown (2004 p, 147) says that intensive task is

The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

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Extensive tasks were planned with the intention of improving the fluency and grammar in the speeches of the subjects; the intensive tasks were designed for overcoming punctual errors that the subjects had in the pre-test as pronunciation mistakes.

Each intervention ended with the corresponding feedback, this for the student to be able to identify their own mistakes and the correct way of overcoming them. Finally, after carrying out the interventions, a post-test (See appendix 8) was carried out, the purpose was to observe if this process was helpful to support the oral communicative skills (Speaking and listening) according to the results obtained at the beginning of the application process.

To conclude with the research process, an analysis of data was carried out that was about observing all the results obtained during the process of using the virtual classroom as an aid to improve their English level, to know this, it was made a post-test; also it is a sample of FCE exam.

2. Implementations

To carry out this research, 5 lesson plans were implemented on the Edmodo platform, they were made according to the pre-test results and the adapted topics that are contemplated in the Advanced English syllabus (Pinzón, s.f.). On the other hand, when dealing with hearing loss, we must provide this stimulation through the visual route, since they are hearing loss. “In the same way, the activities were proposed to support the speaking skill, taking into account the student’s hearing loss, carrying out activities that use visual media” (Own translation) (Barroso, 2017, p.26.)

In the same way, in the different activity proposed speaking and listening skills were integrated with the objective that the students practice constantly the productive and receptive skills and it will have an improvement in their speeches and also they feel more confident about it. “If the learner develops his listening and reading skills through certain practice, he is sure to get the confidence to speak in any situation.” (Sreena and Ilankumaran, 2018, p.672). Each implementation will be explained below, specifying the activity performed and the objective to be achieved.

- Implementation 1 (Appendix 6.1 - 6.2 – 7.1): This lesson plan had 5 activities that consisted on watching an explanatory video about second conditional; after, it was proposed an interactive activity in which the students had to post an image and create a hypothetical situation. Watching another student’s picture, they proposed a hypothetical situation too and asked a question about the partner’s hypothetical situation.

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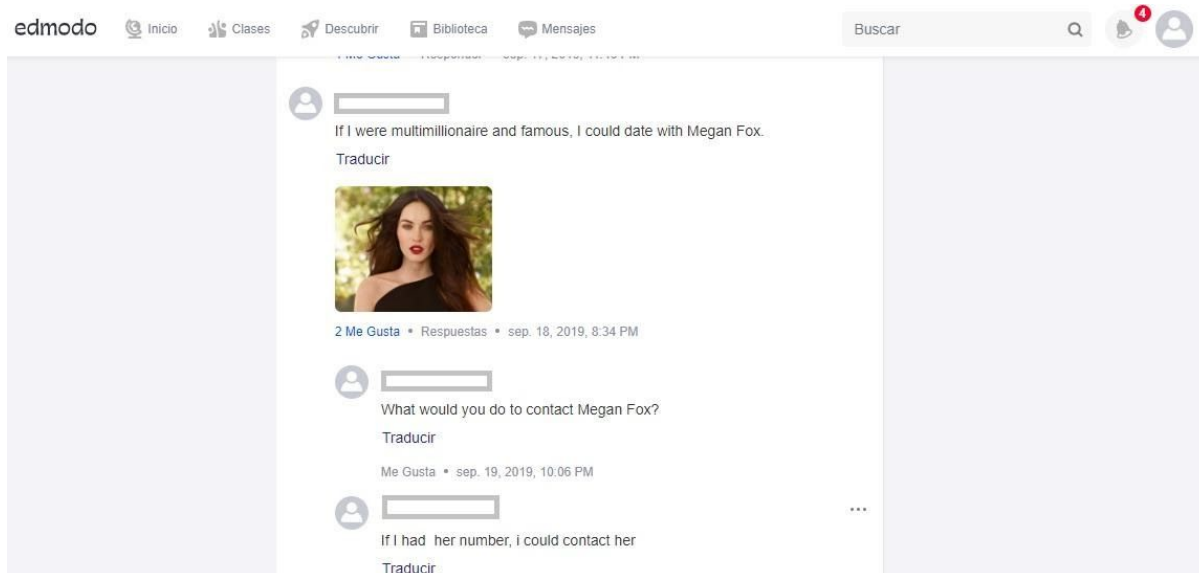


Illustration 2 Interactive activity: Hypothetical situation

The next activity was related to a current situation that was happening in that moment. Students recorded a video answering the following question: If you were the president of Brazil. What would you do with the current situation of the Amazonas?

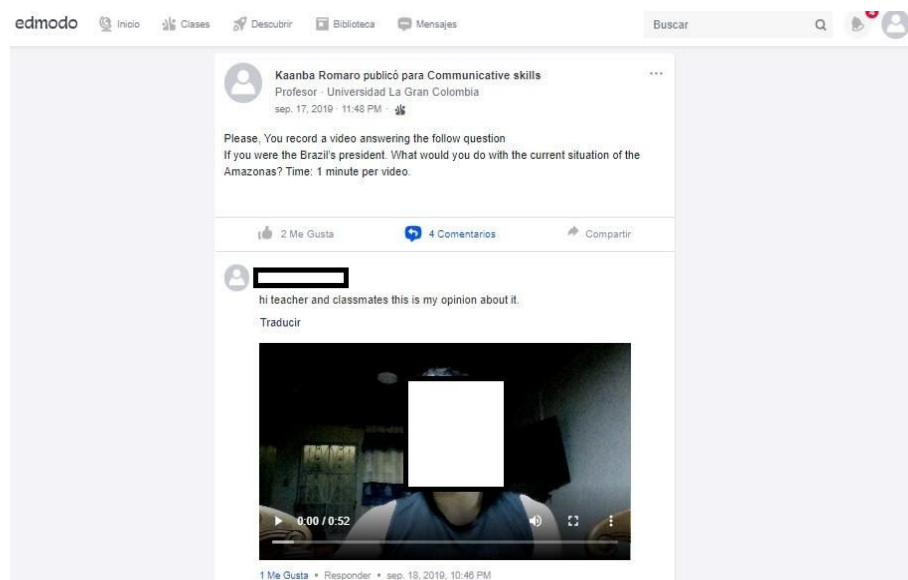


Illustration 3 Speaking practice in Edmodo platform

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Finally, they watched a black mirror episode called *Black Museum*. Later, they recorded an audio answering what would they do if they were in that situation? These activities were oriented to reach the objective: The student will be able to talk about different hypothetical situations, using the second conditional. This topic was chosen because, in the pre-test, the students made some grammar mistakes when talking about hypothetical situations. The second conditional topic was selected due to the Advanced English syllabus as it is suggested in weeks 11 and 12.

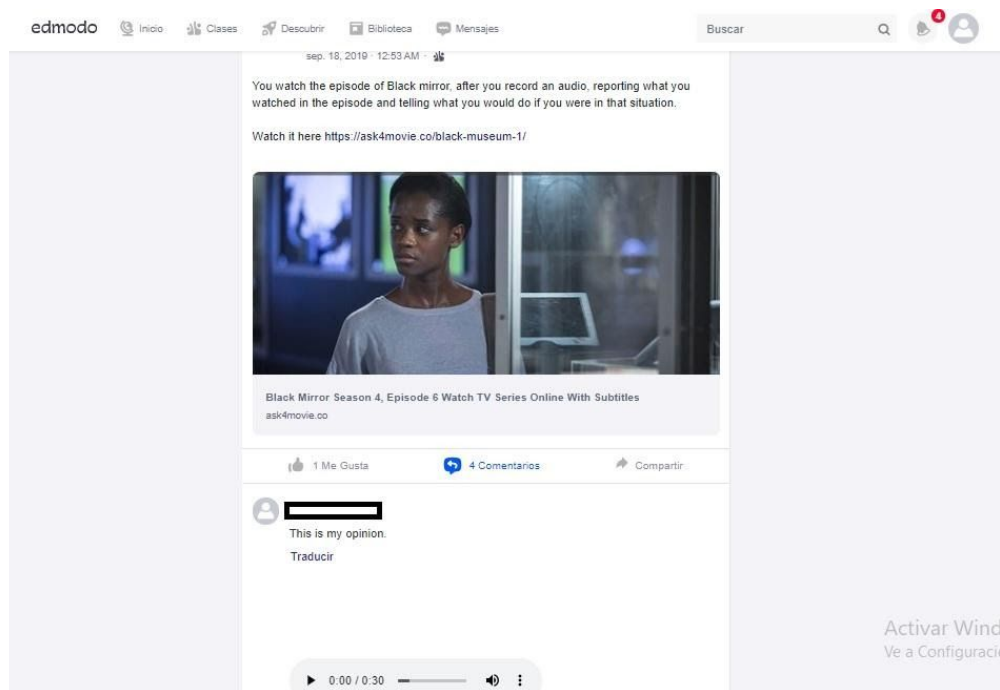


Illustration 4 Assessment activity

- Implementation 2 (Appendix 6.3 - 6.4 -7.2 - 9.2): This lesson plan had 5 activities. The first one consisted on watching an explanatory video about the use of the verb “get” to express feelings and emotions; then they recorded an audio, telling a personal experience and saying how they felt in that experience.

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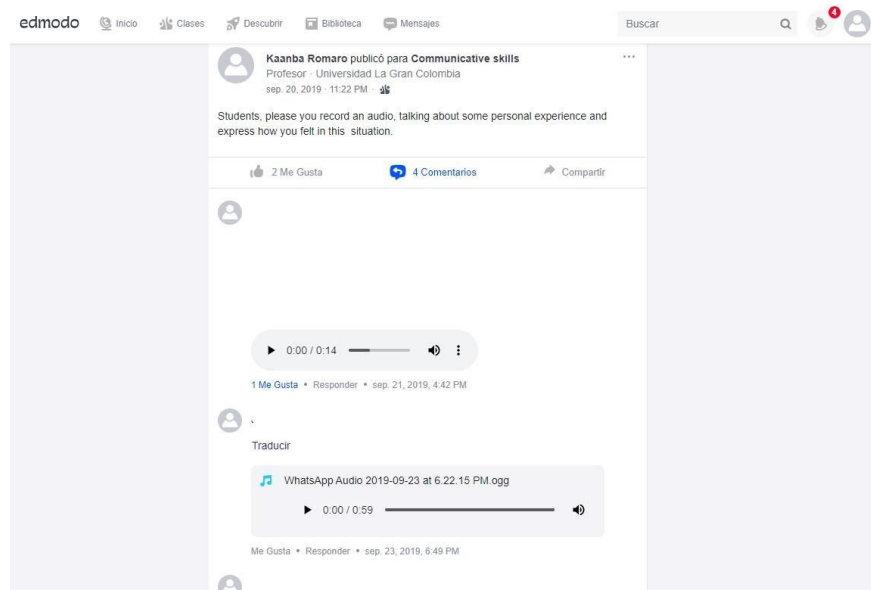


Illustration 5 Speaking practice 2

The next activity was to create a chain story: by turns, the students created a story using the verb “get” to express emotions and feelings. Taking turns, each student added a part of the story (the beginning, the plot, and the ending).

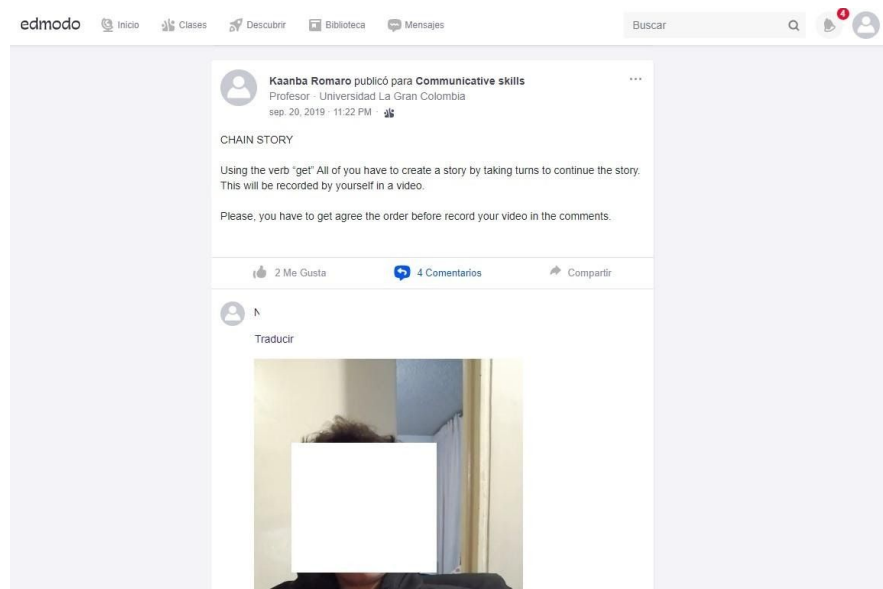


Illustration 6 Interactive activity 2

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Finally, they listened to their videos and make a self-assessment, telling what their main mistakes were.

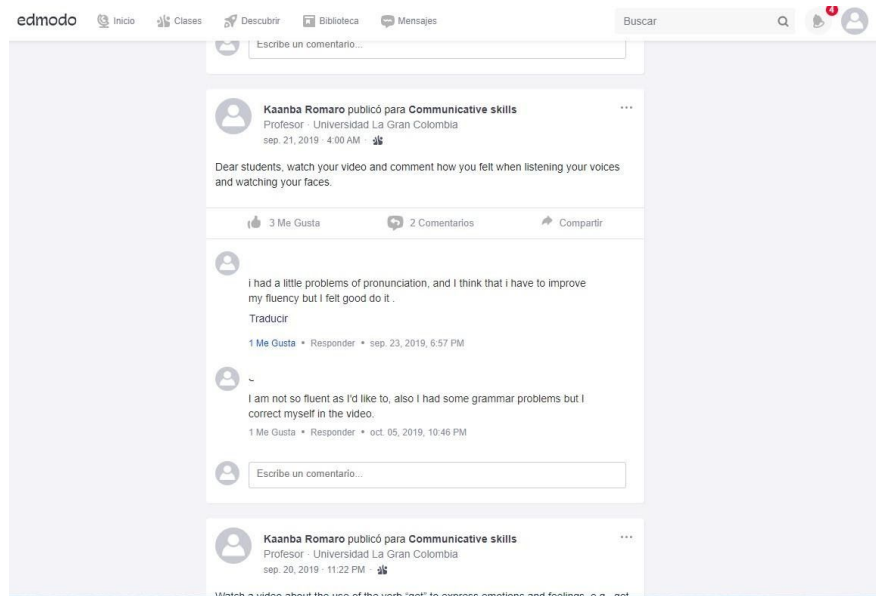


Illustration 7 Assessment activity 2

At the end of these activities, the student will be able to express his/her feelings and emotions using the verb “get”. The topic was selected because the correct use of the verb [to get] shows good management of the spoken language.

- Implementation 3: (Appendix 6.5 -7.3 - 9.3) From this lesson plan, the number of activities were reduced as students said they did not have enough time available; this implementation only had 3 activities. The first one consists on learning to identify the difference between /S/ and /Z/ sounds. They listened to an audio and wrote the words that they listened.

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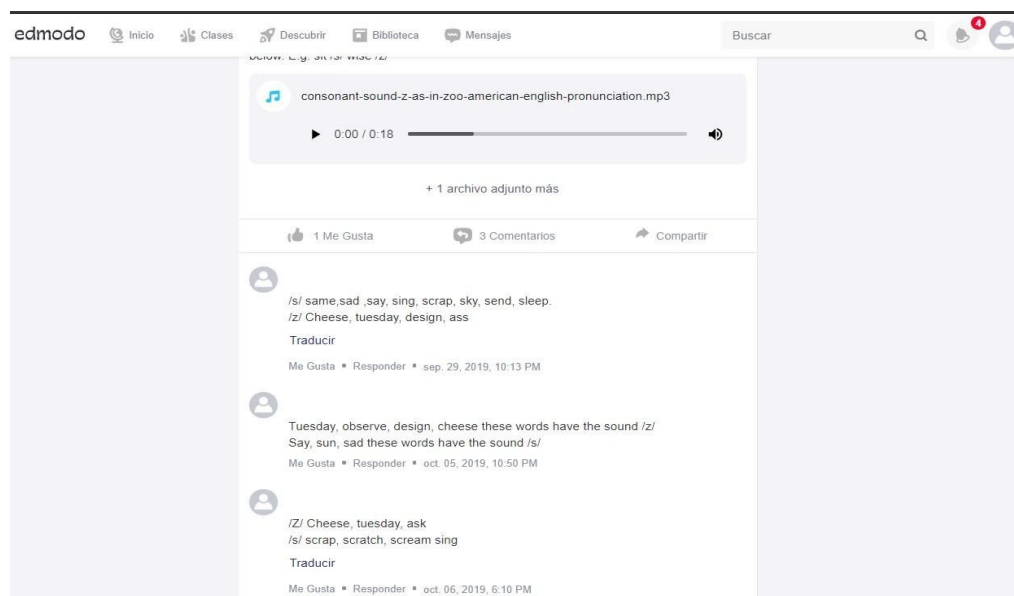


Illustration 8 Listening practice

After that, the students watched an explanatory video about how to pronounce correctly sounds /t/ and /d/. Finally, they recorded a video giving some examples.

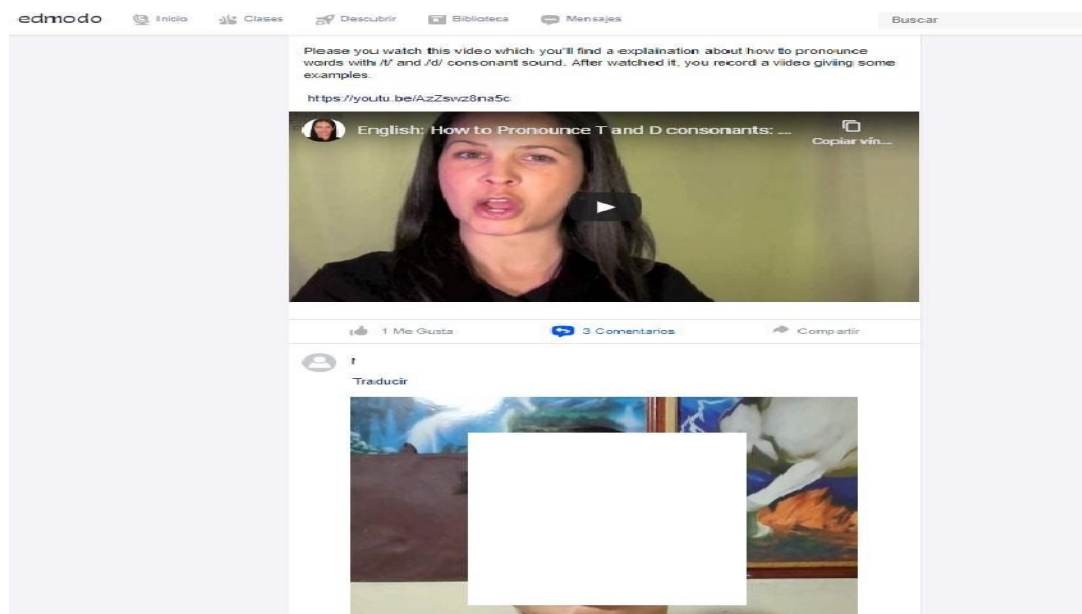


Illustration 9 Speaking practice 3

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The next activity consisted on playing the game called lyricstraining in which the students had to complete the lyric of a song according to what they were listening. Finally, they posted the game's score and expressed their opinions about the game.

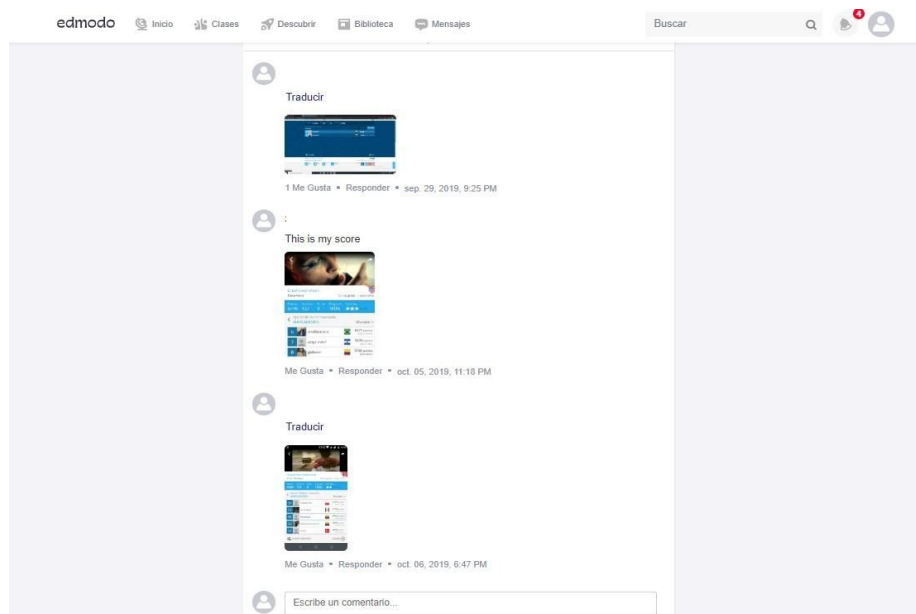


Illustration 10 Listening practice 2

At the end of the lesson, the student were able to put into practice some tips for improving their communicative skills., This topic was focused on improving their pronunciation of minimal pairs word as *bed / bet* because the students had some difficulties which are evidenced in recording of the pre-test results. It is important to mention that this topic is an issue of the Advanced English syllabus in week 14 as well. This lesson plan was designed with the aim of preparing students for B2 level (FCE).

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- Implementation 4 (Appendix 6.6 - 6.7 – 7.4): This lesson plan had 3 activities. In the first one the students watched a video about some common idioms; after that, they recorded an audio, explaining one of the idioms showed in the video.

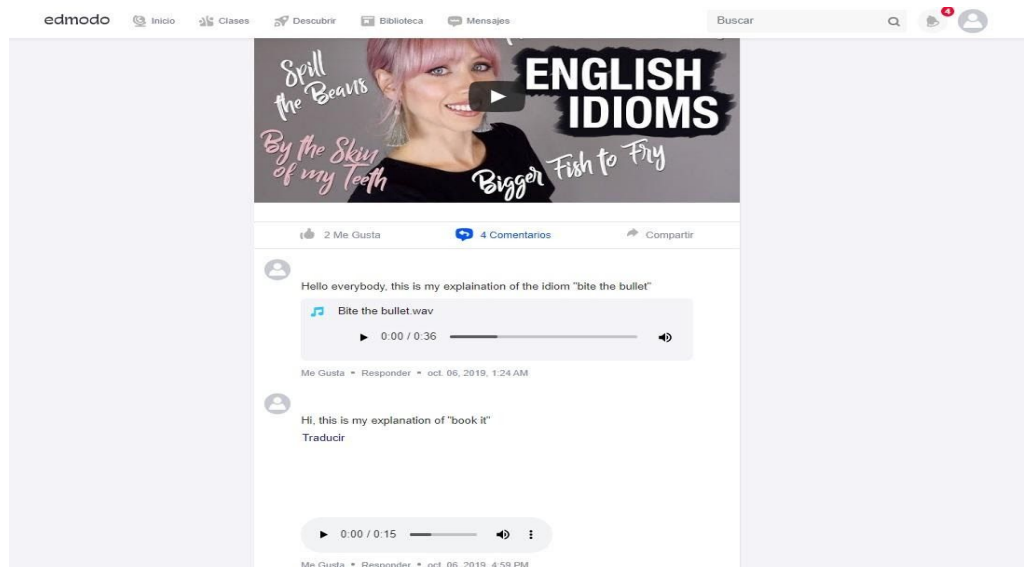


Illustration 11 Speaking practice 4

The next activity consisted on answering a workshop about the video watched in previously.

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Idioms

Asignado Para 07/10/2019 1:00

Asignado a: Communicative skills

Calificado

Total de puntos
5 / 5

Enviado el 6 de octubre de 2019, 19:15 | Tiempo empleado:
00:03

Cambiar Estudiante

Eliminar Entrega

Preguntas

1	correcto	1 / 1
2	correcto	
3	correcto	
4	correcto	
5	correcto	

Pregunta 1
1/1 puntos

Previo Siguiete

Your mother cooked a horrible meal, and she told you that if you want to go out, you have to eat it.
What idiom do you use?

A. Bite the bullet

B. Cool as a cucumber

C. Let the cat out of the bag

Comentarios

Illustration 12 Listening practice 3

Finally, the students recorded a video, telling a personal experience and using 2 idioms in it.

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Buscar

Kaanba Romaro publicó para Communicative skills
Profesor · Universidad La Gran Colombia
sep. 30, 2019 · 2:01 PM

Good afternoon students, You must record a video about a personal experience using 1 or 2 idioms.
Don't forget to answer the quiz.

2 Me Gusta 4 Comentarios Compartir

Good night this is my video using the idiom hit the town.

Illustration 13 Assessment activity 4

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These activities were oriented to reach the objective: The student was able to communicate his/her ideas using idioms. This topic was suggested in the Advanced English syllabus in week 4 (Belousova, 2015, p.1) “Understanding and using them fluently could be viewed as a sign towards language proficiency as they could be an effective way to give students better conditions to enhance their communication skills in the daily context”.

- Implementation 5 (Appendix 6.8 – 6.9 – 6.10 – 7.5): This lesson plan had 3 activities. In the first one student watched a video about tongue twisters, after that, the students recorded their own audio in which they say accurately and fluently a tongue twister of the video they just watched. It had to be done by heart.

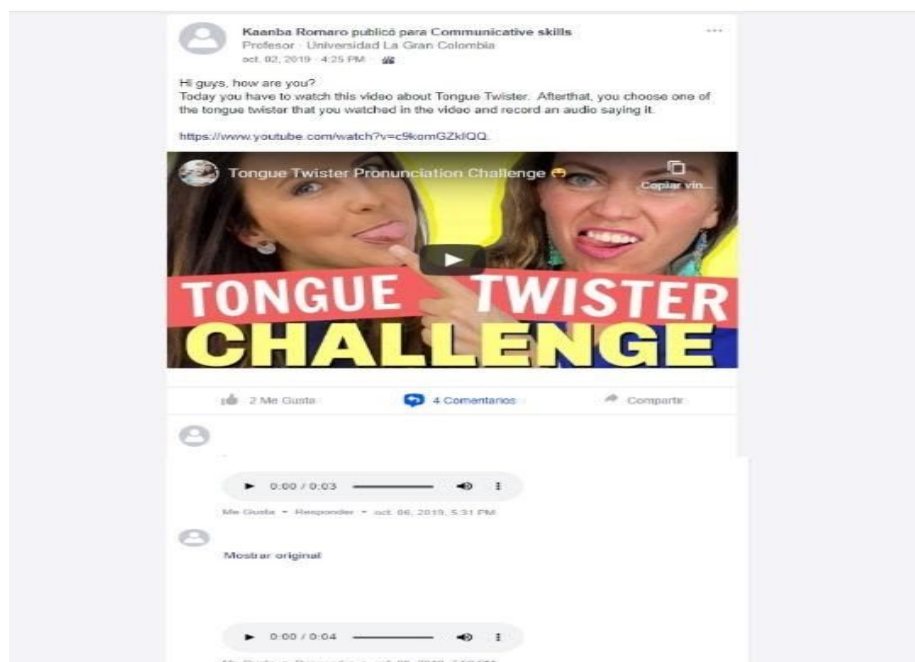


Illustration 14 Speaking practice 5

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The next activity consisted on choosing another tongue twister that might improve the sound that was most difficult to pronounce for them. Also, they recorded a video explaining what sound they were practicing with the tongue twister.

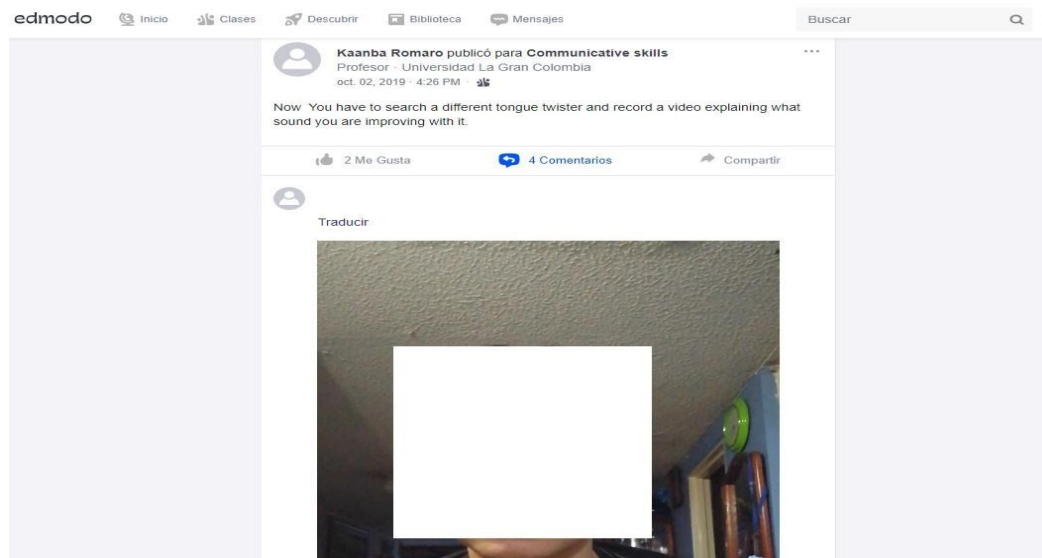


Illustration 15 Speaking activity 6

Finally, the students downloaded an app called *English conversation* from which they read and listened to a conversation of two people. Afterwards, they took a quiz about the conversation; at the end, they chose a person of the conversation and recorded an audio of his/her role of the dialogue.

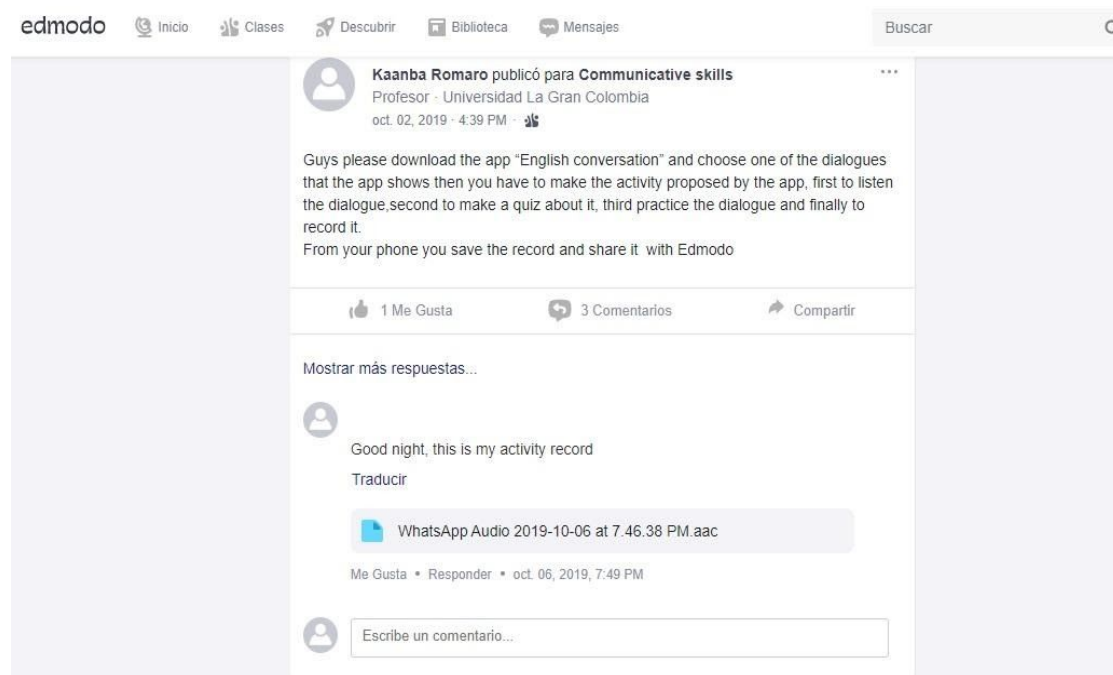


Illustration 16 Assessment activity

The purpose of these activities was to improve the students' pronunciation and fluency due to the fact they had many difficulties with this issue. This was also evidenced in the pre-test results. This topic is also suggested in the Advanced English syllabus in week 7. (Pinzón, s.f.)

Some of the activities proposed in the lesson plans consist on making videos according to: Savas P. (2012, p.731)

Moreover, EFL teachers can monitor and self-correct their language use with the help of videos because one of the most important components of being an EFL teacher is having a good command of the language that they are teaching. In addition to the proficiency in English, EFL teacher trainees can also reflect on their teaching skills that are specific to language teaching. Thus, it can be stated

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that videos are potentially effective teaching and learning tools in teacher education programs from a teacher educators vie.

For the reason above, the students watched their own videos and did a self-evaluation to recognize their mistakes and implement strategies to overcome them. In the same way, the 5th lesson plan was focused on the improvement of students' pronunciation and fluency through the use of tongue twisters, Harmer (2007, p. 256) mentions that teacher can use tongue twister in working with difficult sounds.

3. Data analysis

To answer the research question: How could Edmodo platform support the speaking skill of three hearing loss students of the bachelor in English teaching at la Gran Colombia University? There were 5 implementations, the pre-test and the post-test. It was decided to implement the method proposed by Huberman and Miles that is about to minimize and categorized whole material following three sub-processes. (Huberman and Miles, 1998).

The first is data recollection. This step was carried out through research instruments as recording audios, interviews, journal, questionnaire and documental review. The second one is data presentation that consists on facilitating the data analysis which was organized by tables and their respective categories and subcategories. Finally, to verify the conclusions of the above, it is necessary to implement a tactic to get the meaning of data; it was implemented the tactic comparison and contrast.

To evaluate the Oral communicative competences, it was taken into account the author Brown (2004) who talked about how the teachers can do a successful assessment of speaking skill, using two types of rubrics the holistic and the analytical rubric; for a better qualitative analysis, it was decided to use the analytical rubric, since it allows to measure the speaking performance dividing it into 2 categories Accuracy and fluency, likewise these categories are divided in the way below:

Table 1 Categories used for data analysis

Main Categories	
Accuracy	Fluency

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Category 1 Grammar	Category 2 Pronunciation	Subcategories:
Subcategories:		
<ul style="list-style-type: none"> Vocabulary Verb conjugation 		<ul style="list-style-type: none"> Hesitation Rhythm of the speech

To understand the organization of the collected data, it is shown as a general example of how the first activity was analyzed and also a whole vision of the mistakes that the subjects made along the 5 implementations. These mistakes were put in order taking into account the category.

3.1 Implementation 1, activity 4

This activity consisted on recording a video, answering the question: What would you do if you were Brazil's president with the Amazon current situation?

Table 2 Implementation 1 Activity 4 Subject 1

IMPLEMENTATION 1 ACTIVITY 4 SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE I would handle the situation so that eh reforestation was smart differents animal species of life	HESITATION	eh and adapted the sectors for fire control, eh and the evacuation eh then I would take place a rethinking
	VERB CONJUGATION The subject does not verb conjugation mistakes		
PRONUNCIATION	Fire, kind, species, rethinking, evacuated,	RHYTHM SPEECH	The subject makes pauses during the speech and shows confidence.

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Table 3 Implementation 1 Activity 4 Subject 2

IMPLEMENTATION 1 ACTIVITY 4 SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE Veterinarians to take after the animals	HESITATION	The subject does not hesitate.
	VERB CONJUGATION If I was Brazil's president		
PRONUNCIATION	First, second, militaries, fireman, controlling.	RHYTHM SPEECH	The subject does not make pauses during and not show confidence.

Table 4 Implementation 1 Activity 4 Subject 3

IMPLEMENTATION 1 ACTIVITY 4 SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE The student does not have grammar mistakes.	HESITATION	Also, eh to prevent the fires. I could make campaigns eh to aware the people eh about the consequences. I could eh buy eh airplanes.
	VERB CONJUGATION		
PRONUNCIATION	Amazonas, fires, burn, stop.	RHYTHM SPEECH	The subject makes pauses during the speech but not show confidence.

It is a general sample that shows the summary of the main problems that the subjects have in their speeches. It can be seen in the table that each subject makes different mistakes according to the category; for example, the subject 1 had troubles organizing his ideas because it was a little bit complicated to understand the whole ideas of the speech. The subject 2 had several problems with fluency because he cannot handle with confidence and the accent is intelligible though able to talk without hesitation, but he did not make the necessary pauses to

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keep the speech rhythm. The subject 3 was not able to talk without hesitation and that affected the speech rhythm so much; also, all of them had difficulties to pronounce correctly the words due to their hearing loss.

Now we are going to show all the collected data during this process. it is divided into five implementations each one has from 3 to 4 activities from which only two or three activities per implementation were analyzed since some of these activities consisted on listening to or watching videos and their comprehension was evaluated through oral expressions in audios or videos.

3.2 Implementation 1, assessment activity

This activity consisted on watching an episode of “Black Mirror” also called Black Museum from which they had to record an audio, telling what they would do if they were in that situation. The objective of this activity was to make a review of the advances that the subjects had had after they carried out different activities such as watching an explanatory video and to write sentences. Those were designed to recall the second conditional grammar structure in order to overcome the mistakes that they had in the pre-test.

Table 5 Implementation 1 Assessment activity Subject 1

IMPLEMENTATION 1, ASSESSMENT ACTIVITY			
SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE that was not professional with to avoid	HESITATION	I would not have eh involved anything

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	VERB CONJUGATION I show how humans can easily control themselves		
PRONUNCIATION	Interesting, instincts, leaving, involved, anything, was not.	RHYTHM SPEECH	The subject makes pauses during the speech and shows confidence.

According to this table, it can be seen that the subject 1 had an improvement in his accuracy level, regarding to the pretest and the previously activities carried out in the implementation 1, which showed many mistakes in the second conditional structure, but whenever the student performed the proposed activities he corrected his mistakes by himself. Despite of this, the subject continued having pronunciation problems with the /θ/ and /z - s/ sounds. In terms of fluency, the subject showed more confidence while he was speaking because he had a better rhythm in his speech.

Table 6 Implementation 1 Assessment activity Subject 2

IMPLEMENTATION 1, ASSESSMENT ACTIVITY SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE that was not professional with to avoid	HESITATION	The subject does not hesitate.
	VERB CONJUGATION I would really like feel I would left the invention		
PRONUNCIATION	Accept, sensation, careful, because, risk, obsessed	RHYTHM SPEECH	The subject does not make pauses during and not show confidence.

According to this table, it can be seen that the subject 2 progressed in his accuracy level, regarding to the pretest and the previously activities carried out in the implementation 1; which

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shows many mistakes in the second conditional structure, this mistakes were not overcome completely because he kept making some grammar mistake such as incorrect verb conjugation. Also, the subject continued having pronunciation problems with the /ʃ/ and /z - s/ sounds. The subject had problems in fluency despite he did not hesitate, he did not make pauses properly and it was made difficult to understand the speech.

Table 7 Implementation 1 Assessment activity Subject 3

IMPLEMENTATION 1, ASSESSMENT ACTIVITY SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR	<p>SENTENCE STRUCTURE to have someone some in my head</p> <p>VERB CONJUGATION I guess that it be really uncomfortable</p>	HESITATION	<p>because eh I would not feel eh I would not like to use and have to have so eh I guess that it be really I... would not like to suffer any consequence eh</p>
PRONUNCIATION	Have, had	RHYTHM SPEECH	The subject makes many pauses and not show confidence.

According to this table, it can be seen that the subject 3 had an improvement in his accuracy level. The subject showed a great progress compared with the pretest results and the previously activities carried out in the implementation 1. Despite of this, the subject continued having pronunciation problems with the /æ/ and /t/ sounds. In terms of fluency, the subject had good rhythm, but he continued hesitating many times.

3.3 Implementation 2, activity 2

This activity consisted on recording audio about a personal experience in which the subjects expressed their feelings using the verb “get.”

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Table 8 Implementation 2 Activity 2 Subject 1

IMPLEMENTATION 2, ACTIVITY 2 SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE when my hamster for first time could used you. but in the next day. VERB CONJUGATION first time could used.	HESITATION	The subject does not hesitate.
PRONUNCIATION	The subject does not pronunciation mistakes.	RHYTHM SPEECH	The subject makes pauses during the speech and shows confidence.

According to this table the subject 1 continued making grammar mistakes such as troubles with verb conjugation and structure sentences while he was speaking. It is important to mention that there weren't many mistakes compared with the pre-test. On the other hand, the subject didn't have pronunciation problems in this activity, and he had a very fluent speech.

Table 9 Implementation 2 Activity 2 Subject 2

IMPLEMENTATION 2, ACTIVITY 2 SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE so, I got because he said me that unfortunately VERB CONJUGATION my feet was broken	HESITATION	The subject does not hesitate
PRONUNCIATION	cycle, stop, stopped, got, anything, some minutes, could not, unfortunate	RHYTHM SPEECH	The subject does not make pauses during and not show confidence.

The subject 2 continued having problems with his accuracy level. He had a grammar mistake like verb conjugation and missing word while he was speaking; also, he kept having pronunciation mistakes with the sounds /t/ /d/ and /f/. Finally, the subject did not hesitate but he

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had several problems with the rhythm of his speech because he did not make the necessary pauses to make a fluent speech. Moreover, he showed himself uncomfortable while he was speaking.

Table 10 Implementation 2 Activity 2 Subject 3

IMPLEMENTATION 2, ACTIVITY 2 SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE	HESITATION	It was a beautiful day I got happy because I had never...
	VERB CONJUGATION		
	that I took a cat to my home		
PRONUNCIATION	Received, nervous.	RHYTHM SPEECH	The subject makes many pauses during and not show confidence.

The subject 3 showed an improvement in his accuracy level because if we compare it with the previous activities, he had less grammar and pronunciation mistakes; despite of this, the subject seemed uncomfortable while he was speaking, and he hesitated many times.

3.4 Implementation 2, activity 3

This activity consisted on creating a story in which each subject had to record an audio, telling the beginning, the plot and the end of the story according to each turn.

Table 11 Implementation 2 Activity 3 Subject 1

IMPLEMENTATION 2, ACTIVITY 3 SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE	HESITATION	ch who woke up in middle of the forest
	VERB CONJUGATION		
	she run for a long-time while		
	she run off and she got lost.		

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PRONUNCIATION	Once.	RHYTHM SPEECH	The subject makes pauses during the speech and shows confidence.
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The subject 1 showed an improvement in his accuracy level if it is compared with the pre-test and previous activities already implemented. The subject did not make too many mistakes like before. However, he continued making mistakes with verb conjugation related to the simple past tense and pronouncing the /s/ and /z/ sounds. On the other hand, he had a well rhythm speech and showed to be comfortable while he was talking.

Table 12 Implementation 2 Activity 3 Subject 2

IMPLEMENTATION 2, ACTIVITY 3 SUBJECT 2			
	ACCURACY	FLUENCY	
GRAMMAR	SENTENCE STRUCTURE where work her father VERB CONJUGATION where work her father he thought that something was happened to her	HESITATION	The subject does not hesitate
PRONUNCIATION	got encourage, he thought, that something, her	RHYTHM SPEECH	The subject does not make enough pauses and does not show confidence.

The subject 2 had had a little improvement in his accuracy level compared with the pre-test and the implementation of the previous activities. Furthermore, he did not make many mistakes like before, but he continued having some pronunciation problems with the /t/ /d/ and /th/ sounds. Although, the subject had tried to make more pauses, he still sounded uncomfortable while he was speaking.

Table 13 Implementation 2 Activity 3 Subject 3

IMPLEMENTATION 2, ACTIVITY 2 SUBJECT 3	
ACCURACY	FLUENCY

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GRAMMAR	SENTENCE STRUCTURE Her father	HESITATION	he became in a monster a big big monster so eh so eh she got calm down
	VERB CONJUGATION		
PRONUNCIATION	Calm	RHYTHM SPEECH	The subject makes many pauses during and not show confidence.

The subject 3 showed an improvement in his accuracy level. If it is compared with the previous activities, he had less grammar and pronunciation mistakes; despite of this, the subject seemed to be comfortable while he was speaking and showed himself to be less hesitated.

3.5 Implementation 3, activity 2

In this activity the students had to watch a video which showed how to pronounce the letters T and D correctly. After that they recorded a video by giving some more examples different from those given on the video. The aim of this activity was to put into practice some tips for improving their pronunciation and communicative skills. Also, a review of the advances that the subjects had had after listening an audio with some words that begin with the letters S/Z, they had to differentiate what word had the sounds /S/ or /Z/.

Table 14 Implementation 3 Activity 2 Subject 1

IMPLEMENTATION 3, ACTIVITY 2 SUBJECT 1
ACCURACY
PRONUNCIATION: Tie/ Die

The table shows that subject was able to overcome his pronunciation problems with the /z/ and /s/ sounds and presented a few mistakes with the /t/ and /d/ sounds. In relation to the previous activities, the student improved his pronunciation skill.

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Table 15 Implementation 3 Activity 2 Subject 2

IMPLEMENTATION 3, ACTIVITY 2 SUBJECT 2
ACCURACY
PRONUNCIATION: Dutch/ Train

The above table shows that subject 2 had an improvement his pronunciation problems with the /t/ and /d/ sounds.

Table 16 Implementation 3 Activity 2 Subject 3

IMPLEMENTATION 3, ACTIVITY 2 SUBJECT 3
ACCURACY
PRONUNCIATION: Write

The subject 3 enhanced his pronunciation with the sound /t/ and /d/. The student put into practice the tips for improving his communication skills and made the activities previously proposed

3.6 Implementation 4, activity 1

This activity consisted on watching a video about some common idioms. After that, the students had to record an audio explaining an idiom they listened while watching the video. This activity aimed a review of the improvements that the subjects had had after they watched an explanatory video which was implemented to learn the common idioms, to understand and use them fluently due to it is an effective way to improve their speaking skills in a daily context.

Table 17 Implementation 4 Activity 1 Subject 1

IMPLEMENTATION 4, ACTIVITY 1 SUBJECT 1

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ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE different meanings fast, hurry up.	HESITATION	The subject does not hesitate.
	VERB CONJUGATION		
PRONUNCIATION	The subject does not pronunciation mistakes.	RHYTHM SPEECH	The subject makes pauses during the speech and shows confidence.

The above table shows that subject 1 had an improvement in his accuracy level, regarding to the previous implementations, which showed many mistakes in the sentence structure but whenever the student performed the proposed activities, he corrected his mistakes being guided by the teacher's assessment. The subject was able to improve his pronunciation problems with the /t/ - /d/ sounds and did not present pronunciation mistakes. In terms of fluency, the subject showed more confidence while he was speaking because he had a better rhythm in his speech.

Table 18 Implementation 4 Activity 1 Subject 2

IMPLEMENTATION 4, ACTIVITY 1 SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE for example, (s)is a piece of cake is a piece of cake I can swim toward there	HESITATION	The subject does not hesitate
	VERB CONJUGATION		
PRONUNCIATION	something	RHYTHM SPEECH	The subject does not make pauses during and not show confidence.

According to this table, it can be seen that the subject 2 progressed in his accuracy level, regarding to the previously activities, which showed many mistakes in the grammar subcategory. These mistakes were not overcome completely because he kept making grammar mistake such as

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structure sentence. Also, the subject continues having pronunciation problems with the /ʃ/ sounds. The subject had problems in fluency despite of not having hesitation, he did not pause properly, and it was made difficult to understand the speech.

Table 19 Implementation 4 Activity 1 Subject 3

IMPLEMENTATION 4, ACTIVITY 1 SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR The subject does not have grammar mistakes.	SENTENCE STRUCTURE VERB CONJUGATION	HESITATION	ehh for example, emm if you have to do ehh so ehh you can say bite the bullet. Ehh you mean...
PRONUNCIATION	The subject does not have pronunciation mistakes.	RHYTHM SPEECH	The subject makes many pauses during and not show confidence.

According to the above table, it can be seen that subject 3 had an improvement in his accuracy level. The subject showed great progress in relation to the previous activities carried out in the implementations 1, 2 and 3. The student did not make grammar mistakes. The subject made corrections about his pronunciation problems and following the correct accent. In terms of fluency, he continued hesitating many times because he thought how to pronounce correctly.

3.7 Implementation 4, assessment activity

In this assessment activity, the students had to record a personal experience using 1 or 2 idioms presented in the video. The objective of this activity was to assess the advances that the subjects had had after they made different activities such as to watch an explanatory video, to record a video which were assigned to learn the common idioms and tell a story using them to overcome the mistakes that they made in the prior activity.

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Table 20 Implementation 4 Assessment activity Subject 1

IMPLEMENTATION 4, ASSESSMENT ACTIVITY SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE he knew something about with my girlfriend.	HESITATION	he know , he knew something. I have to book, book it
	VERB CONJUGATION I knew that he know		
PRONUNCIATION	Girlfriend, university.	RHYTHM SPEECH	The subject makes pauses during the speech and not show confidence.

According to this table, it can be seen that subject 1 made some mistakes in the accuracy level in the verb conjugation and structure sentence if it is compared with the previous activity. Further, the subject had pronunciation problems with /l/ sound but overcame the problem with /z/ and /s/ sounds. In terms of fluency, the subject showed less confidence while he was speaking because he repeated the same word twice, but he had a good rhythm.

Table 21 Implementation 4 Assessment activity Subject 2

IMPLEMENTATION 4, ASSESSMENT ACTIVITY SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE I am in my school me. I said her.	HESITATION	The subject does not hesitate
	VERB CONJUGATION I am in my school me she fight		
PRONUNCIATION	Hung up, busy, called.	RHYTHM SPEECH	The subject does not make pauses during and not show confidence.

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In the foregoing table, it is shown that subject 2 had some mistakes in his accuracy level, which present troubles in the grammar subcategory. These mistakes were not overcome completely because he kept on making grammar screw ups such as past verb conjugation. However, the subject overcame his pronunciation problems with the /ʃ/, /z/ and /s/ sounds. The student continued with his fluency problems despite he did not hesitate.

Table 22 Implementation 4 Assessment activity Subject 3

IMPLEMENTATION 4, ASSESSMENT ACTIVITY SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR	<p>SENTENCE STRUCTURE she said me</p> <p>VERB CONJUGATION when I were 18 years old</p>	HESITATION	<p>I got out eh with my friends eh It was when I were 18 years old ehh .</p> <p>I was like ehhh hit the town girls ehh she, my girl, my best friend Angela and ehhh</p>
PRONUNCIATION	With, were, did it, girls.	RHYTHM SPEECH	The subject makes many pauses during and not show confidence.

According to the prior table, it can be seen that subject 3 made a few mistakes in accuracy with the verb conjugation and structure sentence, compared with the previous activity. But he kept on improving and correcting his own mistakes with the continuous practice of each activity and self-assessment. Moreover, the subject had pronunciation problems with the /w/ sound but overcame the problem with /t/ sound. In terms of fluency, the subject showed less confidence while he was speaking because he hesitated many times.

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3.8 Implementation 5, activity 2*Table 23 Implementation 5 Activity 2 Subject 1*

IMPLEMENTATION 5, ACTIVITY 2 SUBJECT 1
ACCURACY
PRONUNCIATION: The subject does not have pronunciation mistakes.

According to the previous table, it can be seen that the subject 1 has an improvement in his accuracy because he did not make any pronunciation mistake.

Table 24 Implementation 5 Activity 2 Subject 2

IMPLEMENTATION 5, ACTIVITY 2 SUBJECT 2
ACCURACY
PRONUNCIATION: Cream

The above table shows that subject 3 continues having pronunciation problems but according to implementation 4, he has shown progress because he just made 1 mistake in this activity.

Table 25 Implementation 5 Activity 2 Subject 3

IMPLEMENTATION 5, ACTIVITY 2 SUBJECT 3
ACCURACY
PRONUNCIATION: Brewery

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According to this table, it can be seen that the subject 3 just made 1 mistake that shows that this is huge progress because the pronunciation part of the implementation 4, he made 4 mistakes.

3.9 Implementation 5, activity 3

Table 26 Implementation 5 Activity 3 Subject 1

IMPLEMENTATION 5, ACTIVITY 3 SUBJECT 1			
ACCURACY		FLUENCY	
GRAMMAR The subject does not have grammar mistakes.	SENTENCE STRUCTURE VERB CONJUGATION	HESITATION	The subject does not hesitate.
PRONUNCIATION	Sells, seashore.	RHYTHM SPEECH	The subject makes pauses during the speech and show confidence.

According to this table, it can be seen that subject 1 improved his accuracy level because in the implementation 4, he made some mistakes but, in this implementation, he had any mistake. Also, the subject continues having pronunciation problems with /z/ and /s/ sounds. In terms of fluency, the subject improved taking into account the hesitation that he had in the implementation 4 having good rhythm and showing confidence in his speech.

Table 27 Implementation 5 Activity 3 Subject 2

IMPLEMENTATION 5, ACTIVITY 3 SUBJECT 2			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE AS fish for you I improve sound f	HESITATION	The subject does not hesitate.

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VERB CONJUGATION

PRONUNCIATION	Sound	RHYTHM SPEECH	The subject makes pauses during the speech and show confidence.
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In the previous table, it is shown that subject 2 made mistakes in the accuracy. He presented troubles in the grammar subcategory. These mistakes were not overcome completely because he kept on making grammar mistakes such as past verb conjugation. Also, the subject showed a pronunciation problem with the /z/ and /s/ sounds. The student continued with his rhythm problems although he did not hesitate.

Table 28 Implementation 5 Activity 3 Subject 3

IMPLEMENTATION 5, ACTIVITY 3 SUBJECT 3			
ACCURACY		FLUENCY	
GRAMMAR	SENTENCE STRUCTURE	HESITATION	The subject does not hesitate.
	VERB CONJUGATION For improve		
PRONUNCIATION	The subject does not have pronunciation mistakes.	RHYTHM SPEECH	The subject makes pauses during the speech and show confidence.

According to the above table, it can be seen that subject 3 made a mistake in the accuracy skill in the verb conjugation compared with the previous activity. In the pronunciation subcategory, he showed improvement because he did not make any mistake. In terms of fluency, the subject showed more confidence while he was speaking because he did not hesitate.

To conclude, throughout the implementations, there was an improvement in the subjects' speaking level because, in the first implementation, they had many mistakes in the categories

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showed before, but they were overcoming them. It was evident that subjects 1 and 3 had better improvement than subject 2 because subjects 1 and 3 stayed at the university program while subject 2 deserted it. Also, it is important to highlight that this is a support platform and it works with face to face classes in cooperation.

4. Results

To facilitate the comparison between the oral communicative level before using the platform and after the use of it. We decided to qualify it quantitatively using a holistic rubric to score the pre and post-test.

Table 29 Holistic rubric of categories in terms the Oral communicative skills. (Pre-test).

Pre-Test	Subject 1	Subject 2	Subject 3
Accuracy: Grammar (25)	Often had grammar mistakes making hardly comprehensible the speech (15)	Sometimes there were some mistakes, but it did not affect the speech. (20)	Sometimes there were some mistakes, but it did not affect the speech. (19)
Pronunciation (25)	Easily understood despite the some but pronounced words. (20)	There are pronunciation problems that it is difficult to understand the words that the subject used. (15)	Very clear so easy to understand. (23)
Fluency: Hesitation (25) Rhythm (25)	Very fluent. (41)	Fluency is slightly disturbed by the absence of pauses. (39)	Often hesitated and stalled because the subject showed so uncomfortable when S/he was speaking. (35)
Total score (100)	76/100	74/100	77/100

Concerning pronunciation, the subjects have many problems in this term because the absence of hearing, also in the fluency category is notorious that they feel uncomfortable while

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they were talking maybe because of the possibility of pronouncing the words incorrectly. Subject 1 had grammar and accuracy problems because she could not organize his ideas clearly. Subject 2 had pronunciation and fluency troubles, he seemed nervous because s/he stopped every sentence and did not manage a good rhythm during the speech. Finally, the subject 3 main problem was fluency as he hesitates many times and repeated some words constantly.

Table 30 Holistic rubric of categories in terms the Oral communicative skills. (Post-test).

Post-Test	Subject 1	Subject 2	Subject 3
Accuracy:	No or few	Sometimes there were some mistakes, but	No or few
Grammar (25)	grammatical errors (25)	it did not affect the speech. (21)	grammatical errors. (24)
Pronunciation (25)	Very clear so easy to understand. (23)	Easily understood despite the some but pronounced words (18)	Very clear so easy to understand. (23)
Fluency: Hesitation (25)	Very fluent. (50)	Often hesitated and stalled because the subject showed so uncomfortable when S/he was speaking. (37)	Very fluent. (48)
Rhythm (25)			
Total Score (100)	98/100	76/100	95/100

The results of the post-test show that there was a reinforcement in speaking skills especially in the pronunciation subcategory. The subjects 1 and 3 had better improvement than the subject 2 dues to he dropped out the degree and did not continue practicing the English

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language. In the following chart, it can be seen a quantitative comparison between pre-test and post-test scores divided into the categories before explained.

Table 31 Comparative table between pre-test and post-test scores.

Subjects	Categories	Pre-test scores	Post-test scores
Subject 1	Accuracy	35	48
	Fluency	41	50
Subject 2	Accuracy	35	39
	Fluency	39	37
Subject 3	Accuracy	42	47
	Fluency	35	48

As it can be seen in the table all the subject had a better score in the post-test than in the pre-test there was a relevant improvement in all the categories which allow saying that the platform had a good impact in the subjects' speaking skills.

Specifically, throughout the proposed activities the researchers found different mistakes in grammar, fluency, pronunciation, and accuracy items. In grammar items, the students one and two had trouble with improper use of articles and connectors, pronouns, and verbs conjugation, while the third student just had difficulties with verbs conjugation and improper use of articles. By the time, the students took the post-test they had overcome some of the mentioned difficulties, but the second student continued with problems in verb conjugation.

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In fluency items, during the development of the activities on the Edmodo platform, the first student did not present great difficulties with the fluency and rhythm of the speech. While students two presented difficulties in the rhythm and the student three in the fluency of the speech; due to their hearing loss, so it was difficult to overcome these troubles but there was a little improvement in the results of the post-test. “As they are deaf, they felt an embarrassment in front of the possibility of pronouncing the sentences incorrectly, and to adjust and modulate the volume of their voices represented a more than difficult task” (Iglesias, 2012, p.78). This feeling cause that the students did not have the expected fluency and rhythm in the speech.

Likewise in pronunciation item, the first student had a problem with /ð/ sound production, the second student had trouble with /ʃ/ sound production and the third student did not present pronunciation issues in the pre-test but while it was carried out the platform the student had a problem with /r/ sound production. Everybody supports their pronunciation through the activities focuses on these sounds.

Seldom, the first and second student had difficulties to express and to complete their ideas with the implementations and continuous practice in producing speeches, the first student improved his mistakes expressing and completing his ideas.

Conclusions

To sum up, the implementations carried out in the Edmodo platform were an important factor for supporting the speaking skill of three students with hearing loss, at Universidad La Gran Colombia belonging to the B Ed. in English. We conclude this from the analysis of pre-test and post-test data, since, when making a comparison between the two results, an improvement was found in the different categories that were evaluated (Fluency and accuracy).

Likewise, according to the theoretical references, it could be inferred that with the help of Edmodo platform, the different activities carried out and the continuous feedback, students might alleviate conditions that lead to hearing loss such as divided attention.

In the same way, It should be born in mind that students have an advanced level in the English language, since, at the beginning of the research they were in eighth semester and at the beginning of the implementation of the platform, two of them were in the process of undergraduate the third had dropped out the program.

The main aim of this research was to answer the problem question: How could Edmodo platform support English speaking skill in three hearing loss students of the bachelor in English teaching at la Gran Colombia University? According to the pre-test results, students did not have the required oral level (B2) by the university to obtain their degree.

To support the above, the tasks were designed as extracurricular activities that support the face-to-face classes in Edmodo platform. In these, students were asked to make a self-evaluation

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of the videos and audios that were uploaded to the platform; the continuous practice of oral production and listening exercises managed to improve the results progressively, according to the data analysis performed of each implementation.

Also, with the platform it is possible to overcome the condition called divided attention due to students with hearing loss can focus on just one referent at the same time, for this reason the subjects had good results in the listening test, not as the expected, since the students are hearing loss.

Furthermore, the students were motivated to carry out different activities like workshops, videos, and apps because they could access the platform anytime and anywhere; moreover, while they were doing the workshops, they realized their mistakes thanks to the feedbacks. At the end of the implementations, a survey was answered by the subjects, who expressed that the continuous platforms used by the teachers could help to integrate hearing loss students.

For this reason, using virtual classrooms as Edmodo allows students to upload their productions (Videos, audios, and others) through the mobile application available in the app store. It is easier to have direct communication with the teacher in this sense, students may have answers to their questions regarding the topics discussed. Likewise, the platform looks like Facebook, which allows students to have a familiarity with this social network.

Otherwise, It is important to highlight that the achievements previously demonstrated in the speaking skill of students with hearing loss through the platform; these involve joint work

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between Edmodo and the researchers, who made lesson plan (Appendix 7) for each session, which adjusted different themes worked on the University's Advanced English syllabus.

These activities were designed considering the specific student's need for achieving a support in their speaking skill, emphasizing that the researchers made continuous feedback with the help of comments on the different activities. For the evaluation, teachers designed two types of rubrics that specifically showed flaws in aspects such as pronunciation, accuracy, fluency, and grammar.

Likewise, the researchers made an accompaniment to the students for the development of the activities raised in the platform, thus providing support to answer questions and learn their opinions about the process and how this project could be improved to be carried out in the future to students with different educational needs.

Recommendations

The virtual classroom Edmodo offers a personal and academic development setting that allows teachers and students to express their opinions equally and knowledge naturally. This opens the door for teachers not only from Universidad la Gran Colombia but from across the country to use this virtual tool to support face-to-face classes, because this tool allows 24/7 access to the information corresponding to the classes, which allows the student's self-training learning, in the same way, it allows to have open communication with the teacher which allows the students to be able to clarify doubts regarding the contents of the classroom.

On the other hand, as a researcher, it permits to develop and expand the topic of learning for people with hearing loss, as seen through this research, there is still much to explore in this field, since this is a growing population and therefore, education needs to meet the special educational necessities of students.

Finally, from this point, different investigations can be carried out within the university with the same population. Considering, how the implementation of the Edmodo platform can also benefit the normotypic students, that is, implementing this platform in the classroom with both types of students. Similarly, alike researches can be carried out with different special educational needs, since, as the theoretical framework mentions, the implementation of the virtual classroom has allowed students with SEN to support their learning process.

Limitations

There were 3 limitations that occurred during the research process. The most important to mention is the lack of a census by the university that would allow us to know and work directly on the affected population. To overcome this limitation, a group of 30 students from different degrees was interviewed, which is a small sample compared to all the people who may have this same disability within the educational community.

On the other hand, one of the drawbacks at the time of the implementation phase was that some of the students with whom it was intended to work were in the process of graduation or had dropped out due to different circumstances and in other cases, people did not have enough time to be able to carry out the planned activities within the virtual classroom.

Finally, another limitation that was evidenced during the implementation phase was that the students had difficulty uploading their productions to the platform. This could be solved by downloading the application available for mobile phones that allows uploading activities from an easier, friendly and accessible interface.

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Appendix

In this section the reader has access to some information necessary to the implementation of the investigation problem.

Appendix 1: Interview to two teachers

(Script of the answers):

Questions asked:

1. Have you ever been with a student with hearing loss?
2. Do you think that the hearing loss affects the English level in the students with this deficiency?
3. What strategies do you use to teach to these students?
4. Do you think that the university toast the tools necessary to teach to students with Special Educational Needs?

Teacher #1: Buenas tardes, mi nombre es X y soy profesora de Lenguas Modernas de la facultad de educación de la Universidad La Gran Colombia.

1 pregunta: Si, he tenido dos estudiantes con deficiencia auditiva.

3 pregunta: Pues, por una parte, tratar de concientizar al estudiante de que use los aparatos auditivos que requiere para que pueda tener una mejor escucha, lo cual es complejo porque hay unos temas de autoestima, muchos estudiantes no quieren usar estos aparatos porque se sienten distintos a los demás y eso es comprensible. Lo otro que hemos hecho es tratar de que ellos se integren al grupo y que siempre estén cerca al profesor para que pueda escuchar las

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instrucciones, tratar de hablarles “face to face” o sea muy cerca para que ellos puedan entender, pero es un tema complejo, no es tan fácil.

4 pregunta: Pues realmente la universidad está como comenzando a tratar de implementar estrategias para ayudar a personas con discapacidades no solamente con dificultades auditivas, hay estudiantes que tienen síndrome de Asperger, estudiantes con autismo, estudiantes con déficit cognitivo; hay una cantidad de dificultades y la universidad está como en ciernes para atender a esta población, o sea no hay recursos tecnológicos, no hay capacitación docente aún para tratar a esta población

Teacher #2: Mi nombre es X soy de la facultad de ciencias de la educación y pertenezco al programa de licenciatura en lenguas modernas con énfasis en inglés.

1 pregunta: Si, si lo he tenido.

2 pregunta: Si, ampliamente afecta en una de las habilidades sobre todo del inglés que es el escucha, específicamente en la habilidad para captar mensajes completos en la interacción oral, creo que les afecta bastante.

3 pregunta: Bueno, en la experiencia que tuve alguna vez, asigné un apoyo con un estudiante, con un compañero de clase que le pudiera apoyar en esa parte y le sugerí una ayuda externa, inicialmente con bienestar estudiantil, pero pues yo sé que necesariamente se necesita algo más externo de parte de la casa y de la salud como tal.

4 pregunta: No, considero que nos hace falta mucho, nos hace falta desarrollar políticas de inclusión y más compromiso frente a estos temas de inclusión y de adaptabilidad del currículo, de capacitación docente, creo que nos hace falta esos elementos.

Appendix 2: Survey of 30 students of different degrees

Students with hearing loss in UGC	Students with hearing loss in UGC
<p>This form is created to be a tool to identify students that have listening problems and that are studing English in La Gran Colombia University.</p>	<p>*Obligatorio</p>
<p>*Obligatorio</p>	Academic Information
Name *	What do you study? *
Tu respuesta _____	Tu respuesta _____
How old are you? *	What semester are you coursing? *
Tu respuesta _____	<input type="radio"/> 1
Do you have any listening problem? *	<input type="radio"/> 2
<input type="radio"/> Yes	<input type="radio"/> 3
<input type="radio"/> Not	<input type="radio"/> 4
Do you use any hearing aid?	<input type="radio"/> 5
<input type="radio"/> Yes	<input type="radio"/> 6
<input type="radio"/> Not	<input type="radio"/> 7
	<input type="radio"/> 8
	<input type="radio"/> Otro: _____

Appendix 3: Interview to Permanence and Graduation, and Children pedagogy coordinators

Mi nombre es X, soy el coordinador del programa de permanencia y graduación.

Pregunta #1 ¿Cree usted que hay estudiantes con algún tipo de discapacidad dentro de la universidad? Si señor.

Pregunta #2 ¿Hay algún tipo de censo, estadística o información relevante con respecto a estudiantes con algún tipo de discapacidad? Si señor. ¿Qué cosas está haciendo la universidad para actualizar este censo? Bien, se está realizando la política de inclusión institucional, para precisamente esta política se va a practicar una caracterización de la población de la universidad en su totalidad, precisamente para poder tener unos datos más específicos con respecto a inclusión universitaria.

Pregunta #3 ¿Dentro de los documentos institucionales hay políticas que reglamenten o beneficien a esta población? Dentro de los estatutos de la universidad pues sí existen unos apartes donde habla de la igualdad, calidad e inclusión de personas de cualquier índole, pero en este momento se está en la construcción de la política institucional de inclusión.

Coordinator #2 Buenos días, mi nombre es X, soy la coordinadora del programa de educación infantil de la facultad.

1 pregunta: Aquí en la universidad no he tenido la oportunidad de trabajar con ninguno de los estudiantes con deficiencia auditiva, entonces en ese sentido no he tenido ese acercamiento.

3 pregunta: Creo que primero, la consecución de textos que tengan información escrita de forma muy sencilla que sea más cercano a los estudiantes. La organización del salón es muy importante porque tener a los estudiantes más adelante, poder hacer un repaso de las orientaciones que se


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dan también es importante con estos estudiantes, las ayudas audiovisuales que acompañan no solamente en el escenario de la clase sino además apoyos adicionales que los estudiantes puedan revisar en casa y que digamos, fortalezcan los aprendizajes que se están viendo dentro del aula, esas son algunas de las herramientas que se podrían utilizar.

4 pregunta: Aquí en la universidad, considero que es un tema que no se ha trabajado, que todavía hay mucho que explorar, que todavía no somos conscientes que en la universidad tenemos estudiantes con este tipo de condiciones y que es necesario que la universidad empiece a generar los escenarios, primero al reconocimiento y dos, también de restitución de ciertas dinámicas y derechos que tienen estos estudiantes dentro de las facultades.

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Appendix 4: Medical diagnostic



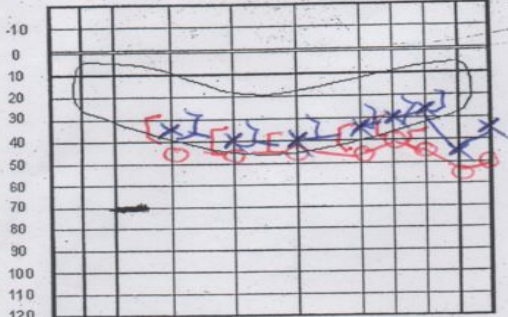
POLICÍA NACIONAL
DIRECCIÓN DE SANIDAD

FICHA AUDIOLÓGICA

Nombre: _____
 H.C.: _____ Edad: 20 años
 Remitido por: Otología Fecha: 16/10/2019

AUDIOGRAMA

128 256 512 1024 2048 4096 8192



Niveles de Audición en dB, ANSI 3, p. 1989

Frecuencias (Hz)

<CONVENCIONES

OD	IN.	OI
○	X	VA
△	□	VAM
←	>	VO
[]	VOM
A		INESP.
S		CL

WEBER AUDIOMETRICO

OD	256	512	1024	OI
----	-----	-----	------	----

PRUEBA DE METZ

500	1000	2000	4000	500	1000	2000	4000

	OD	OI
Otoscopia	✓	✓
PTA	43.2dB	36.2dB
SAT		
SRT	40dB	40dB
SD	80dB	80dB
%	84%	88%
Rollover		
MCL		
UCL		

IDX: Hiperausia sensorial bilateral leve a moderada.

OBSERVACIONES: Control con OPI

POLICÍA NACIONAL
 Consuelo de la Cruz V
 Audiólogo
 Run: 10-01549

Examinador

EDMODO IN ELT TO SUPPORT HEARING LOSS STUDENTS

Evaluación Audiológica FA-02V2

Fecha Examen: 21-01-2020 HC: [Redacted]

Nombre: [Redacted] Edad: 23 años Fecha nacimiento: [Redacted]

Ocupación: Estudiante Dirección: [Redacted] Teléfono: [Redacted]

Acudiente: [Redacted] Teléfono: [Redacted] Entidad: Particular

Motivo de consulta: valoración Audiológica

Otoscopia: OD normal, OI normal IE 10: H1003

Antecedentes: Otitis Supuración Vértigo Prurito Exposición de ruido tinnitus y/o acúfeno

Traumas Ototóxicos Antecedentes familiares HTA Diabetes Colesterol o triglicéridos Prótesis auditivas

Audiometría tonal

PTA: OD 55 dB, OI 56.25 dB

Convenciones

Modales	O.D	O.I	ASPE. CÍRCULO
CA	○	×	
C.O	<	>	^
CA MANSO	△	□	
CA MANSO	[]	
GRUPO LIBRE			S
GRUPO LIBRE			A

Logoaudiometría

Impedanciometría

Análisis de oído medio: OD, OI

Volumen Físico canal: OD, OI

Gradiente: OD, OI

Presión: OD, OI

Complacencia: OD, OI

Tipo: OD, OI

WEBER

250	512	1024	2048	4096	8192
OD					
OI					

Umbral de Reflejo

Ipsilateral				Contra lateral			
500	1000	2000	4000	500	1000	2000	4000
OD				OD			
OI				OI			

Audiometría:
AUDIOMETRIA:
 O.D: HIPOACUSIA SENSORIONEURAL DE GRADO MODERADO A SEVERO.
 O.I: HIPOACUSIA SENSORIONEURAL DE GRADO MODERADO.

Logoaudiometría:
RECOMENDACIONES: CONTROL CON MEDICO TRATANTE.

Impedanciometría:

Firma Audiólogo: ANDRÉS FELIPE PARDO CALLEGO FONOAUDIÓLOGO
 1130590277

Firma Paciente: [Redacted]

Evaluación Audiológica FA-02V2

Fecha Examen: 23-12-2019 HC: _____

Nombre: _____ 200 Fecha nacimiento: _____

Ocupación: Estudiante Univ. Dirección: _____ Teléfono: _____

Acudiente: = Teléfono: _____ Entidad: Particular

Motivo de consulta Valoración audiológico - Control

Otoscopía: OD Normal OI Normal CIE 10: H903

Antecedentes: Otolgia _____ Otitis _____ Supuración _____ Vértigo _____ Prurito _____ Exposición a ruido _____ Tinnitus y/o acufeno _____

Traumas _____ Ototóxicos _____ Antecedentes familiares _____ HTA _____ Diabetes _____ Colesterol ó triglicéridos _____ Prótesis auditivas X

Audiometría tonal

Convenciones

Simbolos	O.D.	O.I.	RESERVA
CA	○	×	CIPD
C.O.	<	>	^
CA. MANSION	△	□	
CA. MANSION	[]	
CAMPO LIBRE			S
CAMPO MANSION			A

Logaudiometria

PTA: OD: 56.6 dBHL OI: 53.3 dBHL

Impedanciometria

Analisis de oído medio	OD	OI
Volumen Fisico canal		
Gradiente		
Presión		
Complacencia		
Tipo		

Umbrales de Reflejo

Ipsilateral		500	1000	2000	4000
	OD				
Contralateral		500	1000	2000	4000
	OD				
	OI				

Audiometria: Hipocusia Neurosensorial bilateral de grado moderada.

Logaudiometria: Obs: Control auditiva periódico Se sugiere uso de ayuda auditiva en oído izquierdo

Impedanciometria: _____

Firma Audiólogo: [Signature] Firma Paciente: _____

Appendix 5: Pre and post test

edmodo Inicio Clases Descubrir Biblioteca Mensajes Buscar

Kaanba Romaro publicó para **Communicative skills**
 Profesor · Universidad La Gran Colombia
 sep. 05, 2019 · 3:11 AM

Hello guys,

To continue our test, we are going to measure your speaking level. In this image you will find a question with different options; you have to select the best option and argue Why you choose it? and say What advice would your friend give you? Record an audio and attach it in the comments below. Thanks

If you have some question, you can send us a message

How helpful might a friend's advice be in these situations?

- problems in a relationship
- moving to a new home
- worrying about the way you look
- not having enough time to study-
- problems finding a job

1 Me Gusta 4 Comentarios Compartir

Exam English ✓

- HOME
 - B2 FIRST (FCE)
 - READING & USE OF ENGLISH
 - WRITING
 - LISTENING
 - SPEAKING
 - CAMBRIDGE EXAMS
- LEVEL TEST CEFR

Free Practice Tests for learners of English

Advertisements

FCE Listening part 4, test 2

Difficulty level: B2 /Upper Intermediate

In this part, you listen to a monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions. You should listen to the audio twice.

Listen to a conversation in a tourist information office in Guernsey.

00:00 / 03:50

1 There is a concert on Saturday night at...

- a. at the castle.
- b. in the St James concert hall.
- c. in the Candie Gardens.

2 The woman says that Hauteville House...

- a. was the home of a famous writer.
- b. has an excellent café.
- c. has beautiful gardens.

3 The guided walk in St Peter Port...

FCE Listening test 2

- Listening 1, test 2
- Listening 2, test 2
- Listening 3, test 2
- Listening 4, test 2
- Listening test 1

First (FCE) Sections

- Reading & Use of English
- Writing
- Listening
- Speaking

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Exam English ✓

HOME

B2 FIRST (FCE)

READING & USE OF ENGLISH

WRITING

LISTENING

SPEAKING

CAMBRIDGE EXAMS

LEVEL TEST

CEFR

Free Practice Tests for learners of English

Advertisements

? FCE Listening part 1, test 2

Difficulty level: B2 /Upper Intermediate

This free FCE Listening Practice Test contains a series of short conversations. There is one multiple-choice question per conversation.

Listen to eight short conversations and choose the correct answers.



1. Francesca Meyer must...

- go to gate 23 right away.
- take a different flight.
- board her plane in five minutes' time.

[Hide script](#) Score: 0/0

Could Miss Francesca Meyer travelling on flight BA 385 to Berlin please make her way immediately to gate 23 for boarding, as the flight will be leaving in five minutes.

FCE Listening test 2

Listening 1, test 2

Listening 2, test 2

Listening 3, test 2

Listening 4, test 2

Listening test 1

First (FCE) Sections

Reading & Use of English

Writing

Listening

Speaking

Appendix 6: Implementations scripts

Grammar mistake

Misunderstood word

Pronunciation mistake

Hesitation

Appendix 6.1: Implementation 1, task 1

(Student 1: If I were the Brazil president, I would handle the situation so that eh reforestation was smart eh and adapted the sectors for fire control, eh and the evacuation of the differents animal species of life of any kind I danger of extinction, eh then I would take place a rethinking of each section in an orderly manner to generate a production of new plant life and the relocation of the different species already evacuated previously.

Student 2: If i was (the) Brazil's president first I would accept international help, second I would give all the necessary staff as Militarys and firemen for controlling fire, veterinarians to take after the animals and rescue people for helping indigenous. After, I would invest money

Student 3: If I were the Brazil president I could put high fines to the people that burn the Amazonas, also eh to prevent the fires I could make campaigns eh to aware the people eh about the consequences that burn the Amazonas will bring. To stop the fires I could eh buy eh airplanes that trough water in the Amazonas

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Appendix 6.2: Implementation 1, task 2

Student 1: I found the story in question very interesting because I show how humans can easily control themselves by their animal instincts, leaving their own lives aside. I would not have eh involved anything that was not professional with to avoid any conflict that this ability could cause me.

Student 2: If I was the doctor I would accept the invention because I would really like (to) feel the sensations of someone else but I would be careful because if I saw my life in risk I would left the invention and if I got obsessed with the device, I would look for help.

Student 3: If I was the doctor I would not put me the device because eh I would not feel the pain of someone else, and also eh I would not like to use a device all the time and have to have someone some in my head so eh I guess that it be really uncomfortable and if I had to use the device eh I be really really careful because I... would not like to suffer any

Appendix 6.3: Implementation 2, Task 1

Student 1: I got happy when my hamster for first time could used you new ball, but in the next day he died because get old, and I got so sad for one week.

Student 2: A Friday night I was riding my cycle when in front of me a person stopped, repently. I had to stop and to avoid him I put my feet in the land, so I got angry with the man but I continued because I thought that anything had happened. After some minutes I felt a pain in my feet and I couldn't stand in it. I got worried because I thought that I had broken my feet. So the

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next day I went to the doctor and he said me that unfortunately my feet was broken so I got because I can't go to work or study until my feet with health better again.

Student 3: When I received my cat Negrita, it was a beautiful day I got happy because I had never had a cat before, after I got nervous because my parents didn't know that I took a cat to my home

Appendix 6.4: Implementation 2, Task 2.

Student 1: once upon a time a little girl, eh who woke up in middle of the forest and she saw a stranger far away she got scared and she run for a long time while she run off and she got lost.

Student 2: Then she got encourage and she went to the police station where work her father, he saw her and he got afraid because he thought that something was happened to her.

Student 3: *** Her father and he became in a monster a big big monster so eh she got afraid and then she got up, so eh she got calm down because she realized that everything had been a bad dream.

Appendix 6.5: Implementation 3, Task 1.

Student 1: Tie-Die Tad-Dad Tote-Dote

Student 2: Tone-Done To-Do Touch-Dutch Train-Drain Try-Dry

Student 3: Bed Bat-Bad Neat-Need Ride-Write Hat-Had

Appendix 6.6: Implementation 4, Task 1

Student 1: I chose the idiom book it has two **different** meanings. The first one it's to reserve for example a hotel's room and the second is to do something fast, **m.w** hurry up.

Student 2: I'm going to explain the idiom piece of cake. The meaning of this idiom is that **something** is very easy, for example, (s)**is** a piece of cake **(that)conector** I can swim toward there.

Student 3: The meaning of the idiom bite the bullet is to do something that you don't want to, **ehh** for example, **emm** if you have to do **ehh ye**(your) homework you need to do it now, so **ehh** you can say bite the bullet. **Ehh** you mean that you have to do this thing now.

Appendix 6.7: Implementation 4, Task 2

Student 1: I met with a friend when I was going to the **university** and I knew that **he** **know, he** knew something about **with** my **girlfriend** and I told him, spell the beans, due to **had** I have to **book, book it** because I had exams.

Student 2: I was doing a work for the university **I am in my school me** she **fight** me because I haven't **call** her before I'm really **busy** I said **(to)** her. I **fat** big fish to fry and **(I) hung** **up**

Student 3: I got out **ch** **with** my friends to a discotheque. **ch** It was when I **were** 18 years old **ehh** I go out with my best friend Angela and she said **(to)me** lets go to the discotheque so, I

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did it. I was like **ehhh** hit the town girls because we were just four **girls**, **ehh** **she**, my girl, my best friend Angela and **ehhh** her sister and her cousin so we went to the party and we really enjoy the moment.

Appendix 6.8: Implementation 5, Task 1

Student 1: How can a clam cram in a clean cream can?

Student 2: How can a clam cram in a clean **cream** can?

Student 3: Roger the warrior were reared wrongly in a rural **brewery**.

Appendix 6.9: Implementation 5, Task 2

Student 1: Sally **sells** seashells by the seashore

Student 2: **AS** fish for you I improve **sound** f

Student 3: I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish. This tongue twister is useful **for improve** the sound /wh/ and the sound /sh/

Appendix 6.10: Implementation 5, Task 3

Student 1:

There is full moon night isn't beautiful?

You know what they say about full moons?

No, what they did say?

Weird things happen when there are full moon.

That's silly. That's deal.

Do you believe in it?

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Not, absolutely no.

Do you believe in werewolves?

What are werewolves?

Creatures that are half humans, half wolf. They coming out when there is full moon

No, you're being ridiculous. I am going to look for the brightest star

Why?

If you see brightest star you can make a wish and I'll come true

No, you are being ridiculous

I am going that we stopped this conversation.

Why did you see out?

Student 2:

I just spoke with my mom. She and my dad are devastated. The fire is moving closer to their home.

What can they do?

The firefighters say there is nothing they can do at this point. They have to evacuate immediately.

That's horrible.

I know. I wish I could help them, but we live in another state.

Where are they going to state tonight?

They're going to stay with my sister until they find another place to live.

What doing they state with house to? they can come here after fingers stall done.

Maybe being away from there. We'll help them forget about all of this.

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Well, they would never forget but hopefully they will be able to move on.

I'm so sad, that was my childhood home. I have so many memories of that place.

I'm sorry. I know this must be very difficult for your friends and you.

Thanks, my sister too. She and I grew up in that house. My parents lived here for 40 years.

I can't believe. I will everything was destroyed. It's terrible.

The firefighters gave them only a few hours to pack.

Student 3:

What's wrong Billy?

I just found out that I won't be graduated this year.

Why?

An a few controls of the graduation requirements.

What are you going to do?

There is nothing I can do right now.

Have you told to your parents?

No way. They are going to be so mad.

You have to tell them.

I know I just don't know how. My last report card was bad. I promised I could improve my grade.

Do you prove summer school?

I will have to; they are going probably going to take my car away.

That's bad buddy.

Thanks. I'm going to need it. Do you have an extra room at your house?

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Why?

I may need that too.

Appendix 7 : Lesson Plan**Appendix 7.1 Lesson Plan #1**

Objective: The student will be able to talk about different hypothetical situations, using the second conditional.

ACTIVITIES

Activity 1 The student watches a video to remind him/her of the form of the 2nd conditional.

Activity 2 Every student posts an image and sets a hypothetical situation asking what they would do in each one... (e.g., win the lottery, to be a president, etc.).

Activity 3. Every student talk by giving their own answer. at the same time, his/her classmates ask each other questions. e.g.

Student 1: If I won the lottery, I would buy a house and would live in New York.

Student 2: Tell us Why New York?

Activity 4: Students record a video answering the following question:

If you were Brazil's president. What would you do with the current situation of the Amazonas?

Time: 1 minute per video.

Assessment Activity

The students watch the first episode of "*Black Mirror*", after they record audio, reporting what they watched in the episode and telling what they would do if they were in that situation.

Appendix 7.2 Lesson plan #2

Objective: The student will be able to express his/her feelings and emotions using the verb get.

ACTIVITIES

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The student watches a video about the use of the verb “get” to express emotions and feelings. e.g., get sad, get bored, get happy, etc.

Students talk about their personal experiences and express how they felt in each situation.

Chain story - Using the verb “get” students create a story by taking turns to continue the story. This will be recorded by them.

Assessment Activity

Students watch their video and comment how they felt when listening their voices and watching their faces...

Appendix 7.3 Lesson plan #3

Objective: The student will be able to put on practice some tips for improving their communicative skills

ACTIVITIES

The student listens some words that begin with the letter S, they have to difference what word sounds like a S or like a Z e.g sit (sounds like S) wise (sounds like Z)

The students watch a video which show how to pronounce the letter T and D correctly, after they are going to record a video, giving some examples.

The students play the game Lyricstraining to improve their listening skill. They have to choose a song which they have to complete the lyrics song.

Assessment Activity

The students post their score and comment how they felt about the activity and which was the most difficult part of it.

Appendix 7.4 Lesson plan #4

Objective: The student will be able to communicate his/her ideas through the use of idioms.

ACTIVITIES

The students watch a video about some common idioms, after that they record audio explaining an idiom that they have watched in the video.

<https://www.youtube.com/watch?v=GBTI6ZwqA8w>

The students make a workshop about idioms in which they have to select the correct idiom according to the situation.

Assessment Activity

The students must record a personal experience using 1 or 2 idioms represented in the video.

Appendix 7.5 Lesson plan #5

Objective: The student will be able to improve their pronunciation and fluency.

ACTIVITIES

The students watch a video about Tongue Twister.

<https://www.youtube.com/watch?v=c9komGZkIQQ>.

The students choose one of the tongue twisters that they watched in the video and record audio say it.

The students search a different tongue twister and record a video explaining what sound they are improving with it.

Assessment Activity

The students download the app “English conversation” and choose one of the dialogues that the app shows then they make the activity proposed by the app, first to listen to the dialogue, second to make a quiz about it, third practice the dialogue and finally to record it.

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Appendix 8: Posttest script

Subject 1: I am going to talk about League of Legends” is a team-oriented strategy game. the goal is to work together with your teammates to bring down the enemy nexus located in the middle of your base before your opponents take down yours. The nexus is essentially the **heart** of your base: if it goes down then you lose. It is the utmost importance to keep this alive. No matter what happens during the game, you **must** keep an eye on it, you can choose between a variety of characters that will fit the role you choose to play. There are four unique roles to choose from: Top, Mid (Middle), Jungle, and Bot (Bottom) There are three lanes and three towers that are protecting the enemy’s base. To reach the nexus, you **must** destroy all the towers in one lane reaching it.

Subject 2: I am talking about a book called **"the borra of café"** this book is a novel **written** by Mario Benedetti **you was born** on September 14th of 1920 in Uruguay. This novel is about a painter **called** Claudio who tells his history since his **Child you**, through the story he tells some events that mark his life. I **guess** that this book is really interesting because it's a little bit mysterious, from Claudio's mother death, he **has entertainment** meetings with a **girl** called Rita **you** nobody else could see. Finally, he **gi** realized that **gi** was dreaming about the girl.

Subject 3: I AM talking about My favorite movie, it's called The Prince of Persia, the movie shows the **story** of a homeless child called Dastan who becomes in Prince because he saves his friend of being killed by a soldier, the king of Persia sees that and he adopts the child. After many years Dastan and his brothers conquest a holy city called alamut because they thought that people of Alamut were betraying them. When alamut is conquered Dastan **meets** a princess

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called Tamina, Dastan and Tamina fall in love and they, together, save the city of alamut and Persia of the destruction that the Dastan's uncle causes.

I really like this movie because I think that is very interesting and it has so much action also, I enjoy the love story because despite all problems they always finish together.

Appendix 9: Edmodo screenshots

Appendix 9.1: Implementation 1

The screenshot shows an Edmodo interface with a top navigation bar containing 'Classes', 'Discover', 'Biblioteca', 'Messages', and a 'Search' button. The main content area features a post with the following text:

Guys please download the app "English conversation" and choose one of the dialogues that the app shows then you have to make the activity proposed by the app, first to listen the dialogue, second to make a quiz about it, third practice the dialogue and finally to record it.
From your phone you save the record and share it with Edmodo




Below the text are interaction options: '1 Me Gusta', '3 Comentarios', and 'Compartir'. The post includes three user responses:


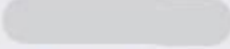
- User 1:** A profile picture placeholder, the text "Hello everybody this is my conversation practice.", and an audio file "[20191006021600]-Talk with MARK-204.wav". The audio player shows a duration of 0:00 / 0:52. The response is dated "oct. 06, 2019, 2:18 AM" and has "1 Me Gusta".
- User 2:** A profile picture placeholder, the text "Translate", and an audio file "WhatsApp Audio 2019-10-06 ...". The response is dated "oct. 06, 2019, 7:19 PM" and has "Me Gusta".
- User 3:** A profile picture placeholder and the text "Good night, this is my activity record".

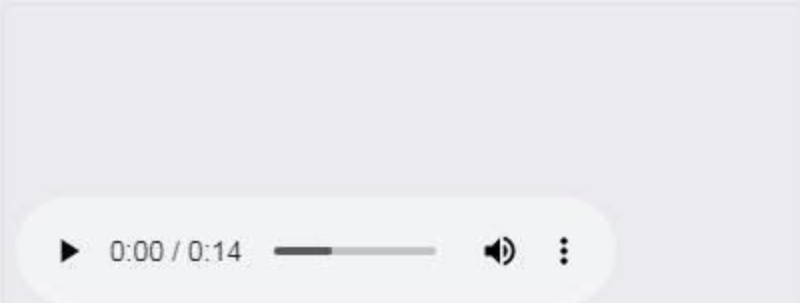
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Appendix 9.2: Implementation 2


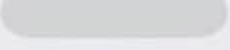
Students, please you record an audio, talking about some personal experience and express how you felt in this situation.


 2 Me Gusta  4 Comentarios  Compartir

 
Translate




1 Me Gusta • Responder • sep. 21, 2019, 4:42 PM

 
Translate

 What
sApp
Audio
2019-
09-23
at



WhatsApp Audio 2019-09-23 at 6.22.15 PM.ogg






Me Gusta • Responder • sep. 23, 2019, 6:49 PM


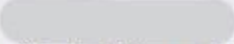
Appendix 9.3: Implementation 3


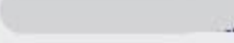
sses Discover Biblioteca Messages Se

teacher  a las Universidad La Gran Colombia
sep. 21 · 4:00 AM · 

Dear students, watch your video and comment how you felt when listening your voices and watching your faces.

 3 Me Gusta  2 Comentarios  Compartir

 
i had a little problems of pronunciation, and I think that i have to improve my fluency but I felt good do it .
Translate
1 Me Gusta · Responder · sep. 23, 2019, 6:57 PM

 
I am not so fluent as I'd like to, also I had some grammar problems but I correct myself in the video.
1 Me Gusta · Responder · oct. 05, 2019, 10:46 PM

