


*A structured approach to balancing  
learning and learner independence  
through online materials*

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# Abstract

 This poster summarizes a 2-year research project dealing with online listening activities developed using authentic sources from Internet sites and listening materials created by the authors. The goals of the project were to give students more practice to develop listening skills, more autonomy, more empowerment, and to foster independent learning. We also evaluated whether MOODLE activities or paper handouts were more effective in helping students improve listening skills.

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- SOGO Interview 78
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# Listening Flood








You can find a variety of listening activities on this site. Please follow your teacher's instructions regarding correction and submission of the worksheets. To go to Listening Flood Page 2, click [here](#).

Songs	Video Lectures	Audio Lectures	Dictations
<a href="#">Big Bang Theory</a> <a href="#">Big Bang Theory Lyrics.doc</a>	<a href="#">Consumer Electronics Show</a> <a href="#">Consumer Electronics Show.doc</a>	<a href="#">Canadian Teen Lifestyle Survey.doc</a> 00:00 00:00	 Cool Biz <a href="#">Cool biz.doc</a>
<a href="#">Classification Rap</a> <a href="#">Classification Rap.doc</a>	<a href="#">Inconvenient Truth Trailer</a> <a href="#">Inconvenient Truth.doc</a>	<a href="#">Lindberg.doc</a> 00:00 00:00	 Convenience store services <a href="#">Convenience stores.doc</a>
<a href="#">Meet The Elements</a> <a href="#">meet the elements cloze.doc</a>	<a href="#">Honda I (Failure)</a> <a href="#">Honda I.doc</a>	<a href="#">British Hygiene Survey.doc</a> 00:00 00:00	 Dirty Keyboards <a href="#">PC keyboards.doc</a>
<a href="#">Put It to the Test</a> <a href="#">Put It to the Test cloze.doc</a>	<a href="#">Honda II (The Future of Transportation)</a> <a href="#">Honda II.doc</a>	<a href="#">Comparing the Toyota IQ to the Suzuki Wagon R.doc</a> 00:00 00:00	 Mr. Noodle <a href="#">Mr. Noodle.doc</a>
<a href="#">Why Does the Sun Really Shine</a> <a href="#">Why Does the Sun Really Shine.doc</a>	<a href="#">Solar Air Conditioning</a> <a href="#">Solar Air Conditioning.doc</a>	<a href="#">Effects of Global Warming.doc</a> 00:00 00:00	 Computer Mouse turns 40 <a href="#">Computer mouse.doc</a>
<a href="#">Roy G. Biv</a>	<a href="#">Carbonated Fruit</a>	<a href="#">Describing a Soccer Goal.doc</a>	

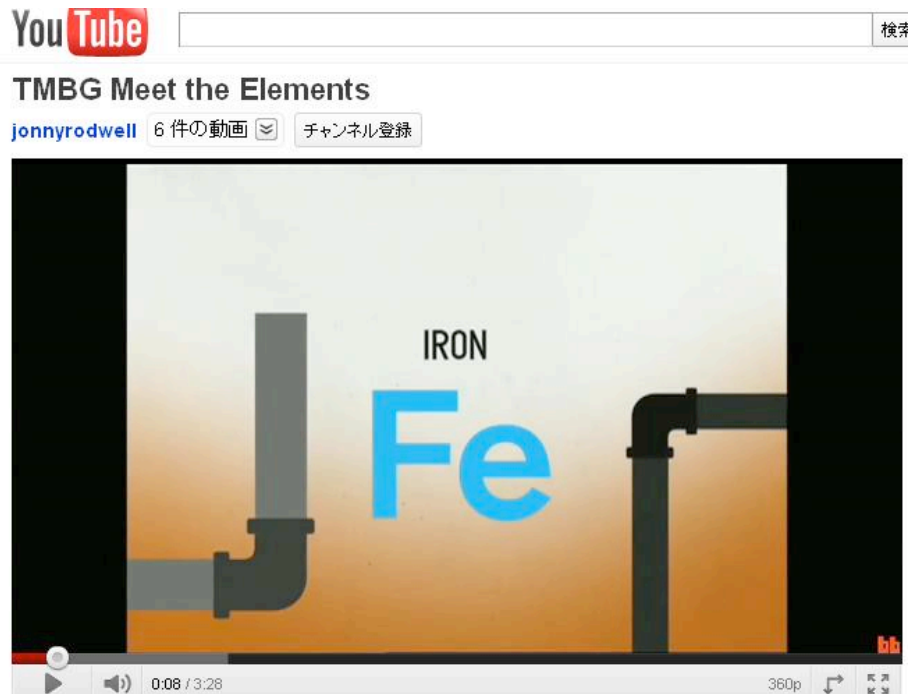
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# Types of listening materials

10 units each

-  Songs – cloze exercises
-  Video lectures – content comprehension
-  Audio lectures – content comprehension
-  Short news passages – dictation / cloze
-  True / False questions – content analysis
-  Multiple choice questions (TOEIC oriented) – key word listening / comprehension
-  Story problems – analysis and applied listening skills

# Songs



Meet the Elements<sup>↓</sup>

by They Might be Giants<sup>↓</sup>

<sup>↓</sup>

Iron is a <sup>1</sup>\_\_\_\_\_, you see it every day<sup>↓</sup>

Oxygen, eventually, will make it <sup>2</sup>\_\_\_\_\_away<sup>↓</sup>

Carbon in its ordinary form is <sup>3</sup>\_\_\_\_\_<sup>↓</sup>

Crush it together, and diamonds are born<sup>↓</sup>

<sup>↓</sup>

Come on come on and meet the elements<sup>↓</sup>

# Video Lectures

YouTube

検索

Mobility 2088

Honda 324 件の動画

チャンネル登録



*Honda II (the Future)*

Match the Speaker with his Job		
1	<u>Mitchel Joachim</u>	Science Fiction Writer
2	<u>Chee Pearlman</u>	Senior Engineer, Honda Vehicle Designer
3	<u>Guillermo Gonzalez</u>	Architect, Urban Designer
4	<u>Ben Bova</u>	Large Project Leader, Honda Insight
5	<u>Yasunari Seki</u>	Design Editor

7. Which method of transportation is not mentioned?

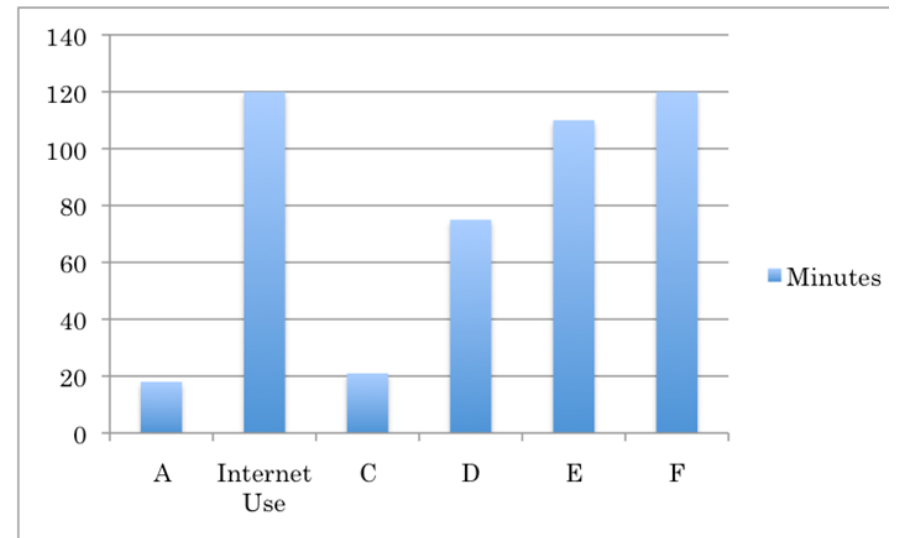
# Audio Lectures

## Audio Lectures



## Canadian Teen Lifestyle Survey

Listen and answer the following questions.



# Dictation

- Cool biz ↵

Listen to the recording on Cool biz and fill in the blanks below.↵

↵

Only \_\_\_\_\_ of American men wear \_\_\_\_\_ to work each day, down from \_\_\_\_\_ in 2002. More than \_\_\_\_\_ of American men never wear a tie to work. Changes in \_\_\_\_\_, the rise of \_\_\_\_\_, and the \_\_\_\_\_ industry are some of the reasons. In \_\_\_\_\_, the \_\_\_\_\_ year for ties sales was \_\_\_\_\_, with \_\_\_\_\_ million ties being sold. In \_\_\_\_\_, only \_\_\_\_\_ million ties were sold, and then Cool Biz started in \_\_\_\_\_. Sales have \_\_\_\_\_ at least \_\_\_\_\_ a year since then. Will neckties continue to lose \_\_\_\_\_?↵



# True or False

<script>T&F # 5

↵

1. Sounds are made from vibrations.↵
2. The Earth revolves around the Moon.↵
3. You can see fish at a planetarium.↵
4. Bees make pollen.↵
5. Spiders are a kind of insect. <script>

|

# TOEIC Style Q & A

1. What are you doing this Saturday?↵

a) Actually, I don't have any plans.↵

b) Oh, I didn't. My trip was put off until next week.↵

c) I went to the park.↵

↵

2. How did you get to the airport?↵

a) John gave me a lift.↵

b) I arrived by 10:00.↵

c) I haven't decided yet.↵

↵

3.) Are you going to the party tonight?↵

# Story Problems

## **Problem One**

↵

**<Script>**Mr. Suzuki starts work one half hour after Ms. Tanaka. Ms. Tanaka starts work one hour before Mr. Yamanaka who starts at 8:30 AM. What time does Mr. Suzuki begin work? **<Script>**

↵



**Answer 8:00 AM**

# Procedure

- ☒ 50 question TOEIC Pre-test (week 2)
- ☒ Students visit the website and do the activities
  - ☒ There were no specified weekly assignments or deadlines
- ☒ Completion of activities linked to students grades:
  - ☒ 15 activities (one activity per week) = C
  - ☒ 30 activities (two activities per week) = B
  - ☒ 45 activities (three activities per week) = A
- ☒ 50 question TOEIC Post-test (week 15)
- ☒ Student reflection on the activity (week 15)

# Key Differences Between the Paper Based & Online Projects

| Paper Based Project  | MOODLE  |
|--|---|
| 10 minutes of each class were used for students to check answers.        | No correction or submission of projects in class, although there were periodic reminders and encouragements |
| First activities were done as a class.                                   | Students worked independently.  |
| No scoring requirement to receive credit for completion of an assignment | A score of at least 80% was required to receive credit for completing an assignment.                        |

# Interesting Bits

|  | <b>MOODLE</b> | <b>Paper Based</b> |
|--|---------------|--------------------|
| <b>Number of students who took both pre- &amp; post- tests</b>     | 53            | 96                 |
| <b>Average number of activities completed:</b>                     | 31.6          | 35.7               |
| <b>Percentage of students who completed 45 or more activities</b>  | 20%           | 57%                |
| <b>Average number of times students visited the site per week:</b> | 0.7           | 1.5*               |
| <b>Number of activities completed per visit:</b>                   | 6.2           | 3*                 |
| <b>Number of times students attempted an activity</b>              | 1.7           | 3.3*               |
|  |               |                    |
| <b>*data collected from student survey</b>                         |               |                    |

# Results of Pre- Post-tests

|  | MOODLE  | Paper Based |
|--|---------|-------------|
| Average / Median pre-test score:   | 27 / 24 | 22 / 21.8   |
| Average / Median post-test score:  | 28 / 27 | 24 / 24     |
|  |         |             |
| Average change for students who completed none of the activities:                          | -3.75   | -3.1        |
| Average change for students who <u>completed</u> more than 45 activities:                  | 1.6     | 1           |
| Average change for students who <u>attempted</u> more than 45 activities:                  | 3.19    | NA          |
| Average change for students who <u>attempted ten more activities than they completed</u> : | 6.85    | NA          |

# Comparison between number of activities completed on MOODLE with pretest and posttest scores

|  | Pretest | Posttest |
|--|---------|----------|
| Average pretest / posttest scores for MOODLE students who attempted and completed none of the activities   | 25.25   | 21.5     |
| Average pretest / posttest scores for MOODLE students who completed 45 or more activities                  | 21.1    | 25.66    |
| Average pretest / posttest scores for MOODLE students who attempted more than 45 activities                | 23.7    | 29.11    |
| Average pretest / posttest scores for MOODLE students who attempted 10 more activities than they completed | 24.6    | 31.4     |



# Conclusions

- ❏ There is not much difference between the change in average scores between the paper and online activities.
- ❏ Requiring scores of 80% and above in order to receive credit for the activity greatly reduced the number of students who completed 45 activities.
- ❏ Having students check answers in class greatly increased the number of activities completed in each week. Online students waited until the end of the semester and tried to complete the activities all at once.
- ❏ Attempting seems more important than succeeding as students with more attempts scored the highest average gains, regardless of number of activities successfully completed.

# Student Ranking of the Activities

