

การพัฒนารูปแบบการเรียนการสอนเพื่อการฟังเชิงปฏิสัมพันธ์โดยใช้ชิ้นงาน
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**THE DEVELOPMENT OF AN INSTRUCTIONAL
MODEL FOR ONLINE TASK-BASED INTERACTIVE
LISTENING FOR EFL LEARNERS**



**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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ONLINE TASK-BASED INTERACTIVE LISTENING
FOR EFL LEARNERS**

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ปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ต (OTIL Model) สำหรับนักศึกษาระดับ
ปริญญาตรีที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) เพื่อประเมินประสิทธิภาพรูปแบบการ
เรียนการสอนการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านระบบอินเทอร์เน็ตโดยใช้เกณฑ์
มาตรฐาน 80/80 3) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักศึกษาที่เรียนด้วยวิธีการสอน
การฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านระบบอินเทอร์เน็ตกับนักศึกษาที่เรียนการสอนทักษะ
การฟังจาก College English ด้วยสื่อผสม และ 4) และเพื่อศึกษาเจตคติของนักศึกษาที่มีต่อการสอน
การฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ต

ผู้เข้าร่วมในการวิจัยครั้งนี้แบ่งออกเป็น 3 กลุ่มดังต่อไปนี้ 1) ผู้เชี่ยวชาญ 3 ท่านในด้านของ
การออกแบบระบบการเรียนการสอนและด้านการสอนภาษาอังกฤษ โดยผู้เชี่ยวชาญดังกล่าวทำ
หน้าที่ประเมินรูปแบบการเรียนการสอน OTIL Model 2) นักศึกษาระดับปริญญาตรีชั้นปีที่ 2 ที่
ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอกแห่งมหาวิทยาลัย Tongren University ประเทศสาธารณรัฐ
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ทดลองจริงสามขั้นตอน เพื่อประเมินประสิทธิภาพของ OTIL Model โดยจำแนกระดับ
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ปีที่ 2 ที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอกแห่งมหาวิทยาลัย Tongren University จำนวน 92 คนที่
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การฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ต (OTIL Model) และหาค่า
ประสิทธิภาพของบทเรียนการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ต และ
2) ขั้นตอนศึกษาผลของบทเรียนการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ตและ
ศึกษาเจตคติของนักศึกษาที่มีต่อบทเรียน

โดยผลของการวิจัยมีดังต่อไปนี้

1. รูปแบบการเรียนการสอนการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ตหรือ OTIL Model ที่พัฒนาขึ้นได้รับการประเมินจากผู้เชี่ยวชาญให้อยู่ในเกณฑ์ “เหมาะสม” และ “เป็นที่น่าพอใจ” ($\bar{X} = 4.92$)
2. บทเรียนการฟังอย่างมีปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ตที่พัฒนาขึ้นมีค่าประสิทธิภาพ 85.90/86.60 ซึ่งเป็นไปตามเกณฑ์มาตรฐาน 80/80 ที่ตั้งไว้ กล่าวคือ บทเรียนการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ตนั้นมีประสิทธิภาพและเหมาะสมสำหรับการสอนทักษะการฟังภาษาอังกฤษ
3. ผลของการทำข้อสอบหลังเรียนแสดงให้เห็นว่ากลุ่มทดลองมีผลสัมฤทธิ์ในทักษะการฟังภาษาอังกฤษสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติ ($P=0.000, P \leq 0.05$)
4. ผลของแบบสอบถามและการสัมภาษณ์กลุ่มทดลองแสดงให้เห็นว่านักศึกษามีความคิดเห็นที่ดีและมีความพึงพอใจต่อการฟังเชิงปฏิสัมพันธ์แบบเน้นภาระงานผ่านเครือข่ายอินเทอร์เน็ต



XINGBIN TIAN : THE DEVELOPMENT OF AN INSTRUCTIONAL
MODEL FOR ONLINE TASK-BASED INTERACTIVE LISTENING FOR
EFL LEARNERS. THESIS ADVISOR : SUKSAN SUPPASETSEREE,
Ph.D., 291 PP.

INSTRUCTIONAL DESIGN /LISTENING INSTRUCTION /ONLINE LEARNING
/ EFL LEARNERS

The purposes of the study were 1) to develop an instructional model for online task-based interactive listening (OTIL Model) for EFL learners; 2) to evaluate the efficiency of online task-based interactive listening (OTIL) based on 80/80 Standard; 3) to compare the achievements of the participants who received online task-based interactive listening (OTIL) teaching and those who received College English listening teaching with multimedia; and 4) to investigate the participants' opinions toward online task-based interactive listening (OTIL).

Three group participants involved in the study: 1) three experts in the field of instructional systems design and English language teaching for the evaluation of the OTIL Model; 2) thirty-nine second-year non-English major undergraduate students at Tongren University (TU), China for the three try-out studies to evaluate the efficiency of OTIL; and 3) ninety-two second-year non-English major undergraduate students at TU who registered for College English course in the second semester of the academic year of 2011-2012 as samples for the experiment.

The study consisted of two phases: 1) developing an instructional model for online task-based interactive listening (OTIL Model) for EFL learners and determining the efficiency of online task-based interactive listening (OTIL), and 2) investigating effects of online task-based interactive listening (OTIL) and exploring the participants' opinions toward the lessons. The results of the study are shown as follows:

1. The instructional model for online task-based interactive listening (OTIL Model) for EFL learners was rated by the experts at the mean score of 4.92 (SD=0.282) which indicated the model was appropriate and satisfactory.

2. The efficiency of the learning process and product (E_1/E_2) of online task-based interactive listening (OTIL) was 85.90/86.60 which met the 80/80 Standard level. This indicated that the OTIL lessons were proven to be effective and suitable for English listening instruction.

3. The results of students' English listening achievement revealed a significant difference in the post-test score between the experimental and control classes ($P=0.000$, $P\leq 0.05$). The findings showed that the students of experimental class made more demonstrable progress than those of control class in English listening.

4. The findings from the questionnaire and interview indicated that the students expressed positive opinions toward online task-based interactive listening (OTIL). This indicated that the students appeared satisfied with OTIL.

School of Foreign Languages

Student's Signature _____

Academic Year 2012

Advisor's Signature _____

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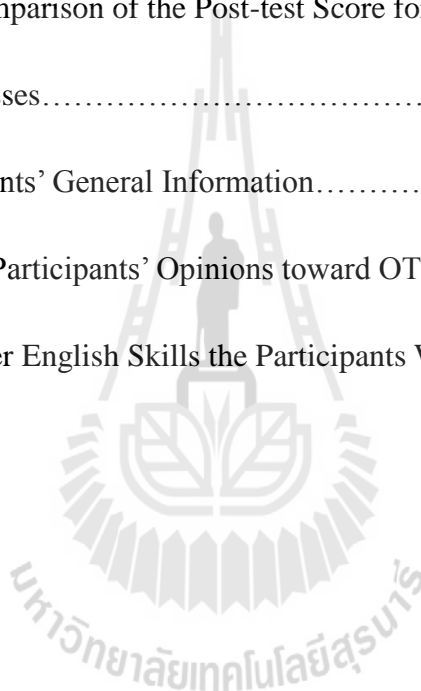
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LIST OF ABBREVIATIONS

ADDIE	Analyze, Design, Develop, Implement and Evaluate
CALL	Computer Assisted Language Learning
CECR	College English Curriculum Requirements
CET	College English Test
EFL	English as a Foreign Language
ESL	English as a Second Language
ILT	Interactive Listening Teaching
IOC	Index of Item Objective Congruence
MKO	More Knowledgeable Others
MOE	Ministry of Education, China
Moodle	Modular Object-Oriented Dynamic Learning Environment
NHCELS	New Horizon College English Listening and Speaking
OTIL	Online Task-based Interactive Listening
SREO	Suppasetseree's Remedial English Online
TBA	Task-based Approach
TU	Tongren University, China
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

The present study aims at developing an instructional model for online task-based interactive listening (OTIL Model) for English as a foreign language (EFL) learners. This chapter is an introduction of the whole study. It will provide the statement of the problem of College English listening teaching at Tongren University (TU), China, present the rationale of the study, the objectives of the study and research questions according to the problems, and define the terms used in the study and the significance of the study. Finally, the research conceptual framework will be described.

1.1 Background of the Study

Listening plays an important role in the study of undergraduate students who are going to finish their study. According to Feyten (1991), of the total time people spend on communication, 45% is on listening, 30% on speaking, 16% on reading, and 9% on writing. Many researchers have highlighted the important role that listening plays in language acquisition (Cai, 2007; Ellis, 1994; Feyten, 1991; Zhang & Luo, 2004). Nunan (1998) declares “over 50% of the time that students spend functioning in a foreign language will be devoted to listening” (p. 1).

The new English curriculum for non-English majors, College English Curriculum Requirements (CECR) was drawn up by Ministry of Education (MOE) of China in 2004 for trial implementation. In 2007, after a two-year trial, MOE officially issued the College English Curriculum Requirements (CECR) which emphasizes “developing students’ ability to use English in an all-round way, especially in listening and speaking” (MOE, 2007, p. 18). The CECR was carried out to replace College English Teaching Syllabus which was issued in 1999 and which focused on developing “a strong reading ability for the students and a fairly good ability for listening, speaking, writing and translation so that students are capable of exchange information in the target language” (MOE, 1999, p. 4). Thus the goal of College English has shifted from cultivating reading ability to comprehensive communicative abilities with an emphasis on listening and speaking.

According to the CECR (MOE, 2007), English ability involves five skills: listening, speaking, reading, writing, and translation. Three levels of each skill are set as the requirements for undergraduate College English teaching: basic requirements, intermediate requirements, and higher requirements. The three levels of requirements for listening skill are listed as follows:

Basic requirements: Students should be able to follow classroom instructions, everyday conversations, and lectures on general topics conducted in English. They should, by and large, be able to understand Special English programs spoken at a speed of about 130 words per minute (wpm), grasping the main ideas and key points. They are expected to be able to employ basic listening strategies to facilitate comprehension (p. 19).

Intermediate requirements: Students should be able to follow, in the main, talks and lectures by people from English-speaking countries, to understand longer English radio and TV programs produced in China on familiar topics spoken at a speed of around 150 wpm, grasping the main ideas, key points and relevant details. They

should be able to understand, by and large, courses in their areas of specialty taught by foreign teachers in English (p. 21).

Higher Requirements: Students should be able to understand longer dialogues and passages, and grasp the key points even when sentence structures are complicated and views are only implied. They should, by and large, be able to understand radio and TV programs produced in English-speaking countries. They should be able to understand lectures related to their areas of specialty and grasp the gist and main points (p. 22).

The MOE (2007) claims that all undergraduates in universities in China must meet the basic requirements. The function of the requirements is only as a guideline for universities across China in designing their own syllabi according to the needs of students with varying entry levels of English proficiency. Additionally, to achieve the requirements, both students and teachers need great efforts and an effective College English listening teaching model.

College English Test (CET), directed and supervised by the Department of the Higher Education of MOE of China, is a large-scale standardized test designed and developed by the National College English Testing Committee. As a criterion-related norm-referenced test, CET is applied to measure the English proficiency of non-English majors undergraduate students in China and ensure whether they reach the requirements set in the CECR (Yang & Weir, 1998). It is held twice annually (usually in June and in December). There are two bands (or levels) of CET: “Band 4” (CET 4), in which certificate-holders have reached the English level of non-English major undergraduate students, and “Band 6” (CET 6), in which the certificate-holders have reached the English level of non-English major postgraduates (Wikipedia, 2011a). In the present study, the researcher focuses on CET 4.

In order to meet the CECR, CET 4 made some innovations and was put into practice in 180 chosen universities from June of 2006, and then spread to all universities in 2007. The new CET 4 focuses attention on communicative skills. Its objective is to measure undergraduates' communicative language ability more accurately. More attention is paid to learners' listening ability as the proportion is enhanced from 20% to 35% of the total score and the total time for listening is also increased from 20 to 35 minutes (see Table 1.1).

Table 1.1 Format and Content of CET 4 since 2006

Name	Content		Question Types	Time	Percentage
Listening comprehension	Conversations	Short ones	Multiple-choice	35m'	35%
		Long ones	Multiple-choice		
	Passages	Multiple-choice passage	Multiple-choice		
		Spot dictation	Compound Dictation		
Reading comprehension	Careful Reading	Textual comprehension	Multiple-choice	25m'	35%
		Vocabulary comprehension	Gap-filling		
	Fast reading	True or false questions and gap-filling in sentence	15m'	10%	
Integrative Part	Cloze or Proofreading		Multiple-choice or correction	15m'	10%
	Textual short-answer question or Translation		Answer question or translation		
Writing	Writing		Short-passage writing	30m'	20%
	Translation		Chinese to English	5m'	

Tongren University (TU), China is located in Tongren City, Guizhou Province China where many ethnic minority groups live in a compact community. There are 12

departments and 43 majors. Full time undergraduate students are 7300 of which 700 students are English major and 6600 non-English majors. In TU, for non-English major students, College English is a compulsory course for non-English major undergraduates. According to the CECR, College English teaching and learning must run throughout the first two years for the required credits. If the non-English major students want to get BA degree, they are required to participate in the CET 4 examination and to pass the scores set by TU at the end of the second year. The number of College English course hours during the first two years before the CET 4 examination should not be less than 288 hours, preferably with 4 hours per week. Since 2004, College English teaching has been applied with multimedia technology (Tian, 2004).

1.2 Statement of the Problem

The major problems existing in TU College English listening teaching could be identified and summarized from three sets of data. One was from the previous research concerning College English listening teaching at TU (Han, 2005; Wei, 2006; Yang, 2008). Another was from the statistical analysis of the listening achievements of three years of CET 4 at TU, that is, the CET 4 from 2008 to 2010. The other was from a needs analysis investigation in October, 2009 at TU that involved gathering information about E-learning used for College English listening by non-English major undergraduate students (Tian, 2010).

The first problem was that after 2 years of taking listening classes at TU, the listening competence of students was still weak in general (Yang, 2008). The

researcher analyzed the achievements of CET 4 taken by TU students from 2008 to 2010 (see Table 1.2). The results showed that the listening mean scores in the year of 2008, 2009 and 2010 were 119.98 (SD=15.076), 108.36 (SD=13.533) and 109.09 (SD=15.401) respectively. The findings revealed that students' English listening ability was low, because the total score of CET 4 is 710 points in which the listening section is 249 points taking up 35% of the total score.

Table 1.2 2008 – 2010 Listening Scores of CET 4

Years	N	Minimum	Maximum	\bar{X}	SD
2008	811	90	196	119.98	15.076
2009	1388	86	188	108.36	13.533
2010	1452	85	206	109.09	15.401

Another existing problem was that classroom interaction was neglected in College English listening teaching with multimedia which was the teaching method at TU at that time. Comeau (2000) points out classroom interaction includes teacher-student interaction and student-student interaction. According to the needs analysis investigated in October, 2009 at TU to gather information about E-learning used for College English listening by non-English major undergraduate students (Tian, 2010), 90% of interviewees reported that they disliked the present multimedia listening teaching. The reason was that the teaching process of multimedia College English listening teaching at TU was very unitary: applying self-made courseware or the CD-ROM attached to the listening textbook and then doing the exercises of the listening textbook. In class, teachers stood by the computer and operated the mouse. They did not pay much attention to the communication with the students. Students fixed their attention only on the screen and played a quite passive role in such a

learning environment. Teachers used the multimedia and turned the English listening class into a class that did courseware instead of creating the circumstances based on teaching progress and leading the students to practice. Teachers were still controllers of the class. Moreover, in class, teachers applied the CD-ROM as a tape. According to Wei's study (2006), there was lack of interaction between students in College English listening teaching at TU. The classroom instruction was still teacher-centered, and the active role of students could not be exerted completely.

The final problem was that many English teachers lack programming knowledge, which hindered them from creating educational websites by themselves. TU tried to create E-learning environment to improve the quality of English teaching and learning. Although language labs at TU were built to provide teachers and students to teach and learn English listening with E-learning environment, no teacher created his/her websites. Teachers used the websites established by professional programmers might not fully satisfy the needs of the teachers and students. Most learning materials and activities from the websites were selected and designed without doing needs analysis. The learning tasks were designed without being distinguished in their difficulty levels and students did not know how to select a task which was suitable to their knowledge level (Chai & Li, 2008).

Based on the problems of College English listening teaching at TU, the present study attempted to develop an instructional model for online task-based interactive listening (OTIL) for English as a foreign language (EFL) learners which serves to address an intrinsic weakness with current uses of multimedia as described above.

1.3 Rationale of the Study

The present study was motivated by the needs analysis completed in October, 2009 at TU (Tian, 2010). According to an SPSS frequency analysis, in College English course, the most frequency skill used was reading (\bar{X} =2.89, SD=0.988) and the least frequency skill used was listening (\bar{X} =2.38, SD=0.932) (see Table 1.3).

Table 1.3 Frequency of Four Skills Used by the Students in College English

Questions	Reading		Writing		Speaking		Listening	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
How often did you use the four skills in College English course?	2.89	.988	2.53	.772	2.55	.934	2.38	.848
How often do you have difficulty with each of the four skills in College English course?	3.69	.914	3.65	.923	3.89	.940	4.07	.932

The reason for this discrepancy was that College English at TU was still followed the former syllabus, “College English Teaching Syllabus” approved by MOE in 1999 in which priority was given to the development of reading comprehension. College English teaching focused on reading more than listening, which was largely overlooked. The current teaching has not matched a new reform about College English teaching which was carried out in 2004, focusing on how to improve students’ listening and speaking abilities effectively. Furthermore, the most difficulty the students met with among four skills in College English course was listening skill (\bar{X} =4.07, SD=0.932). The finding showed that the students could not catch the words given by teachers using English as a medium of instruction and could not understand what they listened to. As Richards and Renandya (2002) pointed out,

listening provided input for the learner. Without understanding input at the right level, learning could not be processed.

The CECR (MOE, 2007) claims that College English teaching in universities across China should be shifted from teacher-centered to learner-centered patterns in order to deepen and improve English teaching reform and quality. In addition, universities should follow the guidelines of the CECR and their College English teaching goals in designing their own instructional models built on modern information technology, concerning the universities' circumstances, teaching resources and students' English proficiency level. The CECR also states that universities should explore and establish a web-based listening teaching model and deliver listening courses via the Internet or Intranet.

For instance, Tan and Chen (2008) constructed an instructional model for College English listening-speaking course based on VLC (Virtual Learning Community). The results showed that the learning effects of VLC were great in the course. The students' opinion to the course learning changed towards a positive direction. Wang and Chen (2010) designed a computer-and-classroom-based multimedia College English teaching model which was an embodiment of the blended teaching idea. The model placed a premium on individualized teaching and independent learning and made full use of the special function of computers in assisting learners with repeated language practice in English listening, speaking, reading, writing and translation. However, the instructional design model was explained without an empirical study. Yao (2011) created an agent model for College English teaching in the modern educational technology environment. She explored the

optimum instructional design in term of teaching goals and contents, but she had not justified the model by doing evaluation and experiment. Therefore, little research on developing models for College English listening teaching has been conducted.

Listening comprehension is an active and creative activity and a process of meaning negotiating interaction between listeners and speakers (Wang & Miao, 2003). Through interaction students can increase their language store as they listen to authentic linguistic material, or even the output of their fellow students in discussion (Rivers, 2000). Task-based approach (TBA) is a 'learner-centered' , 'learning by doing' and 'learning in interaction' language teaching approach (Brown, 2001; Foster, 1999; Richards & Rodgers, 2001). Advantages of employing online interactive listening teaching (ILT) with TBA can be summed up as follows. Firstly, the obvious characteristic is that teaching is more learner-centered than teacher-centered (Rivers, 2000). Secondly, online ILT with TBA can provide learners with a web-based cooperative learning environment. Learners can learn by doing and learn through interacting (Crandall, 1999). Finally, online ILT with TBA can encourage students to make use of their cognition to recall their past experience and exchange their personal viewpoints, while the teacher guides them to facilitate their learning process (Rivers, 2000).

According to the CECR (MOE, 2007), universities should explore and establish a web-based listening teaching model and deliver listening courses via the Internet or Intranet. Moreover, the new model should combine the principles of practicality, knowledge and interest, facilitate mobilizing the initiative of both teachers and students, and attach particular importance to the central position of students and the

leading role of teachers in the teaching and learning process (MOE, 2007). The CECR also emphasizes that listening ability is trained mainly in a computer- and web-based environment. Moodle, short for Modular Object-Oriented Dynamic Learning Environment, is a free software package for building web-based educational courses that can be used as a tool to enhance listening teaching and learning. The goal of Moodle is for students to take on more of the responsibility of learning and become more actively involved in the learning process. Learning tasks can be designed so as to allow for teacher-student(s) interaction and student(s)-student(s) interaction by using Moodle modules.

The above reasons provided strong support to the rationale of the present study, that is, Chinese MOE required universities across China to reform the current teaching model to one of mutual communication, individualized endeavor, and a more interactive learning model which combined computer (network) teaching software with a language lively classroom (Guo & Li, 2004). Online interactive listening teaching can make students increase their language store as they listen to authentic linguistic material. TBA can provide an environment which offer students more opportunities to communicate. Moreover, Moodle, free E-learning software, can create an environment that allows for interaction among students.

1.4 Research Objectives

Based on the problems found in College English listening teaching at TU, there were four objectives of the present study.

- 1) To develop an instructional model for online task-based interactive listening (OTIL Model) for EFL learners;
- 2) To evaluate the efficiency of online task-based interactive listening (OTIL) based on 80/80 Standard.
- 3) To compare the achievements of the participants who received online task-based interactive listening (OTIL) teaching and those who received College English listening teaching with multimedia; and
- 4) To investigate the participants' opinions toward online task-based interactive listening (OTIL).

1.5 Research Questions

In order to fulfill the research objectives of the study, the following research questions were proposed.

- 1) What should be the elements in developing an instructional model for online task-based interactive listening (OTIL Model) for EFL learners?
- 2) Does the efficiency of online task-based interactive listening (OTIL) meet the 80/80 Standard?
- 3) Are there any significant differences in listening comprehension between the experimental and control classes?
- 4) What are the participants' opinions toward online task-based interactive listening (OTIL)?

1.6 Significance of the Study

The most obvious feature of the present study was its value for providing a problem-solving process to guide instructors through analysis, design, prototype, implementation, and evaluation to the instructional goal. It had both theoretical and practical significance which can be illustrated as follows.

Theoretically speaking, the present study might contribute to the development of the OTIL Model which might shift the existing teacher-centered listening teaching into a learner-centered online listening instruction. Up to now, few research studies have involved the construction of models for College English listening teaching in China. There has been a lack of adequate empirical research on developing an instructional model for online College English listening. The present study filled in the gap and evaluate if the OTIL Model could be used effectively in College English teaching.

Practically speaking, the OTIL Model might serve as a solution for development of College English listening teaching and improve students' listening ability. The findings from this study might be of great help to other researchers who want to develop English listening teaching in an E-learning environment. The findings may be adopted in English programs at Chinese universities for future research.

1.7 Definitions of Terms in the Study

- 1) **EFL learners:** EFL learners in the present study refer to the non-English major undergraduates at Tongren University (TU), China who have already

spent for six or seven years in middle schools in China and have entered TU for four years of study as majors other than English.

- 2) **College English teaching:** College English teaching is a required course for undergraduate students in China. In the study College English teaching refers to the English instruction to promote non-English major undergraduate students' English proficiency level at TU. College English teaching focuses on teaching listening, speaking, reading and writing.
- 3) **An instructional model for online task-based interactive listening (OTIL Model):** An instructional model for online task-based interactive listening (OTIL Model) is a process for developing online instruction for English listening. The orientation of the OTIL Model is systematic and web-based, using interactive listening teaching with task-based approach. It provides the guidelines to design and develop the OTIL lessons for the experimental class in the study.
- 4) **Online task-based interactive listening (OTIL):** Interactive task-based listening constructed by the researcher in the form of a website to be utilized to College English listening teaching. Online in the study refers to Moodle, short for Modular Object-Oriented Dynamic Learning Environment, which is used as the online learning platform for English listening teaching at TU. OTIL aims to create a highly interactive E-learning environment for listening with real-world tasks, during which listeners have maximum interaction with peers and teachers.

- 5) **80/80 Standard:** The standard criterion, proposed by Brahmawong (1978), is applied to determine the efficiency of OTIL by using the efficiency of the process and the efficiency of the product formula (see Figure 1.1).

$$E_1 = \frac{\bar{X}}{A} \times 100$$

E_1 : Efficiency of the process in percentage
 \bar{X} : Average score all students obtain from the exercises
 A: Total score of the exercises in the lessons

$$E_2 = \frac{\bar{F}}{B} \times 100$$

E_2 : Efficiency of the product in percentage
 \bar{F} : Average score all students obtain from the tests
 B: Total score of the tests in the lessons

Figure 1.1 Efficiency of the Process (E_1) and the Product (E_2) Formula

- 6) **College English listening teaching with multimedia:** College English listening teaching with multimedia is current teaching method at TU. Multimedia in the present study refers to computer-delivered technology in the language classroom without the Internet.

1.8 Research Conceptual Framework

According to the research objectives and research questions, the study should consist of two stages: to develop the OTIL Model and to investigate effects of using OTIL. The OTIL Model would be designed following seven steps (Brahmawong &

Vate-U-Lan, 2009) in developing a model. Subsequently, the experiment would be conducted to investigate the effects of using OTIL which was constructed based on the developed OTIL Model. The research conceptual framework of the present study has been created by the researcher as follows.

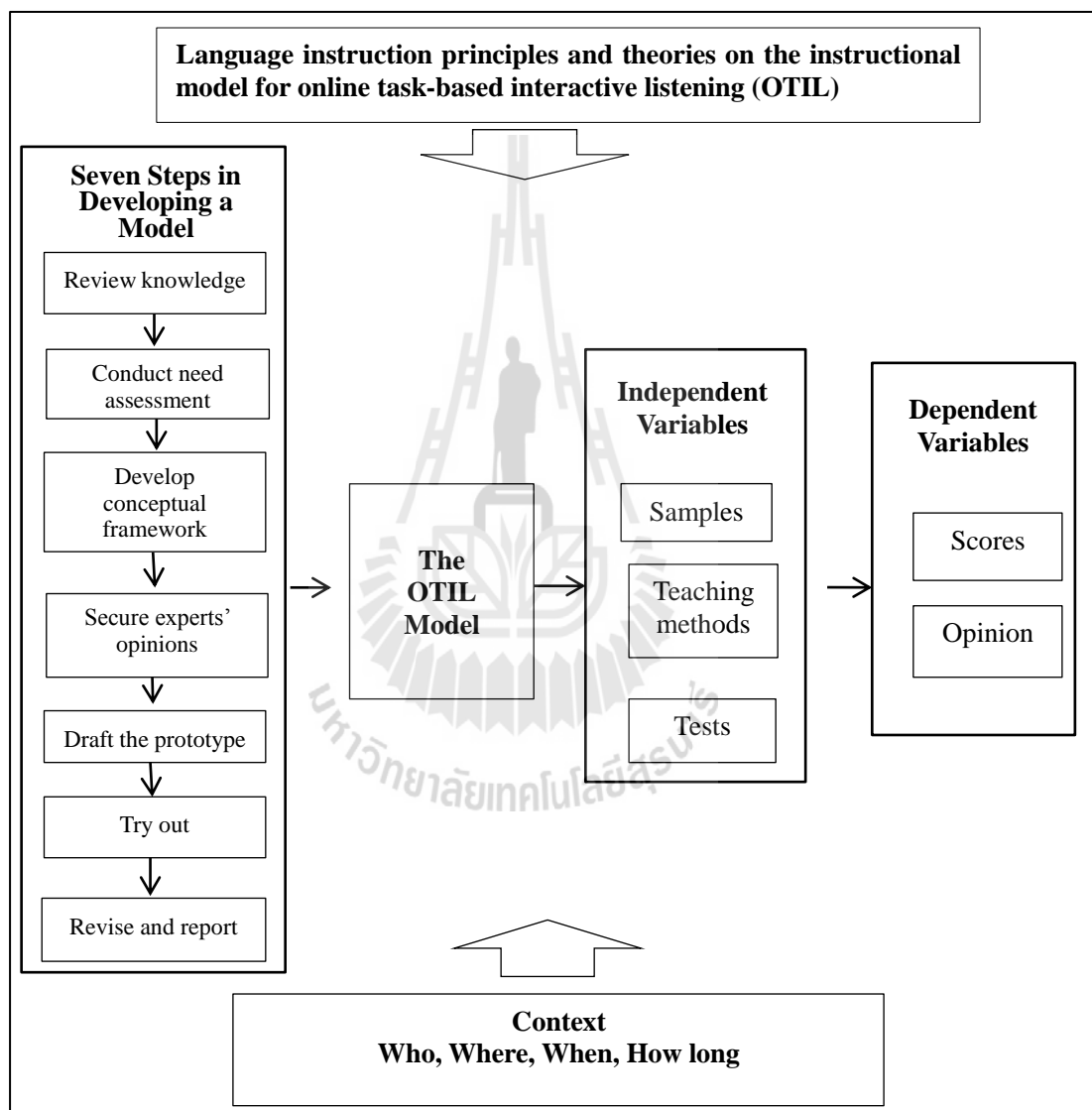
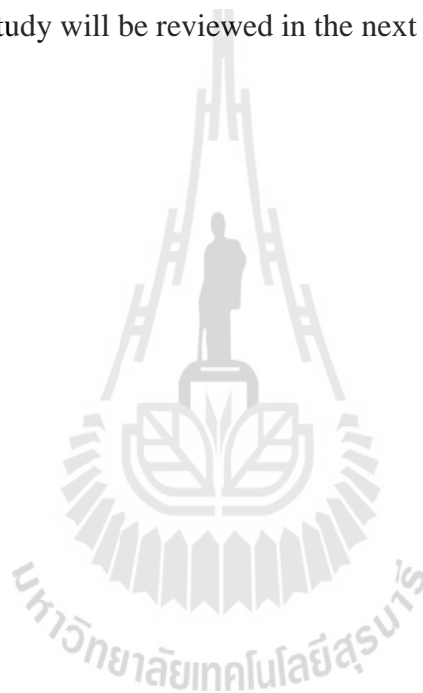


Figure 1.2 Research Conceptual Framework

1.9 Summary

This chapter presents the background to the present study. Based on the existing problems, the objectives of the study were proposed and the research questions were specified. Six terms in the study were defined. In the chapter, the rationale of the study and the significance of the study have been discussed. The research conceptual framework was also illustrated. The teaching and learning theories and research studies related to the study will be reviewed in the next chapter.



CHAPTER 2

LITERATURE REVIEW

This chapter will present a review of literature connected to the present study in eight parts. The first part will be about listening in which listening comprehension is involved. The second part will focus on interactive listening teaching. The third part will present task-based approach in which the principles of task-based approach are explained. The fourth part will deal with computer assisted language learning and multimedia. The fifth part will be related to E-learning which focuses on Moodle. In the sixth part, instructional design which is the theoretical base of the model for task-based interactive listening teaching will be explained. The seventh part will discuss learning theories involved constructivism and cooperative learning. In the last part, previous studies on interactive listening teaching and task-based approach in listening instruction with technologies will be reviewed.

2.1 Listening

The importance of listening for language acquisition has been emphasized by researchers (Brown, 2006; Feyten, 1991; Krashen, 1982; Rost, 2002). Krashen (1982) points out that listening is the first language mode that children acquire. It is the base for all aspects of language and cognitive development, and it plays a life-long role in

the processes of learning and communication essential to productive participation in life. In this section, the definition of listening and the nature of listening comprehension will be reviewed.

2.1.1 Definition of Listening

Listening is one of the key language skills. It is “the primary channel for language input and acquisition” (Peterson, 2001, p. 87). Underwood (1989) claims that “listening is the activity of paying attention to and trying to get meaning from something we hear” (p. 1). Helgesen (2003) defines listening as “an active, purposeful processing of making sense of what we hear” (p. 24). In addition, Mendelsohn and Rubin (1995) point out “listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express” (p. 7). Moreover, Rost (2002) views listening “as part of a transactional process in which all participants are simultaneously ‘sending’ and ‘receiving’ messages” (p. 54). She further states that listening “becomes an interactive process in which the outcomes of any communication include renewed perceptions of self, other and the relationship. In this view, the goal of listening is not primarily comprehension of messages, but rather establishing interactive connections with one’s interlocutors and mutually moving toward goals” (p. 55).

As an important key language skill, Brett (1997) states that “listening assumes increased importance not only because is it a key language and communication skill in its own right, but it also provides a channel through which new language can be received and become intake” (p. 39). Through the reception of listening, we are able

to internalize and produce language. Saha and Talukdar (2008) point out listening is a skill that is a related but distinct process from hearing, which involves merely perceiving sound in a passive way. Listening occupies an active and immediate analysis of the streams of sounds.

In sum, listening is actually the ability to actively understand what other people are saying, including a speaker's pronunciation, intonation, vocabulary, syntax and meaning. It is an essential skill for communication and an active interaction between listener and speaker. In order to understand the language and extract information, listeners are involved in guessing, anticipating, checking, interpreting, interacting and organizing.

2.1.2 Nature of Listening Comprehension

Comprehension is usually viewed as the first-order goal of listening, the highest priority of the listener, and the sole purpose of listening (Rost, 2002). Vandergrift (1999) claims, "listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance" (p. 168). According to Peterson (2001), listening comprehension is an interactive process of meaning creation, working on various levels simultaneously to produce an understanding of the incoming speech. Moreover, Littlewood (2000) states listening comprehension is a process in which people use their linguistic knowledge, common sense, special knowledge and analyzing and colligating ability to distinguish, understand, analyze,

summarize, remember and rehearse the sounds they heard. The components of the listening process include the listening text, the settings of the text, the task demands, and the responses required of the listener. All of them are interrelated. The well-known work for listening comprehension is described as following:

- Hearers take in the raw speech and retain a phonological representation of it in ‘working memory’.
- They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
- As they identify each constituent, they use it to construct underlying propositions, building continually onto a hierarchical representation of propositions.
- Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.
(Clark and Clark, 1977, cited in Rost, 1990, p. 7)

Anderson and Lynch (2001) also describe very simple step-by-step picture of the various elements that might be thought to make up the process of listening:

- The spoken signals have to be identified from the midst of surrounding sounds.
- The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
- The syntax of the utterance has to be grasped and the speaker’s intended meaning has to be understood.
- We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said.
(Anderson & Lynch, 2001, p. 4)

Rost (1990) points out listening comprehension is essentially an inferential process based on a perception of cues rather than a straightforward matching of sound to meaning. She uses four terms relating to listener construction of meaning: acceptable understanding, target understanding, non-understanding, and misunderstanding. For her, acceptable understanding refers to “inference drawn by a listener that is satisfactory to both speaker and listener”. Target understanding is a “specific interpretation that was intended by the speaker”. Non-understanding refers

to “the listener being unable to draw any appropriate inference based on what a speaker has just said”. Misunderstanding is “a conflict between the type of inferences that the speaker had expected the hearer to draw from the speaker’s utterances and those inferences that the hearer actually has drawn” (p. 62). Furthermore, Rost (2002) points out “comprehension is the process of relating language to concepts in one’s memory and to references in the real world” (p. 59).

Buck (2002) states that listening comprehension involves two types of knowledge, that is, linguistic knowledge and non-linguistic knowledge. Linguistic knowledge involves phonology, lexis, syntax, semantics and discourse structure, while non-linguistic knowledge is about the topics, and the context. He explains:

Listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying. (Buck, 2002, p. 3)

In a short, all the definitions above indicate that listening comprehension is an active process demanding the listener’s full involvement. It is a process of meaning negotiation through interaction between listeners and speakers. Listeners need to not only focus on aural input and construct meaning from passages, but also require the activation of contextual information and previous knowledge.

2.2 Interactive Listening Teaching

Interactive listening teaching (ILT) is one teaching method in listening instruction. In this part, definition of interaction, concepts of ILT and the previous studies on ILT will be presented.

2.2.1 Definition of Interaction

The word “interaction” is derived from the Latin word “agree”, which means to “do something among some persons” (Hua, 2009, p. 5). It is very difficult to give a general definition of the term “interaction”. This term has been defined by many researchers in different way. Wells (1989) points out that interaction is the basic unit of conversation. Garrison (1993) states that interaction is “sustained, two-way communication among two or more persons for purposes of explaining and challenging perspectives” (p. 6). From a distance content, Wagner (1994) defines interaction as “reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another” (p. 8). Because this definition captures the major of components of reciprocity and multiple actors and avoids further restrictions on meaning or application, it is a simple but satisfactory definition (Anderson, 2003).

Wagner (1994) also narrows down the notion of “interaction” by focusing on an “instructional event”. She points out:

An instructional interaction is an event that takes place between a learner and the learner’s environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward an educational goal. Instructional interactions have two purposes: to change learners and to move them toward achieving their goals” (p. 8).

Allwright (1984) explains that “interaction is the process whereby lessons are accomplished. If no person-to-person interaction had occurred in a classroom, we would probably be unwilling to accept that a lesson had taken place at all” (p. 159). Furthermore, Rivers (2000) states that “learners achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. This is interaction” (p. 4). Brown (2001) also proposes:

...interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. ... interaction as human beings use language in various contexts to ‘negotiate’ meaning, or simply stated to get one idea out of your head and into the head of another person and vice versa. (p. 159)

Compared with Rivers’ definition, Brown focuses more on the internal affect exchange.

Rivers (2000) points out learners can increase their language store through interaction as they listen to authentic linguistic material, or even the output of their fellow learners in discussion, joint problem-solving tasks, which can create an equal and free atmosphere and help learners form a concept of collaboration. The most common activity used to increase interaction is discussion. For example, in listening class, the learners are introduced to a topic via a listening passage, or a videotape and then asked to get into pairs or groups to discuss a related topic in order to come up with a solution or a response (Lazaraton, 2001). Crookes & Chaudron (2001) claim:

...learners work on an activity in which a problem and some limitations on means are established; it requires cooperative action on the part of participants, in small or large groups, in order to reach a solution. (p. 35)

Moreover, Derycke, Smith and Hemery (1995) state “some of the highest pedagogical objectives can only be achieved by employing group learning activities” (p.182).

Interaction is also very important in the E-learning environment. In E-learning, interaction, in fact, is the core of communication (Brown, 2001). Learners use language to get the attention of others, to request actions by others, to negotiate meaning in a shared context, and to respond and comment (Rivers, 2000; Wagner, 1994).

As a summary, interaction is the two-way or multi-way communication between people. The participants interpret meaning through sending and receiving messages in a context. As a social tool, interaction is the process to use language to express needs, carry on social intentions and establish social relationships with other people, to work cooperatively with them, and to enjoy their companionship.

2.2.2 Concepts of Interactive Listening Teaching

Listening comprehension is an active, creative activity and an interaction between listener and speaker. It is not merely the process of a unidirectional receiving of audible symbols. After the initial reception of sound, human beings perform at least seven other major operations on that set of sound waves (Brown, 2001). Since listening is an interactive process, listening teaching should be conducted with an interactive approach which is an interactive process between teacher and students to exchange thoughts, feelings, or information. For an example, interaction can increase students' language store as they listen to authentic linguistic material, or even the

output of their fellow students in discussion (Rivers, 2000). Interactive listening teaching (ILT) can be used in Moodle, because Moodle encourages interaction and exploration, and makes learning courses interactive. Rice (2006) points out “ ‘interactive’ means interaction between the student and teacher, or the student and an active web page. Student-to-student interaction is covered in the next step” (p. 8). Moodle, designed with the social constructivism approach to learning, offers a lot of useful tools such as Wikis, Forums, Chats, Blogs and Workshop so that teachers can apply different formats of social interaction and collaboration to their teaching. Therefore, interactive course activities enable students to interact with the instructor, the learning system, or each other in listening teaching.

ILT does not mean just leaving students to make whatever sense they can from any experience (learning by doing), but needs the interaction of sensitive teachers to challenge student thinking and expose them to new ideas. This teaching method requires both teacher-student interaction and student-student interaction in the teaching plan, values student’s existing knowledge and aims at giving the students power or authority to be independent learners.

The teacher’s role in ILT can be outlined as follows: the teacher could be an informant or a provider by supplying cultural background, personal experiences and feedback; the teacher could be an organizer or a manager by selecting or adopting appropriate listening materials and managing interactive activities. In some ways, the dynamics of the lesson largely depends on the teacher’s own charisma; the teacher could also be a ‘mentor’ whose physical presence is to relieve panic-stricken students from excessive anxiety in the course of listening comprehension. The teacher is

supposed to know exactly when the comprehension is likely to break down and how to support students with certain strategies. Otherwise, listeners are no longer implied to be a ‘tape recorder’ in which the listeners take in and store what they have heard in much the same way as a tape recorder (Anderson & Lynch, 2001). In ILT, students are supposed to constantly interact with each other or with the teacher by showing their understanding through restating, describing as well as by expression, gesture, or simply by asking for clarification or repetition. As Richards and Rodgers (2001) state, “learners should contribute as much as they gain” (p. 166). The students in ILT are thus viewed as negotiators. To a certain extent, they are partners with and consultants to each other as they make themselves accessible whenever they are in interaction. In OTIL lessons students can be divided into subgroups (either visible or separate), interact with each other synchronously in chat activities, or engage in asynchronous discussion in Wikis and Forums.

In conclusion, ILT becomes essential in the teaching of listening in ESL/EFL situation. Many interactive teaching measures to improve listening ability should receive more attention, including the choice of authentic listening materials, the introduction of background information, the use of prior knowledge to predict the context, listening strategies, and group discussion to the while-listening tasks. In the present study, ILT was to create a highly interactive listening environment and made the students have maximum interaction not only with listening materials online but also with peers and teachers. Once Moodle was correctly installed, it became a powerful course management system platform, on which both synchronous and asynchronous computer-mediated interaction among peers or learners and teacher could be easily developed.

2.3 Task-based Approach

Task-based approach (TBA) refers to an approach based on the use of tasks as the core unit in language teaching. By engaging in tasks, TBA provides an environment which best promotes the natural language learning process (Ellis, 2003). The definition of tasks, key concepts of TBA, the major framework for TBA, and the principles of TBA will be described. The previous studies on TBA in listening instruction with technologies will be reviewed as well.

2.3.1 Definition of Tasks

A variety of definitions of “task” exist. Different scholars hold different perspectives on the definition of “task”. From a non-technical and non-linguistic point of view, Long (1985) defines a task as a piece of work undertaken for oneself or for others, freely or for some reward. In other words, “tasks” means things people do in everyday life, at work, at play, and in between. From a pedagogic perspective, Richards et al. (1986) define a task as:

...an activity or an action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. (p. 289)

Moreover, Ellis (2003) defines a pedagogical task as:

A work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires learners to give primary attention to meaning and to make use of their own linguistic resources, although the design of task may predispose them to choose particular forms. (p. 16).

From a language learning perspective, Breen (1987) defines a task as “a range of work-plans which have the overall purpose of facilitating language from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making” (p. 23). But according to Nunan (2004), a task is narrower. “A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 4). In agreement with Nunan, Willis (1996) points out “tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (p. 11). Summarizing the view of Nunan and Willis, Skehan (1998) puts forward the definition of a task, including five characteristics of a task which he thinks can help to clarify some limits to the definition of tasks:

- Meaning is primary;
 - There is some communication problem to solve;
 - There is some sort of relationship to comparable real-world activities;
 - Task completion has some priority; and
 - The assessment of the task is in terms of outcome.
- (p. 95)

In addition, Bygate, Skehan and Swain (2001) believe that a task is “an activity influenced by learner choice, and susceptible to learner reinterpretation, which requires learners to use language, with emphasis on meaning to achieve an objective” (p. 11).

In short, the definitions of “tasks” are many and varying. Confusion often arises in discussion of TBA because different teachers and writers use different definitions of the term ‘task’. In the present study, the researcher adapted the definitions from

Skehan (1998), which incorporated most of the task features included in other definitions (Bygate, et al., 2001). A task consists of a series of meaning-oriented, problem-solving activities which have a real-world relationship. Learner performance is assessed in terms of task completion.

2.3.2 Concepts of Task-based Approach

TBA is a 'learner-centered' and 'learning by doing' language teaching approach. Richard and Rodgers (2001) define TBA as "an approach based on the use of tasks as the core units of planning and instruction in language teaching" (p. 223). According to Brown (2001), TBA refers to "a teaching method that puts tasks at the center of the pedagogical focus. It considers the teaching process as a set of communication tasks that are directly linked to the curricular goals" (p. 84). Moreover, Nunan (1999) points out that TBA is "an approach to the design of language course in which the point of departure is not an ordered list of linguistic items, but a collection of tasks" (p. 24). TBA focuses on a certain teaching and learning task(s) which people meet in real life, gives learners tasks to transact rather than items to learn, and provides an environment which best promotes the natural language learning process (Foster, 1999).

TBA requires students to learn language by exchanging their thoughts, feelings and viewpoints. It is based on the assumption that linguistic abilities are developed through communication ability. In fulfilling the tasks, students can make use of their previous knowledge and past experiences for communication, while the teacher guides them to facilitate their learning process. Nunan (1991) summarized the characteristics of TBA as follows:

- An emphasis on learning to communicate through interaction in the target language;
 - The introduction of authentic texts into the learning situation.
 - The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
 - An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
 - An attempt to link classroom learning with language activation outside the classroom.
- (p. 279)

None of these characteristics focuses on the rules or structure of the language.

The use of language is the main goal of TBA. Learners should be fed rich authentic materials and shift the roles from passive to active through interaction.

In order to provide teachers with a better understanding of the difference between the traditional classroom and the TBA classroom, Nunan (2005) establishes a clear picture for distinguishing these two types of teaching (see Table 2.1).

Table 2.1 Traditional Classroom and TBA Classroom (Nunan, 2005)

Traditional Form-focused Pedagogy	TBA Classroom
<ul style="list-style-type: none"> • Rigid discourse structure • Teacher controls topic development • The teacher regulates turn-taking • The teacher knows what the answer is to • Students' responding role and performing a limited range of language functions • Little negotiated meaning • Scaffolding for enabling students to produce correct sentences • Form-focused feedback • Echoing 	<ul style="list-style-type: none"> • Loose discourse structure • Students able to control topic development • Turn-taking is regulated by the same rules • The teacher does not know what the answer is to • Students' initiating and responding roles and performing a wide range of language functions • More negotiated meaning • Scaffolding for enabling students to say what they want to say • Content-focused feedback • Repetition

In summary, learner-centered and learning by doing are the main concepts of TBA. Its task and environment promotes the natural language learning process. The TBA framework illustrates how the tasks enable language skills.

2.3.3 Major Frameworks for Task-based Approach

The design of a task-based lesson should consider the phases, stages or components of the lesson. Willis (1996), Skehan (1996) and Nunan (2004) all propose their respective frameworks. There is no general agreement as to whose framework is better.

In Figure 2.1, Willis (1996) suggests three stages: pre-task, task cycle and language focus. The first stage is often the shortest in the whole framework. In order to make learners become familiar with the topic and prepare for the task, Willis offers three steps in this stage: the teacher introduces the topic and the task to the students, activates topic-related words and phrases, and gives the students clear instructions on what they will have to do at the task cycle stage.

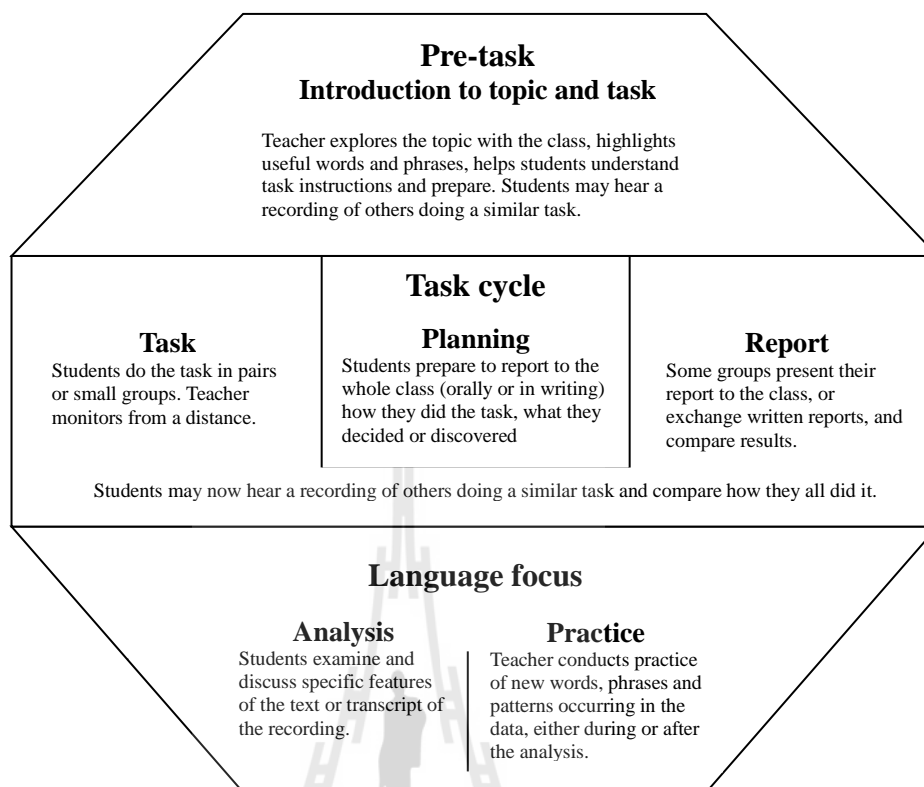


Figure 2.1 Willis' Framework for TBA (Willis, 1996, p. 38)

In the task cycle, the opportunity is supplied to use the language which learners have already learned. There are three sub-stages of doing the task: doing the task, planning and reporting. Doing task stage offers “a vital opportunity for all learners to use whatever language they can muster, working simultaneously, in pairs or small groups, to achieve the goals of the task” (Willis, 1996, p. 53). Planning stage is for learners to improve their task language before report. Willis regards the planning stage as a bridge for learners to acquire language use. Learners need to “be very clear about the purpose of the report, i.e. what kind of information students are going to look or listen for in each other’s reports” (p. 56). Reporting stage gives learners opportunities to improve their language. Teachers need to give learners positive feedback.

In the language focus, which contains analysis and practice activities, the learners are provided with form-focused instruction and shift their attention from meaning to forms which are contextualized through the task.

Furthermore, Skehan proposes his framework for TBA which also consists of three stages: pre-task, during-task and post-task (See Table 2.2).

Table 2.2 Skehan's Framework for TBA (1998)

Stage	Students	The Teacher
Pre-task	<ul style="list-style-type: none"> ➤ Observe similar tasks ➤ Plan linguistically and cognitively 	<ul style="list-style-type: none"> ➤ Explicitly and implicitly teaches new forms ➤ Does consciousness raising activities
During-task	<ul style="list-style-type: none"> ➤ Do the task 	<ul style="list-style-type: none"> ➤ Emphasizes the appropriate balance between accuracy, fluency and complexity
Post-task	<ul style="list-style-type: none"> ➤ Re-do their tasks to class ➤ Do parallel tasks to strengthen their accuracy and fluency in doing the tasks 	<ul style="list-style-type: none"> ➤ Raises students' consciousness for a focus on form ➤ Encourage reflection and consolidation

There are three types of activities in pre-task stage: teaching, consciousness raising and planning. Teaching activities are concerned with the introduction of new language in a deductive or inductive way. Consciousness raising activities attempt to raise awareness of language structure while providing learners with relevant language input and activity to reduce cognitive complexity. Planning activities help to balance the three goals (fluency, accuracy and complexity) in order to reduce cognitive load. To Skehan (1998), pre-task planning has an important role to play in pre-task stage. He lists six purposes for using pre-task activities:

- To introduce new language;
- To increase the chances that restructuring will occur in the underlying language system;

- To mobilize language;
 - To recycle language;
 - To ease processing load;
 - To push learners to interpret tasks in more demanding ways.
- (Skehan, 1998, pp. 137-138)

In during-task stage, two general task activities will be included: 1) manipulations which influence the amount of attention available to the learner, such as time pressure, modality, support, surprise, control and stakes; and 2) pedagogic decisions which affect the focus of attention through a more extended task procedure, such as doing the task, planning and reporting. Teachers should emphasize the appropriate balance between accuracy, fluency and complexity.

The post-task phase has two aims: 1) there is the issue of altering attentional balance while the earlier task is being done; and 2) it is important to encourage consolidation and reflection.

Unlike the three-phase frameworks suggested by Willis and Skehan, Nunan (2004) proposes a general framework for TBA (see Figure 2.2). Nunan's framework provides a procedure that can be used for planning lessons, materials and units of work. The key elements in the framework including real-word/target tasks, pedagogical tasks and enabling skills are defined. TBA begins with real-word/target tasks, and then transforms these tasks into pedagogical tasks in order to create opportunities of learning in language teaching.

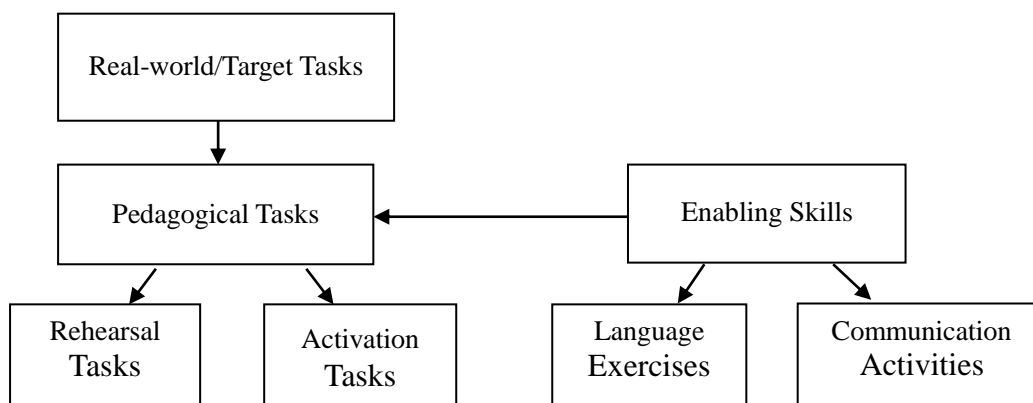


Figure 2.2 Framework for TBA (Nunan, 2004, p. 25)

Comparing the three frameworks, it can be seen that the frameworks of Willis (1996) and Shehan (1998) focus on the procedure of teaching, but Nunan (2004) emphasizes task elements for designing a task-based program. Nunan (2004) also specifies task elements into real world /target tasks and pedagogical tasks. “The point of departure for task-based language teaching is real-world or target tasks” (p. 19). Under real-world tasks, learners can also do many pedagogical tasks which represent a bridge to real world tasks. Real-world tasks do not have a single correct answer. They can often be solved in several ways and allow learners to do the task in its natural setting. In the present study, in order to meet the learning objective and students’ needs, real-world tasks were built in the lessons, which is a great challenge for the researcher.

Although differences between the frameworks of Willis and Skehan are found in terms of teaching techniques during the implementation of TBA, one thing in common with both frameworks is that both seem to have proposed a model

comprising three phases for implementing a task-based lesson. The two frameworks differ strikingly in the way focus in form is allocated. Skehan (1998) emphasizes the aim of a balanced focus on form and meaning in his model and a balanced development of fluency, accuracy and complexity throughout the three phases of the framework. By comparison, Willis's framework is well structured, systematic and consistent. Wei (2004) points out that Willis's framework is the best designed, the most typical of TBA, and very easy to practice and follow. She offered two reasons. First, this framework has three clearly defined phases: the pre-task phase, task cycle, and language focus and within each phase, there are also several clearly defined steps to follow. Second, for each phase, Willis describes fully the whole process and teacher's role, and offers a wide choice of different types of tasks for teachers to adopt in class. Therefore, online task-based interactive listening teaching (OTIL) in the present study followed Willis's framework with some adaptation into pre-listening stage, while-listening stage and post-listening stage.

2.3.4 Principles of Task-based Approach

In the light of the literature review, several versions of principles of TBA will be reviewed as follows:

Willis (1996, cited in Skehan, 1998) offers five principles for the implementation of TBA. The principles focus on input, use, reflection and some attention to affect:

- 1) There should be exposure to worthwhile and authentic language.
- 2) There should be use of language.
- 3) Tasks should motivate learners to engage in language use.
- 4) There should be a focus on language at some points in a task cycle.

- 5) The focus on language should be more and less prominent at different times.
(Skehan, 1998, p. 126)

Skehan (1998) also proposes five principles for task-based instruction, paying greater attention to affect:

- 1) Choose a range of target structures.
- 2) Choose tasks which meet the utility criterion.
- 3) Select and sequence tasks to achieve balanced development.
- 4) Maximize the chances of a focus on form through attentional manipulation.
- 5) Use cycles of accountability.
(p. 129)

According to Nunan (1999), there are three key principles of TBA: authenticity principle, form-function principle, and task dependency principle. Nunan argues that learners should be given authentic input to encounter target language items in the kinds of context where they naturally occur. Teaching language is supposed in ways that make relationship between form and function transparent. Each succeeding task in the instruction sequence should flow out of and be dependent on the one that precedes it. However, in 2004, Nunan expanded the three principles of TBLT into seven principles. The seven principles of TBA were summarized as follows:

- Scaffolding;
 - Task dependency;
 - Recycling;
 - Active learning;
 - Integration;
 - Reproduction to creation;
 - Reflection.
- (Nunan, 2004, pp. 35-37)

Nunan (2004) asserts that in TBA learners should be given enough attention and support before they can perform the task on their own. The forthcoming phase of task completion will not be successful without enough scaffolding in the pre-task phase. Task dependency principle means that within a lesson, one activity should grow out of,

and build upon, the ones that have gone before. Nunan claims that a series of tasks in a lesson or unit of work forms a kind of pedagogical ladder. Each task represents a rung on the ladder and enables the learner to reach higher and higher levels of communicative performance. Therefore, the principle of task dependency serves as an instructional sequence of a series of tasks and learners are led step by step until they finish the last task in this sequence. According to the recycling principle, Nunan mentions that recycling language enlarges opportunities for learning and activates the 'organic' learning principle. By actively using the language they are learning, learners can learn best.

Learners learn best through doing -- through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language (Nunan, 2004, p. 36).

The implication of integration principle is that learners should be taught in ways which make clear the relationships between linguistic form, communicative function and semantic meaning. Encouraging learners to move from reproductive to creative language use is the concept of reproduction to creation principle. The last principle, reflection, shows that "learners should be given opportunities to reflect on what they have learned and how well they are doing" (p. 37). Reflective element can encourage learners to focus more on learning processes than language content.

In TBA, although Willis (1996), Skehan (1998) and Nunan (1999; 2004) all suggested what they found to be the principles of task-based teaching and learning, there were no principles which are universally accepted as authoritative. In the present study, the principles of TBA proposed by Nunan were adopted. The reason was that

his basic principles of TBA had been set out in the Asia context (Nunan, 2006) which could be of great use and help to teachers of English in Chinese universities when they tried TBA. The principles of scaffolding, task dependency, active learning and reflection were focused on to design OTIL lessons in the present study.

2.3.5 Task-based Approach on Listening Skills

“Listening effectively is frequently cited as the most difficult part of acquiring another language and yet, without good listening skills, communication can be fractured”(Nasirian, 2012, p. 1144). Listeners should proficiently use appropriate listening skills to overcome difficulties they may encounter. With a study on the nature of the sub-skills required in different listening situations, Richards (1983) came up with a list of microskills of listening comprehension (see Table 2.3).

Table 2.3 Microskills of Listening Comprehension (p. 226)

-
1. Retain chunks of language of different lengths in short-term memory.
 2. Discriminate among the distinctive sounds of English.
 3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their roles in signaling information.
 4. Recognize reduced forms of words.
 5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
 6. Process speech at different rates of delivery.
 7. Process speech containing pauses, errors, corrections, and other performance variables.
 8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
 9. Detect sentence constituents and distinguish between major and minor constituents.
 10. Recognize that a particular meaning may be expressed in different grammatical forms.
 11. Recognize cohesive devices in spoken discourse.
-

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12. Recognize the communicative functions of utterances, according to situations, participants, goals.
 13. Infer situations, participants, goals using real-world knowledge.
 14. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 15. Distinguish between literal and implied meanings.
 16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
 17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof.
-

Moreover, Weir (1993, cited in Buck, 2002) provided a more comprehensive taxonomy of communicative listening sub-skills (see Table 2.4).

Table 2.4 Communicative Listening Sub-skills (pp. 54-55)

Communicative Listening Sub-skills	
Direct meaning comprehension	<ul style="list-style-type: none"> • listening for gist • listening for main idea(s) or important information; and distinguishing that from supporting detail, or examples • listening for specifics, including recall of important details • determining a speaker's attitude or intention towards a listener or a topic
Inferred meaning comprehension	<ul style="list-style-type: none"> • making inferences and deductions • relating utterances to their social and situational contexts • recognising the communicative function of utterances • deducing meaning of unfamiliar lexical items from context
	<ul style="list-style-type: none"> • understanding phonological features • understanding grammatical notions such as comparison, cause, result, degree etc. • understanding discourse markers

Contributory meaning comprehension	<ul style="list-style-type: none"> • understanding the main syntactic structure of clauses or idea units • understanding cohesion, especially reference • understanding lexical cohesion, especially lexical set membership and collocations • understanding lexis
Listening and taking notes	<ul style="list-style-type: none"> • ability to extract salient points to summarise the text • ability to select relevant key points

Ur (1984) argued that listening should be effective if it is constructed around a task because listening skills are weaved into tasks. TBA focuses on tasks which require students to learn language for communication. It provides learners with a succession of tasks. In performing each task, learners make use of listening skills to help them understand listening more effectively. Listening tasks, therefore, seem to be corresponded with students' skills in listening (Nasirian, 2012).

According to Nunan (1999), listening tasks can be categorized based on the role of the learner and the type of the text being listened to. One common division is between reciprocal and nonreciprocal listening.

- 1) Reciprocal listening involves dialogues in which the role of individual alternates between listener and speaker.
 - 2) Nonreciprocal listening involves listening to monologues.
- (p. 215)

Another way to classify listening task types is in terms of whether the listener is required to take part in the interaction. Brown (2001) points out that listener's listening performance must be intricately integrated with speaking skills in the

authentic give-and-take of communicative interchange. More detailed description is offered as follows.

- 1) Reactive listening: Sometimes the listener is just required to repeat the surface meaning of the material. This kind of listening performance requires little meaningful processing.
- 2) Intensive listening: The purpose of listeners is to focus on components (phonemes, words, intonation, and discourse markers) of discourse may be considered to be intensive. Listeners single out certain elements of spoken language.
- 3) Responsive listening: The listener is asked to process the teacher talk immediately and to fashion a reply.
- 4) Selective listening: Usually in the process of speeches, media broadcasts, stories and such kind of material, the task of the listener is not to process everything but rather to scan the material selectively for certain information. Selective listening differs from intensive listening in that the discourse is in relatively long lengths.
- 5) Extensive listening: Opposed to intensive listening, this sort of performance aims to develop a top-down, global understanding of spoken language.

In conclusion, listening skills are crucial in facilitating listening comprehension. Each listening task consists of one or more listening skills. Based on “learning by doing”, TBA could encourage learners to activate and develop listening skills to learn effectively. Therefore, in the present study listening tasks should be design to meet the

aims of lessons to develop students' listening skills. Teachers should be aware of how to use different tasks in listening instruction to develop students' listening skills.

2.4 Computer Assisted Language Learning

Computer assisted language learning (CALL) has been used for language teaching ever since the 1960's and regarded as an effective tool for both the teachers and learners. The present study applied computer technology as a tool to enhance interactions in listening teaching. In this section, concepts of CALL and multimedia will be presented.

2.4.1 Concepts of Computer Assisted Language Learning

CALL means using computers as a tool to assist teachers in language teaching and students in language learning. Levy (1997) defines CALL as “the search for and study of applications of the computer in language teaching and learning” (p. 1). According to Beatty (2003), CALL is “any process in which a learner uses a computer and, as a result, improves his or her language” (p. 7). These two definitions are too general. Davies (2006), however, offers a more precise definition. He states that CALL is “an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of materials to be learned, usually including a substantial interactive element” (p. 460).

Those who have used a computer should realize that the computer is essentially an interactive device. CALL can be more positively interactive than exercises done in the classroom because the “the computer responds to or interacts directly and continuously with the user of a CALL exercise” (Rivers, 2000, p. 178) . The question

of how CALL activities can provide learners with opportunities believed to facilitate second language acquisition is the thing that CALL developers have to consider. In other words, it is beneficial to view CALL design from three perspectives: input it can provide to learners, output it allows them to produce, and interactions in which they are able to engage. Computers in CALL activities can actually play a role in interaction.

A combination of graphic, textual, audio and video functions is characteristic of CALL. CALL is superior to other media in its huge mass of information, high speed of information exchange and partaking of information resources. Multimedia naturally becomes the best choice of information programming while foreign language teaching requires a great deal of language environments.

2.4.2 Multimedia

According to Beatty (2003), multimedia refers the use of several media types including text, images, sound, video and/or animations. Ivers and Barron (2006) point out multimedia combines several media to present information. They also state that “computer-based multimedia uses computers to present multiple media formats that convey information and a linear or nonlinear format” (p. 15). Moreover, Zhu and Chen (1998) define multimedia as the combination of computer data, sound, animation and video. A typical multimedia set-up includes a CD-ROM, CD-ROM player, sound equipment and special hardware, which allows the display of sophisticated graphics.

From a pedagogical perspective, Barron et al. (2002) claim that “multimedia instruction can be loosely defined as educational programs integrating some, but not necessarily all, the following media in an interactive environment controlled by a computer: text, graphics, animation, sound, and video. Multimedia programs provide students opportunities to navigate, interact, create, and communicate” (p. 2). Up to the 1990s, computers lacked the power to be able to deliver much more than text, to crunch large amounts of numerical data or to deliver simple graphics. The advancements in the speed, storage capacity and memory size of computers, together with developments in the sophistication of software, now enable computers to deliver video, sound, text, pictures, photographs, animation, graphics and video (Slater & Varney-Burch, 2001). Therefore, multimedia has generally become more popular in language classes. Multimedia allows students to focus on course content. It can promote active and cooperative learning and engage students in higher-order thinking skills. Students can present and represent ideas through a variety of media. It also allows students to use various technology tools, and determine the best tools and resources for gathering and producing information (Ivers & Barron, 2006).

From definitions above, multimedia is basically describing a number of diverse technologies that allow visual and audio media to be combined in new way for the purpose of communicating. Multimedia in the present study refers to computer-delivered technologies in the language classroom without the Internet.

2.5 E-learning

E-Learning has become popular recently because it is a new way of learning and a very effective training tool. In this section, E-learning and Moodle will be discussed.

2.5.1 Concepts of E-learning

E-learning, the abbreviated form of electronic learning, has a history of more than 30 years. The definitions of E-learning in literature widely differ, but broadly speaking they focus on the same set of features. Rosenberg (2001) defines E-Learning as the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. Chute (2002) holds the view that E-learning is the acquisition and use of knowledge distributed and facilitated primarily by electronic means. E-learning can take the form of courses as well as modules and smaller learning objects. It may incorporate synchronous or asynchronous access distributed with varied limits of time. Moreover, Morrison (2003) states E-Learning is the use of Internet technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources. Shen (2002) broadened the definition of E-learning to involves teachers and students, environment (electronic platform), resources (including various courseware, data, resources), evaluation and assessment. He (2002) summarizes the notion of E-learning presented by U.S. Department of Education in the National Educational Technology Plan, in which E-learning mainly refers to learning and teaching activities via Internet. It fully utilizes the brand-new communicative device learning environment of abundant resources offered by modern information technology in order to implement a

brand-new learning style. This learning style would transform the role of teachers in traditional teaching and the relationship between the teachers and students so as to alter the teaching structure and the nature of education. Moreover, Rosenberg (2006) redefined E-Learning as:

The continuous assimilation of knowledge and skills by adults stimulated by synchronous and asynchronous learning events -- and sometimes Knowledge Management outputs -- which are authored, delivered, engaged with, supported, and administered using Internet technologies. (p. 72)

E-learning does not mean teaching by computers; rather, it means learning independently by electronic means. Like good education, excellent E-learning provides the learners with services and opportunities, including opportunities to learn some topics by different means through different media, opportunities to experience their own knowledge, opportunities to receive feedbacks according to the perceptions of the learners, opportunities to consult specialists, opportunities to share and develop understanding with other learners, and opportunities to participate equally during rich and colorful discussion and collaborations (He, 2002).

E-learning permits organizations and departments to provide training locally, in the country or all over the world for a fee, and allows individual learners to learn anytime and anywhere they want. It offers learning and management opportunities via computers, websites and website-based technology so as to aid the individuals to study and develop. It covers a complete set of applications of electrical appliances and programs, such as website-based learning, computer-assisted learning, virtual classroom, digital library experiment. It also includes learning through the Internet, LAN, media and audio-video equipment, alternating TV sets and CD-ROMs. (He, 2003)

The principal distinction between E-learning and traditional education is interaction. Zheng (2002) sees E-learning as on-line learning designed to establish an Internet platform in the educational field. Students can access the Internet by computers and carry out their studies through the Internet. It is a brand-new learning style. The students' principal part is effectively combining the information technology with subjects. Paiva (1999) offers an interesting comparison of traditional classroom interaction and E-mail interaction. In electronic interaction, the hierarchical gap between teachers and students narrow significantly. In some case, it disappears entirely, as the learner joins the teacher in the decision-making process. As shown in Table 2.5, E-learning can broaden interaction by providing the learners with a channel of communication free from restrictions of time and distance.

Table 2.5 Difference of Interaction between Computer Networks and Traditional Classroom (Paiva, 1999)

Traditional Classroom Interaction	E-mail Interaction
Face to face	Distance interaction
One student may get more attention	Students do not feel ignored
Turns are allocated by the teacher	Everybody can send a message
Some students 'steal' others' turns	All the students have the same opportunities
The teacher is an authority	The teacher is a participant
Fictional audience	Real audience
Participation is coordinated by the teacher	Students participate according to their own pace and will
Timed interaction	No time constraint
Simultaneous monitoring	Message can be corrected before being sent
Absent students cannot participate	Students can always participate
Interaction in the classroom only	Possibility of interaction with the world
Natural desire to interact is repressed	Natural desire to interact is stimulated
Students are afraid of running risks and experimenting	Students are less afraid of running risks and experimenting
Focus on form	Focus on meaning

Ally (2004) points out that learners can be given the opportunity to construct their own meaning from the information presented during the online sessions. Neither placing information on the Web nor linking to other digital resources on the Web constitutes online instruction. Online instruction occurs when learners use the Web to go through the sequence of instruction, to complete the learning activities, and to achieve learning outcomes and objectives. Ally's figure shows the key components of effective E-learning (see Figure 2.3).

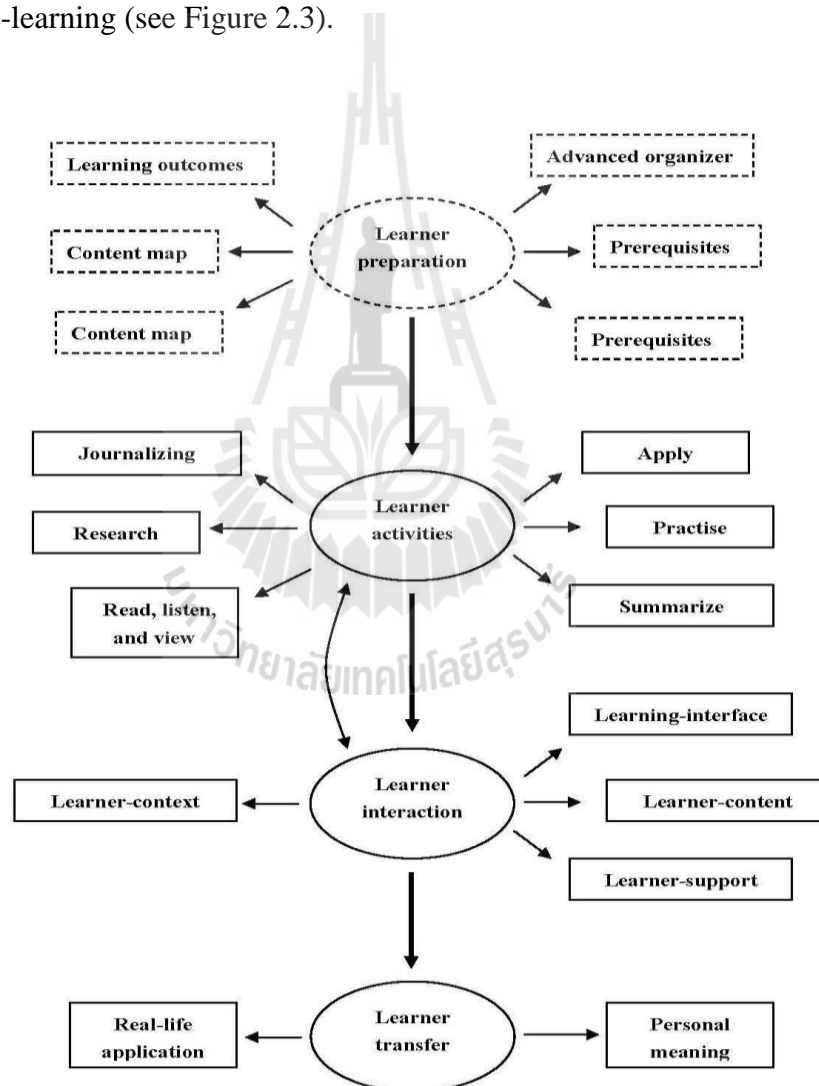


Figure 2.3 Key Components of Effective E-learning (Ally, 2004, p. 25)

To sum up, E-learning is a learning activity which utilizes electronic means such as computers and the Internet under the direction of educational and learning theories. It brings broad changes on the traditional way of teaching and learning and to the relationships between teachers and students. Learners can learn anytime and anywhere they want in E-learning.

2.5.2 Moodle

Moodle, abbreviation for Modular Object-Oriented Dynamic Learning Environment, is a free source E-learning software platform, also known as Learning Management System (Wikipedia, 2011c). The researcher employed Moodle as a tool to conduct ILT with TBA in the study. The main concepts of Moodle, Moodle modules and features will be focused on in this section.

2.5.2.1 Concepts to Moodle

Moodle is a software package for building web-based educational courses. It is designed to help educators create quality online courses with opportunities for dynamic interaction (Wu, 2008). Cole (2005) defines Moodle as a learning management system that's ideal for creating dynamic online learning communities and for supplementing face-to-face learning. Furthermore, Rice (2006) defined Moodle as "a free learning management system that enables you to create powerful, flexible, and engaging online learning experience" (p. 5). Based on the social-constructivist approach to learning, which emphasizes learning through a social group's collaborative construction of knowledge, Moodle has already become a software package that can help educators create quality online courses with opportunities for dynamic interaction. Moodle has been translated into over 70

languages as of this writing, and supports the popular SCORM (Shareable Course Object Reference Model) standard for content packaging (Brandle, 2005).

It is very convenient for the teacher to install Moodle by themselves. Currently a software package with the three programs can be downloaded from the Internet conveniently. A few clicks guided by the system will lead to the server and database installation. After that, Moodle can be installed in a matter of minutes. In addition, the official Moodle website provides complete guidance for the installation and help is available at all hours. The convenience in installation and support is welcomed by many language teachers who do not know much about programming but have the need to establish an educational website (Wu, 2008) .

Interactive listening teaching (ILT) can be used in Moodle because Moodle encourages interaction and exploration and makes learning courses interactive. Rice (2006) points out “ ‘interactive’ means interaction between the student and teacher, or the student and an active web page” (p. 8). Moodle offers a lot of useful and interactive tools such as Wikis, Forums, Chats and Workshops. By this design, teachers can apply different formats of social interaction and collaboration to their teaching. Consequently, interactive course activities enable students to interact with the instructor, the learning system, or each other. Students can interact with each other synchronously in chat activities asynchronously in discussion in Wikis and Forums, or can be divided into subgroups either visible or separate. In chat rooms, all the written dialogues can be kept for later reference.

Since the present study required interaction between the teacher and the students and among the students themselves, Moodle was used with support tools regarded to develop interactive listening skill. Moodle's features encompass the delivery of E-learning courses and content and fine-grained tracking of their use, interaction between teachers and students and among students through Chats, Forums, and Wikis.

2.5.2.2 Moodle Modules

Moodle give educators tools to create a course web site and provide access control. Aside from access control, Moodle can offer a wide variety of tools that can make the course more effective. They provide an easy way to upload and share materials, hold online discussion and chats, give quizzes, gather and review assignments, and record grades (Cole, 2005). In Moodle, these tools are commonly referred to as 'modules'. The present study makes use of the following Moodle modules: Forums, Glossaries, Chats, Wikis, and Quizzes.

- **Forum**

Forum is a powerful interactive tool within a Moodle course. It is the primary tool for having a discussion online and is the central organizing feature in the course. Forums allow teacher-students or student-student interaction at any time, from anywhere with an Internet connection. The key to student participation in online forums is tight integration with learning goals. Forums should be a practice activity and a resource for students (Cole, 2005).

- **Glossary**

The glossary is a powerful tool for learning. It has a number of features that make it easy for teachers and students to develop shared vocabulary lists, to add comments to definitions. This transforms the glossary from a static listing of vocabulary words to a collaborative tool for learning. A collaborative glossary can serve as a focal point for collaboration in a course. Each member of the class can contribute a term, a definition, or comments on submitted definitions. Multiple definitions can be rated by teachers and by the students, with the highest-rated definitions accepted for the final class glossary (Cole, 2005).

- **Chat**

The Moodle chat tool is a simple synchronous communication tool allowing teachers and students to communicate in real time. The chat can be set up as a question-and-answer session (Cole, 2005). The chat room can become a meeting place for the students in the course, where they can come to collaborate on work and exchange information (Rice, 2006).

- **Wiki**

Wiki module is a tool for collaboration. Because Wikis are easy to use, interactive, and organized by date, they encourage informal discussion among the participants. This makes wiki a powerful tool for recording the thoughts and progress of the students (Rice, 2006). Wikis can be used for everything from simple lists of web links to building entries encyclopedias. For an example, teachers can use wikis to

create an online version of brainstorming, in which ideas are elicited from a group of people. Wikis can be set up for the entire class, or for student groups, and participants can be asked to submit ideas around a brainstorming topic (Cole, 2005).

- **Quiz**

The quiz provided in Moodle is a powerful, flexible tool for monitoring and diagnosing a student's understanding of certain types of knowledge. By using this tool, the course's effectiveness can promote student performance (Cole, 2005). Each question is a full-featured web page that can include text, images, sound files, movie files, and anything else teachers can put on a web page. Teachers can use a quiz after each activity to ensure their understanding (Rice, 2006).

In conclusion, Moodle provides variety of modules to create a course web site and provide access control. These modules make course more effective, manageable and easily.

2.6 Instructional Design

Instructional design, a process for developing instruction, is the main part of the present study. In this section, instructional design and the four instructional design models including ADDIE Model, Dick and Carey Model, Kemp Model and SREO Model will be explained.

2.6.1 Definition of Instructional Design

Instructional design is very important for language teaching, because instruction is “a systematic process in which every component (i.e., teacher, learners, materials, and learning environment) is crucial to successful learning” (Dick, Carey, & Carey, 2005, p. 2). According to the website “Wikipedia” (2011b), Instructional Design (also called Instructional Systems Design (ISD)) is the practice of maximizing the effectiveness, efficiency and appeal of instruction and other learning experiences. The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some intervention to assist in the transition. Shrock (1995) defines instructional design as “the system approach that seeks to apply scientifically derived principles to the planning, design, creation, implementation, and evaluation of effective and efficient instruction” (p. 11). For Smith & Ragan (1999), “instructional design refers to the systematic process of translating principles of learning and instruction into plans for instructional materials and activities” (p. 2). According to Moallem (2001), instructional design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. In addition, instructional design may include “the process of designing the environment, methods, and resources for effective learning of specified goals and objectives” (Boettcher & Conrad, 1999, p. 49 quoted in Hanlis, 2004, p. 30). As per the view of Dick et.al (2005), instructional design as an umbrella term is a systematic process of the design, development, implementation, and evaluation of instruction. Moreover, Kruse (2011) points out instructional design is a step-by-step system for the evaluation of students’ needs, the

design and development of training materials, and the evaluation of the effectiveness of the training intervention.

According to the definitions above, instructional design can be said to be a set of problem-solving procedures that specifies the planning, design, development, implementation and evaluation of effective and efficient instruction in various educational environments. The specifications of instructional design are not only functional but also attractive to the learner.

2.6.2 Instructional Design Models

Instructional design is derived from post-World War II research in the United States military to find a more effective and manageable way to create training programs (Kruse, 2011). From then on hundreds of instructional design models have emerged. According to Gustafson and Tillman (1992), instructional design models are used to describe the process for designing and developing instruction. Instructional design models are guidelines to give structures and meanings to modules or lessons that enhance the possibility of learning and encourage the engagement of learners. Gustafson (1991) claims that instructional models have three primary functions in the instructional design practice. They are 1) communication device; 2) planning guides for management activities; and 3) prescriptive algorithms for decision making. Numerous instructional design models have been developed for different settings. Suppasetserree (2005) points out “many models exist, ranging from simple to complex. All provide step-by-step guidance for developing instruction” (p. 50). In the present study some related models, including ADDIE Model, Dick and Carey Model, Kemp Model and SREO Model, will be presented below.

2.6.2.1 ADDIE Model

The ADDIE Model, a generic and simplified instructional systems design model, is short for Analyze, Design, Develop, Implement, and Evaluate. It represents a dynamic, flexible structure for building effective instruction and performance support tools (see Figure 2.4). There are more than 100 different ISD models, but almost all are based on the generic ADDIE Model (Kruse, 2011). However, the source for the original reference to the ADDIE Model is a myth.

...the ADDIE Model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development (ISD). The label seems not to have a single author, but rather to have evolved informally through oral tradition. There is no original, fully elaborated model, just an umbrella term that refers to a family of models that share a common underlying structure. (Molenda, 2003, p. 34)

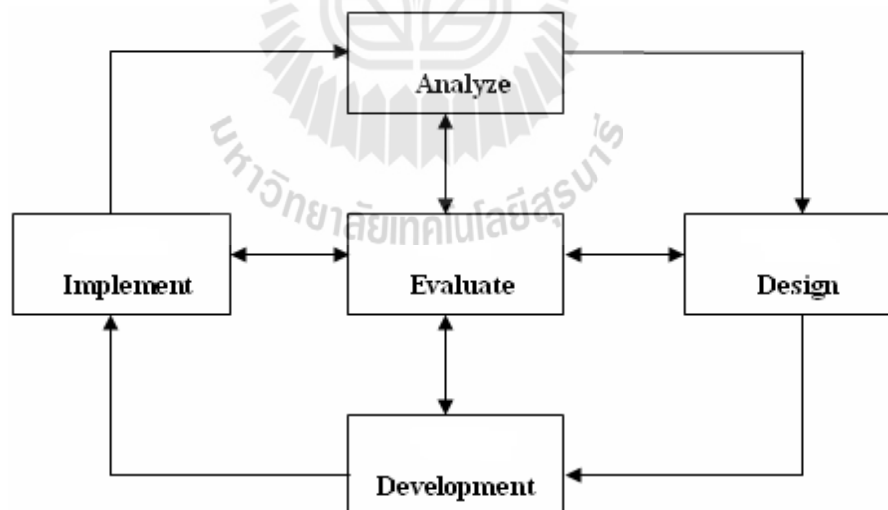


Figure 2.4 Elements of ADDIE Model (Li, 2010)

The elements of ADDIE Model are explained as follows:

- 1) **Analysis:** The learning problems and needs are analyzed. The instructional goals and objectives are set according to needs and problems identification. The learning environment and learner's previous knowledge and skills are identified as well.
- 2) **Design:** In this phase using the outputs of the analysis, the designers should specify learning objectives, plan with assessment instruments, content, lesson planning, media selection and the steps the learner is expected to follow to accomplish a specific task. The design should be systematic and specific.
- 3) **Development:** The content and learning materials are created and assembled in this phase. The instructional designers need identify instructional strategies and develop the instruction. Strategies should be clearly and appropriately linked to learning objectives and match needs and characteristics of learners.
- 4) **Implementation:** In the implementation phase, the use of the instruction or materials is delivered to actual learners. The implementation should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. This can be either the easiest or hardest step in the ADDIE Model.
- 5) **Evaluation:** The evaluation consists of two parts: formative and summative. Formative evaluation is used to collect data to identify needed revision to each phase, while summative evaluation is applied to collect data to assess

the effectiveness of the instruction. Actually formative evaluation is present in each stage of the ADDIE process. If the feedback of formative evaluation meets the expectations and goals for the design, then it can be considered summative evaluation.

2.6.2.2 Dick and Carey Model

Dick and Carey Model (2005) is one of the better-known instructional design models. The model was “first taught in a course at Florida State University in 1968”(p. xviii). Their model is a procedural system including ten major process components (see Figure 2.5). Dick and Carey (2005) describe this model as a systems approach because each component has an input and an output and is related to each other. Reasons for advocating a systems approach to instructional design are listed the following:

- 1) The focus is on what learners are to know or be able to do when the instruction is concluded.
- 2) Each component in the system is linked carefully to the other, especially the relationship between the instructional strategies and the desired learning outcomes.
- 3) The instructional design is empirical and replicable process.

According to Figure 2.5, the steps proposed by Dick and Carey are given below (Dick, et al., 2005):

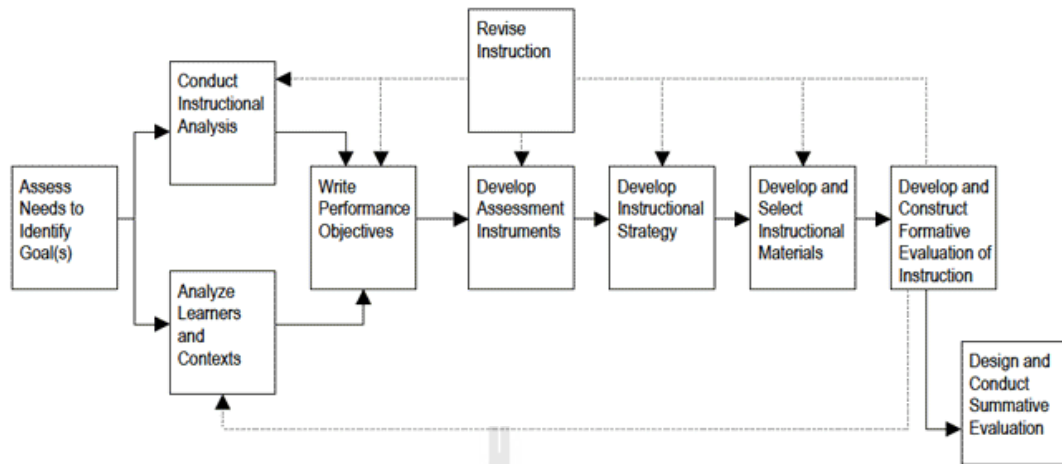


Figure 2.5 Dick and Carey Systems Approach Model (Dick, et al., 2005, pp. 2-3)

- 1) **Assess needs to identify instructional goal(s):** to identify what learner should be able to do at the end of the instruction. The instructional goal(s) may be established based on a performance analysis, a needs analysis, the learner's practical experience and requirements.
- 2) **Conduct instructional analysis:** to determine steps and sub-steps of what learners are doing when they attain his/her goal; to identify the skills, knowledge, and opinions that the learners are required to begin the instruction.
- 3) **Analyze learners and contexts:** to identify learners' current skills, preferences, and opinions along with the characteristics of the instructional setting and the setting in which the skills will eventually be used. Information gained at this stage is crucial as it shapes a number of the succeeding steps in the model, especially the instructional strategy.
- 4) **Write performance objectives:** to frame the objectives of what the learners will be able to do when they complete the instruction. The objectives

involve the skills to be learned, the conditions under which the skills must be performed, and the criteria for successful performance.

- 5) **Develop assessment instruments:** to develop assessments to measure the learners' ability to perform what has been described in the objective. The assessment instrument is important for evaluating the kind of skills described in the objectives and instructional quality.
- 6) **Develop instructional strategy:** to identify the strategies that the instructor will use during instruction to achieve the terminal objective. The strategies include sections on pre-instructional activities, presentation of content, learner participation, assessment, and follow-through activities. The strategies can be selected and developed from the current learning theories and research, content to be taught, learners' characteristics, and medium through which instruction will be delivered.
- 7) **Develop and select instructional materials:** to use the instructional strategies to produce the instruction. This typically includes guidance for learners, instructional materials, and tests. Existing materials may be selected and developed based on a set of criteria.
- 8) **Design and conduct formative evaluation of instruction:** to design and conduct a series of evaluations to collect data that are used to identify how to improve the instruction. There are three types of formative evaluation, such as one-to-one evaluation, small-group evaluation, and field evaluation. Each type of evaluation is provided a different type of information that can be used to improve the instruction.

- 9) **Revise instruction:** to use the findings from the formative evaluation to identify difficulties experienced by learners in achieving the objectives and to relate these difficulties to specific deficiencies in the instruction; to reexamine the validity of the instructional analysis and the assumptions about the entry behaviors and characteristics of learners; and to reexamine statements of performance objectives and test items in light of collected data. After revising, the instructional strategy could be more effective.
- 10) **Design and conduct summative evaluation:** to evaluate the effectiveness of instruction by the end of the course. This phase generally is not a part of the design process. However, it is an evaluation of the absolute and relative value of the instruction and occurs only after the instruction has been formatively evaluated and sufficiently revised to meet the standards of the designer.

2.6.2.3 Kemp Model

Kemp Model (2004) is a comprehensive instructional design plan which describes a holistic approach to instructional design that considers all factors in the environment. This model is extremely flexible and is designed to focus on content and appeal to instructors (see Figure 2.6).

The Kemp Model consists of nine elements:

- Identify instructional problems, and specify goals for designing an instructional program.
- Examine learner characteristics that should receive attention during planning.
- Identify subject content, and analyze task components related to stated goals and purposes.
- State instructional objectives for the learner.

- Sequence content within each instructional unit for logical learning.
 - Design instructional strategies so that each learner can master the objectives.
 - Plan the instructional message and delivery.
 - Develop evaluation instruments to assess objectives.
 - Select resources to support instruction and learning activities.
- (Morrison, et al., 2004, p. 6)

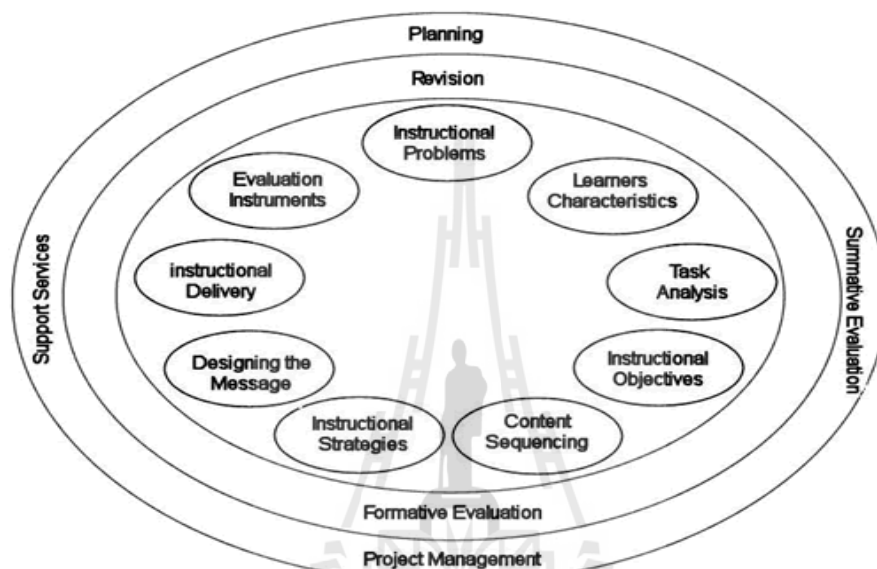


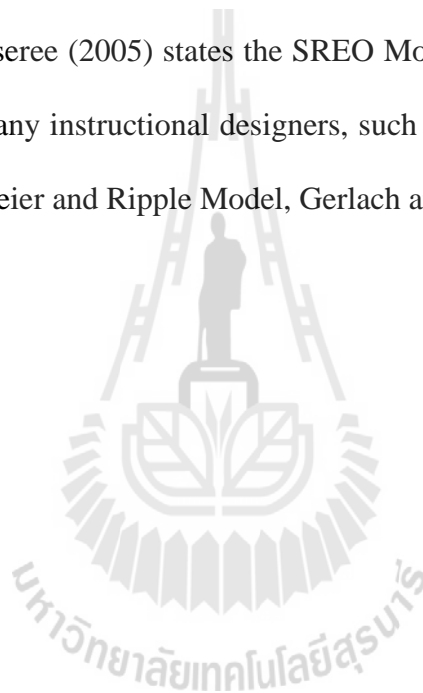
Figure 2.6 Elements of Kemp Model (Morrison, et al., 2004)

Morrison, Ross and Kemp (2004) point out the Kemp Model has three elements that differentiate it from some other models: 1) instruction is considered from the perspective of the learner; 2) the model takes a general systems view towards development with instructional design being presented as a continuous cycle; and 3) the model emphasizes management of the instructional design process. The model components are independent of each other. The designer can start at any point in the process which makes sense for a particular project and change the order of the steps and revisions as they make sense in a project. Not all projects start at the same place or are

open to the full range of choices for media and strategies which the model implies (Teorem.info, 2011).

2.6.2.4 SREO Model

SREO Model, Suppasetsee's Remedial English Online, was designed by Dr. Suksan Suppasetsee in 2005. The model is an Internet-based instructional system for teaching Remedial English to first-year students at Suranaree University of Technology. Suppasetsee (2005) states the SREO Model was constructed according to the models from many instructional designers, such as Dick and Carey Model, the Kemp Model, Klausmeier and Ripple Model, Gerlach and Ely Model (see Figure 2.7).



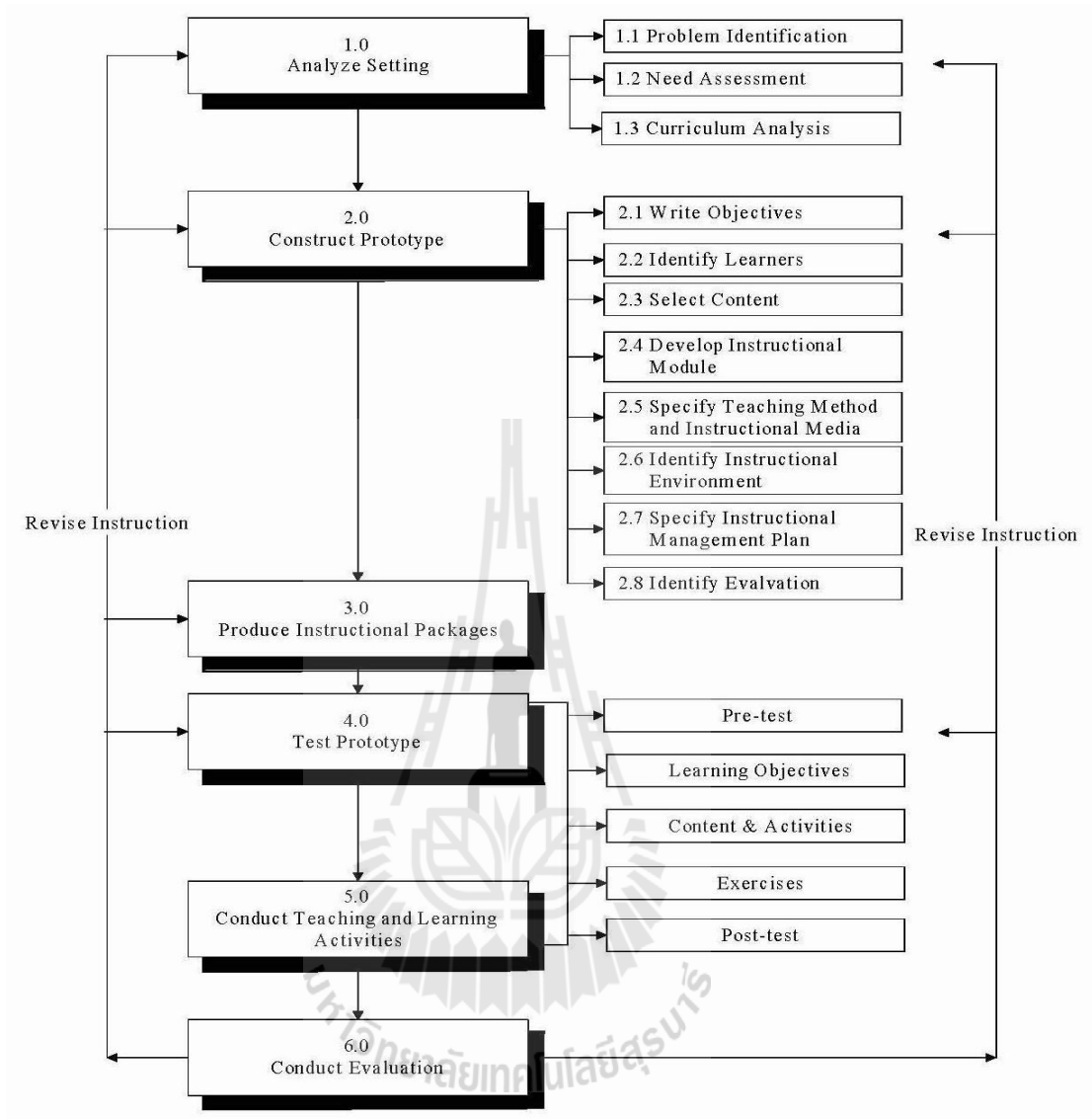


Figure 2.7 SREO Model (Suppatsereee, 2005, p. 108)

From Figure 2.7, SREO Model comprises 6 major steps and 16 sub-steps.

Step 1: Analyze Setting

In the first phase, a survey is conducted to identify problems, needs, and expectation of learners. The findings from the analyses are used as a framework for

developing the curriculum of the program of study. There are three sub-steps in this phase: problem identification; need assessment; and curriculum analysis. The problem emerges from a clinical situation in which there is a knowledge gap or uncertainty regarding the “best” response to the situation. A need assessment is a systematic exploration of the way things are and the way they should be. The curriculum should be analyzed in terms of sequence and completeness and the requirements of prerequisite skills. These analyses facilitate the planning of an effective delivery system.

Step 2: Conduct Prototype

The second phase is to conduct a prototype. 8 sub-steps are focused on conducting a prototype: to write objectives, to identify learners, to select content, to develop instructional module, to specify teaching method and instructional media, to identify instructional environment, to specify instructional management plan, and to identify evaluation. There are two reasons for working from general goals to increasingly specific objectives. The first is to be able to communicate at different levels for different learners. The other reason is to make possible planning and development of the materials and the delivery system. The designer must choose where to start the instruction, knowing that it will be redundant for some, but necessary for others. The keys to developing a successful module are to focus its instructional design on an intended audience, and present the information contained there in a logical sequence. Select learning activities that provide students with examples and nonexamples of desired outcomes and guide students to practice new behaviors or skills to master objectives. The learning packages work well in specially designed virtual environment to provide self-paced learning on the parts of the students. To

identify evaluation is useful for determining any weaknesses in the instructional plan before a full scale implementation.

Step 3: Produce Instructional Packages

In this phase, the designer creates the lesson plans that support each objective (or group of similar objectives). Learning activities should match the content associated with the learning objectives.

Step 4: Test Prototype

This is an iterative process to test and evaluate each step until the model has been followed for all objectives.

Step 5: Conduct Teaching and Learning Activities

The learning packages are delivered in the form of web-based via the Internet and other on-line components such as e-mail and web board.

Step 6: Conduct Evaluation and Revision

The designer collects data from student surveys. Grades should be analyzed to determine what components of the class worked best and effects of the instruction. Revision is a constant process.

2.6.2.5 Limitations of the Models

From literature review above, ADDIE Model is a simplified instructional systems design model. Most of the models are based on this generic ADDIE Model

(Kruse, 2011). Dick and Carey Model, being applicable across a range of context areas, is the better-known systems-oriented instructional design model, while Kemp Model is a classroom-oriented model that considers all factors in the environment. SREO Model is an Internet-based instructional system for language teaching which focuses on interactivity or interaction involves learners with the content. Each of these four instructional design models has a different orientation from traditional classroom to online classroom setting.

Despite the contribution made so far, several limitations relevant to the four models have emerged. First, ADDIE Model is the guideline for an instructional designer to create instruction. This model, however, has no details at each stage. As a result, the instructional designer has to decide how much detail is required at each step. Second, according to Gustafson and Branch's (2002) taxonomy of models, Kemp Model, a classroom-oriented model, can only get an output of one or a few hours of instruction. The components in this model are independent. When developing a piece of instruction using few or no additional resources, much of the content is in the heads of the facilitator not in the hands of the learner (Herridge-Group, 2004). Third, they are all most directly applicable to developing print-based instruction (Herridge-Group, 2004), except SREO Model which is the Internet-based instructional system design. However, SREO Model only focused on Remedial English Online instead of other skills.

From the limitations above, none of them is suitable to be an online listening teaching model, nor able to deliver listening courses via the Internet or Intranet. Therefore, the present study was to develop an appropriate instructional model for

online task-based interactive listening (OTIL Model) for EFL learners that would combine the principles of practicality, knowledge and interest, and facilitate mobilizing the initiative of both teachers and students. The orientation of OTIL Model is online instruction, using interactive listening teaching with task-based approach. There are 6 phases and 17 steps in the process. The OTIL Model will be discussed in detail in Chapter 5.

2.7 Learning Theories

Many different learning theories can be used to help guide listening learning and teaching process. In the present study, the learning theories of constructivism and cooperative learning will be reviewed as they relate to interactive listening teaching (ILT), task-based approach (TBA), computer assisted language learning (CALL) and E-learning.

2.7.1 Constructivism

The theory of constructivism suggests that a learner must actively build knowledge and skills based on his own knowledge and experiences (Bruner, 1990). Glaserfeld (1995) explains that learning is not a stimulus-response phenomenon but it requires self-regulation and the building of conceptual structures through reflection and abstraction.

Constructivists note that learners have their own knowledge and experiences and their way of learning is to expand and develop both of them by connecting them to new learning. Teaching should be built based on what learners already knew and teacher should engage with learners in learning activities, wondering aloud and posing

questions to the students for promotion of reasoning (DeVries, Zan, & Hildebrandt, 2002). According to constructivism, students' errors are seen in a positive light and as a means of gaining insight into how they are combining their experience to construct new meanings. From the constructivist point of view, teachers act as a midwife in the birth of understanding (Dewey, 1991). As facilitators of learning, they encourage learners to think reflectively and work collaboratively rather than perform pure memorization. Teachers should design environments and interact with learners to foster inventiveness, creativity, and critical instruction. Then, the outcome of learning is dependent not only on the environment but also on the state of the learner with their existing conceptions and motivations.

There are two major trends within the constructivist perspective: cognitive constructivism and social constructivism. Cognitive constructivism is concerned with individuals' conceptual reorganizations (Piaget, 1977). According to the cognitive view, "students actively construct their ways of knowing as they strive to be effective by restoring coherence to the worlds of their personal experience" (Fosnot, 1996, p. 34). In Piaget's theory, learning is viewed as a process of constructing meaningful representation on the basis of previous experiences and adjusting the existing mental models to accommodate new experiences. In his view, the learner is an active thinker, an explorer, an interpreter, a questioner, and a knowledge constructor (Lloyd, 1995).

Social constructivism takes the individual-in-social-action as the unit of analysis and explains how participation in social interaction and cultural activities influences mental development (Vygotsky, 1978). It emphasizes the dynamic relationship between teachers, learners and tasks and provides a view of learning as

arising from interaction with others. In language learning, the learning context within which the learning takes place is very important. Four key sets of factors can influence the learning process, that is, teachers, learners, tasks and contexts. The task is the interface between the teacher and the learner. Teachers and learners can also interact with each other (Cao, 2002). Vygotsky emphasizes two concepts: more knowledgeable others (MKO) and zone of proximal development (ZPD). MKO refers to a person who has a better understanding or a higher ability level than the learner, with respect to a particular task and concept. He emphasizes the role of help in the learning environment. ZPD refers to the distance between the actual development level as determined by independent problem solving, and level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Shrum & Glisan, 2000). Thus, learning tasks should be ones that a learner cannot yet do alone but could do with the assistance of peers and teachers who are more competent.

Based on the constructivist theory, many researchers (Applefield, Huber, & Moallem, 2001; Honebein, 1996; Jonassen, 1991) began to explore the goals and designing principles of constructivist learning environment and the ideal conditions to support learning. Constructivist learning environment is a real-world context in which learners may use a variety of tools and information resources, pedagogical and assessment devices and interact with the teachers and peers through communication in their guided pursuit of learning goals and problem-solving activities (Wilson, 1996).

Honebein (1996, cited in Mohan, 2007) offers seven goals for the design of constructivist learning environments:

- Provide experience with the knowledge construction process.
 - Provide experience in and appreciation for multiple perspectives.
 - Embed learning in realistic and relevant contexts.
 - Encourage ownership and voice in the learning process.
 - Embed learning in social experience.
 - Encourage the use of multiple modes of representation.
 - Encourage self-awareness in the knowledge construction process.
- (Mohan, 2007, p. 108)

Jonassen (1991, cited in Kazi, 2005) isolates eight principles for the design of constructivist learning environments:

- Relate real-world environments that employ the context in which learning is relevant.
 - Focus on realistic approaches to solving real-world problems.
 - View the instructor as a coach and analyzer of the strategies used to solve these problems.
 - Stress conceptual interrelatedness, providing multiple representations or perspectives on the contents.
 - Instructional goals and objectives should be negotiated and not imposed.
 - Evaluation should serve as a self-analysis tool.
 - Provide tools and environments that help learners interpret the multiple perspectives of the world.
 - Learning should be internally controlled and mediated by the learner.
- (Kazi, 2005, p. 153)

Applefield, Huber and Moallem (2001) suggest that the following pedagogical recommendations flow from fundamental constructivist principles of learning:

- Learners should be encouraged to raise questions, generate hypotheses and test their validity.
 - Learners should be challenged by ideas and experiences that generate inner cognitive conflict or disequilibrium. Students' errors should be viewed positively as opportunities for learners and teachers to explore conceptual understanding.
 - Students should be given time to engage in reflection through journal writing, drawing, modeling and discussion. Learning occurs through reflective abstraction.
 - The learning environment should provide ample opportunities for dialogue and the classroom should be seen as a community of discourse engaged in activity, reflection, and conversation.
 - In a community of learners, it is the students themselves who must communicate their ideas to others, defend and justify them.
 - Students should work with big ideas, central organizing principles that have the power to generalize across experiences and disciplines.
- (p. 48)

To summarize the constructivist viewpoint, learning is an active process in which a learner constructs meaningful representations of given information and makes personal interpretations of the environment. According to the goals and designing principles of constructivist learning environments, constructivist teaching involves designing learning environments to support goal-oriented knowledge construction. The design should not cause confusion with idle discussion or exploratory activities that lack clear focus. Teacher's role should shift from primarily telling to primarily guiding, scaffolding students' learning and assessing their goal attainment.

2.7.2 Cooperative Learning

Cooperative learning is a term within the social constructivist paradigm. Vygotsky (1978) suggested that interaction plays a fundamental role in the development of cognition. During the late 1960s to early 1970s cooperative learning first appeared in the USA. It had become an effective and innovative teaching theory and strategy by the middle of the 1980s. In the present study, the researcher uses the terms cooperative and collaborative interchangeably although there are differences between collaborative learning and cooperative learning, although not well defined and with many shades of meaning.

Cooperative learning is defined by Olsen & Kagan (1992) as group learning activities in which learning is dependent on the socially structured exchange of information between learners in groups. Each learner is held accountable for his or her own learning and is motivated to increase the learning of others. According to Johnson, Johnson, & Holubec (1993), cooperative learning is the instructional use of small groups so that students can work together to maximize their own and each other's

learning. Slavin (1995) also states that cooperative learning is “a variety of teaching methods in which students work in small groups to help each other learn academic content” (p. 2). Furthermore, Crandall (1999) summarizes that cooperative learning requires social interaction and negotiation of meaning among groupmates engaged in tasks in which all groupmates have both something to contribute to and learn from the other members.

From the above definitions, we can see why classes using cooperative learning will be organized in groups in order to fulfill a learning task cooperatively. The learning task is based on interaction and reciprocal interdependence among the members of group and requires mutual help. That is, a team member’s success in a presentation depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources. Therefore, cooperative learning advocates that classroom team study could alter teaching quality in that teacher-centered teaching could be reduced and learner-centered mode could be encouraged. As to the ILT, the students should realize the importance of cooperative learning. They can ask the other students for advice while meeting a problem, and they can discuss the methods of improving listening which facilitate the accomplishment of listening tasks. Students work together through the tasks to maximize their own and each other’s learning. In the present study, constructivism and cooperative learning can help design the OTIL Model and guide listening learning and teaching process.

2.8 Previous Research Studies

2.8.1 Previous Studies on Interactive Listening Teaching (ILT)

A great deal of research on ESL/EFL listening instruction has been done on how to promote learners' listening ability. This section, however, is focused on those research studies that center on ILT.

Ellis, Tanaka and Yamazaki, (1994) investigated the effects of modified interaction on listening comprehension. The subjects involved two groups: 79 third-year students of English at a public high school in Saitama, Japan, and 127 first-year high-school students of English in Tokyo, Japan. The treatment took the form of a listening task in which students were asked to listen to a set of directions. The findings showed that interactionally modified input (i.e. input plus opportunities for learners to ask questions and negotiate meaning) resulted in better comprehension than pre-modified input (i.e. simplified input without opportunities for interaction (Norris & Ortega, 2006)), and learners who actively participated in negotiating meaning did not understand any better than those simply exposed to modified interaction. The conclusion is that comprehensible input seemed to occur with the interactionally modified rather than pre-modified input.

Wen, Zhu, Qin, & Xing (2005) conducted a contrastive research on the improvement of the listening and speaking ability between two groups of 150 first-year non-English undergraduate students. One was an experimental group taught with traditional listening and speaking mode, and the other was a control group instructed with online viewing-listening-speaking interactive listening teaching. After one year intervention, the results revealed that the listening achievement of the

post-test of experimental group ($\bar{X}= 54.32$, $SD=10.43$) were higher than that of the control group ($\bar{X}= 47.23$, $SD=11.70$). 78.9% of the students were satisfied with online materials and interactive listening teaching method.

Yang (2006) conducted experimental research on 89 students in Jilin University, China to examine the effectiveness of the interactive self-access listening teaching model under multimedia in teaching practice. She finds that the advantages of this teaching model are: providing authentic materials, providing cultural input, cultivating communicative competence, encouraging maximum participation, lowering anxiety of students, motivating students and introducing variety and flexibility into the classroom. She also points out the limitations of this teaching model, such as learners' low English proficiency and difficulties caused by the educational system.

Liu (2007) investigated effects of web-based interactive learning model for listening strategies. The instructional model focuses on training the strategies of advance preparation, selective attention, self-monitoring, note-taking, summarizing, elaboration, and inferencing. The subjects were 40 first-year non-English major students of Changsha University of Science & Technology, China whose English proficiency level was low. The sample was divided in two groups: experimental and control. Each group had 20 students. With the assistance of the web, a new interactive English learning model was introduced into the listening class for the experimental group. The instruments were pre-test, post-test and questionnaire. The results showed the students of the experimental group ($\bar{X}=11.7$) made a greater progress than those of the control group ($\bar{X}=10.05$). There were a significant difference between two groups

($P=0.05$, $P \leq 0.05$). Furthermore, the new model had some positive effects on low-level listener's listening comprehension and their frequency in employing listening strategies.

Zhou (2007) studied English interactive listening teaching through audio visual means via Intranet Changsha University of Science and Technology, China. 597 first-year non-English major undergraduates participated in the experiment. The experiment group was 296 students, while the control group was 301. The score points of the post-test was 20. The results showed that the experimental group ($\bar{X}=14.07$) got higher scores than the control group ($\bar{X}=12.14$). The findings indicated that the interaction between peers, students-teachers, students-computers could raise students' interest and motivation. This teaching method was effective to promote their listening ability.

Noom-ura (2008) conducted an experiment on a listening-speaking course by providing sufficient authentic input and varieties of activities that require interaction and collaboration. The subjects were 28 first-year students randomly selected from 360 students of Thammasat University, Thailand. The data was collected from the pre-test, post-test, pre-questionnaire, post-questionnaire, classroom observation, students' self-reflection, and course evaluation. The findings showed that the student listening average score significantly increased ($P=0.000$, $P \leq 0.01$). The students were satisfied with the course as a whole with the interactive activities both inside and outside class.

Cheng (2009) conducted an experiment to introduce learner-centered teaching theory into the listening class, and investigated its effectiveness in improving learners' listening skills. The subjects were 60 second-year science majors. They were divided into two groups: experimental and control. After using interactive listening teaching (ILT), the achievement of the experimental group ($\bar{X}=15.3$, $SD=3.711$) was higher than that of the control group ($\bar{X}=14.9$, $SD=2.815$). 87% of the students in experimental class stated that ILT aroused their learning interest and motivation.

Liu (2009) conducted a study to determine the effectiveness of the interactive English listening learning in Northwestern University China. The university has created an E-learning environment for English listening. 659 first-year non-English major undergraduate students were selected as the sample. The experimental group had 330 students who were tutored with the interactive English listening learning based on E-learning, while the control group had 329 who learned English listening without E-learning environment. The placement test and CET 4, 2007 were used as a pre-test and post-test. The results showed that the pre-test had no significant difference ($P=0.983$, $P \geq 0.05$). However, a significant difference was found in the pro-test between the experimental and control groups ($P=0.035$, $P \leq 0.05$). The findings revealed that the interactive English listening learning with E-learning environment could promote students' listening ability effectively.

Shang (2010) applied the interactive theory to the listening teaching of College English to investigate the effects of the listening teaching. 51 first-year non-English major undergraduates were selected as the sample, among which 26 students were in the experimental group and 25 in control group. The experimental group was treated by

the interactive listening teaching via CALL and control group was taught by traditional listening teaching method. The results showed that the experimental group (\bar{X} = 43.6538, SD = 5.2072) got the score of post-test which was higher than that of the control group (\bar{X} = 36.4000, SD = 9.1742). The findings revealed that the interactive English teaching method is an effective approach to enhance the students' listening and communicative competence.

From the research presented above, it can be seen that interaction is now posing as a word of increasing importance in the field of listening teaching. Listening instruction based on the learner-centered context and the interactive tasks and activities can enhance learners' listening ability. Most of the research findings cited showed that multimedia and the Internet used as lesson delivery could improve listening comprehension effectively. Regarding the study on OTIL, no previous research has been conducted. Therefore, the present study attempted to develop an instructional model for OTIL to enhance students' listening ability.

2.8.2 Previous Studies on Task-based Approach (TBA) in Listening Instruction with Technologies

Although language teaching scholars and researchers did quite a bit of research on TBA for ESL/EFL instruction, there is not as much that looks at application research with technologies.

Chen, Belkada and Okamoto (2004) conducted an experimental study to investigate the listening effectiveness of a Web-based course, Academic English (EAP) for Japanese learners of English. The sample was 20 university-level EFL students who were randomly divided into two groups: experimental class and control. The

experimental group was treated with intra-personal task and control group was with inter-personal task. The results showed that there was no significant difference between the two treatments in relation to the task completion (Dialogue 4 $P=0.43$, Dialogue 8 $P=0.43$, Dialogue 12 $P=0.79$, $P \geq 0.05$). However, significant differences were found with respect to language interaction for task completion under different task treatments (Dialogue 4 $P=0.08$, Dialogue 8 $P=0.06$, Dialogue 12 $P=0.03$, $P \leq 0.05$). In conclusion, this well-designed Web-based course was maximized the students' language learning experience as well as promoted their English listening abilities.

Gruba (2006) studied the playing of videotext to promote L2 listening comprehension, adopting a literacy perspective towards student interactions with digital media. In Stage One, participants verbalized throughout a single 'front-to-back' move through a videotext with a task-- providing a summary of their understanding. At the start of Stage Two, a set of tasks were given to the participants and they were allowed to stop, move, or replay a videotext as they completed their answers. Task design was based on categories: orientation, details of simple lexical meanings, and main ideas. Twenty-two Australian students of Japanese watched three digitized news clips as they talked aloud. Retrospective verbal reports were employed to collect data. Qualitative analysis of their immediately retrospective verbal reports revealed that learners do indeed play and replay the media texts, for example, perform, fool around, and establish signposts.

Lv (2007) applied TBA in College English listening teaching with computer-delivered technologies in Southern Medical University, China. The study

used tasks in three listening stages: pre-listening, while-listening and post-listening. Several media types applied in teaching including text, images, sound, video and / or animations. Tasks for lessons are designed as pedagogical tasks. However, this study only conducted a survey by questionnaire to investigate the opinions of the 212 students toward his teaching. The survey questionnaires were the only research instrument in the study. The result shows that 73% of the students claimed that application of TBA in College English listening teaching with technology increased their learning interest and listening comprehension.

Cai and Li (2008) studied asynchronous listening instruction in the EFL context. The instruction model was the Asynchronous Listening Instruction model (ALI) which emphasizes the importance of bottom-up training under the assistance of modern educational techniques with pedagogical tasks. The instruction consisted of four steps: 1) pre-listening instruction, 2) learner-centered practice and instructor supervision/assistance, 3) task evaluation, and 4) extracurricular follow-up practice. The sample was 130 non-English majors from Huazhong Agricultural University. The students were divided into the control group and the experimental group, with 62 students in the experimental group and 68 in the control group. The instruments were comprised of one questionnaire and two proficiency tests. The results showed that the average listening comprehension score of the experimental group was much higher than the score of the control group. Significant difference was found between the two means ($P=0.000$, $P\leq 0.05$). The data obtained from the questionnaire indicates that ALI was subjectively accepted by the students.

Yao (2010) investigated TBA in College English listening teaching via the Internet. The study investigated teaching effect of TBA English listening via the Internet and the students' opinion toward this teaching method. The sample comprised 4 intact classes of first-year non-English major. The 174 participating students of the experimental classes were grouped during the instruction. Each group had a different task to complete. To fulfill the task, the students needed do many sub-tasks which enabled them to acquire the listening skills and promote listening ability. According to the test, the achievements of the students in the experimental classes are higher ($\bar{X}=78.44$, $SD=8.75$) than those of the control classes ($\bar{X}=76.43$, $SD=7.67$). The experimental classes made a great progress in listening comprehension. The students' opinion toward task-based approach in College English listening teaching via the Internet was positive.

Cross (2011) investigated the role of the visual content in L2 listeners' comprehension of news videotexts. The twenty Japanese female volunteers aged between 22 and 55, attended an advanced-level English language course. Five BBC news videotexts were utilized in each of five 90-minute lessons over five weeks. These were edited into segments, and learners worked in pairs to complete a sequence of tasks in a pedagogical cycle for each segment (six per news videotext) at their own pace guided by a prompt sheet. The pairs did not receive any prior training in discussing their comprehension processes, nor did they receive any input from the researcher throughout the study to avoid manipulating the direction and content of their dialogue. All interaction between learners was carried out in English, reflecting the requisite use of the L2 in their regular lessons. In each of five lessons, ten pairs of

Japanese EFL learners participated in a sequence of tasks in which they listened to, and discussed various facets of their comprehension of news videotexts. The pairs' dialogue was used as a research instrument to explore the effect of visual information on participants' comprehension. The qualitative analysis revealed that various attributes of the visual content, such as audiovisual correspondence, impacted on comprehension. In addition, other influences of the visual content found were its general utility in facilitating comprehension, inhibiting of attention to, and processing of audio information, and stimulation of learners' expectations and inferencing of content.

Ding and Tajaroensuk (2012) investigated the effects of the pre-task planning mode on listening comprehension of Chinese EFL learners and determined the participants' opinions towards the pre-task planning mode. 40 second-year English major students participated in the study. They are randomly assigned into the experimental group and the control group. The research instruments consisted of the listening comprehension test, the teacher's log, the questionnaires and a semi-structured interview. The result revealed that the post-test mean scores of the experimental group and the control group were significantly different ($P=0.001$, $P\leq 0.05$) after the training by the pre-task planning mode. Additionally, the students held positive attitudes towards the pre-task planning mode.

Nie (2012) conducted research on investigating the effectiveness of task-based interactive College English listening teaching with multimedia in Guiyang University, China. The participants were 100 first-year non-English major undergraduates who were divided into an experimental group (50 students) and a control group (50

students). The experimental group was used task-based interactive listening teaching with multimedia, while the control group was still applied a traditional listening teaching method. The instruments included a pre-test, a post-test and a questionnaire. After a term intervention, the results showed that the post-test mean score of the experimental group ($\bar{X}=73.08$, $SD=7.233$) was higher than that of the control group ($\bar{X}=64.30$, $SD=10.292$). A significantly difference were found between the mean scores of the experimental group and the control group. Moreover, students' opinions were positive to the teaching method.

In summary, from the review above, TBA with technology can play a significant role in listening instruction. Task-based listening teaching via technology is beneficial to the integration of language skills, through which students make comprehensive use of language ability and communicative competence, and provides an environment which best promotes the natural language learning process. However, for the most part, tasks used in previous research above were pedagogical tasks. Little research used real-world tasks in English listening teaching. In order to meet the learning objective and students' needs, real-world tasks were designed in the OTIL lessons of the present study. The gaps and questions raised in the previous studies inspired the present study.

2.9 Summary

This chapter has provided a very broad review of the literature related to the present study. It reviewed listening comprehension, interactive listening teaching, and previous studies on interactive listening teaching and task-based approach in listening instruction with technologies. Task-based approaches, computer assisted language learning and E-learning have been presented. Instructional design and models were introduced as well. Finally, the pertinent learning theories such as constructivism and cooperative learning were reviewed. In the next chapter, research methodology will be illustrated.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research methodology of the experiment and the design of the present study. First, the research design will be explained. Next, participants, variables, research instruments will be described. After that the construction and effectiveness of the instruments will be explained. Finally the procedures used to collect data and the data analysis will be presented.

3.1 Research Design

The research objectives and research questions determined the research design. The study consisted of two phases: 1) developing the OTIL Model and determining the efficiency of the OTIL lessons, and 2) investigating effects of using OTIL and analyzing the participants' opinions toward OTIL.

First, before the instruction implementation, the OTIL Model was designed by the researcher after analyzing and synthesizing the four previously described instructional design models. The OTIL Model with an evaluation form was sent to the three experts in the field of instructional systems design and English language teaching for evaluation. The OTIL Model was revised according to the experts' evaluation and suggestions. Subsequently, based on the developed OTIL Model, online task-based interactive listening (OTIL) lessons were constructed. The lessons were tried out for

the efficiency of the process and product through three try-out stages: individual testing, small group testing and field study testing.

Second, the main study included two intact classes: an experimental class and a control class. The former received the treatment of OTIL teaching, whereas the latter was instructed with College English listening instruction with multimedia. Both the experimental and control classes had a regular English listening course, two 50-minute periods a week. The same listening textbook, *New Horizon College English Listening and Speaking* (NHCELS) was used. The experiment was conducted in the first semester of the academic year of 2012-2013. In order to avoid Hawthorne effect, the students are not aware that they were involved in an experiment. Before the experiment, both classes were evaluated for their listening ability by a pre-test. After the treatment, all the participants were given a post-test to evaluate the effectiveness of the instruction.

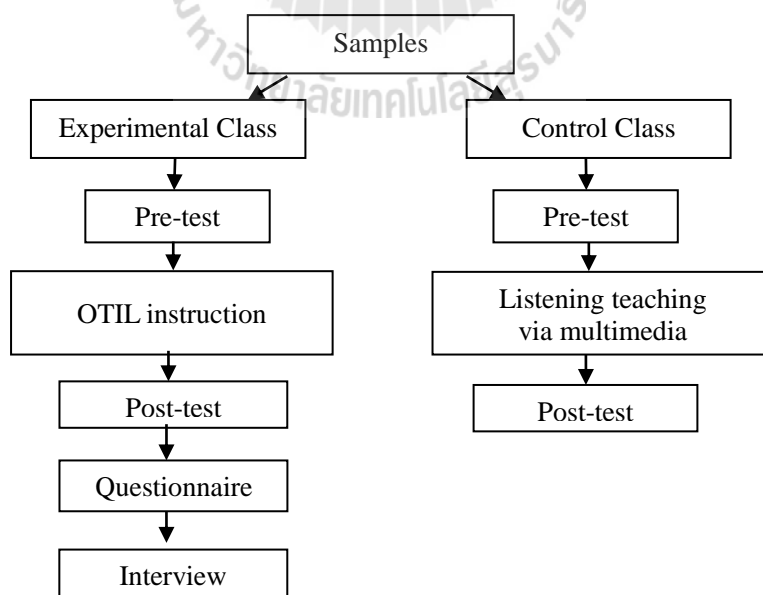


Figure 3.1 Research Procedure of Investigating Effects of Using OTIL

Furthermore, since the study intends to explore the participants' opinions toward OTIL, the questionnaire and semi-structured interviews were administered for the experimental class. The research design can be illustrated as Figure 3.1.

3.2 Participants

Three group participants involved in the present study: 1) participants for the evaluation of the OTIL Model; 2) samples for the try-out studies to evaluate the efficiency of OTIL; and 3) population and samples for the experiment.

3.2.1 Participants for the Evaluation of the OTIL Model

The participants were selected through purposive sampling to review and evaluate the OTIL Model. They consisted of 3 experts in the instructional system design and the English language teaching field. They were from 2 universities of Thailand, and all of them had Ph.D degree, among them was a senior professor.

3.2.2 Participants for the Try-out Studies to Evaluate the Efficiency of Online Task-based Interactive Listening (OTIL)

The participants of the try-out studies were 39 second-year non-English major undergraduate students at Tongren University (TU), China, grouped into three different English proficiency levels (high, medium and low). Stratified sampling was used to select samples. The criteria for grouping were based on the z-scores from students' former College English final examinations (see Table 3.1). Three students participated in the individual testing, six students took part in the small group testing, and thirty students participated in the field study testing.

Table 3.1 Classification of Students' English Proficiency Level

English proficiency level	Former College English final exam z scores
High	$z > 1.00$
Medium	$-1.00 \leq z \leq 1.00$
Low	$z < -1.00$

3.2.3 Population and Samples for the experiment

The population for the study was 1075 second-year non-English major undergraduate students at TU. There were 26 intact classes within 20 majors. Second-year non-English major undergraduates were selected as the target population for the following reasons. First, they had been taught College English by using English listening teaching via multimedia for a year. If some of them were selected as the samples for the experiment in the study, the participants were able to compare the different listening instructions. Second, English was neither required nor offered in the third and fourth year, so the third-and fourth-year students were unavailable for the study.

The College English final examination in the second semester of academic year of 2011-2012 was used to determine the samples. Two intact classes were selected as the sample for the study because the number of students in class was the same size and the student English proficiency level ($P=0.975$, $P \geq 0.05$) was the similar. According to Table 3.2, Politics Class ($N=46$, $\bar{X}=64.78$, $SD=11.105$) and Chinese Class 3 ($N=46$, $\bar{X}=64.72$, $SD=8.471$) were sampled. The total number of the samples was 92 students.

Table 3.2 College English Final Examination in Semester 2/2011-2012

Classes	N	\bar{X}	SD
Music (1)	47	69.21	7.857
Geography	50	67.10	9.464
Physical Education (1)	36	66.33	9.451
Pharmacy Engineering	45	66.33	8.911
Social Work	25	65.56	6.929
Politics	46	64.78	11.105
Chinese (3)	46	64.72	8.471
Tourism Management (1)	22	64.23	11.747
Rural Regional Development	44	63.84	11.146
Chinese (2)	49	63.51	9.071
Music (2)	36	62.86	8.944
Education Technology	39	62.13	7.550
Computer Technology	43	61.30	9.561
Chemistry	47	61.13	6.752
Tourism Management (2)	29	60.62	10.735
Chinese (1)	47	60.12	8.840
Information Engineering	36	59.28	15.206
Biology	43	58.91	8.266
Statistics	44	58.61	12.373
Mathematics (2)	45	58.00	15.029
Applied Physics	40	56.85	11.347
Physics	43	56.63	7.319
Landscape Architecture	43	56.05	10.026
Physical Education (2)	51	56.04	11.184
History	32	55.84	12.014
Mathematics (1)	47	55.70	10.430

According to Khaimook's (2009) sample size estimation formula (Computer Software), the minimum sample size of the population in the study should be at least 89 students (see Figure 3.2), so the sample size of 96 students was suitable for the present study. Chinese Class 3 was randomly chosen as the experimental class and Politics Class as the control class.

$$n = \frac{\left(\frac{Z_{\alpha}}{2}\right)^2 \times \sigma^2 \times N}{[E^2 \times (N - 1)] + \left[\left(\frac{Z_{\alpha}}{2}\right)^2 \times \sigma^2\right]}$$

$$n = \frac{1.96^2 \times 1^2 \times 1075}{[0.2^2 \times (1075 - 1)] + [1.96^2 \times 1^2]} = 89$$

n: sample size
 $Z_{\frac{\alpha}{2}}$: Z value at 0.05 level of significance
 σ^2 : variance of scores
N: size of population
E: maximum error

Figure 3.2 Sample Size Estimation for Finite Population (Khaimook, 2009)

3.3 Variables

According to the objectives and research questions of the present study, the independent and dependent variables are shown in Table 3.3. The independent variables included the two classes (experimental/control), the two types of methods of instruction (OTIL teaching/College English listening teaching with multimedia) and the listening comprehension tests (a pre-test and a post-test). The dependent variables were the participants' achievement scores, and the participants' expressed opinions toward OTIL.

Table 3.3 Format of Independent and Dependent Variables

Independent Variables	Dependent Variables
<ul style="list-style-type: none"> ➤ The experimental class ➤ The control class ➤ English listening teaching via multimedia ➤ Online task-based interactive listening ➤ A pre-test ➤ A post-test 	<ul style="list-style-type: none"> ➤ The participants' achievement scores ➤ The participants' expressed opinions toward OTIL

3.4 Research Instruments

Seven research instruments were employed in the present study. They were the OTIL Model, an evaluation form of the OTIL Model, the OTIL lessons, the OTIL lesson plans, two tests, a questionnaire for students, and semi-structured interviews with students.

3.4.1 Instructional Model for Online Task-based Interactive Listening (OTIL Model)

The OTIL Model was designed by the researcher after analyzing and synthesizing four instructional design models: ADDIE, Kemp, Dick and Carey, and SREO. The model is an online instructional design model. The orientation of the OTIL Model is systematic and web-based, using interactive listening teaching with a task-based approach. This model includes 6 phases and 17 steps.

3.4.2 Evaluation Form of the OTIL Model

The evaluation form was designed by the researcher for the present study. The form consisted of two parts. Part One included 8 items on a five-point scale (5 = very strongly agree, 4 = strongly agree, 3 = agree, 2 = slightly agree, and 1 = least agree).

Part Two was an open-ended question about ideas and comments on the OTIL Model. Before the main study, this form, along with the OTIL Model, was sent to the experts in the field of instructional systems design and English language teaching for evaluation. Thereafter, the OTIL Model was revised according to their evaluation and suggestions.

3.4.3 Online Task-based Interactive Listening (OTIL) Lessons

Following the developed OTIL Model, the researcher constructed the OTIL lessons. The learning tasks and activities are embedded in Moodle modules, such as Forums, Glossaries, Chats and Quizzes. Before the main study, the OTIL lessons were tried out for the efficiency of the lessons through three try-out stages: individual testing, small group testing and field study testing.

3.4.4 Online Task-based Interactive Listening (OTIL) Lesson Plan

The OTIL lesson plan, designed by the researcher, indicates the teaching aims and phases, learning and teaching activities, assessment, and interactive pattern of OTIL instruction.

3.4.5 Pre-test and Post-test

In this experiment, two English listening tests were employed for the pre-test and post-test. The listening comprehension tests were adapted from the listening sub-tests of the CET 4 which were designed to evaluate the overall English proficiency of undergraduates in Chinese universities by MOE. The total score of pre-test and post-test was 100 points respectively. Each test included four sections in which there were eight short conversations, one long conversation and two passages. The test

involved fifteen multiple-choice and ten spot diction items. Before the main study, both tests had been examined for reliability with the students who are not from the classes of the experiment.

3.4.6 Questionnaire

The questionnaire designed by the researcher was used to investigate the participants' opinions toward OTIL. It consists of two parts. The first part was about students' general information. The second part was used to elicit the participants' opinions toward OTIL. The format of the second part was a five-point Likert scale. Values on the scale were labeled from 1 to 5, namely strongly agree, agree, uncertain, disagree, and strongly disagree. To avoid misunderstanding and confusion, the questionnaire was in Chinese, the native language of the participants and the researcher as well. The questionnaire was examined by experts for the index of item objective congruence (IOC) analysis and tried out by the students who are not from the classes of the experiment.

3.4.7 Semi-structured Interviews

Data from one source is sometimes not sufficient to draw good conclusions from the findings. A triangulation process should be applied by using more instruments such as interviews to collect more data. Interviews can be conducted for exploring further and deep perceptions (Nunan, 2002; Seliger & Shohamy, 2001; Wilkinson & Birmingham, 2003). In order to allow for flexibility, semi-structured interviews were employed in the present study. There were six interview guided questions designed by the researcher. For better understanding and convenience, interviews were conducted in Chinese, the native language of the participants and the researcher as well. The

interview questions were examined by experts for the index of item objective congruence (IOC) analysis and piloted with students who are not the participants of the experiment for internal consistency reliability testing.

3.5 Construction and Effectiveness of the Instruments

3.5.1 Steps in Developing the Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners

The OTIL Model is an online instructional design model. Moodle-based instruction was determined as the instructional medium. The OTIL Model was constructed by the researcher after analyzing and synthesizing four instructional design models: ADDIE, Kemp, Dick and Carey, and SREO. The model together with the evaluation form was sent to experts in the field of instructional systems design and English language teaching for evaluation. According to the evaluation and suggestions, the model was revised. Seven steps (Brahmawong & Vate-U-Lan, 2009) in developing the OTIL Model are showed in Figure 3.3.

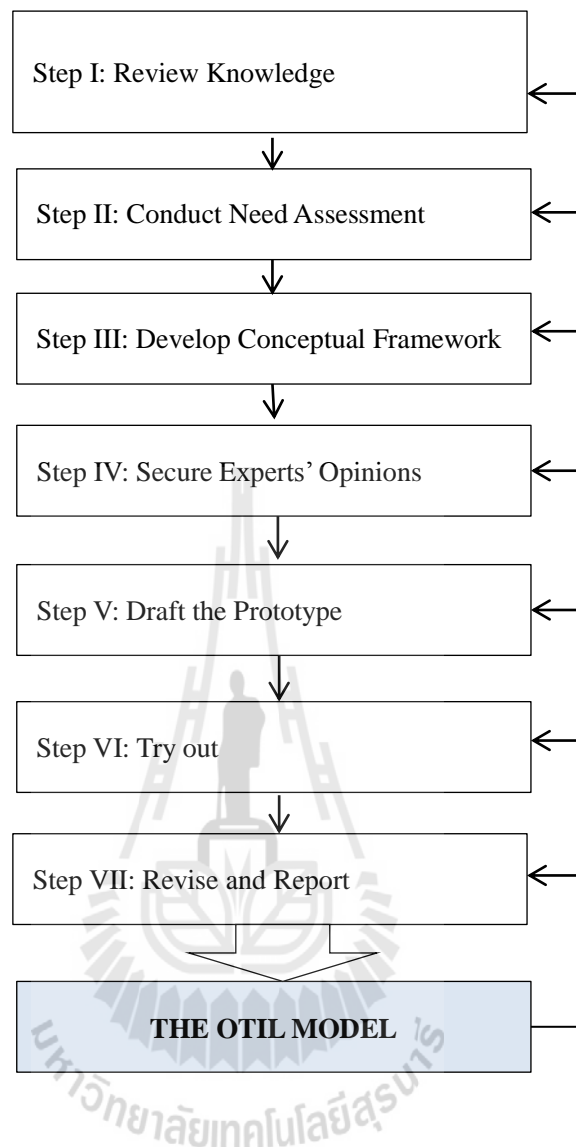


Figure 3.3 Seven Steps in Developing the OTIL Model

3.5.2 Construction Procedures of Online Task-based Interactive Listening (OTIL) Lessons

Following the developed OTIL Model, the researcher constructed the OTIL lessons. The OTIL lessons were used by the participants in the experimental class after the pre-test. The learning tasks and activities were embedded in Moodle modules, such as Forums, Glossaries, Chats and Quizzes. The lessons were tried out and revised

through 3 stages before the main study. The try-out involved the individual testing, small group testing and field study testing. The 80/80 Standard (Brahmawong, 1978) was applied to evaluate the efficiency of the lessons. The development of the OTIL lessons is illustrated in Figure 3.4.

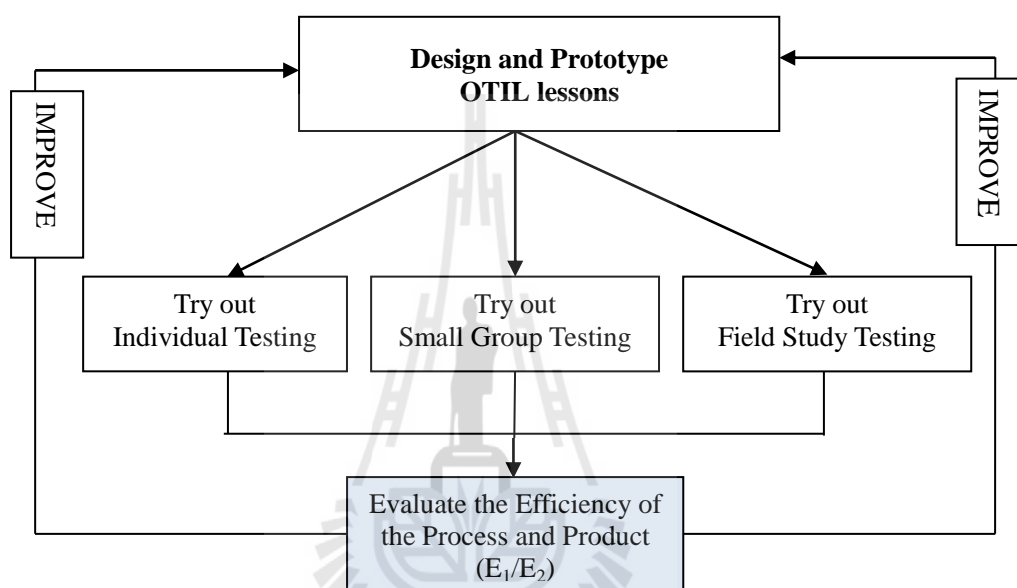


Figure 3.4 Development of the OTIL Lessons

3.5.3 Steps in Developing the Online Task-based Interactive Listening (OTIL) Lesson Plans

Lesson plans are very important for teachers to manage instruction. They can help teachers become aware of the learning goals and language content of the lesson by providing a written artifact for teachers to review and later reflect upon. In the present study, the OTIL lesson plans were constructed by the researcher based on the OTIL Model. Before constructing the lesson plan, a series of analyses were applied following

the steps of the OTIL Model. The steps of the lesson plans construction for OTIL are illustrated in Figure 3.5.

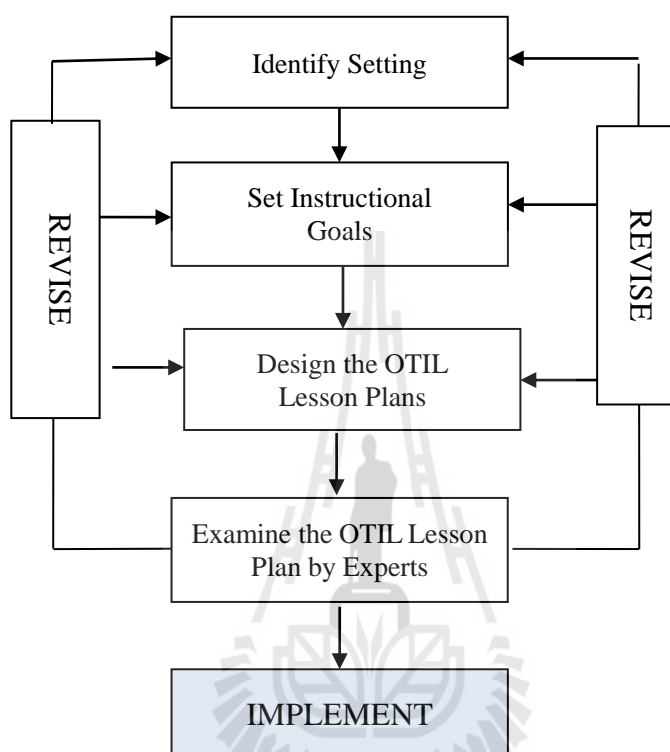


Figure 3.5 Steps of the Lesson Plan Construction for OTIL

3.5.4 Testing of the Online Task-based Interactive Listening (OTIL) Lessons

Before the main study, testing for the OTIL lessons was conducted to evaluate the efficiency of the lessons and improve them. The try-out studies involved three stages: individual testing, small group testing and field study testing. Those who took part in the try-out studies were not from the classes of the experiment. The participants of the three try-out studies learned the OTIL lessons, conducted the tasks of listening comprehension and took the tests via Moodle. Their achievement scores from both

exercises and tests were used to evaluate the efficiency of the lessons. The 80/80 Standard (Brahmawong, 1978) was applied as a criterion to determine the efficiency of the lessons. The standard included two formulas: the efficiency of the process formula (E_1) and the efficiency of the product formula (E_2) (see Figure 1.1 in Chapter 1).

3.5.4.1 Individual Testing

Individual testing was the first stage of the try-out studies. Three students with different English proficiency levels participated. The three English proficiency levels were high, medium and low. The three students were asked to take OTIL lessons and do exercises and tests in OTIL. After that, they gave feedback and opinions about the lesson in order to improve the quality of the lessons. The data obtained from the exercises and the tests in OTIL were calculated to find out the efficiency of the process (E_1) and the efficiency of the product (E_2). The researcher used feedback and opinions to improve OTIL.

3.5.4.2 Small Group Testing

Following the try-out study of individual testing was the small group test. Six students with three different levels of English proficiency, namely two students from each proficiency level, tried out the OTIL lessons. The procedures were the same as that of the individual testing.

3.5.4.3 Field Study Testing

Field study testing was the last stage of the try-out studies. Thirty students with three different levels of English proficiency, that is, ten students at each proficiency level, were chosen as samples to participate in the try-out studies. The same

procedures were done with this group of students as had been done with the individual testing and small group testing.

3.5.5 Testing of the Pre-test and Post-test

The listening sub-tests of CET 4 were adapted as a parallel pre-test and post-test for the experimental and control classes. The pre-test and post-test were designed into four sections with 100 score points. The development of pre-test and post-test was conducted as follows.

- 1) The researcher studied the CECR and the English listening learning objectives of OTIL.
- 2) The researcher set the testing objectives based on the testing principles.
- 3) The researcher selected 100 items from the listening sub-tests of CET 4 and sent them to the experts who were academically qualified and have been teaching College English for more than five years for content validity check.
- 4) The test was modified and revised with suggestions from the experts.
- 5) A pilot study was conducted with a second-year non-English major intact class in which there were 47 students at TU. The students were not the same students as those who served as samples in the study.
- 6) Based on the data obtained from the pilot study, an item analysis was carried out. Each question was analyzed for the level of difficulty (p) and discrimination index (r). The criteria used to select the test items were $p = 0.20-0.80$ and $r \geq 0.2$ (Stanley & Hopkins, 1972). The formulas were

used to analyze for the level of difficulty (p) (Figure 3.6) and discrimination index (r) (Figure 3.7) were as follows:

$$p_i = \frac{P_H + P_L}{2}$$

p_i = Item difficulty of item i

P_H = proportion of correct response in high group

P_L = proportion of correct response in low group

Criterion $0.20 < p_i < 0.80$ (Stanley & Hopkins, 1972)

Figure 3.6 Test Difficulty Formula

$$r_i = P_H - P_L$$

r_i = Item Discrimination of item i

P_H = proportion of correct response in high group

P_L = proportion of correct response in low group

Criterion $r_i > 0.20$ (Stanley & Hopkins, 1972)

Figure 3.7 Discrimination Formula

- 7) Fifty test items were selected as a pre-test and a post-test with 25 items in each.
- 8) The internal consistency reliability of the tests was analyzed by using SPSS. The reliability of the pre-test and post-test were accepted at Cronbach's $\alpha \geq 0.75$. The reliability Cronbach's α of the pre-test was 0.807 and the reliability Cronbach's α of the post-test was 0.779.

3.5.6 Testing of Questionnaires and Interview Questions

According to Bryman (2001), a pilot procedure is necessary in an interview or questionnaire-based study. Before the main study, the research instruments, namely the students' questionnaire and semi-structured interviews, were tried out. The main purpose was to see if the instruments used in this study could suit the research objectives or not.

3.5.6.1 Testing of the Questionnaire

The questionnaire designed by the researcher was used to ask the participants' opinions on learning English listening via OTIL. It consists of two parts. The first part was about students' general information. The second part was used to elicit the participants' opinions toward OTIL. To measure these opinions, a five-point Likert scale was used. Responses categories ranged from "Strongly Agree" to "Strongly Disagree". Regarding to Likert's scale method, the questionnaire was constructed and developed via the following procedures.

- 1) All of the statements were examined by experts for content validity. The value of IOC 0.5-1.0 is valid, otherwise it is invalid.
- 2) According to IOC analysis of the questionnaire evaluated by experts, the researcher modified the items ($0.5 \geq \text{IOC} < 1.0$) and deleted the items ($\text{IOC} < 0.5$).
- 3) After modifying, the questionnaire was tried out with 30 students who are different from the participants of the experiment for item analysis.
- 4) T-test was used to discriminate the items.

- 5) The items with the most significant differences at the level 0.05 (Saitakham, 2010) were selected and tested for reliability. The reliability coefficient value calculated was 0.89
- 6) Fifteen items using the Likert scale were chosen to be in the second part of the questionnaire.

3.5.6.2 Testing of the Interview Questions

Semi-structured interviews were employed in the present study to triangulate the data on opinions and to collect more in-depth information of the participants' opinions. A group interview with guidelines was carried out. The researcher designed and developed interview guided questions. The procedures in developing interview questions were as follows.

- 1) All of the interview guided questions were examined by experts for content validity. The value of IOC 0.5-1.0 is valid, otherwise it is invalid.
- 2) According to IOC analysis, the researcher revised the items for which the value of IOC was between 0.5 and 1.0 and deleted the items which were less than 0.5.
- 3) The interview questions were tried out to ensure the effectiveness of the interview guided questions with 3 students who are not participants in the experiment.
- 4) Three students were interviewed for the pilot study in order 1) to see if the interview questions work properly; 2) to see if there is anything wrong with the question items, interview procedure including other factors like timing, recording, or other technical problems that may occur in the actual data

collection scheme; and 3) to ensure that the student oral interviews would be effective and serve the objectives of the research (Intaraprasert, 2000).

Students' responses showed that all the interview guided questions could work proper and effective to serve the research purpose.

3.6 Data Collection Procedures

The data collection consisted of two phases, namely 1) obtaining the data from the experts and the OTIL lessons before the instruction implementation, and 2) collecting the results of the pre-test and post-test which were given to the experimental and control classes and getting the information from student' questionnaire and semi-structured interviews which were only for the experimental class.

In the first phase, the evaluation form of the OTIL Model was sent to the experts for evaluation. The OTIL Model was revised on the basis of the experts' evaluation and suggestions. Based on the developed OTIL Model, the OTIL lessons were constructed and tested to evaluate the efficiency of the process (E_1) and the product (E_2) with the three try-out stages: individual testing, small group testing and field study testing.

In the second phase, first, prior to the experiment, the experimental and control classes were measured for their listening comprehension ability by the pre-test. After the treatment, the post-test was given to all the participants in order to find out whether the effects on both classes were significantly different. Second, the questionnaire and semi-structured interviews were employed for the experimental class to collect the data of the participants' opinions toward OTIL. All the participants in the experimental class completed the questionnaire. After the students' questionnaire, fifteen students were

selected from different English proficiency levels in the experimental class to be interviewed. Small-group interview, including five interviewees, was used. All interviews were recorded and transcribed for data analysis. Chinese language, the respondents' native language, was employed for both questionnaire and interview for clarity of understanding and convenience.

3.7 Data Analysis

Quantitative and qualitative analyses were conducted in the present study. The data obtained from the questionnaire, the scores from the pre-test and post-test were applied for quantitative analysis, while data from the semi-structured interviews was analyzed qualitatively.

3.7.1 Descriptive Statistics

Descriptive statistics were used to summarize and describe the basic features of data in a clear and understandable way. Descriptive analysis used information such as mean score, standard deviation and frequency distributions (Punch, 2005). The computer software program, SPSS, was used to conduct descriptive analysis in the present study. Descriptive analysis involved mean scores and frequencies for the questionnaire and mean scores of the pre-test and post-test.

3.7.2 Efficiency Analysis

In order to evaluate the efficiency of OTIL, the efficiency of the process (E_1) and the efficiency of the product (E_2) formula was used. The 80/80 Standard (Brahmawong, 1978) was used as a criterion to determine the efficiency of the OTIL lessons.

3.7.3 T-test

A T-test is “a statistical procedure for testing the difference between two or more means. It is used for estimating the probability that the means have been drawn from the same or different populations” (Nunan, 2002, p. 232). A paired-samples T-test in SPSS was used to compare the participants’ mean scores on the pre-test and post-test. Independent-Samples T-test was applied to test significant differences between the average score of two classes’ pre-test.

3.7.4 Analysis of Covariance (ANCOVA)

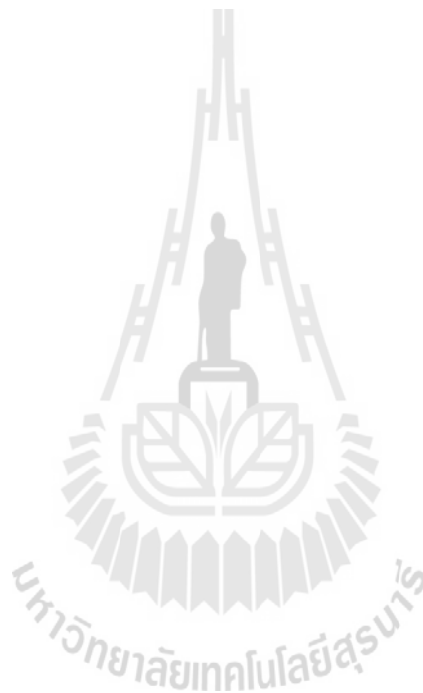
In order to see if there were any significant differences in the students’ scores between the two classes after the treatment, analysis of covariance (ANCOVA) was used to remove extraneous variability (students’ prior English listening ability) that derives from pre-existing individual differences.

3.7.5 Content Analysis

To interpret the interview data, content analysis was conducted by using open and axial coding. Strauss and Corbin (1998) point out that open coding fractures data and allows a researcher to identify some categories, properties and dimensions. In other words, open coding involves breaking down, examining, comparing, conceptualizing, and categorizing data. Axial coding puts these data back together in new ways by making connections between categories.

3.8 Summary

This chapter described the research methodology employed in the present study. The participants were presented and the variables and the research instruments were indicated. In addition, the construction and effectiveness of the instruments were described. Finally, data collection and analysis were discussed. In the next chapter, the research findings and discussion will be presented.



CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results of the study in response to the four research questions proposed in Chapter One. The chapter consists of two sections: results and discussion. The first section will present the results of the data from evaluation for the OTIL Model, the efficiency of the OTIL lessons, the participants' scores on the pre-test and post-test, and the data from the questionnaire and semi-structured interviews. The second section will discuss the research findings. The chapter will be organized according to the four research questions of the study as follows:

- 1) What should be the elements in developing an instructional model for online task-based interactive listening (OTIL Model) for EFL learners?
- 2) Does the efficiency of online task-based interactive listening (OTIL) meet the 80/80 Standard?
- 3) Are there any significant differences in listening comprehension between the experimental and control classes?
- 4) What are the participants' opinions toward online task-based interactive listening (OTIL)?

4.1 Results

4.1.1 Results of the Development of an Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners

The OTIL Model is an online instructional design for English listening. It is a learner-centered teaching model, emphasizing interaction. This model was designed by the researcher after analyzing and synthesizing four versions of instructional design models: ADDIE Model, Kemp Model, Dick and Carey Model, and SREO Model. The OTIL Model was developed in 6 phases and 17 steps in the process. The following are briefly described steps of each phase of the OTIL Model.

Phase 1: Identify Setting

Step 1: Conduct Needs Analysis

Step 2: Analyze Existing Curriculum

Step 3: Identify Learning Context

Step 4: Analyze Instructional Content

Phase 2: Set Instructional Goals

Step 1: Set Teaching Goals

Step 2: Set Learning Goals

Phase 3: Design Lessons

Step 1: Manage Content

Step 2: Determine Instructional Strategies

Step 3: Establish Listening Tasks

Step 4: Design Testing

Phase 4: Produce Online Instructional Package

Step 1: Select Modules

Step 2: Integrate Media

Step 3: Prototype Lessons

Phase 5: Conduct Developed Lessons

Step 1: Implement Computer-mediated Interaction

Step 2: Encourage Peer Face-to-face Interaction

Phase 6: Evaluate

Step 1: Conduct Formative Evaluation

Step 2: Conduct Summative Evaluation

When the OTIL Model had been initially developed, the model, along with the evaluation form designed by the researcher, was sent to three experts in the instructional system design and the English language teaching field for evaluation. Descriptive statistics are used to calculate for arithmetic means. The results of the analysis are presented in Table 4.1.

Table 4.1 Results of the Experts' Evaluation toward the OTIL Model

No.	Statement	\bar{X}	SD
1	The components of the OTIL Model are appropriate.	5.00	.000
2	The steps in the OTIL Model are clear and easy to implement.	4.67	.577
3	Each component in the model has appropriate connection.	4.67	.577
4	The OTIL Model can help enhance learner-instructor interaction.	5.00	.000
5	The OTIL Model can help enhance learner-learner interaction.	5.00	.000
6	The OTIL Model can help enhance learner-content interaction.	5.00	.000
7	The OTIL Model can provide the instructor or the learner immediate feedback.	5.00	.000
8	The OTIL Model has sufficient flexibility to be effective in teaching and learning in current instructional context.	5.00	.000
	Total	4.92	.282

The results revealed that 6 items received the highest mean score ($\bar{X}=5.00$, $SD=0.00$), including Item 1, Item 4, Item 5, Item 6, Item 7 and Item 8. The finding indicates that the experts strongly agreed that 1) the OTIL Model is appropriate in English listening teaching for EFL learners; 2) the OTIL Model can help enhance learner-instructor, learner-learner and learner-content interaction with a task-based approach; 3) the OTIL Model provides the instructor or the learner immediate feedback via the Internet or Intranet, and 4) the OTIL Model has sufficient flexibility to be effective in teaching and learning in current instructional context.

It should be noted that Item 2 and Item 3 received a mean score of 4.67 ($SD=0.577$). This can be explained that the experts agreed that the steps in the OTIL Model are clear and easy to implement and have appropriate connection, and each component in the model has appropriate connection. Overall, the OTIL Model was rated by the experts at the mean score of 4.92 ($SD=0.282$) which indicates the model is appropriate and satisfactory. This corresponded well to the first research question of the present study.

4.1.2 Results of the Efficiency of the Online Task-based Interactive Listening (OTIL) Lessons

The efficiency of OTIL was conducted on two phases: try-out and trial run. Before the main study, three try-out studies were applied to evaluate the efficiency of the OTIL lessons and to improve the lessons. The try-out studies included the three stages: 1) individual testing, 2) small group testing, and 3) field study testing. In order to improve OTIL, the 80/80 Standard (Brahmawong, 1978) was used as a criterion to determine the efficiency of the lessons. In each stage of the try-out studies,

components of OTIL were modified and improved according to the results and feedback of the students to make the lessons more suitable and effective. After the try-out, the trial run was used to determine the efficiency of OTIL for the experiment.

4.1.2.1 Results of the Individual Testing

The individual testing was the first stage of the try-out studies. Three students with different English proficiency levels were selected to learn by using OTIL. The English proficiency levels were divided into high, medium and low level based on z-scores from students' former College English final examinations ($-1.00 \leq z \leq 1.00$). The results of the efficiency of the process and product for the individual testing are presented in Table 4.2.

Table 4.2 Results of the Individual Testing for the Efficiency of OTIL

Students	Z-score	Exercises (130 score points)	Self-test (100 score points)	E_1	E_2
1	1.7	108.20	84.00	83.23	84.00
2	-0.3	97.00	75.40	74.62	75.40
3	-2.8	85.00	66.20	65.38	66.20
\bar{X}		96.73	75.20	74.41	75.20

According to Table 4.2, the first student, at a high level of English proficiency ($z=1.7$, $z>1.00$), earned a process score and a product score (E_1/E_2) of 83.23/84.00. The second student, at a medium level ($z=-0.3$, $-1.00<z<1.00$) achieved E_1/E_2 74.62/75.40. The E_1/E_2 results for the third student, at a low level ($z=-2.8$, $z<-1.00$), was 65.38/66.20. The average of E_1/E_2 scores was 74.41/75.20. Therefore, E_1/E_2 (74.41/75.20) of the individual testing did not meet the 80/80 Standard. The findings can be explained that some contents and instructions did not cover the learning goals

and were not appropriate to the students' listening acquisition. According to the students' opinion and feedback, it was found that students need more learning scaffolding, explanation, and activities for listening comprehension. Firstly, more vocabulary information was provided. New words module was added for each topic at warm-up section to help students learn words effectively and enjoyably. Secondly, more activities in tasks were designed for improving students listening comprehension, for example, interview in real-world tasks, discussion forum before or after class, and summaries. Thirdly, more examples of listening training were provided to help students promote listening ability. Finally, some misspellings were corrected.

4.1.2.2 Results of the Small Group Testing

The second try-out was the small group testing. Table 4.3 shows the efficiency of the process and product for the small group testing in which six students who had three different levels of proficiency participated. The total E_1/E_2 was 78.49/79.20, which still did not meet the 80/80 Standard level. This can be explained that some parts of the OTIL lessons could not be clearly understood by the students and meet the instructional goals. According to the students' suggestions and feedback, the OTIL lessons were modified again. Students pointed out that some audios and videos taken from the listening textbook *New Horizon College English Listening and Speaking* (NHCELS) are not authentic, clear, or easy to understand; some information and knowledge need more pictures and website linking. Therefore, the researcher revised and improved the lessons by selecting more authentic audios and videos related to the topics, adding more learning and teaching resources, and linking more useful websites to help students gain more understanding of the lessons.

Table 4.3 Results of the Small Group Testing for the Efficiency of OTIL

Students	Z-score	Exercises (130 score points)	Self-test (100 score points)	E_1	E_2
1	1.4	119.60	93.40	92.00	93.40
2	1.3	117.80	90.20	90.62	90.20
3	0.6	98.40	76.80	75.69	76.80
4	0.6	101.40	78.60	78.00	78.60
5	-1.3	89.40	70.20	68.77	70.20
6	-1.7	85.60	66.00	65.85	66.00
\bar{X}		102.03	79.20	78.49	79.20

4.1.2.3 Results of the Field Study Testing

The field study testing was the last stage of the try-out studies. Thirty students with three different levels of English proficiency were chosen to participate in the try-out study. The results showed that E_1/E_2 for the field study testing was 81.96/82.62, indicating that the efficiency of the process and product met the 80/80 Standard (see Table 4.4). In this stage, all the contents, tasks, exercises and instructions of each lesson were reviewed again. All the linking of audios and videos were checked to be certain about their functionality and ready to be used in the main study.

Table 4.4 Results of the Field Study Testing for the Efficiency of OTIL

Students	Z-score	Exercises (130 score points)	Self-test (100 score points)	E_1	E_2
1	1.9	118.00	92.20	90.77	92.20
2	1.7	120.20	90.80	92.46	90.80
3	1.7	115.60	91.20	88.92	91.20
4	1.6	113.80	89.40	87.54	89.40
5	1.3	119.80	89.40	92.15	89.40
6	1.1	117.20	90.80	90.15	90.80
7	1.0	117.20	91.20	90.15	91.20
8	1.0	118.20	88.00	90.92	88.00
9	1.0	116.20	88.80	89.38	88.80
10	1.0	115.20	88.40	88.62	88.40
11	0.9	114.00	87.20	87.69	87.20
12	0.6	110.60	86.60	85.08	86.60
13	0.5	114.80	88.20	88.31	88.20
14	0.4	111.80	87.60	86.00	87.60
15	0.0	106.60	83.60	82.00	83.60
16	0.0	111.40	85.40	85.69	85.40
17	-0.1	117.60	88.40	90.46	88.40
18	-0.2	111.80	88.60	86.00	88.60
19	-0.4	109.00	81.20	83.85	81.20
20	-0.9	109.00	86.80	83.85	86.80
21	-1.1	89.40	73.00	68.77	73.00
22	-1.3	91.20	72.40	70.15	72.40
23	-1.3	92.80	74.80	71.38	74.80
24	-1.4	89.40	72.40	68.77	72.40
25	-1.4	92.40	70.40	71.08	70.40
26	-1.4	89.40	71.40	68.77	71.40
27	-1.4	94.00	69.60	72.31	69.60
28	-1.6	92.60	71.60	71.23	71.60
29	-1.8	88.00	70.20	67.69	70.20
30	-1.9	89.20	69.00	68.62	69.00
\bar{x}		106.55	82.62	81.96	82.62

4.1.2.4 Results of the Efficiency of Online Task-based Interactive Listening (OTIL) of the Experiment

After the three try-out studies, the OTIL lessons were used in the trial run phase for the main study with the participants of the study. The results of the efficiency of the process (E_1) and the product (E_2) of the experimental class are presented in Table 4.5.

Table 4.5 Results of the Efficiency of OTIL of the Experiment

Students	Exercises (130 score points)	Self-test (100 score points)	E_1	E_2
1	119.40	92.20	91.85	92.20
2	119.60	90.00	92.00	90.00
3	117.00	91.00	90.00	91.00
4	100.20	80.00	77.08	80.00
5	93.00	76.00	71.54	76.00
6	112.80	88.80	86.77	88.80
7	95.60	81.00	73.54	81.00
8	116.80	88.00	89.85	88.00
9	119.60	89.60	92.00	89.60
10	116.60	92.20	89.69	92.20
11	113.60	88.00	87.38	88.00
12	110.60	85.20	85.08	85.20
13	97.00	78.60	74.62	78.60
14	114.00	88.40	87.69	88.40
15	119.20	92.80	91.69	92.80
16	118.80	91.20	91.38	91.20
17	98.60	79.60	75.85	79.60
18	120.20	93.40	92.46	93.40
19	96.60	78.60	74.31	78.60
20	118.80	91.80	91.38	91.80
21	119.20	92.40	91.69	92.40
22	105.20	87.00	80.92	87.00
23	119.00	91.40	91.54	91.40
24	112.80	85.60	86.77	85.60
25	113.00	85.20	86.92	85.20
26	106.40	82.80	81.85	82.80
27	106.80	83.00	82.15	83.00
28	106.40	84.20	81.85	84.20
29	112.60	87.60	86.62	87.60
30	109.40	87.00	84.15	87.00
31	120.00	89.80	92.31	89.80
32	94.00	76.00	72.31	76.00
33	118.00	91.80	90.77	91.80
34	114.20	87.60	87.85	87.60
35	118.80	90.20	91.38	90.20
36	111.00	88.00	85.38	88.00
37	105.20	70.00	80.92	70.00
38	112.20	88.20	86.31	88.20
39	105.60	78.00	81.23	78.00
40	114.20	90.20	87.85	90.20
41	119.00	92.80	91.54	92.80
42	117.40	90.80	90.31	90.80
43	119.20	90.00	91.69	90.00
44	116.20	89.20	89.38	89.20
45	119.60	88.20	92.00	88.20
46	103.60	80.20	79.69	80.20
\bar{X}	111.67	86.60	85.90	86.60

Table 4.5 shows that E_1/E_2 of the experimental class was 85.90/86.60, which met the 80/80 Standard level. This indicated that the OTIL lessons met the learning goals and were suitable for English listening instruction at TU. The efficiency of E_1/E_2 when it was used in the experimental stage proved that OTIL is a qualified English listening instruction model. This corresponded well to the second research question of the present study.

4.1.3 Results of the Participants' English Listening Achievement for the Experimental and Control Classes

Tests were used to evaluate students' English listening ability and compare students' English listening ability before and after the treatment. Table 4.6 shows that the results of the students' English listening achievement of both classes.

Table 4.6 Results of the Participants' English Listening Achievement

Classes	N	Pre-test		Post-test	
		\bar{X}	SD	\bar{X}	SD
Experimental Class	46	57.30	8.897	75.57	8.702
Control Class	46	57.17	8.160	66.35	9.374

As can be seen, the experimental class average score of pre-test and post-test score were 57.30 (SD=8.897) and 75.57 (SD=8.702), whereas the control group's average score of pre-test and post-test were 57.17 (SD=8.16) and 66.35 (SD=9.347). Clearly, no significant differences were found between the average score of two classes' pre-test ($P=0.942$, $P \leq 0.05$), according to Independent-Samples T-test analysis of SPSS. The finding showed the students' initial listening ability in both classes was at the same level. After the intervention, both the experimental and control classes had higher mean scores. In order to examine whether there was a difference between the pair scores

(Paired Differences) of experimental and control classes, pre-test and post-test scores of each class were compared by using a paired-samples T-test. The findings were shown in Table 4.7.

In Table 4.7, both experimental and control classes had significant differences between the pre-test and post-test ($P=0.000$, $P \leq 0.05$). Therefore, both classes of students made a great progress in English listening learning. However, in order to

Table 4.7 Results of Paired Samples T-test for the Experimental and Control Classes

Classes	Tests	Paired Differences				T	df	Sig. (2-tailed)
		\bar{X}	SD	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental Class	Pretest - Posttest	-18.261	4.855	-19.703	-16.819	-25.508	45	.000
Control Class	Pretest - Posttest	-9.174	4.312	-10.454	-7.893	-14.430	45	.000

Note: $P \leq 0.05$

evaluate the effects of using OTIL, the post-test score of experimental and control classes was compared by using the analysis of covariance (ANCOVA) model in SPSS. The results were presented in Table 4.8.

Table 4.8 Results of a Comparison of the Post-test Score for the Experimental and Control Classes

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7463.978 ^a	2	3731.989	179.360	.000
Intercept	669.914	1	669.914	32.196	.000
pretest	5509.891	1	5509.891	264.806	.000
Classes	1903.611	1	1903.611	91.488	.000
Error	1851.848	89	20.807		
Total	472520.000	92			
Corrected Total	9315.826	91			

Note: $P \leq 0.05$

According to Table 4.8, there was a significant difference in the post-test score between the experimental and control classes ($P=0.000$, $P \leq 0.05$). The finding showed that the students of experimental class who had been instructed in the OTIL Model using Moodle made more demonstrable progress than those of control class in English listening. Therefore, the OTIL using Moodle appeared to help EFL learners learn more effectively and develop their listening skills and ability than expected. This corresponded well to the third research question of the present study.

4.1.4 Results of the Participants' Opinions toward Online Task-based Interactive Listening (OTIL)

To investigate the participants' opinions toward OTIL, the questionnaire designed by the researcher was used to investigate the participants' opinions. The first section was about students' general information and the second section, a five-point Likert scale, was used to elicit the participants' opinions. The results of the analysis are presented in Table 4.9 and 4.10 below.

Students' general information asked about years of learning English, their English listening ability, their perception of their skills using a computer and the frequency of their Internet use. The results showed that students' average years of learning English was 8.41 (SD=1.127). The mean score of self-rating English listening ability was 2.22 (SD=0.786) using a five-point scale (1. very poor, 2. poor, 3. fair, 4. good, 5. very good). Regarding self-perception of computer using ability, the mean score was 2.91 (SD=0.551) using a five-point scale (1=very poor, 2=poor, 3=fair, 4=good, and 5=very good). 69.6% students rated themselves as fair, 19.6% were poor, and 10.9% were good. In the frequency of the Internet usage, it was found students "often" used the Internet (\bar{X} =3.39, SD=0.856), using a five-point scale (1=never, 2=rarely, 3=sometimes, 4=often, and 5=very often). 80.4% of the students often visited the Internet, while 13.1% students rarely used the Internet, and only 6.5% very often used the Internet.

Table 4.9 Results of Students' General Information

Items	N	\bar{X}	SD
How do you think of your English listening ability?	46	2.22	.786
How is your ability in using computer?	46	2.91	.551
How often do you use the Internet?	46	3.39	.856

In Section II, a five-point Likert scale was used to measure the participants' opinions. The results in Table 4.10 showed that the highest mean score was 4.37,

Table 4.10 Results of the Participants' Opinions toward OTIL

Statements	N	\bar{X}	SD
1. Online task-based interactive listening can make English learning enjoyable.	46	4.07	.574
2. Online task-based interactive listening can meet my learning objectives.	46	3.93	.490
3. Online task-based interactive listening can enhance my listening comprehension.	46	4.09	.626
4. Online task-based interactive listening provides me opportunities to practice listening skills.	46	4.37	.610
5. Online task-based interactive listening can enhance student-student interaction.	46	4.07	.533
6. Online task-based interactive listening can facilitate student-teacher interaction.	46	3.96	.631
7. Online task-based interactive listening is convenient for reviewing the lessons.	46	4.15	.666
8. Online task-based interactive listening can promote learning.	46	3.96	.729
9. Online task-based interactive listening provides abundant materials to learn.	46	4.37	.645
10. Online task-based interactive listening can provide easy access to useful feedback from the teacher.	46	4.09	.725
11. Materials in online task-based interactive listening are interesting.	46	4.15	.595
12. Materials in online task-based interactive listening are suitable for my English proficiency level.	46	3.76	.524
13. The activities in online task-based interactive listening are interactive.	46	3.91	.626
14. The activities in online task-based interactive listening can help me improve listening ability effectively.	46	4.24	.603
15. The interactive modules, such as Forums, Chats and Wikis in online task-based interactive listening are very useful for group discussion.	46	4.11	.605
Total	46	4.08	.166

while the lowest was 3.76. The first three highest frequency statements were: 1) OTIL provides students opportunities to practice listening skills ($\bar{X}=4.37$, $SD=0.610$); 2) OTIL provides abundant materials to learn ($\bar{X}=4.37$, $SD=0.645$); and 3) The activities in OTIL can help students improve listening ability effectively ($\bar{X}=4.24$, $SD=0.603$). However, the three lowest frequency statements were: 1) Materials in OTIL are suitable for my English proficiency level ($\bar{X}=3.76$, $SD=0.524$); 2) The activities in OTIL are interactive ($\bar{X}=3.91$, $SD=0.626$); and 3) OTIL can meet my learning

objectives ($\bar{X}=3.93$, $SD=0.490$). The total mean score of the questionnaire was 4.08 ($SD=0.166$). This value indicated that the students expressed very good opinions toward OTIL. The findings corresponded to the fourth research question of the study.

4.1.5 Results of Semi-structured Interviews

Fifteen participants with three different English proficiency levels were interviewed after the questionnaire. The three different English proficiency levels were high ($z>1.00$), medium ($-1.00\leq z\leq 1.00$) and low ($z<-1.00$). The criteria of proficiency levels were based on the z-scores from the post-test achievements. Semi-structured interviews with three small groups, five participants per group, were employed for 15-20 minutes. Each participant was asked questions to get in-depth information. For better understanding and convenience, interviews were conducted in Chinese, the native language of the participants. All interviews were recorded and transcribed for data analysis. The results of the interview are as follows:

Question 1. Do you like learning English listening through OTIL? Why / why not?

When the participants were asked if they liked learning English listening through OTIL, all of them responded positively. There are four main reasons from their responses:

1) Seven participants said that they liked OTIL because it provided abundant materials which are authentic, interesting and useful. The material with images, audios, videos and text files raised their interest. The participants also stated that they

could not only improve their listening through OTIL, but also learn a lot of knowledge.

The participants' comments were:

- *“Yes, I like it. The materials of OTIL are authentic which can raise our interest.”*
- *“Yes, I like it. It provides us a lot of useful things, such as images, videos, website linking and real-world tasks.”*
- *“Yes, I like it. It provides abundant materials which are authentic. We cannot only promote our listening, but also learn a lot of knowledge.”*
- *“Yes, I like it. It provides abundant materials with different media which can promote our listening ability and raise our interest. It can also gradually improve our listening skills as well as speaking ability.”*
- *“Yes, I like it. It provides different media to train my listening. It makes clear the relationships between linguistic form, communicative function and semantic meaning by using images, audios, videos and text files. It encourages me to learn English autonomously.”*

2) Six participants liked OTIL because it promoted their listening ability. They reported that they had more opportunity to practice English listening and train listening skills via OTIL. The participants' comments were:

- *“Yes, I like it. We improve our listening by practicing listening skills via Moodle.”*
- *“Yes. It provides me more opportunity to practice English listening and promote my listening ability.”*

3) One participant reported that she liked OTIL because of its online learning style which raised her interest and made her learn English effectively. The comment was:

- *“Yes, I like this online learning style which makes me learn English effectively, improve my English listening, and raise my interest.”*

4) One participant liked OTIL due to its convenience. She reported that:

- *“Yes. It is convenient and easy to practice English listening.”*

Question 2: What do you like most in OTIL?

When they were asked about the things that they like most in OTIL, they gave different responses as follows.

1) Eleven participants enjoyed videos mostly because the contents are rich, colorful, humorous and authentic. They stated that the videos helped them understand the contents and learn cultures of foreign countries. The participants' comments were:

- *“I like videos most because the contents are rich, humorous and authentic. We can learn a lot from the videos.”*
- *“I like videos most, especially, movie episode and videos about common sense of life.”*
- *“I like videos most. They help me understand the contents.”*
- *“I like videos most. We can learn cultures of foreign countries from the videos.”*

- *“I like videos most because they are related to our real life. The videos can motivate us to learn more English and understand the contents.”*
- *“I like videos most. They cover a lot of things I like.”*

2) There were two participants who liked comprehension exercises most because the exercises motivated them and evaluated their listening comprehension.

They reported that:

- *“I like comprehension exercises most. They challenged me.”*
- *“I like comprehension exercises which help us review what we have listened or watched.”*

3) Two participants respectively enjoyed self-test and audios which were appropriate, humorous and helpful. Their comments were:

- *“I like the self-test most because it can evaluate the skill I have learned.”*
- *“I like the audios most. I can listen to them again and again.”*

Question 3: Do you think the tasks in OTIL can meet learning objective of the course? Why / why not?

When the participants were asked if the tasks in OTIL can meet learning objective of the course, all fifteen participants gave positive responses. They expressed the opinions as follows:

1) Eight participants responded positively because the tasks in OTIL were related to their real life as well as the textbook and the level of tasks was moderate.

They stated that tasks related to real life could raise our interest and assess their English ability. The participants' comments were:

- *“Yes, they can. The tasks are related to what we do in real life.”*
- *“Yes, they can. The targeted tasks, such as real-world tasks, can meet learning objective of the course.”*
- *“Yes, they can. Tasks in OTIL which are related to our real life raise our interest. They are suitable and can assess our English ability.”*
- *“Yes, they can. Some activities in OTIL are related to the units of the textbook.”*
- *“Yes, they can. The level of tasks is moderate. They meet my learning objective.”*

2) Three participants responded that the tasks in OTIL could meet their special needs, such as testing, learning vocabulary. Their comments were:

- *“Yes. Self-test tasks meet our need.”*
- *“Yes, they can. The tasks of new words are helpful for testing.”*
- *“Yes, they can. To complete tasks may enlarge our vocabulary.”*

3) Two participants stated that the tasks in OTIL could support learning by doing, that is, improve listening ability by completing tasks. They commented as follows:

- *“Yes, they can. I could improve my listening comprehension by doing tasks with images, videos, and texts.”*

- *“Yes, they can. It is good for us to complete many tasks which help us develop listening comprehension.”*

4) Two participants said that the tasks in OTIL could motivate them, and thus support autonomous learning. Their comments were:

- *“Yes, they can. The tasks encouraged me to do more listening practice via OTIL and communicate with others.”*
- *“Yes, they can. The tasks support autonomous learning.”*

Question 4: Do you think that OTIL can help you improve your listening comprehension? Why / why not?

When the participants were asked if OTIL could help them improve their listening comprehension, all of them reported affirmatively. There were three reasons that they reported:

1) Six participants reported that OTIL could help them improve their listening comprehension because of abundant materials. The materials were suitable for them and raised their interest. They stated that videos with real life situations made them easy to understand and Web linking could help them gain knowledge. Their comments were:

- *“Yes, it can. There are a lot of different types of listening materials in OTIL. The material is suitable for me and raised my interest.”*
- *“Yes, I think so. The videos in OTIL have real life situations which make them easy to understand. It raised my interest.”*

- *“Yes, it can. ... Web linking also helped us gain knowledge to promote listening ability.”*

2) Five participants reported the OTIL motivated them to do more practice and make greater progress. The statements were:

- *“Yes, it can. OTIL encourages me to practice listening more. ... I can listen to the material as much as possible and choose the suitable listening material according to my English proficiency level.”*
- *“Yes, I think so. OTIL encouraged me to spend more time on listening practice.”*
- *“Yes, it can. I feel my listening comprehension improved by using OTIL.”*
- *“Yes, I think so. I improved my listening by doing more practice via OTIL.”*

3) Four participants felt that OTIL helped them improve their listening ability according to their achievements they got. They said they could catch the meaning of words, get high score in testing, communicate with foreign teachers in English corner and easily interact with classmates and teachers via Moodle. The comments were:

- *“Yes, I think so. I can catch the meaning of words now. I feel my listening improved.”*
- *“Yes, it can. I feel my listening comprehension improved because I got a high score when I took self-test.”*
- *“Yes, it is. OTIL platform is very convenient to practice English listening. I could easily interact with classmates and teachers via Moodle when I met some difficulties and problems.”*

Question 5: Is it convenient to learn English listening through OTIL? If yes, could you give some details? If not, what are the problems? Would you give any suggestions?

When the participants were asked about the convenience or problems that they faced when learning English listening through OTIL, they gave different responses which were categorized into six aspects.

1) Seven participants reported that they felt it to be convenient when learning English listening through OTIL. They could visit OTIL anywhere, anytime, listen to audios or watch videos repeatedly. They also felt that OTIL was easy to assess their listening level and consult new words easily through the Internet. In addition, they could do listening practice via OTIL instead of surfing the Internet to find a website for listening practice. Their comments were:

- *“Yes, it is. I can visit OTIL anywhere, anytime. I can listen to audios or watch videos again and again till I understand.”*
- *“Yes, it is. I could visit OTIL anytime I wanted. I can do listening practice via OTIL, so I don’t need to surf the Internet to find a website for listening practice.”*
- *“Yes, it is. We could consult new words easily through the Internet. The glossary brainstorm is convenient to share related vocabulary and enlarge our vocabulary.”*
- *“Yes, it is. It is easy to assess my listening level by using OTIL. I could listen to what I wanted.”*

2) Five participants stated that OTIL was easy to communicate and interact with others using Forums and Chats in OTIL. They also reported that when they met some difficulties, they could discuss and solve the problems by chatting directly with the teacher and classmates via OTIL. It is interesting that one participant stated that Forums could promote her listening as well as writing. The statements were:

- *“Yes, it is. I could do activities or exercises while listening or watching. The most important, I used the forum to communicate and share with others. This might promote my English writing.”*
- *“Yes, it is. We communicated with the teacher and classmates via Chat Room in OTIL. When we met some difficulties, we could discuss and solve the problems by chatting directly via OTIL.”*

3) Two participants thought that OTIL was flexible because they could choose suitable materials to listen or watch again and again. Their responses were:

- *“Yes, it is. It has abundant materials to learn from, so we can choose them to listen again and again.”*
- *“Yes, it is. I can listen to audios or watch videos as much as possible.”*

4) One participant pointed out that the OTIL lessons were well-designed with listening stages which could promote their listening ability.

- *“Yes, it is. OTIL provided several listening stages to promote our listening ability.”*

5) However, no problems were mentioned by the participants. Some participants just gave suggestions from which two problems were deduced. Two problems involved materials and autonomous learning. Their comments were:

- *“I suggest updating OTIL frequently and making it more perfect.”*
- *“My suggestion is that some easy listening material might be put in OTIL to help the students with low English proficiency.”*
- *“I suggest that listening scripts might be put in OTIL, so it is easy for low level students to learn.”*
- *“My suggestion is that OTIL should focus more on our autonomous learning.”*

6) Additionally, a new trend was claimed if OTIL could be used in M-learning (mobile learning). The statement was:

- *“I wonder if OTIL could be used via my mobile. If it can do so, it would be a better instruction platform.”*

Question 6: Would you like to learn English through Moodle like OTIL in other English courses? If yes, what English skills would you like to learn?

For the last question, the participants were asked if they would like to learn English through Moodle like OTIL in other English courses. The information obtained reveals that most of them (93.33%) would like to learn English through Moodle like OTIL in other English courses, but 6.67% of the participants rejected because of poor English.

The results of English skills except listening that the participants wanted to learn through Moodle were listed in Table 4.11.

Table 4.11 Results of Other English Skills the Participants Wanted to Learn

English Skills	Participants (N=15)	Percentage (%)
Speaking	9	60.00%
Writing	1	6.67%
Speaking + Reading	3	20.00%
Speaking + Writing	1	6.67%
Speaking + Reading + Writing	1	6.67%

According to the table, nine participants (93.67%) only wanted to learn about speaking. Three participants (20%) preferred learning about speaking and reading. One participant wanted to learning about speaking, reading and writing, another participant liked to learn about speaking and writing, the other wanted to learn about writing only.

4.2 Discussion

The findings of the study presented above revealed that the OTIL Model and lessons were effective for teaching English listening for EFL learners. Discussion in response to the research purposes and questions stated in Chapter I can be summarized as follows:

4.2.1 Discussion on the Findings of the Development of the OTIL Model

The CECR (MOE, 2007) claimed universities in China should explore and establish a web-based listening teaching model and deliver listening courses via the Internet or Intranet. To construct an effective instructional method for College English listening, the design of an appropriate model for listening instruction was very

important. In order to meet the requirement of the CECR, the OTIL Model was designed as an online teaching model focusing on listening. This model was developed after analyzing and synthesizing the four instructional design models: ADDIE Model, Kemp Model, Dick and Carey Model and SREO Model. Seven steps were conducted in developing the OTIL Model: 1) reviewing knowledge on the OTIL Model; 2) doing a needs assessment of the OTIL Model; 3) developing conceptual framework of the OTIL Model; 4) securing experts' opinions on the OTIL Model conceptual framework; 5) drafting the prototype for the OTIL Model; 6) Trying out the OTIL Model; and 7) revising and reporting the OTIL Model. After these seven steps, the OTIL Model was rated to be "appropriate and satisfactory" ($\bar{X}=4.92$, $SD=0.282$).

The OTIL Model is a systems-oriented model whose output is an employable English listening course. It provides a problem-solving process to guide instructors through identifying setting, setting instructional goals, designing lessons, producing online instructional package, conducting developed lessons and evaluation. The OTIL Model focuses more on interacting with information. Every component in a systematic process is crucial to successful learning (Dick, et al., 2005). The OTIL Model consists of 6 phases, 17 steps. All interrelated components can work together toward English listening instruction goal. Therefore, the experts strongly agreed that the components of the OTIL Model were appropriate ($\bar{X}=5.00$, $SD=0.000$).

Nowadays, Internet technologies are an integral part of our lives. Instructional designers have new and more flexible technologies in designing and learners have a multitude of choices. The Internet has opened the way for courses, seminars,

discussion forums and other approaches to learning to be delivered online with innovative ways to interact with instructors and other students (Module, 2008). According to Wilson and Stacey (2004), new technologies have changed the nature of instruction by providing a way for communities of learners and their teachers to interact with one another despite being situated in differing geographical locations. Online interaction is required in a flexible instructional model of learning for campus based learners. Furthermore, online activities can give students feedback immediately by automatically correcting their online exercises, and grade their exercises and tests, so that students can monitor how they are doing and take corrective action if required. Instructors can evaluate the learner's achievement from feedback whether the effects meet the expectations and goals for the design. In the OTIL Model, web-based activities such as Forums, Glossaries, Chats, Wikis, and Quizzes are required, so that the experts strongly agreed that the OTIL Model can help enhance learner-instructor, learner-learner and learner-content interaction synchronously and asynchronously with task-based approach, and provide the instructor or the learner immediate feedback ($\bar{X}=5.00$, $SD=0.000$).

However, there were 2 items that were rated at the level of mean score 4.67 ($SD=0.577$). This was due to the fact that the OTIL Model still had some weakness after the model was developed. These included the names of phases, the explanation of steps and the flow of the OTIL Model. The experts' comments were summed up as follows: 1) some names of phases were not clear enough to represent the process. For example, the fourth phase of the model had been named Prototype and the fifth phase Implement Instruction; 2) some steps should be explained in a clearer way, for

example, Set teaching goals, and Determine instructional strategies. This is because a systematic model requires a high to very high level of instructional design skill (Gustafson & Branch, 2002); and 3) the flow of the OTIL Model seemed illogical because of formative evaluation. Thus, the OTIL Model was modified and revised following the experts' suggestions.

The findings of development of the OTIL Model is similar to the study by Suppasetseree (2005) who developed an instructional system plan for teaching Remedial English (SREO Model) for first-year students at Suranaree University of Technology, Thailand. The SREO Model was derived according to the models from many instructional designers. This model comprised six components and sixteen logical steps. After designing, the model was evaluated by the experts in the instructional system design and the English language teaching field as "very appropriate" ($\bar{X}= 4.52$, $SD=0.53$). This clearly indicates that the instructional systems model developed by Suppasetseree was suitable to teach Remedial English via the Internet for first year students. Additionally, Saitakham (2010) created a Web-based instructional model (Saitakham Model) to enhance English vocabulary learning ability by context-clues based meaning guessing technique. This model was designed using a systematic process. Five stages of the Saitakham Model (analyze, specify and identify, construct and test, conduct, and evaluate) were designed to teach English vocabulary by context-clues based meaning guessing technique via web-based instruction. The model was evaluated by experts to identify the model's effectiveness. The results of the study showed that the Saitakham Model ($\bar{X}=4.60$, $SD=0.693$) was appropriate and each component and step was clear and easy to understand.

To conclude, the OTIL Model was created using a systematic process. Every step in designing and developing the model were considered and evaluated by experts. Each component in the OTIL Model has clear function and logical connection to the overall system. The results from the evaluation showed that the experts agreed that the OTIL Model was appropriate to use for teaching English listening for EFL learners.

4.2.2 Discussion on the Findings of the Development of the Online Task-based Interactive Listening (OTIL) Lessons

According to the results of E_1/E_2 of the OTIL lessons for the field study testing (try-out) and for the teaching experiment (trial run), the level of efficiency has met the 80/80 Standard level. This proves that the OTIL lessons were effective. Reasons may be accounted below.

The OTIL lessons were developed by the researcher based on the OTIL Model which had been rated by the experts as an appropriate model to teach English listening for EFL learners. The contents of the OTIL lessons were constructed based on the results of a need analysis of students and instructional content. Authentic resources were required to support the instruction and the learners. Real-world tasks were designed to provide an environment which best promoted students' English listening ability.

The lesson plans for the OTIL lessons were created by the researcher systematically based on TBA. The tasks in the lessons were designed as real-world tasks. Under real-world tasks, learners can also do many pedagogical tasks which represent a bridge to real-world tasks. Activities, such as pair work, brainstorm, group

discussion, problem-solving interview were embedded in Moodle for the lessons. All the tasks and activities in the lessons worked and supported each other properly. Moreover, assessment feedback in OTIL was provided which gave clear information to guide students on what steps to take for their own remediation.

The OTIL lessons were tried out and revised through three stages: individual testing, small group testing and field study testing. The results of E_1/E_2 from each stage of the try-out process revealed the weak and strong points in OTIL. The lessons were modified and developed according to the participants' opinions and suggestions. This made OTIL effective for English listening teaching according to the 80/80 Standard.

According to results from the process and product, E_1/E_2 of the individual testing were at the level 74.41/75.20, the small group testing were 78.49/79.20, the field study testing were 81.96/82.62, and the experiment study were 85.90/86.60. As can be seen, the efficiency of the product (E_2) was higher than for the process (E_1). The reasons might be related to the materials in OTIL and listening skills according to the students' feedback. The materials in OTIL were authentic with different kind of media. They were selected from textbooks, radios, TV programs, movies and the Internet. According to Ji and Zhang (2010), authentic listening materials are unscripted, natural and spontaneous spoken language materials and contain an amount of information covering almost every field of human life. However, choosing and using appropriate authentic materials in listening instruction does not guarantee that they can really improve students listening ability, because authentic materials have much cultural content that is closely related to the knowledge of culture, society, and

economy. Students should either already know this kind of knowledge or have tools for learning to understand the authentic materials; otherwise they might find lessons difficult in their listening comprehension. At the beginning, students were not used to listening to authentic materials in OTIL. For most students, the challenges are that authentic materials may be too culturally based and often contain difficult language and complex language structures (Richards, 2001). After they practiced again and again and learned some knowledge of cultures, students could understand the contents. Therefore, testing scores were higher than those of exercises because testing was conducted after exercises. Moreover, listening skills were very important in facilitating listening comprehension. Students were trained and practiced their listening skills in their pre-listening and while-listening stages in OTIL. After students improved their listening skills, they conducted listening testing. This is another reason why the scores of testing were higher than those of exercises.

The findings agreed with some studies. Suppasetsee (2005) had results which showed that the efficiency of the product for the field study testing (E_2) was 86.27 while the efficiency of the process (E_1) was 85.03. He assumed that the same format and content of the exercise at the product stage and the process stage might explain why the students got higher scores at the product stage after mastering the exercises during the process stage. Sukpredee (2005) constructed a multimedia computer instruction program and also found that the program had the efficiency rate of 84.06/86.14 (E_1/E_2). In addition, Saitakham (2010) developed web-based instruction lessons to enhance English vocabulary learning ability by context-clues based meaning guessing technique via web-based instruction. It was also found that the

efficiency of the product ($E_2 = 84.25$) was higher than for the process ($E_1 = 83.50$). He explained that the reason might have been a motive for the student to pay more attention while taking the test in order to get higher scores.

In conclusion, the results of the efficiency of the process and the product (E_1/E_2) of OTIL were 85.90/86.60 which met the 80/80 Standard proficiency criterion. This proved that OTIL developed based on the OTIL Model were effective and suitable to English listening instruction for EFL learners. Authentic materials could support the listening instruction and motivate learners. Real-world tasks provide an environment designed to promote students' English listening ability.

4.2.3 Discussion on the Findings of the Participants' English Listening Achievement for the Experimental and Control Classes

Although the students of both the experimental and control classes made great progress after the intervention, significant differences were found between the post-test scores of the two classes ($P=0.000$, $P \leq 0.05$). Five main reasons might account for the improvement of listening performance of the experimental class.

First, OTIL was more learner-centered than teacher-centered because it focused on the students' needs, interests and abilities. For this reason, the goal of OTIL was to help students become more actively involved in the learning process. In order to complete their tasks, students are expected to play active roles. According to Waterhouse (2005), Moodle can promote learner-centered learning by means of various activities, for example online self-assessment, web-based research, and electronic discussion. Students learned English listening through OTIL by doing tasks

and activities for themselves. As a result, they acted in the role of active participants instead of passive receivers of knowledge.

Second, the tasks of OTIL provided students with the motivation for practicing listening. Ur (1984) argued that listening activities are the most effective if they are constructed around a task. Some types of tasks of OTIL might be found in real life or be approachable to real life tasks, thus able to raise students' interest and motivation. When the learning situation is relevant to the real world, students' motivation were activated by a real-world task, for instance, to get information from a weather report. Then, students would find the ways to solve the problems by themselves or by groups. Through this process, students could learn new skills such as note-taking, summarizing and clarifying, and at the same time their problem-solving ability and listening comprehension were also improved.

Third, OTIL via Moodle offered many useful and interactive modules such as Wikis, Forums, Workshops, Chats and Glossaries to enhance interactivity. Rice IV (2006) points out that “‘interactive’ means interactions between the student and teacher, or the student and an active web page. The student-to-student interactions are covered in the next step” (p. 8). Based on a constructivist approach to learning, OTIL emphasized cooperative learning by completing interactive activities, such as pair work, group discussion and interviews. Students could interact with each other synchronously and asynchronously via Moodle. When students worked cooperatively, they can improve their listening comprehension by sharing their knowledge with others to find the ways to resolve their problems.

Fourth, OTIL motivated students to learn English by providing immediate and effective feedback. The teacher's and other students' feedbacks and comments helped students being more aware of their strengths and weaknesses in listening. In particular, the positive comments gave students confidence and encouraged them to be actively engaged in the learning. Siragusa (2000, cited in Herridge-Group, 2004) claimed that students may be more motivated to succeed in a learning program if regular and effective feedback is provided.

Finally, students could use various authentic listening resources drawn from different media in OTIL to practice their listening in a cultural context. This is because 1) authentic listening resources provide "real life" linguistic input as well as valuable cultural information for students (Miscositas, 2012), and 2) "learners achieve facility in using a language when their attention is focused on conveying and receiving authentic messages." (Rivers, 2000, p. 4). There are a large number of authentic listening materials in OTIL such as TV programs, radio reports, daily conversations, meetings, documents and movies. According to Ji and Zhang (2010), the goal of listening teaching is to help students understand the real speech to communicate in real life.

The findings of the present study agreed with Suppasetserree (2005) who found that the achievement of students who received tutoring via the Internet had a higher average post-test score ($\bar{X}=24.93$) than those who received tutoring via the face-to-face method ($\bar{X}=24.77$). It could be stated that the Internet-based lessons promoted students' English learning achievement. Dennis (2012), who had constructed Blended Online Learning Approach (BOLA) packages, showed that the subjects obtained higher mean

scores ($\bar{X}=12.1$) after using these online BOLA packages. Dennis explained that the BOLA packages promoted autonomous learning which encouraged students to learn by themselves and helped them to reach their learning achievement goals more effectively. In addition, Wei (2012) developed a Moodle platform to teach College English listening in China. The finding showed that the post-test achievement showed a significant difference between experimental and control groups, further arguing that online tools are possibly more effective than face-to-face instruction.

In summary, with the advantages of OTIL via Moodle, the students in the experimental class made significantly more progress in listening comprehension than those of the control class. This proved that OTIL could help EFL learners to develop their English listening ability more actively, effectively, and independently. Furthermore, OTIL provides learner-centered listening learning through interactive activities. At the same time, real-world tasks and authentic listening resources engage students in the whole learning process. Additionally, immediate and effective feedbacks motivate students to succeed in learning listening.

4.2.4 Discussion on the Findings of the Participants' Opinions toward Online Task-based Interactive Listening (OTIL)

The present study analyzed the participants' opinions toward OTIL with quantitative and qualitative methods. The questionnaires were applied for quantitative analysis, while data from semi-structured interviews were analyzed qualitatively. The findings of the questionnaire and interview revealed that the students had positive opinions toward OTIL. Discussion on the findings in response to research purposes and questions will be presented as follows.

4.2.4.1 Discussion on the Findings of the Questionnaire

First, according to the results of the questionnaire on the participants' opinions toward OTIL, students strongly agreed that OTIL provided them opportunities to practice listening skills ($\bar{X}=4.37$, $SD=0.610$). This might be due to the fact that OTIL was convenient, flexible, and interactive. This finding agreed with He's (2002) observation. He pointed out that excellent online learning provided the learners with services and opportunities. These opportunities included 1) learning some topics by different means through different media, 2) experiencing their own knowledge, 3) receiving feedbacks according to the perceptions of the learners, 4) consulting specialists, 5) sharing and developing understanding with other learners, 6) participating equally during rich and colorful discussion and collaborations. The findings of the interview also demonstrated this.

Second, OTIL provided abundant materials for students to learn. The materials, including images, audios, videos and text files, were rich, authentic and humorous. In each topic, the lesson was designed into five sections: warming up, listening practice, real-world task, self-test and further development. The contents of material involved glossary, pictures, examples of listening skill training, audios, videos, comprehension exercises, discussion questions, real-word tasks, self-test, and forum. In addition to five topics, Moodle library was constructed to provide different types and contents for students to train and practice in or out of class. The library was designed into six parts: Room I: How to Be a Good Listener; Room II: Listening Tips; Room III: Listening Practice; Room IV: Audios for Further Listening Development; Room V: Videos for Further Listening Development; and Room VI: Websites for

Listening Practice. Most of the materials in each topic were selected from the textbook NHCELS. Some were downloaded from websites and then modified. All of them were required to be authentic and to be constructed with tasks which help for comprehension. Therefore, the students strongly agreed that OTIL provided abundant materials to learn ($\bar{X}=4.37$, $SD=0.645$).

Third, the students also strongly agreed that the activities in OTIL can help students improve listening ability effectively ($\bar{X}=4.24$, $SD=0.603$). Ur (1984) argued that listening activities are most effective if they are constructed around a task. According to the OTIL Model, the tasks in the OTIL lessons were designed to real-world tasks according to the TBA principles. Nunan (2004) pointed out under real-world tasks, learners could do many pedagogical activities which represent a bridge to real world tasks. The activities in OTIL included pair work, group discussion, listening skill practice, glossary brainstorm, vocabulary learning, prediction, forum, true or false, matching, multiple-choice, gap-filling, reporting, interview and testing. Activities in pre-listening served as preparation for listening, using prior knowledge to predict the context. Activities in while-listening related directly to engagement with listening materials. Student were required to complete them during or immediately after the time they are listening or watching. In post-listening, analysis and practice activities were designed to shift student attention from meaning to forms which are contextualized through the task (Willis, 1996). This finding met a 'learner-centered', 'learning by doing' and 'learning in interaction' language teaching approach (Brown, 2001; Foster, 1999; Richards & Rodgers, 2001).

Finally, although the students strongly agreed that OTIL provided students opportunities and abundant materials to learn, and their English listening ability was promoted, they felt that the materials in OTIL did not cover all the English proficiency levels ($\bar{X}=3.76$, $SD=0.524$), the activities in OTIL were not interactive enough ($\bar{X}=3.91$, $SD=0.626$); and OTIL did not meet all the learning objectives ($\bar{X}=3.93$, $SD=0.490$). This might be explained that some materials from the textbook and the websites were not well justified. The difficulty levels of activities were not well distinguished, so it is hard to meet all the objective goals of students' expectation. These findings were also found in the research of Chai and Li (2008). From follow-up interviews, these opinions came from the students with low English proficiency level. Siragusa (2000, cited from Herridge-Group, 2004) pointed out that when using the Internet it was difficult for an instructor to monitor whether students were understanding what had been given to them. Additionally, content on the Internet should be clear and concise and to provide students with all the conceivable materials that they may need and in alternative forms. So, when instructors manage materials from the textbook, online and design activities, he/she should be concerned about suitability besides authentication. Furthermore, OTIL did not meet all the learning objectives because it was related to the limitations of a system-oriented model. According to Bradford (2008), the rigidity of a systematic model could be a problem in certain circumstances where adaptability is important. He pointed out that there are limitations if goals could not always easily be described at the start of a project, goals might change during the project or the product might not meet end-users' real needs.

4.2.4.2 Discussion on the Findings of the Semi-structured Interviews

The results from the interview confirmed that students were very satisfied with OTIL. According to the results of interview, students liked OTIL because it provided abundant authentic, interesting and useful materials. The materials not only raised their interest, but also helped them gain knowledge. Among the materials in OTIL, student preferred videos more than other types. They enjoyed videos because the contents are rich, colorful, humorous and authentic. The most important is that the videos helped them understand the contents and learn cultures of English-speaking countries. The students also like online learning style which, they said, made them learn English effectively, improve their English listening, and raise their interest. OTIL provided several listening stages to help them monitor their own listening ability. Moreover, the students like OTIL due to convenience, flexibility and interactivity. They reported that they could visit OTIL anywhere, anytime, listen to audios or watch videos as much as possible, easy to assess my listening level by using OTIL and consult new words through the Internet. When they met some difficulties, they could discuss and solve the problems by chatting directly with the teacher and classmates via Chat Room in OTIL. They could also use Forum to communicate and share with others. Additionally, the students stated that the tasks in OTIL could meet their learning objectives. The tasks in the OTIL lessons were designed around real-world tasks, following the 'learning by doing' language teaching approach (Richards & Rodgers, 2001). The tasks motivated students to do more listening practice and supported autonomous learning as well. Furthermore, students reported that OTIL could help them improve their listening comprehension. The reasons might be that materials with real life situations made them easy to understand, and Web

linking could easily help them gain knowledge. Some students said they could catch the meaning of words, and some stated that they got high scores in testing. However, the students expressed that they also want to improve other skills through Moodle, like speaking, reading, writing, but the main focus is listening.

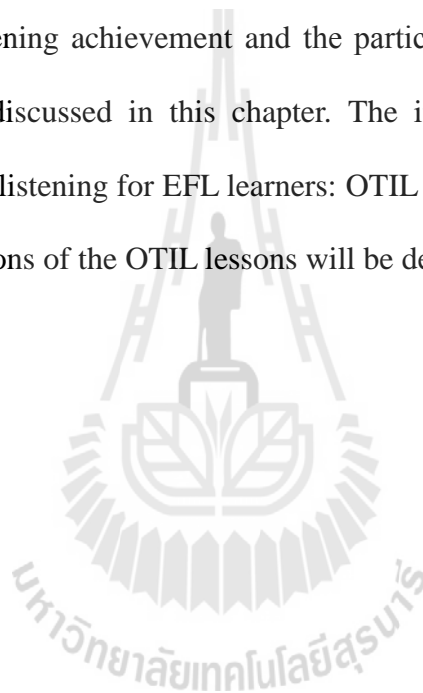
Many studies came to the same conclusion. Drennan and Kennedy (2005) investigated the factors affecting student opinions toward flexible online learning in management education at the University of Queensland, Australia. The findings revealed that positive opinions toward technology and autonomous learning have the greatest influence on student satisfaction with the courses presented in a flexible learning mode. Tan and Chen (2008) constructed an instructional model for College English listening-speaking course based on virtual learning community in China. The results showed that there were great learning effects of virtual learning community in their course. The students' stated opinions toward the course also became more positive. Moreover, Dennis (2012), who developed a blended online learning approach model for English for careers in technology at Ubon Ratchathani Rajabhat University, Thailand, found that the packages she developed promoted students to learn English more actively, effectively, and independently. She attributed this to the observation that students could interact in the lessons with both audio and graphics. The results from the questionnaire and interview revealed that students were very satisfied with the packages.

In short, OTIL was seen by the participants as an effective and suitable model for promoting student listening ability. It provided many kinds of materials which are authentic and interesting. Real-world tasks were designed to meet the

learning goals and help students improve listening comprehension. Moreover, OTIL is convenient, flexible, interactive and well-designed. It can support and motivate students to learn English without the restrictions of time and place.

4.3 Summary

The findings of the development of the OTIL Model, the efficiency of the OTIL lessons, students' listening achievement and the participants' opinions toward OTIL were presented and discussed in this chapter. The instructional model for online task-based interactive listening for EFL learners: OTIL Model will be presented in the next chapter. Illustrations of the OTIL lessons will be demonstrated.



CHAPTER 5

ONLINE INSTRUCTIONAL MODEL FOR TASK-BASED INTERACTIVE LISTENING (OTIL Model) FOR EFL LEARNERS

This chapter shall present the online instructional model for task-based interactive listening (OTIL Model) for EFL learners. Each step of the model will be explained in details. The construction of the OTIL lessons will be also described. Then, illustrations of the OTIL lessons will be demonstrated.

5.1 Introduction

Instructional design is a set of problem-solving procedures that specifies the planning, design, development, implementation and evaluation of effective and efficient instruction. Since the 1940s hundreds of instructional design models have emerged for different settings. In Chapter 2, ADDIE Model, Kemp Model, Dick and Carey Model, and SREO Model were reviewed. ADDIE Model is a simplified instructional systems design model. Most existing models are based on this generic ADDIE Model (Kruse, 2011). Dick and Carey Model, being applicable across a range of context areas, is the better-known systems-oriented instructional design model, while Kemp Model is a classroom-oriented model that considers all factors in the

environment. SREO Model is an Internet-based instructional system for language teaching which focuses on interactivity or those interactions which involve learners with the content.

As described in the literature review in Chapter 2, each of the four instructional design models has a different orientation from traditional classroom to online classroom setting. All the four models are holistic and clear. Each model includes analysis to identify the needs and context, the establishment of instructional or performance objectives, the identification of the most appropriate instructional media and strategies, the development of the prototyping, formative and summative evaluation. However, according to the comparison, online instructional design more focuses on interacting with information. To provide effective English listening instruction, the instructional model for online task-based interactive listening (OTIL Model) was designed with the analysis and synthesis of the characteristics, the principles, and the approaches of the instructional models.

5.2 Design of the Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners

According to the view of the Herridge Group (2004), as the use of E-learning grows to deliver learning experiences, instructional design in E-learning contexts must keep the focus on the learning rather than the technology. Therefore, an instructional model for online task-based interactive listening (OTIL) was designed by the researcher after analyzing and synthesizing the previously discussed four models of instructional design which have been developed for education. The orientation of

OTIL Model is online instruction, using interactive listening teaching with task-based approach. There are 6 phases and 17 steps in the process (see Figure 1).

Phase 1.0 Identify Setting

Before the instructional process is designed, it is necessary to identify the background and problems of English listening instruction. This phase is the base of the whole instructional process. It can provide the information needed to carry out all other phases of the instructional design process.

1.1 Conduct Needs Analysis

This step is to identify the needs and problems of the learners of English listening. The findings of the analysis can contribute to setting instructional goals and learning objectives and can help the instructor to draw the main components and requirements into OTIL. The analysis focuses on the background knowledge and learning problems of the learners before taking the English listening course and the expectation of the learners from listening course.

1.2 Analyze Existing Curriculum

It is necessary to analyze the existing curriculum or syllabus because it is a politically defined and prescribed course of study. Instructors should focus on analyzing the requirements for listening skills.

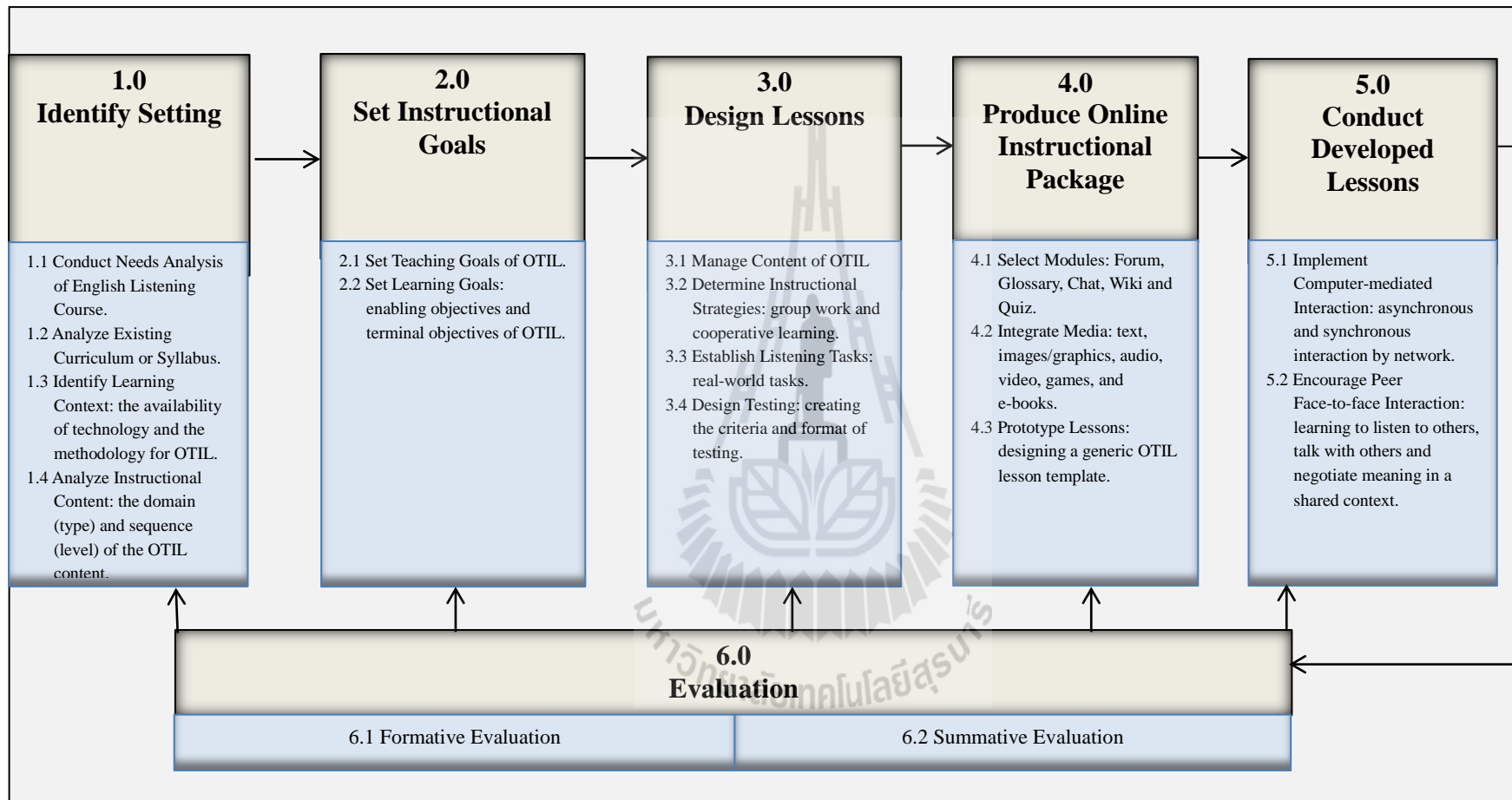


Figure 5.1 Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners

1.3 Identify Learning Context

To identify the learning context at universities is very important, especially for online instruction. The purpose of this step is to identify the availability of technology and the methodology for English listening instruction. Analysis is focused on the technical environment and instructional structure. For the technical environment, the instructor is concerned about organizing minimum requirements including computers, the Internet, the Intranet, network servers, server capabilities, software (Moodle, browsers, word processors, video viewers), hardware (DVD capability, speakers, microphone, headsets). For instructional structure, the instructors should research teaching methodology to fit English listening instruction. The appropriate time distribution in the course is considered as well.

1.4 Analyze Instructional Content

The instructional content should be analyzed before setting instructional goals. During the instructional content analysis, the instructor would analyze the domain (type) and sequence (level) of the OTIL content. A content domain analysis identifies whether the main purpose of instructional content is to change the learners' cognitive, emotional, or physical status, while a content level analysis determines the optimal range of the sequence of learning required for achieving the instructional goal (Chyung & Trenas, 2009). The Categories of Learning (Gagné, 1985) and Bloom's Taxonomy (Bloom, 1956) can be used to identify expected learning outcomes of each instructional unit.

Phase 2.0 Set Instructional Goals

After a series of analyses that provides the foundation for the development of the instruction, the instructor needs to specify what the learners will be able to do when they complete the instruction. The goals should be clear, concise, complete and manageable. Well-organized instructional goals can help the instructor to focus efforts and minimize deviations during the course design and delivery. This phase considers two elements: teaching goals and learning goals.

2.1 Set Teaching Goals

Teaching goals are very important for instructors to manage instructions. The goals are about what the instructor plans to teach, what the instructor will cover in this course and how the instructor will cover it. These goals are usually broad, and at times vague depending on different learners. Setting teaching goals can make the instructor aware of language contents of the lesson by planning real-world tasks and choosing the techniques accordingly.

2.2 Set Learning Goals

Learning goals describe what exactly the instructor expects learners will learn. The goals involve enabling objectives and terminal objectives. Supporting terminal objectives, enabling objectives are derived from element, skill, or knowledge statements and are more specific than terminal objectives. The OTIL terminal objectives are to make the learners meet the listening requirements of the curriculum or syllabus. The enabling objectives are described with each unit of the course.

Phase 3.0 Design Lessons

In this phase the course will be planned in detail for developing the instruction by applying the findings of the prior analyses. The instructor must outline how to reach the instructional goals. Attention should be given to the effectiveness of lesson elements and criteria for designing assessment.

3.1 Manage Content

Authentic resources for the instruction, which are found in books, online or in other media, are required to support the instruction and the learners. Rivers (2000) states “in an interactive classroom there will be, first of all, much listening to authentic materials” (p. 10). When the instructor manages materials from the textbook, online and other media, he/she should be concerned about authentication and suitability.

3.2 Determine Instructional Strategies

Based on learning objectives, the instructor is required to determine appropriate instructional strategies to maximize learning effectiveness. Based on the nature of listening comprehension and the features of listening instruction, the OTIL Model focuses on interactive instruction which relies on group work and cooperative learning. It is important for the instructor to outline the topic and design real-world tasks. Possible instructional strategies in the OTIL Model include role playing, brainstorming, peer partner learning, discussion, jigsaw, problem solving interviewing and conferencing.

3.3 Establish Listening Tasks

Ur (1984) suggests that “listening exercises are most effective if they are constructed around a task” (p. 25) . The design of suitable tasks may have decisive impact on the success of the OTIL instruction. The tasks in the lessons should be designed to real-world tasks according to the TBA principles proposed by Nunan (2004). The three components of the real-world tasks: (a) inputs (the givens of the task); (b) goals (the identification of the product or activity that results from performing the task); and (c) a solution (a set of activities that transforms the givens into the goal are included in the task design) (Merrill, 2007).

3.4 Design Testing

The results of testing are used to evaluate the progress of the learners in listening instruction and the effectiveness of the OTIL lessons. Task-based assessment should be used in the OTIL Model. In this step, the instructor needs to create the criteria and format of testing. Different types of testing should be considered, namely from direct to indirect, from norm-referenced to criterion-referenced, from proficiency to achievement, and from formative to summative assessment. The assessment should provide the learners feedback and remediation when necessary. During the designing of a test, the learning goals and performance measures should be considered as well. The testing will be designed online, using Quiz modules.

Phase 4.0 Produce Online Instructional Package

In this phase, the instructor should decide what software or online tools will be used as an instructional platform or the tools to be used to deliver the lessons according to the learning context analysis.

4.1 Select Modules

Software usually offers the instructor modules or tools to create a course web site and provide access control. According to the instructional goals, the modules include “Forums, Glossaries, Chats, Wikis, and Quizzes”; these can be chosen to deliver the instruction, because these modules make listening instruction more interactive. These modules provide an easy way to upload and share materials, hold online discussion and chats, give quizzes, gather and review assignments, and record grades.

4.2 Integrate Media

The instructor should properly manage a variety of media content in the instruction. Media for online instruction includes text, images/graphics, audio, video, games, and e-books. All media should be optimized to match the minimum requirements for the OTIL instruction and be delivered effectively for improving listening ability.

4.3 Prototype Lessons

Prototyping is to design a generic OTIL lesson template for the instruction which includes all aspects of each lesson. The OTIL lesson template should be interactive and flexible. The prototype will be formatively evaluated to check whether it serves the

instructional goals. According to the formative evaluation, the instructor should find potential problems and revise the lesson before all the development is done.

Phase 5.0 Conduct Developed Lessons

OTIL is provided to the learners. The instructor should conduct lessons interactively and effectively. The teaching process should emphasize learner-centered learning and learning in interaction. Computer-mediated interaction and peer face-to-face interaction should be carefully managed.

5.1 Implement Computer-mediated Interaction

Computer-mediated interaction plays an important role in OTIL. Computer-mediated interaction allows learners to communicate with other learners in both asynchronous and synchronous modes by network and permits one-to-one and one-to-many communication. While implementing OTIL instruction, the instructor should use online modules to support listening instruction.

5.2 Encourage Peer Face-to-face Interaction

Peer face-to-face interaction should also be managed in OTIL. In the interactive classroom learners should learn to listen to others, talk with others and negotiate meaning in a shared context. The instructor is no longer a lecturer or transmitter of material, but rather a facilitator of learning who focuses on the learning process by encouraging interaction among the learners. “In interaction, learners can use all they possess of the language in real life exchanges where expressing their real meaning is important to them” (Rivers, 2000, p. 4).

Phase 6.0 Evaluate

It is very important to evaluate learning processes and outcomes. The instruction is not finished until it is apparent that the learners can reach the instructional goals. Evaluation can help the instructor improve the learning process and check whether the learners achieve the goals. There are two types of instructional evaluation: formative evaluation and summative evaluation.

6.1 Conduct Formative Evaluation

Formative evaluation is present in each stage of the OTIL Model. It provides the information for ongoing improvement and adjustment. The findings obtained from each phase can be used to improve the effectiveness of the product.

6.2 Conduct Summative Evaluation

At the end of the instruction, a summative post-test will be used to collect data to assess the effectiveness of the instruction. The evaluation should accurately reflect the instructional goals to ensure content validity and use multiple observers to ensure reliability.

To sum up, OTIL Model is an online interactive listening teaching with a task-based approach. The model consists of these 6 phases and 17 steps. For online listening instruction, the learning context analysis is very important. Instructional strategies in the OTIL Model rely on group work and cooperative learning with real-world tasks. The interactive modules such as Forums, Glossaries, Chats, Wikis, and Quizzes are chosen to deliver the instruction. The OTIL Model is learner-centered, emphasizing interaction in teaching process. The greatest difference to other instructional models is found in Phase 5 (Conduct Developed Lessons) which

emphasizes to implement computer-mediated interaction and manages peer face-to-face interaction simultaneously.

5.3 Online Task-based Interactive Listening (OTIL)

The online task-based interactive listening (OTIL) was developed with Moodle version 1.9.6. It is on the website <http://moodle-en.gztrc.edu.cn/>. OTIL aimed to promote English listening ability for second-year non-English major undergraduate students at TU. The lessons consist of five topics based on the textbook, *New Horizon College English Listening and Speaking*, as follows:

Topic 1: Live and Love

Topic 2: Set up to Better Health

Topic 3: Symbols of America

Topic 4: Death's Lessons for Life

Topic 5: Defending Ourselves against Disasters

5.3.1 Components of Online Task-based Interactive Listening (OTIL)

The OTIL lessons are composed of five main sections: warming up, listening practice, real-world task, self-test, and further development. The first section serves an important role in arousing students' interest and helps students focus their attention on the topic. It activates students' prior knowledge through preparatory discussion on related topics and by doing glossary brainstorms and provides listening skill training to help students build up their listening skills. In this section, there are five parts:

Group Discussion before Class, Glossary Brainstorm before Class, Listening Skill Training, New Words, and Pair Work. The second section involves the while-listening stage and the post-listening stage which is the key stage of listening process. Students are required to complete tasks with the information they have heard. There are four audios and four videos with tasks. The exercises involve true or false, matching, multiple-choice, gap-filling, and forums. The third section is a real-world task which is critical in OTIL. Each real-world task was designed following Willis's framework with some adaptation into pre-listening stage, while-listening stage and post-listening stage in this section. The self-test section was designed to check whether students achieve the learning goals. The last section is mainly used for out-of-class activities to develop students' listening abilities. Moreover, in order to provide abundant materials to students for training and practicing, Moodle library was constructed to support further development after class.

5.3.1.1 Textbook

The topics and some materials in OTIL were based on the textbook: *New Horizon College English Listening and Speaking* (NHCELS) by Shutang Zheng, published by Foreign Language Teaching and Research Press, Beijing, 2009.

5.3.1.2 Classroom Lectures

Classroom lectures focused on listening skill training. The training skills were adopted from the textbook NHCELS, more examples and explanation, however, were added. The lectures were designed using Moodle module "Resource". The practice skill exercises followed each lecture.

5.3.1.3 Glossary

This component consists of three activities: glossary brainstorm, new words, vocabulary exercise for new words. The glossary brainstorm required students with their group to write out the words related to the topic before class, and explain them in class. New words helped students lessen the difficulty of listening. Vocabulary exercises made sure that new words are known.

5.3.1.4 Audios

The audios to practice listening in OTIL were in mp3 file format. Most of them were selected from the textbook NHCELS. Some were downloaded from websites. All of them were required to be authentic. They were constructed with tasks which assist comprehension.

5.3.1.5 Videos

The videos in OTIL were in flv file format. A few of them were adopted from the textbook NHCELS. Most of them were chosen online and then edited. After watching, students were required to complete the tasks.

5.3.1.6 Online Exercises

Online Exercises in OTIL included multiple-choice, matching, true or false, gap-filled and forums. They were constructed into two software formats, one was Moodle quiz module and the other is Hot Potatoes. All the exercises could make feedback to students and instructors immediately.

5.3.1.7 Online Quizzes

Online quizzes were used as self-tests to evaluate students' listening progress. The contents of the quizzes were related to the topic and the skills trained. It involved multiple-choice, true or false and gap-filling. The materials for listening in the quizzes included audios and videos. All the quizzes were formatted in Moodle quiz module. All the quizzes could be graded and feedback to students immediately.

5.3.1.8 Forums and Chats

Forums and Chats allow teacher-students or student-student interaction at any time, from anywhere synchronously and asynchronously. Announcement and discussion related to the topics were assigned in Forums, while Chats was set up as a question-and-answer session.

5.3.1.9 Moodle Library

Moodle library was constructed to provide abundant materials to students for further development after class. The contents covered audios, videos, exercises, quizzes, texts, and websites. The library was designed into six parts as follows:

Room I: How to Be a Good Listener

Room II: Listening Tips

Room III: Listening Practice

Room IV: Audios for Further Listening Development

Room V: Videos for Further Listening Development

Room VI: Websites for Listening Practice

5.3.1.10 Questionnaire

The questionnaire was used to investigate the participants' opinions toward OTIL. It was constructed in Moodle feedback module.

5.3.1.11 Groups

The Groups module was used to divide up the students into groups in OTIL. According to the research design, four groups were listed in OTIL Groups. Individual Testing Group, Small Group Testing Group and Field Study Testing Group were created in the try-out phases. Chinese Major Class 3 was the experimental class for the main study.

5.4 Overview of Online Task-based Interactive Listening (OTIL)

This part provides overview information about the web page of OTIL. The URL is <http://moodle-en.gztrc.edu.cn/>. The OTIL web page consists of log-in information, topics, Moodle library, News Forum, Class Chat Room, activities and a questionnaire about the participants' opinions toward OTIL. The pages are presented as follows.

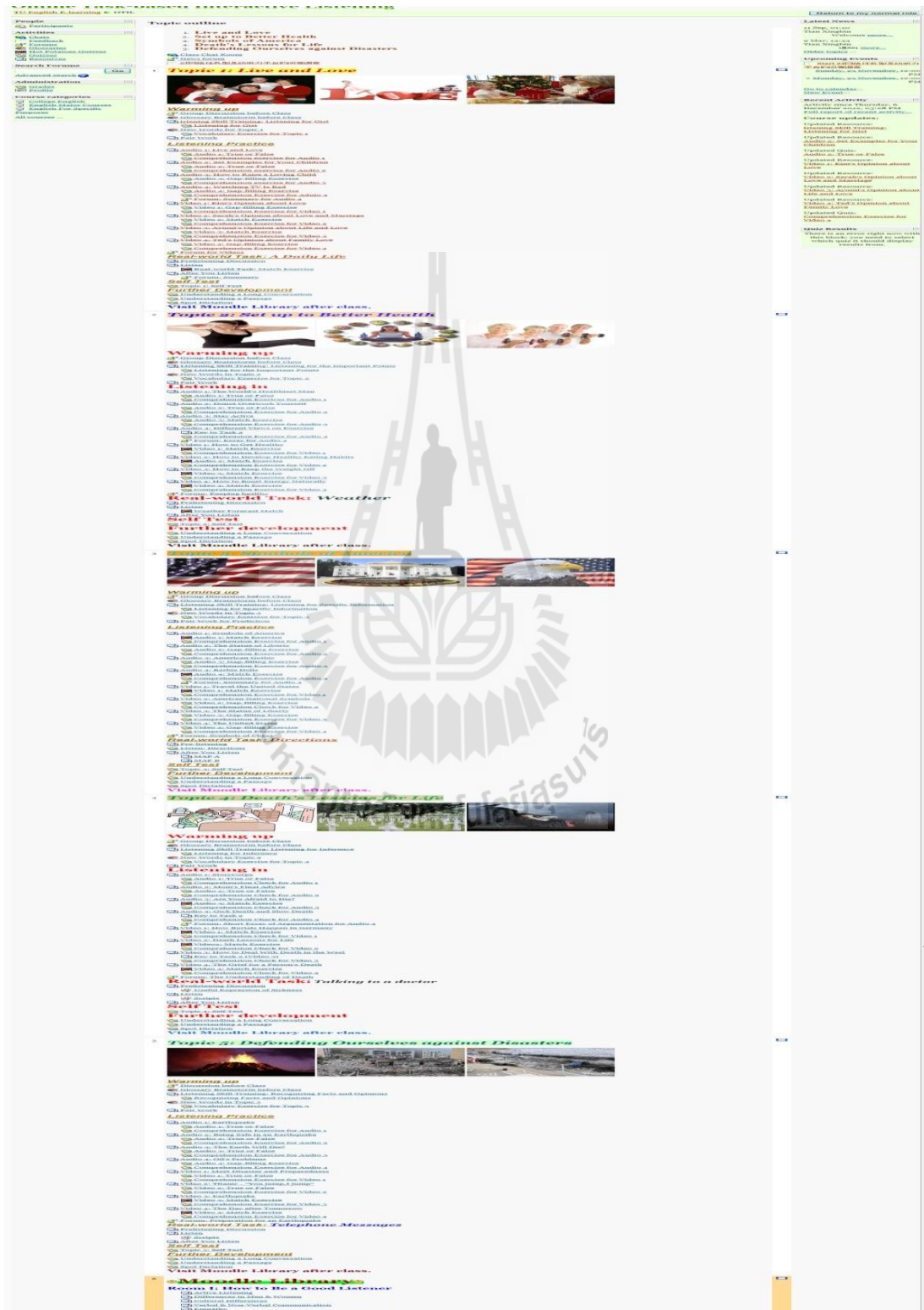
1) This is the home web page of OTIL (<http://moodle-en.gztrc.edu.cn>). The web page involves the platform name, the online course, teachers' names and calendar.

The screenshot shows the home page of the Tongren University English E-learning Platform. The header includes the platform name and a navigation menu. The main content area features a list of available courses, a central banner for the 'Online Task-based Interactive Listening' course, and a calendar for December 2012. The page also includes a login prompt and a Moodle logo.

2) This is a web page for students and teachers to log into OTIL. Students should register first.

The screenshot shows the login and registration page of the Tongren University English E-learning Platform. The page is divided into two main sections: 'Returning to this web site?' and 'Is this your first time here?'. The 'Returning to this web site?' section contains a login form with fields for 'Username' (xbtian) and 'Password', a 'Login' button, and a 'Login as a guest' button. The 'Is this your first time here?' section contains a registration form with a 'Create new account' button. The page also includes a 'You are not logged in. (Login)' message and a 'Home' button at the bottom.

3) This is the OTIL overview web page after logging in. Teachers and students can choose what topic or tasks they will teach or learn through the list of contents on this page.



4) This is the OTIL web page of Topic 1. There are five sections of the topic, News Forum and Class Chat Room on this page.

Online Task-based Interactive Listening You are logged in as Tian Xingbin: Student ([Return to my normal role](#))

[TU English E-learning](#) ▶ OTIL [Return to my normal role](#)

People

- Participants

Activities

- Chats
- Feedback
- Forums
- Glossaries
- Hot Potatoes Quizzes
- Quizzes
- Resources

Search Forums

Advanced search

Administration

- Grades
- Profile

Course categories


- College English
- English Major Courses
- English For Specific Purposes
- All courses ...

Topic outline

1. **Live and Love**
2. **Set up to Better Health**
3. **Symbols of America**
4. **Death's Lessons for Life**
5. **Defending Ourselves against Disasters**

[Class Chat Room](#)
[News forum](#)
[网络任务型互动听力平台的创建管理](#)

1 **Topic 1: Live and Love**



Warming up

- [Group Discussion before Class](#)
- [Glossary: Brainstorm before Class](#)
- [Listening Skill Training: Listening for Gist](#)
- [Listening for Gist](#)
- [New Words for Topic 1](#)
- [Vocabulary Exercise for Topic 1](#)
- [Pair Work](#)

Listening Practice

- [Audio 1: Live and Love](#)
 - [Audio 1: True or False](#)
 - [Comprehension exercise for Audio 1](#)
- [Audio 2: Set Examples for Your Children](#)
 - [Audio 2: True or False](#)
 - [Comprehension exercise for Audio 2](#)
- [Audio 3: How to Raise a Loving Child](#)
 - [Audio 3: Gap-filling Exercise](#)
 - [Comprehension exercise for Audio 3](#)
- [Audio 4: Watching TV is Bad](#)
 - [Audio 4: Gap-filling Exercise](#)
 - [Comprehension Exercise for Audio 4](#)
 - [Forum: Summary for Audio 4](#)
- [Video 1: Kim's Opinion about Love](#)
 - [Video 1: Gap-filling Exercise](#)
 - [Comprehension Exercise for Video 1](#)
- [Video 2: Sarah's Opinion about Love and Marriage](#)
 - [Video 2: Match Exercise](#)
 - [Comprehension Exercise for Video 2](#)
- [Video 3: Ayumi's Opinion about Life and Love](#)
 - [Video 3: Match Exercise](#)
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Real-world Task: A Daily Life

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5) This is the OTIL web page of Topic 2.

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- Live and Love
- Set up to Better Health
- Symbols of America
- Death's Lessons for Life
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2 **Topic 2: Set up to Better Health**



Warming up

- Group Discussion before Class
- Glossary Brainstorm before Class
- Listening Skill Training: Listening for the Important Points
 - Listening for the Important Points
- New Words in Topic 2
 - Vocabulary Exercise for Topic 2
- Pair Work

Listening Practice

- Audio 1: The World's Healthiest Man
 - Audio 1: True or False
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- Audio 2: Don't Overwork Yourself
 - Audio 2: True or False
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 - Audio 3: Match Exercise
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 - Forum: Essay for Audio 4
- Video 1: How to Get Healthy
 - Video 1: Match Exercise
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- Video 2: How to Develop Healthy Eating Habits
 - Video 2: Match Exercise
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- Video 3: How to Keep the Weight Off
 - Video 3: Match Exercise
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- Video 4: How to Boost Energy Naturally
 - Video 4: Match Exercise
 - Comprehension Exercise for Video 4

Forum: Keeping healthy

Real-world Task: Weather

- Prelisting Discussion
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 - Weather Forecast Match
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- Topic 2: Self Test

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- Understanding a Long Conversation
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3 **Topic 3: Symbols of America**





Warming up

- Group Discussion before Class
- Glossary Brainstorm before Class
- Listening Skill Training: Listening for Specific Information
- Listening for Specific Information
- New Words in Topic 3
- Vocabulary Exercise for Topic 3
- Pair Work for Prediction

Listening Practice

- Audio 1: Symbols of America
 - Audio 1: Match Exercise
 - Comprehension Exercise for Audio 1
- Audio 2: The Statue of Liberty
 - Audio 2: Gap-filling Exercise
 - Comprehension Exercise for Audio 2
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 - Audio 3: Gap-filling Exercise
 - Comprehension Exercise for Audio 3
- Audio 4: Barbie Dolls
 - Audio 4: Match Exercise
 - Comprehension Exercise for Audio 4
 - Forum: Summary for Audio 4
- Video 1: Travel the United States
 - Video 1: Match Exercise
 - Comprehension Exercise for Video 1
- Video 2: American National Symbols
 - Video 2: Gap-filling Exercise
 - Comprehension Check for Video 2
- Video 3: The Statue of Liberty
 - Video 3: Gap-filling Exercise
 - Comprehension Exercise for Video 3
- Video 4: The United States
 - Video 4: Gap-filling Exercise
 - Comprehension Exercise for Video 4

Forum: Symbols of China

Real-world Task: Directions

- Pre-listening
- Listen: Directions
- After You Listen
 - MAP A
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- Topic 3: Self Test

Further Development

- Understanding a Long Conversation
- Understanding a Passage
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7) This is the OTIL web page of Topic 4.

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1. **Live and Love**
2. **Set up to Better Health**
3. **Symbols of America**
4. **Death's Lessons for Life**
5. **Defending Ourselves against Disasters**

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4 **Topic 4: Death's Lessons for Life**



Warming up

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- [Glossary Brainstorm before Class](#)
- [Listening Skill Training: Listening for Inference](#)
- [Listening for Inference](#)
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- [Audio 1: StoryCorps](#)
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 - [Audio 2: True or False](#)
 - [Comprehension Check for Audio 2](#)
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 - [Audio 3: Match Exercise](#)
 - [Comprehension Check for Audio 3](#)
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 - [Comprehension Check for Audio 4](#)
- [Forum: Short Essay of Argumentation for Audio 4](#)
- [Video 1: How Burials Happen in Germany](#)
 - [Video 1: Match Exercise](#)
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 - [Video2: Match Exercise](#)
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Real-world Task: Talking to a doctor

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5 **Topic 5: Defending Ourselves against Disasters**

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[Discussion before Class](#)

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[Video 1: True or False](#)

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[Video 2: Titanic -- "You Jump, I Jump"](#)

[Video 2: True or False](#)

[Comprehension Exercise for Video 2](#)

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10) “Group Discussion before Class” in the warming up section is a forum module used to lead in. Students can share their ideas with others by writing something in the forum.

The screenshot shows a web browser window with the title "Online Task-based Interactive Listening". The breadcrumb trail is "TU English E-learning > OTIL > Forums > Group Discussion before Class". Below the breadcrumb, there is a dropdown menu for "Separate groups" set to "All participants". The main content area contains a text prompt: "This is a warm-up task before class. Watch the following video and then write what 'live and love' are like in your mind in the 'Forum'. Please submit it to share with your groupmates." Below the text is a video player showing a cartoon illustration of the Earth with various symbols of life and industry. The video player has a progress bar at 00:12 out of 09:57. At the bottom of the video player, there is a button labeled "Add a new discussion topic".

11) “Glossary Brainstorm before Class” in the warming up section requires students with their group to write out the words related to the topic and explain them in class in groups.

The screenshot shows a web browser window with the title "Online Task-based Interactive Listening". The breadcrumb trail is "TU English E-learning > OTIL > Glossaries > Glossary Brainstorm before Class". Below the breadcrumb, there is a button labeled "Update th". The main content area contains a text prompt: "Work with your group members and write out the words related to 'Live and Love' as many as possible, and then explain them in class." Below the text is a search bar with a "Search" button and a checkbox for "Search full text". Below the search bar is a button labeled "Add a new entry". At the bottom of the page, there are four buttons: "Browse by alphabet", "Browse by category", "Browse by date", and "Browse by Author". Below these buttons is a section titled "Browse the glossary using this index" with a list of letters: A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z.

12) “Listening Skill Training” in the warming up section is a lecture to train students’ listening skills.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Listening Skill Training: Listening for Gist
Update this Resource

Listening for Gist (the main idea)

Discovering the main idea in listening is an extremely important skill. The main idea is what the speaking is about. Usually there is an overall main idea. In most cases, there are several other main ideas in addition to the overall one. The main ideas are the messages that speakers most want you to remember.

Examples:

Conversation 1:



W: Did you see the news? An **earthquake hit Japan** today.

M: Oh, that's terrible. Just a week ago, there were **earthquakes in the US and China**. I hope we can learn to protect ourselves from them.

What is the conversation about?

A. Japan having terrible earthquakes.
 B. News reports telling of earthquakes.
 C. People learning how to protect themselves.
D. Earthquakes occurring around the world.

【听音指导】对话中心要点为earthquake, 由此确定话题方向。关键词汇为hit Japan, earthquakes in the US and China。答案D。

Conversation 2 :



W: Do you let people know when you're **taking pictures** of them?

M: I try not to. You know any **picture** of a person who **poses for the camera** would look dull and unnatural.

Q: What are the speakers talking about?

A) Taking photographs.
 B) Enhancing images
 C) Mending cameras.
 D) Painting pictures.

【听音指导】原文提到taking pictures, 由此确定话题方向。关键词汇为picture, poses for the camera。答案为A选项。

以下的问题都是问要点的 :

- What are the two speakers talking about?
- What does the conversation mainly refer to?
- What is the passage mainly about?

Task: Please click the following picture to practice the listening skill.



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[OTIL](#)

13) This is the web page of an exercise for listening skill. After finishing the lecture of training listening skills, students practice the skills. They can get the feedback immediately after submitting it.

Online Task-based Interactive Listening You are logged in as Tian Xingbin: Student (Return to my normal role)


[TU English E-learning](#) > [OTIL](#) > [Quizzes](#) > [Listening for Gist](#) > [Attempt 1](#)

Listening for Gist

1
Marks: 1

Directions: Listen carefully and choose the correct answer to each question by using the listening skill you just learned.

Conversation 1:



What are the speakers talking about?

Choose one answer.

- a. How to love people.
- b. The parents' love stories.
- c. The age of the man's parents.
- d. The importance of learning about love.

2
Marks: 1


When did the man learn about love from his parents?

Choose one answer.

- a. When he was 20 years old.
- b. When he got married.
- c. When he was a child.
- d. When he studied at university.

3
Marks: 1

Conversation 2:



What is the conversation about?

Choose one answer.

- a. Telling a story about a loving wife.
- b. Talking about love education.
- c. Making inquiries about their daughter having a boyfriend.
- d. Discussing the meaning of love.

4
Marks: 1


What do the man mean?

Choose one answer.

- a. He will teach his daughter to be a loving person.
- b. His daughter will become a loving wife soon.
- c. His daughter will get married.
- d. He will teach his wife to be a loving person.

5
Marks: 1

Conversation 3:



What are the speakers talking about?

Choose one answer.

- a. The wedding schedule
- b. The cancellation of the wedding plan
- c. The importance of culture
- d. Stories about divorce

6
Marks: 1


Why did the man's girlfriend leave him?

Choose one answer.

- a. Because he didn't tell his parents.
- b. Because he is from a different culture.
- c. Because he didn't make the wedding plan well.
- d. Because he hasn't got enough money.

7
Marks: 1

Conversation 4:



What are the speakers talking about?

Choose one answer.

- a. The advertisements seen in many places.
- b. The men who joined the army.
- c. The use of Uncle Sam's image.
- d. The story of Uncle Sam.

8
Marks: 1


What were the picture of Uncle Sam used for?

Choose one answer.

- a. Showing the strength of American soldiers.
- b. Playing games.
- c. Encouraging men to join the army.
- d. Making performances.

9
Marks: 1

Conversation 5:



What are the speakers talking about?

Choose one answer.

- a. The stories about heaven.
- b. The time when the woman will die.
- c. What happens after a person dies.
- d. How to overcome the fear of death.

10
Marks: 1

What does the man mean?

Choose one answer.

- a. When a person die everything ends.
- b. He will die soon.
- c. He wonders about heaven.
- d. He fears death.

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[OTIL](#)

14) “New Words” in the warming up section is applied to help students knowing meanings of words in order to improve listening comprehension.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Glossaries > New Words for Topic 1

The new words will appear in listening texts. Remember their sounds and meanings, and then do "Vocabulary Exercise".

Search Search full text

Add a new entry

Browse by alphabet Browse by category Browse by date Browse by Author

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O
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ALL

A

[affectionate](#)

B

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15) “Pair Work” in the warming up section is used to predict the contents that students will hear in while-listening stage.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Pair Work

Update this Re

From the pictures below, predict what the content you will hear in class. Please say something about them as far as you know with your partner orally in class.



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OTIL

16) “Vocabulary Exercise” is used to help students learn new words effectively and enjoyably.

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Online Task-based Interactive Listening

TU English E-learning > OTIL > Quizzes > Vocabulary Exercise for Topic 1 > Attempt 1

Vocabulary Exercise for Topic 1

1
Marks: 1

Directions: Please learn new words in Glossary "New Words for Topic 1", and then choose the best answer.

Every morning I have a _____ of bread, an egg and a glass of milk for breakfast.

Choose one answer.

- a. behavior
- b. slice
- c. estimates
- d. guarantee

2
Marks: 1

He is _____ to diphtheria.

Choose one answer.

- a. thrilled
- b. strategy
- c. violence
- d. immune

3
Marks: 1

It's a dress that has an _____ style.

Choose one answer.

- a. estimates
- b. explicit
- c. dramatically
- d. individual

4
Marks: 1

We all should serve the people _____.

Choose one answer.

- a. slice
- b. trash
- c. whole-heartedly
- d. strategy

5
Marks: 1

I am _____ that he is correct.

Choose one answer.

- a. estimates
- b. negative
- c. positive
- d. behavior

6
Marks: 1

He took the old man's money by _____.

Choose one answer.

- a. make up
- b. violence
- c. victim
- d. whole-heartedly

7
Marks: 1

You are _____. When will your baby be born?

Choose one answer.

- a. pregnant
- b. positive
- c. affectionate
- d. pneumonia

8
Marks: 1

I have _____ my mind to make more money.

Choose one answer.

- a. made up
- b. dramatically
- c. injured
- d. explicated

9
Marks: 1

Can you give me a train _____?

Choose one answer.

- a. track
- b. victim
- c. schedule
- d. violence

10
Marks: 1

Can you _____ to come to the meeting on time?

Choose one answer.

- a. trash
- b. injury
- c. guarantee
- d. thrilled

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[OTIL](#)

17) This is an audio listening web page with three tasks (I): discussing questions, determining true or false, and conducting multiple-choice. The audios to practice listening in OTIL are in mp3 file format.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Audio 1: Live and Love

Update this Resource




Task 1: Listen to the audio and discuss the following questions with your partner, and then present them in class.


Questions:

1. *Why are the both speakers excited?*
2. *What is the woman's dream?*

Task 2: Listen to the audio again and decide whether the following statement is true or false. Click the following picture to do "True or False Exercise" and discuss the answers with your partner in class or online.



Task 3: Listen once more and do the comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



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[OTIL](#)

18) This is an audio listening web page with three tasks (II): discussing questions, filling gaps, and conducting multiple-choice.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Audio 3: How to Raise a Loving Child


Update this Resource




Task 1: Listen to the audio and discuss the following questions with your partner, and then present them in class.

1. *What do all parents want to do?*
2. *Is there any method to guarantee that children become loving people?*

Task 2: Listen to the audio again. Take notes while listening and then fill in the missing information in the table. Click the following picture to do "Gap-filling Exercise" and discuss the answers with your partner in class or online.



Task 3: Listen to the audio once more and do comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



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[OTIL](#)

19) This is an audio listening web page with four tasks: discussing questions, filling gaps, conducting multiple-choice and summarizing.

Online Task-based Interactive Listening


TU English E-learning > OTIL > Resources > Audio 4: Watching TV Is Bad Update this Resource




Task 1: Listen to the audio and discuss the following questions with your partner, and then present them in class.

1. According to the passage, how do most families spend their spare time now?
2. Can watching TV have a bad influence?

Task 2: Listen to the audio again. Take notes while listening and then fill in the missing information in the table. Click the following picture to do "Gap-filling Exercise" and discuss the answers with your partner in class or online.




Task 3: Listen to the audio once more and do comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



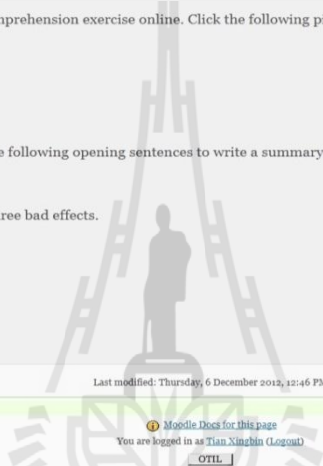
Task 4: After listening to the audio, use one of the following opening sentences to write a summary in the "Forum" and then present it in class. Click the following picture to enter the "Forum".

Opening Sentences for a Summary:

1. The speaker believes that watching TV has three bad effects.
2. TV-watching is bad for our children.



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OTIL

20) "True or False Exercise" is used to help students comprehend the material in while-listening stage. The feedback is provided immediately after submitting.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Quizzes > Audio 1: True or False > Attempt 1 You are logged in as Tian_Xingbin: Student (Return to my normal role)

Audio 1: True or False

1
Marks: 1 **Directions: According to Audio 1, decide whether the statement is true or false.**

The doctor has not called yet to tell them about the woman's being pregnant.

Answer: True False

2
Marks: 1 **The man is not excited about the news.**

Answer: True False

3
Marks: 1 **Both of the speakers are looking forward to teaching their child to be a loving person.**

Answer: True False

You are logged in as Tian_Xingbin: Student (Return to my normal role)
OTIL

21) “Comprehension Exercise” is used to evaluate students’ listening comprehension in post-listening stage. The feedback is provided immediately after submitting.

Online Task-based Interactive Listening You are logged in as Tian Xingbin: Student (Return to my normal role)

[TU English E-learning](#) > [OTIL](#) > [Quizzes](#) > [Comprehension exercise for Audio 1](#) > Attempt 1

Comprehension exercise for Audio 1

1
Marks: 1
Directions: Choose the best answer for each item according to Audio 1.

What are the two speakers talking about?

Choose one answer.

- a. How to teach their children.
- b. The call from their parents.
- c. Suggestion from the doctor.
- d. The news about the woman's being pregnant.

2
Marks: 1
Who told the man that the woman is pregnant?

Choose one answer.

- a. The nurse
- b. The doctor
- c. Their friends
- d. Their parents

3
Marks: 1
What is the woman's dream?

Choose one answer.

- a. She has a baby and teaches her child to be a loving person.
- b. She wants to become a doctor.
- c. She stays with her parents.
- d. She takes marriage leave in the next two week.

4
Marks: 1
Why do they want to call their families?

Choose one answer.

- a. They want to borrow money from their parents.
- b. They will visit their parents
- c. They will ask their parents to see a doctor.
- d. They want their parents to celebrate with them.

5
Marks: 1
What is the probable relationship between the two speakers?

Choose one answer.

- a. Doctor and patient
- b. Neighbors
- c. Husband and wife
- d. Friends

[Save without submitting](#) [Submit all and finish](#)

You are logged in as Tian Xingbin: Student (Return to my normal role)
[OTIL](#)

22) “Gap-filling Exercise” is used to help students comprehend the material in while-listening stage. The feedback is provided immediately after submitting.

Online Task-based Interactive Listening You are logged in as Tian Xingbin (Logout)

[TU English E-learning](#) > [OTIL](#) > [Quizzes](#) > [Audio 3: Gap-filling Exercise](#) > Attempt 1 [Update this Quiz](#)

[Info](#) [Results](#) [Preview](#) [Edit](#)

Preview Audio 3: Gap-filling Exercise

[Start again](#)

1
Marks: 12
Directions: According to Audio 3, fill in the missing information in the table.

Different Methods to Raise Children

Method One	Method Two
Parents have put their baby on a _____.	Parents have fed on _____.
Parents have let their baby cry himself to _____.	Parents have _____ as soon as he cried.
Parents have given their child _____.	Parents have taught him to get everything _____.

[Save without submitting](#) [Submit all and finish](#)

[Moodle Docs for this page](#)
You are logged in as Tian Xingbin (Logout)
[OTIL](#)

23) Forum (I): The News Forum is only for teachers to put the news or announcements.

The screenshot shows the Moodle forum interface for 'Online Task-based Interactive Listening'. The page title is 'Online Task-based Interactive Listening'. The breadcrumb trail is 'TU English E-learning > OTIL > Forums > News forum > Welcome'. The user is logged in as 'Tian Xingbin'. A welcome message is displayed: 'Hello, students. Welcome to Online Task-based Interactive Listening (OTIL). It is a course that is used to train your listening ability and improve your listening comprehension. Wish you enjoy OTIL. Thank you very much.' The message is dated 'Tuesday, 11 September 2012, 01:10 AM'. There are options to 'Edit', 'Delete', and 'Reply' for the message. The user is also logged in as 'Tian Xingbin' and has a 'Logout' link. The forum is titled 'OTIL'.

24) Forum (II): This forum is for both teachers and students to share ideas with each other.


The screenshot shows the Moodle forum interface for 'Online Task-based Interactive Listening'. The page title is 'Online Task-based Interactive Listening'. The breadcrumb trail is 'TU English E-learning > OTIL > Forums > Forum: Summary for Audio 4'. The user is logged in as 'Tian Xingbin'. The forum is titled 'Forum: Summary for Audio 4'. The task is: 'Please write a summary of Audio 4 with the notes you took while listening. Use one of the following sentences as your opening sentence.' The opening sentences are: '1. The speaker believes that watching TV has three bad effects.' and '2. TV-watching is bad for our children.' There is an 'Add a new discussion topic' button at the bottom. The forum is titled 'Forum: Summary for Audio 4'.

25) This is a video web page with three tasks (I): discussing questions, matching, and multiple-choice exercises. The videos in OTIL are in flv file format.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Video 1: How to Get Healthy

Update this Resource




Task 1: Watch the video and discuss the following questions with your partner, and then present them in class.


Questions:

1. What does the speaker talk about?
2. How many steps does the speaker suggest you do to lose weight?

Task 2: Watch the video again. Take notes while watching and then do a match exercise. Click the following picture to do "Match Exercise" and discuss the answers with your partner in class or online.



Task 3: Watch the video once more and then do the comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



Last modified: Tuesday, 18 December 2012, 12:02 AM

Moodle Docs for this page
You are logged in as Tian Xingbin (Logout)


OTIL

26) This is a video web page with three tasks (II): discussing questions, determining true or false, and conducting multiple-choice.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Video 2: Titanic - "You Jump, I Jump"

Update this Resource




Task 1: Watch the video and discuss the following questions with your partner, and then present them in class.


Questions:

1. What is happening to the ship?
2. Why can't Jack get into the lifeboat with Rose?
3. Why does she get in the lifeboat?

Task 2: Watch the Video again and decide whether the following statement is true or false. Click the following picture to do "True or False Exercise" and discuss the answers with your partner in class or online.



Task 3: Watch the video once more and then do the comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



Last modified: Tuesday, 18 December 2012, 12:02 AM

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OTIL

27) This is a video web page with three tasks (III): discussing questions, filling gaps, and conducting multiple-choice.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Video 3: The Statue of Liberty

Update this Resource




Task 1: Watch the video and discuss the following questions with your partner, and then present them in class.


Questions:

1. What does the speaker talk about?
2. Which city is the Statue of Liberty situated?

Task 2: Watch the video again. Take notes while watching and then fill in the missing information in the table. Click the following picture to do "Gap-filling Exercise" and discuss the answers with your partner in class or online.



Task 3: Watch the video once more and then do the comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



Last modified: Tuesday, 18 December 2012, 12:16 AM


Moodle Docs for this page
You are logged in as [Zian Xingbin](#) (Logout)
[OTIL](#)

28) This is a video web page with four tasks: discussing questions, matching, and conducting multiple-choice and summarizing.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > Video 4: How to Boost Energy Naturally

Update this Resource




Task 1: Watch the video and discuss the following questions with your partner, and then present them in class.


Questions:

1. What does the speaker talk about?
2. How many steps does the speaker suggest you to do?


Task 2: Watch the video again. Take notes while watching and then do a match exercise. Click the following picture to do "Match Exercise" and discuss the answers with your partner in class or online.



Task 3: Watch the video once more and then do the comprehension exercise online. Click the following picture to do "Comprehension Exercise" and submit it.



Task 4: After watching the videos, you are invited to share your opinions of keeping healthy with your classmates in the "Forum" and then present it in class. Click the following picture to enter the "Forum".



Last modified: Tuesday, 18 December 2012, 09:41 AM

Moodle Docs for this page
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[OTIL](#)


29) “Real-world Task” with audio: This is a warm-up task in pre-listening stage.

Online Task-based Interactive Listening Jump to...

[TU English E-learning](#) > [OTIL](#) > [Resources](#) > [Prelistening Discussion](#) [Update this Resource](#)

Task: Work in a small group. Discuss the following questions with your group members and share your answers with other groups in class.

1. What is your daily schedule on weekdays?
2. What do you do in the daytime?
3. What do you do when you get home?
4. Make a list of activities you need to do in daily life.




Last modified: Thursday, 6 December 2012, 09:31 PM

[Moodle Docs for this page](#)
You are logged in as [Tian Xingbin](#) (Logout)
[OTIL](#)


30) “Real-world Task” with audio: This is a while-listening stage. The task consists of ranking the order and taking notes while listening.

Online Task-based Interactive Listening Jump to...

[TU English E-learning](#) > [OTIL](#) > [Resources](#) > [Listen](#) [Update this Resource](#)



Task: Sequence activities. Listen to the man describe his day. Match the pictures to the number to show the order in which each activity occurred. Take notes while listening. Click the following picture to do "Match Exercise" and discuss the answers with your group members in class or online.



Last modified: Tuesday, 1 January 2013, 04:43 PM

[Moodle Docs for this page](#)
You are logged in as [Tian Xingbin](#) (Logout)
[OTIL](#)

31) Rank the order while listening for “Real-world Task”.

Online Task-based Interactive Listening You are logged in as [Tian Xingbin](#) (Logout)

[TU English E-learning](#) > [OTIL](#) > [Hot Potatoes Quizzes](#) > Real-world Task: Match Exercise [Update this Hot Potatoes Quiz](#)

Sequence Activities

Match the pictures to the number to show the order in which each activity occurred.

[Check](#)

No.	Activity
1	
2	
3	
4	
5	
6	
7	
8	
9	

32) “Real-world Task” with audio: This is a post-listening stage. The tasks include discussing questions in class or online, doing an interview out of class and writing a report in the Forum.

Online Task-based Interactive Listening

TU English E-learning > OTIL > Resources > After You Listen Update this Resource

Task 1: Discuss the following questions with your group members in class or online.


- What activities does the man's wife do? How does this compare to your family?
- Would you like to have this man's life? Why or why not?
- Would you like to do housework like the man's wife? Why or why not?

Task 2: Interview someone outside of class about his or her daily life. Work in groups. Add to the list of the interview questions. Write a summary about your interview in the forum. Tell about the person's daily life you interviewed and the most interesting things you learned about him or her.

Interview Questions:

1. What do you do?
2. When do you usually get up?
3. What do you do after you get up?
4. ...

Click the following picture to enter "Forum" to summarize your interview.



Last modified: Thursday, 6 December 2012, 09:33 PM


[Moodle Docs for this page](#)
You are logged in as [Tian Xingbin](#) (Logout)









[OTIL](#)

33) “Real-world Task” with video. This is a warm-up task in pre-listening stage.

Task: Work in a small group. Discuss the first picture about weekend weather Outlook of the U.S. with your group members. You can read its word contents by clicking the picture. After discussion, do the summary report in class following the example in the second picture.

National Weather Outlook WeatherBug



	Monday 12/5/2011 Mostly sunny and nice High Temperature: 22°C RealFeel: 23°C Details		Monday Night 12/5/2011 Mostly clear Low Temperature: 21°C RealFeel: 19°C Details
	Tuesday 12/6/2011 Partly sunny High Temperature: 24°C RealFeel: 26°C Details		Tuesday Night 12/6/2011 Partly cloudy, warm and humid Low Temperature: 22°C RealFeel: 21°C Details
	Wednesday 12/7/2011 Humid with sun and areas of low clouds High Temperature: 25°C RealFeel: 25°C Details		Wednesday Night 12/7/2011 Low clouds and humid Low Temperature: 20°C RealFeel: 19°C Details
	Thursday 12/8/2011 Less humid with times of clouds and sun High Temperature: 22°C RealFeel: 22°C Details		Thursday Night 12/8/2011 Mostly cloudy with a couple of showers Low Temperature: 16°C RealFeel: 13°C Details

[Moodle Docs for this page](#)
You are logged in as [Tian Xingbin](#) (Logout)

[OTIL](#)

34) “Real-world Task” with video: This is a while-listening stage. The task consists of ranking the order and taking notes while listening.

Online Task-based Interactive Listening Jump to...

[TU English E-learning](#) > [OTIL](#) > [Resources](#) > [Listen](#) Update this Resource



Task: Watch the weather forecast and take notes about the weather of cities and provinces. Match the weather to the cities and provinces.



Last modified: Tuesday, 18 December 2012, 01:02 AM

Moodle Docs for this page
You are logged in as [Tian Xingbin](#) (Logout)

OTIL

35) “Real-world Task” with video: This is a post-listening stage. The tasks include discussing questions in class or online, collecting information about the weather and doing a report in class.

Online Task-based Interactive Listening Jump to...

[TU English E-learning](#) > [OTIL](#) > [Resources](#) > [After You Listen](#) Update this Resource

Task 1: Discuss the following questions with your group members in class or online.

1. *What does "Do Shu" mean?*
2. *How is the weather in Beijing on 24-25 July?*
3. *How is the weather in Southwest China on Tuesday?*
4. *How is the weather in Northeast Sichuan on Tuesday?*

Task 2: Talk about the weather. Each student will given the name of a city. Find today's weather forecast of the city from radio or TV or on the Internet. Tell the class today's weather of the city.

Last modified: Tuesday, 18 December 2012, 01:06 AM

Moodle Docs for this page
You are logged in as [Tian Xingbin](#) (Logout)

OTIL

36) "Self-test" is applied to evaluate students' listening comprehension after finishing each topic instruction. This web page is only with audio media. Students can get feedback immediately after submitting.

Online Task-based Interactive Listening You are logged in as Tlan Ningshan: Student (Return to my normal role)

TU English E-learning > OEL > Quizzes > Topic 1 Self Test > Attempt 1

Topic 1: Self Test

1 Mark: 1 **Part 1: Now you will hear three short conversations. Two questions will follow each conversation. Listen carefully and choose the best answer.**

Conversation 1:

What is the conversation about?

Choose one answer.

a. To answer the question in class.

b. To ask for the topic for the class.

c. To query whether the class was begun.

d. To find a seat for class.

2 Mark: 1 **What is the topic for the class?**

Choose one answer.

a. What we can learn from love.

b. What love means.

c. How we can find love.

d. How our ideas of love began.

3 Mark: 1 **Conversation 2:**

What is the conversation about?

Choose one answer.

a. The problems of the man's girlfriend

b. A loving family

c. The man's routine

d. The stories about the man's girlfriend

4 Mark: 1 **According to the man, how is his girlfriend?**

Choose one answer.

a. She is cold.

b. She is talkative.

c. She is a loving girl.

d. She is moody.

5 Mark: 1 **Conversation 3:**

What are the speakers talking about?

Choose one answer.

a. To show love to parents.

b. To travel with parents

c. To give money to parents.

d. To stay with parents.

6 Mark: 1 **What is the purpose of the conversation?**

Choose one answer.

a. To discuss what kind of things will be bought for parents.

b. To make a traveling plan with their parents.

c. To explain their opinions about love for parents.

d. To describe their parents' love.

7 Mark: 1 **Part 2: Listen to the following passage and decide whether the statements are true or false.**

According to the passage, many parents want to afford everything to their children.

Answer:

True

False

8 Mark: 1 **Parents do not care to protect their children.**

Answer:

True

False

9 Mark: 1 **Listen to the passage again and choose the best answer.**

What does this passage mainly talk about?

Choose one answer.

a. How do parents protect their children

b. Parents love care for their children

c. How do parents spend their children

d. Parents' endless love for their children

10 Mark: 1 **What is the main purpose of this passage?**

Choose one answer.

a. To describe the endless love of parents

b. To promote parents' love

c. To inform children about their parents

d. To prepare people to be parents

11 Mark: 1 **Part 3: Listen to a long conversation and decide whether the statements are true or false.**

The woman knows the sender of the letters.

Answer:

True

False

12 Mark: 1 **The envelopes are always pink.**

Answer:

True

False

13 Mark: 1 **The letters are mailed by the man's girlfriend.**

Answer:

True

False

14 Mark: 1 **The man often meets his girlfriend.**

Answer:

True

False

15 Mark: 1 **The love the man has for his girlfriend is spiritual.**

Answer:

True

False

16 Mark: 1 **Listen to the long conversation again and choose the best answer.**

Why does the woman want to see the letter?

Choose one answer.

a. Because it's unusual and she's interested.

b. Because it's from a girlfriend.

c. Because it's private for her.

d. Because it's in a pink envelope.

17 Mark: 1 **What does the woman want to know?**

Choose one answer.

a. Whether the man has a girlfriend.

b. Whether the letter is private.

c. Whether the man has been getting letters.

d. Whether all the letters are in pink envelopes.

18 Mark: 1 **According to the man, what doesn't he know?**

Choose one answer.

a. The meaning of love.

b. The way to communicate by mail.

c. The number of the letters.

d. The appearance of his girlfriend.

19 Mark: 1 **According to the woman, what should people in love do?**

Choose one answer.

a. People should meet each other.

b. People should write love letters awaystay.

c. People should understand each other.

d. People should take care each other.

20 Mark: 1 **What is the relationship between the speakers?**

Choose one answer.

a. Father and daughter.

b. Boyfriend and girlfriend

c. Mother and son.

d. Wife and husband.

[Save without submitting] [Submit all and finish]

You are logged in as Tlan Ningshan: Student (Return to my normal role)


- OTH -

37) This web page of “Self-tests” is with both video and audio media.

Online Task-based Interactive Listening You are logged in as Zian.Kingdon (Student) (Return to my normal role)

TV English Learning > ODL > Quizzes > Topic 3: Self Test > Attempt 1 **Topic 3: Self Test**

1
Marks: 1
Part 1: Watch the video and decide whether the statement is true or false.



Roberto had a strange dream last night.

Answer: True False

2
Marks: 1
In his dream he was wearing a suit.

Answer: True False

3
Marks: 1
Roberto met Claudia in his dream.

Answer: True False

4
Marks: 1
In his dream, Roberto liked talking to the man.

Answer: True False

5
Marks: 1
Claudia thinks she doesn't understand the dream.

Answer: True False

6
Marks: 1
Part 2: Watch the video again and then choose the best answer.



What did Roberto want to buy in his dream?

Choose one answer.

a. A book.
 b. A letter.
 c. A ticket.
 d. A journal.

7
Marks: 1
How did Roberto feel when he talked to the man?

Choose one answer.

a. Worried.
 b. Sad.
 c. Nervous.
 d. Happy.

8
Marks: 1
Who hugged the dreamer?

Choose one answer.

a. Mike.
 b. Claudia.
 c. Roberto.
 d. Tom.

9
Marks: 1
What did Mike do finally in the dream?

Choose one answer.

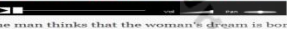
a. Danced like a baller dancer.
 b. Sang a song.
 c. Ate some food.
 d. Slept again.

10
Marks: 1
What did Claudia get?

Choose one answer.

a. Books about Ballet.
 b. Two tickets for a New York City ballet.
 c. Letters about a New York City ballet.
 d. Journals on New York.

11
Marks: 1
Part 3: Listen to the audio and decide whether the statement is true or false.



The man thinks that the woman's dream is boring.

Answer: True False

12
Marks: 1
The woman was busy with her work in her dream.

Answer: True False

13
Marks: 1
The dreamer already had a lover.

Answer: True False


14
Marks: 1
The two speakers have the same life.

Answer: True False

15
Marks: 1
The woman wants to find someone really exciting.

Answer: True False

16
Marks: 1
Part 4: Listen to the audio again and then choose the best answer.



What did the woman do in her dream?

Choose one answer.

a. She did her usual work.
 b. She bored her friends.
 c. She left her job.
 d. She found love.

17
Marks: 1
What's wrong with the woman's life?

Choose one answer.

a. She dreams instead of working.
 b. She falls in falling love.
 c. She knows only boring people.
 d. She does nothing but work.

18
Marks: 1
What interests does the woman want to develop?

Choose one answer.

a. Interests that will take her outdoors.
 b. Interests that will bring her friends like herself.
 c. Interests that will help her work better.
 d. Interests that will be different from work.

19
Marks: 1
What does the woman want to do next?

Choose one answer.

a. To do more typing.
 b. To have another dream.
 c. To have a date.
 d. To read more books.

20
Marks: 1
What does the woman think of the man?

Choose one answer.

a. He's an exciting guy.
 b. He's important to her.
 c. He has a boring life.
 d. He's her next lover.

You are logged in as Zian.Kingdon (Student) (Return to my normal role) — 2/21 —

38) “Understanding a Long Conversation” is used for students to further develop listening ability. Students can do it in or out of class. The feedback is provided immediately after submitting.

Online Task-based Interactive Listening

You are logged in as [Tian Xingbin](#): Student ([Return to my normal role](#))

[TU English E-learning](#) > [OTIL](#) > [Quizzes](#) > [Understanding a Long Conversation](#) > Attempt 1

Understanding a Long Conversation - Attempt 1

1
Marks: 1

Directions: Now you will hear a long conversation followed by five questions. Listen carefully and choose the best answer from the four possible choices.

According to the passage, what is difficult?

Choose one answer.

- a. He is ordering a drink.
- b. He is looking for help with his job.
- c. He is buying things at a store.
- d. He is ordering food.

2
Marks: 1

Where does this conversation take place?

Choose one answer.

- a. In the home of the man's mother.
- b. In a German restaurant.
- c. In a place selling beers.
- d. In a store in Germany.

3
Marks: 1

What does the man want?

Choose one answer.

- a. A friendly person to talk to.
- b. A cold German beer.
- c. A new wallet.
- d. A job that pays better.

4
Marks: 1

What did the man's mother teach him?

Choose one answer.

- a. That one should do his job well.
- b. That being nice has rewards.
- c. To pay others for the work they do.
- d. To think about others first.

5
Marks: 1

When is the woman friendly?

Choose one answer.

- a. When she gets things for free.
- b. When she finds something she lost.
- c. When she gets money from others.
- d. When she finds money on the floor.

Save without submitting
Submit all and finish

You are logged in as [Tian Xingbin](#): Student ([Return to my normal role](#))

OTIL

39) “Understanding a Passage” is applied for students to further develop listening ability. Students can do it in or out of class. The feedback is provided immediately after submitting.

You are logged in as [Tian Xingbin](#): Student ([Return to my normal role](#))


Online Task-based Interactive Listening

TU English E-learning > OTIL > Quizzes > Understanding a Passage > Attempt 1

Understanding a Passage - Attempt 1

1
Marks: 1

Directions: Now you will hear a passage followed by five questions. Listen carefully and choose the best answer from the four possible choices.



According to the passage, what is difficult?

Choose one answer.

- a. Finding a husband who is truly gentle.
- b. Knowing the truth about a relationship.
- c. Living as the victim of violence.
- d. Hearing how many people are beaten.

2
Marks: 1

How many women are beaten by a husband or boyfriend per year?

Choose one answer.

- a. Between 3.4 and 3.6 million.
- b. Between 3.1 and 3.9 million.
- c. Between 3.1 and 3.6 million.
- d. Between 3.4 and 3.9million.

3
Marks: 1

What can infer from this passage?

Choose one answer.

- a. Most women go to the hospital when hurt.
- b. Most women aren't honest about violence.
- c. Men might act violently toward a woman he meets with.
- d. Men are often cruel in a relationship.

4
Marks: 1

What percentage of female murder victims were killed by a partner in 2006?

Choose one answer.

- a. 37%
- b. 26%
- c. 25%
- d. 31%

5
Marks: 1

Why does a woman often choose to stay in a violent relationship?

Choose one answer.

- a. Because she is afraid of her partner.
- b. Because she believes her partner loves her.
- c. Because of social prejudice.
- d. Because she loves her partner.

You are logged in as [Tian Xingbin](#): Student ([Return to my normal role](#))

40) “Spot Dictation” is used for students to further develop listening ability. Students can do it in or out of class. The feedback is provided immediately after submitting.


Online Task-based Interactive Listening You are logged in as Tian.Xingbin: Student (Return to my normal role)

[TU English E-learning](#) > [OTIL](#) > [Quizzes](#) > [Spot Dictation](#) > Attempt 1

Spot Dictation - Attempt 1

1
Marks: 10

Directions: Now you will hear a passage three times. When the passage is read, you are required to fill in the blanks.



Who doesn't love being in love? A true listens to you talk about _____, let you have that last slice of pie, and (usually) _____ to take out the trash. He is ready to forget all kids of misunderstandings. And he always thinks you're _____ even without make up.

Scientists have long been keen to prove that love gives us _____ benefits too. Researcher can't say for sure that a lover is more important than a loving family or warm _____ when it comes to wellness. But they are learning more about how a romantic partner makes us stronger with _____ gains that from faster healing and better control over illness to living longer.

The benefits of love are explicit and _____. A study last year from the University of Pittsburgh found that women in good marriages have a much lower _____ of heart disease than those in high-stress relationships. The National Love and Health Study has been tracking more than a million subjects since 1979.

The study shows that married people live longer have fewer heart attacks and lower _____ rates and even get pneumonia less frequently than singles. A new study from the University of Iowa also found that cancer patients with a strong sense of connection to others and in _____ relationships were better able to fight off cancer. It seems that love helps people strengthen their immune systems.

You are logged in as Tian.Xingbin: Student (Return to my normal role)

[OTIL](#)

41) This web page demonstrates how many groups were divided in OTIL.

Online Task-based Interactive Listening : Groups Jump to...

[TU English E-learning](#) > [OTIL](#) > [Participants](#) > [Groups](#)

Groups Overview

OTIL Groups

Groups:	Members of: Chinese Major Class 3 (46)
<ul style="list-style-type: none"> Chinese Major Class 3 (46) Field Study Testing (30) Individual Testing (3) Small Group Testing (6) 	<p>Student</p> <ul style="list-style-type: none"> 田甜 2011021102 罗琳 2011021103 黎琳 2011021104 陈萍 2011021105 陈云 2011021106 张兰兰 2011021107 胡德江 2011021108 田前凤 2011021109 白飞 2011021110 杨蕊 2011021111 杨勤 2011021112 李根兴 2011021113 何奕 2011021114 张丹丹 2011021115
<input type="button" value="Edit group settings"/> <input type="button" value="Delete selected group"/> <input type="button" value="Create group"/> <input type="button" value="Auto-create groups"/>	<input type="button" value="Add/remove users"/>

5.5 Summary

This chapter introduced procedures of constructing the OTIL Model and lessons. There were 6 phases and 17 steps in the OTIL Model. Each step was explained in detail. The OTIL lessons were also discussed and images captured from OTIL were illustrated. The next chapter will be conclusions and recommendations for the present study.



CHAPTER 6

CONCLUSIONS

The findings of the study will be summarized in this chapter, followed by recommendations from online task-based interactive listening (OTIL) teaching and limitations of the study. In the final section, suggestions for future research will be presented.

6.1 Conclusion

The present study was conducted 1) to develop an instructional model for online task-based interactive listening (OTIL Model) for EFL learners; 2) to evaluate the efficiency of online task-based interactive listening (OTIL) based on the 80/80 Standard; 3) to compare the achievements of the participants who received online task-based interactive listening (OTIL) teaching and those who received College English listening teaching with multimedia; and 4) to investigate the participants' opinions toward online task-based interactive listening (OTIL). The present study, therefore, was carried out based on the following research questions:

- 1) What should be the elements in developing an instructional model for online task-based interactive listening (OTIL Model) for EFL learners?

- 2) Does the efficiency of online task-based interactive listening (OTIL) meet the 80/80 Standard?
- 3) Are there any significant differences in listening comprehension between the experimental and control classes?
- 4) What are the participants' opinions toward online task-based interactive listening (OTIL)?

In order to examine these research questions, mixed method research was used. The quantitative research was used to evaluate the OTIL Model, determine the efficiency of OTIL, test the students' listening ability before and after the teaching intervention, and analyze the questionnaires. The qualitative research was applied to explore the participants' opinions toward OTIL from semi-structured interviews.

The participants in the present study consisted of three groups: 1) three experts for the evaluation of the OTIL Model; 2) thirty-nine second-year non-English major undergraduate students at TU with three different English proficiency levels for the three try-out studies to evaluate the efficiency of OTIL; and 3) ninety-two second-year non-English major undergraduate students at TU as samples for the experiment.

The present study consisted of two phases: 1) developing the OTIL Model and determining the efficiency of OTIL, and 2) investigating effects of using OTIL and exploring the participants' opinions toward OTIL. In the first phase, the researcher constructed the OTIL Model by analyzing and synthesizing four effective and manageable instructional design models: ADDIE Model, Kemp Model, Dick and

Carey Model and SREO Model. Subsequently, an evaluation form of the OTIL Model was designed by the researcher. After the OTIL Model had been designed, the model together with the evaluation form was sent to three experts in the field of instructional systems design and English language teaching for evaluation. According to the evaluation and suggestions, the OTIL Model was revised. Finally, based on the developed OTIL Model, the lessons were constructed. The OTIL lessons were tried out for the efficiency of the process and product (E_1/E_2) through three try-out stages: individual testing, small group testing and field study testing. In the second phase, two non-English major intact classes at TU, were sampled in the experiment by using OTIL. Prior to the experiment, both classes were measured in their listening comprehension ability by a pre-test. After the intervention, a post-test was given to all the participants in order to find out whether the effects on both classes were significantly different. Furthermore, a questionnaire and semi-structured interviews were employed for the experimental class to collect the data.

The findings of the present study can be summarized as follows:

First, the instructional model for online task-based interactive listening (OTIL Model) was developed in 6 phases and 17 steps. The 6 phases include: 1) identify setting, 2) set instructional goals, 3) design lessons, 4) produce online instructional package, 5) conduct developed lessons, and 6) evaluate. All interrelated components were designed to work together toward English listening instruction goal. Therefore, the OTIL Model was rated by the experts at the mean score of 4.92 (SD=0.282) which indicated the model was appropriate and satisfactory.

Second, the efficiency of OTIL (E_1/E_2) was 85.90/86.60 which met the 80/80 Standard level. This indicated that the OTIL lessons had met the learning goals and were suitable for English listening instruction.

Third, the results of the two classes were compared by pre- and post-tests, revealing a significant difference in the post-test score between the experimental and control classes ($P=0.000$, $P \leq 0.05$). The finding showed that the students of experimental class who had received online task-based interactive listening teaching made more demonstrable progress than those of control class in English listening.

Finally, the findings of the questionnaire and interview revealed that the students expressed positive opinions toward OTIL. This indicated that the students were satisfied that OTIL was effective and suitable for promoting student listening ability.

6.2 Recommendations from the Study

Since the results of the development of the OTIL Model for EFL Learners were affirmative and the findings of the present study revealed that beneficial effects could be achieved through conducting the developed OTIL lessons, therefore, the recommendations for the present study are offered follows.

First, when designing OTIL, the structure was very important. Instructors should decide what material should be present first and what can be provided to meet the students' needs.

Second, since listening comprehension is a process of interactive meaning negotiation between listeners and speakers (Wang & Miao, 2003), peer face-to-face interaction was managed in the OTIL instruction. Therefore, online listening instruction should create a highly interactive E-learning environment for listening. Both teacher-student interaction and student-student interaction should be required in online listening teaching.

Third, according to the interviews, real-world tasks helped students develop listening comprehension. Well-designed real-world tasks were more likely to encourage students' involvement. However, the design of real-world tasks does not depend on the model chosen but rather on the instructional strategies employed by the designer (Herridge-Group, 2004).

Four, according to the interview data, OTIL should include a variety of authentic listening materials with different kinds of media because an individual student had his/her own ability and learning style. Therefore, authentic materials should be carefully selected to meet students' English proficiency levels and needs.

Finally, the results of the interviews showed that OTIL made it easy to communicate and interact with others using Forums and Chats in OTIL. Students could discuss and solve the problems by chatting synchronously. However, using various asynchronous tools to promote collaboration and social negotiation is also important and effective in online learning (Dabbagh, 2007). Therefore, instructors should make interactive modules for communication and interaction open-ended and available anytime.

6.3 Limitations of the Study

Due to the restrictions of the research situation, the present study has its limitations.

First, the present research was mainly carried out at TU and the participants were limited to two intact non-English major classes. Because of the limitation of the sample size, it is difficult to generalize the results of the study beyond the current sample and more research is needed before the system can be implemented as a part of China's reform in college English teaching.

Second, external effects could not be avoided. The study could not guarantee that the effect of listening was only from the treatment. Listening teaching was only a part of College English teaching which consists of listening, speaking, reading, writing and translation. Students might improve listening ability through other English course teaching during the experiment.

The limitations above were the intrinsic weaknesses of the present study and they were hard to overcome, but the findings of the present study still shed new light on developing models for College English listening teaching and provide help for the reform in College English teaching.

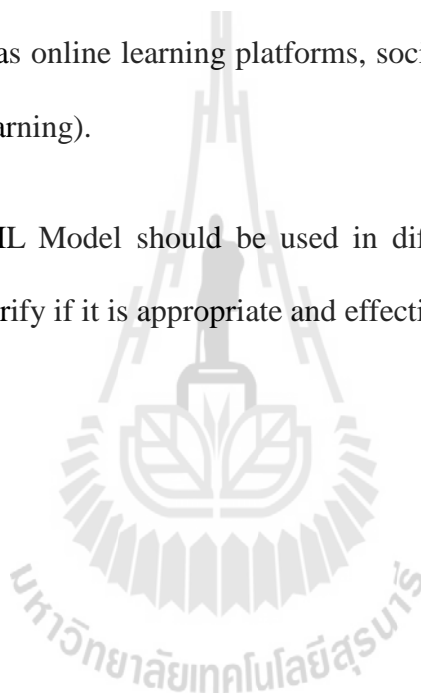
6.4 Suggestions for Further Research

According to the limitations discussed above, the following suggestions may be taken into the consideration for future research.

First, the findings of the present study showed that learning via OTIL could develop students' English listening ability and the students expressed positive opinions toward OTIL. For that reason, the development of other online instructions for listening should be carried out.

Second, a comparative study of English listening instruction should be carried out to compare OTIL instruction and other teaching approaches using a different online platform, such as online learning platforms, social online media platforms and M-learning (mobile learning).

Finally, the OTIL Model should be used in different countries and different learning contexts to verify if it is appropriate and effective internationally.





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APPENDICES



APPENDIX A

Evaluation of the Efficiency of Online Task-based Interactive Listening (OTIL)

1. Results of the Individual Testing for the Efficiency of OTIL

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
1	1	1.7	16	62	18	86.67	79	68.33	66.67	68.33
	2	-0.3	14	56	18		68			
	3	-2.8	8	52	16		58			
2	1	1.7	16	70	23	94.67	84	73.33	72.82	73.33
	2	-0.3	10	66	17		73			
	3	-2.8	8	60	14		63			
3	1	1.7	18	70	25	98.33	85	76.00	75.64	76.00
	2	-0.3	14	62	21		76			
	3	-2.8	12	52	21		67			
4	1	1.7	14	74	21	99.67	84	76.67	76.67	76.67
	2	-0.3	16	64	23		78			
	3	-2.8	11	62	14		68			
5	1	1.7	16	74	24	104.33	88	81.67	80.26	81.67
	2	-0.3	14	70	20		82			
	3	-2.8	14	64	17		75			
Total						96.73		75.20	74.41	75.20

Notes: **Z-score:** Z-score is from the participants' former College English final examinations.

E_1 : Efficiency of the process in percentage

E_2 : Efficiency of the product in percentage.

\bar{X} : Average score all students obtain from the exercises

\bar{F} : Average score the participants obtain from the tests

2. Results of the Small Group Testing for the Efficiency of OTIL

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
1	1	1.4	19	74	25	100.83	91	78.17	77.56	78.17
	2	1.3	18	74	26		90			
	3	0.6	17	62	24		81			
	4	0.6	15	64	23		80			
	5	-1.3	11	50	19		62			
	6	-1.7	14	52	18		65			
2	1	1.4	18	74	26	101.17	92	78.00	77.82	78.00
	2	1.3	16	78	26		91			
	3	0.6	16	60	20		75			
	4	0.6	14	64	23		78			
	5	-1.3	14	54	21		67			
	6	-1.7	11	50	22		65			
3	1	1.4	18	78	27	101.33	95	78.83	77.95	78.83
	2	1.3	16	62	23		80			
	3	0.6	15	52	21		68			
	4	0.6	16	72	24		90			
	5	-1.3	16	62	23		80			
	6	-1.7	13	48	22		60			
4	1	1.4	19	72	27	102.83	94	80.17	79.10	80.17
	2	1.3	19	76	30		95			
	3	0.6	17	62	23		80			
	4	0.6	16	60	18		70			
	5	-1.3	14	56	18		72			
	6	-1.7	15	52	23		70			
5	1	1.4	19	74	28	104.00	95	80.83	80.00	80.83
	2	1.3	20	76	29		95			
	3	0.6	17	64	22		80			
	4	0.6	17	60	21		75			
	5	-1.3	15	54	20		70			
	6	-1.7	13	56	19		70			
Total			102.03				79.20		78.49	79.20

3. Results of the Field Study Testing for the Efficiency of OTIL

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
1	1	1.9	17	72	26	106.23	90	82.07	81.72	82.07
	2	1.7	18	72	28		89			
	3	1.7	17	74	28		91			
	4	1.6	16	72	25		87			
	5	1.3	18	72	24		86			
	6	1.1	16	74	26		90			
	7	1.0	14	78	29		92			
	8	1.0	17	74	25		90			
	9	1.0	18	72	26		88			
	10	1.0	18	68	27		85			
	11	0.9	16	72	25		88			
	12	0.6	16	70	26		85			
	13	0.5	16	66	25		85			
	14	0.4	18	64	23		78			
	15	0.0	16	68	24		82			
	16	0.0	16	68	22		82			
	17	-0.1	16	74	24		85			
	18	-0.2	18	68	26		85			
	19	-0.4	16	64	22		75			
	20	-0.9	18	66	27		88			
	21	-1.1	15	52	20		70			
	22	-1.3	16	54	22		73			
	23	-1.3	16	58	24		80			
	24	-1.4	13	56	22		75			
	25	-1.4	13	60	22		75			
	26	-1.4	16	60	17		75			
	27	-1.4	15	64	22		75			
	28	-1.6	12	60	22		73			
	29	-1.8	15	62	18		75			
	30	-1.9	16	54	20		70			

3. Results of the Field Study Testing for the Efficiency of OTIL (Cont.)

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
2	1	1.9	17	76	28	107.03	90	81.83	82.33	81.83
	2	1.7	19	74	28		95			
	3	1.7	19	76	27		95			
	4	1.6	17	68	26		90			
	5	1.3	20	74	30		91			
	6	1.1	20	72	28		92			
	7	1.0	17	72	30		90			
	8	1.0	16	74	26		85			
	9	1.0	18	68	28		87			
	10	1.0	20	72	27		94			
	11	0.9	14	70	26		80			
	12	0.6	15	72	22		80			
	13	0.5	18	68	29		85			
	14	0.4	18	68	25		90			
	15	0.0	18	66	22		80			
	16	0.0	19	66	30		85			
	17	-0.1	18	74	27		85			
	18	-0.2	17	68	30		90			
	19	-0.4	14	68	23		80			
	20	-0.9	20	66	30		88			
	21	-1.1	13	56	21		75			
	22	-1.3	14	54	19		64			
	23	-1.3	14	62	22		74			
	24	-1.4	14	52	23		70			
	25	-1.4	16	56	21		72			
	26	-1.4	14	56	20		70			
	27	-1.4	16	56	17		68			
	28	-1.6	14	54	22		72			
	29	-1.8	15	50	20		68			
	30	-1.9	14	56	22		70			

3. Results of the Field Study Testing for the Efficiency of OTIL (Cont.)

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
3	1	1.9	17	76	28	106.20	95	83.70	81.69	83.70
	2	1.7	19	72	30		95			
	3	1.7	18	72	28		90			
	4	1.6	16	70	28		90			
	5	1.3	17	70	27		90			
	6	1.1	17	72	25		90			
	7	1.0	17	74	25		88			
	8	1.0	19	76	28		95			
	9	1.0	19	74	26		91			
	10	1.0	19	70	24		88			
	11	0.9	19	72	25		90			
	12	0.6	20	64	28		88			
	13	0.5	17	78	24		95			
	14	0.4	15	72	26		90			
	15	0.0	19	62	27		88			
	16	0.0	18	68	25		90			
	17	-0.1	19	76	29		95			
	18	-0.2	17	66	26		88			
	19	-0.4	19	68	24		86			
	20	-0.9	18	64	24		85			
	21	-1.1	14	50	22		70			
	22	-1.3	12	60	23		75			
	23	-1.3	16	52	20		70			
	24	-1.4	12	56	19		72			
	25	-1.4	13	56	23		75			
	26	-1.4	14	58	18		72			
	27	-1.4	13	56	20		70			
	28	-1.6	16	54	20		65			
	29	-1.8	16	46	22		70			
	30	-1.9	15	50	18		65			

3. Results of the Field Study Testing for the Efficiency of OTIL (Cont.)

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
4	1	1.9	17	70	26	106.80	91	82.77	82.15	82.77
	2	1.7	17	80	25		90			
	3	1.7	19	68	26		90			
	4	1.6	18	74	29		92			
	5	1.3	18	78	28		90			
	6	1.1	17	68	29		90			
	7	1.0	19	70	30		95			
	8	1.0	18	70	26		80			
	9	1.0	19	70	28		88			
	10	1.0	16	72	27		85			
	11	0.9	15	72	29		88			
	12	0.6	17	70	25		90			
	13	0.5	19	70	27		91			
	14	0.4	16	70	28		90			
	15	0.0	18	64	24		80			
	16	0.0	18	68	28		90			
	17	-0.1	16	72	26		85			
	18	-0.2	19	68	23		90			
	19	-0.4	15	70	28		80			
	20	-0.9	16	66	26		90			
	21	-1.1	14	56	20		70			
	22	-1.3	14	56	20		80			
	23	-1.3	14	58	22		80			
	24	-1.4	13	60	19		85			
	25	-1.4	14	56	17		70			
	26	-1.4	16	58	21		70			
	27	-1.4	16	56	21		65			
	28	-1.6	15	54	23		70			
	29	-1.8	15	48	23		58			
	30	-1.9	13	56	21		70			

3. Results of the Field Study Testing for the Efficiency of OTIL (Cont.)

Topic	Students	z-score	Exercises (130 points)				Self-test (100 points)		E_1	E_2
			Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
5	1	1.9	19	72	29	106.47	95	82.73	81.90	82.73
	2	1.7	19	72	28		85			
	3	1.7	15	68	23		90			
	4	1.6	17	68	25		88			
	5	1.3	18	78	27		90			
	6	1.1	18	76	28		92			
	7	1.0	16	70	25		91			
	8	1.0	20	74	28		90			
	9	1.0	16	72	27		90			
	10	1.0	18	70	28		90			
	11	0.9	18	70	27		90			
	12	0.6	16	64	28		90			
	13	0.5	16	74	27		85			
	14	0.4	18	72	26		90			
	15	0.0	17	62	26		88			
	16	0.0	18	68	25		80			
	17	-0.1	18	72	27		92			
	18	-0.2	16	70	27		90			
	19	-0.4	18	70	26		85			
	20	-0.9	14	66	24		83			
	21	-1.1	16	56	22		80			
	22	-1.3	14	54	24		70			
	23	-1.3	14	54	18		70			
	24	-1.4	16	54	18		60			
	25	-1.4	16	60	19		60			
	26	-1.4	14	50	15		70			
	27	-1.4	15	60	23		70			
	28	-1.6	16	58	23		78			
	29	-1.8	13	56	21		80			
	30	-1.9	14	54	23		70			
Total					106.55		82.62		81.96	82.62

4. Results of the Efficiency of OTIL of the Experiment

Topic	Students	Exercises (130 points)				Self-test (100 points)		E_1	E_2
		Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
1	1	17	74	27	111.65	91	87.22	85.89	87.22
	2	19	72	27		90			
	3	14	80	28		92			
	4	16	62	24		80			
	5	16	70	20		85			
	6	16	66	29		91			
	7	15	58	28		85			
	8	19	74	28		90			
	9	16	78	26		95			
	10	18	68	30		90			
	11	18	68	28		90			
	12	16	64	30		80			
	13	17	66	15		80			
	14	17	64	25		85			
	15	16	76	26		93			
	16	15	76	29		90			
	17	9	72	22		85			
	18	18	72	27		91			
	19	16	54	26		75			
	20	19	76	23		91			
	21	17	74	27		91			
	22	18	62	25		85			
	23	18	70	30		93			
	24	14	74	24		88			
	25	15	66	28		85			
	26	17	60	29		86			
	27	18	62	24		85			
	28	15	68	28		88			
	29	16	68	24		80			
	30	16	70	21		85			
	31	18	74	30		91			
	32	16	64	25		85			
	33	16	74	25		90			
	34	16	68	27		88			
	35	18	70	30		88			
	36	18	58	27		85			
	37	15	64	30		85			
	38	19	70	22		88			
	39	18	58	25		70			
	40	18	66	29		90			
	41	18	76	26		93			
	42	15	70	25		88			
	43	15	74	30		90			
	44	18	68	28		90			
	45	19	78	26		91			
	46	17	68	24		85			

4. Results of the Efficiency of OTIL of the Experiment (Cont.)

Topic	Students	Exercises (130 points)				Self-test (100 points)		E_1	E_2
		Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
2	1	18	72	28	111.54	90	86.80	85.80	86.80
	2	20	66	28		90			
	3	19	76	28		93			
	4	16	48	22		70			
	5	8	68	14		70			
	6	14	70	24		85			
	7	19	54	23		85			
	8	17	78	28		92			
	9	19	76	26		90			
	10	19	68	27		91			
	11	20	72	28		90			
	12	18	58	29		78			
	13	9	78	30		88			
	14	18	76	28		92			
	15	19	74	29		95			
	16	17	76	28		91			
	17	12	60	22		78			
	18	18	74	28		93			
	19	16	48	18		68			
	20	18	70	27		90			
	21	18	76	24		91			
	22	19	62	26		85			
	23	18	74	29		88			
	24	18	70	30		85			
	25	18	76	28		91			
	26	20	70	21		88			
	27	16	68	24		85			
	28	20	60	30		88			
	29	15	70	24		85			
	30	10	66	26		80			
	31	18	74	24		85			
	32	12	62	25		85			
	33	19	68	24		90			
	34	15	78	29		90			
	35	19	72	26		88			
	36	19	72	21		90			
	37	10	70	30		85			
	38	15	74	21		90			
	39	12	54	24		75			
	40	18	72	26		91			
	41	19	68	26		90			
	42	20	68	28		88			
	43	20	66	28		90			
	44	16	72	27		93			
	45	20	76	23		90			
	46	15	72	27		88			

4. Results of the Efficiency of OTIL of the Experiment (Cont.)

Topic	Students	Exercises (130 points)				Self-test (100 points)		E_1	E_2
		Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
3	1	20	76	26	110.74	90	85.54	85.18	85.54
	2	19	72	30		90			
	3	15	66	26		85			
	4	18	60	27		85			
	5	16	52	17		75			
	6	18	70	22		88			
	7	13	58	26		80			
	8	18	70	29		88			
	9	20	74	26		93			
	10	19	62	30		90			
	11	18	60	26		85			
	12	20	72	25		88			
	13	13	60	18		80			
	14	16	74	25		90			
	15	16	74	25		91			
	16	20	68	27		90			
	17	14	68	23		85			
	18	20	72	28		93			
	19	13	66	24		80			
	20	20	74	24		93			
	21	19	70	27		90			
	22	17	68	27		90			
	23	17	72	30		91			
	24	18	60	28		85			
	25	18	68	27		85			
	26	18	66	18		80			
	27	16	66	26		80			
	28	16	68	24		80			
	29	20	74	28		90			
	30	19	70	22		90			
	31	20	70	30		93			
	32	14	42	24		70			
	33	19	76	26		91			
	34	19	64	23		80			
	35	19	76	26		95			
	36	16	74	24		85			
	37	18	58	26		50			
	38	12	70	29		80			
	39	19	62	26		80			
	40	18	68	25		90			
	41	17	74	27		93			
	42	20	72	28		90			
	43	17	74	28		90			
	44	19	76	23		93			
	45	19	68	26		80			
	46	16	62	20		75			

4. Results of the Efficiency of OTIL of the Experiment (Cont.)

Topic	Students	Exercises (130 points)				Self-test (100 points)		E_1	E_2
		Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
4	1	19	74	26	112.02	95	87.61	86.17	87.61
	2	19	78	30		90			
	3	17	66	29		90			
	4	18	68	24		85			
	5	15	46	27		70			
	6	15	74	25		90			
	7	16	42	28		75			
	8	18	68	26		80			
	9	18	70	26		90			
	10	18	74	28		95			
	11	20	60	29		90			
	12	13	62	27		85			
	13	16	62	22		80			
	14	18	70	27		90			
	15	19	76	30		95			
	16	17	76	29		90			
	17	17	62	13		80			
	18	19	80	24		95			
	19	14	64	24		85			
	20	15	78	28		95			
	21	18	74	30		95			
	22	16	62	24		85			
	23	18	68	28		90			
	24	19	66	28		90			
	25	18	70	23		85			
	26	18	58	27		80			
	27	14	70	22		80			
	28	14	62	26		80			
	29	14	70	26		88			
	30	20	66	26		90			
	31	18	74	26		90			
	32	16	54	25		80			
	33	16	74	27		93			
	34	17	72	28		90			
	35	19	72	29		90			
	36	18	68	26		90			
	37	20	76	23		90			
	38	13	76	21		88			
	39	17	64	29		85			
	40	16	70	27		85			
	41	19	80	25		95			
	42	19	72	27		93			
	43	18	76	30		90			
	44	17	70	28		85			
	45	20	78	27		90			
	46	17	70	21		88			

4. Results of the Efficiency of OTIL of the Experiment (Cont.)

Topic	Students	Exercises (130 points)				Self-test (100 points)		E_1	E_2
		Skill & Vocabulary	Listening Practice	Further Development	\bar{X}	Test	\bar{F}		
5	1	17	76	27	112.41	95	85.83	86.47	85.83
	2	18	74	26		90			
	3	20	72	29		95			
	4	16	60	22		80			
	5	13	60	23		80			
	6	18	76	27		90			
	7	18	56	24		80			
	8	14	70	27		90			
	9	19	76	28		80			
	10	20	78	24		95			
	11	17	76	28		85			
	12	16	76	27		95			
	13	15	46	18		65			
	14	15	72	25		85			
	15	18	72	26		90			
	16	16	70	30		95			
	17	16	56	27		70			
	18	20	78	23		95			
	19	18	62	20		85			
	20	18	76	28		90			
	21	20	74	28		95			
	22	19	62	19		90			
	23	19	76	28		95			
	24	18	68	29		80			
	25	18	68	24		80			
	26	18	72	20		80			
	27	17	66	25		85			
	28	16	62	23		85			
	29	18	70	26		95			
	30	16	74	25		90			
	31	20	74	30		90			
	32	13	54	24		60			
	33	20	76	30		95			
	34	20	68	27		90			
	35	18	72	28		90			
	36	17	72	25		90			
	37	16	52	18		40			
	38	18	74	27		95			
	39	18	74	28		80			
	40	19	72	27		95			
	41	20	70	30		93			
	42	17	78	28		95			
	43	19	72	29		90			
	44	18	72	29		85			
	45	15	74	29		90			
	46	15	46	28		65			
Total		111.67				86.60	85.90	86.60	

APPENDIX B

Item Analysis

Item analysis results showing the level of difficulty (p), the discrimination index(r) , and reliability of the pre-test and post-test on OTIL (100 items)

Items	RH	RL	p	r	Pre-test	Post-test
1	17	8	0.7353	0.5294	✓	
2	16	5	0.6176	0.6471	✓	
3	16	7	0.6765	0.5294		✓
4	14	8	0.6471	0.3529	✓	
5	17	6	0.6765	0.6471		✓
6	17	10	0.7941	0.4118	✓	
7	14	6	0.5882	0.4706		✓
8	12	6	0.5294	0.3529		✓
9	6	9	0.4412	-0.1765		
10	7	2	0.2647	0.2941	✓	
11	17	6	0.6765	0.6471		✓
12	8	9	0.5000	-0.0588		
13	11	9	0.5882	0.1176		
14	9	14	0.6765	-0.2941		
15	12	5	0.5000	0.4118		✓
16	7	6	0.3824	0.0588		
17	14	6	0.5882	0.4706	✓	
18	16	6	0.6471	0.5882	✓	
19	15	13	0.8235	0.1176		
20	17	5	0.6471	0.7059		✓
21	9	5	0.4118	0.2353		✓
22	14	11	0.7353	0.1765		
23	13	11	0.7059	0.1176		
24	17	16	0.9706	0.0588		
25	14	7	0.6176	0.4118	✓	
26	14	8	0.6471	0.3529		✓
27	12	7	0.5588	0.2941		✓
28	9	4	0.3824	0.2941		✓
29	12	10	0.6471	0.1176		
30	10	8	0.5294	0.1176		
31	15	12	0.7941	0.1765		

Item analysis results showing the level of difficulty (p), the discrimination index(r) , and reliability of the pre-test and post-test on OTIL (100 items) (Cont.)

Items	RH	RL	p	r	Pre-test	Post-test
32	17	10	0.7941	0.4118	✓	
33	14	6	0.5882	0.4706	✓	
34	13	8	0.6176	0.2941	✓	
35	16	12	0.7941	0.2941	✓	
36	14	12	0.7647	0.1176		
37	15	12	0.7941	0.1765		
38	11	9	0.5882	0.1176		
39	9	10	0.5588	-0.0588		
40	9	4	0.3824	0.2941		
41	5	9	0.4118	-0.2353		
42	14	3	0.5000	0.6471		
43	12	5	0.5000	0.4118		✓
44	14	8	0.6471	0.3529		✓
45	14	9	0.6765	0.2941		✓
46	17	10	0.7941	0.4118		✓
47	10	9	0.5588	0.0588		
48	10	5	0.4412	0.2941		
49	11	9	0.5882	0.1176		
50	14	6	0.5882	0.4706		
51	16	11	0.7941	0.2941		
52	11	10	0.6176	0.0588		
53	10	9	0.5588	0.0588		
54	13	12	0.7353	0.0588		
55	11	8	0.5588	0.1765		
56	16	13	0.8529	0.1765		
57	15	8	0.6765	0.4118		
58	12	5	0.5000	0.4118	✓	
59	11	7	0.5294	0.2353	✓	
60	10	5	0.4412	0.2941	✓	
61	14	10	0.7059	0.2353	✓	
62	15	10	0.7353	0.2941	✓	
63	17	10	0.7941	0.4118	✓	
64	17	4	0.6176	0.7647	✓	
65	16	6	0.6471	0.5882	✓	
66	16	10	0.7647	0.3529	✓	
67	13	9	0.6471	0.2353	✓	

Item analysis results showing the level of difficulty (p), the discrimination index(r) , and reliability of the pre-test and post-test on OTIL (100 items) (Conti.)

Items	RH	RL	p	r	Pre-test	Post-test
68	15	11	0.7647	0.2353	✓	
69	13	6	0.5588	0.4118	✓	
70	16	6	0.6471	0.5882	✓	
71	9	7	0.4706	0.1176		
72	3	4	0.2059	-0.0588		
73	13	16	0.8529	-0.1765		
74	12	7	0.5588	0.2941		
75	10	7	0.5000	0.1765		
76	7	6	0.3824	0.0588		
77	8	4	0.3529	0.2353		
78	9	5	0.4118	0.2353		
79	7	8	0.4412	-0.0588		
80	15	13	0.8235	0.1176		
81	16	5	0.6176	0.6471		
82	12	8	0.5882	0.2353		
83	11	12	0.6765	-0.0588		
84	6	7	0.3824	-0.0588		
85	10	11	0.6176	-0.0588		
86	10	7	0.5000	0.1765		
87	15	10	0.7353	0.2941		
88	13	8	0.6176	0.2941		
89	14	8	0.6471	0.3529		
90	7	5	0.3529	0.1176		
91	9	5	0.4118	0.2353		✓
92	14	8	0.6471	0.3529		✓
93	11	5	0.4706	0.3529		✓
94	13	7	0.5882	0.3529		✓
95	16	8	0.7059	0.4706		✓
96	14	9	0.6765	0.2941		✓
97	15	10	0.7353	0.2941		✓
98	14	7	0.6176	0.4118		✓
99	11	7	0.5294	0.2353		✓
100	11	6	0.5000	0.2941		✓
Cronbach's α					0.807	0.779

Note: R_H = Number of students who correctly answered in the high group

R_L =Number of students who correctly answered in the low group

4. How does the woman suggest the man prepare for Professor Young's exam?
- A) Review all the detail in her lessons.
 - B) Borrow notes with his classmates.
 - C) Talk with her about his problems.
 - D) Focus on the important ideas of her lectures.
5. What can we infer from the conversation?
- A) The man blamed the woman.
 - B) The man misunderstood the woman.
 - C) The woman paid for the coffee.
 - D) The woman spilt coffee on the man's cloth.
6. What do we learn from the conversation?
- A) The woman knows how to deal with the police.
 - B) The woman had been fined many times before.
 - C) The woman had violated traffic regulations.
 - D) The woman is good at finding excuses.
7. What contributes to the woman's high score?
- A) Attending every lecture.
 - B) Watch TV before having test.
 - C) Reading newspaper.
 - D) Go to coffee bar.
8. What does the man mean?
- A) The digital TV system will offer more programs.
 - B) He is eager to see the new system.
 - C) He thinks it is impossible to have 500 channels.
 - D) The new TV system may not provide new program from they watch now.

Section B

Directions: In this section, you will hear a long conversation. At the end of the conversation, more questions will be asked about what was said. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

A Long Conversation (Questions 9-11)

9. What does the woman want the man to read in the newspaper?
- A) A notice by the city board.
 - B) Ads selling electric lamp.
 - C) The description of a thief getting people's house.
 - D) A new policy on social welfare.
10. How did the man mentioned in the newspaper try to win further trust from the victims?
- A) Speaking with a good accent.
 - B) Wearing an policeman uniform.
 - C) Having lunch with them.
 - D) Showing them his ID card.
11. What is the warning from the police?
- A) To use mobile when being followed.
 - B) Not to leave old people alone at home.
 - C) Not to let anyone get in your home.
 - D) To remember people from the electricity board.
12. What does the woman speaker tell us about the old lady?
- A) She was robbed near the car park.
 - B) All her money in the bank disappeared.
 - C) Her money was stolen.
 - D) She was knocked down in the hospital.

Section C

Directions: In this section, you will hear one short passage. At the end the passage, you will hear some questions. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

A Passage (Questions 12-15)

13. What is the speaker complaining about?

- A) The lack of time.
- B) The quality of love.
- C) The frustrations at school.
- D) The pressure on big families.

14. What does the speaker say about our ancestors?

- A) They also complained about little time.
- B) They saw the importance of fruit gathering.
- C) They didn't talk as much as modern man.
- D) They lived a hard life by hunting and fishing.

15. Why does the speaker suggest all bosses read the report by the 3 organizations?

- A) To look for creative ideas of hunting animal.
- B) To explore strategies for gathering nut.
- C) To seek new ways to dealing with reports.
- D) To find effective ways to give workers flexibility.

Section D

Directions: In this section, you will hear a passage two times. When the passage is read, you are required to fill in the blanks with the exact words you have just heard.

We're now witnessing the ___16___ of the advanced economy based on information and knowledge. Physical labor, raw ___17___ and capital are no longer the key ingredients in the creation of wealth. Now the vital raw material in our ___18___ is knowledge. Tomorrow's wealth depends on the development and ___19___ of knowledge. And individuals entering the work force ___20___ their knowledge, not their muscles. Knowledge workers get paid for their education and their ___21___ to learn. Knowledge workers engage in mind work. They deal with symbols, words, figures, and data.

What does all this mean for you?

As a future knowledge worker, you can ___22___ to be generating, processing as well as exchanging information. Currently, three out of four jobs ___23___ some form of mind work. And that number will ___24___ sharply in the future. Management and employees alike will be making decisions in such areas as ___25___ development, quality control, and customer satisfaction.

2. Post-test:**Section A**

Directions: In this section, you will hear eight short conversations. At the end of each conversation, one question will be asked about what was said. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Short Conversations (Questions 1-8)

1. What does the woman mean?

- A) All her friends are classmates.
- B) She often writes letters to her friends.
- C) She often meets with her friends.
- D) She has lost contact with most of her old friends.

2. Who is the woman talking to?

- A) A painter.
- C) A driver.
- B) A policeman.
- D) A doctor.

3. What does the man suggest the woman do?

- A) Book a hotel.
- B) Find a new job.
- C) Ask for other apartments down the street.
- D) Rent the apartment right now.

4. What can we infer from the conversation about the man?

- A) He likes his old jeans.
 - B) He has been extremely busy recently.
 - C) He has gained some weight lately.
 - D) He enjoyed going shopping yesterday.
5. What does the man imply about Kate?
- A) She expected more people at her party.
 - B) She was popular since she was a child.
 - C) She threw a surprise party for her friend.
 - D) She has always enjoyed great popularity.
6. What is the man trying to say to the woman?
- A) He knows where her notebook is.
 - B) Her notebook may be with the journals borrowed the other day.
 - C) She made careful notes while reading.
 - D) She should borrow the journals again.
7. What do we learn about the two speakers?
- A) They like living in a cold place.
 - B) They feel lucky to live in USA.
 - C) They are going to have a holiday in Florida.
 - D) They have not booked their air tickets yet.
8. What does the man imply?

- A) He thought he will get the job.
- B) He thought other candidates have better qualified.
- C) It isn't easy to find a job.
- D) The interview didn't go as well as he expected.

Section B

Directions: In this section, you will hear a long conversation. At the end of the conversation, more questions will be asked about what was said. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

A Long Conversation (Questions 9-11)

9. What did the woman do in her first job?
- A) Marketing consultancy.
 - B) Professional accountancy.
 - C) Tourist agency management.
 - D) Business conference organization.
10. Why is the woman applying for the new job?
- A) It will bring her potential into full play.
 - B) It will involve lots of train travel.
 - C) It will enable her to improve her Chinese.
 - D) It will give her more chances to visit Japan.
11. What gave the woman an advantage during her business trip in Japan?

- A) Having a good knowledge of its customs.
- B) Knowing some key people in tourist management.
- C) Having stayed there for a long time.
- D) Being able to speak Japanese.

Section C

Directions: In this section, you will hear one short passage. At the end the passage, you will hear some questions. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

A Passage (Questions 12-15)

12. What do we learn about the greenhouse?
- A) It was located in a park.
 - B) Its owner died of a heart attack.
 - C) It went bankrupt all of sudden.
 - D) The house was sold out.
13. What was the speaker doing when the customer walked in one morning?
- A) Planting some trees in the greenhouse.
 - B) Writing a want ad to a local newspaper.
 - C) Putting up a business sign at the green house.
 - D) Helping a customer select some purchases.
14. What did the speaker think of when serving the office manager?
- A) Opening a new office in the park.

- B) Keeping better relations with her company.
- C) Developing the business to rent plants.
- D) Building a big house of his own.

15. What was the speaker's hope for the future?

- A) Being owners the greenhouse one day.
- B) Securing a job at the office park.
- C) Cultivating more potted plants.
- D) Finding customers out of town.

Section D

Directions: In this section, you will hear a passage two times. When the passage is read, you are required to fill in the blanks with the exact words you have just heard.

Crime is increasing ____16____. There is every reason to believe the trend will ____17____ through the next few decades. Crime rates have always been high in multi-cultural industrialized ____18____ such as the United States. But a new phenomenon has appeared on the world scene: rapidly rising crime ____19____ in nations that previously reported few offences. Street crimes such as robbery, rape, ____20____ and auto theft are clearly rising, particularly in Eastern European countries, such as Hungary, and in Western European ____21____, such as the United Kingdom.

What is driving this crime explosion?

There are no simple answers. Still, there are certain conditions ____22____ with rising crime. Increasing heterogeneity of ____23____, greater cultural pluralism, higher immigration, democratization of governments, changing national ____24____, greater economic growth and the lack of accepted social ideas of right and wrong. These conditions are increasingly ____25____ around the world.



APPENDIX D

**Evaluation Form of the Instructional Model for Online
Task-based Interactive Listening (OTIL Model)
for EFL Learners**

Instruction: Read each item in the form, then make a check mark (√) in a rating box which best describes your opinion about each statement.

5 = very strongly agree
4 = strongly agree
3 = agree
2 = slightly agree
1 = least agree

No.	Statements	Rating Scales				
		5	4	3	2	1
1	The components of the OTIL Model are appropriate.					
2	The steps in the OTIL Model are clear and easy to implement.					
3	Each component in the model has appropriate connection.					
4	The OTIL Model can help enhance learner-instructor interaction.					
5	The OTIL Model can help enhance learner-learner interaction.					
6	The OTIL Model can help enhance learner-content interaction.					
7	The OTIL Model can provide the instructor or the learner immediate feedback.					
8	The OTIL Model has sufficient flexibility to be effective in teaching and learning in current instructional context.					

Other ideas and comments:

Thank you very much.



APPENDIX E

T-test for Each Item of Five-point Rating Scale

Questionnaire

Items	t	Sig. (2-tailed)	\bar{X}	SD
1	5.261	.000	3.767	0.898
2	3.447	.004	3.800	0.714
3	4.434	.001	3.933	0.785
4	5.436	.000	3.833	0.874
5	4.510	.001	3.733	1.015
6	5.052	.000	3.767	1.073
7	7.801	.000	3.833	1.085
8	2.765	.016	3.900	0.845
9	2.317	.037	3.867	0.860
10	4.469	.001	3.900	0.923
11	5.436	.000	3.900	0.803
12	3.368	.005	3.567	0.817
13	2.701	.018	3.800	0.761
14	4.434	.001	3.933	0.785
15	2.948	.011	3.533	0.937

Note: $P \leq 0.05$

APPENDIX F

Questionnaire on the Participants' Opinions toward Online Task-based Interactive Listening (OTIL)

1. (English Version)

This questionnaire is designed to gather information about the participants' opinions toward online task-based interactive listening (OTIL). Please kindly take a few minutes to fill out this questionnaire. Your personal information and response to this questionnaire will be kept confidential and only for the academic use. The questionnaire is divided into two parts.

Part 1: General information

Directions: This part is designed to gather information on your background. Please answer the following questions which best indicates your situation.

- 1) Name:
- 2) Major:
- 3) Gender: 1. Male 2. Female
- 4) Year of study:
 1st year 2. 2nd year 3. 3rd year 4. 4th year
- 5) How many years have you learned English?

- 6) How do you think of your English listening ability?
 1. Very poor 2. Poor 3. Fair 4. Good 5. Very good
- 7) How is your ability in using computer?
 1. Very poor 2. Poor 3. Fair 4. Good 5. Very good
- 8) How often do you use the Internet?
 1. Never 2. Rarely 3. Sometimes 4. often 5. Very often

Part 2: Opinions about online task-based interactive listening (OTIL)

Directions: This part is designed to gather your opinions about online task-based interactive listening teaching. Please make a check mark (✓) in a rating box which best describes your opinion about each statement.

1 = strongly disagreed

2 = disagreed

3 = undecided

4 = agreed

5 = strongly agreed

Statements	Rating Scales				
	1	2	3	4	5
1) Online task-based interactive listening can make English learning enjoyable.					
2) Online task-based interactive listening can meet my learning objectives.					
3) Online task-based interactive listening can enhance my listening comprehension.					
4) Online task-based interactive listening provides me opportunities to practice listening skills.					
5) Online task-based interactive listening can enhance student-student interaction.					
6) Online task-based interactive listening can facilitate student-teacher interaction.					
7) Online task-based interactive listening is convenient for reviewing the lessons.					
8) Online task-based interactive listening can promote learning.					
9) Online task-based interactive listening provides abundant materials to learn.					
10) Online task-based interactive listening can provide easy access to useful feedback from the teacher.					
11) Materials in online task-based interactive listening are interesting.					
12) Materials in online task-based interactive listening are suitable for my English proficiency level.					
13) The activities in online task-based interactive listening are interactive.					
14) The activities online task-based interactive listening can help me improve listening ability effectively.					
15) The interactive modules, such as Forums, Chats and Wikis in online task-based interactive listening are very useful for group discussion.					

2. (Chinese Version)

对网络任务型互动听力平台的问卷调查

问卷调查的目的是收集学生对网络任务型互动听力平台的看法，请占用你几分钟时间填写问卷调查表，你的个人信息，我们将严格保密，并仅用于学术研究。

第一部分：个人基本信息

问卷说明：这部分用于收集你的个人信息，请按实际情况回答以下问题。

一、姓名：

二、性别： 1. 男 2. 女

三、专业：

四、年级：

1. 一年级 2. 二年级 3. 三年级 4. 四年级

五、你学习英语有多少年了？ _____

六、你的英语听力能力如何？

1. 非常差 2. 差 3. 一般 4. 好 5. 非常好

七、你运用计算机的能力如何？

1. 非常差 2. 差 3. 一般 4. 好 5. 非常好

八、你经常使用因特网吗？

1. 从不 2. 很少 3. 有时 4. 经常 5. 非常频繁

第二部分：对网络任务型互动听力的调查

问卷说明：问卷调查的目的是收集你对网络任务型互动听力的看法，请按照你对每一问题的看法，在你选择的数字表中打“√”。

- 1 =非常不同意
 2 =不同意
 3 =没有明确态度
 4 =同意
 5 =非常同意

内容	同意程度				
	1	2	3	4	5
1. 网络任务型互动听力使英语学习有乐趣性。					
2. 网络任务型互动听力能满足我的学习目标需要。					
3. 网络任务型互动听力能提高我的英语听力理解能力。					
4. 网络任务型互动听力能让我有机会练习听力技能。					
5. 网络任务型互动听力能增强学生之间的互动。					
6. 网络任务型互动听力能促进师生互动。					
7. 网络任务型互动听力方便复习所学课程内容。					
8. 网络任务型互动听力能有效地提高学习。					
9. 网络任务型互动听力提供了丰富的学习资源。					
10. 网络任务型互动听力能有效地得到老师反馈。					
11. 网络任务型互动听力的学习资源非常有趣。					
12. 网络任务型互动听力的学习资源适合我的英语水平。					
13. 网络任务型互动听力中的练习具有互动性。					
14. 网络任务型互动听力中的练习能有效地提高我的听力能力。					
15. 网络任务型互动听力中的互动模块如论坛、聊天室对小组讨论非常有用。					

其它观点和评论：

.....

.....

.....

谢谢合作！

APPENDIX G

Interview Guided Questions

1. (English Version)

1. Do you like learning English listening through online task-based interactive listening? Why / why not?
2. What do you like most in online task-based interactive listening?
3. Do you think the tasks in online task-based interactive listening can meet learning objective of the course? Why / why not?
4. Do you think that online task-based interactive listening can help you improve your listening comprehension? Why / why not?
5. Is it convenient to learn English listening through online task-based interactive listening? If yes, could you give some details? If not, what are the problems? Would you give any suggestions?
6. Would you like to learn English through Moodle like online task-based interactive listening in other English courses? If yes, what English skills would you like to learn?

2. (Chinese Version)

采访调查问题

1. 你喜欢在网络任务型互动听力平台上进行英语听力学习吗？为什么喜欢/为什么不喜欢？
2. 网络任务型互动听力平台中你最喜欢什么吗？
3. 你认为网络任务型互动听力平台中的任务能合适课程学习目的吗？为什么能/为什么不能？
4. 你认为网络任务型互动听力能提高你的听力理解能力吗？为什么？
5. 网络任务型互动听力方便你学习英语听力吗？如果方便，请具体说是哪方面吗？如不方便，是什么问题？能提出建议吗？
6. 你愿意通过 Moodle 平台，类似网络任务型互动听力平台，学习其他英语课程吗？如愿意，你喜欢学习什么英语技能？

APPENDIX H

Results of the Semi-structured Interviews on OTIL



Question 1. Do you like learning English listening through OTIL? Why/why not?

Student No.	Reported Statements
1	Yes, I like this online learning style which makes me learn English effectively, improve my English listening, and raise my interest.
2	Yes, I like it. It provides abundant materials with different media which can promote our listening ability and raise our interest. It can also gradually improve our listening skills as well as speaking ability.
3	Yes, I like it. It provides different media to train my listening. It makes clear the relationships between linguistic form, communicative function and semantic meaning by using images, audios, videos and text files. It encourages me to learn English autonomously.
4	Yes, I like it. We improve our listening by practicing listening skills via Moodle.
5	Yes, I like it. The materials of OTIL are authentic which can raise our interest.
6	Yes. It provides me more opportunity to practice English listening and promote my listening ability.
7	Yes, I like it. It promotes my listening ability
8	Yes, I like it. It provides us a lot of useful things, such as images, videos, website linking and real-world tasks.
9	Yes, I like it. I can learn a lot from OTIL and it promotes my learning ability.
10	Yes. It is convenient and easy to practice English listening.
11	Yes, I like it. The listening materials are interesting. I can improve listening as well as writing by writing my essay in the forum after listening or watching.
12	Yes, I like it. It provides abundant materials which are authentic. We cannot only promote our listening, but also learn a lot of knowledge.
13	Yes, I like it. It promotes my listening ability. I can use it to evaluate my listening proficiency level.
14	Yes, I like it. The exercises in OTIL can promote our listening ability.
15	Yes, I like it. It provides various types of listening materials. The difficulty level of lessons increases gradually.

Question 2. What do you like most in OTIL?

Student No.	Reported Statements
1	I like the video part most because the contents are rich. Learning tasks reflect 'real-life' use.
2	I like videos most because they are related to our real life. The videos can motivate us to learn more English and understand the contents.
3	I like videos most because the contents are very rich and colorful.
4	I like videos most because the contents are rich, humorous and authentic. We can learn a lot from the videos.
5	I like videos most because the contents are rich and humorous.
6	I like videos most. They help me understand the contents.
7	I like videos most.
8	I like videos most. They cover a lot of things I like.
9	I like the self-test most because it can evaluate the skill I have learned.
10	I like the audios most. I can listen to them again and again.
11	I like videos most. We can learn cultures of foreign countries from the videos.
12	I like comprehension exercises most. They challenged me.
13	I like videos most. They are authentic.
14	I like comprehension exercises which help us review what we have listened or watched.
15	I like videos most, especially, movie episode and videos about common sense of life.

Question 3. Do you think the tasks in OTIL can meet learning objective of the course? Why/why not?

Student No.	Reported Statements
1	Yes, they can. The difficulty level of tasks is moderate. They meet my learning objective.
2	Yes, they can. Tasks in OTIL which are related to our real life raise our interest. They are suitable and can assess our English ability.
3	Yes, they can. I could improve my listening comprehension by doing tasks with images, videos, and texts.
4	Yes, they can. The tasks support autonomous learning.
5	Yes, they can. The tasks encouraged me to do more listening practice via OTIL and communicate with others.
6	Yes, they can. The tasks of new words are helpful for testing.
7	Yes, they can. The tasks are like those we face in real life.
8	Yes, they can. Some activities in OTIL are related to the units of the textbook.
9	Yes, they can. The tasks are related to what we do in real life.
10	Yes, they can. It is good for us to complete many tasks which help us develop listening comprehension.
11	Yes. The tasks, esp. real-world tasks, are close to real life.
12	Yes, they can. To complete tasks may enlarge our vocabulary.
13	Yes. Self-test tasks meet our need.
14	Yes, they can. The tasks focus on listening.
15	Yes, they can. The targeted tasks, such as real-world tasks, can meet learning objective of the course.

Question 4. Do you think that OTIL can help you improve your listening comprehension? Why/why not?

Student No.	Reported Statements
1	Yes, I think so. The contents of topics follow the units of our textbook, which is helpful.
2	Yes, it can. I feel my listening ability promote a lot because I can communicate with foreign teachers in English corner. OTIL lets me have self-confident.
3	Yes, it can. OTIL encourages me to practice listening more. It is not like the traditional classes in which teachers play a CD and we listen to it. I can listen to the material as much as possible and choose the suitable listening material according to my English proficiency level. It is helpful.
4	Yes, it can. There are a lot of different types of listening materials in OTIL. The material is suitable for me and raised my interest.
5	Yes, I think so. The videos in OTIL have real life situations which make them easy to understand. It raised my interest.
6	Yes, I think so. OTIL encouraged me to spend more time for listening practice.
7	Yes, it can. OTIL provided what I wanted to learn.
8	Yes, it can. Now I can catch the meaning of words that are new for me.
9	Yes, it can. I feel my listening comprehension improved by using OTIL.
10	Yes, it can. I practiced listening again and again via OTIL. Web linking also helped us gain knowledge to improve listening ability.
11	Yes, it can. The material is interesting and authentic. I feel my listening improved after practice.
12	Yes, I think so. I improved my listening by doing more practice via OTIL.
13	Yes, it can. I feel my listening comprehension improved because I got a high score when I took self-test.
14	Yes, I think so. I can catch the meaning of words now. I feel my listening improved.
15	Yes, it can. I found my listening ability has already improved.

Question 5. Is it convenient to learn English listening through OTIL? If yes, could you give some details? If not, what are the problems? Would you give any suggestions?

Student No.	Reported Statements
1	Yes, it is. I can visit OTIL anywhere, anytime. I can listen to audios or watch videos again and again till I understand.
2	Yes, it is. I could easily interact with classmates and teachers via Moodle when I met some difficulties and problems. My suggestion is that OTIL should focus more on our autonomous learning.
3	Yes, it is. It has abundant materials to learn from, so we can choose them to listen again and again. I suggest that listening scripts might be put in OTIL, so it is easy for low level students to learn.
4	Yes, it is. I can practice listening via OTIL in my dorm, anywhere, anytime.
5	Yes, it is. I could do activities or exercises while listening or watching. The most important, I used the forum to communicate and share with others. This might promote my English writing. My suggestion is that some easy listening material might be put in OTIL to help the students with low English proficiency.
6	Yes, it is. OTIL provided several listening stages to promote our listening ability.
7	Yes, it is. We could consult new words easily through the Internet. The glossary brainstorm is convenient to share related vocabulary and enlarge our vocabulary.
8	Yes, it is. The forum is convenient for us to share opinions.
9	Yes, it is. I can open OTIL website very easily and quickly. OTIL web linking is fast as well.
10	Yes, it is. I can listen to audios or watch videos as much as possible.
11	Yes, it is. I could visit OTIL anytime I wanted. I can do listening practice via OTIL, so I don't need to surf the Internet to find a website for listening practice. My suggestion is that the materials should be updated frequently.
12	Yes, it is. All the classmates could learn the same course at the same time in classroom. We solved the difficulties and problems by using the Chat Room or Forum.
13	Yes, it is. It is easy to assess my listening level by using OTIL. I could listen to what I wanted.
14	Yes, it is. We communicated with the teacher and classmates via Chat Room in OTIL. When we met some difficulties, we could discuss and solve the problems by chatting directly via OTIL. I wonder if OTIL could be used via my mobile. If it can do so, it would be a better instruction platform.
15	Yes, it is. It is convenient for all students to study in and out of class. I suggest updating OTIL frequently and making it more perfect.

Question 6. Would you like to learn English through Moodle like OTIL in other English courses? If yes, what English skills would you like to learn?

Student No.	Reported Statements
1	Yes, I would. I want to learn about speaking and reading.
2	Yes, I would. I want to learn about speaking.
3	Yes, I would. I want to learn about speaking.
4	Yes, I would. I want to learn about speaking, reading, and writing.
5	Yes, I would. I want to learn about speaking.
6	Yes. I would. I want to learn about speaking.
7	Yes, I would. I want to learn about speaking.
8	Yes, I would. I want to learn about speaking.
9	Yes, I would. I want to learn about speaking and writing.
10	Yes, I would. I want to learn about speaking and reading.
11	Yes, I would. I want to learn about writing.
12	Yes, I would. I want to learn about speaking.
13	Yes, I would. I want to learn about speaking.
14	Yes, I would. Except listening, I want to learn about speaking.
15	Yes, I would. I want to learn about speaking and reading.

APPENDIX I

Lesson Plans for the Experimental Class

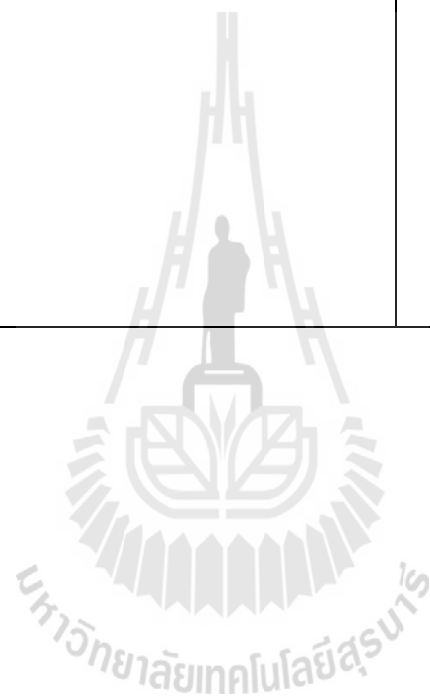
Topic 1 Live and Love

- I. Proficiency Level: Second-year non-English major students
- II. Semester: 4 (the 2nd semester of academic year of 2012-2013)
- III. Periods: 4 periods (50 minutes per period)
- IV. Textbook: *New Horizon College English Listening and Speaking III*
- V. Aims:
 - Students will be able to understand the content of audio and video materials related to the topic “Live and Love” in Moodle.
 - Students will be able to listen for gist and take note
 - Students will be able to take part in an interview on the topic “Daily Life”.
- IV. Teaching Procedures:

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
1	Pre-listening	Promote background knowledge on the topic.	<ul style="list-style-type: none"> Students report what they discussed in their group before class via Forum and then Q&A. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Group Discussion before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
			<ul style="list-style-type: none"> Students explain the words related to “Live and Love” which they worked with their group in “Glossary Brainstorm before Class”. Teacher organizes and monitors the activity. 	10 min	<ul style="list-style-type: none"> Glossary Brainstorm before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. Drawing glossary mind map on the board. 	<ul style="list-style-type: none"> S-S
		Practice listening skills.	<ul style="list-style-type: none"> Teacher explains the listening skill “Listening for Gist” with examples in Moodle. Students practice the listening skill and then discuss their answers with their partners. 	20 min	<ul style="list-style-type: none"> Listening Skill Training: Listening for Gist Listening for Gist 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work S-S
		Learn new words and expressions.	<ul style="list-style-type: none"> Teacher defines the new words and expressions and then gives examples to students. Students learn new words and then do vocabulary exercises. 	10 min	<ul style="list-style-type: none"> New Words for Topic 1 Vocabulary Exercise for Topic 1 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work
		Predict the content in following listening.	<ul style="list-style-type: none"> Students predict the content students will hear from the listening from the images. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Pair Work 	<ul style="list-style-type: none"> Reporting orally in class in pairs. 	<ul style="list-style-type: none"> S-S

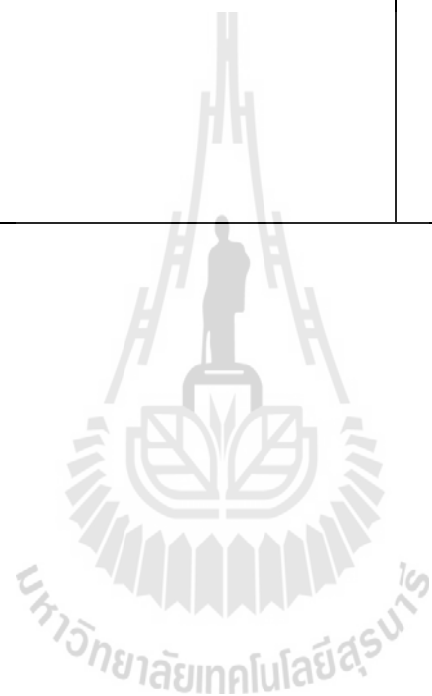
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
2	While-listening	Listen to audios and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information while listening. • Students work in pairs to plan their reports. • Teacher helps with each pair plan for their report, explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Audio 1: Live and Love • Audio 1: True or False • Audio 2: Set Examples for Your Children • Audio 2: True or False • Audio 3: How to Raise a Loving Child • Audio 3: Gap-filling Exercise • Audio 4: Watching TV Is Bad • Audio 4: Gap-filling Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After listening to the audios, students do comprehension exercises online with the information they have heard. 	10 min	<ul style="list-style-type: none"> • Comprehension exercise for Audio 1 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

			<ul style="list-style-type: none"> • Teacher monitors the activity. 		<ul style="list-style-type: none"> • Comprehension exercise for Audio 2 • Comprehension exercise for Audio 3 • Comprehension Exercise for Audio 4 • Forum: Summary for Audio 4 		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
3	While-listening	Watch videos and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information or rank the order while watching. • Students work in pairs to discuss questions for planning their report. • Teacher explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Video 1: Kim's Opinion about Love • Video 1: Gap-filling Exercise • Video 2: Sarah's Opinion about Love and Marriage • Video 2: Match Exercise • Video 3: Ayumi's Opinion about Life and Love • Video 3: Match Exercise • Video 4: Ted's Opinion about Family Love • Video 4: Gap-filling Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After watching the videos, students do listening comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension Exercise for Video 1 • Comprehension 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					Exercise for Video 2 • Comprehension Exercise for Video 3 • Comprehension Exercise for Video 4 • Forum for Videos		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
4	Pre-listening (Real-world Task)	Build background knowledge.	<ul style="list-style-type: none"> Working in groups, students discuss the questions with their group members and report in class. Teacher monitors the activity. 	5 min	<ul style="list-style-type: none"> Prelistening Discussion 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
	While-listening (Real-world Task)	Listen to the audio and understand the content.	<ul style="list-style-type: none"> Students take notes and rank the order of the pictures while listening. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts, monitors the interaction and checks comprehension through some questions. 	15 min	<ul style="list-style-type: none"> Listen Real-world Task: Match Exercise 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening (Real-world Task)	Discuss the questions and do interview out of class.	<ul style="list-style-type: none"> After listening to the audio, students work in groups to discuss questions and present in class. Students do an interview out of class in groups and write a report in Forum. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> After You Listen 	<ul style="list-style-type: none"> Reporting orally in class in groups. Summarizing interview in Forum online. 	<ul style="list-style-type: none"> S-S
	Testing	Do self-test.	<ul style="list-style-type: none"> Students evaluate their listening comprehension by doing self-test online. 	20 min	<ul style="list-style-type: none"> Topic 1: Self Test 	<ul style="list-style-type: none"> Doing self-testing online. 	<ul style="list-style-type: none"> Individual work
Homework			<ul style="list-style-type: none"> Students are assigned to do homework. 	After Class	<ul style="list-style-type: none"> Understanding a Long Conversation Understanding a Passage Spot Dictation 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work S-S (online) T-S (online)

Topic 2 Set up to Better Health

I. Proficiency Level: Second-year non-English major students

II. Semester: 4 (the 2nd semester of academic year of 2012-2013)

III. Periods: 4 periods (50 minutes per period)

IV. Textbook: *New Horizon College English Listening and Speaking III*

V. Aims:

- Students will be able to understand the content of audio and video materials related to the topic “Set up to Better Health” in Moodle.
- Students will be able to listen for the important points and take note.
- Students will be able to understand the weather forecast of a city from radio or TV or on the Internet.

V. Teaching Procedures:

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
1	Pre-listening	Promote background knowledge on the topic.	<ul style="list-style-type: none"> Students report what they discussed in their group before class via Forum and then Q&A. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Group Discussion before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
			<ul style="list-style-type: none"> Students explain the words related to “Set up to Better Health” which they worked with their group in “Glossary Brainstorm before Class” module. Teacher organizes and monitors the activity. 	10 min	<ul style="list-style-type: none"> Glossary Brainstorm before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. Drawing glossary mind map on the board. 	<ul style="list-style-type: none"> S-S
		Practice listening skills.	<ul style="list-style-type: none"> Teacher explains the listening skill “Listening for the Important Points” with examples in Moodle. Students practice the listening skill and then discuss their answers with their partners. 	20 min	<ul style="list-style-type: none"> Listening Skill Training: Listening for the Important Points Listening for the Important Points 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work S-S
		Learn new words and expressions.	<ul style="list-style-type: none"> Teacher defines the new words and expressions and then gives examples to students. Students learn new words and then do vocabulary exercises. 	10 min	<ul style="list-style-type: none"> New Words for Topic 2 Vocabulary Exercise for Topic 2 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work
		Predict the content in following listening.	<ul style="list-style-type: none"> Students predict the content students will hear from the listening from the images. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Pair Work 	<ul style="list-style-type: none"> Reporting orally in class in pairs. 	<ul style="list-style-type: none"> S-S

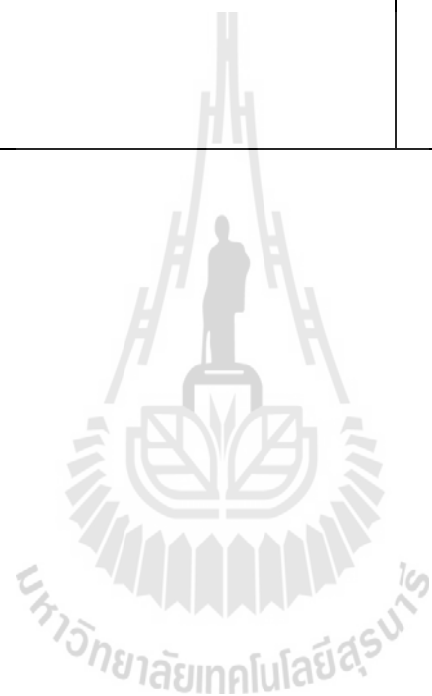
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
2	While-listening	Listen to audios and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information while listening. • Students work in pairs to plan their reports. • Teacher helps with each pair plan for their report, explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Audio 1: The World's Healthiest Man • Audio 1: True or False • Audio 2: Do not Overwork Yourself • Audio 2: True or False • Audio 3: Stay Active • Audio 3: Match Exercise • Audio 4: Different Views on Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After listening to the audios, students do comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension exercise for Audio 1 • Comprehension exercise for Audio 2 • Comprehension exercise for 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					Audio 3 • Comprehension Exercise for Audio 4 • Forum: Essay for Audio 4		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
3	While-listening	Watch videos and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information or rank the order while watching. • Students work in pairs to discuss questions for planning their report. • Teacher explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Video 1: How to Get Healthy • Video 1: Match Exercise • Video 2: How to Develop Healthy Eating Habits • video 2: Match Exercise • Video 3: How to Keep the Weight Off • Video 3: Match Exercise • Video 4: How to Boost Energy Naturally • Video 4: Match Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After watching the videos, students do listening comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension Exercise for Video 1 • Comprehension Exercise for Video 2 • Comprehension 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					Exercise for Video 3 • Comprehension Exercise for Video 4 • Forum: Keeping healthy		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
4	Pre-listening (Real-world Task)	Build background knowledge.	<ul style="list-style-type: none"> Working in groups, students discuss the questions with their group members and report in class. Teacher monitors the activity. 	5 min	<ul style="list-style-type: none"> Prelistening Discussion 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
	While-listening (Real-world Task)	Watch the video and understand the content.	<ul style="list-style-type: none"> Students take notes and rank the order of the pictures while watching. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts, monitors the interaction and checks comprehension through some questions. 	15 min	<ul style="list-style-type: none"> Listen Real-world Task: Weather Forecast Match 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening (Real-world Task)	Discuss the questions and report the weather forecast of a city from radio or TV or on the Internet.	<ul style="list-style-type: none"> After watching the video, students work in groups to discuss questions and present in class. Students report the weather forecast of a city from radio or TV or on the Internet. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> After You Listen 	<ul style="list-style-type: none"> Reporting orally in groups. Writing a report of the weather forecast in Forum online. 	<ul style="list-style-type: none"> S-S
	Testing	Do self-test.	<ul style="list-style-type: none"> Students evaluate their listening comprehension by doing self-test online. 	20 min	<ul style="list-style-type: none"> Topic 2: Self Test 	<ul style="list-style-type: none"> Doing self-testing online. 	<ul style="list-style-type: none"> Individual work
Homework			<ul style="list-style-type: none"> Students are assigned to do homework. 	After Class	<ul style="list-style-type: none"> Understanding a Long Conversation Understanding a Passage Spot Dictation 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work S-S (online) T-S (online)

Topic 3 Symbols of America

I. Proficiency Level: Second-year non-English major students

II. Semester: 4 (the 2nd semester of academic year of 2012-2013)

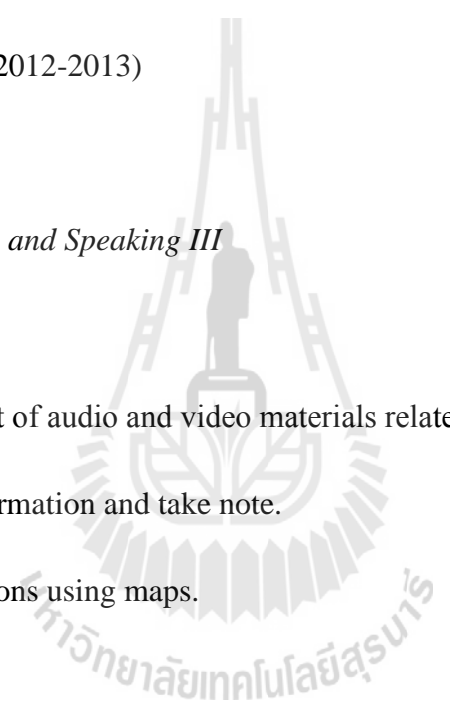
III. Periods: 4 periods (50 minutes per period)

IV. Textbook: *New Horizon College English Listening and Speaking III*

V. Aims:

- Students will be able to understand the content of audio and video materials related to “Symbols of America” in Moodle.
- Students will be able to listen for specific information and take note.
- Students will be able to request or give directions using maps.

VI. Teaching Procedures:



Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
1	Pre-listening	Promote background knowledge on the topic.	<ul style="list-style-type: none"> Students report what they discussed in their group before class via Forum and then Q&A. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Group Discussion before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
			<ul style="list-style-type: none"> Students explain the words related to “Symbols of America” which they worked with their group in “Glossary Brainstorm before Class”. Teacher organizes and monitors the activity. 	10 min	<ul style="list-style-type: none"> Glossary Brainstorm before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. Drawing glossary mind map on the board. 	<ul style="list-style-type: none"> S-S
		Practice listening skills.	<ul style="list-style-type: none"> Teacher explains the listening skill “Listening for Specific Information” with examples in Moodle. Students practice the listening skill and then discuss their answers with their partners. 	20 min	<ul style="list-style-type: none"> Listening Skill Training: Listening for Specific Information Listening for Specific Information 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work S-S
		Learn new words and expressions.	<ul style="list-style-type: none"> Teacher defines the new words and expressions and then gives examples to students. Students learn new words and then do vocabulary exercises. 	10 min	<ul style="list-style-type: none"> New Words for Topic 3 Vocabulary Exercise for Topic 3 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work
		Predict the content in following listening.	<ul style="list-style-type: none"> Students predict the content students will hear from the listening from the images. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Pair Work 	<ul style="list-style-type: none"> Reporting orally in class in pairs. 	<ul style="list-style-type: none"> S-S

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
2	While-listening	Listen to audios and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information while listening. • Students work in pairs to plan their reports. • Teacher helps with each pair plan for their report, explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Audio 1: Symbols of America • Audio 1: Match Exercise • Audio 2: The Statue of Liberty • Audio 2: Gap-filling Exercise • Audio 3: American Gothic • Audio 3: Gap-filling Exercise • Audio 4: Barbie Dolls • Audio 4: Match Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After listening to the audios, students do comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension exercise for Audio 1 • Comprehension exercise for Audio 2 • Comprehension exercise for Audio 3 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					<ul style="list-style-type: none"> • Comprehension Exercise for Audio 4 • Forum: Summary for Audio 4 		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
3	While-listening	Watch videos and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information or rank the order while watching. • Students work in pairs to discuss questions for planning their report. • Teacher explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Video 1: Travel the United States • Video 1: Match Exercise • Video 2: American National Symbols • Video 2: Gap-filling Exercise • Video 3: The Statue of Liberty • Video 3: Gap-filling Exercise • Video 4: The United States • Video 4: Gap-filling Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After watching the videos, students do listening comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension Exercise for Video 1 • Comprehension Exercise for Video 2 • Comprehension Exercise for 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					<p>Video 3</p> <ul style="list-style-type: none"> • Comprehension Exercise for Video 4 • Forum: Symbols of China 		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
4	Pre-listening (Real-world Task)	Build background knowledge.	<ul style="list-style-type: none"> Students play a game with your partner in class. Teacher monitors the activity. 	5 min	<ul style="list-style-type: none"> Prelistening Discussion 	<ul style="list-style-type: none"> Play a game in class in pairs. 	<ul style="list-style-type: none"> S-S
	While-listening (Real-world Task)	Listen to the audio and understand the content.	<ul style="list-style-type: none"> Students take notes, study the map and determine the true or false while listening. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts, monitors the interaction and checks comprehension through some questions. 	15 min	<ul style="list-style-type: none"> Listen: Directions 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening (Real-world Task)	Discuss the questions. Request and give directions using maps.	<ul style="list-style-type: none"> After listening to the audio, students work in groups to discuss questions and present in class. Students request and give directions using maps. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> After You Listen 	<ul style="list-style-type: none"> Reporting orally in groups. Practicing requesting and giving directions using maps 	<ul style="list-style-type: none"> S-S
	Testing	Do self-test.	<ul style="list-style-type: none"> Students evaluate their listening comprehension by doing self-test online. 	20 min	<ul style="list-style-type: none"> Topic 3: Self Test 	<ul style="list-style-type: none"> Doing self-testing online. 	<ul style="list-style-type: none"> Individual work
Homework			<ul style="list-style-type: none"> Students are assigned to do homework. 	After Class	<ul style="list-style-type: none"> Understanding a Long Conversation Understanding a Passage Spot Dictation 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work S-S (online) T-S (online)

Topic 4 Death's Lessons for Life

I. Proficiency Level: Second-year non-English major students

II. Semester: 4 (the 2nd semester of academic year of 2012-2013)

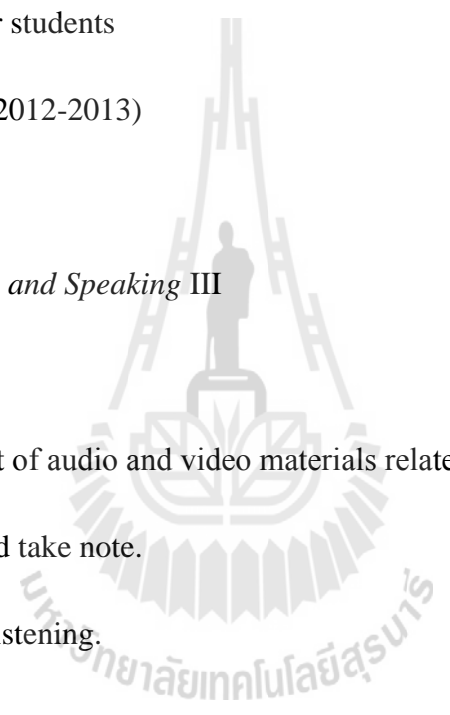
III. Periods: 4 periods (50 minutes per period)

IV. Textbook: *New Horizon College English Listening and Speaking III*

V. Aims:

- Students will be able to understand the content of audio and video materials related to “Death’s Lessons for Life” in Moodle.
- Students will be able to listen for inference and take note.
- Students will be able to take messages while listening.

VII. Teaching Procedures:



Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
1	Pre-listening	Promote background knowledge on the topic.	<ul style="list-style-type: none"> Students report what they discussed in their group before class via Forum and then Q&A. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Group Discussion before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
			<ul style="list-style-type: none"> Students explain the words related to “Death’s Lessons for Life” which they worked with their group in “Glossary Brainstorm before Class”. Teacher organizes and monitors the activity. 	10 min	<ul style="list-style-type: none"> Glossary Brainstorm before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. Drawing glossary mind map on the board. 	<ul style="list-style-type: none"> S-S
		Practice listening skills.	<ul style="list-style-type: none"> Teacher explains the listening skill “Listening for Inference” with examples in Moodle. Students practice the listening skill and then discuss their answers with their partners. 	20 min	<ul style="list-style-type: none"> Listening Skill Training: Listening for Inference Listening for Inference 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work S-S
		Learn new words and expressions.	<ul style="list-style-type: none"> Teacher defines the new words and expressions and then gives examples to students. Students learn new words and then do vocabulary exercises. 	10 min	<ul style="list-style-type: none"> New Words for Topic 4 Vocabulary Exercise for Topic 4 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work
		Predict the content in following listening.	<ul style="list-style-type: none"> Students predict the content students will hear from the listening from the images. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Pair Work 	<ul style="list-style-type: none"> Reporting orally in class in pairs. 	<ul style="list-style-type: none"> S-S

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
2	While-listening	Listen to audios and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information while listening. • Students work in pairs to plan their reports. • Teacher helps with each pair plan for their report, explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Audio 1: StoryCorps • Audio 1: True or False • Audio 2: Mom's Final Advice • Audio 2: True or False • Audio 3: Are You Afraid to Die? • Audio 3: Match Exercise • Audio 4: Quick Death and Slow Death 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After listening to the audios, students do comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension Check for Audio 1 • Comprehension Check for Audio 2 • Comprehension Check for Audio 3 • Comprehension Check for Audio 4 • Forum: Short Essay of Argumentation for Audio 4 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
3	While-listening	Watch videos and understand the content.	<ul style="list-style-type: none"> Students take notes, and determine whether the statements are true or false or fill the missing information or rank the order while watching. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> Video 1: How Burials Happen in Germany Video 1: Match Exercise Video 2: Death Lessons for Life Video2: Match Exercise Video 3: How to Deal with Death in the West Video 4: The Grief for a Person's Death Video 4: Match Exercise 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening	Do listening comprehension exercises	<ul style="list-style-type: none"> After watching the videos, students do listening comprehension exercises online with the information they have heard. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> Comprehension Check for Video 1 Comprehension Check for Video 2 Comprehension Check for Video 3 Comprehension Check for Video 4 Forum: The Understanding of Death 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
4	Pre-listening (Real-world Task)	Build background knowledge.	<ul style="list-style-type: none"> Working in groups, students talk about your health to their group members and learn some useful expression about sickness in OTIL. Teacher monitors the activity. 	5 min	<ul style="list-style-type: none"> Prelistening Discussion Useful Expression of Sickness 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
	While-listening (Real-world Task)	Listen to the audio and understand the content.	<ul style="list-style-type: none"> Students take notes and fill the missing information while listening. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts, monitors the interaction and checks comprehension through some questions. 	15 min	<ul style="list-style-type: none"> Listen 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening (Real-world Task)	Discuss the questions. Make appointments with doctors.	<ul style="list-style-type: none"> After listening to audios, students make appointments with doctors with role-play. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> After You Listen 	<ul style="list-style-type: none"> Reporting orally in pairs. Practicing making appointments with doctors. 	<ul style="list-style-type: none"> S-S
	Testing	Do self-test	<ul style="list-style-type: none"> Students evaluate their listening comprehension by doing self-test online. 	20 min	<ul style="list-style-type: none"> Topic 4: Self Test 	<ul style="list-style-type: none"> Doing self-testing online. 	<ul style="list-style-type: none"> Individual work
Homework			<ul style="list-style-type: none"> Students are assigned to do homework. 	After Class	<ul style="list-style-type: none"> Understanding a Long Conversation Understanding a Passage Spot Dictation 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work S-S (online) T-S (online)

Topic 5 Defending Ourselves against Disasters

I. Proficiency Level: Second-year non-English major students

II. Semester: 4 (the 2nd semester of academic year of 2012-2013)

III. Periods: 4 periods (50 minutes per period)

IV. Textbook: *New Horizon College English Listening and Speaking III*

V. Aims:

- Students will be able to understand the content of audio and video materials related to the topic “Defending Ourselves against Disasters” in Moodle.
- Students will be able to recognize facts and opinions and take note.
- Students will be able to fill in forms with the information from calls.

VIII. Teaching Procedures:

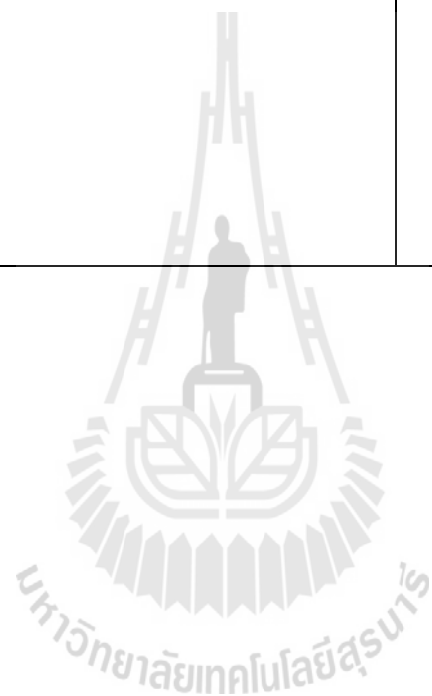
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
1	Pre-listening	Promote background knowledge on the topic.	<ul style="list-style-type: none"> Students report what they discussed in their group before class via Forum and then Q&A. Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> Group Discussion before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
			<ul style="list-style-type: none"> Students explain the words related to “Defending Ourselves against Disasters” which they worked with their group in “Glossary Brainstorm before Class” module. Teacher organizes and monitors the activity. 	10 min	<ul style="list-style-type: none"> Glossary Brainstorm before Class 	<ul style="list-style-type: none"> Reporting orally in class in groups. Drawing glossary mind map on the board. 	<ul style="list-style-type: none"> S-S
		Practice listening skills.	<ul style="list-style-type: none"> Teacher explains the listening skill “Recognizing Facts and Opinions” with examples in Moodle. Students practice the listening skill and then discuss their answers with their partners. 	20 min	<ul style="list-style-type: none"> Listening Skill Training: Recognizing Facts and Opinions Recognizing Facts and Opinions 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work S-S
		Learn new words and expressions.	<ul style="list-style-type: none"> Teacher defines the new words and expressions and then gives examples to students. Students learn new words and then do vocabulary exercises. 	10 min	<ul style="list-style-type: none"> New Words for Topic 5 Vocabulary Exercise for Topic 5 	<ul style="list-style-type: none"> Doing an exercise online. 	<ul style="list-style-type: none"> T-S Individual work

		Predict the content in following listening.	<ul style="list-style-type: none"> • Students predict the content students will hear from the listening from the images. • Teacher organizes and monitors the activity. 	5 min	<ul style="list-style-type: none"> • Pair Work 	<ul style="list-style-type: none"> • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • S-S
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
2	While-listening	Listen to audios and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information while listening. • Students work in pairs to plan their reports. • Teacher helps with each pair plan for their report, explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Audio 1: Earthquake • Audio 1: True or False • Audio 2: Being Safe in an Earthquake • Audio 2: True or False • Audio 3: The Earth Will Die? • Audio 3: True or False • Audio 4: Oil's Problems • Audio 4: Gap-filling Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After listening to the audios, students do comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension exercise for Audio 1 • Comprehension exercise for 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					Audio 2 • Comprehension exercise for Audio 3 • Comprehension Exercise for Audio 4 • Forum: Summary for Audio 4		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
3	While-listening	Watch videos and understand the content.	<ul style="list-style-type: none"> • Students take notes, and determine whether the statements are true or false or fill the missing information or rank the order while watching. • Students work in pairs to discuss questions for planning their report. • Teacher explains the difficult parts to the whole class, monitors the interaction and checks comprehension through some questions. 	40 min	<ul style="list-style-type: none"> • Video 1: Meet Disaster and Preparedness • Video 1: True or False • Video 2: Titanic - "You jump, I jump" • Video 2: True or False • Video 3: Earthquake • Video 3: Match Exercise • Video 4: The Day after Tomorrow • Video 4: Match Exercise 	<ul style="list-style-type: none"> • Doing exercises online. • Reporting orally in class in pairs. 	<ul style="list-style-type: none"> • Individual work • S-S • T-S
	Post-listening	Do listening comprehension exercises.	<ul style="list-style-type: none"> • After watching the videos, students do listening comprehension exercises online with the information they have heard. • Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> • Comprehension Exercise for Video 1 • Comprehension Exercise for Video 2 • Comprehension Exercise for Video 3 • Comprehension 	<ul style="list-style-type: none"> • Doing exercises online. 	<ul style="list-style-type: none"> • Individual work

					Exercise for Video 4 • Forum: Preparation for an Earthquake		
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Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Time	Moodle Modules	Assessment	Interactive Pattern
4	Pre-listening (Real-world Task)	Build background knowledge.	<ul style="list-style-type: none"> Working in groups. Students discuss the questions with their group members and report in class. Teacher monitors the activity. 	5 min	<ul style="list-style-type: none"> Prelistening Discussion 	<ul style="list-style-type: none"> Reporting orally in class in groups. 	<ul style="list-style-type: none"> S-S
	While-listening (Real-world Task)	Listen to the audio and understand the content.	<ul style="list-style-type: none"> Students take notes and fill the missing information while listening. Students work in pairs to discuss questions for planning their report. Teacher explains the difficult parts, monitors the interaction and checks comprehension through some questions. 	15 min	<ul style="list-style-type: none"> Listen 	<ul style="list-style-type: none"> Doing exercises online. Reporting orally in class in pairs. 	<ul style="list-style-type: none"> Individual work S-S T-S
	Post-listening (Real-world Task)	Discuss the questions. Talk on the phone and take down the message.	<ul style="list-style-type: none"> After listening to audios, students talk on the phone via Moodle with role-play and take down the message. Teacher monitors the activity. 	10 min	<ul style="list-style-type: none"> After You Listen 	<ul style="list-style-type: none"> Reporting orally in pairs. Taking down the message from calls. 	<ul style="list-style-type: none"> S-S
	Testing	Do self-test	<ul style="list-style-type: none"> Students evaluate their listening comprehension by doing self-test online. 	20 min	<ul style="list-style-type: none"> Topic 5: Self Test 	<ul style="list-style-type: none"> Doing self-testing online. 	<ul style="list-style-type: none"> Individual work
Homework			<ul style="list-style-type: none"> Students are assigned to do homework. 	After Class	<ul style="list-style-type: none"> Understanding a Long Conversation Understanding a Passage Spot Dictation 	<ul style="list-style-type: none"> Doing exercises online. 	<ul style="list-style-type: none"> Individual work S-S (online) T-S (online)

APPENDIX J

List of Experts

Name	Position	Instrument Examined
Prof. Dr. Chaiyong Brahmawong	<ul style="list-style-type: none"> • Senior Professor, Vice President for Ubiquitous Education, International Borderless Education College, Bangkokthonburi University, Thailand • A founder of Sukhothai Thammathirat University, Thailand 	<ul style="list-style-type: none"> • The OTIL Model • The questionnaire on the participants' opinions toward OTIL • The interview guided questions
Dr. Peerasak Siriyothin	<ul style="list-style-type: none"> • Dean of Institute of Social Technology, Suranaree University of Technology, Thailand • A lecturer, Suranaree University of Technology, Thailand 	<ul style="list-style-type: none"> • The OTIL Model • The questionnaire on the participants' opinions toward OTIL • The interview guided questions
Dr. Suksan Supasetseree	<ul style="list-style-type: none"> • Unit Supervisor of the Foreign Languages Resource Unit (FLRU), Suranaree University of Technology, Thailand • A lecturer in the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. 	<ul style="list-style-type: none"> • The OTIL Model • The questionnaire on the participants' opinions toward OTIL • The interview guided questions • The OTIL lesson plans • The pre-test and post-test • OTIL platform
Prof. Dr. Lin Zhou	<ul style="list-style-type: none"> • A Professor, Ph.D in the College of International Studies, Guizhou University, China 	<ul style="list-style-type: none"> • The questionnaire on the participants' opinions toward OTIL • The interview guided questions • The OTIL lesson plans • The pre-test and post-test • OTIL platform
Assoc. Prof. Dr. Yong Wang	<ul style="list-style-type: none"> • An associate Professor, Ph.D in the Institute of Foreign Languages, Hainan University, China 	<ul style="list-style-type: none"> • The questionnaire on the participants' opinions toward OTIL • The interview guided questions • The OTIL lesson plans • The pre-test and post-test
Assoc. Prof. Dr. Xiaohui Liu	<ul style="list-style-type: none"> • An associate Professor, Ph.D in the Institute of Foreign Languages, Changsha University of Science & Technology, China 	<ul style="list-style-type: none"> • The questionnaire on the participants' opinions toward OTIL • The interview guided questions • The OTIL lesson plans • The pre-test and post-test

CURRICULUM VITAE

Mr. Xingbin Tian was born in Guizhou, China in October, 1961. He graduated from Guizhou University and received his Bachelor Degree in English Major in 1982. In 2008, he obtained his Master Degree in history from Shandong University, China. He has been teaching English at Tongren University, China since 1982. In 1996-1997, he studied as a visiting scholar at Nottingham University, United Kingdom of Great Britain and Northern Ireland. In 2006, he participated in Higher Education Administration Training at Australia National University, Australia.

Mr. Xingbin Tian is Dean of the Faculty of Foreign Languages, Tongren University, China. He is also President of the Guizhou Provincial Association of Foreign Language Teaching and Research for Institutes, China, and a Vice-president of Guizhou Association of College English Teaching and Research, China. His research interests include Technology Enhanced Language Learning (TELL), Instructional System Design (ISD), Language Learning Strategies (LLS), and listening instruction in EFL.