

## **The Effects of Listening Journals in the Development of University Students' Listening Skills**

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### **Abstract**

This paper presents the implications of the use of listening journals in an English for Specific Purposes (ESP) course, exploring the results and difficulties faced by students after the implementation of this activity. Considering that the use of different listening materials can facilitate the students' development of listening skills and reduce their resistance and anxiety, the purpose of this action research was to check whether listening journals could reduce students' resistance when doing listening exercises. A questionnaire was used in order to analyze how this activity affected learners, and then the data collected were described and analyzed. It can be concluded that the activity affected students in a positive way and made them feel more capable of attending a lecture in English. The results show that they showed less resistance to the listening skills as they felt more comfortable, confident, and prepared to attend lectures and classes in English.

### Introduction

Teaching listening in a foreign language has always been a challenging experience for both teachers and students. The fact that people assume it to be a skill that is naturally acquired leads to activities that assess listening without teaching it properly, and consequently it receives less attention in the classroom (Schmidt, 2016 & Thron, 2006).

When it comes to the university context, listening plays an important role. Many subjects in international universities are taught in English and they require students to understand and interact in specific genres, such as lectures and seminars. However, many students in Brazil arrive at universities with an unsatisfactory level of proficiency in English, which can prevent them from reaching a high level of academic performance.

One thing that I have noticed as an English teacher is that students consider listening the most difficult skill, and they often show some resistance during listening activities. It is common to hear them complaining about the listening part of an exam, or affirm that they do not understand what the speaker says, and even that some accents are extremely difficult to understand. These difficulties certainly frustrate and discourage learners from studying and improving their listening skills.

In order to reduce students' resistance when doing listening exercises, I developed and implemented listening journals (LJ) during an English for Specific Purposes (ESP) course. Then, the following question was developed: *Can the use of listening journals in English classes reduce university students' resistance to listening exercises?*

I start from a hypothesis that the use of different listening materials can support the development of student listening skills and reduce their resistance and anxiety. This action research aimed to verify whether listening journals could reduce students' resistance to listening

comprehension, making them feel more comfortable when listening to audio or watching videos in English. Therefore, this paper aims to present the implications of the use of listening journals in three groups of students, including the results of a questionnaire administered to students.

### **Literature Review**

Some aspects of current practices for teaching listening are unsatisfactory and do not attend to learners' needs. As reported by Thorn (2006), listening texts are scripted and performed by actors in a recording studio and therefore do not resemble the spoken English students will encounter outside the classroom. In recent years there have been moves to incorporate more authentic-sounding listening texts in course books, but these are still a shadow of the real thing (p. 66).

In the same way, Wolvin (1977) mentioned the lack of listening training in higher education.

Evidently, there is also a lack of research on listening comprehension and a need for systematic investigation, which makes it the least understood aspect of language teaching (Al-Nouh & Abdul-Kareem, 2017).

### **Academic Listening**

According to Wilson (2008), when compared to general English, ESP classes—which include English for Academic Purposes (EAP)—require a different approach. ESP classes often do not follow a generalized grammatical syllabus, they are goal-oriented in order to meet student's needs, tend to be for adults who have at least an intermediate level in English, and the learner and the teacher work in a collaborative way. Regarding the listening skill, it is important to use authentic materials and tailor them for student's needs. ESP teachers who want to improve their student's listening skills need to find appropriate passages and prepare a pedagogical

sequence for them. As much as possible, teachers need to collaborate, sharing and storing texts, worksheets, and recordings so they have a bank of materials.

Academic listening is mainly concerned with the transmission and acquisition of knowledge, and it also includes the transmission and comprehension of attitudes, beliefs, values, culture and body language (Flowerdew & Miller, 2014).

Flowerdew & Miller (2014) pointed out the main issues that students deal with in an academic context include adapting to the speed of extensive monologue; dealing with different lecturer accents and a heavy vocabulary load; recognizing the overall structure of the lecture, its main ideas and supporting details; taking effective notes; and dealing with examples used by the international lecturers to illustrate their main points.

Al-Nouh & Abdul-Kareem (2017) explored EFL college female undergraduate students' perceptions of the difficulties of comprehending academic English lectures, and they found that students experienced difficulties with unknown vocabulary and speed while listening to academic English lectures, even those who rated their listening proficiency as "very good" and "excellent." In addition, the authors concluded that non-linguistic factors have greater impact on students' listening comprehension than linguistic problems, yet non-linguistic factors are usually ignored by teachers.

### **Listening Journals**

A listening journal is "a book in which students record their extensive and intensive listening practices, as well as reflections on their listening experiences" (Schmidt, 2016, p. 3), and some researchers used listening journals as a tool to develop students' listening skills and raise students' awareness (Fauzanna, 2017; Galloway & Rose, 2014).

Fauzanna (2017) aimed to evaluate the usefulness of a listening journal to improve students' extensive listening practices at an Indonesian university. The findings show that the habit of reflecting on their learning helped students to improve their listening comprehension, especially with vocabulary and pronunciation. In addition, the use of authentic materials was engaging and provided a variety of topics.

Galloway & Rose (2014) utilized listening journals as an autonomous learning tool to introduce Japanese students to the diversity of English. In this activity, students listened to speakers from English-speaking backgrounds for around ten minutes each week. They reflected on what they heard, noting the speakers' nationality and the reasons for their choice, and made extended reflective comments. The results suggest that listening journals can be a useful tool to show that mutual intelligibility is more important than native-like proficiency. The authors also concluded that increased exposure to the diversity of English can encourage students to see themselves as competent multilingual English speakers, not as inferior non-native language speakers.

Lastly, according to Goh (2014), listening proficiency depends on the speed and accuracy of the processing of spoken input, so "an important aim of listening instruction is to help learners enhance the interconnected networks of their cognitive processes through better linguistic knowledge and effective use of skills and strategies" (p. 86). Although teachers cannot directly manage these processes, they can provide the necessary conditions for students to learn about these processes and practice them, which can help the improvement of their performance.

## Methods

### Research Context and Description of Participants

This action research was carried out at a public higher education institution located in Minas Gerais state, Brazil. It took place in the program Language Without Borders (Idiomas sem Fronteiras, in Portuguese), which aims at encouraging professors, scholars, staff and students to learn foreign languages (the program includes English, Spanish, French, Portuguese for Foreigners, Japanese, German, and Italian) as well as providing a comprehensive change in the teaching of foreign languages in Brazilian universities. This program was developed by the Ministry of Education (MEC) and the Coordination for the Improvement of Higher Education Personnel (CAPES), and it plays an important role as a teaching development program in Language Teaching undergraduate courses in many universities in Brazil. Language Without Borders is also part of the internationalization project of Brazilian universities.

Considering the aims of the program, the English team offers free ESP courses for the university community, focusing mainly on academic English. One of the courses offered by them is “Listening Comprehension: Lectures,” which was the course chosen for this action research.

This course was 32 hours long, with classes twice a week (2 hours per class), and it was offered in the second semester of 2017. The objective was to improve students’ listening comprehension skills in order to be able to attend lectures in English. Three groups who took this course participated in the research: two groups with an English proficiency level of A2 (elementary) and one at a level B1 (pre-intermediate), according to the Common European Framework (CEFR). The program uses TOEFL ITP scores and a placement test from an online platform called My English Online to level students.

One A2 group had 10 students attending the course until the end. The other group had four students, and the B1 group had five students, all formed by Brazilians learners. The same activity and instructions were given to these three groups, but with different themes.

Students from these three groups were from different fields of study, with ages varying from 18–40, and they were enrolled in undergraduate/graduate programs or were currently working at the university. Most of them had previous learning experience with English in high school or in other language courses. This variety and plurality in the groups is a common feature of English classes in the Language Without Borders program, and it enriches the discussions and experiences for both teachers and students.

### **Intervention Procedure**

Being aware that learners are often resistant to listening, I was expecting to find students struggling to participate in a course mainly focused on listening strategies. In order to make students commit and engage in this activity, I decided to use listening journals as an assessment tool.

According to Schmidt (2016, p.02), listening is “a demanding cognitive task that requires a breadth and depth of exposure.” Considering this, the objective of the activity was to encourage exposure to authentic materials in English that could help students to develop skills required for their academic life, as they are exposed to English only in the classroom. It can also be considered a student-centered activity as it explores topics that interest them.

The strategy was to combine listening activities about lectures in the classroom with extra listening that was to be done at home. In fact, the listening journal complemented the work done in the classroom. It is extremely important to teach academic listening providing exposure to language structures and academic vocabulary in relation to students’ discipline. However,

teachers can improve these skills by encouraging students to search for extra materials that interest them and that are related to topics that were previously discussed in class.

Considering that all students had access to the Internet, I suggested the website Padlet as an online repository, and they all agreed to post their listening journals there. Padlet was chosen because it is an online and free platform that is simple and easy to use. It allows users to create a board where teachers and students can share texts, images, videos or audios.

The activity consisted of choosing an audio or video about the topic that had been discussed in the last class, creating a post on Padlet and answering questions from the listening journal template (Appendix A). The questions could help students reflect on their listening experiences. A list of suggestions with websites and apps that could help students was sent to them by email, and it included TED Talks, YouTube channels, and BBC Podcasts.

At the beginning of each class, I also asked each student to report what they have listened to and share their thoughts and experience with their classmates. By doing this, students could also develop their speaking and writing skills. Besides the listening journal, the oral report and the writing task (online post) were also part of the activity. Although the focus was on listening skills, ESP courses should integrate the four skills. According to Flowerdew & Miller (2014), university students may face interactional situations (asking questions during a lecture, discussing issues, debating, etc.), and that is why interactional skills can also be considered academic listening skills.

Students were supposed to post at least six listening journals (out of 10) to be approved in the course and receive a certificate. To assess the activity, I considered posts on Padlet that answered at least three questions from the template.



In the beginning of the class, students discussed what they had watched and I asked questions about the video and their experience with the activity. Topics such as technology, globalization, education and health were covered in classes and in the listening journal.

### **Data Collection Procedure**

In order to analyze how this activity affected students, I created a Google Forms with questions related to the use of listening journals in our course. The questionnaire was written in Portuguese so students could fully understand the questions and answer them without worrying about grammar mistakes (you can find the English version in Appendix B).

The form is comprised of 26 questions: two about personal information (name, email), 11 about the use of listening journals, seven about the implications, four about the use of Padlet, and two asking for authorization. It included open and closed questions, and statements with which students could agree or disagree (Likert scale).

This questionnaire was piloted with one of the groups during a course evaluation in the previous semester. In this evaluation, students answered some questions about the listening journals, and I identified the need to add more specific questions related to the execution of listening journals in order to check how students were carrying out the activity. It was important to verify, for example, whether students were doing the activity during the course instead of at the end, and that is why I added questions related to the number of listening journals they have done, and the amount of time they spent on each one.

I designed the questionnaire on Google Forms for students to respond to in approximately 10 minutes. I sent the link by email after the end of the classes and they had one month to answer it. They were not obliged to respond to it, and their participation was voluntary.

### Data Analysis Procedure

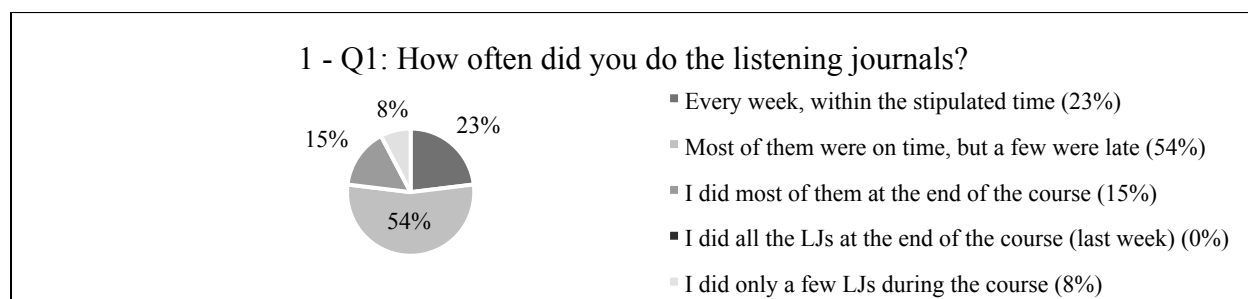
After students answered the questionnaire, the data collected was analyzed and the most important information was presented in graphs to give a visual representation of information. Pie charts and bar charts were used for the closed questions (quantitative data), and tables were used to present the answers from open questions (qualitative data).

### Results (Findings and Discussion)

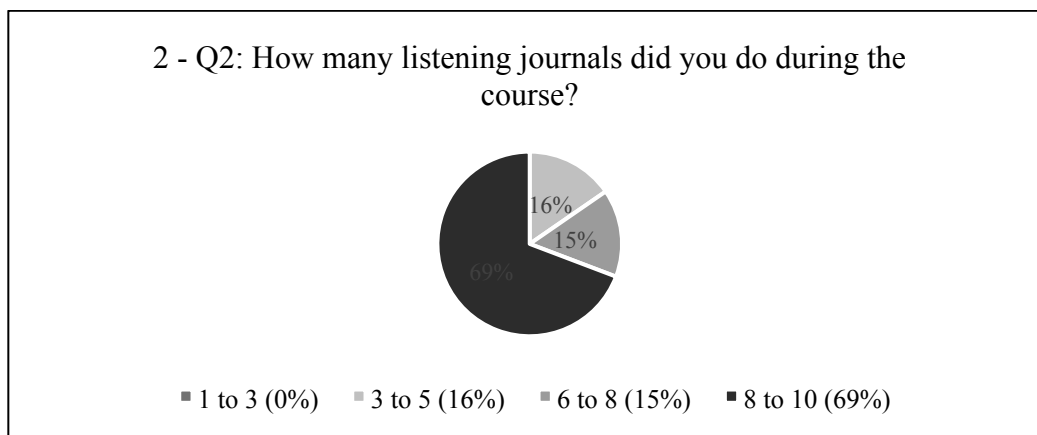
According to the file on Google Forms, 13 (out of 19) students answered the questionnaire and authorized their answers to be part of this research: eight were from the A2 group, and five from B1. The data for the three parts of the questionnaire can be found in this section.

#### Responses to Questions About Listening Journal Participation

It was expected for students to deliver the activities on time due to the purpose of the activity, and to do at least six listening journals in order to have a good performance throughout the course. As can be seen in Figures 1 and 2, most students (54%) posted the listening journals on time, although some of them were late, and most of them (84%) did the expected number of listening journals. This is essential for their learning process to have a frequent activity that is part of their routines.

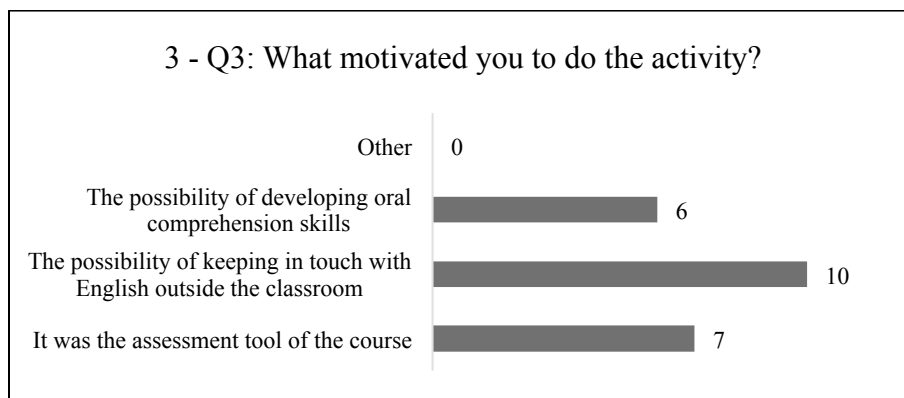


*Figure 1.* Student responses to question 1. The majority of students did most listening journals on time.



*Figure 2.* Student responses to question 2. Over two thirds of students completed the required number of listening journals.

The possibility of keeping in touch with English outside the classroom was what motivated students (see Figure 3). However, according to class observations, most of them showed concern about the final grades and certificates, so there is a possibility that the fact that this activity was the assessment tool was what mainly motivated them.



*Figure 3.* Student responses to question 3. Respondents were motivated to do the activity by three factors.

Figure 4 shows that one of the biggest difficulties for students was to have time to do the activity. As they are university students and usually are involved in many extra activities, this fact may have influenced their commitment to the English course, so this answer was expected.

Class observations show that it was common for them to arrive late and even miss classes because of other appointments at university.

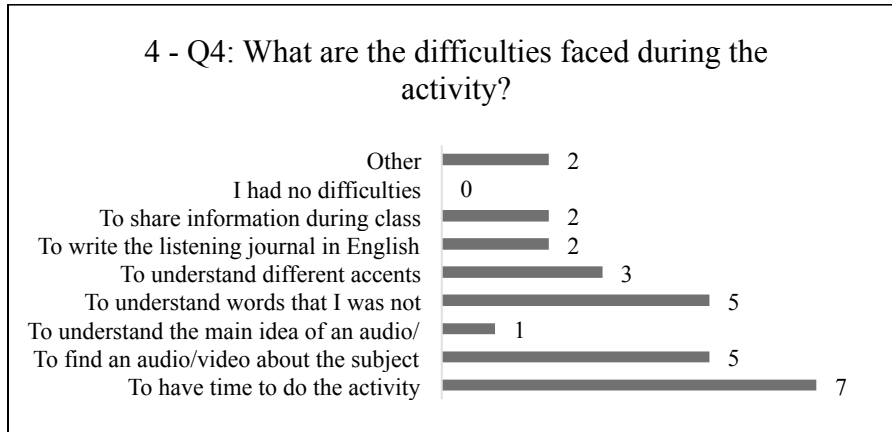
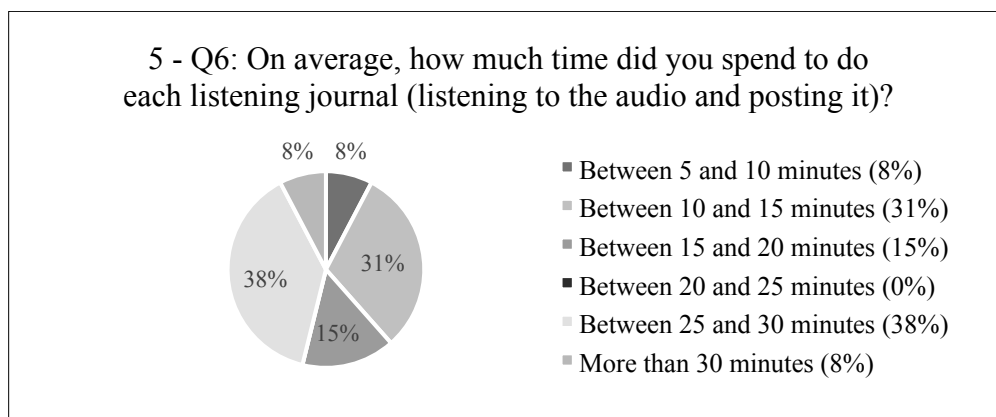


Figure 4. Student responses to question 4, showing a variety of difficulties faced during the activity.

Note: two answers for “other”: “Find a video that I really liked,” and “Depending on the video, the speech was very fast, which made the activity difficult, since it took me longer to understand”

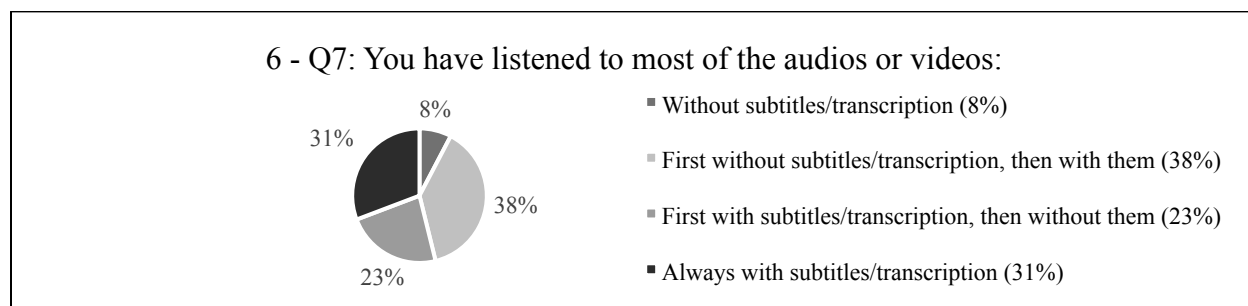
In question 5 (“What is the most difficult part of listening to a lecture or class in English?”), only “speed” and “vocabulary” were chosen, and for students the most difficult thing when listening to a lecture or class in English was speed (85%) (see Figure 5). It might be difficult because they are not used to the naturalness of second-language speech from academic contexts in general English classes. According to class observations, I thought that the major difficulty could be accents, as students used to complain that some accents were difficult to understand—so having speed as the main difficulty was an unexpected response.



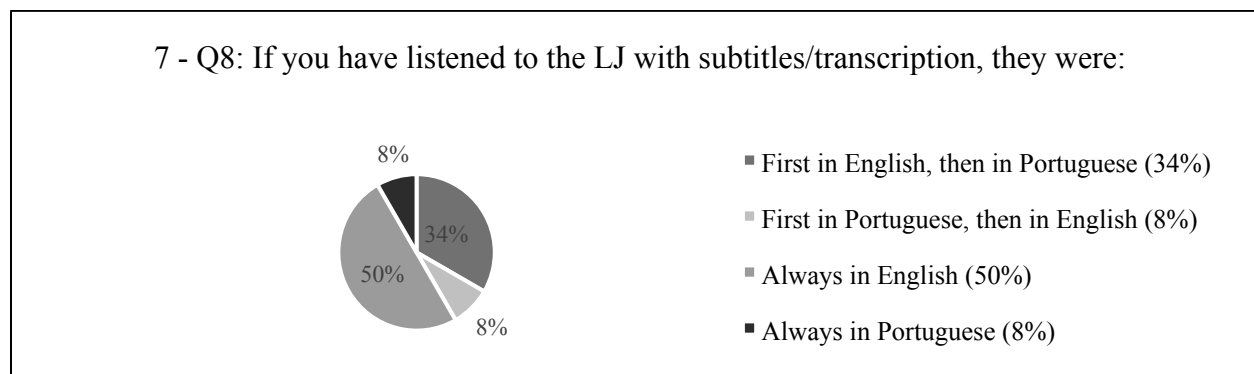
*Figure 5.* Student responses to question 5. Students varied in their time investment.

Although it is difficult to determine how much time a student will spend to do the activity, considering that this will depend on many aspects (their difficulties, time management, etc.), around 38% of students spent around 25–30 minutes to do the listening journal, which shows it was time consuming for them. Nevertheless, we can see that the results vary: one student spent between five and 10 minutes, and another spent more than 30 minutes.

During classes, I suggested that students listen to audios first without subtitles in order to check what they could understand and use English subtitles or transcription as a final resource to comprehend what they had difficulty with and find new words. I also suggested that they avoid subtitles in Portuguese. In this case, there is no way to check if they really did the activity following my instructions because it was supposed to be done at home and away from the teacher's control. However, it can be seen in Figure 6 that most students (38%) said that they listened to audios first without subtitles, then with them—following my suggestion. Then, Figure 7 demonstrates that 50% of those who listened to the audios with subtitles did it in English.



*Figure 6.* Student responses to question 6. Students tended to approach subtitles according to instructions.



*Figure 7.* Student responses to question 7. Students tended to approach subtitles according to instructions.

Students were expected to search for audios based on the topic, instead of the duration. However, answers from question 9 (“What criteria did you use to choose the audios/videos to do the activity?”) show that the most chosen criteria were duration (10) and title (9), followed by availability of subtitles (3), channel or website (3), and views (1)—and these results support the findings from graph 4.

Although students were not asked to read the posts of their classmates, I wanted to know if they were curious and interested in exploring extra materials. In question 10 (“How often did you read your classmates’ posts?”), none of them read all the posts; 15% read most posts’ 23% did not read any posts, and 62% read some posts. In question 11 (“How often did you watch the videos/audios posted by your classmates?”), none watched all of the videos posted; 8% watched

most of the videos; 46% watched some videos; and 46% did not watch any videos. This shows that students are more likely to read classmates' posts than watch the videos posted by them.

### Responses to Questions About Students' Feelings After Listening Journals

In the second part of the questionnaire, students marked if they strongly disagree, disagree, are neutral, agree, or strongly agree with the following statements, after doing the listening journals activity.

Questions	SD	D	N	A	SA
12. I feel more comfortable listening to audios or watching videos in English.	0	1	7	4	1
13. I feel more prepared to listen to lectures or classes in English.	0	2	6	3	2
14. I am more confident when listening to people with different accents speaking English.	0	3	6	4	0
15. I feel I am able to understand both general and specific information in lectures and classes in English.	0	2	5	4	2

*Figure 8.* Student responses to questions 12-15, asking if students strongly disagree (SD), disagree (D), are neutral (N), agree (A), or strongly agree (SA) with the statements.

Although most answers were neutral in the four statements above, more students agreed than disagreed in all cases, and no one strongly disagreed. This indicates that students are demonstrating less resistance to listening activities as they feel more comfortable, confident and prepared to attend lectures and classes in English. In addition, at the end of the course, I noticed that students were paying more attention to the listening activities and could comprehend more audio recordings without reading the whole transcription.

In question 16, students were asked to propose a suggestion to improve the activity. From these answers, there were seven suggestions (from students A, G, I, J, K, L, M, respectively). All of the answers are available in Appendix C. Student A suggests including a moment in the activity where they have to read or watch what their classmates had posted, and later post a

comment about it. This suggestion could improve the activity indeed. Student G proposes to start with simpler audios and progress through the course. In fact, it happened with the activities in class. It could not be done with the listening journal as it goes against the particularity of the activity: the freedom to choose the audio. Student I would like a more accurate correction in the oral sharing moment of the activity, especially with grammar and vocabulary. Although it was not the focus of the course, this suggestion shows that he/she felt insecure with the speaking part, and it demonstrates that more attention should be given to this aspect. Student J suggests having more dynamic classes, which is not directly related to the listening journal activity. This student does not explain what a dynamic class is in his/her opinion. Student K proposes to offer a list of sites to find materials, but it was done in the beginning of the course by email. Students L and M would like fun videos and to be encouraged to listen to creative and comic videos. As stated before, students could choose the type of video they were interested in. Considering these two suggestions, it seems that the purpose and the instructions of the activity were not clear for all the students.

In question 17, when asked whether they would do this activity again, 92% answered “yes,” and 8% that they would do it only in courses focused on listening comprehension. The fact that all students responded that they would do the listening journals again demonstrates that they enjoyed the activity and found it meaningful; otherwise, they would not want to experience this activity again.

### **Responses to Open-Ended Questions About Padlet**

This part of the questionnaire was related to the use of Padlet, and all the answers to open questions are available in Appendix C.



When asked whether they faced any problems when using Padlet to post the activity, only two students mentioned a problem. Student J says that he/she did not know that the platform saves the posts automatically when using it for the first time; and student K thinks the website is confusing. Considering that only a few students mentioned a problem, it shows that the experience with this website was not problematic.

With regard to the positive aspects of Padlet, students said that it is easy to post and share content (A, B, C, E, I, M, L), and mentioned organization (D, G), accessibility (F, H), speed (J) and objectivity (K) as the strong points.

In relation to the negative points, seven students mentioned negative aspects which were difficulty in editing and viewing your own post (D, G, J, K), the lack of a modification history (A), and the lack of a tool that encourages students to view previous posts (I). Student L says that lack of time was a negative point, but it seems that this student misunderstood the question, and probably he/she was referring to the activity, instead of Padlet. While some students found it easy to edit and post, others found it difficult. If there was a modification history it would be easy to see new posts, which could solve the problem pointed out by student I. During classes, I noticed that students only had difficulty in the first week, and during the course they were able to use the tool normally.

In question 22, students were supposed to answer whether they would use another platform or website to post the listening journals. There were only two answers. Student C suggests email, only because it is the only one he/she knows. However, considering the amount of activities in a week, it would not be the most appropriate platform because of the number of messages students would receive. Then Student K answered “yes,” but did not give details and

did not suggest a platform. Probably, if the question required the respondent to suggest a website, he/she would have responded, rather than answer “yes” or “no.”

### **Conclusion**

This action research paper aimed to apply and analyze the use of listening journals in order to develop listening skills of university students from a Brazilian federal institution.

The results collected from an online questionnaire on Google Forms show that most students posted the listening journals on time and did the expected number of listening journals (6 to 10), and one of the biggest difficulties was to have time to do the activity. Furthermore, most of them spent around 25-30 minutes to do the activity, which probably was considered time consuming for them. For university students, it is not effective to give time-consuming activities as it can demotivate them, and a possible alternative is to give more activities for them to do during class.

For these students, the most difficult thing when listening to a lecture or class in English is the speed, so they indicate that it is extremely necessary to adopt new strategies in order to practice this aspect during classes and enrich students’ comprehension of fast speech.

Moreover, students are more likely to read posts than watch the videos, so it is necessary to encourage them to read and watch what their classmates’ post in order to provide a more communicative activity, as was suggested by one of the students. Another student also mentioned that he/she would like a more accurate correction in the oral sharing moment of the activity, and it demonstrates that more attention should be given to this part.

I conclude that Padlet is an appropriate tool to post listening journals and most students had a satisfactory experience with it. They mentioned that it is easy to post and share content,

despite the fact that there isn't a modification history feature that would let users see new changes.

In order to enrich students' experience with listening journals with future groups, I could also require a minimum number of words for each post on Padlet, because this can facilitate the assessment and encourage them to write more in English.

After the implementation of this activity during an ESP course, I wanted to find out whether the use of listening journals in English classes could reduce university students' resistance to listening exercises. Finally, it can be inferred that the activity affected students in a positive way and made them feel more capable of attending a lecture in English. It also shows that they presented less resistance to listening activities as they feel more comfortable, confident and prepared to attend lectures and classes in English.

The students who participated in the research responded that they would do the activity again, so this shows us that they enjoyed the activity and found it meaningful. However, it is possible that the least motivated students did not respond to the questionnaire, and the data may not represent all the students who took the course. It is also important to acknowledge that answers were not anonymous and students knew that the teacher was going to read the responses and use them in further research. This means that there were power relations involved (between student and teacher) and they may have slightly influenced some responses—for example, students could feel uncomfortable or constrained to expose their opinion. This was taken into consideration in the analysis procedure and all data collected are still considered valuable for the analysis.

To conclude, it is worthwhile to repeat this activity with other groups of university students and include the improvements suggested in this section, as the listening journal has been proven to be productive and effective to enrich student's listening comprehension.

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**Appendix A**

**Listening Journal Template**

Date: __/__/__
What did you listen to? (podcast, lecture, song, vlog, etc.)
Where did you listen to it? (website)
How many times did you listen to it?
Was it easy/difficult? Why?
List of main ideas
New words/phrases

## Appendix B

### Questionnaire about the use of listening journals

Dear student, this form was created for you to express your perceptions related to the use of listening journals (LJ) in the course “Listening comprehension: lectures” from Language without Borders - UFU.

#### First part - Personal information

1. Name: \_\_\_\_\_  
 2. Email: \_\_\_\_\_

#### Second part - Questions about the listening journals

1. How often did you do the listening journals?
  - a) Every week, within the stipulated time
  - b) Most of them were on time, but a few were late
  - c) I did most of them at the end of the course
  - d) I did all the LJs at the end of the course (last week)
  - e) I did only a few LJs during the course
  
2. How many listening journals did you do during the course?
 

a) 1 to 3	c) 6 to 8
b) 3 to 5	d) 8 to 10
  
3. What motivated you to do the activity?
  - It was the assessment tool of the course
  - The possibility of keeping in touch with English outside the classroom
  - The possibility of developing oral comprehension skills
  - Other: \_\_\_\_\_
  
4. What are the difficulties faced during the activity?
  - To have time to do the activity
  - To find an audio/video about the subject
  - To understand the main idea of an audio/video
  - To understand words that I was not familiar with
  - To understand different accents
  - To write the listening journal in English
  - To share information during class
  - I had no difficulties

Other: \_\_\_\_\_

5. In your opinion, what is the most difficult part of listening to a lecture or class in English?

- |               |                                    |
|---------------|------------------------------------|
| a) Accent     | d) Noise or external sound         |
| b) Speed      | e) Subject of the lecture or class |
| c) Vocabulary | f) Other: _____                    |

6. On average, how much time did you spend to do each listening journals (listening to the audio and posting it)?

- |                              |                              |
|------------------------------|------------------------------|
| a) Less than 5 minutes       | e) Between 20 and 25 minutes |
| b) Between 5 and 10 minutes  | f) Between 25 and 30 minutes |
| c) Between 10 and 15 minutes | g) More than 30 minutes      |
| d) Between 15 and 20 minutes |                              |

7. You have listened to most of the audios or videos:

- a) Without subtitles/transcription
- b) First without subtitles/transcription, then with them
- c) First with subtitles/transcription, then without them
- d) Always with subtitles/transcription

8. If you have listened to the LJ with subtitles/transcription, they were:

- |                                         |                         |
|-----------------------------------------|-------------------------|
| a) First in English, then in Portuguese | c) Always in English    |
| b) First in Portuguese, then in English | d) Always in Portuguese |

9. What criteria did you use to choose the audios/videos to do the activity?

- |                                                                             |                                                                      |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> Duration                  | <input type="checkbox"/> <input type="checkbox"/> Channel or website |
| <input type="checkbox"/> <input type="checkbox"/> Title                     | <input type="checkbox"/> <input type="checkbox"/> Country            |
| <input type="checkbox"/> <input type="checkbox"/> Availability of subtitles | <input type="checkbox"/> <input type="checkbox"/> Other: _____       |
| <input type="checkbox"/> <input type="checkbox"/> Views                     |                                                                      |

10. How often did you read your classmates' posts?

- |                         |                            |
|-------------------------|----------------------------|
| a) I read all the posts | c) I read some posts       |
| b) I read most posts    | d) I did not read any post |

11. How often did you watch the videos/audios posted by your classmates?

- a) I watched/listened to all the videos/audios posted
- b) I watched/listened to most of the videos/audios posted
- c) I watched/listened to some videos / audios posted
- d) I did not watch/listen to any video/audio posted



Third part – After the listening journals...

12. ... I feel more comfortable listening to audios or watching videos in English.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

13. ... I feel more prepared to listen to lectures or classes in English.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

14. ... I feel more confident when listening to people with different accents speaking English.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

15. ... I feel I am able to understand both general and specific information in lectures and classes in English.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

16. Do you have any suggestion to improve this activity?

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17. Would you do this activity again?

- a) Yes, I would do this activity in another English course
- b) Yes, but only in courses focused on listening comprehension
- c) No
- d) Other: \_\_\_\_\_

18. If you answered "no" to the previous answer, justify why you would not do the activity again.

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D – About Padlet

19. Did you face any problem when using Padlet to post the listening journal? If so, which one?

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20. Mention a positive aspect of Padlet

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21. Mention a negative aspect from Padlet

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22. Would you use another platform/website to post the LJs?

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Authorization

23. Do you authorize the use of your answers in this questionnaire for future research? (you will not be identified)

a) Yes

b) No

24. Do you authorize the use of your Padlet posts for future research? (you will not be identified)

a) Yes

b) No

## Appendix C

## Responses to open questions 16, 19, 20, 21, 22

Table C1

16. Do you have any suggestion to improve this activity?

Student	Responses
A	Maybe compel us to listen/read at least one post/video from a colleague and then comment in the classroom. Maybe also ask the person to write a reflection that he/she had with the video that was posted, and in the classroom ask the classmates who watched it comment, saying whether they agree or not.
B	.
C	I think it is good this way.
D	I have no suggestion, actually I really liked the proposal, it is very innovative. The contact with the videos gave me more confidence to understand everyday English.
E	No suggestions
F	I have no suggestions; I think it is a very positive activity
G	Listen to simpler videos at the beginning and evolve through the course. Indication from the teacher.
H	I do not have an idea at the moment.
I	Correct our speaking during the exposition of the LJ to the colleagues (vocabulary, grammar).
J	Have more dynamic classes
K	Offer a list of sites to find material
L	Encourage the choice of light, creative, comic audios ...
M	More fun videos

Note: The answers were written in Portuguese and translated in English.

Table C2

19. Did you face any problem when using Padlet to post the listening journal? If so, which one?

Student	Responses
A	No
B	No
C	No
D	No
E	No
F	No

G	No
H	No
I	No
J	Only in the first time, because I did not know it saves automatically
K	The website is a bit confusing, especially the settings
L	I had no difficulties.
M	No. Quite easy to use.

Note: The answers were written in Portuguese and translated in English.

Table C3

20. Mention a positive aspect of Padlet

Student	Responses
A	It's easy to use and we can get in touch with the work of other colleagues
B	The sharing
C	It's easy to view the posts.
D	Organization.
E	It's easy to use
F	Accessibility / practicality
G	Organization of posts
H	Easy access
I	It's easy to handle
J	Speed
K	objectivity
L	There are opportunities to search and free posts
M	Very easy and practical to use

Note: The answers were written in Portuguese and translated in English

Table C4

21. Mention a negative aspect from Padlet

Student	Responses
A	I do not know if it does it... But it would be nice if it saved the history of modifications of the users, so that it can have a control of what is happening
B	.
C	I don't think it has one.
D	Sometimes I would post my text and I could not see if it was posted.
E	none

F	I don't know
G	It is difficult to edit
H	There isn't
I	There isn't a tool that encourages you to view previous posts.
J	There is a small space for posting.
K	You have to create a file in Word to facilitate the posting
L	just the lack of time
M	I didn't notice

Note: The answers were written in Portuguese and translated in English

Table C5

22. Would you use another platform/website to post the LJs?

Student	Responses
A	No
B	No
C	Email, because I don't know other
D	I do not know others that have this format/purpose
E	No
F	I don't know
G	I don't know other
H	I don't know a better one
I	I don't know other
J	I don't know other
K	Yes
L	I don't know
M	No

Note: The answers were written in Portuguese and translated in English



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