

**IMPROVEMENT OF LISTENING SKILL IN TWO DIFFERENT EIGHTH GRADES
FROM A PUBLIC SCHOOL IN CALI**

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SANTIAGO DE CALI**

2017

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Submitted as partial requirement for the degree of Bachelor of Education in Foreign

Languages: English-French

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SANTIAGO DE CALI

2017

ACKNOWLEDGEMENTS

We want to thank in first place to our families for their constant support throughout these years of hard work. To our friends because they were our support in bad moments, and they taught us to never give up. We want to thank also to our thesis advisor Carlos Alberto Mayora because his advice always guided us throughout this process and helped us to take good decisions whenever we found obstacles during the practicum and the thesis writing process. We want to thank the school INEM Jorge Isaacs and its principal because they opened their doors for us and they were very gentle when we needed to do our practicum and also carry out our thesis research. We want to thank the English teacher Maria Isabel Moran Moran because she permitted us to use time from her classes for us to do our practicum and our thesis research, and because she was very cooperative throughout our process.

Finally, we want to thank the two eighth-grade groups (8-03 and 8-08) because they cooperated with all the activities we proposed in our classes and they were very receptive.

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ABSTRACT

The objective of this research was to determine the effect of listening lessons in a population of students from a public school who seldom receive instruction in this skill. The sample of students included those from two different eighth grades (8-03 and 8-08) from a public high school in Cali. The research was a mixed-method approach that combines quantitative-qualitative data and procedures. Quantitative data included the needs analysis survey, a pre-test to diagnose students' initial level of competence in listening and a post-test to determine the effect after the lessons were implemented. Qualitative data included classroom observations prior to the implementation of the lessons, an interview to the classroom teacher of the classes studied, and our own class diaries while the lessons were implemented. Six lessons that explicitly targeted listening instructions were implemented for a total of 12 hours of instruction between pre and post-test. Results from the initial diagnostic support the need to reinforce listening instruction with these grades. Results from the post test, on the other hand, showed that the treatment was not as effective as we expected in the students. In other words, a treatment of only six classes was not enough for the improvement of the listening skill of this group of eighth graders. From the qualitative analysis, we identified a set of factors that influenced negatively the treatment effects and results including students' lack of familiarity with listening activities, negative attitude towards the activities, time constraints, lack of the appropriate resources and equipment for listening instruction, and class size (they were groups of an average of 35 students).

Keywords: listening skill, pre-listening, while-listening, post-listening, English as a foreign language.

RESUMEN

El objetivo de este estudio consistió en determinar el efecto de las clases enfocadas en la habilidad de escucha en una población de estudiantes pertenecientes a una escuela pública, quienes rara vez reciben instrucción enfocada en dicha habilidad. La muestra de estudiantes estuvo constituida por dos grupos de octavo grado (8-03 y 8-08) de una escuela pública de la ciudad de Cali. El estudio se basó en un método de investigación mixto que combina procedimientos tanto cuantitativos como cualitativos. Entre los procedimientos cuantitativos se implementó una encuesta para determinar las necesidades de la muestra, un examen diagnóstico para determinar el nivel inicial de la habilidad de escucha de los estudiantes y un examen diagnóstico final para determinar el efecto de las clases en el nivel de la habilidad de escucha de los estudiantes. Los procedimientos cualitativos consisten en observaciones de clases que se realizaron antes de la intervención, una entrevista a la docente principal del curso y nuestros diarios de clase desarrollados durante la implementación de las clases. La intervención de seis clases enfocadas en la instrucción y enseñanza de la escucha fueron implementadas entre el examen inicial y el final con una duración de 12 horas. Los resultados del diagnóstico inicial arrojaron que efectivamente había una necesidad de reforzar la enseñanza de la escucha. Por otra parte, los resultados posteriores a la intervención demostraron que ésta no fue tan efectiva para los estudiantes como se esperaba. En otras palabras, una intervención de solo seis sesiones no fue suficiente para el mejoramiento de la habilidad de escucha en este grupo de estudiantes de octavo. Sin embargo, según el análisis cualitativo se identificaron unos factores que influenciaron de forma negativa en los efectos y resultados de la implementación, esto incluye la falta de familiaridad de los estudiantes con las actividades de escucha, su actitud negativa hacia las actividades, contratiempos, falta de recursos y equipos necesarios para este tipo de

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instrucción, y el tamaño de los grupos (los dos grupos contaban con un promedio de 35 estudiantes).

Palabras clave: Habilidad de escucha, pre-escucha, durante la escucha, después de la escucha, inglés como lengua extranjera.

INTRODUCTION

English has become an important language all around the world. This is the reason why the government of Colombia has established English as a compulsory subject in all schools from primary to secondary grades. It was constituted according to the article 21 of the general law of education (Ley 115 de 1994) and also in the so-called law of bilingualism (Ley 1651 de 2013).

The Ministry of Education has developed some programs such as *Programa Nacional de Bilingüismo* (PNB) as a strategy to improve the quality of English teaching in Colombia. This program has as its main goal to develop communicative skills in English among citizens of the country with comparable international standards (MEN, 2006). In this way, in 2006, National Standards of Competency in Foreign Language were introduced along the curricular guidelines (MEN, 2006), in order to unify the educational system in the country and to contribute with the objective of the PNB.

Despite the different efforts to make improvements in the level of English spoken by Colombian citizens, especially a number of educational programs targeting secondary education, research shows that most high school graduates do not reach the expected levels of communicative competence specified in the National Standards of Competency in Foreign Language and the PNB (Alonso, Díaz, Martínez, Mayora, Moreno, Ochoa, & Roldán, 2017).

One of the main reasons why students fail to learn English communicatively is their scarce exposure to the spoken language. Most of the times, the only chance students have to practice English is at the moment of the class (2 to 3 hours per week) and it has also to be considered that some teachers develop their English classes in Spanish thereby reducing chances for students to practice (Cárdenas & Chaves, 2013). Thus, these factors lead to the insufficient development of the four skills, especially the listening skill which sometimes is absent from class activities all

together. Considering this situation, the current study had as its main goal the design and implementation of listening lessons for a class of eighth graders in a public high school in Cali, and to determine if such design had an impact in the level of listening competence of the target students.

In order to understand this research problem, the first section describes the statement of the problem, our research questions and the goals and aims of the study, as well as some background studied that support the implementation of a study such as the present one. Next, we go over a review of the literature related to the listening skill itself, the process in psycholinguistic terms, and then move on to listening from a pedagogical perspective, including the strategies this skill involves and the factors teachers must consider at the moment of creating activities and designing lessons involving oral texts. In the following section, the methodology implemented for the study will be explained, including a description of the context, the methods used for data collection and its proper analysis. Finally, we present and discuss the results obtained during the study and the implications the activities implemented had.

1. STATEMENT OF THE PROBLEM

The implementation in the Country of the National bilingualism program and the Basic standards of competence in English as foreign language brought to the way of teaching a language the concept of communicative competence, this way of teaching a second language (L2) establishes the importance to integrate the four different language skills which are: reading, listening, writing and speaking. It is supposed that for a successful teaching and effective learning all the skills have to be taught in schools and English courses, but throughout the researchers' practicum process in the public school it was found out that listening was not being taught in English classes because of a lack of resources necessary for teaching this skill (i.e. sound-playing equipment, language laboratories or especially equipped classrooms). On the other hand, bearing in mind that listening is one of the most important skills for language learning due to the fact that it provides the input of the target language; we decided to develop a set of classes focused mainly on the improvement and development of this skill.

1.1. Research Questions

Taking into account that the object of study is focused on the improvement of listening skill in both groups of students, this research arises as the main research question: What is the effect of instruction that explicitly targets listening in the development of this skill in a group of eighth graders from a public school in Cali?

In order to answer the main research question, we also propose a number of secondary questions:

- What is the level of listening comprehension competence of the students from eighth grade in the selected school before the implementation of listening-targeted lessons?
- What is the level of listening comprehension competence of the students from eighth grade in the selected school after the implementation of listening-targeted lessons?
- What is the reaction of the students towards the implementation of these lessons?

1.2 Objectives

Aim:

To determine the effect of instruction that explicitly targets listening in the development of this skill in a group of eighth graders from a public school in Cali.

Goals:

- Identify the level of listening comprehension competence of the students from eighth grade in the selected school before the implementation of the listening lessons.
- Determine the level of listening proficiency of the students from the eighth grade after the implementation of the listening-targeted lessons.
- Analyze from the information gathered throughout the process whether the listening-targeted lessons were useful for the improvement of this skill or not.

1.3. Justification

The present research project has been carried out with the purpose of contributing to the current existent knowledge about instructional design for a specific second language skill. In the case of this study, we decided to focus on the listening skill in a particular context of a public school in Cali. When reviewing previous study, it is noticeable that many have focused on reading and speaking, but only a few have focused on listening. Given the centrality of this skill in the development of second language competence, the scarcity of studies addressing the teaching of listening represents an important lack in our context. In addition, many experts point out a number of problems in the teaching of listening. Some claim that listening is a Cinderella skill (see Nunan, 2002) that is often ignored, and others claim that listening is often tested and rarely taught (Harmer, 2007). Therefore, we decided to carry out a study that could contribute to both the field of listening and the field of language teaching methodology. In this way, we want to provide our experience and findings to enrich the field and to help future researchers to have guidance about the things that have to be borne in mind for a study of this type.

2. BACKGROUND

During many years it has been clear the importance of oral comprehension for the development and learning of a new language. Oral comprehension has a great importance as one of the first steps and tools for learning a new language. Children acquire their first language entirely from exposure to oral language. Different theories claim that the more exposure to oral language, or input, the faster and better results in both second and foreign language learning contexts (Krashen, 2003). However, in foreign language contexts, where contact to oral target language is limited, listening is often the weakest skill and the one teachers devote the least time (Nunan, 2009).

That's why Mosquera (1996) in her work, reviews different methods and approaches that can be used to teach oral skills. The author goes over the different methods, exposing important aspects of each of them and their relevance for the learning and teaching process. At the end, the author suggests that it is not necessary to choose just one method or approach; instead, it can be more useful the incorporation of different methods through the process. This work is important for our study because it helps to have an overview in terms of available methodological options.

In Escobar & Gomez's (2004) work, it is shown the importance of finding and using different ways to teach a new language. These aspects are important during the teaching and learning process because they will help to arouse the students' motivation towards the new language. To reach this goal, the authors suggest the use of pop music not only for the motivation, but also to improve the listening and speaking skills in English as a foreign language. The proposal consists on a didactic Pop Music Workshop in a communicative environment. With this work, the authors show different reasons to use songs in the classes and their effectiveness as a learning tool; they also expect to give other English teachers options of different ways to make classes more

interesting to the students and show others the important tool that using songs can be in the classroom and its effectiveness for the learning process. This work is important for this research because the exposed information about the listening skill is an excellent tool for this theoretical framework and also to understand the important aspects of listening to help students in their learning process.

Salazar & Sanabria's (2008) work represents an important contribution to our work in terms of bibliography, and the procedure implemented by the authors is similar to our work but in a different context. The purpose of this work was to look into the best way to improve oral comprehension skills of students from fifth grade at a private school. The procedure carried out consisted in an intervention in which different oral comprehension exercises were implemented in each class, and they were analyzed through class observations and records. Students' workshops were an important tool for the authors in order to collect information about the students' process with the skill. By the end of this work, the authors concluded that students showed a higher motivation for doing oral comprehension exercises. They also learned about strategies that could help them to improve this skill and their foreign language learning process.

Alemán & Guacaneme (2011) conducted a study whose main purpose was the improvement of the listening skill through the development of learner's autonomy. The path taken in order to accomplish this purpose was the extra-class work designed by the authors, which was mainly focused to work on both bottom-up and top-down abilities. The research was carried out with students from 502 grade at Institucion Educativa Distrital Antonio José de Sucre. At the end of the research, the results showed that during the application of surveys, activities and class observations, the students presented an important progress in both bottom-up and top-down abilities. Moreover, making a comparison between the extra-class work and the activities done in

the classroom, the students showed a good progress in both processes, but at the end of the study there was a lower level in the extra-class.

This research is important for our work because it can help us to enrich our theoretical framework and complement the information to develop further activities of the teaching process in the listening skill.

3. LITERATURE REVIEW

3.1. Listening:

Listening is defined as the activity of paying attention, and attending closely for the purpose of hearing sounds. In terms of communicative abilities, listening refers to the process of extracting meaning from oral language (Nunan, 2002; Vandergrift 1999). This process is conditioned by affective, cognitive, and behavioral processes (Halone, Cunconan, Coakley & Wolvin, 1998). According to the cited authors, affective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding with verbal and nonverbal feedback.

Listening in second language learning (L2) is known as a fundamental skill, and throughout years of research it has been shown the importance of this skill for L2 development.

...The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening is the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. Listening is not only a skill area in language performance, but is also a critical means of acquiring a second language. Listening is the channel in which we process language in real time - employing pacing, units of encoding and pausing that are unique of spoken language.

Rost, M. cited in Nunan & Carter (2001, p. 07).

It also has been defined as the “activity of paying attention to and trying to get meaning from something we hear. It is a skill which seems to develop easily for mother-tongue listening, but

requires considerable effort where listening in a foreign language is concerned.” (Underwood, M.1989, p.01).

According to Vandergrift (1999) listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. This definition about listening skill is the most reliable for this study because it covers all the processes involved in listening for L2 learning.

There are two dominant positions regarding the place of listening in foreign language acquisition. The first one is listening as comprehension and later listening as acquisition. According to Richards (2008), listening as comprehension is the traditional way of thinking about the nature of listening. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (how we process speech).

Listening as acquisition, on the other hand, goes further than the one mentioned before. In this view, the input taken from the listening material cannot only stay as input, but this new information should become intake in the listener’s memory; in that way, it can be used in the other skills: speaking, reading and writing. In other words, listening comprehension is not only to be good at decoding a message, but also be able to incorporate the new knowledge (both in terms of language and content into the own repertoire).

3.2. Top-Down and Bottom-up Processing:

As oral language is heard, it is said to be processed into distinctive ways: bottom-up and top-down. Most current models of listening comprehension acknowledge today that these two ways of processing co-occur in parallel while the acoustic signal is both decoded and interpreted (Lynch, 2009). Each way of processing involves a series of activities.

3.2.1. Bottom-up processing:

When this process makes its presence during the comprehension activity, it means that the listener is taking all the input (words, sounds, sentences, texts) offered by the spoken discourse in order to decode the information and have a complete meaning of the message. During this stage, the lexical and grammatical competences are essential. These two competences help students to analyze each component of the message, from its phonological form to the meaning itself. the understanding of grammar takes the listeners to convert what they hear in the message to what they know to have a better comprehension. In this way, almost all the input initially taken from the message can become intake in the listener's' memory.

Bottom-up sub-skills, also called micro-skills, include:

1. Discriminating among the distinctive sounds of English.
2. Retaining chunks of language of different lengths in short-term memory.
3. Recognizing English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognizing reduced forms of words.
5. Distinguishing word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Processing speech at different rates of delivery.

7. Processing speech containing pauses, errors, corrections, and other performance variables.
8. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
9. Detecting sentence constituents and distinguish between major and minor constituents.
10. Recognizing that a particular meaning may be expressed in different grammatical forms.
11. Recognizing cohesive devices in spoken discourse.

(Brown, 2000, p.256)

3.2.2. Top-down process:

Contrary to the first one, this process requires the listener's background knowledge in order to understand the meaning of the message. In this case, the grammar and structure is not so important because the meaning gets more attention than the language. This means that the listener uses his or her background knowledge about experiences in life and topics which will make a reference to the content, and listeners will also use the knowledge about typical situations that could happen in different scenarios. Top-down sub-skills, also called macro-skills, include:

1. Recognize the communicative functions of utterances, according to situations, participants, goals.
2. Infer situations, participants, goals using real-world knowledge.
3. From events and ideas described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such information, generalization, and exemplification.
4. Distinguish between literal and implied meanings.
5. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.

6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension thereof.

(Brown, 2004, p 121-122)

3.3. Listening strategies

According to Vandergrift (2007, cited by Ghoneim, 2013) strategies are those “that listeners consciously or unconsciously use in order to understand, analyze, and interpret a text. The use of these strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting to the learners” (p. 101).

In other words, listening strategies are tools or techniques helping the listener to have a better understanding of the input. There are different types of strategies known as: cognitive, socio-affective and metacognitive strategies (Peterson, 2001).

Cognitive strategies are the ones mainly focused on “comprehending and storing input in working memory or long-term memory for later retrieval” (Buck, 2001 on Richards, 2008 p.11). Some examples of these strategies are: rehearsal, organization, summarization and elaboration.

Socio-affective strategies are present when the listening is a two-way activity and the meaning of the message can be negotiated between the listener and the speaker. Some of these strategies are cooperative learning, questioning for clarification and managing one’s emotions in the learning situation.

Metacognitive strategies are the ones which the listener uses to be more conscious of its learning progress and well development. These strategies are useful for the listener in order to plan, monitor and evaluate his/her listening. Goh (1997, 1998) cited by Richards (2008 p. 12) gives a description of each metacognitive strategy mentioned previously:

- **Planning:** This will help listeners and students to determine the learning objectives and which means will be helpful to achieve those objectives. It is also important to set real short and long term goals and determine the opportunities to put into practice the listening. Some important tasks for this is previewing the main ideas, rehearsing the language and deciding the aspects of the text in which concentration will take a part.
- **Monitoring:** This strategy will be helpful to help listeners checking their progress during a listening task or learning activity. Some general listening development during this moment is considering the progress according to determined criteria, determining how close the short and long term goals are going to be achieved, and checking which mistakes are still being made. Specific listening tasks for this strategy are: To check constantly what is and is not being understood during the listening activity, determine if it is appropriate and the accuracy of what is understood, and also identify the source of difficulty.
- **Evaluating:** This strategy will help to determine the success of learning or listening task. During this strategy is mainly to assess the listening progress, the effectiveness of learning and strategies and appropriateness of the learning goals. Moreover, this strategy will help to check the comprehension of text.

3.4. Teaching listening:

As any other language skill, listening can be taught. That is to say, classroom activities and dynamics can be designed and implemented with the specific aim of having student practice and develop listening processes, sub skills and strategies (Harmer, 2007; Peterson, 2001; Vandergrift & Goh, 2012). However, as noted by Nunan (2002) listening is often a Cinderella skill, a skill

that does not receive much attention in language classes. Furthermore, Renandya & Farrell (2010) claim that many times listening lesson consists of memory tests than actual preparation of the learner to understand spoken language. The fact is that effective listening lessons have some characteristics that are to be considered. Teachers need to plan and prepare students and not just play an audio or video and ask questions.

3.4.1 Listening lessons:

There are different types of activities done during a listening comprehension activity, but it is really important to determine not just what students listen to but also what students listen for. It is important to bear in mind that the activities presented might be related or answer to the purpose to be achieved, and this will determine the strategies to be used (Richards 2008; Vandergrift 1999; Vandergrift & Goh, 2012).

3.4.2 Types of listening:

According to Brown (2000), the types of listening are related to the type of performance students carry out during the lesson and will also represent a series of techniques for the teaching and improvement of this skill. These types of listening are:

- **Reactive:** this type of listening is mainly focused on listening to a series of utterances in order for students to repeat all of them. Although this does not seem as an effective way of improving listening, it has its advantages because will help students to practice pronunciation.
- **Intensive:** the only purpose of this type is to focus on the different spoken language components like: phonemes, intonation, discourse markers, stress and even grammatical structure.

- **Responsive:** Much of the listening activities consist of a series of structures that will lead to get a response from students. Therefore, the tasks are those related to get a reply from students through asking questions, following instructions, clarification and checking comprehension.
- **Selective:** When the students are faced to monologues or short narratives, it is not the objective to understand every single word, phrase or event. Instead, students have to get specific details from the oral text, usually the most important ones, and not the general meaning. For this type of listening, the principal activities are those which main focus is to get dates, names, numbers, etc.
- **Extensive:** The aim of this type of listening, different from the intensive, is to get a general comprehension of the spoken language such as messages or purpose. It will also bring out students' interactive skills to create discussions.
- **Interactive:** In this type of listening, all the types mentioned before can be included because the listening activity should be also related with the speaking performance which involves students in discussions, role plays, conversations, debates, etc.

3.4.3. Types of listening activities:

Listening activities can be classified according to the type of processing they involve. As stated above, language processing can be classified as either bottom-up or top-down. An effective listening lesson will consider an interactive model of comprehension, that is, will combine both types of activities (Richards, 2008).

Bottom-up activities:

As the name suggests, bottom-up activities evoke this type of processing and therefore are designed to prompt sequential and language-based analysis of the input (Nunan, 2009; Richards,

2008). In other words, these are activities for learners to practice listening micro skills. A fill-in-the-blank activity, a multiple-choice question, minimal pair discrimination are typical examples of these activities.

Top-down activities:

In the same way, top-down activities are named after the type of processing they evoke and are aimed at prompting parallel and knowledge-based analysis of the input (Nunan, 2009; Richards, 2008). That is to say, these are activities for learners to practice listening macro skills. Tasks that involve inference, predicting or changing the end of a story are typical examples of these kinds of activities.

3.4.4. Listening task

Field (1998) has identified a classical structure for listening lessons. This structure has three stages known as pre-listening, listening and post-listening. The first stage is pre-listening which has two main aims: a) providing context to the students in a way that the listening task resembles real life (most listeners in real life have previous knowledge or are familiarized with the context in which the listening occurs); and b) motivating students to hear (Field, 1998). Consequently, this stage involves activating the students' prior knowledge, pre-teaching new vocabulary, setting goals for the listening task. Some activities that can be done in this stage are:

Table 1. Creating pre listening activities by different factors

Prelistening: Why are we doing this?		
Think About <i>Some sample activities:</i> • Give an opinion • Share knowledge about a topic • Look at photos • Brainstorm a topic • Talk about a map, chart, photo, etc	Vocabulary <i>Some sample activities:</i> • Review vocabulary • Match words with pictures or definitions • Give word list and ask students for a short summary • True/false quiz	Predict <i>Some sample activities:</i> • Connect Think About with vocabulary • Predict from the title what will be said • Study a character chart • Outline missing parts of a paragraph

Sahr (2011, p.01).

The second stage, while listening, according to Field (1998), is the stage in which students will actually interact with the oral text. This stage might involve different types of listening (intensive and extensive, for instance) and different types of listening activities (top-down and bottom-up). Some typical examples of activities at this stage are:

Table 2. Examples of activities for the while-listening stage.

While-Listening: What are we doing?		
Listen for Main Idea <i>Some sample activities:</i> • Draw what is described in the passage • Jot down key phrases and some details	Listen for Specific Events <i>Some sample activities:</i> • Outline a process • Categorize or rank according to the passage • Match or order pictures	Listen for Details <i>Some sample activities:</i> • Do a cloze exercise • Complete a chart or graph • Take a phone message

Sahr (2011, p. 02).

The last stage, post listening or after listening, is important for students to reach a different level of comprehension beyond the understanding of superficial meaning. This stage will not only help students to feel their listening skill has improved, but also, it will be very helpful to make reflect on the language heard by, for example, identifying functions (apologizing, inviting, refusing, etc.) or linguistic structures within the language used in the oral text. Finally, in this stage students can also use information or forms from the input into their own production.

Table 3. Examples of post-listening activities.

Postlistening: How does this relate to my life?
Teacher's Choice <i>Some sample activities:</i> • Students can “make a phone call” to the main character from the listening and comment on something they found interesting • Students can imagine a different ending to the listening passage • Students can make a new title for the listening passage • Students can make a story map of what took place and what would take place if the listening passage continued. • Students can draw the most important scene from the listening passage.

(Sahr, 2011).

3.4.5. Listening materials:

The success or failure of listening lessons depends largely on the materials teachers choose. For comprehension to take place, it is important that the input is at the appropriate level of difficulty for the learner (Krashen, 2003). Oral texts that are too difficult for the learner to understand will result frustrating and excessively challenging (Renandya & Farrell, 2010). These are some key elements to be considered when choosing input for listening classes:

Grammar and vocabulary: Vocabulary size has been determined as a key element for successful listening comprehension. The more known words in the spoken text for the listener, the better the chance for comprehension. Yet, vocabulary size is not determining because listener with a weaker vocabulary base can find different strategies for approaching the listening task and compensate for lexical deficiencies (Nation, 2006; Vandergrift 2006). Different studies have shown that syntactic knowledge does not play an important role because at the moment of listening, listeners are mainly focused on getting the main ideas, and for this grammar knowledge plays a secondary role (Mecartty, 2000; Vandergrift, 2006).

Spoken language features: It is well known that spoken language contains a variety of factors and differences which can make its comprehension easy or difficult. For example, accent, speed and phonological processes can influence the way speech is perceived. Regarding accents, studies suggests that no accent is more comprehensible than any other, but, listeners can understand better accents they are familiar with or that they perceive as better or clear because of sociolinguistic attitudes towards the accent (Munro & Derwing, 1995). As for speech rate, it has been found that very fast natural speech can be difficult to understand for beginner or intermediate listeners; however, a slow speech is not necessarily better for comprehension if it contains too much information or unknown vocabulary (Bloomfield, Wayland, Blodgett & Linck, 2011). In English, spoken language is subject to phonological process by which some sounds are reduced, others are completely eliminated and words are combined. A typical example of this is the word “wanna” that results from the fusion of “want to”. Field (2008) found that even familiar words for listeners of a second language are not identified or recognized when affected by these phonological processes. Such processes are common in natural or authentic speech and can be very challenging for basic or intermediate learners. Although there are not

definite formulas for controlling all these features, they have to be kept in mind at the moment of choosing oral texts as listening material. Teachers should choose texts with features that are appropriate to the level of the students.

Organization of information: The way the information is presented in the spoken text can be an aid or a limitation for listener comprehension. Some spoken texts are more formal and the information is presented almost in the same way as in a written text: coherently and structured. In other texts, such as natural conversation, the spoken language is redundant, full of false-starts, hesitations and a more basic vocabulary as compared to that in written texts (Brown & Yule, 1983). Anderson and Lynch (1988) studied the different effects of patterns of presentation of information. They found out that when events are described in chronological sequence, the text is easier to understand than one in which the information is not chronologically organized. They also found that the explicitness of information can help comprehension considering three important aspects: “Whether the text contains not only the necessary information but redundant facts as well, whether the speaker provides all the necessary information but no more, and whether the hearer is required to recognize alternative expressions referring to the same character”. (Anderson and Lynch, 1988, p. 50).

Length: Another characteristic of oral texts that has been studied is passage length, meaning the duration of the audio material. Common sense suggests that longer passages would be more difficult for listeners since they impose greater demands on memory (Lynch, 2009). However, in a recent review of the literature, Bloomfield et al. (2011) claim that “several studies have failed to find a significant relationship between length and test item difficulty or other measures of comprehension” (p. 2318). These authors suggest content and density of information has a greater impact on comprehension than the time of the audio passage. In fact, a short audio with a

lot of information usually implies a faster speech rate. Although many experts recommend the use of short audios or videos, teachers should also consider the density of content and not only time.

Authenticity: Authenticity is a controversial issue in language teaching. Some experts claim that authentic texts are better since they expose learners to real language (Nunan, 2009). On the other hand, because of speech rate and phonological processes, authentic language can be too hard to process for beginners learners. Thus, some authors prefer instructional materials that have been selected and modified for teaching purposes especially in early stages of the learning process. Nunan (2009) and Harmer (2007) recommend a balanced combination of both authentic and instructional texts for listening levels and grading them from easier to harder according to students' progress. For authentic texts, the cited authors recommend simpler and less difficult tasks. That is, students can hear an authentic weather report and be asked only to identify the name of the cities mentioned. Lynch (2009) suggests the use of general worksheet with very basic information that can be easily be identified to work with authentic texts. Brown (2000) recommends that authentic materials can be used for extensive listening and more instructional and control texts can be used for intensive listening.

Visual support: With the rise of multimedia and digital technology, the effects of visual content accompanying the oral message has also been studied (Coniam, 2001; Ginther, 2002). In general terms, there is no concluding evidence to support the idea that video facilitates listening in all cases. The facilitative effect occurs when images are related to the content of the oral text and provide some support to the message; otherwise, video might be distracting. Moreover, students taking video-based texts also find distracting having to move their eyes from the questions on the test booklet to look at the TV or computer screen.

3.5. Affect and listening:

Since many students in many contexts are rarely exposed to spoken language, a listening lesson can often be threatening and frustrating for them. Thus, it is important that teachers consider affective factors in the planning of their lesson, so that the lesson can be implemented effectively without being affected by anxiety, stress and other negative emotions. Teachers have to bear in mind that the linguistic knowledge is not the only factor that determines success in listening comprehension. Emotions also play an important role and are relevant in how the listener achieves the listening comprehension and how well they respond to it (Vandergrift and Goh, 2012).

One of the first affective factors identified by Vandergrift and Goh (2012) is anxiety. Frequently, the listening activity can be seen as a form of evaluation by the listeners or students, which is why so many times the responses do not fill the expectations. This anxiety can lead to a second factor such as low self-efficacy, showing low levels of confidence. Many times, listeners are not conscious enough about how good they are, or are afraid of making mistakes in front of others, which leads them to avoid participation or lack of confidence in their answers. The last affective factor is motivation. The more motivated (interested and determined) students are at the moment of the activity, the better results that could be obtained. Motivation can highly determine the performance during the listening comprehension activity. One way in which motivation can be enhanced in listening lesson is the selection of materials. Topics the students are interested in and familiar with will probably benefit motivation. Also, activities should be both challenging (not too easy) and achievable (not too hard) at the same time. Activities that are too easy might bore students, while activities that are too hard can frustrate them and reduce their self-confidence (Lynch 2009).

4. METHODOLOGY

4.1. Type of study:

This research is based on a mixed method design that uses qualitative and quantitative data collection and analysis procedures. Dörnyei (as cited in Nunan & Bailey, 2009, p. 439) states that a mixed method study is one that “involves the collection or analysis of both qualitative and quantitative data in a single study with some attempts to integrate two approaches at one or more stages of the research process.” This method allows moving from theory to practice, and find practical solutions to issues related to academic contexts.

4.2. Context:

The study was conducted at the INEM Jorge Isaacs public school in Cali, which is located in a middle-low class community at the northern side of the city. It is composed by eight buildings, each one with two floors, surrounded by natural landscapes. The institution has some audio-visual classrooms that count with a video-beam and personal computers for each student. The institution also contributes in the development of competences in different study fields such as: Humanities, arts, sports, social and environmental sciences, and mathematics. It also counts with a project of foreign languages which consists in teaching to students from 10 and 11 grades English, French and German.

4.3. Participants:

The participants selected for this study were eighth-graders, the group of sixty five students were males (31) and females (34) between eleven and fourteen years old. Students were distributed in two different eighth grade classes: 8-08 with thirty students and 8-03 with thirty five students. Participants in this study can be considered a convenience sample, because the

groups were selected according to their schedule and because they had three hours of English class per week. During the development of the study some students could not be included because they missed class and could not provide data when the instruments were administered. The final number of participating students was 60.

For the aim of this study we decided to unify the two grades into a sample of 60 students bearing in mind the fact that all the lesson plans and methodology for the classes were the same for both grades. Also, statistical comparisons showed that the two groups of students were not different.

4.4. Data collection procedures and instrumentation.

Data collection was composed of three sub-processes. The first was a diagnostic stage conducted to identify students' needs regarding their learning of English. In the diagnostic, we collected data through class observations, self-administered survey (Dörnyei & Taguchi, 2010), and an interview to the classroom teacher. Once the diagnostic process was complete, and the need to include more listening was identified, the second stage, namely the treatment, was designed. It consisted of a pre-test to establish listening comprehension competence of the sample and to implement the treatment, pedagogical sessions that explicitly address listening in the classes. During the treatment, each researcher carried out a class diary where notes were taken and observations were recorded on students reactions and involvement (or lack thereof) with the classes and materials of the treatment. Finally, the third stage was the evaluation. This included the post-test to establish if the treatment had produced changes in students' listening comprehension competence and to contrast the quantitative results to the field notes from the class diary.

4.4.1. Class observations.

The observations were carried out during six classes with each group in the first semester of the year 2016; each observation lasted at least two hours. During the observations, we took notes about everything that happened in the classroom. The observations focused on different aspects: students' attention to the class, motivation, students' work, language level and multicultural competence. It was also important for us to identify, and determine the types of activities that were mainly present during the classes. For each observation a special protocol for note-taking was used. See appendix 1, there is a sample of one of the protocols used with 8-03 group.

4.4.2. Survey.

The survey contained nine close-ended questions mostly in multiple choice format. It was administered to a total of sixty five students, but two surveys had to be excluded because student failed to provide clear answers and follow the instructions of the survey. Therefore, only sixty three surveys were taken into account.

Question one aimed to identify from which grade students started contact with English. The second question inquired whether students liked English. Question three aimed to identify which activities were the most practiced in their English classes. Question four sought to determine the most important language skill according to students' opinion. Question five aimed to identify the frequency with which listening activities were practiced in the class if at all. Question six was about the type of listening activities more practiced in class. Question number seven aimed to inquire if students practiced English at home and, if so, which the activities they used to do, and question eight was about the frequency of these activities. Finally, question nine sought to inquire the type of activities students would prefer in English classes. See appendix 2.

4.4.3. Interview.

In order to gather information from the teacher of the two eighth grades, regarding how the language was taught and which skills were treated in class, we interviewed the teacher. The interview was conducted face-to-face by both of us and was also recorded. It was composed by nine structured questions prepared by the researchers beforehand. The first question was in order to know what was the vision of language of the teacher, the next question was about her vision of learning, the third question is the most important for this research because this question aimed to recognize which of the language skills was the most important for the teacher. Questions number four and five were about her experience in the teaching field and years in the school. Question six was made in order to notice if the teacher considered L1 (first language) as an important factor for learning an L2. Question seven was about aspects of the class that improve learning. Finally, questions eight and nine were about her qualities as a teacher and qualities that a good teacher should have. See appendix 3.

4.4.4. Class diaries.

During the six classes of two hours, we recorded all the events that occurred, focusing mainly on students' responses to the different listening activities. Therefore, these recordings were useful for us in order to analyze all events of the classes and also to take notes in the diaries about the students' strengths and weaknesses. These recordings were also helpful for us because we could identify which were the factors that affected the class and try to find a solution to improve them.

The structure of the format that we developed for each class diary took into account the objectives for that specific lesson plan, the phase (pre-listening, while-listening, and post-listening), the type of activity, its duration and a brief description of it, and finally comments

about students' responses to the activity, and factors that contributed positively and negatively to the development of the class. In addition, at the end, there was a rubric that helped us to evaluate factors such as: students' attention and motivation, risk-taking (i.e. asking for clarification in class), response to feedback, participation, discipline, and whether the lesson goals were achieved by the students or not. See appendix 4.

4.4.5. Listening comprehension test.

We administered two listening comprehension tests, one before the treatment and the other after it was completed. Both tests were taken from practice models of the listening sections of the Primary English Test (PET) that were available online. This test was selected because it is a standardized and validated measure of overall communicative competence in English and is aligned with the levels of the Common European Framework of Reference (CEFR) which have been implemented and used in Colombia since 2006. This test measures communicative skills between the levels A2 and B1. According to the Basic Standards of Competence (MEN, 2006) students in 8th grade should have competencies in all four skills equivalent to the B1.1 level. Besides, the company that produces and administers the test, Cambridge University, indicates that this is an appropriate test for school-aged students.

The two listening tests are divided into four parts. The first part has seven questions, each one with a short audio about 30 seconds of duration, each question has three images, and students should choose only one. The second part is composed by six multiple choice questions; students should choose only one answer according to what they heard from an audio of about two minutes of duration. Part three was removed from the test because we consider it was too demanding for the listening level of the students. The fourth part has six true or false questions, student should

answer if the affirmation about the audio was true or false, and the audio has a length of about two minutes. See appendix 5.

The following table shows the structure of both PET tests that were applied respectively at the beginning and at the end of the study.

Table 4. This table shows the structure of the two PET diagnostic tests that were applied respectively at the beginning and at the end of the process.

Part	N° of items	Task/ activity	Instructions	Strategy
1	7	Picture choice	There are seven questions in this part. For each question there are three pictures and a short audio (mostly conversations of about 30 to 40 seconds each one). Students have to choose picture that shows/displays the answer to the question.	Top-down Inference Listening for details
2	6	Multiple choice	Students listen to an interview and then answer 6 multiple-choice questions about the interview. In the pre-test , students have to listen to an interview with a man talking about being a racing driver. In the posttest, students have to listen to an interview with a woman who is talking about the shows she puts on for children.	Top down Finding main ideas and supporting details.
4	6	True or false // yes or No	Students are given 6 statements in the answer sheet. They then listen to a long conversation (about 2 minutes in length) and have to indicate whether the statements are true or false. In the pretest, the conversation is between a girl and a boy talking about a birthday party. In the posttest, the conversation is between a boy and his father talking about their plans for the summer.	Top-down Analyze discourse Finding supporting details.

Furthermore, the following table illustrates the structure of the audios used for both of the tests.

Table 5. This table shows the structure of the audios that were used for the initial and final diagnostic tests.

Title	Source	Topic	Type of text	Accent	Duration
Pre-test					
Part 1 Audio 1	lingoclub.com	Time	Conversation between two people	British	00:22
Part 1 Audio 2	lingoclub.com	Shopping	Conversation between two people	British	00:30
Part 1 Audio 3	lingoclub.com	Lost object	Conversation between two people	British	00:18
Part 1 Audio 4	lingoclub.com	Means of communication	Conversation between two people	British	00:20
Part 1 Audio 5	lingoclub.com	Food	Conversation between two people	British	00:21
Part 1 Audio 6	lingoclub.com	Furniture	Conversation between two people	British	00:34
Part 1 Audio 7	lingoclub.com	Which bus to catch	Conversation between two people	British	00:29
Part 2 Audio 1	lingoclub.com	Racing driver	Interview	British	02:35

Title	Source	Topic	Type of text	Accent	Duration
Part 4 Audio 1	lingoclub.com	Birthday party	Conversation between two people	British	02:09
Post-test					
Part 1 Audio 1	book4joy.net	Weather	Monologue	British	00:18
Part 1 Audio 2	book4joy.net	Food	Conversation between two people	British	00:30
Part 1 Audio 3	book4joy.net	Clothes	Conversation between two people	British	00:24
Part 1 Audio 4	book4joy.net	Suitcases and baggage	Conversation between two people	British	00:37
Part 1 Audio 5	book4joy.net	Exercises	Monologue, Instructions	British	00:34
Part 1 Audio 6	book4joy.net	Time	Monologue	British	00:23
Part 1 Audio 7	book4joy.net	Sports	Conversation between two people	British	00:20
Part 2 ¹ Audio 1	book4joy.net	Shows for children	Interview	British	02:24

¹ Appendix 7.

Title	Source	Topic	Type of text	Accent	Duration
Part 4 Audio 1	book4joy.net	Summer plans	Conversation between two people	British	01:41

4.5. Treatment.

The pedagogical intervention counted with six classes that were carried out in 2016 from September to November. For these classes, we designed 6 lesson plans, all of them had a specific topic, each lesson plan had listening objectives for eighth grade taken from the BLR (Basic Learning Rights, MEN, 2016). They also had specific contents according to the different competences: communicative, linguistic, and cultural. The 6 lesson plans were divided into the phases for listening lessons: pre-listening, while-listening, and post-listening. In the pre-listening phase, we worked with activities that helped students to set the context, generate interest, activate prior and current knowledge, predict content, and pre-learn vocabulary (i.e. word search, warm-up questions, unscramble words, matching activities, bingo game, among others.). In the while-listening phase we focused on the listening task itself, and we worked with activities that sought students to listen for gist, for details, and to make inferences (i.e. multiple choice, put in order the words, fill in the gaps, among others.). Lastly, in the post-listening phase we worked with activities that helped us to see students' production and acquired knowledge, activities that helped them to go beyond the listening text (i.e. writing production, create a poster, a brochure, and a dialogue, among others.). It is important to remark that for the design of each lesson plan, we took into account all the topics students were covering during their second period of the school (i.e. the weather, vacations, clothes, etc.).

In the following table, we present a summary of all the lesson plans that were applied during the treatment for both eight grades.

Table 6. Summary of the six lesson plans used during the treatment.

Lesson Plan	Topic	Objectives (DBA)	Communicative contents	Linguistic contents	Cultural contents	Activities	Strategy
1	Hotel reservation	By listening a short telephone conversation, students will identify contextual features of the exchange such as relationship between the participants and speakers intentions. Students will extract specific information from a telephone conversation. Students will identify words and terms to describe hotel facilities Students will simulate a conversation in which they make a hotel reservation.	Making a hotel reservation Telephone conversations	Present simple Vocabulary used to describe hotel rooms and facilities	Opening and closing of a phone conversation	Pre-listening: Warm-up questions Word search	Top-down and bottom-up
						While listening: Understanding questions Multiple choice questions Group activity (put in order the parts of the conversation)	Top-down and bottom-up
						Post-listening: Role play (create a telephone conversation and role play it)	

Lesson Plan	Topic	Objectives (DBA)	Communicative contents	Linguistic contents	Cultural contents	Activities	Strategy
2	Visiting a new city	Students will extract specific information from a short interaction in a tour guide. Students will identify words about the common places in a city. Students will create a brochure to give information about a tour.	Describing cities Talking about tourist attractions.	Future tense Vocabulary (places around the city)	Most popular places in London	Pre-listening: Scramble the words	Top-down
						While listening: Organize the words in the correct order Multiple choice questions Matching activities (images with name of the places)	Bottom-up and top-down
						Post-listening: Create a brochure	
3	Today's forecast	Students will extract specific information from a short weather forecast Students will identify vocabulary about the weather. Students will talk about weather preferences.	Describing the weather Talking about precautions according to the weather	Future tense Present tense Vocabulary (seasons and weather)	The importance of weather forecast, weather changes.	Pre-listening: Warm-up question What's the weather like (matching images with weather) Write in a season cloud the type of weather of that season	Bottom-up and top-down
						While-listening: Listening for specific words and write them in a box Multiple choice questions	Bottom-up and top-down

Lesson Plan	Topic	Objectives (DBA)	Communicative contents	Linguistic contents	Cultural contents	Activities	Strategy
						Post-listening: Drawing that represents the weather students' prefer	
4	What to do on vacations?	Students will extract specific information from a short conversation about summer plans. Students will complete a short conversation about summer plans. Students will identify summer plans vocabulary through a bingo game. Students will write a short paragraph telling a story about a past vacation experience.	Describing summer vacation plans Telling past experiences	Future tense (will) Vocabulary about activities to do and things to use during summer vacations	Recognize what people plan for summer vacations.	Pre-listening: Warm-up questions Summer Bingo game	Top-down
						While-listening: Complete the conversation (fill in the gaps) Open questions (interpretation) Post-listening: Write a short paragraph	Bottom-up and top-down
5	What should I wear today?	Students will extract specific information from a short conversation about weather	Describing different types of clothing Talking about	Future tense (going to) Present tense	Recognize what	Pre-listening: Warm-up question Write the name of the item by watching the image	Top-down and bottom-up

Lesson Plan	Topic	Objectives (DBA)	Communicative contents	Linguistic contents	Cultural contents	Activities	Strategy
		clothes. Students will identify clothing vocabulary through an audio. Students will identify through a card what is the weather like in every season and what they could wear.	different clothing according to the weather Planning to buy clothes	Vocabulary about clothing and weather	people wear depending on the weather	While-listening: Put the images of the pre-listening activity in the order they appear in the recording Interpretation question	Top-down
						Post-listening: To fill a card with the information required	
6	Travel-tips, getting lost	Students will extract specific information from a short conversation about travel tips	Making suggestions Giving directions	Modal verbs directions	What to do when getting lost	Pre-listening: Warm-up questions Directions dictation with a map of a city	Top-down
						While-listening: True or false statements Complete the conversation (fill in the gaps) Post-listening: Create a poster	Top-down and bottom-up

Furthermore, there is an example of a lesson plan used for this research in the appendix section. See appendix 8.

Instructional audio files were used for each lesson plan used during the treatment. The files were taken from open source websites that offer free listening practice. Most of the audios were taken from Randall's ESL cyber listening (1998-2017) which is a website developed as a tool for teachers and students to practice listening skill, in here the audios are divided into levels of proficiency such as: easy, medium, intermediate and advance. They are mostly in American English and treat topics about daily life. Table 7 summarizes the characteristics of the audio files used in the treatment.

Table 7. Shows the structure of the audios used in the treatment.

Lesson plan	Title	Source	Topic	Level	Type of text	Accent	Length
1	Hotel reservation	www.esl-lab.com	reservations	Easy	Conversation between two people	American	01:14
2	Tour of London	http://learnenglishteen.britishcouncil.org	Tourism, London	A2	Conversation between three people	British	02:43
3	Weather report	www.englishclub.com	Weather forecast	Easy	Monologue	American	00:29
4	Summer vacation	www.esl-lab.com	Summer plans	Medium	Conversation between two people	American	01:49
5	Clothing styles	www.esl-lab.com	Types of clothing according to the weather	Easy	Conversation between two people	American	01:35
6	Travel tips	http://www.ello.org	Travel, getting lost	Medium	Conversation between two people	American	03:31

4.6. Data collection and analysis

This research was conducted along our practicum as students of the foreign language teaching program. Data collection procedures started on March 2016 and continued with class observations. We observed a total of six classes which allowed us to identify the problems that could be our possible topic for the research. We administered a survey to the students that helped us to reinforce the idea that students had not enough exposure to listening activities. We interviewed the teacher and included a special question about the language skills in order to know what her opinion towards the importance of listening skill.

During the next semester, we started our practicum process and our research. We applied the PET test to the students in two different days on September/06/2016 for 8-03 grade and on September/08/2016 for 8-08 grade. On September/13/2016 we started with our treatment lessons until November/15/16. During this time we were recording the classes aimed to observe each class and wrote diaries that helped us to reflect about the events that occurred in the class and to try to find a solution for the problem we evidenced. On November/22/16 we finished the process with the posttest (another version of the PET) that we applied to the students of both grades, it was to analyze if there was an improvement of the listening skill.

To compare the results from both tests (pre-test and post-test) we used computer software named IBM SPSS statistics that helped us to determine the T-test. This test is a statistical procedure that compares means of two measures of the same population (in this case, measures and determines the level of significance of the difference if existent. This procedure allows determining whether difference in the means of the measures are due to a factor (in this case the treatment) or are the result of probabilistic randomness.

5. RESULTS

5.1. Results from needs analysis

5.1.1. Class observation.

During this period of observation, it was noticed that students' attention and motivation towards the English classes were mainly positive. In this way, their response to the activities was on time and with a good attitude. It was found out that, in general, they were always attentive and participative. In terms of language level, it was determined that it was not the appropriate level for the course because they showed a lower level of proficiency according to the national English standards by the MEN (Ministerio de Educación Nacional). Finally, the observation that was focused on multicultural competence showed that this aspect is bore in mind in the curriculum, but during the classes it was not present because they were mainly focused on teaching grammar, vocabulary, and translation

During the different class observations we made, we could find out that the classes in these grades were focused mainly in the learning of vocabulary and grammar structures, this leads to a lack of the abilities of the language. In order to identify which were the most frequent types of activities in the classroom, we designed a survey for the students. Also, we interviewed the teacher in order to know her opinion about the importance of teaching focused in the development of the four skills of the language but the most important was to know her opinion about the importance of listening.

5.1.2. Survey.

In this section of the research we will only focus on the questions we consider as the most relevant for this study. And as we already mentioned we used the whole sample of 60 students of both grades together in order to illustrate better the results.

Figure 1. Bar graph showing answers to question 3 in the diagnostic survey.



Figure 1 shows the answers of the students to the question 3 in the diagnostic survey. As it can be seen, the most frequently practiced skill in their classes is writing, since 19 out of 63 students selected writing as the most practiced skill. According to the students, translation is the second most frequently practiced skill with 18 students choosing this alternative. The graph shows that the other skills are ordered from most to least frequent as speaking (10), reading (9) and listening (7). In other words, according to the answers from students, listening is the least frequently practiced skill in their classes.

Figure 2 presents students' answers to the question 4 in the diagnostic survey. As it can be seen, in a scale from 1 to 4, being 1 the most important and 4 the least important, students expressed that the most important language skill is speaking, since 30 out of 63 students rated it as 1, 15 students as 2, 9 students as 3 and only 7 as 4. That means that 45 out of 63 students rated speaking either as the most important or a very important skill (a rating of 1 or 2 in the given scale). According to the students, reading is the least important skill with a rating of 4 students as 1, 15 as 2, 19 as 3 and 24 as 4. The graph shows that listening comes in second place with rated as 1 by 16 students, and finally writing comes third in the ranking of importance selected only by 11 students as the most important skill.

Figure 2. Bar graph showing answers to question 4 in the diagnostic survey.

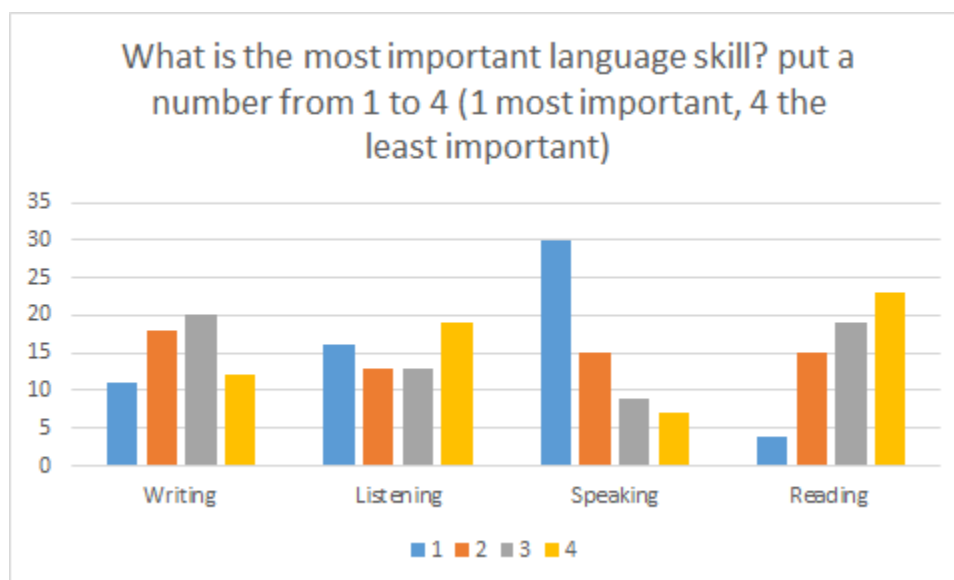
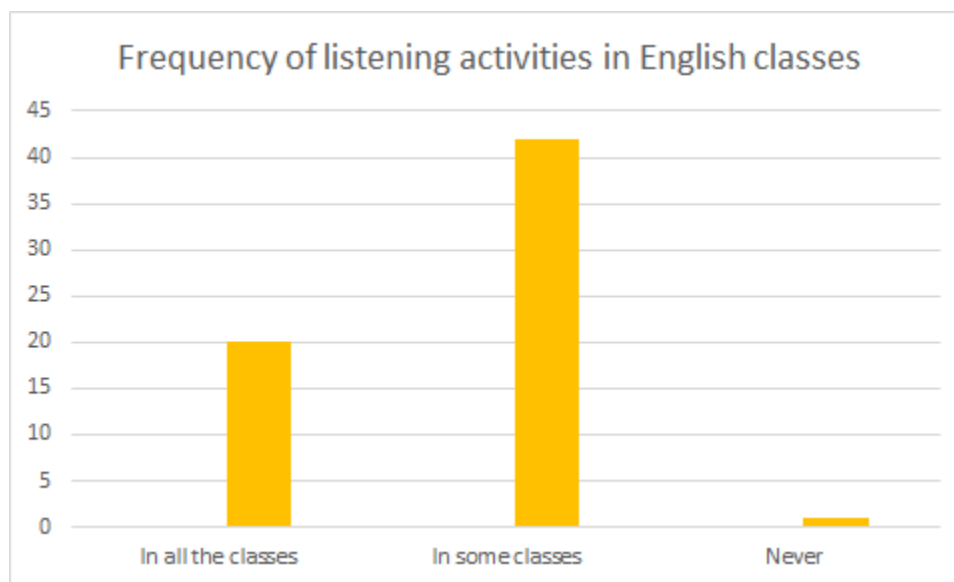


Figure 3 demonstrates the answers of the students to the question 5 in the diagnostic survey. It shows the frequency with which listening activities are presented in the students' English classes. According to 43 of 63 students reported that this kind of activities are done in some classes, it

can be seen that listening activities are not very frequent in their context. That is why only 20 students pointed out that in all the classes these activities were present and 1 student agreed that they never had listening activities in class. These answers contradict findings from the other procedures in the needs analysis such as class observations and the interview to the teacher. It is probable that students consider listening to their teacher speak in English as a kind of “listening activity”. All in all, answers to the survey suggest listening practice is not something that happens every class in spite of the importance of this skill in the development of overall linguistic and communicative competence.

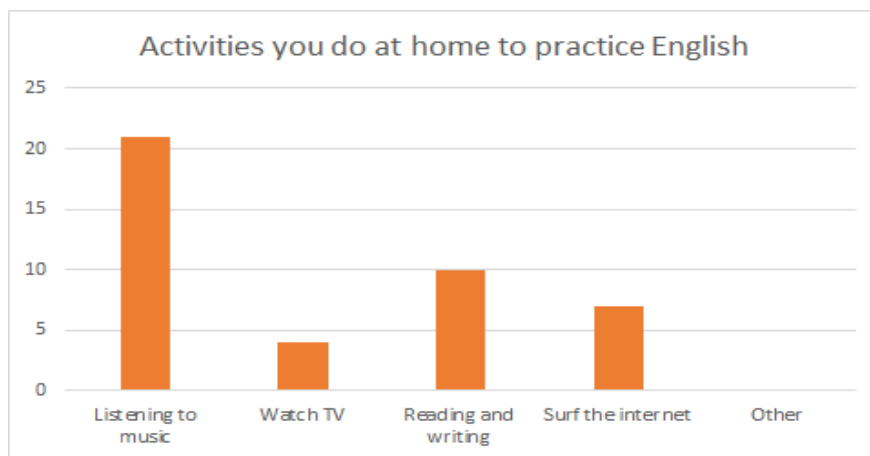
Figure 3. Bar graph showing answers to question 5 in the diagnostic survey.



Next, we report answers to question 7 in the questionnaire, the question that addressed the activities student did at home to practice English outside class. However, when organization the information we found that some students chose multiple options while other chose only one.

Thus, we decided to separate these two groups in order to maintain clarity of the graphs. Figure 4 shows the results of those students who chose more than one option to question 7.

Figure 4. Bar graph showing the answers of 21 students (they answered 2 options) to question 7 in the diagnostic survey.

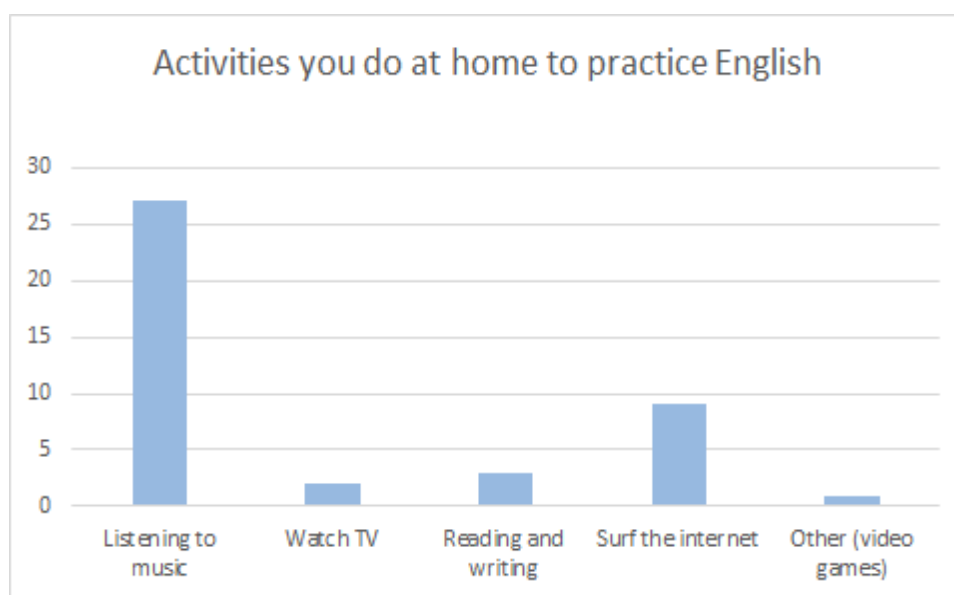


As it can be seen from the graph, listening to music in English is the activity that students more frequently report to do independently to practice English at home. Reading and writing come second in order of frequency, followed by surfing the Internet and, lastly, watching TV. No other activity was included or mentioned by the students. All students chose listening to music, but some of them reported an additional activity as well. This shows that apparently students practice English at home by doing activities associated with fun and enjoyment, activities they prefer the most.

Figure 5 presents the answers of the students to the question 7 in the diagnostic survey, but specifically those who chose only one option. In this case, listening to music in English is again the most frequently reported activity for out-of-class practice. When choosing only one

alternative, surfing the Internet is the second most frequently reported activity, reading and writing comes third and watching TV is, again, the last one. In this question, one student included an additional activity, playing video games, as a source of practice of English. Taking both graphs into account, listening to music, an activity directly linked to the listening skill, is what students most frequently do outside class to get exposure to the foreign language. Nevertheless, if students have a very low level of proficiency and poor listening strategies, it is unlikely that this exposure be meaningful for them and that the input becomes intake (Gass & Selinker, 2008).

Figure 5. Bar graph showing the answers of 42 students (they answered 1 option) to question 7 in the diagnostic survey.



5.2. Results from the pre and post-tests.

To report the quantitative results from both pre-test and post-test, we first present the descriptive statistics from both tests and then report the results from their comparisons in performance. Table 8 shows the descriptive statistics for both tests.

Figure 6. Descriptive statistics for both tests.

	N	Mean	Standard deviation	Standard error
Pre-test	65	8,3	2,09	0,26
Post-test	64	7,4	2,02	0,25

The table shows that 65 students took the pre-test while only 64 took the post-test because one class absenteeism the days each test was administered. In fact, although the numbers are similar, not all the students that took the pretest took the posttest too and were thus excluded from the sample for discussion.

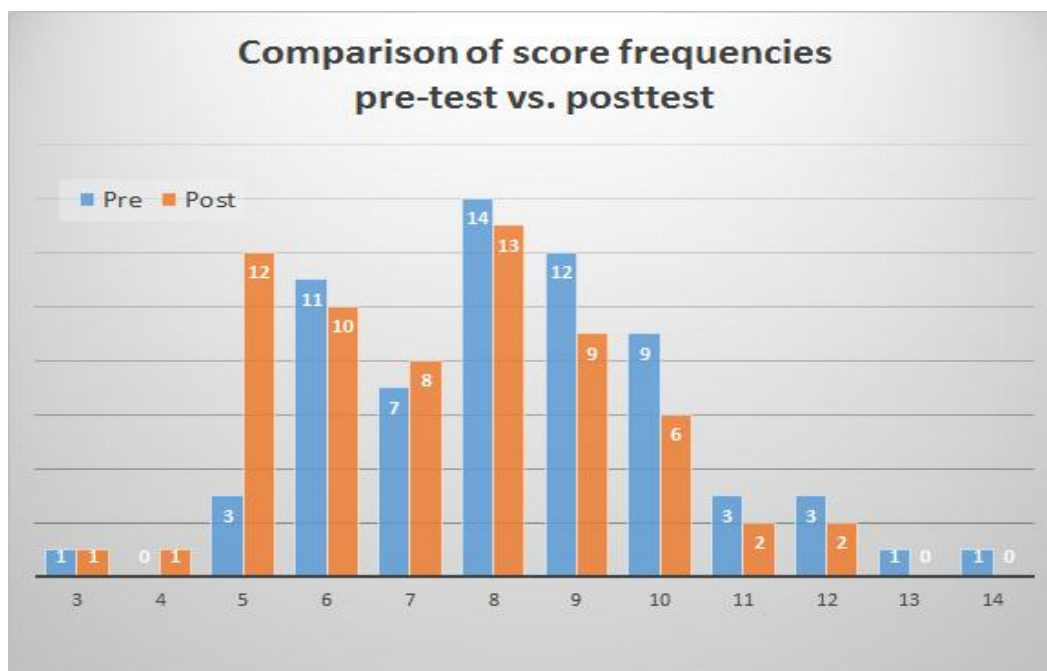
Mean scores for the pre-test indicate that at the beginning of the study the listening competence of the students was poor. Had this been an achievement test, the majority of the student would have failed since group average ranks below the 50% of the possible score (in a scale from 1 to 19). Standard deviation scores show that students' performance in the test was rather homogeneous and that difference in skills is not important. The standard error being a low score attests to the reliability of the test and confirms the level of performance.

Similarly, mean scores for the post-test indicate that at the end of the study the listening competence of the students remained the same as in the beginning, students' level did not

improve after the treatment. As it was seen for the pretest the majority of students failed the test since group average ranks below the 50% of the possible score. Standard deviation scores show that students' performance in the test was rather homogeneous and that difference in skills is not important.

Comparatively speaking, performance in the post-test seems to have been lower than in the pre-test. The mean score for the post-test is 7.4 over 19 possible, 0.9 points lower than the mean for the pre-test. Also, only in the pre-test a score of 14 over 19 was found, while the highest score in the posttest was 12. An examination of the frequency of the scores suggests that performance was slightly better in the pre-test since there is a higher frequency of scores near and above the mean (from 8 to 10 points than in the posttest, where the highest frequencies are in the score below the mean. This analysis is shown in figure 6 below.

Figure 7. Bar graph showing the score frequencies from pre and post-test.



To establish whether the apparent difference between pre and post-test was statistically significant, a Paired sample T-test was run in order to compare means. The results from the T-test show that the difference between means is not statistically different, thus confirming the null hypothesis ($t=2,003$; $\text{sig}=0.05$; $p=0.05$). In other words, performance in the pre-test and post-test are actually equal despite different means and the level of difference between means could be attributed to randomness or external factors and not to differences in levels of listening competence. This implies that the treatment did not have an effect in the students' listening competence and there was no improvement after 12 hours of listening-focused instruction.

5.3. Results from class diaries or field notes.

During the implementation of the different lessons, observations registered on the diaries helped us to identify students' attitudes and behaviors during the development of the lessons that also led us to determine the effectiveness of the listening activities.

In terms of participation, we could notice that students were more participative when activities and answers were shared publicly in class, but were inactive when they were asked to work individually. In other words, while the audio was being played, students did not seem to be taking notes, yet, when a teacher-centered session started in order to check whether their answers were right or wrong, students did participate. This can be observed in the following excerpt from one of our diaries entries for grade 8-03:

Some students were constantly calling me to ask if they had answered the activity correctly. Finally, after getting the attention of the group I could check the right order of the conversation with the whole class. At this point, some students participated enthusiastically and raised their hands asking for a turn to participate. (Class diaries, grade: 8-03, September/06/2016).

The excerpt was written during the implementation of the first lesson. In the rest of the class the pattern seem to be constant. It is probable that students were not used to the listening stage since listening activities were rare in their previous regular classes. While listening is recognized as a social activity and it might include group-work, while the audio is played it is necessary that student remain silent and pay attention to the audio. It was also apparent that note-taking is a skill students have not developed.

Class control and discipline were also aspects that suggest students' lack of familiarity or acceptance towards listening activity. Both factors were affected additionally by class size. In one group, as stated earlier, there were 32 students while there were 35 students in the other group. Thus, in some occasions it was difficult to keep attention in all the students and control discipline and some did not even work during the activities. As a response to this, we constantly had to be checking student work and walk around the classroom.

Going around the classroom, checking student work, I realized some of them were doing just some questions and even some students were not doing the activities or pretended to be doing it when I passed by their seats. (Class diaries, grade: 8-08 September/29/2016).

Class size also represented a difficulty when students had to work in groups. Moving the seats around the class often produced a lot of noise that resulted in a disruption of the class. Furthermore, students sometimes did not want to work with some of their classmates which led to problems to arrange groups. An excerpt from the fourth lesson, one in which it was planned for students to work in groups to complete a bingo game provides evidence of this:

Bingo game activity: For this activity in groups, I used the strategy of listing each student from 1 to 6 and in that way the students could be grouped randomly and avoid the problem from the previous lesson [students did not want to group with some classmates and some were left aside without any group] . I thought this was going to work to improve discipline, but I keep considering the group is too large and activity being a game makes students to speak louder and turn to disruptive behavior. (Class diaries, grade: 8-03 October 04 and 18/2016).

As shown above, some of the activities that implied group-work could not be implemented because students got enthusiastic and difficult to control.

Technical difficulties are also to be considered. In one of the first lesson, we had a problem with the audio player because it did not read the audio file and the only option we had was to read the dialogue aloud for the activity:

The audio did not work which was a little bit frustrating because I knew the activity was not going to be the same without the audio. This led me to adopt an alternative plan for the activity; with my partner Diana, we read the dialogue once. (Class dairies, grade: 8-08, September/15/2016).

In the following session, the issue with the player was solved and the audio could be played in class. Our intention was that students were exposed to different accents and to more realistic language than the models we could offer reading the scripts ourselves. However, reactions to the audio were contradictory. While some students seemed receptive towards this new experience, many seemed to be uncomfortable by listening to a recording. While no overt complaints were expressed verbally, their facial expression and whole posture indicated their discomfort. Even

when these materials were not completely authentic and were appropriate for basic levels, understanding the language seemed a challenge for the students.

Considering class size and time constraints, some of the lessons took longer than expected. Class management and getting students to be quiet and paid attention often took a long time. Therefore, in some occasions we ran out of time and some of the post listening activities had to be assigned as homework. It is well documented that students often hold negative attitudes towards homework (Harmer, 2007). However, when this happened, only a few did the assigned homework. “Only 7 of 35 students did the homework (Class dairies 8-03, September 20, 2016); “From the 30 students present the last class, only 4 did the homework”. (Class dairies, grade: 8-03, September/27/2016).

Taking listening tests was a new experience for the students. In both the pre and post-test students showed apprehension towards the test and the audios that were part of it. In the pre-test, in section 2 of the test, when students had to listen to a longer audio (an interview) and answer different questions, they complain completing that part was too difficult for them. They requested the interview to be played one additional time and that the audio was paused at some points. This would have contravened the test instructions and affected its validity. On the other hand, when the post-test was administered, students’ attitude went from apprehension to complete reluctance. Teachers had been in a part-time strike for almost two weeks which delayed our original calendar. When the classes restarted and we continued with the implementation, it coincided with the last weeks of the school year. By this time students had taken final exams and were in an attitude of unwillingness towards class work. Furthermore, we requested permission at the school to administer the test during the Physical Education class hour. Before and during

the test, the student complained that they did not want to take our post-test and openly showed their disappointment and disagreement. Our notes from that day show this negative attitude:

When students entered the classroom, they expressed their disagreement with the test and said that since it was the last day of classes, they should be sharing between friends instead of taking an exam. (Class dairies, grade: 8-03, November/22/2016).

We strongly believe that these negative attitudes at the moment of doing the post listening test had an impact in students' results.

6. DISCUSSION

The results of this research showed that the effects of instruction that explicitly targeted listening had the potential to be satisfactory taking into account that at the beginning of the process students expressed through a survey that they were not accustomed to listening activities due to the fact that during their English classes grammar and vocabulary activities were more frequent. This potential success was also reinforced in the interview to the teacher in which she highlighted the importance of listening, but explained that the skill was often overlooked due to the school infrastructure. Thirdly, because of the results from the pre-test that showed that students' listening competence was poor, the need and relevance of targeting the skill became evident. In addition, field notes from class observations during the treatment indicated an overall positive performance and attitude from students towards English classes. However, the quantitative results from the study show that the treatment was not enough for the improvement of the listening skill. On the other hand, our field notes show a number of behavior and attitudes that might have an impact on the results obtained. In the light of these findings, the question of why the treatment did not actually work arises. Based on our observations and experience we suggest the following reasons:

6.1. Lack of familiarity of the students with listening activities:

Throughout the class observations, we found that listening activities had not been worked previously during the English classes. That is why for students this type of activities was something new, and they did not know how to react to them. Sometimes the activities were welcome as an innovation while others they were received with reluctance, especially on the day of the test. According to Nolasco & Arthur (1986) students sometimes lose interest when

teachers implement activities they are not familiar with. We attempted to tackle this difficulty by means of clear instructions before every activity, the use of the students' first language to give instructions, and the pre-listening activities that helped students to learn new vocabulary before facing the listening task.

6.2. Negative attitude towards the listening tasks:

Closely related to the previous reason, there were some students who held a negative attitude towards listening activities. For example, for the first class of the treatment we prepared a group activity which consisted in six groups organizing the pieces of the script of the conversation from the audio file. In the diary for that lesson we wrote down: "from all the groups only two members are working on the activity while the others are chatting and making noise." (Class diaries, grade: 8-03, September/13/2016). This extract examples that some students were not interested in the activity.

Another example of bad attitude from students is their objection to do homework already noted above. According to Harmer (2007). "Homework is often a dispiriting affair. Teachers sometimes give out homework tasks with no especial enthusiasm, students don't always do it and teachers don't especially enjoy marking it" (p. 179). According to what the cited author says, it is imperative to make homework interesting and not to forget to check it. As the assigned homework did not have any incidence in students' final grade and as they did not have a reward from doing the homework, they forget to do it and never handed it in.

In addition, students also showed bad attitude toward the audio files. They expressed that the audio was boring in the last class of treatment as shown in the discussion of common classroom problems observed. One additional clear example was what happened the day of the final test, an

anecdote we already narrated. These were some of the common situations that were present during the treatment that examples the negative attitude from students towards the English class and the listening instruction.

6.3. Equipment and resources:

This was the main difficulty we had to face during the treatment and our research process. During our classes we had to use an old recorder to play the audios, the infrastructure of the classroom was not adequate for this kind of lesson, it has too many windows and all the external noise filters into the classroom making difficult to hear the audio. The school counts with some classrooms with technology to work in these activities but these classrooms were not available all the classes. This appreciation was also reinforced with the response of the teacher of the course to the question of the interview which was: “What do you think is the most important language skill? She answered about listening:

If I have to take a written text to listening there is a big rift. Although students listening is basic and poor, they have not enough of listening and speaking because they are the two skill most difficult to work with because of the infrastructure of the school, we do not have classrooms equipped of an appropriate acoustic, they are open, and the noise from the halls and from the outside filters into them, we do not have language laboratories, that is why I cannot think in teaching them listening because I need silence in order to be conscious of what I am saying and how I am saying it or what I am listening and how I am listening to it. On the other hand, I have only a recorder to work with them in the classroom and as you have perceived the noise from the outside is unbearable... (Interview to the teacher, May 2016).

6.4. Class size:

Class size is often referred as a big obstacle for language classes in general:

In big classes it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. Frequently, big classes mean that it is not easy to have students walking around or changing pairs, etc. Most importantly, big classes can be quite intimidating for inexperienced teachers. (Harmer, J. 2007, p. 177).

Taking into account what Harmer says about big classes we can say that as our two groups were large (30 to 35 students) and as we were inexperienced teachers it was too difficult for us to work with them, especially to work in the discipline and classroom management. As we could not be paying attention to all the students, it was easy for those at the back of the classroom to incur into disruptive behavior and be always chatting during the class. And given our little experience, it was difficult for us to deal with these situations. This size disadvantage made of group work activities something impossible to carry out as we have already commented in the discussion of the results.

Another issue in this part is that the classroom was rather small for the number of students. This made the idea of changing places or moving seats really difficult. Also, it was difficult for the teacher trainees to move around the classroom. Class size also affected classroom acoustics, adding to the issues already reported.

6.5. Time constraints:

In Colombia, only two or three hours per week are allotted for teaching English. At INEM, the two groups of students only count on three hours weekly. From this, the classroom teacher gave us only two hours for our project while she used the remaining hour to continue her own syllabus. This meant a considerable limitation of time.

From the beginning of the process, we had planned to cover a total of 20 hours for the treatment including 4 hours for the tests (2 for pretest and 2 for the posttest). In this way, the idea was to cover at least 16 hours of classes planned from September 06/2016 to November 10/2016. However, there were some extracurricular events in the school that were often scheduled during English class time. Therefore, we could not implement the original number of classes we planned. Additionally, on November 03 FECODE (Colombian Federation of Educators) decided to start a part-time strike from November 09 to November 17 a time lapse in which students did not have classes and we could not progress in the research. As a consequence, the total number of hours and lessons for the treatment had to be reduced to only 16 hours in total (including test time) and 6 classes. It also took us longer to complete the implementation until November 22/2016.

Consequently, we think that the time proposed to this treatment was not enough, and if improvement in the listening skill is expected, it has to be done with more time.

7. CONCLUSIONS

Following the elements and factors mentioned before and identified during the implementation of the listening lessons, we can conclude that the potential success or failure of an implementation of this type involves both external and internal factors which can interfere either positively or negatively.

On one hand, the Internal factors are those related to the attitudes and behaviors students can adopt or show during the listening lessons, in terms of motivation and confidence, which can be either positive or negative and will also be determined by the familiarity of the topic, content and activities done during the listening lesson.

On the other hand, we can find the external factors which will be properly determined by the context in which the listening lesson will be developed. Those factors include the physical and material conditions of the context in which the lesson is developed, class size, the availability of materials and resources and time constraints. The first element refers to interfering sounds around the classroom. Class size represents a challenge for classroom management when implementing the lesson since it makes difficult to keep students' attention and control the discipline. Furthermore, the lack of materials and equipment like books, audio players or computers can also represent an obstacle for the well development of the listening activities in the classroom; in this matter, we as teachers have to keep in mind that anything can happen inside the classroom and alternative plans should be considered in order to overcome those obstacles in the best possible way and achieve success.

The results of this research seem to support the opinions expressed by the classroom teacher of the groups we worked with: that listening is one of the hardest skills to teach and develop in the context of Colombian public schools. This, nevertheless, should not be a deterrent for future

teachers. Contrary, we highly recommend teacher-to-be to keep working and investigating the listening skill.

Our results show that there are many challenges when teaching listening. Future studies might address possible solutions. Well-designed lessons and materials are not enough. Many strategies and alternatives have to be considered, devised and field-tested. Good research design can address a combination of internal and external factors. One study might not provide all the solutions, but the accumulation of different experiences may lead to more experience and better options for teaching listening. All in all, the teaching of listening must not be abandoned. Leaving the skill aside is what most teachers currently do; confirming Nunan's (2002) remark that listening is a Cinderella skill. Given the importance of the skill in the development of linguistic knowledge and communicative competence (i.e. is the main channel for processing input), abandoning the skill has far more serious implications than many teachers acknowledge. Listening is not just an oral skill, but is one of the main paths for foreign language linguistic development.

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Appendix 1

Needs analysis

Class observation task format

Here is an example of one of the classes' observation tasks we developed through the initial process of this research.

Observation task 2 (La motivación)

Grade: 8-03

Note: students' names have been changed for their initials to hide their identity.

1. What motivates students?

"Students' motivation is influenced by internal and external factors that can start, sustain, intensify, or discourage behavior." (Reeve, 1996). According to this, students can have many reasons for learning a foreign language, but in school contexts the most common reason is because of the notion of "reward" it can be seen in some observations of class that I made in which the students motivate to participate more when the teacher said that some students were going to be "exonerados" (ex. class observation number 1: *Teacher says that two students are going to be "exonerados" if they do the activity and if it is correct.*) However, I found the case of some students that really likes to learn English and not only do it because of the grade. This is the case of S, she likes English and she also told me that she is taking some classes at the Colombo Americano.

2. Why are there some students that spend more time and effort in learning another language?

There are some students that spend more time and effort in learning another language because they like it, because they have family living in another country or because they know the value and the importance of knowing a foreign language. In the case of these students, I could tell that some of them like English because they listen to pop artists such as: Selena Gomez, One direction, Bruno Mars etc. So in this way, music plays an important role in their like for English language.

On the other hand, there are some other students who are not interested in learning English basically because they like other things such as: math, music, science, etc.

3. What behaviors during the class reflect low or high levels of motivation?

During the observations there were few behaviors that reflected low levels of motivation. One of them was during class 3 observation, a student named **J.** expresses that he doesn't like English. Also a girl **V.** who doesn't pay too much attention to the class.

On the other hand, it can be said that in the classroom there are more behaviors of cooperation with the class. The students participate in the activities that the teacher proposes, when she asks them they always answer, some of them go to the board because they want to participate (Ex: in class 1 **J. E** went to the board to write a sentence of one of the activities because he wanted to do it) Also there are some students who approach to the teacher when they have doubts (**J, G, D.**) Also In class 4 it can be seen that Students work in pairs and some groups of students help each other.

Students' initial	Motivation (high) (medium) (low)	Possible behaviors as signals of this motivation	Activities proposed by the teacher	Reflections and commentaries
S.	High	She always raises her hand when the teacher asks them to participate. She also finishes the activities on time. She tries to speak in English during the class. (class 3)	Write sentences with frequency adverbs (Class 4)	This girl has shown a high level of motivation towards English learning. Also in the survey she answered “me encanta el inglés”
J.	High	He participates when the teacher asks something; he tries to speak in English. He also helps his classmates when they need help. (class 4)	Sentences with do and doesn't (class 1) The song festival (class 3)	
J.E.	High	He participates by his own will. (class 1)	Complete some sentences with the verbs in present (class 1)	
J2.	Medium	He participates in the activities but he also complains about English. (class 3)	An activity of coloring some drawings. Put sentences into negation. (class 3)	

¿Qué relaciones establece entre las columnas 2, 3 y 4? ¿Qué preguntas haría a los estudiantes para confirmar sus creencias sobre sus niveles de motivación?

Las relaciones que se pueden establecer entre estas tres columnas básicamente consisten en que las actividades propuestas por el docente siempre van a obtener un comportamiento por parte de los estudiantes, de este modo si las actividades propuestas por el profesor resultan ser interesantes para el estudiante, entonces este tendrá una actitud de cooperación y más positiva hacia las actividades, influenciado así los niveles de motivación de los estudiantes.

A los estudiantes les haría preguntas como: ¿te gusta el inglés? ¿De qué forma te gustaría aprender el inglés? ¿Qué actividades te gustan más? Etc.

¿Qué tan importante es para el/la profesor(a) conocer o entender si sus estudiantes están motivados(as) para aprender inglés y por qué? ¿Qué estrategias debe utilizar como profesora para reconocer los niveles de motivación de los estudiantes y el origen de sus motivaciones?

Es muy importante para un profesor el saber si sus estudiantes están motivados con respecto a sus clases y con respecto al aprendizaje del inglés, ya que la motivación es un factor que influye mucho en la eficacia del aprendizaje y en el ambiente que se vive en el salón de clases. El profesor debe apuntar a realizar actividades que llamen la atención de sus estudiantes y que sean más cercanas a sus gustos y vivencias diarias.

¿Cómo transformar la motivación de los y las estudiantes de una motivación instrumental a una motivación integral?

El profesor por medio de sus actividades puede enseñar al estudiante que el inglés o una lengua extranjera no se aprende solamente por las ventajas que estas puedan garantizarte, sino más bien porque de esta forma se abren los ojos hacia culturas diferentes. Aquí es donde la

competencia comunicativa intercultural juega un rol importante ya que de esta forma los estudiantes pueden aprender a respetar a los otros, gracias al conocimiento sobre su cultura y la de los otros.

Appendix 2

Survey format

Universidad del Valle
Escuela de Ciencias del Lenguaje
Lic. en Lenguas Extranjeras
Práctica Docente

ENCUESTA SOBRE COMPRENSIÓN DE ESCUCHA

Esta encuesta ha sido diseñada como instrumento de recolección de información para el inicio del anteproyecto de las estudiantes de Introducción a la práctica docente, de la licenciatura en lenguas extranjeras de la universidad del Valle. Los datos aquí consignados serán utilizados por la practicantes con fines investigativos.

NOMBRE: (opcional) _____

Curso: _____

Fecha: _____

Edad: _____

1. ¿Desde qué grado recibe usted clases de inglés?

- a. Desde el jardín, preescolar, kínder o grado cero.
- b. Desde primero.
- c. Desde segundo.
- d. Desde tercero.
- e. Desde cuarto.
- f. Desde quinto.

2. ¿Le gusta aprender inglés?

a. Si

b. No

3. ¿En sus clases de inglés, qué es lo que más practica?

- a. La escritura.
- b. La lectura.

- c. La escucha.
- d. El habla.
- e. La traducción.

4. ¿Cuál es la habilidad que considera más importante en el aprendizaje de inglés? Enumere del 1 al 4 siendo el 1 más importante.

	Escribir
	Escuchar
	Hablar
	Leer

5. ¿Con qué frecuencia los profesores anteriores hacían ejercicios de escucha?

- a. En cada clase.
- b. En alguna clase.
- c. Nunca.

6. Señale dos ejercicios de escucha que más ha practicado en la clase de inglés.

- a. Canciones.
- b. Diálogos o conversaciones.
- c. Instrucciones.
- d. Cuentos.
- e. Videos.

7. ¿De las siguientes actividades, cuales realiza en su casa para practicar inglés?

- a. Escuchar música.
 - b. Ver televisión.
 - c. Leer y escribir.
 - d. Visitar páginas de internet.
- Otros ¿Cuáles?

8. ¿Con qué frecuencia realizas las actividades anteriores?

- a. Siempre
- b. Casi siempre
- c. Nunca

9. ¿Qué tipo de actividades de escucha te gustaría realizar en la clase de inglés?

- a. Trabajar con canciones en inglés
- b. Ver videos
- c. Escuchar diálogos
- d. Otra: _____

Appendix 3

Interview format

Universidad del Valle
Escuela de ciencias del lenguaje
Licenciatura en lenguas extranjeras
Introducción a la práctica docente
Entrevista

Nombre de la docente: M. I. (El nombre de la docente fue cambiado para proteger su identidad)

Títulos obtenidos: Licenciada en lenguas modernas

Universidad: Universidad del Valle

Preguntas:

1. ¿Cuál es su visión de lengua?
2. ¿Cuál es su visión de aprendizaje?
3. ¿Qué habilidad de la lengua considera la más importante?
4. ¿Cuántos años lleva como docente de inglés?

5. ¿Hace cuánto tiempo está vinculada a esta institución como docente de inglés?
6. ¿Cree que la lengua materna ejerce alguna influencia en los procesos de aprendizaje del inglés como lengua extranjera? ¿Por qué?
7. ¿Qué aspectos de la clase considera que favorecen el aprendizaje?
8. ¿Cuáles, considera usted, son sus cualidades como docente de lengua extranjera?

Appendix 4

Class diaries format

REFLEXIÓN DE CLASE 1

Institución educativa: INEM Jorge Isaacs

Fecha: septiembre 13 de 2016

Tema: Hotel Reservation

Duración: 2 horas

Hora inicial: 6:40 am

Hora final: 8:30 am

Total de estudiantes: 35

Grade: 8-03

1. Objectives:

- By listening a short telephone conversation, students will identify contextual features of the exchange such as relationship between the participants and speakers intentions.
- Students will extract specific information from a telephone conversation.
- Students will identify words and terms to describe hotel facilities
- Students will simulate a conversation in which they make a hotel reservation.

Actividad	Descripción	Comentarios
Pre-listening: Warm-up questions	Como primera actividad los estudiantes debían responder a una serie de preguntas relacionadas con los viajes y si ellos habían estado alguna vez en un hotel.	En este primer momento los estudiantes estuvieron calmados y cooperaron muy bien con la actividad, tres estudiantes respondieron a las preguntas en español y compartieron sus experiencias con sus compañeros.
Word search	Se les dio a los estudiantes unas fotocopias con una sopa de letras en la que debían buscar vocabulario relacionado con la temática que estaban viendo. Una vez que encontraran todas las palabras, debían hacer una lista con las mismas y con su respectivo significado en español al lado.	Todos los estudiantes trabajaron a su ritmo, algunos tardaron más tiempo que otros en encontrar las palabras y hacer la lista, otros estudiantes se copiaron del compañero de al lado, pero en general todos respondieron muy bien al ejercicio de la sopa de letras. Cuando ya todos habían terminado, hice una revisión de vocabulario con ellos, leyendo palabra por palabra y su respectivo significado en español.
While listening: Phase 1: General listening to the recording.	Para esta actividad los estudiantes debían escuchar el audio de forma general. Una vez que escucharan, la docente realizaba preguntas sobre la situación para saber qué tanto los estudiantes pudieron identificar del audio.	Para esta fase se presentaron fallas técnicas con el audio que había preparado y la grabadora no quiso reproducirlo, de forma que se optó por leer la conversación a los estudiantes, tuve que alzar mucho la voz ya que el ruido del salón es bastante y los estudiantes también hablaban entre ellos lo que hizo un poco difícil interacción. Luego de que la profesora titular les llamara la atención pude comenzar con la serie de preguntas de comprensión general, ellos respondieron muy bien y en su mayoría estuvieron atentos.
Phase 2: Listening for specific details	Para esta actividad se buscaba dividir el salón en dos de forma que se hiciera un concurso con las 5 preguntas	Antes de comenzar con la lectura de la conversación, se realizó con los estudiantes una revisión de las preguntas y del vocabulario que ellos no conocían. Debido a

	de comprensión, al final la mitad que tuviera más puntos por responder correctamente ganaban.	que el salón es muy numeroso, fue difícil dividirlos y lograr que entendieran la actividad. Para esta actividad se volvió a leer la conversación y ellos respondieron. Al final, se hizo una revisión con todos para comprobar que las repuestas estuvieran bien, también se puso a leer a cinco estudiantes la pregunta con sus respectivas respuestas.
Phase 3: Reorganize the conversation	Para este ejercicio los estudiantes tenían que hacer grupos de 5 para organizar el script de la conversación que se encontraba en unos papelitos en desorden.	Fue un poco difícil organizar a los estudiantes en grupos porque me encontré con que habían unas niñas que no querían trabajar con otras por esta razón tuve que dejar a ese grupo de niñas solo de 3. Luego se repartieron los papeles a cada grupo, y logré explicar la actividad, esto fue difícil y la profesora tuvo que intervenir porque los estudiantes estaban haciendo demasiado ruido. Una vez explicada la actividad, de todos los grupos solo trabajan unos 2 integrantes y el resto se dedicaron a charlas, esto hizo que hubiera demasiado ruido durante la actividad. Se llamó la atención de algunos estudiantes que estaban haciendo desorden y de allí esperé a que todos terminaran. Algunos estudiantes llamaban constantemente a la practicante para preguntarle si les había quedado bien. Finalmente, después de llamarles otra vez la atención se pudo revisar con todos en conjunto el orden de la conversación, algunos estudiantes participaron muy bien y alzan sus manos para que los dejen responder.

Post- listening: Homework: create a conversation following the model teacher gave in class	Esta actividad se les dejó a los estudiantes como tarea, la idea es que basándose en el script de la conversación que vieron durante la clase, ellos deben crear en parejas una conversación corta.	La tarea se escribió en inglés en el tablero. Algunos de los estudiantes comenzaron a quejarse porque les estaban dejando tarea, una de las niñas comentó que hacía rato no les escribían tarea en el tablero, así que fue toda una novedad para ellos.
--	--	--

Comentarios acerca de los objetivos planteados para la clase	A pesar de que el audio no funcionó para la clase, considero que la mayoría de los estudiantes cumplieron con los objetivos planteados para esta clase, ya que escucharon atentamente durante todos los momentos que se les leía la conversación, de forma que pudieron responder muy bien a las preguntas que se les hizo sobre comprensión general de la situación de la conversación. Luego en la segunda escucha fueron capaces de extraer los detalles específicos para responder a las preguntas. Con las actividades de pre-listening los estudiantes lograron identificar cierto vocabulario, esto es porque en el momento de realizar la escucha y leer las preguntas ellos ya reconocían palabras como: amenities, tax, room, view of the city, etc. Por ahora queda pendiente el último objetivo, ya que está relacionado con la tarea que se les dejó.
Comentarios acerca del uso de la lengua	Pienso que la practicante debe hacer un uso más frecuente del inglés durante las clases, sin importar los comentarios de los estudiantes. También debe buscar la forma de hacer que los estudiantes utilicen más inglés, que comiencen a estructurar frases cortas. Al parecer la practicante se dejó intimidar un poco por el hecho de que cuando les hablaba en inglés a los estudiantes, estos tienden a hacer comentarios de tipo: “no entiendo” “ahora en español por favor”.
Comentarios acerca de la disciplina y disposición de los estudiantes	Considero que la disposición para trabajar y participar de algunos estudiantes es muy buena, esto contribuye positivamente al desarrollo de la clase. Por otro lado, en el salón hay un grupo de estudiantes que hablan mucho durante la clase e interfieren un poco con el proceso.

Appendix 5

Pre-test format

LISTENING DIAGNOSTIC TEST		
NAME: _____		
GRADE: _____	DATE: _____	

Part 1

Questions 1-7

There are seven questions in this part.

For each question there are three pictures and a short recording.

Choose the correct picture and put a tick (✓) in the box below it.

Example: Which sport did the girl watch on TV last night?


☒

☐

☐

1. What time did the taxi arrive?


☐

Twenty-five past seven


☐

Ten past seven


☐

2. What do they want to buy first?


☐

☐

☐

3. Which is the girl's bag?


☐

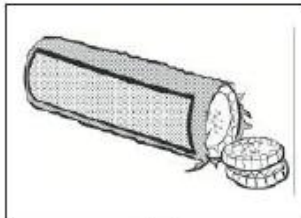
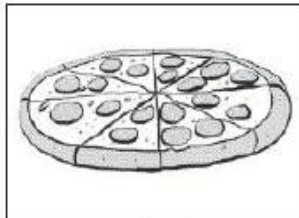
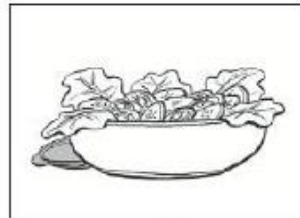
☐

☐

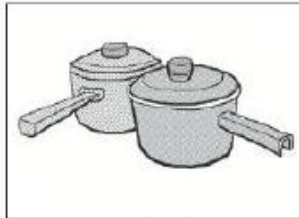
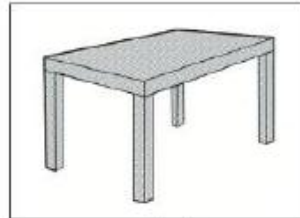
4. How does the boy contact his mother?

☐☐☐

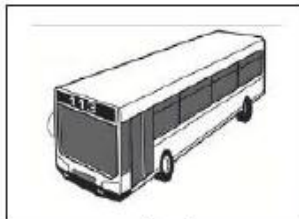
5. What should Jessie bring to the picnic?

☐☐☐

6. What did the man buy?

☐☐☐

7. Which bus does the girl catch?

☐☐☐

Part 2**Questions 8-13**

You will hear a man called Simon Webster talking about being a racing driver.

For each question, put a tick (✓) in the correct box.

8. Simon asks other drivers for advice when he	has made a mistake on a racing track.	☐
	is unsure which racing track to use.	☐
	uses a racing track for the first time.	☐
9. When do races take place?	during part of the year	☐
	on most days during the week	☐
	mainly on Fridays	☐
10. What problem does Simon have?	He can't stop training before a race.	☐
	He can't improve any more.	☐
	He doesn't ever have holidays.	☐
11. What does he say is most important for a racing driver?	not getting frightened	☐
	being able to concentrate	☐
	knowing how a car works	☐
12. How did he become interested in cars?	His friends were keen on motor-racing.	☐
	He enjoyed watching motor-racing on TV.	☐
	His father took him to races.	☐
13. What advice does he give to young racing drivers?	They should do other sports too.	☐
	They should study hard.	☐
	They should get very fit.	☐

Part 3
Questions 14-19

Look at the six sentences for this part.

You will hear a conversation between a boy, Oliver, and a girl, Hannah, about a party.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
14. Hannah shared a birthday party with her sister last year.	☐	☐
15. They agree that the barbecue was a good idea.	☐	☐
16. Hannah's grandmother will let her use her house for her party.	☐	☐
17. Oliver would like to have a party in his grandmother's flat.	☐	☐
18. Hannah thinks the Chinese restaurant would be the best choice.	☐	☐
19. Hannah will ask her parents before booking the school canteen.	☐	☐



Appendix 6

Post-test format

Test 3

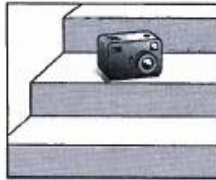
PAPER 2 LISTENING TEST approx 35 minutes (including 6 minutes transfer time)

Part 1

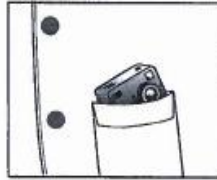
Questions 1–7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

Example: Where did the man leave his camera?



A ☒



B ☐



C ☐

1 What is the weather forecast for tomorrow?



A ☐



B ☐



C ☐

2 What will they buy at the supermarket?



A ☐



B ☐



C ☐

Listening

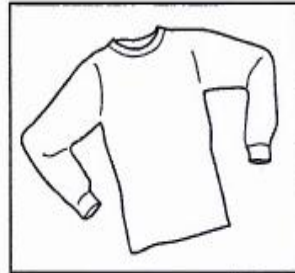
3 Which T-shirt does the woman buy?



A ☐



B ☐



C ☐

4 What will the girl take with her on holiday?



A ☐

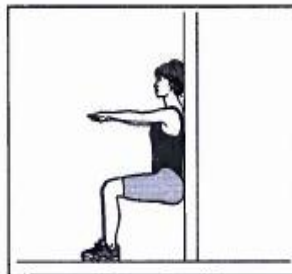


B ☐



C ☐

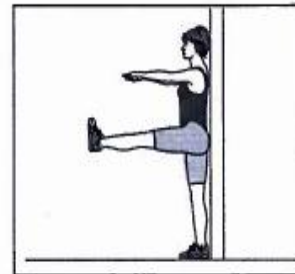
5 Which exercise is the teacher describing?



A ☐



B ☐



C ☐

Test 3

6 What time will the train to London leave?



A ☐



B ☐



C ☐

7 Which sport will the boy do soon at the centre?



A ☐



B ☐



C ☐

Part 2**Questions 8–13**

You will hear an interview with a woman called Rachel who is talking about the shows she puts on for children.

For each question, put a tick (✓) in the correct box.

-
- | | |
|---|--|
| 8 Before her children were born, Rachel worked as | A ☐ an art teacher.
B ☐ a painter.
C ☐ an actor. |
| 9 Who first thought of doing a show at a party? | A ☐ Rachel's husband
B ☐ Rachel's children
C ☐ Rachel's parents |
| 10 Rachel's neighbour, Lena, helps by | A ☐ making some dolls for the shows.
B ☐ performing in the shows.
C ☐ writing the music for the shows. |
| 11 When Rachel did a play about a lion | A ☐ the children laughed too much.
B ☐ the children were frightened.
C ☐ the children's parents complained. |

Test 3

- 12 How do Rachel's daughters help her?
- A ☐ They show new dolls to their school friends.
- B ☐ They think of ideas for new stories.
- C ☐ They give her their opinions on her new plays.
- 13 Rachel thinks her shows are successful because
- A ☐ she enjoys doing them so much.
- B ☐ she does a show daily.
- C ☐ they are suitable for all ages.

Test 3

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a student called Peter, and his father, about their plans for the summer.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A YES	B NO
20 Peter's mother is planning to go to Scotland.	☐	☐
21 Peter's father hopes to have an active holiday.	☐	☐
22 Peter's father thinks Peter should have a holiday before starting work.	☐	☐
23 Peter's father will pay for everything at the campsite.	☐	☐
24 Peter has met Jim's son more than once.	☐	☐
25 Peter suggests everyone could meet before the trip to Scotland.	☐	☐

Appendix 7

Transcription of the audio from the post-test part 2.

PART 2 *Now turn to Part 2, questions 8–13.*

You will hear an interview with a woman called Rachel who is talking about the shows she puts on for children.

For each question, put a tick in the correct box. You now have 45 seconds to look at the questions for Part 2.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Man: Rachel, tell us how your shows for children started. You studied art at college, didn't you?

Woman: That's right. But I gave up my career as an artist when my twin daughters were born. Painting took up too much time when I was looking after them. I thought about teaching art classes part-time, but instead I started making dolls for my daughters. I love acting, so I often invented little plays for the dolls, doing the voices myself.

Man: And when did you start doing shows for other people?

Woman: When our daughters were five, my husband suggested using the dolls to entertain the children at their birthday party. I wrote a little show and he built a dolls' theatre. My daughters and their friends loved it. As a result, other parents asked me to come and do the show at their children's parties. That's how it all began.

Man: It must be a lot of work for you?

Woman: Yes. I love making the dolls, but I decided that I needed someone to help me with the shows. Luckily my neighbour, Lena, was keen to perform with me. Her husband records the music to go with the shows. It would be impossible to do everything on my own.

Man: Have you ever had any problems?

Woman: Only once. I did a show for a group of three-year-olds, and I'd written a story about a lion. Unfortunately, the children were really afraid of the lion and started crying. I was worried the parents might complain, but luckily they were all able to laugh about it afterwards.

Man: And what did you learn from that?

Woman: The experience taught me that I had to find out beforehand just what children enjoy. Like me, Lena has two daughters, so whenever we've invented a new story, we show it to our four girls first. They always tell us exactly what they think of it. And sometimes I take new dolls to the local primary school to check that children like them.

Man: And the shows continue to be successful?

Woman: They do. I have a range of different shows for five to nine-year-olds. In fact, the shows have become so successful I could do one every day, but I don't want to do that. The reason the shows have become popular, I think, is because I love every minute of every show, and so other people love them too. I certainly didn't realise when I organised that birthday party for my daughters all those years ago that it would change my life so much!

[pause]

Now listen again.

[The recording is repeated.]

That is the end of Part 2.

[pause]

Appendix 8

Example of one of the lesson plans used in the treatment for both grades 8-03 and 8-08

UNIVERSIDAD DEL VALLE
Escuela de ciencias del lenguaje
Departamento de Lenguas y Culturas Extranjeras
Semestre AGOSTO-DICIEMBRE de 2016

FORMATO DE PLAN DE CLASE NÚMERO 2

Institución educativa: INEM Jorge Isaacs
Nombre del profesor del curso: M. I.
Nombre de las practicantes: Diana Milena Botero y Luisa Fernanda Quintero
Grados: octavo (8-03) y (8-08)
Tema: Visiting a New City
Duración: 2 horas

1. Estándares:

- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.
- Utilizo mi conocimiento general del mundo para comprender lo que escucho.
- Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales.

2. Objectives:

- Students will extract specific information from a short interaction in a tour guide.
- Students will identify words about the common places in a city.
- Students will create a brochure to give information about a tour.

3. Contents:

Communicative contents	Linguistic contents	Cultural contents
Describing cities Talking about tourist attractions.	Future tense Vocabulary (places around the city)	Most popular places in London

4. Methodology:

Pre-listening activity

To introduce the topic, the teacher will ask the students which are the most common places to visit in a city, this will help to learn new vocabulary. Students will be also asked about the different ways to go on tour through a city: which cities have you visited? Have you ever been on a tour? Which places did you visit? Which can be the best way for a tour?

In order to learn the vocabulary, teacher will ask students to scramble words related to the different places you can find around the city:

MESUMU	You can see pieces of art in this place
TSEMENAMU KARP	There are roller coasters and other fun machines.
POPINGSH LAMSL	There are shops and cinemas.
CERTCON LLAH	You go here to listen to music
RANTRESTAU	You have lunch or dinner here.
RIESLIBRA	You take books from here.
RETATHE	You go here to see a play
RIUMUAAQ	You go here to see fish

While-listening activity

Audio taken from: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/tour-london>

Students will listen to the audio once and the teacher will ask them “what do they understand?” “What’s happening in the audio? How many participants are there in the audio? Students will listen to the audio a second time and they will answer the following activity:

Put numbers from one to eight, following the order in which the people is going to visit the different places around London:

Number	Place
	Oxford Street
	Madame Tussauds Museum
	Tower of London
	London Eye
	Houses of Parliament
	Buckingham Palace
	Big Ben
	Tower Bridge

We will listen to the audio again, in order to confirm all the information and answer some questions about it:

- 1. The tour takes:**
 - a. 2 hours
 - b. 3 hours
 - c. 4 hours
- 2. At Madame Tussaud’s you can see:**
 - a. Maps of London
 - b. Models of famous people
 - c. Famous shops

3. **Oxford street is a famous street for:**
 - a. Drinking tea
 - b. Eating
 - c. Shopping
4. **The queen lives at:**
 - a. Buckingham Palace
 - b. The tower of London
 - c. Tower bridge
5. **Big Ben is a:**
 - a. Tour guide
 - b. Clock
 - c. Bridge
6. **You can see great views of London from:**
 - a. Oxford Street
 - b. The Houses of Parliament
 - c. London Eye

Next, Students will do a matching activity; so, they can identify through pictures these famous places. The teacher will put the pictures on the board and some pieces of paper with the corresponding names on them. Teacher will ask them what they know about the following places and where they have seen them:





Post-listening activity

The teacher will ask the students to create a special tour for their partners, around a city they want, and through the places they imagine. For this activity, students will have to create a brochure in which they have to include the places to visit, the price and extra information.



5. Materials and resources

- Photocopies
- Markers
- Computer
- Speakers

- Headphones

6. Evaluation and assessment

Checklist

	Yes	Partially	No
The students were involved and enthusiastic about the activities of the class.			
Students took the risk to ask for clarification to the teacher.			
Students participated voluntarily			
Discipline was acceptable			
The goals of the lesson were achieved by most students.			

Students' worksheet

NAME: _____ DATE: _____

VISITING A NEW CITY!

Activity 1: there are some hidden words, unscramble them and discover new vocabulary

MESUMU	You can see pieces of art in this place	
TSEMENAMU KARP	There are roller coasters and other fun machines.	
POPINGSH LAMSL	There are shops and cinemas.	
CERTCON LLAH	You go here to listen to music	
RANTRESTAU	You have lunch or dinner here.	
RIESLIBRA	You take books from here.	
RETATHE	You go here to see a play	
RIUMUAAQ	You go here to see fish	

Activity 2: Put numbers from one to eight, following the order in which the people is going to visit the different places around London:

Number	Place
	Oxford Street
	Madame Tussauds Museum
	Tower of London
	London Eye
	Houses of Parliament
	Buckingham Palace
	Big Ben
	Tower Bridge

Activity 3: Answer the following questions about the dialogue

- The tour takes:
 - 2 hours
 - 3 hours
 - 4 hours
- At Madame Tussaud's you can see:
 - Maps of London
 - Models of famous people
 - Famous shops
- Oxford street is a famous street for:
 - Drinking tea
 - Eating
 - Shopping
- The queen lives at:
 - Buckingham Palace
 - The tower of London
 - Tower bridge
- Big Ben is a:
 - Tour guide
 - Clock
 - Bridge
- You can see great views of London from:
 - Oxford Street
 - The Houses of Parliament
 - London Eye